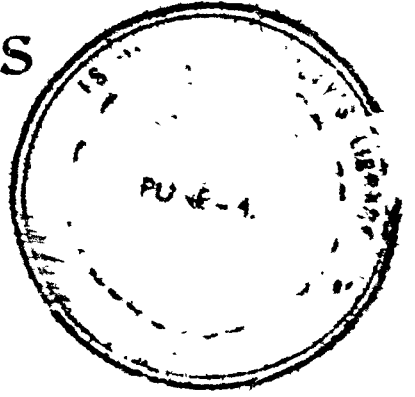


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THE HINDU . . .

. . . UNIVERSITY

OF  
BENARES



Why it is wanted

AND

What it aims at



MADAN MOHAN MALAVIYA

## OPINIONS.

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"The pride which identifies us with a great historic body is a humanising elevating habit of mind, inspiring sacrifices of individual comfort, gain or other selfish ambition, for the sake of that ideal whole, and no man swayed by such a sentiment can become completely abject." --George Eliot.

### THE HINDU UNIVERSITY.

"No enlightened Hindu can fail to be moved by a reflection on the achievements of his ancestors in the field of religion, philosophy and science; nor can he be blind to the features of the new cycle in which human destiny now revolves amidst influences of the Western civilisation. While his patriotism fixes his eyes on the rapid changes taking place in the world, his national bias attaches him to the rich legacy he has inherited, which he values and cherishes all the more as it is threatened to be absorbed by the commercial spirit of Europe. The modern Hindu, in fact, is learning to identify his love of the country with a reverence for the religion and traditions of his nation." \* \* \*

"The whole scheme, so grand, so patriotic, and so inspiring to every true Hindu, is, it will be seen, permeated by a spirit of revival combined with that of progress, and though the difficulties that beset its accomplishment, both in regard to the getting up of the vast organisation necessary for the preliminary labours and the collection of the funds estimated at a crore of rupees—\* \* \*—are truly staggering and calculated to cow down the spirit of every one but the most robust and optimistic patriot, still the very magnitude and magnificence of the scheme, the lofty ideals it places before all lovers of Aryavarta, its past glories and its future greatness, all constitute its claim on the devoted service of every individual ruling chief, nobleman and educated Hindu in fulfilling the aim of this grand movement, our regeneration on truly national and progressive lines. Whether our race is doomed to that condition of mental exhaustion and arrest of original progress, as Mr. Townsend and other western critics believe, or whether the new impact of the West has released it from mediæval stagnation and rendered it capable of rejuvenation and setting itself working again along new lines of rich productivity, will be tested by the success or failure of this great educational enterprise, so eminently worthy of the traditions of the Aryan race and so highly honourable to the ambition of the people that have inherited them."—(G. S. Iyer in the *Indian Review*.)

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# THE HINDU UNIVERSITY OF BENARES

FOR THE PROMOTION OF SCIENTIFIC, TECHNICAL AND ARTISTIC  
EDUCATION COMBINED WITH RELIGIOUS INSTRUCTION  
AND CLASSICAL CULTURE. THE NEED  
FOR SCIENTIFIC EDUCATION IS  
MOST PRESSING.

"Without a scientific foundation no permanent superstructure can be raised. Does not experience warn us that the rule of thumb is dead and that the rule of science has taken its place; that to-day we cannot be satisfied with the crude methods which were sufficient for our forefathers, and that those great industries which do not keep abreast of the advance of science must surely and rapidly decline."

*Extract from a speech by H. M. King-Emperor George V (when Prince of Wales) at the International Congress of Applied Chemistry, London. May 27th, 1909.*

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## THE HINDU UNIVERSITY OF BENARES.

THE proposal to establish a Hindu University at Benares was first put forward at a meeting held in 1904 at the 'Mint House' at Benares, which was presided over by H. H. the Maharaja of Benares. A prospectus of the proposed University was published and circulated in October 1905, and it was discussed at a select meeting held at the Town Hall at Benares on the 31st of December, 1905, at which a number of distinguished educationists and representatives of the Hindu community of almost every province of India were present. It was also considered and approved by the Congress of Hindu Religion which met at Allahabad in January 1906. The scheme met with much approval and support both from the press and the public. "To the scheme for establishing a Hindu University," said the *Pioneer* in a leading article, "the most cordial encouragement may be offered.....A crore of rupees does not seem to be an excessive sum for a purpose so clearly excellent, and which no doubt appeals to a very numerous class...Even if Mahomedans and Christians do not hasten to embrace the opportunities offered under the most liberal constitution of this new centre of learning, there are two hundred million Hindus to whom it should appeal as a true Alma Mater, and surely no greater constituency could be desired." The Hon. Sir James LaTouche, the then Lieutenant-Governor of the United Provinces, was pleased to bless it in the following words:—

"If the cultured classes throughout India are willing to establish a Hindu University with its colleges clustered round it, they have my best wishes for its success. But

if the institution is to be first-rate, the cost will be very great and the bulk of the money must be found elsewhere than in this province. At this era of the world's progress no one will desire or approve a second-rate institution."

This was in 1906. The scheme has ever since been kept alive by discussions and consultations with a view to begin work. But owing to circumstances which need not be mentioned here, an organised endeavour to carry out the proposal had to be put off year after year until last year. Such endeavour would assuredly have been begun last year. But the lamented death of our late King-Emperor, and the schemes for Imperial and Provincial memorials to his Majesty, and the All-India memorials to the retiring Viceroy, came in, and the project of the University had yet to wait. Efforts have now been going on since January last to realise the long-cherished idea. As the result of the discussion which has gone on, the scheme has undergone some important changes. It has generally been agreed that the proposed University should be a residential and teaching University of the modern type. No such University exists at present in India. All the five Universities which exist are mainly examining Universities. They have done and are doing most useful work. But the need for a University which will teach as well as examine, and which by reason of being a residential University, will realise the ideal of University life as it was known in the past in India, and as it is known in the present in the advanced countries of the West, has long been felt, and deserves to be satisfied.

### **The Objects.**

The objects of the University have been thus formulated :—

- (i) To promote the study of the Hindu Shastras and of Samskrit literature generally as a means of preserving and popularising for the benefit of the Hindus in particular and of the world at large in general, the best thought and culture of the Hindus, and all

that was good and great in the ancient civilization of India ;

- (ii) to promote learning and research generally in arts and science in all branches ;
- (iii) to advance and diffuse such scientific, technical and professional knowledge, combined with the necessary practical training, as is best calculated to help in promoting indigenous industries and in developing the material resources of the country ; and
- (iv) to promote the building up of character in youth by making religion and ethics an integral part of education.

### **The Colleges.**

It is proposed that to carry out these objects, as, and so far as funds should permit, the University should comprise the following colleges :—

- (1) A Samskrit College—with a Theological department ;
- (2) A College of Arts and Literature ;
- (3) A College of Science and Technology ;
- (4) A College of Agriculture ;
- (5) A College of Commerce ;
- (6) A College of Medicine ; and
- (7) A College of Music and the Fine Arts.

It will thus be seen that the faculties which it is proposed to constitute at the University are those very faculties which generally find recognition at every modern University in Europe and America. There is no proposal as yet to establish a Faculty of Law ; but this omission can easily be made good if there is a general desire that the study of Law should also be provided for.

### **The Samskrit College.**

The Colleges have been somewhat differently named now. The Vaidik College of the old scheme has given place to the Samskrit College with a Theological department,— where

satisfactory provision can be made for the teaching of the Vedas also. Over a hundred years ago (in the year 1791), Mr. Jonathan Duncan, the Resident at Benares, proposed to Earl Cornwallis, the Governor-General, 'that a certain portion of the surplus revenue of the province or zamindari of Benares should be set apart for the support of a Hindu college or academy for the preservation of the Samskrit literature and religion of that nation, at this the centre of their faith and the common resort of their tribes.' The proposal was approved by the Governor-General, and the Samskrit College was established. From that time it has been the most important institution for the preservation and the promotion of Samskrit learning throughout India. The debt of gratitude which the Hindu community owes to the British Government for having made this provision for the study of Samskrit learning can never be repaid. And it is in every way meet and proper that instead of establishing a new college in the same city where the same subjects will be taught, the Government should be approached with a proposal to incorporate this college with the proposed University. If the proposal meets with the approval of the Government, as it may reasonably be hoped that it will, all that will then be necessary will be to add a theological department to the Samskrit College for the teaching of the Vedas. When the Samskrit College was started, four chairs had been provided for the teaching of the four Vedas. But they were all subsequently abolished. This has long been a matter for regret. Mr. George Nicholls, a former Headmaster of the Samskrit College, wrote in 1844 : 'Considering the high antiquity of this branch of learning (the Vedas),.....it is a pity that in a college established by Government for the express purpose of not only cultivating but preserving Hindu literature, studies of the highest antiquarian value should have been discouraged by the abolition of the Veda Professorships.' The Vedas have a more than antiquarian value for the Hindus. They are the primary source of their religion. And it is a matter of



reproach to the Hindus, that while excellent provision is made for the study and elucidation of the Vedas in Germany and America, there is not one single first-rate institution in this country for the proper study of these sacred books. An effort will be made to remove this reproach by establishing a good Vaidik School at this University. This, if done, will complete the provision for the higher study of Samskrit literature at Kashi, the ancient seat of ancient learning. The Vaidik School will naturally have an *ashram* or hostel attached to it for the residence of Brahmacharis, some of whom may be trained as teachers of religion. The substitution of the name, 'the Samskrit College' for the Vaidik College in the scheme, has been made in view of this possible incorporation.

#### **The College of Arts and Literature.**

The second college will be a College of Arts and Literature, where languages, comparative philology, philosophy, history, political economy, pedagogics, &c., will be taught. It is proposed that the existing Central Hindu College at Benares should be made the nucleus of this College. The self-sacrifice and devotion which have built up this first-class institution, must be thankfully acknowledged; and, if the terms of incorporation can be satisfactorily settled, as they may well be, the College should be taken up by the University, and improved and developed so as to become the premier college on the arts side of the University. This incorporation and development will be both natural and reasonable, and there is reason to hope that the authorities of the Central Hindu College will agree to this being done.

#### **The College of Science and Technology.**

The third college will be the College of Science and Technology, with four well-equipped departments of pure and applied sciences. It is proposed that this should be the first college to be established by the University. In

the present economic condition of India there is no branch of education for which there is greater need than scientific and technical instruction. All thoughtful observers are agreed that the salvation of the country from many of the economic evils to which it is at present exposed lies in the diversion of a substantial portion of the population from agricultural to industrial pursuits. This demands a multiplication of the existing facilities for technical and industrial education. Decades ago the Famine Commission of 1878 said in their Report: "At the root of much of the poverty of the people of India and the risks to which they are exposed in seasons of scarcity lies the unfortunate circumstance that agriculture forms almost the sole occupation of the mass of the people, and that no remedy for present evils can be complete which does not include introduction of a diversity of occupations through which the surplus population may be drawn from agricultural pursuits and led to earn the means of subsistence in manufactures and such employments." Speaking nearly a quarter of a century after, in his very able opening address to the Industrial Conference which met at Naini Tal in 1907, the Hon'ble Sir John Hewett said:—"It is clear that, in spite of some hopeful signs, we have hardly as yet started on the way towards finding industrial employment, by means of the scientific improvements brought about in the art of manufacture, for the surplus portion of our 48 or 50 millions of population."

\* \* "It is impossible for any one interested in the industrial development of this country to study the annual trade returns without lamenting that so much valuable raw produce which might be made up locally, should leave our ports annually to be conveyed to other countries, there to be converted into manufactured articles, and often be re-imported into India in that form. \* \* \* Mr. Holland will perhaps regret most the continued export of mineral products capable of being worked up locally into manufactured articles, and I certainly share his regret; but I confess that my chief regrets are at present over the enormous export

of hides, cotton, and seed because these raw products could be so very easily worked up into manufactures in our midst.”

\*\*\* “We cannot regulate the sunshine and the shower; the seed time and the harvest; that is beyond the power of man. But we can control, to some extent, the disposal of the products of the earth, thereby opening new avenues to employment and spreading greater prosperity over the land.” And in another part of the same address, the distinguished speaker urged that in order that this should be possible, technical education must be promoted.” “It does seem to me to be an axiom,” said Sir John Hewett, “that there is a very close connection between education and the progress of industries and trade. Undoubtedly this truth has not been sufficiently recognized in India, and to my mind its backwardness in industries and trade is largely due to the failure to recognize the importance of organization on a proper basis of its system of education.”

The introduction of such a system was strongly advocated by the Hon'ble Mr. S. H. Butler in an excellent note which he prepared for the said Industrial Conference. Mr. Butler there drew attention to “the remarkable growth and expansion of technical education in the West and Japan of recent years,” which “marks at once changes in industrial conditions and in educational ideals,” and urged the need of making the beginning of a similar system of education in the United Provinces. Among many other useful recommendations was one for the establishment of a Technological Institute at Cawnpore. In speaking of it Mr. Butler said:—“A few technical scholarships—tenable across the seas,—excellent though they are—can never supply the impetus of a technological institute. *Every civilised country has its technological institutes in numbers.*” (The italics are ours.).....“In the beginning all these institutions were, doubtless, humble; but it is still true that in countries yearning to be industrial technical education has begun largely at the top. Technical education lower down followed as a rule after the spread of general education.”

It is a matter of sincere satisfaction that accepting the recommendations of the Industrial Conference, which were strongly supported by the Government of the United Provinces, the Government of India has been pleased to sanction the establishment of a Technological Institute at Cawnpore; that the Roorkee College has been greatly strengthened and improved; and that some other noteworthy steps have been taken to promote technical education in the United Provinces. Progress has been recorded in some other Provinces also. We must feel deeply thankful to the Government for what they have done and are doing in this direction; but we should at the same time remember that there is need for much more to be done in this vast country, and should recognise that it is not right for us to look to the State alone to provide all the scientific and technical education that is needed by the people. We should recognise that it is the duty and the privilege of the public—particularly of the wealthy and charitable among them—to loyally supplement the efforts of the Government in this direction. The remarks of the late Director-General of Statistics in India made about a year ago are quite pertinent to this subject and may usefully be quoted here. Wrote Mr. O'Connor:—

“I hope the leaders of the industrial movement (in India) will not make the mistake of thinking that the acquisition of technical skill may be limited to the artisan class. It is, on the contrary, essentially necessary that the younger members of families of good social status should learn the best methods of running a large factory and qualify for responsible executive positions in such a factory. Technical schools and colleges are wanted, and, as usual, the tendency is to look to the State to supply them. Let me recommend, however, that the community should found them and should be content with grants-in-aid from the State. The late Mr. Tata of Bombay gave a noble example of how such things should be done, and I wish there were even ten other men like him, patriotic, independent, far-

seeing and splendidly public-spirited, ready to do something like what he did."

It is not perhaps the good fortune of India at present to discover to the world ten more such splendidly public-spirited sons as the late Jamshedjee Nuseerwanjee Tata. But it is not too much to hope that the high and the humble among her sons of the Hindu community, have sufficient public spirit to raise by their united contributions a sum equal to at least twice the amount which that noble son of India offered for the good of his countrymen, to build up a College of Science and Technology which should be a great centre for scattering broadcast among the people a knowledge of the known results of scientific investigation and research in their practical applications to industry, and thus form a necessary complement to the Research Institute at Bangalore and to the proposed Technological Institute at Cawnpore.

#### **The College of Agriculture.**

It is proposed that the second college to be established should be the College of Agriculture. For a country where more than two-thirds of the population depend for their subsistence on the soil, the importance of agriculture cannot be exaggerated. Even when manufacturing industries have been largely developed, agriculture is bound to remain the greatest and the most important national industry of India. Besides, agriculture is the basic industry on which most of the other industries depend. As the great scientist Baron Leibig has said—'perfect agriculture is the foundation of all trade and industry—is the foundation of the riches of the State.' The prosperity of India is, therefore, most closely bound up with the improvement of its agriculture. The greatest service that can be rendered to the teeming millions of this country is to make two blades of grass grow where only one grows at present. The experience of the West has shown that this result can be achieved by means of scientific agriculture. A comparison of the present

outturn per acre in this country with what was obtained here in former times and what is yielded by the land of other countries shows the great necessity and the vast possibility of improvement in this direction. Wheat land in the United Provinces which now gives 840 lbs. an acre yielded 1,140 lbs. in the time of Akbar. The average yield of wheat per acre in India is 700 lbs; in England it is 1,700 lbs. Of rice the yield in India is 800 lbs., as against 2,500 lbs. in Bavaria. America produces many times more of cotton and of wheat per acre than we produce in India. This marvellously increased production in the West is the result of the application of science to agriculture. The February number of the *Journal of the Board of Agriculture* draws attention to the fact that in the single State of Ontario which subsidises the Guelph College of Agriculture to the extent of £ 25,000 annually, the material return for this outlay is officially stated as follows:—"The application of scientific principles to the practical operations of the farm, and the interchange and dissemination of the results of experiments conducted at the College and the practical experience of successful farmers, have increased the returns from the farm far in excess of the expenditure on account thereof. The direct gain in yield in one class of grain alone has more than covered the total cost of agricultural education and experimental work in the Province." There is no reason why resort to scientific methods should not yield equally satisfactory results here.

In the Resolution on Education which the Government of India published in 1904, they noted that 'the provision for agricultural education in India is at present meagre and stands seriously in need of expansion and reorganisation.' Much progress has been made since then. An Imperial Agricultural College and Research Institute have been established at Pusa, and Provincial Agricultural Colleges have been improved. For all this we must feel thankful to the Government. But the need for more provision for agricultural education is still very great, and it is believed that an agricultural college, established and maintained by the voluntary

contributions of the people, is likely to prove specially useful in making the study of agricultural science much more popular and fruitful than it is at present.

### **The College of Commerce.**

It is proposed that the third college to be established should be the College of Commerce and Administration. The importance of commercial education—that is, a special training for the young men who intend to devote themselves to commercial pursuits—as a factor in national and international progress is now fully recognised in the advanced countries of the West. Those nations of the West which are foremost in the commerce of the world have devoted the greatest attention to commercial education. Germany was the first to recognise the necessity and usefulness of this kind of education. America followed suit; so did Japan; and during the last fifteen years England has fully made up its deficiency in institutions for commercial education. The Universities of Birmingham and Manchester have special Faculties of Commerce with the diploma of Bachelor of Commerce. So has the University of Leeds. Professor Lees Smith, who came to India two years ago at the invitation of the Government of Bombay, in addressing the Indian Industrial Conference at Madras, said—“The leaders of commerce and business need to be scientifically trained just as a doctor or a barrister or professional man is.....Modern experience shows us that business requires administrative capacity of the very highest type. It needs not merely technical knowledge, but it needs the power of dealing with new situations, of going forward at the right moment and of controlling labour. These are just the qualities which Universities have always claimed as being their special business to foster; and we, therefore, say that if you are going to fulfil any of the hopes which were held out yesterday by your President, if you are going to take into your own hands the control of the commerce of this nation, then you must produce wide-minded, enterprising men of initiative, men who are likely to be produced by the

University Faculties of Commerce...The University Faculty of Commerce is intended, of course, to train the judgment and to mould the minds of men. It is claimed that although it must give primarily a liberal education, it is possible to give that education which has a direct practical bearing on business life...That kind of man (a man so trained) has immense possibilities in the world of commerce; he is the kind of man on whom you must depend to lead you in the industrial march in the future."

When it is remembered that the export and the import trade of India totals up more than 300 crores of rupees every year, it can easily be imagined what an amount of employment can be found for our young men in the various branches of commerce, in and out of the country, if satisfactory arrangements can be made to impart to them the necessary business education and training. The possibilities of development here are truly great; and the establishment of a College of Commerce seems to be urgently called for to help to some extent to make those possibilities real.

#### **The College of Medicine.**

It is proposed that the next college to be established should be the College of Medicine. The many Medical Colleges and Schools which the Government have established in various provinces of India, have done and are doing a great deal of good to the people. But the supply of qualified medical men is still far short of the requirements of the country. The graduates and licentiates in medicine and surgery whom these colleges turn out are mostly absorbed by cities and towns. Indeed even in these, a large portion of the population is served by Vaidyas and Hakims, who practise, or are supposed to practise, according to the Hindu or Mahomedan system of medicine. In the villages in which the nation dwells, qualified medical practitioners are still very rare. Hospital assistants are employed in the dispensaries maintained by District Boards. But the number of these also is small. The result is that it is believed that vast



numbers of the people have to go without any medical aid in fighting against disease, and a large number of them have in their helplessness to welcome the medical assistance of men who are often uninstructed and incompetent. The need for more medical colleges is thus obvious and insistent. In the last session of the Imperial Legislative Council, the Hon'ble Surgeon-General Lukis, Inspector-General of Civil Hospitals in India, referring to the advice recently given to the Bombay medical men by Dr. Temalji Nariman, exhorted Indians to found more medical colleges. Said Surgeon-General Lukis : —

“ In the very excellent speech which we listened to with such interest yesterday, the Hon. Mr. Gokhale when pleading the cause of primary education, said that this was a case in which it was necessary that there should be the cordial co-operation of the Government with the public. May I be allowed to invert the terms and say—‘ this is a case where we want the cordial co-operation of the public with the Government.’ I hope that the wealthy and charitable public will bear this in mind, and I can assure them that if they will do anything to advance the scheme for the institution of unofficial medical colleges, entirely officered by Indians, they will not only be conferring a benefit on the profession, but on their country at large.....It is well known that the Government medical colleges and schools cannot accommodate more than a fraction of those who ask for admission. In Calcutta alone, as I know from personal experience, over 200 candidates have to be rejected every year, and there is therefore ample room for well-equipped and properly staffed unofficial medical colleges and schools which may be either affiliated to the University or run on the same lines as a Government medical school but entirely conducted by Indian medical men ; and I look forward to the time when in every important centre in India we shall have well-equipped unofficial medical schools working in friendly rivalry with the Government medical schools, and each institution striving its hardest to see which can get the

best results at the University examinations. As Dr. Nariman said, this may take years to accomplish, but I earnestly hope that, before I say farewell to India, I shall see it an accomplished fact, at any rate in Calcutta and Bombay; and if I have said anything to-day which will induce the leaders of the people to give the scheme their cordial support, I feel, sir, that I shall not have wasted the time of the Council by interposing in this debate."

The distinguishing feature of the proposed Medical College at Benares will be that Hindu medical science will be taught here along with the European system of medicine and surgery. Hindu medical science has unfortunately received less attention and recognition than it deserves. Hippocrates, who is called the 'Father of Medicine,' because he first cultivated the subject as a science in Europe, has been shown to have borrowed his *materia medica* from the Hindus. 'It is to the Hindus,' says Dr. Wise, late of the Bengal Medical Service, 'we owe the first system of medicine.' 'It will be of some interest to Hindu readers to know,' says Romesh Ch. Dutt in his History of Civilisation in Ancient India, 'when foreign scientific skill and knowledge are required in every district in India for sanitary and medical work, that twenty-two centuries ago, Alexander the Great kept Hindu physicians in his Camp for the treatment of diseases which Greek physicians could not heal, and that eleven centuries ago Haroun-al-Rashid of Bagdad retained two Hindu physicians known in Arabian records as Manka and Saleh, as his own physicians.' Not only throughout the Hindu period--including of course the Buddhist--but throughout the Mahomedan period also the Hindu system was the national system of medical relief in India, so far at least as the Hindu world was concerned, and so it remains, to a large extent, even to this day. Being indigenous it is more congenial to the people; treatment under it is cheaper than under the European system; and it has merits of its own which enable it to stand in favourable comparison with other systems. In support of this view

it will be sufficient to mention that Kavirajas or Vaidyas who have a good knowledge of Hindu medical works, command a lucrative practice in a city like Calcutta in the midst of a large number of the most competent practitioners of the European system. This being so, it is a matter for regret that there is not even one first class institution throughout the country where such Kavirajas or Vaidyas may be properly educated and trained to practise their very responsible profession. The interests of the Hindu community demand that satisfactory provision should be made at the very least at one centre in the country for the regular and systematic study and improvement of a system which is so largely practised, and is likely to continue to be practised in the country. It is intended that the proposed Medical College of the University should form one such centre. The Hindu system of medicine shall here be brought up to date and enriched by the incorporation of the marvellous achievements which modern medical science has made in anatomy, physiology, surgery and all other departments of the healing art, both on the preventive and the curative side. The aim of the institution will be to provide the country with Vaidyas well-qualified both as physicians and surgeons. It is believed that this will be a great service to the cause of suffering humanity in India.

#### **The College of Music and the Fine Arts.**

The last college to be established should, it is proposed, be a College of Music and the Fine Arts. The work of this College will be (a) to recover the world of beauty and sublimity which was reared in *ragas* by the æsthetic minds of ancient India, and to bring it within the reach of the cultured classes; (b) to encourage painting and sculpture; and (c) to preserve and promote purity of design in the production of art wares, to arrest the spirit of a slavish imitation of foreign models.

The high value of music in the economy of a nation's healthful and happy existence is fully recognised in the

advanced countries of the West. A number of Universities have a special Faculty of Music, and confer degrees of Bachelors, Masters and Doctors of Music. A modern University will be wanting in one of the most elevating influences if it did not provide for a Faculty of Music.

### **The Medium of Instruction.**

When the idea of a Hindu University was first put forward, it was proposed that instruction should be imparted in general subjects through the medium of one of the vernaculars of the country. It was proposed that that vernacular should be Hindi, as being the most widely understood language in the country. This was supported by the principle laid down in the Despatch of 1854, that a knowledge of European arts and science should gradually be brought by means of the Indian vernaculars, within the reach of all classes of the people. But it is felt that this cannot be done at present owing to the absence of suitable treatises and text-books on science in the vernaculars. It is also recognised that the adoption of one vernacular as the medium of instruction at a University which hopes to draw its *alumni* from all parts of India will raise several difficulties of a practical character which it would be wise to avoid in the beginning.

It has, therefore, been agreed that instruction shall be imparted through the medium of English, but that, as the vernaculars are gradually developed, it will be in the power of the University to allow any one or more of them to be used as the medium of instruction in subjects and courses in which they may consider it practicable and useful to do so. In view of the great usefulness of the English language as a language of world-wide utility, English shall even then be taught as a second language.

### **The Need for the University.**

There are at present five Universities in India, *viz.*, those of Calcutta, Bombay, Madras, Lahore and Allahabad. These are all mainly examining Universities. In founding

them, as the Government of India said in their Resolution on Education in 1904, 'the Government of India of that day took as their model the type of institution then believed to be best suited to the educational conditions of India, that is to say, the examining University of London. Since then the best educational thought of Europe has shown an increasing tendency to realize the inevitable shortcomings of a purely examining University, and the London University itself has taken steps to enlarge the scope of its operations by assuming tuitional functions... Meanwhile the Indian experience of the last fifty years has proved that a system which provides merely for examining students in those subjects to which their aptitudes direct them, and does not at the same time compel them to study those subjects systematically under first-rate instruction, tends inevitably to accentuate certain characteristic defects of the Indian intellect—the development of the memory out of all proportion to the other faculties of the mind, the incapacity to observe and appreciate facts, and the taste for metaphysical and technical distinctions.' Besides, a merely examining University can do little to promote the formation of character, which, it is generally agreed, is even more important for the well-being of the individual and of the community, than the cultivation of intellect. These and similar considerations point to the necessity of establishing residential and teaching Universities in India of the type that exist in all the advanced countries of the West. The proposed University will be such a University—a Residential and Teaching University. It will thus supply a distinct want which has for some time been recognised both by the Government and the public, and will, it is hoped, prove a most valuable addition to the educational institutions of the country.

But even if the existing Universities were all teaching Universities, the creation of many more new Universities would yet be called for in the best interests of the country. If India is to know, in the words of the great Educational Despatch of 1854, those 'vast moral and material blessings'

which flow from the general diffusion of useful knowledge, and which India may, under Providence, derive from her connexion with England'; if her children are to be enabled to build up indigenous industries in the face of the unequal competition of the most advanced countries of the West, the means of higher education in this country, particularly of scientific, industrial and technical education, will have to be very largely increased and improved. To show how great is the room for improvement, it will be sufficient to mention that as against five examining Universities in a vast country like India, which is equal to the whole of Europe *minus* Russia, there are eighteen Universities in the United Kingdom, which is nearly equal in area and population to only one province of India, namely, the United Provinces; fifteen in France; twenty-one in Italy; and twenty-two State-endowed Universities in Germany, besides many other Universities in other countries of Europe. In the United States of America, there are 134 State and privately endowed Universities. The truth is that University education is no longer regarded in the West as the luxury of the rich, which concerns only those who can afford to pay heavily for it. Such education is now regarded as of the highest national concern, as essential for the healthy existence and progress of every nation which is exposed to the relentless industrial warfare which is going on all over the civilised world.

How sadly India has suffered in this new warfare was well described in an excellent paper on the industrial development of India which Sir Guilford Molesworth, K.C.I.E., contributed to the First Indian Industrial Conference at Benares in 1905. He there truly observed:—

"India presents the strange spectacle of a country, formerly rich, prosperous, and in a manner highly civilized, of which the native industries are now decadent, being crushed out under the stress of modern civilization and progress."

"Of India's vast population of 300,000,000 souls about 60 per cent. are supported by agriculture. This leaves a

large residuum available for other industrial purposes : but the arts and crafts for which India has been so justly celebrated whether metallurgical or textile, whether of cutlery, glass, pottery, silks, carpets, or other industries are dead or dying.

“Throughout the country may be found old slag-heaps, testifying to the former prosperity of native iron industries, the splendid native iron being now superseded by the cheap worthless metal of foreign manufacture. Everywhere may be seen evidence of flourishing industries of the past, whether in the huge forty-ton brass gun of Bijapur, in the great iron column of the Kutub, in the magnificent inlaid marble, fretwork and the carving of the tombs, palaces, and mosques. It may also be seen in the glass, pottery, shawls, carpets, and silks in the *toshakhanas* of many of the Rajahs, and also in the ruins of indigo factories.” \* \* \*

“In connection with this subject I may quote the following from an article which I contributed to the *Calcutta Review* more than twenty years ago:—“India, the land of the pagoda tree. India, the mine of wealth. India, the admiration of Marco Polo, and of travellers of former times. India in poverty! Midas starving amid heaps of gold does not afford a greater paradox : yet here we have India, Midas-like, starving in the midst of untold wealth.”

“For India has untold wealth : wonderful natural resources, whether agricultural, mineral or industrial, but they are to a great extent dormant. It has coal of an excellent quality, it has fine petroleum, large quantities of timber and charcoal ; it has iron of a purity that would make an English iron-master’s mouth water, spread wholesale over the country, in most places to be had by light quarrying over the surface ; it has chrome iron capable of making the finest Damascus blades, manganiferous ore, splendid hematities in profusion. It has gold, silver, antimony, precious stones, asbestos ; soft wheat, equal to the finest Australian, hard wheat, equal to the finest Kabanka. It has food-grains of every description : oilseeds,

tobacco, tea, coffee, cocoa, sugar, spices ; lac, dyes, cotton, jute, hemp, flax, coir, fibres of every description ; in fact, products too numerous to mention. Its inhabitants are frugal, thrifty, industrious, capable of great physical exertions, docile, easily taught, skilful in any work requiring delicate manipulation. Labour is absurdly cheap, and the soil for the most part wonderfully productive."

"Ball, in his 'Economic Geology of India,' says : 'Were India wholly isolated from the rest of the world, or its mineral productions protected from competition, there cannot be the least doubt that she would be able, from within her own boundaries, to supply nearly all the requirements, in so far as the mineral world is concerned, of a highly civilized community.' I may add that this remark is applicable not only to mineral products, but also to almost every other article of produce. \* \* \*

"Some forty or fifty years ago, Japan was as backward as any Eastern nation, but she has developed her resources from within," or, in other words, by the people in conjunction with the Government. \* \* \* The success of this policy has been apparent in the wonderful development of Japanese industries built upon 'a system of technical education which included every thing required to enable her to occupy her proper place among the manufacturing nations of the world.' "

The agricultural exports of Japan including raw silk formed 51·6 per cent. of her total exports in 1890. They had fallen to 37·8 per cent. in 1902, while her industrial exports had risen from 18 to 38 per cent.

Speaking a few years ago, Sir Philip Magnus said :—  
 "The intimate connection between industrial progress and scientific activity does not admit of question. But if positive proof is needed, it will be found in the concurrent development of the trade of Germany and of the facilities provided in that country for the scientific training of the people. Other causes have undoubtedly contributed to the commercial prosperity of Germany ; but after making every



allowance for these, we are confronted with the fact that these industries depend for their successful working upon the application of the most advanced scientific knowledge, and that the German people have recognized this dependence by providing, at a cost vastly exceeding any like expenditure by this country, the best possible facilities for scientific training and research. This fixed policy has changed Germany from an agricultural to a manufacturing nation." In 1871, Germany was a nation of 39 millions of inhabitants, of whom 60 per cent. were engaged in agricultural pursuits. In 1901 it had increased to an Empire of 58 million inhabitants, of whom 35 per cent. were engaged in agriculture and 65 per cent.—nearly two-thirds—in industry and trade." Between 1870 and 1900 the number of students at German Universities at technical and other high schools has increased from 17,761 to 46,520."

India too has felt the effect of this change. Our indigo industry has been killed by the scientifically manufactured artificial indigo of Germany. The aniline dyes proclaim it everywhere. The ancient sugar industry of India is being steadily undermined by the competition of foreign sugar. In the course of an extremely valuable paper 'On the development of the mineral resources of India,' which Sir Thomas (then Mr.) Holland, Director of the Geological Survey of India, contributed to the First Industrial Conference held at Benares in 1905, he said:—

"As one result of the application of science to sugar manufacture in Europe, Austria alone last year sent sugar to India to the value of 138 lakhs of rupees. (The value of the sugar imported from various countries into India amounted last year to over 10 crores.) When a country, with a temperate climate, can beat the manufactures of a natural tropical product in their own climate, and at a distance of 5,000 miles, it is time for us to review our methods of work with critical faculties well alert. How many other Indian industries, depending solely on the advantages

of natural conditions, are in danger of extermination by applied science in Europe?"

In concluding his paper, Sir Thomas Holland said:—

“Our poverty is not in material, but in men capable of turning the natural material into the finished product. We want more than Government provision for technical scholarships: we want a reformation in the *tastes* of our students; we want them to learn that the man with technical dexterity is of more use to the country than the writer of editorials or the skilful cross-examiner; that applied science now belongs to the highest castè of learning, and is a worthy field for the best ability we can obtain.

“As far as our *mineral resources* are concerned, there is unlimited room for profitable enterprise: the country is sufficiently endowed by Nature, not only to meet its own requirements, but to take advantage of its central position for competing with others in the Indian Ocean markets; but until we find the chemical, metallurgical and mechanical workshops as attractive to our high-caste students, as the class-rooms for law and literature now are, the cry of *Swadeshi*, no matter how worthy the spirit it embodies, will remain but an empty word.”

The endeavour to establish the proposed University is being made in the hope and belief that a people's University, as it pre-eminently will be, will succeed in a larger measure than other Universities, in making the chemical, metallurgical and mechanical workshops as attractive to our high-caste students as the class-rooms of law and literature now are.

### **Moral Progress.**

#### **Training of Teachers of Religion.**

Enough has been said above to show the need for a University such as it is proposed to establish, to help the diffusion of general, scientific and technical education as a means of preserving or reviving national industries and of utilising the natural resources of India and thereby augmenting national wealth. But mere industrial advancement cannot

ensure happiness and prosperity to any people ; nor can it raise them in the scale of nations. Moral progress is even more necessary for that purpose than material. Even industrial prosperity cannot be attained in any large measure without mutual confidence and loyal co-operation amongst the people who must associate with each other for the purpose. These qualities can prevail and endure only amongst those who are upright in their dealings, strict in the observance of good faith, and steadfast in their loyalty to truth. And such men can be generally met with in a society only when that society is under the abiding influence of a great religion acting as a living force.

Every nation cherishes its own religion. The Hindus are no exception to the rule. On the contrary, probably no other people on earth are more deeply attached to their religion than the Hindus. If they were asked to-day for which of the many blessings which they enjoy under British rule, they are more grateful than for the others, they would probably unhesitatingly name religious freedom. Sir Herbert Riseley observed in his report on the Census of 1901, that "Hinduism with its 207 million votaries is *the* religion of India ;" that "it is professed in one or other of its multifarious forms by 7 persons out of 10, and predominates everywhere except in the more inaccessible tracts in the heart and on the outskirts." The importance of providing for the education of the teachers of a religion so ancient, so widespread, and so deep-rooted in the attachment of its followers, is quite obvious. If no satisfactory provision is made to properly educate men for this noble calling, ill-educated or uneducated and incompetent men must largely fill it. This can only mean injury to the cause of religion and loss to the community. Owing to the extremely limited number of teachers of religion who are qualified by their learning and character to discharge their holy functions, the great bulk of the Hindus including princes, noblemen, the gentry, and—barring exceptions here and there—even Brahmans, have to go without any systematic religious education or spiritual

ministrations. This state of things is in marked contrast with that prevailing in the civilised countries of Europe and America, where religion, as a rule, forms a necessary part of education; where large congregations assemble in churches to hear sermons preached by well-educated clergymen, discharging their duties under the control of well-established Church governments or religious societies. But though the fact is greatly to be deplored, it is not to be wondered at. The old system which supplied teachers of religion has, in consequence of the many vicissitudes through which India has passed, largely died out. It has not yet been replaced by modern organisations to train such teachers. To remove this great want, to make suitable provision for satisfying the religious requirements of the Hindu community, it is proposed to establish a large school or college at the University to educate teachers of the Hindu religion. It is proposed that they should receive a sound grounding in liberal education, make a special and thorough study of their own sacred books, and a comparative study of the great religious systems of the world; in other words, that they should receive at least as good an education and training as ministers of their religion as Christian Missionaries receive in their own.

Of course several chairs will have to be created to meet the requirements of the principal denominations of Hindus. How many these should be, can only be settled later on by a conference of the representative men of the community. But there seems to be no reason to despair that an agreement will be arrived at regarding the theological department of the University. Hindus have for ages been noted for their religious toleration. Large bodies of Hindus in the Punjab, who adhere to the ancient faith, revere the Sikh Gurus who abolished caste. The closest ties bind together Sikh and non-Sikh Hindus, and Jains and Agarwals who follow the ancient faith. Followers of the Acharyas of different Sampradayas live and work together as good neighbours and friends. So also do the followers

of the Sanatan Dharma and of the Arya Samaj, and of the Brahmo Samaj. And they all co-operate in matters where the common interests of the Hindu community as a whole are involved. This toleration and good-feeling have not been on the wane; on the contrary they have been steadily growing. There is visible at present a strong desire for greater union and solidarity among all the various sections of the community, a growing consciousness of common ties which bind them together and which make them sharers in sorrow and in joy; and it may well be hoped that this growing feeling will make it easier than before to adjust differences, and to promote brotherly good-feeling and harmonious co-operation even in the matter of providing for the religious needs of the different sections of the community.

The constitution of the Theological Faculty which has been proposed has called forth some adverse criticism. The objections which have been urged, may well be considered, as they must be, when the conference which has been suggested above meets. But it may safely be said that good sense and good brotherly feeling will help to bring about a solution which will meet with the assent and approval of the community at large.

#### **Religious Instruction of Students.**

This is a service which the proposed University will render to the Hindu community as a whole. It will render a special service to the youth of that community. It will be its special solicitude to instruct every Hindu young man, who comes within the sphere of its influence, in the tenets of his noble religion. In Europe and America, secular education is, as a rule, combined with religious education. In India also the sentiment in favour of combining the two kinds of instruction has come down from the most ancient times. Notwithstanding this, however, owing to the differences in the faiths followed by the British rulers of India and the people of this country, the Government felt themselves constrained, when inaugurating the otherwise

excellent system of public instruction which obtains here, to exclude religious instruction from State colleges and schools.

The wisdom and liberality of sentiment which underlie this decision are highly commendable; but the imperfections and evils arising from a dissociation of two parts which go to make up a complete whole, have yet long been recognised and regretted both by the Government and the public. Many years ago, a former Chancellor of the University of Calcutta said in his address at the Convocation "that a system of education which makes no provision for religious teaching is essentially imperfect and incomplete." The Education Commission which was appointed during the time of Lord Ripon and which was presided over by Sir William Hunter, went at great length into this question. The Commissioners said in their Report:—"The evidence we have taken shows that in some Provinces there is a deeply-seated and widely spread desire that culture and religion should not be divorced, and that this desire is shared by some representatives of native thought in every Province. In Government institutions this desire cannot be gratified. The declared neutrality of the State forbids its connecting the institutions directly maintained by it with any form of faith; and the other alternative of giving equal facilities in such institutions for the inculcation of all forms of faith involves practical difficulties which we believe to be insuperable. In Chapter VI we have shown that we are not insensible to the high value of the moral discipline and example which Government institutions are able to afford; but we have also shown that we regard something beyond this as desirable for the formation of character and the awakening of thought. To encourage the establishment of institutions of widely different types, in which may be inculcated such forms of faith as various sections of the community may accept, whether side by side with or in succession to Government institutions, is one mode in which this difficulty can be practically solved."

The Commission recognised that this mode of providing for religious education was "not free from objections and

even dangers of its own." That danger, in their opinion, was that "a denominational college runs some risk of confining its benefits to a particular section of the community, and thus of deepening the lines of difference already existing." But this danger is minimised in the case of a University like the one proposed which has laid it down as one of its cardinal articles of association that "all colleges, schools and institutions of the University, except the theological department, shall be open to students of all creeds and classes," and which has provided that while "religious education shall be compulsory in the case of all Hindu students of the University," "attendance at religious lectures will not be compulsory in the case of non-Hindus, or of students whose parents or guardians may have a conscientious objection to their wards attending such lectures." But even without taking it into account that the danger which they apprehended might be minimised by a denominational institution being quite liberal in practically opening all its classes to students of every creed and class, the Commission still recommended that encouragement should be given to the establishment of denominational institutions, for they considered it to be the only proper solution of the question of religious education. And they rightly pointed out that "this is a solution of the difficulty suggested by the Despatch of 1854, which expresses the hope "that institutions conducted by all denominations of Christians, Hindus, Mahomedans, Parsis, Sikhs, Buddhists, Jains, or any other religious persuasions, may be affiliated to the Universities."

The recommendation of the Commission has received much practical support from the public of many important denominations in this country. The number of denominational institutions has been steadily growing. In the first place there are the numerous colleges and schools maintained by Missionary societies. Then there is the Mahomedan Anglo-Oriental College at Aligarh, and many other Islamic colleges and schools. There is the Central Hindu College at Benares, the Hindu College at Delhi, the Kayastha

Pathashala at Allahabad, the Dayanand Anglo-Vedic College at Lahore, the Balwant Rajput High School at Agra, the Hewett Kshatriya High School at Benares and several others besides. Mahomedans are now endeavouring to establish a Moslem University at Aligarh, and the Domiciled Christians of India are working for a University of their own. The Government have always recognised the useful part which such institutions play in the economy of Indian education. In their resolution on education, issued in 1904, the Government of India noted the complaint that "the extension in India of an education modelled upon European principles, and so far as Government institutions are concerned, purely secular in character, has stimulated tendencies unfavourable to discipline and has encouraged the growth of a spirit of irreverence in the rising generation." "If any schools or colleges," said the Government of India, "produce this result, they fail to realise the object with which they are established—of promoting the moral no less than the intellectual and physical well-being of their students. It is the settled policy of Government to abstain from interfering with the religious instruction given in aided schools. Many of these maintained by native managers or by missionary bodies in various parts of the Empire supply religious and ethical instruction to complete the educational training of their scholars."

Religious and ethical instruction to complete the educational training of their scholars—such are the words of the Government of India. An appreciation of the necessity for supplementing secular with religious education could not be more clearly expressed. The Government went on to say, however, that in Government institutions the instruction must continue to be exclusively secular. But the years that have passed since this was written, have wrought a great change in favour of the introduction of religious education even in Government institutions. Quoting the appeal of the Maharaja of Jaipur, the author of "Indian Unrest" has urged that the resolution of the Government



of India of 1904, that instruction in Government institutions must be secular, "is already out of date and certain hours should be set apart on specified conditions for religious instruction in the creed which parents desire for their children." A writer in the "Times" recently (Educ. Suppl. Jan. 3, 1911) complained of "the disastrous effect upon the rising generation (in India) of the complete severance of secular education from all religious sanction, and from the moral influences bound up with religion."....."The raising up of loyal and honourable citizens for 'the welfare of the State' cannot, it is urged, be achieved by a *laissez faire* policy in regard to the moral and religious side of education," says another. The question was discussed at the recent Educational Conference held in February last at Allahabad. The Hon'ble Mr. de la Fosse, Director of Public Instruction, U. P., gave expression to a widespread sentiment when he said there that "the public are of opinion that moral instruction must go hand in hand with religious instruction and that moral principles must be based on religious sanctions." He also rightly pointed out that "religious instruction to be effective must be dogmatic, and this stood in the way of any general adoption of such teaching in public schools."

There can be no difficulty, however, in adopting such teaching in denominational institutions. And this is one of the strongest arguments in favour of a denominational University that it will be able to make up an acknowledged deficiency in the present system of education; that it will be able, to use the words of the Government of India, to "supply religious and ethical instruction to complete the educational training of their scholars," and thus to lay the surest foundation for the formation of their character.

#### **Formation of Character.**

A highly esteemed English writer has well said that "character is human nature in its best form. It is moral order embodied in the individual. Men of character are

not only the conscience of society, but in every well-governed state they are its best motive power, for it is moral qualities in the main which rule the world....The strength, the industry, and the civilization of nations—all depend upon individual character, and the very foundations of civil security rest upon it. Laws and institutions are but its outgrowth. In the just balance of nature, individuals and nations, and races will obtain just so much as they deserve, and no more. And as effect finds its cause, so surely does quality of character amongst a people produce its befitting results." In another place, the same writer has rightly observed, that "although genius always commands admiration, character most secures respect. The former is more the product of brain-power, the latter of heart-power; and in the long run it is the heart that rules in life." A Teaching University would but half perform its function if it does not seek to develop the heart-power of its scholars with the same solicitude with which it would develop their brain-power. Hence it is that the proposed University has placed the formation of character in youth as one of its principal objects. It will seek not merely to turn out men as engineers, scientists, doctors, merchants, theologians, but also as men of high character, probity and honour, whose conduct through life will show that they bear the hall-mark of a great University. Such character can be most securely built upon the solid foundation of religion: It must be gratefully acknowledged that the high moral tone which generally pervades classical English literature, and the moral discipline and example which Government institutions are able to afford, have been very helpful in forming the character of English-educated Indians. But it ought to be remembered, that where there was no religious instruction at home, there was an inherited religious basis upon which these influences operated. It may well be doubted, whether in the absence of such a basis, the result would have been equally satisfactory. The Education Commission expressed the correct view when they said that they

were not insensible to the high value of the moral discipline and example which Government institutions are able to afford, but that something beyond this was desirable for the formation of character and the awakening of thought. This something can only be the teaching of religion.

The soundness of this view is forcing itself more and more upon many a thoughtful mind. The problem "how to train character, to create moral ideals, and to give to them a vital and compelling force in the creation of character and the conduct of daily life without basing them on religious sanction," must ever offer great difficulty in solution. The divorce of education from religion is no doubt receiving a trial in certain countries of the West; but in this connection it should always be borne in mind that the "highly developed code of ethics and an inherited sense of social and civic duty" upon which reliance is placed to supply the place of religious sanction, are themselves largely, if not entirely the product of the religious teachings which have long prevailed in those countries. The fact is, however much some people may dispute it, that religion is in truth the basis of morality, and it is therefore the real foundation of character. Without the dominating and ennobling influence of religion, character lacks its best protection and support, and is more likely to be shaken by difficulties and to succumb to temptation than it would be, if the roots of its strength lay deep in the immutable principles taught by religion.

And what can be more helpful and effective in the training of the character of Hindu youth than the noble teachings of the Hindu religion? That religion enjoins truthfulness, integrity, fortitude; self-help, self-respect, self-control; abstinence from injury, forgiveness, compassion; philanthropy, hospitality, unselfish action for public good, reverence for age and authority, discipline and devotion to duty, and above all, the service of God through the service of man and friendliness to the whole creation. In short, all the virtues which elevate human character, support human society, and promote peace on earth and good-will among men, are inculcated by means of

solemn injunctions, touching anecdotes and eloquent discourses. Hindu philosophy co-operates with Hindu religious literature in the task of leading man into the path of righteousness, inasmuch as it teaches him that every creature around him is his own self in another guise, and that he rises in the scale of being by doing good to those with whom he comes in contact and degrades himself by injuring his fellow-creatures. A belief in the two great laws of transmigration and *karma* thus acts as an aid and incentive to virtue.

### **Organisation Committee.**

Such in broad outline is the scheme of the proposed Hindū University. It represents the ideal which the promoters of the scheme desire and hope to work up to. The ideal is not an unattainable one, nor one higher than what is demanded by the condition and capabilities of the people. But the realisation of such an ideal must of course be a work of time.

The scheme outlined above can only serve to indicate the general aim. Definite proposals as to how a beginning should be made, which part or parts of the scheme it would be possible and desirable to take up first and which afterwards, and what practical shape should be given to them, can only be formulated by experts advising with an approximate idea of the funds which are likely to be available for expenditure and any general indication of the wishes of the donors. It is proposed that as soon as sufficient funds have been collected to ensure a beginning being made, an educational Organisation Committee should be appointed to formulate such proposals. The same Committee may be asked to make detailed proposals regarding the scope and character of the courses in the branch or branches that they may recommend to be taken up, regarding also the staff and salaries, the equipment and appliances, the libraries and laboratories, the probable amount of accommodation and the buildings, etc., which will be required to give effect to their proposals.

### **The Constitution of the University.**

The success of a large scheme like this depends upon the approval and support of (1) the Government, (2) the Ruling Princes, and (3) the Hindu public. The scheme is bound to succeed if it does not fail to enlist sympathy and support from these directions. To establish these essential conditions of success nothing is more important than that the governing body of the University should be of sufficient weight to command respect; that its constitution should be so carefully considered and laid down as to secure the confidence of the Government on the one hand and of the Hindu Princes and public on the other. To ensure this, it is proposed that as soon as a fairly large sum has been subscribed, a Committee should be appointed to prepare and recommend a scheme dealing with the constitution and functions of the Senate, which shall be the supreme governing body of the University, and of the Syndicate, which shall be the executive of the University. It is also proposed that apart from these there should be an Academic Council of the University, which should have well-defined functions—partly advisory and partly executive, in regard to matters relating to education, such as has been recommended in the case of the University of London by the Royal Commission on University Education in London. The scheme must, of course, be submitted to Government for their approval before it can be finally settled.

### **The Royal Charter.**

Every individual and body of individual are free to establish and maintain an institution of University rank, if he or they can find the funds necessary for the purpose. But it is only when an institution receives the seal of Royal approval and authority to confer degrees, that it attains the full status and dignity of a University, and enters upon a career of unlimited usefulness.

Two conditions are necessary for obtaining a Royal Charter. The first is that sufficient funds should be actually

collected to permit of the establishment and maintenance of an institution of University rank. The second is that the governing body of the University should be of sufficient weight to command public respect and to inspire confidence in the minds of the Government. It rests entirely with the Hindu Princes and public to establish these two necessary preliminary conditions. If they do so, the grant of a Royal Charter may be looked for with confidence as certain.

“It is one of our most sacred duties,” said the Government in the Despatch of 1854, “to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessings which flow from the diffusion of general knowledge, and which India may, under Providence, derive from her connexion with England.” In the pursuit of this noble policy, the Government have established and maintain with public funds, the large number of State schools, colleges and the five Universities which exist at present in this country, and which have been the source of so much enlightenment to the people. The State expenditure on education has been happily increasing, and it may confidently be hoped that it will increase to a larger extent in the near future. But in view of the immensity of the task which lies before the Government of spreading all kinds of education among the people, and the practical impossibility, under existing circumstances, of achieving that end by direct appropriations from the public revenue *alone*, it is absolutely necessary that private liberality should be encouraged to the utmost to supplement any funds, however large, which the State may be able to set apart for the furtherance of education. This necessity has been recognised from the time that efforts to educate the people were commenced by the British Government. Indeed, the introduction of the grant-in-aid system, as observed by the Education Commission, “was necessitated by a conviction of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India. And it was expected that the plan of thus

drawing support from local sources in addition to contributions from the State, would result in a far more rapid progress of education than would follow a mere increase of expenditure by the Government." In the Resolution of the Government of India of 1904, on Indian Educational Policy, it is stated: "From the earliest days of British rule in India, private enterprize has played a great part in the promotion of both English and vernacular education, and *every agency that could be induced to help in the work of imparting sound instruction has always been welcomed by the State.*" (The italics are ours.) Instances abound all over the country to show that the Government has encouraged and welcomed private effort in aid of education.

So far as this particular movement for a Hindu University is concerned, it must be gratefully acknowledged that it has received much kind sympathy and encouragement from high officials of Government from the beginning. As one instance of it, reference may be made to the letter of the Hon'ble Sir James LaTouche, the late Lieutenant-Governor of the U. P., and now a member of the India Council, quoted at the commencement of this note, wherein he said:—"If the cultured classes throughout India are willing to establish a Hindu University with its colleges clustered round it, they have my best wishes for its success." Several high officials of Government who have been approached in connection with the University during the last few months, have shown similar sympathy, and offered the most helpful advice and encouragement. The attitude of Europeans generally, both official and non-official, towards this movement, was very well expressed by the *Pioneer* in the article from which we have quoted before. After referring to the claim of educated Indians for a larger share of self-government, the *Pioneer* said:—

"Education is certainly not the least of the great subjects with which the Governments have to deal; and if the Hindu members of the National Congress establish a noble University with branched colleges in many parts of India, and govern it so wisely that it becomes a model for other seats of learning, they will do more than can be accomplished by many

speeches to prove that they possess a considerable share of the creative and administrative qualities to which claims have been made. They may be quite sure of the kindly interest and sympathy of the British Raj in all their efforts. Englishmen do not cling to office through greed of it, but from a sense of duty to the millions who are placed under their care. They desire nothing so much as to see the cultured native population taking an active part in elevating the mass of the people and fitting themselves for a full share in all the cares of the State. If it were otherwise, no anxiety would be displayed to popularise education by bringing it within the reach of every class, and no time would be spent by Englishmen in fostering the interest of native colleges where thousands of men are trained to be rivals in free competition for attractive public appointments. There is work enough in India for the good men that Great Britain can spare, and for as much capacity as can be developed within the country itself. The people need much guiding to higher ideals of comfort, and in the development of the resources which are latent in the soil and the mineral treasures which lie below its surface. In these tasks men who possess the wisdom of the East and the science of the West, must join hands in a spirit of sincere fellowship."

Noble words these. It is in this spirit that the work of the proposed Hindu University is being carried on, and the promoters therefore feel fully assured that they will carry "the kindly sympathy and interest of the British Raj in all their efforts," and that the Royal sanction and authority to establish the University will be granted, though whether it will take the form of a Charter or a Statute rests entirely with the Government.

### **The Opportunity Golden.**

The present year is particularly auspicious for the success of such efforts. The Government of India have shown that they earnestly desire that education should be pushed forward more vigorously and systematically in the future than it has been in the past, by creating a special Department of Education, and by the allotment of a special grant of over 90 lakhs for the purposes of education in the budget of this year. The Hon'ble Mr. Butler, who has been appointed the first Member for Education, is a known friend of Education. Our new Viceroy, Lord Hardinge, is keenly alive to the importance of Education.



Speaking of it in reply to the address of the Lahore Municipality, His Excellency was pleased to say: "Of its importance there is no room for any doubt, and my Government will do all they can to foster its development and ensure its growth along healthy lines." In the course of the same speech, His Excellency was further pleased to say: "The past has had its triumph; the present may have its successes; but it is on the horizon of the future that our watchful eyes should be fixed, and it is for that reason that the future needs of the students and youth of this country will always receive from me sympathetic consideration and attention." And in replying to the address of the Punjab Muslim League, after expressing satisfaction with the progress of education made in the Punjab, His Excellency was pleased to declare himself in favour of universal education. Said His Excellency: "But the goal is still far distant when every boy and girl, and every young man and maiden, shall have an education in what is best calculated to qualify them for their own part in life and for the good of the community as a whole. That is an ideal we must all put before us." This being his Lordship's view, it is but natural to find that Lord Hardinge is prepared to recognise and approve all earnest effort to promote education, even though it may, wholly or mainly, aim to benefit only one denomination of His Majesty's subjects. This was made clear by the statesmanlike appreciation which His Excellency expressed of the "corporate action" of the Muslims of the Punjab "in founding the Islamia College and its linked schools," and of their "spirited response to the appeal for a Muslim University recently carried through the length and breadth of India under the brilliant leadership of His Highness the Aga Khan." One may assume, therefore, without presumption, that every well-considered and well-supported scheme of education will receive the sympathetic consideration and support of His Excellency Lord Hardinge.

The last but not the least important circumstance which makes the present the most golden opportunity for an effort to

realise the long-cherished idea of a Hindu University is that it is the year of the Coronation of our most gracious King-Emperor George V, and that His Majesty will be pleased to visit our country in December next. Of the sympathy of His Majesty with the people of this country, it is unnecessary to speak. In the Proclamation which our late King-Emperor addressed to the Princes and People of India in November, 1908, His Majesty was pleased to say :—" My dear Son, the Prince of Wales, and the Princess of Wales, returned from their sojourn among you with warm attachment to your land, and true and earnest interest in its well-being and content. These sincere feelings of active sympathy and hope for India on the part of my Royal House and Line, only represent, and they do most truly represent, the deep and united will and purpose of the people of this Kingdom." In the memorable speech which our present King-Emperor delivered at Guildhall on his return from India, he was graciously pleased to plead for more sympathy in the administration with the people of this ancient land. And now that it has pleased God to call His Majesty to the august throne of England and to be anointed Emperor of India, His Majesty has been most graciously pleased, out of the loving sympathy which he bears towards his loyal subjects here to decide to come out to India, with his royal spouse, Her Majesty the Queen-Empress, to hold a Coronation Durbar in the midst of his Indian people, than whom he has no more devoted subjects in any part of his vast Empire.

The hearts of Indians have been deeply touched by this gracious act of His Majesty. They are looking forward with the most pleasing anticipation to the time when it will be their privilege to offer a loyal and heartfelt welcome to their Majesties. There is a widespread desire among the Hindu community, as there is in the Mahomedan community also, to commemorate the Coronation and the gracious visit of the King-Emperor in a manner worthy of the great and unique event. And opinion seems to be unanimous that no nobler memorial can be thought of for the

purpose than the establishment of a great University, one of the greatest needs, if not the greatest need, of the community, which shall live and grow as an institution of enduring beneficence and of ever-increasing usefulness as a centre of intellectual elevation and a source of moral inspiration, and which shall nobly endeavour to supplement, however humbly it may be, the efforts of the Government to spread knowledge and enlightenment among, and to stimulate the progress and prosperity of, vast numbers of His Majesty's subjects in India. Long after the recollection of the bright pageants and processions which must naturally mark the celebration of the Royal visit, will have faded away from the minds of men, the University will remind generations of Indians yet unborn of that gracious visit which stimulated and helped the foundation of a noble national institution.

#### **Funds for the University.**

Nothing is more urgently and immediately necessary for realising the idea of such an institution than funds. A scheme of the magnitude indicated above will necessarily require a large amount to carry it out. When the scheme was first published in 1905, it was believed that a sum of one crore would be sufficient for the purpose. The Prospectus stated: "It is proposed to raise one hundred lakhs of rupees to meet the initial expenses and to create an endowment, the interest of which will be sufficient to maintain the institution." The discussions that have taken place since have made it still more clear that a hundred lakhs is the minimum amount needed to build up a fairly good Residential and Teaching University such as has been outlined above. It is extremely desirable that of this sum at least half, *i.e.*, fifty lakhs, should be raised before the foundation of the University is laid, as there is a general desire in the community that it should be laid in December next, in the happy and auspicious days when His Majesty the King-Emperor will be in our midst. And in order that effective steps should be taken to realise this desire and to

obtain a Charter for the University, it is essential that at least 25 lakhs should be collected as early as may be practicable.

Will this be done? There is hope that it will be. The present condition and the future prospects of the Hindu community have for sometime past been the subject of serious reflection by thoughtful Hindus. Thousands of them are grieved to think that the great bulk of the community who have inherited a noble religion and an advanced civilisation, are yet steeped in ignorance and therefore pressed down by many social and economical evils and disadvantages. They are grieved to find that Hindus fall victims to plague and malaria much more easily than the people of other communities, and that every decennial census discloses diminishing vitality, decreasing longevity, and declining power of continuing the race. They acknowledge with gratitude all that the Government has been doing to promote the well-being of the people as a whole. They expect that it will do more in the future. But there is a feeling growing among them that they owe a special duty to their community, and to the State as well, to make an organised endeavour to supplement the efforts of Government, to educate and elevate the people. In some matters, as, for instance, in providing for the training of the teachers of religion and for the instruction of Hindu youth in the principles of Hindu religion, it is they—the Hindus—and they alone who can serve their community. But they can also do a great deal more than they have hitherto done—though this by itself is not inconsiderable—to help forward the spread of general scientific and technical education among their own community in particular and among their countrymen in general.

A conviction is growing and spreading that the educational needs of India will not be fully met unless both the State and the public will largely increase their contributions to the cause of education. It has been stated before that there are 134 Universities in America. It remains to be

pointed out that many of these owe their existence to the generosity of private individuals. Sir Norman Lockyer has stated that in a period of thirty years, *i.e.*, between the years 1871-1901, the contributions made by private effort for higher education in the United States amounted to £40,000,000 or 60 crores of rupees, giving an average of two crores per year. In the United Kingdom of Great Britain and Ireland, the number of Universities has risen from 9 to 21 in the last sixty years. Many of these have been founded by private liberality. The total amount of endowments made in England from private sources between 1871-1901 was estimated to be about £5,000,000. The history of education in other countries also shows how much private effort can do to promote higher education. Besides contributing enormous sums towards the establishment and maintenance of educational institutions for the benefit of their own people, the Christian communities of Europe and America have been spending vast sums in promoting education, and the teaching of their own religion, in India and other countries of Asia. Sir F. D. Lugard and a number of other large-minded Englishmen are contributing much of their money, time and energy to build up a great University in China for the education of the Chinese; and large sums have been subscribed in England for the establishment of a University for the domiciled Europeans in India. Our Mahomedan fellow-subjects also have waked up, and have, it is said, raised nearly 25 lakhs to lay the foundation of a Muslim University at Aligarh. Shall Hindus alone remain asleep? Is not their sense of duty to their own community strong enough to rouse them to action? Will that sense not be stirred and strengthened by the examples of the various communities alluded to above?

Hindus should not really stand in need of any such extraneous stimulus. The acquisition of knowledge and the cultivation of the intellect—which is to judge between right and wrong—are inculcated among the ten commandments of the ancient lawgiver Manu, which are always to be

followed by all classes and conditions of men. The hoary *shastras* proclaim that no form of charity is more meritorious than the gift of knowledge,—not a knowledge of the Vedas only, but all kinds of knowledge beneficial to mankind. It is as the result of these noble teachings that numerous *pathshalas* and *gurukulas* have been endowed and are maintained up to this day in different parts of the country, and stipends are given to students to enable them to pursue their studies. Nor have the contributions of Hindus towards the promotion of education, on European lines been insignificant. Where the benefactions have been many, it will be invidious to name a few. But by way of illustration may be mentioned the Pacheapa College and High schools at Madras, the Fergusson College at Poona, the Gokuldas Tejpal 'charities' institutions in Bombay, the Ranchorlal Chotalal Technical Institute at Ahmedabad, the Dayaram Jethumal College in Sindh, the Premchand Roychand Scholarship Endowment, the Dayanand Anglo-Vedic College and the Sardar Dayal Singh Majethia College at Lahore, the Khalsa College at Amritsar, the Nanak Chand Trust at Meerut, the Hindu College at Delhi, the Kayastha Pathshala at Allahabad, the Central Hindu College at Benares, the Behar National College at Bankipur, the Tejnarain Jubilee College at Bhagalpore, the Bhumihar College at Muzaffarpore, the Metropolitan Institution, the Ripon College and the City College, the National College of the Bengal National Council of Education, and the National Medical College at Calcutta, the Brajmohan Institution at Barisal, the Krishnanath College maintained by the Maharaja of Cossimbazar, the Balwant Rajput High School at Agra, and the Hewett Kshattriya High School at Benares. The endowments for the last two only made within the last four years, amounted to nearly 25 lakhs, and were made by two generous donors, the late Raja Balwant Singh, C.I.E., of Awa and Raja Udaya Pratap Singh, C.S.I., of Bhinga.

But it is said that Hindus are disunited and disorganised, that they may establish schools and manage colleges;

but there is not sufficient solidarity, capacity and public spirit among them to enable them to combine to build up a University of their own ; to raise even the sum of 25 lakhs, which, it is believed in many quarters, will suffice to lay the foundation of such a University.

Let Hindus make their answer. They are the descendants of a people who established and maintained the largest Universities on the soil of this ancient land, ages before the idea of a University dawned upon the minds of men in Europe, and so far as history records, in any other part of the world. Ten thousand students were taught and lodged and supplied with food and clothing without any charge at these Universities. The head of the institution—the Governor or the Dean—was called a *Kulapati* :

मुनीनां दश साहस्रं योऽन्नपानादिपेषणात् ।

अध्यापयति विप्रर्षिरसौ कुलपतिः स्मृतः ॥

“That Brahman sage is called a *Kulapati* who teaches ten thousand students, supplying them with lodging and food, etc.” Such a one was the venerable Vashishtha, the preceptor of Dalip, the grandfather of the mighty Rāmachandra. Such a one was Shaunaka. It would seem that a University of the kind described above existed throughout the halcyon days of Hindu power. Even in modern history we have evidence of one at Taxila in the Rawalpindi district. There was another at Naland, about seven miles north of Rajgir. It can easily be traced by square patches of cultivation amongst a mass of brick ruins, sixteen hundred feet by four hundred feet. Naland was a Buddhist University. But it was of the ancient national Hindu type and standard. “Ten thousand monks and novices were lodged within its walls. Towers, domes, and pavilions stood amidst a paradise of trees, gardens and fountains. There were six large ranges of buildings, four stories high. There were a hundred lecture rooms. All the inmates were lodged, boarded, taught and supplied with vestments without charge. All religious books were

studied. All the sciences, specially medicine and arithmetic, were learnt by the monks."

This was in the seventh century after Christ. Thirteen hundred years have rolled by since. After ten centuries of chequered history, the destinies of India have been entrusted to the care and guidance of a great Power, which has established the most essential conditions of progress—*viz.*, internal peace and good government—throughout the length and breadth of this vast country. It has done a great deal more. It has laboured in various ways to promote the moral and material progress of the people. It has introduced a system of public instruction—extensive and expansive—to which India largely owes all the new life which is pulsating through the veins of its educated sons and daughters. The British Government has not only given liberty to the people to establish their own educational institutions, but also generally encourages and helps them to do so. Many of the facilities for education which exist to-day, were not dreamt of in the 7th century. Placed under conditions so favourable, and with the examples of other communities and countries to guide and stimulate them, will not the 240 millions of Hindus unite to raise sufficient funds to establish and maintain one such University in the 20th century as their forefathers maintained in the 7th?—a University which should preserve the noblest traditions of the past, and breaking away from them, where necessary, adapt itself to the requirements of the present—and of the future?—which should combine, in short, the best of the East with the best of the West? Hindu charity is neither dead nor dying. If only a portion of its stream is properly diverted, it would easily create and richly feed the proposed new fountain of light and life in the sacred city of Benares. Truly did the *Pioneer* observe "that there is wealth enough among the Hindus to found a dozen Universities if the passion for education is strong enough, and if the monied classes have confidence in the ability of the promoters to administer so large a



trust." The passion for education has been growing stronger and stronger during the last five years. The special circumstances of the year,—the approaching visit of their Majesties, and the efforts of our Mahomedan and domiciled Christian fellow-subjects to establish a University each of their own, have given it an added keenness. The articles and correspondence which have appeared in the Hindu Press, both English and vernacular, during the last four months, leave no room to doubt that there is a strong and widespread desire among Hindus throughout the country, that a Hindu University should be established this year at Benares.

To realise this desire, nothing is more necessary than that all the co-operation which any Hindu can give should be forthcoming. Provincial and District Committees should be formed, where they have not already been formed, without any more delay to enlighten the country about the project and to collect the money. A deputation of influential persons devoted to the scheme will shortly move about in the country. But such a deputation can not be expected to spend more than a day or two at each important place. The ground must be prepared by local workers. Let it be firmly impressed on the mind of every Hindu that in the organisation of the Hindu University lies the best hope for the social advancement and the national uplifting of the Hindu community. Let every soul among them feel that not only the progress and prosperity but also the character and honour of the Hindus are involved in the success of this great educational undertaking. And it may safely be predicted that every man and woman among them will contribute whatever of time, energy and resources he or she can, to build up the proposed Temple of Learning on the banks of mother Ganga in the holy Kashi of Vishveshwara.

Let no man falter: no great deed is done  
By falterers who ask for certainty.  
No good is certain, but the steadfast mind,

The undivided will to seek the good :  
 'Tis that compels the elements, and wrings  
 A human music from the indifferent air.

Let Vedavyasa give us a motto to guide and cheer us :

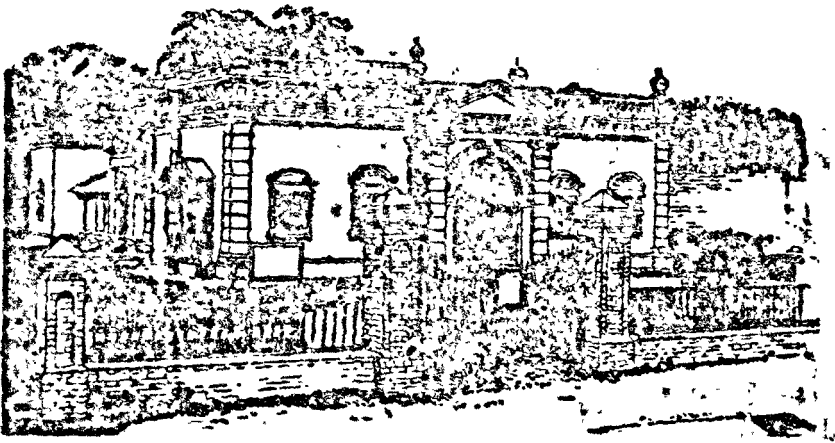
उत्थातव्यं जागृतव्यं योक्तव्यं भूति कर्मसु ।  
 भविष्यतीत्येव मनः कृत्वा सततमव्यथैः ॥

“Awake, arise, and engage yourselves unceasingly and dauntlessly in works leading to prosperity, with the firm faith that success shall crown your efforts.” And let the teachings of Sri Krishna sustain us in our endeavour for the good of the Hindus in particular and of Indians in general,—for the glory of God and of the motherland.



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P 2

A COMMON CHARACTER  
FOR  
INDIAN VERNACULARS



*The proceedings of a public meeting, held on the  
29th December 1905 under the auspices of the  
Nagari-pracharini Sabha to discuss the  
question of a common character for  
Indian vernaculars.*

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# THE NAGARI-PRACHARINI SABHA, BENARES

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A COMMON CHARACTER  
FOR  
INDIAN VERNACULARS.



A public meeting was held under the auspices of the Nagari-pracharini Sabha on Friday the 29th December 1905 at 8 a.m., in a Shamiana erected to the west of the Sabha building; to have an expression of authoritative opinion on the subject of a Common Script for Indian Vernaculars. Several thousand people representing the intellect, learning and wealth of the country, attended.

Mr. Romesh Chandra Dutt I. C. S. (retired) C. I. E., Revenue minister of Baroda, the president-elect of this meeting, was received with loud and prolonged cheers. He opened the proceedings of that morning's meeting with the following remarks:—

“Gentlemen, before beginning the proceedings to-day  
I have to apologise to you for keeping  
Mr. R. C. Dutt. you waiting for about a quarter of an  
hour. But, early after the morning, I had some very urgent  
Congress work; and that is my excuse for being somewhat  
late in attending this meeting.

“The object which this Sabha has in view is to have one common alphabet for the whole of Northern India and those portions of Western India which are in touch with the Sanscrit Language. That object has been in view, not only here, but in many parts of Bengal and in many parts of Western India for a long time past.

“I remember, many years ago, there was an idea in Bengal, to have one common alphabet for all India, viz, the Roman alphabet (Laughter). Of course the idea was ridiculous and it died of ridicule! (applause).

“Then, gentlemen, you formed the idea here of having the Devanagari character as a common character, the common alphabet of all the Sanscrit speaking peoples of Northern India. And I see from the Reports which have been published from year to year, and which your Secretary has kindly placed in my hands, that very good work has been done within the last twelve years (hear, hear). You have really done a great deal, and I sincerely trust that you will go on working until you have achieved the end which you have in view.

“I may mention, gentlemen, that at first it seems extremely difficult for people to adopt a new alphabet. It seems to the Bengali people that to write anything in the Nagari character is so difficult that they will not be able to take to it. Even in Gujerat and Baroda and other places, the progress in adopting the Nagari character is extremely slow. But, gentlemen, I can tell you from my own personal experience that once you make up your mind the thing is very easy (hear, hear). Years ago, when I first went to England to try my chance for the Indian Civil Service, I could not write one letter of Nagari, and the little Sanscrit which I knew, I wrote in the Bengali character. Well, the Bengali character is not recognised in the open competition and as I was going to try my chance with Sanscrit as one of my subjects, I had to learn the Nagari character and within three months I wrote Nagari as quickly as I wrote in the Bengali character.

“At present in Gujerat (I specially speak of the state where I have the honour of serving now), the Gakiwad of Baroda has, for years past, taken a great interest in this movement, and has done all that he could do to introduce the use of the Nagari character among the people of Baroda. You know that we in Baroda have got an Official Gazette which we call the Ajna Patrika, and that all our rules and circulars, and the orders passed by His Highness's Government, are weekly published in this Ajna Patrika. A part of this Ajna Patrika is devoted to all draft Bills of Laws passed for the people of Baroda, and under His Highness's orders all these Bills

and all these Laws are published in the Gujerati Language, but in the Nagri character (hear, hear). Week after week, if you take up a copy of this *Ajua Patrika*, you will find that the first part of it, which relates to ordinary circular orders, is written in the Gujerati character, and the last part which is devoted to Laws is written in the Nagari character, and there are hardly any officials in Baroda who do not write and read the Nagari character as fluently as the Gujerati character. These examples will show that if we once make up our minds, it is not very difficult, when we know a language, to write that language in a character somewhat different from that to which we are accustomed.

“ In Germany, 50 years ago, nearly all the German books were printed and published in the old German character. But now the Germans want to come in touch with the people of the other countries in Europe, and therefore within the last 25 years or so, they have introduced the practice of printing nearly all their books in the ordinary Roman character. That does not present any difficulty to the people. What they have done in Germany, we should do in India. And remember, gentlemen, this movement is only a part of the larger movement under the influence of which we, the peoples of India, are trying to come closer to one another. There is a political aspect of this question as well as a social and a literary.

“ This Sabha is trying its best to forward that movement and trying to bring us closer together, and I hope in course of time the aims in view will be achieved. It may be, although we may not live to see it, that if this movement continues the time will come when the whole of Northern India will have one alphabet. One way of hastening this is to publish the most popular works in the different languages in the Nagari character. Probably the sale of these books will be restricted for a time to those who can read the Nagari character, but if such books as the splendid works of Bankim Chandra are printed in the Nagari character the whole of Bengali reading population will quickly and inevitably be drawn to the use of that character.

“ With these preliminary remarks, I ask Pandit Bal

Gangadhar Tilak to address you" (loud and prolonged cheers).

Mr. B. G. Tilak B. A., L. L. B. (Poona), who was received with loud cheers said:—

“Gentlemen, the scope and object of the Nagari-pracharini Sabha has already been explained to you by the President. I should have gladly dilated on the same. But as ten speakers are to follow me within an hour and a half, I must forego the pleasure and restrict myself, during the few minutes at my disposal, to a brief mention of the points which I think ought to be kept in view in endeavouring to work on the lines adopted by the Sabha.

“First the most important thing we have to remember is that this movement is not merely for establishing a common character for the Northern India. It is a part and parcel of a larger movement, I may say a national movement, to have a common language for the whole of India; for a common language is an important element of nationality. It is by a common language that you express your thoughts to others; and Manu rightly says that everything is comprehended or proceeded from *vāk* or language. Therefore if you want to draw a nation together there is no force more powerful than to have a common language for all. And that is the end which the Sabha has kept in view.

“But how is the end to be attained? We aim at having a common language not only for Northern India, but I will say, in course of time, for the whole of India including the Southern or the Madras Presidency. And when the scope of our labours is so widened our difficulties seem to grow apace. First of all we have to face what may be called the historic difficulties. The contests between the Aryans and the non-Aryans in ancient and the Mahomedans and the Hindus in later times have destroyed the Hindu linguistic harmony of this country. In Northern India the languages spoken by the Hindu population are mostly Aryan, being derived from Sanskrit; while those in the South are Dravidian in origin.



( 5 )

The difference exists not only in words but in the characters in which those words are written. Next to this is the difference between Urdu and Hindi to which so much prominence is given in this province. On our side we have also the Modi or the running script character as distinguished from the Balabodha or the Devanagari in which the Marathi books are ordinarily printed.

“There are therefore, two great important elements which we have to harmonise and bring together under one common character or language before we venture to go to the Mahomedans or Persian characters. I have already said that though a common language for India is the ultimate end we have in view we begin with a common character for Hindus. But here too we have to harmonise the two elements now mentioned; the Aryan or the Devanagari Character, and the Dravidian or the Tamil Character. It should be noted that the distinction is not one of character only, in as much as there are certain sounds in the Dravidian languages which are not to be found in any Aryan Language.

“We have resolved to proceed step by step, and as explained to you by the President we have at first taken up in hand only the group of the Aryan languages or those derived from Sanscrit. These are Hindi, Bengali, Gujerati, Marathi and Panjabi. There are other sub-dialects, but I have named the principal ones. These languages are all derived from Sanscrit; and the characters in which they are written are also modifications of the ancient characters of India. In course of time each of these languages has, however, developed its own peculiarities in grammar, pronunciation and characters, though the alphabet of each is nearly the same.

The Nagari-pracharini Sabha aims at having a common character for all these Aryan languages, so that when a book is printed in that character it may be more readily intelligible to all the people speaking the Aryan languages. I think we all agree on this point and admit its utility. But the difficulty arises when a certain character is proposed as the

best fitted to be the common character for all. Thus for instance the Bengalis may urge that the characters in which they write their language is more ancient than those adopted by the Gujerati or Marathi speaking people, and that the Bengali should therefore be selected as a common character for all. There are others who think that the Devanagari, as you find it in the printed books, is the oldest character and therefore it is entitled to be the common character for all the Aryan languages.

“I do not think, however, that we can decide this question on pure historic grounds. If you go to ancient inscriptions you will find that no less than ten different characters were in use at different times since the days of Asoka, and that Kharoshti or Brahmi is believed to be the oldest of them all. Since then all letters have undergone a great deal of change; and all our existing characters are modifications of some one or other of the ancient characters. It would, I think, therefore be idle to decide the question of common character solely or purely on antiquarian basis.

“To avoid this difficulty it was at one time suggested that we should all adopt Roman characters. And one reason advanced in support thereof was that it would give a common character both for Asia and Europe.

“Gentlemen, the suggestion appears to me to be utterly ridiculous. The Roman alphabet, and therefore Roman character, is very defective and entirely unsuited to express the sounds used by us. It has been found to be defective even by English grammarians. Thus while sometimes a single letter has three or four sounds, sometimes a single sound is represented by two or three letters. Add to it the difficulty of finding in Roman characters or letters that would exactly represent the sound in our languages without the use of any diacritic marks and the ridiculousness of the suggestion would be patent to all.

“If a common character is needed for us all it should be, you will therefore see, a more perfect character than the Roman.

European Sanscritists have declared that the Devanagari alphabet is more perfect than any which obtains in Europe. And with this clear opinion before us it would be suicidal to go to any other alphabet in our search for a common character for all the Aryan languages in India. No, I would go further and say that the classification of letters and sounds on which we have bestowed so much labour in India and which you find perfected in the works of Panini is not to be found in any language in the world. That is another reason why the Devanagari alphabet is the best suited to represent the different sounds we all use. If you compare the different characters given at the end of each book published in the Sacred Books of the East Series you will be convinced of what I say. We have one sound for one letter and one letter for each sound. I do not think, therefore, that there can be any difference of opinion as to what alphabet we should adopt. The Devanagari is pre-eminently such an alphabet. The question is one of character or the form in writing, which the letters of the alphabet assume in different provinces; and I have already said that this question cannot be solved on more antiquarian grounds.

“Like Lord Curzon’s standard time we want a standard character. Well, if Lord Curzon had attempted to give us a standard character on national lines he would have been entitled to our respect far more than by giving us standard time. But it has not been done; and we must do it ourselves giving up all provincial prejudices. The Bengalis naturally take pride in their own character. I do not blame them for it. There are others in Gujerat who say that their character is easy to write because they omit the head-line. The Marathas on the other hand may urge that Marathi is the character in which Sanscrit is written and, therefore, it ought to be the common character for the whole of India.

“I fully appreciate the force of these remarks. But then we must come to a solution of the question and for that purpose discuss the subject in a business-like and practical manner. Whatever character we adopt it must be easy to write, elegant

to the eye, and capable of being written with fluency so as to be easily modified for the script. The letters that you devise must again be sufficient to express all the sounds in different Aryan languages, nay, they must be capable of being extended to express the Dravidian sounds without diacritic marks. There should be one letter for every sound and *vice versa*. That is what I mean by sufficient and complete character. And if we put our heads together it would not be difficult to devise such a character based on the existing ones. In determining upon such a character we shall have to take into consideration the fact, viz. which of the existing characters is or are used over a wider area. For a single character used over a wider area, if suited in other respects, will naturally claim preference to be a common character for all so far as it goes.

“When you have appointed your committees for the purpose and found out a common character, I think, we shall have to go to government and urge upon its attention the necessity of introducing in the vernacular school books of each province a few lessons in this standard character, so that the next generation may become familiar with it from its school-days. Studying a new character is not a difficult task. But there is a sort of reluctance to study a new character after one's studies are completed. This reluctance can be overcome by the way I have suggested, and herein Government can help us. It is not a political question as such, though in the end everything may be said to be political. A Government that gave us a standard time and a standard system of weights and measures would not, I think, object to lend its help to a scheme which aims to secure a standard character for all Aryan languages.

“When this common character is established it would not be difficult to read the books printed in one dialect of the Aryan language by those who use a different dialect of the same. My own difficulty in not understanding a Bengali book is that I cannot read the characters. If a Bengali book is printed in the Devanagari characters I can follow the author to a great extent, if not wholly, so as to understand the purport of the

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book ; for over fifty per cent of the words used will be found borrowed or derived from Sanscrit. We are all fast adopting new ideas from the West and with the help of the parent tongue, the Sanscrit, coining new word to express the same. Here, therefore, is another direction in which we may work for securing a common language for all ; and I am glad to see that by preparing a dictionary of scientific terms in Hindi the Sabha is doing a good service in this line. I should have liked to say something on this point. But as there are other speakers to follow me I do not think I shall be justified in doing so and therefore I resume my seat with your permission." (Loud cheers).

Professor N. B. Ranade B. A. (Bombay) who was received with cheers said :—

"Mr. chairman and gentlemen, as desired by the Prof. N. B. Ranade. Honorary Secretary of the Sabha I shall speak this morning on the second item in the programme *viz.*, the Hindi Scientific Terminology or the भाषा वैज्ञानिक कोश prepared by the Sabha in the interests of all the Sanscrit-born vernaculars in this country. I believe in this meeting of the first Indian National Linguistic Conference, as this meeting may be so called, we must first express our best thanks to the members of the Nagari-pracharini Sabha for the excellent work which they have been doing in this connection for the last twelve years. I may mention here that this institution was in the beginning a debating society of a few school-going students started about a dozen years ago, and during this small period of twelve years that little debating society, started first to promote the interests of the Hindi language, has now become a splendid Sabha housed in that magnificent building which you now see on the left side of this pandal.

"Gentlemen, if you will consider the excellent work which this Sabha has been doing in the very important matter of a common Nagari Script for the whole of India and also in respect of another point (to which I shall confine my remarks this morning), namely the vernacular scientific terminology for the whole of India, I believe the whole country must feel deeply

indebted to the Sabha for the excellent work which it has been doing during the last five important years of a greater national awakening in this country.

“Gentlemen, I shall now speak on the subject of the common scientific vernacular terminology to which Mr. Tilak, my Guru in matters literary, has referred, as a distinct step in advance towards the unification of the several peoples in India into a common nationality by means of a common vernacular language, at least by means of a common scientific language. In the educational despatch of 1854 which may be called the magna charta of the Indian education, a promise—a great promise—was given to the people of India that European knowledge and European Science would be taken to the masses of this country through the medium of their vernaculars, but during the last 50 years, this promise like so many other promises given to the people by the Government has unfortunately remained unfulfilled. What the Government could not do during the last 50 years with many resources at their command in the very important matter of spreading European knowledge among the masses of the country by means of the vernaculars, this Sabha most patriotically seeks to do by an organised effort for the purpose and the common scientific terminology is the first essential to the attainment of this object. At this point I am glad to announce that the efforts of the Sabha in the preparation of the common scientific terminology have secured the sympathy and support of the local Government in these provinces and the Governments of Bengal, Panjab and the Central Provinces. The results of the labours of the Sabha in this direction will be found printed in five little pamphlets published by the Sabha under the name of वैज्ञानिक कोश. Though these books are few in number and small in size their value is much more than their weight in gold. This remark of mine will be appreciated only by those who have given some thought to this subject.

“At present, there is an important question before the whole

of India as to how the knowledge of European Sciences could be taken to the doors of the poor through their vernaculars. With 50 years of English education our Government have been able to educate hardly even one per cent of the Indian population in the elementary departments of European sciences. At this rate, if the work of carrying valuable European Sciences to the doors of the thirty crores. of the Indian people be left to Government effort only, I believe, many more centuries will be needed to confer upon the people the blessings of European science. I do not, in this place, wish to make a long discourse upon the benefits of the knowledge of European Sciences to the people of this country. You know very well what those benefits are. You see before you in this country many new progressive institutions of recent growth. You are also aware of the progress, though small, made by our countrymen with the new education that has been given to them, with the new education in science that has been given to them, though in a very small degree and in a manner most superficial. If you believe that scientific education is the one great lever which can be applied to raise your countrymen from their present intellectual degradation and material impoverishment your first duty is to carry such education to the doors of the poorest in India through their vernaculars. To attain this object, new vernacular scientific terms, a common scientific vernacular terminology, is needed, such as will be acceptable equally to the people in Bengal, to those in the United Provinces, to the people of Gujerat and to the people of the Maharashtra.

“It is certainly easy and possible to secure such a common scientific terminology for all the Sanscrit-derived languages owing to the rich inherent powers of the Sanscrit language to express much meaning in a very narrow compass of words.

“The best thought of a nation is the thought of its scientific and literary men and in order that this best thought may become the common property of the nation, it must be expressed in a common scientific language, in a common vernacular which the whole country will understand.

“As the first speaker has pointed out, I believe, for the attainment of our national unity, common language is, no doubt, the best means. In the absence of such a means, a common script is the first step and a common scientific terminology is the next. For the attainment of both the objects mentioned above, it will be better if the several provinces send their best representatives to discuss these questions under the ever hospitable roof of the Nagari-pracharini Sabha.

“I believe there were two meetings of the Sabha held last year extending for several weeks, when representatives from different parts of the country were invited to settle the principles and the lines on which vernacular (Sanskrit) scientific terms were to be coined. The excellent work that has been done in these meetings has been published in the shape of five small pamphlets.

“Gentlemen, this feeling for vernacular scientific terminology is of a recent growth, nor is it a feeling confined to certain provinces of the country only. Our history in the past engenders and encourages such a feeling. In the ancient history of India wherever traces of attempts to import foreign science into the country are discoverable, there at once it can be marked that this importation was made by means of the Sanskrit language. New Sanskrit words were coined for the purpose. For instance compare the terms in astronomy, the twelve signs of the zodiac ; मेष = the Ram; वृषभ = the Bull, सिंह = the Lion कन्या = the Virgin, तुला = the Balance, वृश्चिक = the scorpion. No doubt we have in old Sanskrit literature some words of foreign extraction. But their number is very very small. In the 17th century in the Maharashtra after the foundation of the Maratha empire by Shivaji one of the earliest acts of this founder of the Maratha empire was the compilation of a dictionary called the राजव्यवहार कोश, a work to explain the important Persian terms then in vogue in the Maharashtra into Marathi or Sanskrit in the interests of the people in the Maharashtra. Coming now to more modern times about 20 or



25 years ago a movement for this purpose was started in Bengal, but for certain reasons not known to me now that movement died a premature death. In Baroda which is now ruled by one of the most enlightened princes in India (hear, hear) a special department was called into existence for this purpose, namely, for the purpose of settling the scientific terminology in Marathi. I learn, for this purpose, a big sum of about thirty-two thousand rupees was sanctioned. Unfortunately for us, this department also died a premature death. In Ahmedabad there is the Gujerati Translation Society and in the Maharashtra we have the Deccan Vernacular Society.

“With your permission I beg leave to mention that under my humble editorship, the work of an English Marathi Dictionary is being done in the Maharashtra with the assistance and co-operation of many distinguished graduates of the Bombay University, some of them being Dr. M. G. Deshmukh, Mr. Bal Gangadhar Tilak, Prof. T.K. Gajjar, Lieutt. Col. K.R. Kirtikar, Sir Bhalchandra Krishna Bhatwadekar, Prof. R. N. Apte &c. &c. My humble work has among its sympathisers and supporters some Englishmen such as the Rev. Dr. Mackichan M. A., D. D., L. L. D. the present Vice-chancellor of the Bombay University, Col. W. B. Ferris of Kolhapur, Captain R. C. Burke, the Rev. A. Darby of Kolhapur, Prof. E. A. Wodehouse of Elphinstone College Bombay and Principal Lucy of the Rajaram College etc. etc. The chief feature of my English Marathi Dictionary is its Sanscrit scientific terminology. Especially for this feature, on the authority of the editor of the influential Hindi Magazine of the name of Sarswati I beg to say that such a work has not been undertaken in the interests of any other vernacular in India. It is this feature of my humble work which has recommended itself to some of the leading Princes and chiefs of the Southern Maratha country, notable among them being the Maharaja of Kolhapur, the chief of Mudhol and the chief of Jamkhindi. I am sure if the Secretary of the Sabha takes an opportunity to enlist the sympathies of these Princes for the Sabha he will very easily secure their

substantial support for the Sabha in its very valuable literary work.

"Gentlemen, my object in referring to these isolated attempts in Bengal, in Gujerat and in the Maharashtra was to point out to you the universal existence of a powerful feeling in this country for vernacular scientific terms to express new scientific ideas imported into this country by the advent of the British rule.

"I think all these isolated efforts should be more systematically organised. I think this organisation should be under the management of the executive committee of the Nagari-pracharini Sabha since this Sabha has taken a distinct step in advance in this direction. I think that scholars from other presidencies interested in the enrichment and development of their vernaculars should join the Nagari-pracharini Sabha as corresponding members. If this be done as I think it should be done, we shall have much work turned out with the advantages of a healthy organisation. I believe that time has come in the history of our country that all isolated efforts devoted to the attainment of one object must be linked together by a common organisation. Want of organisation is our national weakness. Let then organisation become our chief strength in the future programme of our national regeneration.

"For this purpose, my dear countrymen, I most cordially appeal to you all to assist the Sabha in its efforts to help forward the cause of the Nagari character in as many provinces of our country as possible, and to assist it in its valuable work of settling vernacular scientific terms in the interests of all Sanscrit-derived Indian languages. I appeal to my countrymen now before me to convene, if possible, a representative meeting in the building of the Sabha to consider what steps should be taken to further these two objects. I am sure our most energetic Secretary Babu Syam Sundar Das will be so kind as to arrange for a meeting of this sort if the pressure of his present engagements will permit him to do so.

"I wish to be brief. Gentlemen, before I sit down let me

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express a sanguine hope that you will all express your heartiest sympathy with the objects of the Sabha. Wherever you are and whatever you do, allow not the interests of the Sabha to fade away from your hearts." (Hear, hear, loud cheers).

Diwan Bahadur Ambalal Sakarlal Desai M. A., L. L. B. (Ahmedabad) who was received with cheers said:—

Mr. President and Gentlemen of the Conference, coming from Gujerat, a land of merchants, I will take care that my remarks are brief.

Mr. Ambalal Sakarlal Desai. " Much of what I had to say has been already anticipated by our worthy President and by the able Mahratha scholar, Mr. B. G. Tilak. I will therefore now refer to some of the practical aspects of the question.

" The one great and inspiring desire of the day in the minds of all of us is to approach each other. Whether in the distant future we shall be all one people or a grand confederation of nations, I would leave the future to decide. But there is no harm in proceeding upon some common line under which both the ends or either may be achieved, and one of these is having a common character for literature.

" Now there are two ways of looking at the question (a) character for writing and (b) character for printing. The former should be left out of account for the present.

" Happily in Gujerat the text-books that were first composed gave lessons in the Nagari as well as the Gujerati Character and every one who has studied in any school of Gujerat can read the Nagari character.

" It is said that in the new series which they are going to provide, the lessons in the Nagari character are to be omitted.

" It will be a great misfortune if that course is adopted. A representation should be made by this Sabha to have the old course maintained. One very valuable suggestion was made by our President, viz. that all books of real worth may be printed

in the Nagari character. I think that at least all scientific works, such as works on Botany, Chemistry, Philosophy should be printed in the Nagari character. The language may be the local language, but the character ought to be the Nagari character, and there will be no harm in doing so. All those who study science may be presumed to be acquainted with the Nagari character. That will be one way of extending the use of the Nagari character. Another way which occurs to me is that in all departments of business communications sent in the Nagari character should be accepted. The Ahmedabad merchants have already taken a step in this direction. They communicate with their agents in Cawnpore and other places in Northern India in Nagari. As I have travelled from Gujerat to Northern India the names of Stations written in the Nagari character were a great help to me.

“There are many people in these days who wish to print advertisements in local papers in the Urdu character. Urdu may be read in northern India, but if they send the advertisements in Urdu character to papers in Gujerat or the Deccan they will be hardly read. I would suggest to all business people of different provinces to give their advertisements in the Nagari character. (hear, hear). It will be a commercial gain to them because their advertisements are more likely to be read and the article advertised is more likely to be sold if the advertisement is in the Nagari character. In Gujerat for example we do read one Bengali advertisement about the Kesh Ranjan Tail, given in the Nagari character.

“One more recommendation I will make and that is that there ought to be a Nagari paper edited in northern India in Hindi and in the Nagari character.

“We have already one in Bombay viz, the Venkateshwar Samachar, and it is doing very great service. It is read by all classes of people especially by the marwaris and the kachhis, and by many other communities who write and read the Nagari character.

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GOVERNMENT

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IN ITS RELATIONS WITH

EDUCATION AND CHRISTIANITY

IN INDIA.

BY THE

REV. GEORGE PERCY BADGER,

CHAPLAIN IN THE DIOCESE OF BOMBAY.

LONDON:

SMITH, ELDER AND CO., 65, CORNHILL.

BOMBAY: SMITH, TAYLOR AND CO.

1858.

I

RESPECTFULLY DEDICATED

TO THE

RIGHT HONOURABLE LORD STANLEY, M.P.,

ONE OF HER MAJESTY'S PRINCIPAL SECRETARIES OF STATE,

AND TO THE

COUNCIL OF INDIA.

## GOVERNMENT

IN ITS RELATIONS WITH

## EDUCATION AND CHRISTIANITY IN INDIA.

THE new Council for India, with a responsible Cabinet Minister at its head, has been duly inaugurated. The reins of Government, so far as that Corporation was permitted to use them, have passed from the hands of the Honourable East India Company, and as a governing body the Company is no more. Associated in our minds with the first efforts of British commercial enterprise in the East, exhibiting in its progress and success the mighty energy of the middle classes of England, and bequeathing at its demise a vast empire to the British Crown, the East India Company is entitled to occupy a conspicuous place in the annals of Great Britain. And in thus celebrating the end of its career, we cannot refrain from expressing a hope that, after an equal duration, the Council for India may be held to deserve an equal share of the national gratitude.

The change which has thus taken place was inevitable in the course of time. It was long felt to be an anomaly, inconsistent with the due supremacy of the Crown, and at variance with the principles of the constitution, that an irresponsible body should exercise any of the functions of Government. But the subject was regarded on all hands as encompassed with such enormous difficulties, that with the hitherto proverbial

indifference of both Houses of Parliament to the affairs of India, no ministry could calculate upon enlisting an adequate amount of the national interest to discuss, with a view to improved legislation, any scheme for superseding the prevailing system.

This apathy, however, was destined to an abrupt termination. The interest which the ordinary affairs of India could not command was suddenly called into lively exercise by the events of the past year. Then, when the horrible massacre of our countrymen and countrywomen had brought sorrow and desolation to many a home in England,—when mutiny was followed by far-spread insurrection,—when thousands of our soldiers had fallen in the deadly strife,—and when the energies of the nation were heavily taxed to maintain our supremacy in India,—then it was that the national mind was roused to a due appreciation of the mutual duties and claims of the Imperial Government and of 150,000,000 of our fellow-subjects scattered over that vast continent.

It reflects honour, indeed, upon our country, that in the discussions which took place in the legislature, in consequence of these disasters, so much was advanced and urged in behalf of the people of India:—that the demands for a speedy and just retribution upon the authors and abettors of such dire mischief were associated with suggestions and recommendations for permanently improving the condition of the native populations, and that not for our sakes only, and in order to render less likely a recurrence of those events which at one time threatened the continuance of our rule over them; but, independently of such considerations, for their own sakes also, that as subjects of the British Crown they might be seised of and enjoy all the privileges and advantages of our liberal Constitution. History, I say, will record it to England's honour and



glory, that whilst the voice of the nation, stimulated thereto by a deep sense of the atrocities perpetrated upon our fellow-countrymen, called loudly for justice and even vengeance, the British legislature did, whilst the cry still lasted, initiate and consummate a measure for the better Government of India.

There were found in and out of Parliament, indeed, those who deprecated the haste with which such organic changes were made, and who urgently pleaded for a provisional change only, until the national excitement had passed away, or until legislation could be based upon more enlarged information and more deliberate discussion. But this minority was composed of men of the most enlightened patriotism, and of the most liberal and benevolent views towards the natives of India, and who, we doubt not, now that the Bill has passed, will exert their utmost energies that its provisions shall be effectual, as well for the better government, as for ameliorating the general condition of the subjects, of our Indian empire.

From amongst the recommendations to this end, which have been put forward in the various discussions on this new Bill, I have selected two, viz. *Education* and *Christianity*, both having been more or less prominently urged as the best means of securing that most desirable object. These topics I now propose treating of as they may be held to constitute a duty which the Government of India is bound to discharge in respect of each.

Of the advocates for Education some maintain that it should be purely secular, whilst others plead for a certain admixture of Christianity in all native schools supported by the State. Both are agreed, however, in considering it a primary duty of the Government to provide education for the masses, and this obligation is further insisted on because of the general beneficial

effects which intellectual enlightenment is calculated to produce upon the disposition and character of the people, as well politically as socially.

First, as regards *the duty* of the Government in this respect towards its Indian subjects. As far as it is likely to contribute to their welfare and the good of the State,—as far as they are disposed to avail of it,—as far as they are prepared themselves to contribute towards its special support,—to that extent, it will readily be admitted, that the Government is bound to co-operate in promoting the education of the natives of India. I presume that few will be found to insist upon the obligation under review in excess of this limitation. We have scarcely progressed beyond those boundaries at home; for though it is undoubtedly held as an axiom with us that education tends to the general prosperity of the nation, and, consequently, to the well-being of the State, we have not yet adopted the Prussian system of compulsion, and a large amount of the annual Government grant under the head of Public Instruction is expended in aid of the voluntary efforts of the people.

But a question naturally suggests itself here, whether the beneficial effects, such as we attribute to education in England, are likely to result from the same cause in India. Judging from experience, we should say: decidedly not. I have met with a great number of Hindoos and Mohammedans, who were brought up in our schools and colleges, and, with hardly an exception, I could discover in them, in respect of moral character, no single trait to distinguish them from their less educated countrymen. Of course, they were more intelligent, more astute, and withal more alive to their own merits and importance; but beyond this, they were as native as though they had never been taught a superior civilization,—nay, the native failings and vices in them seemed the

more refined and intensified the more they appeared to have acquired of European learning and science.

Nor is this my own experience only. Thoughtful and sober-minded men, English and Eurasian, in and out of the employ of Government, who are in much closer contact with the natives than the higher officials, have certified the same deplorable fact. But and if further proof was needed on this point, it is amply supplied by a phrase so common among the older residents in India that it has almost passed into a proverb:—"Give me an Indian of the old school, and not one of your educated natives;" the old school implying the system which obtained before Government schools were so generally introduced.

And if the attempts already made have thus signally failed in elevating the moral character of the natives of India, they have been equally abortive in securing their greater attachment to British rule. Few, indeed, except such as have implicitly pledged themselves to admit nothing which militates against their favourite theory, will dispute this assertion. I do not deny that education has served to inspire many of the natives with an ardent desire to have and to exercise all the rights of British subjects. They are by no means backward in apprehending the spirit of our constitution in this respect, or in appreciating the advantages of British citizenship. Hence it is that local Associations have been formed, and Debating Societies instituted, the sole object of which has been to put forward the claims of the natives to be possessed of and to enjoy all the privileges of Englishmen, and to share equally with them in the administration of the Government. Visitors from home have been struck with the acuteness of their reasoning on such topics, and have been charmed with the eloquence of their addresses; but analyze these,

or from such public exhibitions descend to the less prominent expression of feeling among the more educated natives in the ordinary intercourse of social life, and you cannot fail to notice that with an overweening sense of their own claims, and a keen sense of the obligations of the State towards them, there is an entire absence, on their part, of all sense of the reciprocal duties of subjects towards the Government of their country. I do not say that we ought to expect from such men, as respects the reigning power, anything akin to English patriotism; but if education has failed to instil into the minds of the people a regard and love for British rule, it has certainly failed to compass one of those important objects which go to constitute the duty of Government to promote its extension in India.

The facts above adduced, however, are not the only evidence of this want of success,—others are available to confirm the deduction arrived at. Every native regiment in Bengal had its school, more or less under English supervision; and yet nearly every regiment of that Presidency 'mutinied. Yes, says an objector, but there were counter-influences at work, far more powerful, to induce them to throw off their allegiance. True; but we must not forget that the plea for education is its tendency to allay fanaticism, to neutralize all such excesses inherent in the uncultivated mind, to render men more amenable to right reason, more docile under equitable restraint. Were any of these beneficial effects manifested in the late conduct of the Bengal regiments? On the contrary did not their outrages equal if not transcend in ferocity the cruelties of barbarians? And was not their improved intellectual culture, no less than their improved military skill, employed with demon malice and subtilty in fomenting treason and exciting

rebellion against the Government which had enabled them to attain such progress? Thus much has State Education wrought for the army of Bengal.

But, further: in the various published accounts of the late mutinies and insurrections there have appeared notices from time to time of the complicity of Government native *employés*, some of whom are accused of having taken a prominent part in instigating and abetting the general conspiracy. An official report, giving the result of an inquiry instituted for the purpose of determining what proportion of these traitors and rebels had availed themselves of the Government schools, would be a document of great interest at the present time. In the absence of such positive data, it can only be surmised that the number was considerable, and in all probability formed the majority; since from a desire to encourage and reward those who have profited most by its educational institutions, because the *élèves* are generally better fitted, by a knowledge of English, to fill subordinate offices in the different departments of the administration, Government is wont to draw largely from those sources in the bestowal of its patronage. But if such is the case, what becomes of the argument that State Education in India is calculated to inspire the natives with love for British rule, and to make them more faithful subjects of the British Crown? and if it does not effect this, it must be admitted that the duty of the Government to promote education in India is very much limited by that consideration.

Another proof that the native mind has not been swayed, as might have been anticipated, to increased respect for British rule through the extension of State Education, was prominently developed in the tone of the native Journals during the late troubles. It may fairly be presumed that those publications were more or less

faithful expressions of the feeling of the better educated classes, and there can be little doubt also that the majority of those who supported them, as well as the principal Editors and contributors, consisted of individuals who had availed themselves of the tuition provided by the public Schools and Colleges.\* Such was the tone of these periodicals generally, so decidedly hostile to our administration, so openly malevolent, so bent upon spreading distrust and disaffection among the people by the subtlest appeals to their worst prejudices and passions, that Government was eventually constrained to suppress several of the journals in question, and to establish a censorship over the Press (a restraint to which the local English papers were also subjected that the enactment might bear the impress of impartiality), in order to arrest, as far as might be, the mischievous effects of such treasonable publications. What better proof than the foregoing could be adduced to substantiate the validity of the assertion, that State Education in India has failed to attach the native population to British rule, or to make them more faithful subjects of the British Crown.

I am fully alive to the logical conclusions which may be drawn from the above line of argument. I am also fully aware of the obloquy which some theorists attach to any attempt to question the infallibility of Education as a remedy for all evils, social and political, everywhere and under all circumstances. Nevertheless whilst stating premises based upon indisputable facts, I am as little concerned about what may be deduced therefrom, as I care for the disdain of visionary Educationalists. One corollary deducible from these premises doubtless is.

\* I believe it has been stated by Dr Duff, of Calcutta, that the conduct of the educated youth of Bengal, during the late crisis, was most disloyal

that State Education in India has effected harm. Now, although that is not a consequence absolute, still I am far from being convinced that it is not true; for when we see educated and enlightened natives, instead of being enlisted in the cause of virtue, and order, and good government, ranging themselves on the side of misrule, insubordination, and sedition, and using their awakened energies to overthrow and uproot the State which fostered their intellectual improvement, it is difficult, however much we may thereby do violence to our own national and preconceived notions on the subject, not to believe that such is the deplorable reality.

I may be mistaken in the idea, but I have a strong impression that a like conviction has long been entertained by many of our most eminent men engaged in the local administration of the Government of India, and if their candid opinion was called for, unbiassed by any effort to sway them in either direction, the result would be corroborative of the foregoing conclusions.

The alleged backwardness of the Directors of the East India Company to sanction and adopt the measures which were ultimately embodied in the Court's famous Educational Despatch of 1854, directing the establishment of an enlarged scheme of Public Instruction, constitutes an additional confirmation of the same view. Their personal and acquired experience of Indian affairs generally, as well as of the unsatisfactory results which had hitherto followed the efforts made to raise and improve the native character by State Education, naturally indisposed them to extend a system of very doubtful efficacy either in furthering the welfare of the natives, or in promoting the stability of Government. But the influence from without was too strong at the time to be resisted: the concession, I believe, was made to public opinion in England,—far less capable of appreciating

the peculiar merits of the case than was the Honourable Court,—rather than to any conviction on the part of the Directors that the measure was either a wise or a prudent one. There is good ground for believing, indeed, that the extraordinary activity which the Despatch referred to necessarily created among the authorities in India, in the efforts made to carry out its provisions, excited the suspicions of the natives, and formed one of the causes of the late mutinies and insurrections. I do not say that this was a primary cause, but I believe that it was availed of and effectually plied by the principal agencies in the revolt, to engender distrust of our intentions by bruiting it abroad as a covert attempt to undermine the religions of the people, and to introduce Christianity in their stead. A singular proof that this is no bare supposition is afforded by the notice which was taken of the new measure by the Persian Government, of whose complicity in the Indian conspiracy there can be no longer any doubt. In March, 1857, a Firman or Manifesto appeared in the *Teherán Gazette*, the object of which was to excite a *Jihád* or religious war against the infidel British, who had then captured and occupied several points of the Persian territory. Most of the charges adduced to stir up the fanaticism of the people were based upon the most glaring yet crafty perversions of our administrative acts in India. The conduct of the Government with respect to finance and taxation was severely commented on; but the principal accusations had reference to our atrocious attempts to subvert the religion of the natives. According to that veracious document we had insisted upon the wives of the Faithful walking abroad unveiled, and obliged them to violate another precept of the holy Korán, by commanding them to drink wine; but further to crown our nefarious and



profane designs, we were forcing Mohammedan children into our schools when very young, and kept them there until they were eighteen years old, at which age we were well aware that the youth would not submit to the initiatory rite of Circumcision, and thus we succeeded in proselytising them from Islâm !

A high authority (I think it was Lord Stanley) pointed out on a late occasion the difficulty of disabusing the natives of India of the idea that we had ulterior objects in view in promoting their general education. This, if I remember rightly, was advanced to show the futility as well as the impolicy of any attempt to mix up religion with State Education in India. But although the difficulty adverted to would undoubtedly be increased a thousand fold by any such attempt however disguised, one great remaining source of the distrust of our tuition among the natives is our entire disavowance of their religion in the Government scheme of education. In the East it is still as it was with Western Europe when knowledge first began to be cultivated there. All science is more or less associated with religion, and based upon its dogmas and precepts, and none can acquire the principles of the one without being indoctrinated with the tenets of the other. This system of combined instruction, secular and religious, prevails among all the sects of Hindooism, and hardly a Mohammedan treatise exists on any scientific subject, or even a common elementary primer, which does not inculcate, directly or by implication, some fundamental article of Islâm. The schoolmasters and instructors also under this system are for the most part men bearing some office in connection with pious establishments and endowments, showing how intimate is the relation, in the native mind, between education and religion.

I believe that this drawback to the success of our

educational measures in India has not been sufficiently estimated. It was palpably evident that to introduce Christianity would be to frustrate the scheme *in toto*; but it was not so apparent that by excluding all religion from our schools we should give rise to a suspicion that they were little better than nurseries of infidelity,—a negation of the native creeds, constituting, in popular estimation, an offence as criminal and impious as conversion to a different faith.\* This feeling was strikingly exhibited in a case which came under my own observation. In a recently formed Government school, the pupils of a Mohammedan class seemed surprised, if not shocked, that they were not required to repeat the usual symbol before commencing their studies, and that the formula of Islâm, “There is no god but God, and Mohammed is the Prophet of God,” was absent from all the books put into their hands.†

We are perfectly familiar with a corresponding feeling on the same subject in England.—The opponents of a purely secular education ground their objections upon similar arguments. When it is remembered that the natives of India, after their own way of thinking, are much more religious as a people than we are, it will readily be seen how strong must be their prejudices against this feature in the Government system of instruction.

† Nevertheless in some of the class-books sanctioned by the Government, religious teaching is introduced, but of what nature I shall leave the reader to judge from the subjoined extracts. They are taken from the *Talim Namâh*, the principal class-book in Hindoostanee, prepared by the late Mohammed Ibrahim Muckba, Esq., Justice of the Peace, and Member of the Board of Education, Bombay, for the use of the Mussulman pupils attending the Government schools, and adopted, published, and distributed, by the Board, and sold by its agents in the Presidency.

“Chapter I.—Maxim 1. Rise early in the morning, wash your hands and face, perform the sacred ablution, and pray.

“80. As a rule offer up your prayers in the Musjid. For the Friday prayer, bathe, put on clean clothes, and get shaved.

“93. Those who have performed good works will receive as a reward after death the fruits of paradise, nice things to eat and drink, enjoyment, and repose.

Now, whilst it is obviously practicable to exclude Christianity from a system of Public Education in India, it is allowedly less easy to convince the natives that we have no ulterior designs, hostile to their creeds, in promoting that education. But, beyond that, a serious obstacle remains to mar its success,—one which the Government is utterly incapable of removing except by violating the principles of neutrality and consenting to become the patrons of Mohammedanism and heathenism, which is out of the question,—viz., in the strong prejudices of the people to receive secular tuition apart from religious instruction.

If, then, the results which have hitherto followed native Education in India have been so unsatisfactory,—if it has failed as well in raising the moral character of the people, as in securing their greater attachment to British rule,—if its promotion serves to engender suspicion and mistrust of our motives,—and if we are withheld by principles which we dare not transgress from providing them with the only system which they would unhesitatingly avail of,—it follows that the duty of Government to extend public Education in India is narrowed within bounds dictated and defined by these considerations.

“ 190. When about to obey a call of nature, unless you take with you a clod of earth, or some water, the prayer of ablution will prove inefficacious.

“ 191. When so engaged, don't sit either with your face or back towards the KIBLAH.”

The above are a few specimens of the *Advice to Children* published and taught by authority ; but it is not so much by such detached passages as by the spirit which pervades the book, that an adequate idea can be formed of its downright Islamism. Perhaps it was to reconcile Mohammedans to our education, and to induce them to frequent our schools, that such a course was adopted. But is this neutrality ? Or is it a course likely to instil into the minds of Indian youth ideas of toleration, either as regards other sects, or the religion of their rulers ?

Those limits I shall now briefly point out : first, to maintain the existing system and establishments, (since a retrograde movement would be impolitic, and perhaps tend to confirm the suspicions attached to their original foundation ;) but to abstain from all direct or indirect attempts to extend them. This modification of the general scheme would leave it with the people themselves to initiate fresh schools or colleges, and upon such *bonâ fide* native wishes being made known, whether Christian, Mohammedan or Hindoo, backed by an engagement to provide a certain endowment, Government should vote a commensurate grant in aid to enable them to carry out their project. Beyond this I believe that State interference to educate in India is mischievous ; confined within those limits, it will give ample scope for further testing the experiment, suspicion will be arrested, the natives will value more what costs them money, and Government will be always able to calculate upon an adequate supply of intelligent youth from those sources to fill up the subordinate offices in the administration. If through other than Government influences a change should take place in the course of time, and the natives should manifest as well an increasing appreciation of the advantages of education, as a disposition to use them to their own best welfare and to the good of the State, it will then be the imperative duty of Government to adapt its policy in that respect to the altered feelings of the people, and to use its best energies, if need be, to afford the means of instruction to every native of India.

It will be argued, and that justly, that by allowing the maintenance of the existing system of public instruction, I cannot consistently hold that it has been productive of unmixed evil. Neither, indeed, do I. I am prepared to admit that some even general good may

have resulted therefrom, and that individuals here and there have profited by it to their own credit and advancement, and to the benefit of the state. Whether the evil has not outweighed the good, or, contrariwise, the good the evil, it is difficult to decide. The modifications which have been suggested in the present system, if adopted, will prove in the course of time whether it is not the more excellent way not to obtrude education upon the natives of India, but to leave them to feel their want of it before we undertake to help in providing it. To impress this upon the public mind in England is one aim of this pamphlet; but at the same time I unhesitatingly express my conviction that education, such as Government can only afford, will never raise the people of India generally to that state of improvement, intellectual, moral, or social, which it is the ardent desire of the nation to see them reach, and which as co-subjects of the British Crown we should be glad and proud to see them attain unto.

Why I am so convinced,—why it is that I disallow to education in India the same influence for the general amelioration of the people, and for the good of the State, which I am ready to concede to it in England,—is this, that in England education is based upon a system of the purest morality and the most exalted religion; since, independently of all State intervention, there exists, so to speak, a substratum of both in the national mind, (to say nothing of the institutions established to promote them,) pervading it so entirely, that on that and that only can the fabric of education be upraised. This religion, moreover, in its teaching inculcates the acquisition of knowledge, and through its moral precepts directs a right and beneficent use of it. It puts no other restraint upon the grandest developments of the intellect, or the sublimest discoveries of

science, except that both shall be subservient to the best interests of man, as well as the glory of God.

Grafted on such a stock, planted in so congenial a soil, education may well be presumed to bring forth the noblest and best fruits; but in India, alas! no such stock exists, either in the native mind or in their systems of religion, on which education can be grafted with any hope of similar results. The prevailing religious creeds are decidedly adverse to the advancement of science beyond the narrow limits attained by their several authors; and their code of morals is much more calculated to pervert a superior culture of the intellect, and to render it doubly powerful for evil, than to ennoble it by making it instrumental in promoting the well-being of society, and the stability of the State. Nurtured under such a system, moulded in such a cast, we need not wonder that the native mind is at present neither as apt to receive, nor as prepared to use to the same beneficial ends as ourselves, the bare cultivation of the intellect to which State Education is limited.

I conceive that the foregoing constitutes an adequate cause for the unsatisfactory results which have hitherto followed our Educational scheme in India, and which have already been pointed out in this paper. I have noticed a similar want of success in a great number of Turks and Egyptians, who have undergone a course of European instruction. It is universally admitted that, morally, such men have been made worse and not better, and a comparison is frequently instituted between them, and their countrymen of the old school, much to the disadvantage of the former. Where they have still adhered honestly to their creed, they have remained as bigoted and intolerant as ever; but for the most part they have learned to despise the weightier matters of their law, whilst they continue to practise hypocritically

its outward ceremonial. I do not deny that modern education has benefited them in some other ways: it has imparted to them a better knowledge of the arts and sciences, (though none has yet risen to eminence in any;) it has given them a better insight into European institutions, and it has, in a measure, moulded them to European converse, habits, and manners. I do not say that it has civilized them in the latter respect, for the Turk, and the same may be said generally of the natives of India, is courteous and gentle in his demeanour, and habitually dignified in his deportment; but it has *modernized* him, and thereby many, who are taken by the specious appearance, have concluded that it is, what it is not, a faithful index of improved moral as well as intellectual refinement. It is not, indeed, too much to say that whilst European education has given a semblance of improvement to the Turks, it has utterly failed to imbue them with those qualities and virtues which go to form an enlightened patriotism, and which alone can conduce to the real advancement of the nation, or to the prosperity and permanence of the empire. In fact, I believe that it may be averred with truth of modern education in Turkey, as of several other European institutions which, through exterior influence, have been adopted there, that it has tended more to the disintegration than to the stability of the State. To use a Scripture simile: the new wine has burst the old bottles, and the new patch upon the old garment has made the rent worse.

The reader will be prepared from what has gone before, to form a tolerably correct idea of the change which I conceive must be effected in India, before the natives can adequately appreciate the advantages, or beneficially exercise the power, which it is desired to impart to them by means of an extended scheme of

**Public Instruction.** The soil, as I have already remarked, must be assimilated to the soil in England before we can confidently expect the same results as these from bare intellectual culture ; or, in other words, their moral nature must be first improved, their hearts transformed, by the influence of that pure and exalted religion which has made Christendom what it is, and raised its professors to a height of perfection in science, dignity in character, refinement in social life, and excellency in political institutions, which the ancient heathen systems, in the golden ages of Greece and Rome, never attained unto, and which Mohammedanism and modern heathenism are as ill disposed to promote, as they are powerless to effectuate.

The missionary, then, in my opinion, must precede the schoolmaster, if the instructions of the latter are to be crowned with beneficial success. Let him sneer who will: to the "foolishness of preaching" Christendom undeniably owes her pre-eminence morally, socially, and politically; and I hold it as incontrovertible that through the same influence only can the natives of India be raised to an equal rank and dignity among the nations of the world;—I mean, of course, CHRISTIANITY.

Before entering upon the second topic proposed to be discussed, and which the foregoing conclusion has aptly introduced, viz., the relations of the Government with Christianity in India, it will be expected that I should express more definitely what my views are with regard to the admixture of Christianity in the instruction conveyed, through State education, to the natives of India.

I presume it will have been pretty apparent to the reader, that whilst holding Christianity to be the sole means of blessing education to the best welfare of a people, I have all along abstained from intimating that



the Government of India ought to avail of it to that end. The subject of mixed education is a vexed question at home, where the State as well as the entire population is professedly Christian, and where at first sight one would imagine that there could be little difficulty in effecting, if nothing better, a satisfactory compromise between all parties. But if because of the comparatively insignificant differences among the various religious communities in England, no system of State education has hitherto obtained general concurrence there; how hopeless would be the attempt to secure the acquiescence of the many and opposing creeds in India in a scheme which should comprise any religion at all? This consideration alone carries with it the weight of a most conclusive argument to prove the insurmountable *difficulty* which would attach to any such effort on our part in India. As to the *propriety* and *justice* of the thing, let us only reverse our relative positions, and we shall be better able to judge impartially. Let us place ourselves as Christians under a Mohammedan government, paying due obedience and tribute, and entitled consequently to all the privileges of subjects; and let us further suppose that we are debarred from availing of the education provided by the State unless we consent that our children shall read the Korân. And then, again, as to the *impolicy* of the measure, keeping up the same supposition, let us reflect what twenty million Englishmen would do, or rather what they would not do, to rid themselves of such a grievance. What fifty millions of our Indian subjects have lately done for real or supposed grievances, among other, similar to this, hardly justifies any attempt on our part to excite a repetition of the same on theirs.

But though I deem the above considerations conclusive against the introduction of the Bible into the

Government native school in India, I further entertain a strong objection to such a use of the sacred Scriptures, upon strictly Christian principles. I see not, from those Scriptures, that to Government, as a Government, is confided any such trust,—that it is charged with any such duty, or empowered with any such attributes, as are involved in communicating to the unevangelized the facts, and doctrines, and mysteries, of our holy religion. When the blessed Redeemer ascended up on high, He ordained a special institution for the purpose of making known, to the ends of the earth, the glad tidings of salvation. It was to the Apostles that He said: “Go ye into all the world, and disciple all nations;” and as that command could not be fulfilled during the natural lives of those to whom it was first given, it has ever been held to apply to those who from age to age should succeed them in the sacred office of Evangelists. Throughout the apostolic age such was the course pursued:—it was the Church, comprising the body of the faithful under their spiritual rulers and pastors, which deemed itself charged with the trust of executing the last commission of the Saviour, and to the Church now, and not to the Government, belongs the duty of carrying it out and perpetuating it.

And if we attentively consider the manner in which the first Apostles communicated the Gospel to the professors of the different creeds with whom they came in contact, we shall discover another important objection to the course under review. In the Epistles, as addressed to Believers, we find a full and unreserved declaration of the doctrines and mysteries of the Christian faith,—“the whole counsel of God” is therein set forth for the edification of the faithful, and nothing is withheld or kept back. In communicating their inspired message to the Jews, the Apostles treat them as already possessed of a

revelation of the Divine Will, and as professing to believe it; and hence we find them constantly appealing to it themselves, and referring the Jews to the same authority, in testimony of the truths of the Gospel which they now proclaimed. But towards the Gentiles their style of address, as well as the substance of their discourses, was strikingly different. We have an interesting account of two occasions whereon St. Paul opened his commission to them, both of which, besides going to confirm the view I am advocating, well deserve the attention of all missionaries to the heathen in our day. The first occurred at Athens, and was delivered to the Areopagites from Mars' Hill. As the Apostolic address is not long, we give it entire: "Ye men of Athens, I perceive that in all things ye are too superstitious. For as I passed by, and beheld your devotions, I found an altar with this inscription: TO THE UNKNOWN GOD. Whom therefore ye ignorantly worship, Him declare I unto you.\* God that made the world, and all things therein, seeing that He is Lord of heaven and earth, dwelleth not in temples made with hands; neither is worshipped with men's hands, as though He needed anything, seeing that He giveth to all life, and breath, and all things; and hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation; that they should seek the Lord, if haply they might feel after Him, and find Him, though He be not far from every one of us: for in Him we live, and move, and have our being; as certain also of your own poets have said: 'For we are also His offspring.' Forasmuch then as we are the offspring of God, we

\* Modern missionaries would do well to notice the Christian prudence and chastened zeal with which St. Paul encounters the pagans of Athens, and points out the defects of their superstitious worship.

ought not to think that the Godhead is like unto gold, or silver, or stone, graven by art and man's device. And the times of this ignorance God winked at; but now commandeth all men everywhere to repent: because He hath appointed a day, in the which He will judge the world in righteousness by that man whom He hath ordained; whereof He hath given assurance unto all men, in that He hath raised him from the dead." Right reason seems to tell us that this was a most appropriate discourse for such an assembly; but how much was kept back, or, rather, how little was advanced, of what we deem the essence of the Gospel? What saith it of the Atonement, of the Trinity, of the way of acceptance? Even when the adorable Redeemer is spoken of, with what caution is the subject introduced: even His name is suppressed, lest perchance it might at the outset call forth the profanity of the heathen, and the Apostle restrains himself to styling Him "that man." In order to judge how little of what we are used to call "the Gospel" is comprised in the above address, we have only to reflect what would be our opinion of a modern sermon, preached to a congregation of Christians, which should be modelled, in style and matter, after St. Paul's discourse to the pagan Athenians.

On a subsequent occasion, which shall be treated briefly, we find the same Apostle in Herod's Hall at Cæsarea, defending himself in the presence of Felix against the accusations of the Jews. In his address before that assembly, (Acts xxiv.) he scarcely adverts to the Gospel, and although some days later Felix sent for him for the express purpose of hearing him "concerning the faith in Christ," nevertheless the Apostle appears to have restricted his first lessons to the heathen governor to reasonings on "righteousness, temperance, and judgment to come."

Now, we do not suppose for a moment that this mode of teaching was with a view of systematically and ultimately withholding any of the great truths of the Gospel; but it was evidently adopted with the view of preparing the way for them, and of enforcing them in due time with greater effect. The apostles were appointed "stewards of the mysteries of Christ," and it was their duty to dispense those mysteries "in due season," and as the several persons whom they ministered unto "were able to hear them." So consonant with common-sense is this course, so evidently sanctioned by apostolic example and precept, that it seems strange that any sober-minded people should call in question the propriety of dispensing the sacred truths of the Gospel with a wise economy.

The discipline of the primitive Church was modelled upon the same principles, and converts from the heathen, and catechumens were not admitted to a full knowledge of all the doctrines and mysteries of Christianity, nor to the full fellowship of the faithful, until they were deemed duly fitted, by a course of preparatory instruction, to partake of those privileges. A relic of this feature in the early discipline of the Church is still preserved in our own ritual. For example: the Offices for Common Prayer, and for other solemn occasions, when the whole congregation is supposed to attend, contain at most clear allusions to the atonement of Christ; but open the Liturgy, or Communion Service, at which those only who partake are presumed to be present, and there that amazing doctrine, the corner-stone of Christianity, is opened out in all its tremendous mystery, and all its saving efficacy, for the adoration and comfort of believers.

But if these things are so, what becomes of the proposal to put into the hands of ignorant heathens the

whole volume of inspiration? God forbid! that by quoting the passage I should seem to reflect in a wrong spirit upon the good intentions of those who advocate such a measure, or to treat with contempt the unenlightened natives of India whom they desire to benefit thereby. My aspirations for the latter are, that in respect of the countless and invaluable blessings which the Gospel vouchsafes, and respect of the glorious hopes which it inspires: would to God! that every one of them was altogether such as I am, except my too little appreciation of those Divine mercies. But the precept and caution conveyed in the following words from the lips of the Saviour are too apposite to our purpose to be omitted:—"Give not that which is holy unto the dogs, neither cast ye your pearls before swine, lest they trample them under their feet, and turn again and rend you." Such, indeed, I know has been the result, in individual cases without number, of an indiscriminate and unwise thrusting of the Christian Scriptures into the hands of those who were unprepared to make a right use of them. They have been literally trodden under foot, and, virtually, much contempt as well for their sacred contents, as for those who profess to believe in them, has arisen among the natives, to the great hindrance of the onward progress of the Gospel.\* But I believe that the concluding part of the text above quoted has been further verified by a similar misuse of the Bible, which has enabled designing men, very partially instructed in its truths, to set up against

\* "In a *Missionary School* in Bombay, where I was a teacher for two years, the hour for the Bible Lessons was to me a daily pain. The irreverence of the lads was something horrible, and often have I with an aching heart sighed over the mutilated copies of the Scriptures, intentionally, I have no doubt, strewn over the school, as a proof of their contempt of the sacred volume."—*Note communicated by a friend.*

it the most formidable opposition. What, indeed, is Mohammedanism but a corrupt form of Judaism and Christianity grafted on a heathen stock, betraying throughout the real ignorance of its author of the true meaning and import of the Divine revelations? And if we descend to our own times, what appears to have been the effect hitherto of an indiscriminate circulation of the Bible among the heathen Chinese,—of the entire Scriptures communicated to them without due preparation on their part to receive them, and without teachers sent thither rightly to expound the Word of God? By all accounts a religious creed has been developed, which is gradually acquiring the consistency of a system, compounded of Confucianism and Buddhism, with a certain admixture of Judaism and Christianity culled from the Bible, and claiming all the authority of inspiration, which bids fair to enlist the popular sympathies, and to become in time as powerful an engine against the true Gospel in China, as Mohammedanism has been throughout the East.

I have deemed it important to dwell on this subject because many benevolent and excellent men in England have insisted so strongly upon the advisability of introducing the Scriptures into the native schools in India, and upon the duty of the Government to adopt that course. But whilst I have endeavoured to point out that it is neither within the province of the Government to assume that responsibility, nor a measure calculated, independent of such intervention, to produce beneficial results, I trust that no misconception will be formed of my ideas, tending to charge me with undervaluing the Bible as a most powerful means of promoting the evangelization of the world. Let the Word of God be “rightly divided” to the heathen by those whose office it is to minister unto them the glad tidings of salvation,

and I heartily believe that that Word shall not return unto them void, but shall be mighty to the pulling down of the strongholds of idolatry and every false religion, and to the establishment of Christ's kingdom in the world.

Enough, I presume, has been advanced in the foregoing pages to show that the writer has no sympathy with those who would urge the Government of India to interfere in any way with the religions of the natives, even though it be with the view to the introduction of Christianity. But the same principles which have dictated the arguments used in that behalf, equally demand that the Government should abstain from giving any countenance whatever to those religions beyond the limits of a free toleration. It is believed, however, by many, and not without reason, that this neutrality has been trespassed upon by the responsibilities which the Government of India has assumed in connection with idolatrous and other shrines and temples, and by the means which it has adopted to maintain them. There can be little doubt, indeed, that had the endowments attached to those establishments been left to the sole management of the native devotees, they would in all probability have been diverted to secular and private purposes, and many of them ere this would have declined if not perished. But much as we might deplore the decay of ancient and magnificent specimens of art and genius displayed in many of the religious edifices of India which would have resulted therefrom, no such consideration can be held to outweigh the duty and importance, on the part of a Christian Government, of strictly adhering to a principle, which common honesty on the one hand, and equal toleration on the other, forbids them to violate, either by appearing to countenance what they believe to be false, or by promoting



that wherein they are bound to be neutral. I am ready to concede that this connection originated, in many instances, under circumstances which presented the greatest difficulty to a different arrangement being adopted. By lapse of territory, or by conquest, establishments of this nature, the administration of which had been exercised by the Government previously in power, devolved to the East India Company, and there were doubtless prudential and other motives operating at the time to render it most desirable that extensive nurseries of fanaticism and treason, with their large endowments, should not fall at once into the hands of a newly-subjected native population, without some supervision being exercised over them. We do not hesitate, indeed, at this date, to question and condemn a policy which seems based on expediency to the sacrifice of principle; but I sincerely believe that among the Directors of the Honourable Company, as also among the officers of the local administration, there have always been a number of upright conscientious men who, after duly weighing on the one hand the obligation of adhering to engagements solemnly though perhaps too inconsiderately made, and on the other the propriety as well as the danger of hastily renouncing them, have deemed it their duty to rest satisfied with a gradual and progressive withdrawal of the Government from all connection with idolatry, saying the meanwhile with Naaman the Syrian: "The Lord pardon Thy servant in this thing," if thereby they should seem to have allowed what it was unworthy for them to allow as men, or inconsistent for them to sanction as Christians.\*

\* I think that in the reprobation which the measure above referred to has lately called forth, sufficient allowance has not been made for the religious scruples of those who took this view of the subject. The league made by Joshua, through inadvertance, with the heathen

It is rather, however, to offer a fair apology for such individuals than to defend the connection of the State with idolatry, that these remarks are made. Their influence, joined with that of the national voice, conspired to introduce a system of disseverance which has been adopted, in late years, by the East India Company, with partial success. It remains for the new Government to consummate that most desirable object with the least possible delay, and the announcement contained in the following extract from a speech by the noble Premier leads us to hope that no time will be lost in making the necessary arrangements thereto.—Lord Derby said : “ Wherever property in land, or in any other form, has been assigned to religious purposes, however repugnant to our feelings, provided that they do not violate every principle of morality and decency, I think that that property ought to continue to be scrupulously applied to the ends to which it was dedicated. But I agree that it is most desirable that Government and its officials should as far as possible separate themselves from any active interference in the detailed management of the property devoted to the support of idolatrous ceremonies in India. When I had the honour to hold the seals of the Colonial Department I introduced this principle into Ceylon, and required the arrangements under which the Government officials in that island had previously acted, in regard to the native rites and ceremonies, to be modified, while the management of

Gibeonites, he deemed binding even after he discovered that he had contravened the Divine command, and we know that the Providence of God was subsequently engaged in chastising the Israelites for having violated the terms of that treaty in the reign of Saul. (Compare Joshua ix. with 2 Samuel xxi.) There is another Scripture also which saith : “ Lord, who shall abide in Thy tabernacle ? - Who shall dwell in Thy holy hill ? . . . . He that sweareth to his own hurt, and changeth not.” Psalm xv. 1—4.

the funds applicable to such purposes was handed over to those with whose opinions they better accorded. I think the Government did its duty with credit then, as it will do its duty with credit now, by withdrawing as much as possible from any active participation in the detailed management of property of this description, while it at the same time strictly maintains the existing application of the endowments." By all means, let such endowments be made over to the heathen to appropriate as they please towards the maintenance of their several forms of worship ; but let the stigma be removed speedily and for ever from the Crown borne by England's Queen, surmounted with the emblem of the Redeemer's cross, of any connection with the abominations of idolatry.

With regard to Missionaries and their labours, no further privileges than they enjoy at present can be fairly demanded from the Government in their behalf. They are fettered by no State restrictions in their pious efforts to offer Christianity to the acceptance of the natives, and to demonstrate its truth ; and the same toleration is accorded to the propagandists of all other creeds.\* Conversions through various instrumentality from one heathen sect to another, or to Mohammedanism, are of constant occurrence in India, and as the Government is neutral in such cases, it behoves it to be neutral in this. I am fully aware, however, that zealous men in England have sought to enlist the co-operation of the new Government in their benevolent designs towards India by adducing instances wherein the execution of our laws has come into collision with

\* They are not free to outrage other creeds, and a similar restraint is laid upon the fanaticism of the native contending sects. Only fancy what would be the result in India were unbridled license permitted to the zealots of Christianity, Mohammedanism, and Hindooism !

the religious creeds of the natives, and that therefore, a precedent having been established, it was advisable to carry it out to still greater lengths. But I conceive that every sober-thinking man must admit the important distinction which exists between State interference for the purpose of enforcing the claims of humanity, and a like interference for the purpose of promoting a particular form of belief. The eternal and immutable principles of justice demand the one, the principle of a strict neutrality repudiates the other. This distinction was clearly pointed out by Lord Stanley in his late interview with the representatives of various Missionary Societies in London; and I do not see that as Christians we ought to require that Government should depart, in this respect, from the line of policy marked out by his lordship. If our missionary efforts are not hindered by any State enactments,—if we are free to propose Christianity to the acceptance of the natives of India,—it is all that we can in fairness demand. The apostles enjoyed no such toleration, and yet their labours were so abundantly blessed that in about three centuries after the enunciation of the Gospel a Christian emperor sat in the seat of the Cæsars, and ruled the mighty empire of Rome.

Let us, depending less upon Government support, rely more upon the power which they invoked,—let our Missionaries and those who send them emulate more the spirit of the primitive Evangelists of the Church,—and I doubt not that the blessed results will be commensurate with the devotion displayed.

With regard, however, to the restrictions placed upon Government officials in their private capacity, in relation to missionary efforts, and which have been lately insisted on with unwonted earnestness, I doubt if the dictating policy will stand the test of a trial by the same prin-

ciples which have been applied on the preceding topic. I do not refer here to extreme cases of men in authority assuming the functions of teachers or preachers, or taking any active part in what is usually styled "missionary work;" such a divergence from the sphere of duty for which their services were secured justly renders them amenable to animadversion; but that their pious sympathies should be repressed and their benevolence in this regard stayed, by the action of the Government, is an encroachment upon individual liberty which can hardly be borne out either upon the principle of a perfect neutrality, or by the spirit of our Constitution. Besides which, there does not appear any just reason why this subject should now have been brought so prominently forward, except it be the rumour that the Governor-General had sent a donation to a Missionary Society in Calcutta. As far as I can learn, no charge has been substantiated, or even adduced, against the Missionaries or their supporters in India that their joint efforts had in any way contributed to the late insurrection. Had there been the most distant ground for such a suspicion, there are hundreds, we fear, who would have made the most of it. But if the case is so, we fail to apprehend the motive which has led to recent instructions calculated, by imposing an unconstitutional restriction upon the private acts of men in authority, to incite them to do clandestinely what would otherwise subject them to official censure.

On the other hand, we readily admit that there are considerations involved in this subject which go a great way towards justifying the measure above alluded to, as well on the score of neutrality as on the ground of a prudent policy most desirable, if not necessary, in the actual state of our Indian territory. Everyone who has resided on the spot, and become familiar with the

notions of the natives, must be well aware that they are incapable at present of dissociating the private from the public acts of official men: and if so, then such private acts as we have been considering *do* exercise an influence which they ought not, and, so far, may fairly come under the legitimate action of Government to restrain them. The late fearful events in India, moreover, excited doubtless, among other causes, by wide-spread suspicion that the Government directly or indirectly entertained some aggressive project of proselytism, by first assailing the popular prejudices, naturally and justly called forth a disclaimer, calculated to re-assure the natives on a point of such exquisite delicacy. And if it was impossible, under existing circumstances, to effect that desirable object without seeming to invade the liberty of private action on the part of officials, the nation will bend to the obvious necessity, and good men in authority will patiently submit to it, both striving the meanwhile to initiate and forward other administrative measures for the general benefit of our fellow-subjects in India, as shall tend to imbue them with more correct ideas of our constitution, and to inspire them the more speedily with a due appreciation of individual freedom.

With regard to Native converts to Christianity, it cannot be doubted that hitherto there has been a prejudice prevailing against them in India, as well on the part of the Government, as on that of Anglo-Indian society generally. I do not say that it has been the policy of the Government, as a Government, either to entertain or to act under the influence of that feeling. What I simply believe is that as individuals exercising authority they have shared in the general unfavourable impression against such proselytes, and that it has more or less given a colouring to their official conduct. It has frequently appeared paradoxical to me, that whereas in

England there is so much sympathy expressed in behalf of the conversion of the heathen, our countrymen generally in India are something more than indifferent on the subject. Of course there are many exceptions, but it is vain to deny that such is the predominating feeling. It pervades all ranks, the subordinate in this respect following the example of the higher classes. Mohammedans and heathens are preferred as servants to native Christians, not so much I fancy for their superior honesty, but because they are assumed to be more *respectable*. When the latter do form part of a domestic English establishment, they are usually regarded as inferior to the former in the social scale, and their profession of Christianity frequently subjects them to ridicule and reproach by their employers. "What caste are you, Veresamy?" The reply, "Master's caste, sir," generally calls forth some such observation as this: "So much the greater villain, I have no doubt." Depreciatory remarks of this nature I have myself heard times without number, and whether there is just ground for it or not I will not decide positively, (though I do not believe there is), it is undeniable that the prevailing sentiment among Englishmen in India is unfavourable towards converts to Christianity.

In like manner a native Christian occupying a subordinate position in a Government department is generally treated with less deference by his superiors than other subordinates, and unless he has the courage to assume his right standing, he is almost certain to be looked down upon by the latter, who, in such cases, are most apt to be guided by the spirit and conduct of their employers.

I have often reflected upon this general depreciation of native converts, and one cause I conceive to be that they belong for the most part to the inferior classes

of society. Hence, in a country like India where the distinctions of caste are so intimately interwoven with the habits and associations of the people, and where moreover they have been fostered rather than otherwise by the local Government; it is not surprising that residents should be in some measure influenced by the prevailing prejudices; and that officials also should share in the same sentiment. This consideration deserves the attention of those who are interested in Missionary labours in India, and naturally suggests the query whether such efforts have not been too much restricted hitherto to the lower orders of society. A modified course in this respect would not only go to remedy this evil, but would serve also to rebut the insinuations, not unfrequently made both by Englishmen and natives, that Christianity in the persons of our Missionaries shuns collision with the more educated minds of the people of India.

A further cause is conceivable in the defective form of Christianity which converts generally exhibit, as well in their almost necessarily imperfect acquaintance with its doctrines, as in their not faultless observance of its precepts. Men, and more especially Englishmen, are not disposed to make allowances for such natural defects, sometimes indeed from other motives, but mostly I believe from a conscientious feeling that if Christianity has not obviously improved them in a high degree, morally and intellectually, above their countrymen, converts would have acted more properly and honestly in adhering to their original creeds. Of course this feeling would be greatly modified if men would attemper their extravagant expectations by a fair appreciation of the difficulties to be surmounted in the first efforts to work out a change involving the regeneration of a degenerate race; but this only the more thoughtful and benevolent



will do, and hence it is not to be wondered at if the mass of our own countrymen in India have at present little sympathy with native converts to Christianity.

Now it is obvious that no interference on the part of the Government can be properly invoked, or advantageously used, to remedy the evils just commented on. They appear inseparable from the introduction of a new form of belief into a country professing opposite and hostile creeds, and to an incipient stage of missionary success. They must work out their own cure by the gradual extension of Christianity in India, and by an improvement as well in the character as in the number of its proselytes; and however much we might wish to see an immediate change in the somewhat uncordial feelings of Englishmen towards converts, we doubt not that a change for the better, in that respect, will keep pace with the progress of a pure and enlightened Christianity among the natives of India.

But another cause leading to the disestimation of native converts, and one in which the Government is more intimately concerned, is the trouble and perplexity which they frequently occasion to men in office. Cases occurring in a village or district are sure to give rise to opposition from the people on all sides. Native subordinates sympathize in the general feeling, and in any way in which they can unitedly and safely manifest their malévolence, either in criminating a convert, or in depriving him of his just rights, they will undoubtedly do so. The magistrate or other English official is vexed, perplexed: he suspects unfairness, but is unable to detect it; he wishes to act upon his conscientious convictions but he fears to appear partial, more especially in behalf of a Christian. He sincerely wishes that the man had remained a heathen.

Ever-recurring instances of this description, involving

difficulties without number, and causing no little vexation to men in authority by frequently placing them in a dilemma which they would sacrifice much to avoid, have doubtless operated greatly to the disadvantage of native converts, and tended to deprive them of those equal rights which as subjects they were entitled to enjoy.

I perceive with pleasure that Lord Stanley, on the occasion already referred to, enunciated it as one of the fundamental doctrines held in the present day, "that no man should be either the better or the worse on account of any profession of religion he might make. As to natives having been worse in social position on account of their conversion to Christianity," his lordship observed that "that might have been the case; but he apprehended that in many cases the real feeling at work had been a scrupulous anxiety to show that neither the Government, nor the officials of the Government, held themselves bound to employ, or to provide for, as if he had come over from the enemy's side, any native who had become a Christian. There might have been among natives some expectations of that kind, and it had been considered important to show that that was not a light in which the matter was viewed by the authorities." There can be little doubt, indeed, that such was the actuating motive, and however much it may have the appearance of a justifiable expediency, it may fairly be conceived that no little discouragement to Christians and Christianity resulted therefrom,—a discouragement at variance with the principles of a strict neutrality avowed by the Government.

What is required now, therefore, is not that the avowed policy should be changed, but that it should be practised with more consistency. Let the Christians enjoy the same civil rights and privileges as their

countrymen of other creeds, and share equally with them, according to their capacity, in the employments and emoluments of the State. This is all that can be justly demanded; less than this it would be unjust not to grant. As bearing on this topic we rejoice to have Lord Derby's opinion, that, "as far as the interest of the public service is concerned, it is not desirable that the same indulgence and punctilious deference for the caste of the natives entering that service, as was previously observed, should be continued for the future." Let the New Council legislate in this spirit, and the local administration will not be slow to adopt it. Give native Christians a fair field and no favour, and I doubt not that the result will conduce to the stability of the Government, and to the best welfare of the people of India.

On the duty of the Government of India exhibiting fearlessly its profession of Christianity in the sight of the natives, without any undue ostentation but without reserve, and the equally important obligation on the part of the State to provide for the spiritual requirements of its own servants civil and military, I cannot do better than quote from an admirable speech delivered in the Upper House by the Bishop of Oxford. Entertaining misgivings that the term had been used to indicate a line of policy unworthy of the British Government as respects its Christianity, his Lordship remarked: "If by the 'neutrality' which was referred to nothing more was meant than that there should be no attempt on the part of the Government, as a Government, directly or indirectly, to interfere with the religious belief of its heathen subjects, I for one cannot object to that word being taken in its fullest sense. But if by 'neutrality' is secretly meant that there shall be stamped on the English Government and their repre-

sentatives in India an aspect of entire indifference as to whether this religion or that is to prosper and abide,— if by 'neutrality' is meant that their characters are to exhibit that happy indifference as to Christianity which shall impress on the heathen mind the conviction that they care not whether they are Christians or heathens,— then I believe that such neutrality would be fatal and false to the religion we profess, and that ultimately it would destroy the empire that has been entrusted to us. It seems to me that the distinction is plain and intelligible between making the Indian people feel that we do not, by force and fraud, by policy or by violence, interfere with their religious belief, because our own religion teaches us that such interference would be wrong, and impressing them with the conviction that we withhold our interference because we have ourselves no preference for our own faith. One seems to me the line of Christian truth, and the other to be the line of a wicked neutrality; and I am only most anxious that nothing should go forth to mar the impression that we do not mean the English Government in India to be ashamed of its Christianity; but that we wish it to make due provision for the supply of the Christian necessities of its own troops and civil servants, because it believes Christianity to be true, and is not afraid in the face of its heathen subjects to show that it believes it to be true, and that it builds its own expectations of its continued prosperity upon the blessing of that God whom it professes to serve. I trust that that is the only sense in which neutrality as to the Christian religion is to be admitted into the future government of India; and I think it the more important to declare this because I cannot but feel that there has been, in times past, many instances in which neutrality was understood to mean carelessness about the truth of Christianity, and a fear

to avow, in the face of heathendom, that we were ourselves firm believers in the Christian revelation."

I trust that these noble sentiments will meet with a hearty response in the breast of every Englishman either ruling or serving in India. Expressing my own entire concurrence in them, I now bring these remarks to a close. If the foregoing reflections shall serve to attemper with a sound discretion the zeal of those who regard secular education as the only effectual means of regenerating India,—if they stir up the sympathy and devotion of the Church to put forth her energies more than heretofore to evangelize that vast continent,—if they are suggestive to the new Council of any measures to the improvement of Indian administration,—and if they have any the most distant influence in promoting, through that instrumentality, the increased prosperity and happiness of all classes of our fellow subjects in India,—the attempt will be amply rewarded.

ADEN, ARABIA FELIX,  
*15th September, 1858.*

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"There is, gentlemen, in Gujerat a society called the Gujerat Vernacular Society, of which I happen to be the chairman for the present year. That Society publishes every year popular works on science, and so far as the present subject is concerned I am sure any proposal from this Sabha will receive its most respectful consideration.

"With these remarks, gentlemen, I will take leave to conclude. (loud cheers.)

Sir Bhalchandra Krisna of Bombay who was received with cheers said :—

"Mr. President and gentlemen, I take this opportunity to congratulate heartily the Nagari-pracharini Sabha on behalf of Bombay. They have done excellent work during the last 12 years, and their production of the Glossary and other works in the Nagari character are really worthy of praise.

"The illustrious President, my learned friend Mr. Tilak and my valued friend Dewan Bahadur Ambajal Sakarlal Desai and Mr. Banade have placed before you all the important considerations in regard to adopting the Nagari character.

"I believe we Hindoos are accustomed to this character from ancient times. (hear, hear)

"Our scientific works such as, Charak, Sushruta and all our religious books have been always written for the last four thousand years in this character.

"The question is, are we to forget our past and are we going to adopt a different character? Or are we going to follow our ancestors in the very excellent mode that they adopted, viz, one character and one language throughout the whole of India (hear, hear).

"At that time India was a nation, and all our efforts now should be directed to unify all the people from the different provinces (hear, hear).

"The object of the Congress is the same and let us therefore follow the Congress and let us adopt the Nagari character

throughout the whole of India. I do not think it will be a difficult matter.

“We must now adopt the suggestion which has been made by the previous speakers of having a small committee of experienced men to consider this question from various points of view, and I think, not in the distant future we shall succeed in having Hindi as the *lingua franca* of the whole of India and Nagari as the character for writing it (hear, hear).

“There are no doubt difficulties in the way of adopting such a measure. Our friends from Madras (of whom my friend here will address you) have difficulties because their characters are to a certain extent different. Their characters are written in different ways, but as Mr. Tilak has pointed out there will be no difficulty ultimately in adopting those characters. There is, no doubt in the different provinces, a written language and a spoken language. But I think especially with regard to the written language there ought to be this effort made and very strongly made. I am informed that some years ago in this province an effort was made by the Nagari-pracharini Sabha to introduce the Hindi language and the Nagari characters as the court character through the kindness of that distinguished statesman, Sir Antony MacDonnell. Now, however the administration has changed and there is not so much enthusiasm and sympathy shown with regard to this matter. But you know that European officers are but birds of passage. We are the real inhabitants of India; let us try and I am sure in course of time our efforts will be crowned with success.

“Sometime ago in Bombay the Director of Public Instruction made an attempt to alter the orthography of our Marathi language. He appointed a small committee which decided to change the orthography of Marathi without consulting the Marathi reading public, and the Director gave orders that the new reading series should be printed according to the altered orthography.



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"We took up the question and submitted memorials first to the President of the Book Committee, though we knew that the answer was to be in the negative. Then we approached the Director of Public Instruction, and we were met with the same answer. Then we drew up a memorial and submitted it to the Government of Bombay. We pointed out to them that it was not simply a question of language, but a political question, and if they attempted to deal with the orthography of the Marathi language in the manner they did, there will be a complete revolution in the matter of language and that would give rise to discontent. Better wisdom prevailed and you will be glad to learn that the Government at once yielded (hear, hear).

"I would advise this Sabha to adopt a similar method and approach Government on this point here and everywhere, and I think you will certainly get the sympathy of Government and you will succeed in your efforts.

"The Sabha should also adopt a scientific terminology in the Hindi language, and I think it will be very desirable to assimilate it in the same language as our scientific works.

"As to religious works, there are already some of them in existence in this language, viz, the Ramayan of Tulsī Dās and others (cheers) which are revered and worshipped by all.

"Let that great language which has engrossed the minds of the whole nation, the Maratha and the Hindu nation, let that language be preserved. Let us make an effort to preserve it and give it to the whole of India; and I hope the Nagari-pracharini Sabha will succeed in that one day. With these few observations I take this opportunity of heartily thanking the Sabha for giving me this opportunity of giving expression to my views on this most important subject."

Professor Kshirod Prasad Vidyavinod M. A. of Calcutta who was received with cheers said:—

"Gentlemen, I fear most of the gentlemen present here will not be able to understand and follow me if I were to make an attempt.

Prof. K. P. Vidyavinod.

to address you in my own vernacular this morning. But I hope a day will come when it will be no longer necessary to take the help of a foreign language when addressing an assembly of my own countrymen. Though we are indebted to a foreign language, I mean the English language, and we are thankful for it; for it has done something in the unification of the greatest intellects of Modern India, yet we do want a Common Language for the unification of the whole country. That unification we already had during the Vedic time, but we have lost it and we are now trying to have it once more. How may this be done ?

“This may indeed look like an idle dream at present, but this dream I have dreamt for years and I firmly believe that we are within a measurable distance of its realization, when I see men like our worthy President, men like the Hon’ble Mr. Justice Mitter, Mr. Tilak and Pandit Madan Mohan Malaviya advocating the cause of a common script for all India.

“Gentlemen, a common script for all India is the first step in the direction of that goal which all of us wish to reach. The differences between the different Indo-aryan languages are so slight and their affinities are so many that it is surprising that general attempt has not so long been made by the people of one province to study the Vernacular literature of another province. It is due, I believe, to the different scripts prevailing in different provinces. The unfamiliar script scares away the reader and he never makes a serious attempt to understand the language. But let him once master this difficulty and he will find to his agreeable surprise that what seemed to be a stranger was his first cousin. I am sure, gentlemen, an educated Maratha or an educated Panjabi (not to speak of my brethren of the United Provinces) will be able to understand 75 per cent of a Bengali book, if written in chaste Sanscritised language, without the help of any teacher. The remaining 25 per cent consisting mainly of some grammatical peculiarities, will not present any great difficulty, as the grammar of one Indo-aryan language does not differ much from that of another.

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“Permit me, gentlemen, to quote a passage or two from one of my own books. “यमुनाजलसम्पूर्णा अमृतकपिनो भागीरथो जार कण्ठहार, चिरतुषारधवलित हिमाचल जार शिरोभूषण, चिरश्यामलशय्यसम्पद जार अङ्गावरण, इदं निविडं कृष्णकान्ति वनशोभते यिनि कुटिल कुन्तलां अनन्त प्रसारी नीलाम्बुराशिर शुभ तरङ्ग फेन रेखा जार मेखला, से बङ्गेर किसेर अभाव अणदीवर ? जार जले स्वर्ण, फले सुषा, शस्ये अनन्त देशेर अनन्त जीवेर प्राण दायिनि शक्ति, जार ललाट शशिसूर्यकरोज्ज्वल, जार प्रभाव मधुगन्ध कुसुम शीकरवाही से बङ्गेर जन्य आशार धनरन्त भेदा केन ?” Now here are many gentlemen who have perhaps never read a Bengali book. I request them to see how much of it they can understand themselves. They will find that excepting a pronoun or two and inflectional endings of certain words, there is nothing in it which they cannot understand.

“Our worthy President has written in Bengali some very splendid books and he is as well known in Bengal as a novelist as a statesman. But gentlemen, because of the script in which his famous novels are written, scarcely any serious attempt is made by any one not acquainted with Bengali to understand them. This fact makes it evident how important it is to have a common script for the whole of India.

“Now our Bengali script you know is more ancient than the Nagari script, but we in no way grudge if an attempt is made to make the Devanagari character the common script of the whole of India, for the evolution of our race depends upon the unification of our language and the unification of the language depends upon the unification of the Script.

“With these remarks, gentlemen, I take your leave.”  
(loud cheers.)

Mr. Vijaya Raghavacharya B. A. of Salem, who was received with cheers, said :—

Mr. Chairman and gentlemen, with your permission I would venture to make a suggestion: The aims and objects of the Sabha are of national importance, It strikes me that the speeches made here to-day

limit the scope of those aims and objects. That is my grievance. I believe that your object is to have a common alphabet for the vernaculars of the whole of India, while the speakers this morning seem to have thought that that object is to be confined to the languages of Northern and Western India. I venture to think that this limitation is undesirable and uncalled for. I think that, if it is possible to have one common alphabet for the languages of Western and Northern India it would not be very difficult to extend the scheme so as to include the languages of Southern India and even of Ceylon. In this connection I might dispose of a suggestion that, if we desire to have a common language, and at the outset, a common alphabet, it might, with advantage, be European. I need hardly state that the idea is quite impracticable. If India is to have, at any time, a common language for all its vast mass of people, that language cannot be a European language. No European language can ever become the language of our *Sradh* and other religious ceremonies. Our boatmen and workmen can never sing away the pain of their hard labour in any European language. No European language can completely and adequately express Indian thoughts, ideas and philosophy. If then it is possible to have a common language for all India both for the educated and the uneducated, the higher and the lower orders, it must be an Indian language, and that language must in all probability be Hindi. Of all the spoken and living languages of India, it seems to me that Hindi is the most suitable for adoption as the universal language of India. It is the language of the vast majority of India. And it is most akin to Urdu and several others. While its closest relationship to Sanscrit is a guarantee that it is the best language for expansion and adaptability for scientific and other modern requirements. And it is but right that we should endeavour to see that its alphabet is the alphabet of all the Indian languages to begin with. The at once defective and redundant European alphabet would not do for us. A symbol for each sound and no symbol for more than one sound are the characteristics of the chief Indian

alphabets. But are we sure that the Devanagari character has not some disadvantages? No doubt every mother of a child, however ugly, thinks her child the prettiest in the world. If we would examine this alphabet and without feelings of sentiment, we shall probably find that there is room for reform. You are all aware of the agitation here some years ago at the time of Sir Antony MacDonnell against Hindi being allowed as a language of the courts and offices along with Urdu. One argument advanced against the measure was that it takes a very long time to write the Devanagari character. I believe the argument remains unanswered. Neither is the Devanagari character the prettiest to look at. It is full of angles and straight lines and dashes. If we place the Devanagari alphabet by the side of the beautiful Telegu alphabet made up almost entirely of curves and circles, the justice of my remark would be apparent.

“ My suggestion is that a small committee of skilled men be appointed to investigate the subjects of simplifying the Devanagari characters and, if possible, to make them pretty too. Then the reformed alphabet would be gradually and eventually adopted by the whole of India and Ceylon. There are five languages in Southern India and Ceylon namely Tamil, Kanarese, Malayalam and Singhalese. The last four can easily adopt the Hindi or reformed Devanagari characters. The Singhalese language is claimed to be an off-shoot of Sanskrit like the Hindi, while Telugu, Kanarese and Malayalam though Dravidian in origin, owe much to the Aryans and the Sanskrit language in their growth and development that they may be declared to be Aryo-Dravidian languages. The tamil language, pure and proper, does not contain all the sounds of Hindi and has some which the Hindi has not. It can adopt the common alphabet so far as it can be utilized.

“ I would therefore urge upon the Sabha to consider the desirability of taking steps to simplify and reform the Devanagari character. While the course suggested implies, if adopted, some sacrifice of sentimental objections on the part

of Hindi speaking people, it has this advantage, there would be the less resistance to its adoption throughout the country based on sentiments.

“With these words, gentlemen, I would now take my leave of you.” (cheers).

Mr. R. C. Dutt, the President, in closing the proceedings of that morning's meeting said:—

“Gentlemen, as many of us have to attend a larger meeting within two hours, I think you will thank me to cut short my remarks, and make them as brief as possible.

“I shall, therefore, conclude this day's proceedings with a few observations on the very practical suggestions which many of us have heard from the speakers who have spoken to-day.

“Mr. Tilak has spoken of the Devanagari character and he has told you what is historically correct. It is not the oldest alphabet in India; the oldest Indian alphabet of which we have any knowledge is what is seen in Asoka's inscriptions. The Devanagari character as we see it printed to-day is a later modification of Asoka's alphabet. I do not want to go into the question as to how the Asoka's alphabet came into existence. That would take me too far away from the subject we have to discuss to-day. Mr. Tilak has made a very good suggestion when he said that the Nagari characters should be slowly introduced into our school-books, and that in other respects we should try and help ourselves as far as possible. Many of the school-books are printed in our own presses, and, I believe, if we slowly introduce the Nagari character, they would not be excluded from the curriculum of schools. Then he spoke of standard Alphabet to be fixed by a committee of experienced men. Gentlemen, I rather believe that the Standard Alphabet will come of itself. If we can make up our minds to adopt the Hindi characters, then, in the process of writing, a form of letters, easier to write, will evolve of itself. A committee of experienced men, if they sit together to modify the alphabet so as

to make it easier to write, would not succeed half as well as I believe we would ourselves succeed by practising to write in that character; and in course of time the Devanagari character, as written by the whole nation, would be much easier than the Devanagari character which we see printed. I speak of this from my own experience. I used to write the Nagari character when I had to write anything in Sanskrit, and the letters which I wrote were easier to write than the letters as printed. I therefore have great faith in the people working for themselves.

“Prof. Ranade has spoken on the splendid work which this Sabha has done in trying to fix the scientific terminology, and he has also referred to the attempts which have been made before in different parts of India to do the same work. I may mention that I have been connected with the Sahitya Parishad in Bengal for many years and one of the objects which that Parishad had in view was to compile a scientific terminology. The Parishad made very fair progress in that direction; and this Sabha has also made very good progress, as is evident from the 5 volumes they have published. From a cursory reading which I have been able to give them, I believe that most of the words are very happily chosen, and that they will be useful not only among the Hindi speaking population but that they will be of use for all India. I earnestly hope that this great work will be brought to a conclusion early.

“Diwan Bahadur Ambalal also mentioned that besides printing novels and popular works in the Nagari character, all the works on science ought to be printed in the Nagari character. I have no doubt all of you think that he is right (and as far it is possible to do so) most of the scientific works of the day may be printed in the Nagari character. He also made a practical suggestion that all the advertisements should be in the Devanagari character and not in Persian. There is no doubt, gentlemen, that the printing of advertisement in the Devanagari character is one way of making the Nagari character familiar to the people of other parts of India. I was surprised to hear from

him that there was no good Hindi paper printed in the Nagari character in Benares. There ought to be a good Hindi paper on this side of India, and the sooner you start one the better (applause).

“Sir Bhalchandra Krisna has given us very good reasons for adhering to the Nagari character, and, he also gave us a humorous account of the endeavour which was made to alter the Marathi orthography in the Deccan. If I had time I could give you a more humorous account of how an endeavour was made, not to unify the whole of Bengal by means of one language, but to divide the different dialects of the four different parts in Bengal. It was, gentlemen, a partition of Bengal in the linguistic sense of the term. The authorities thought that the people in the different parts of Bengal spoke differently from one another, and they wanted to stereotype the dialect of each particular division as distinguished from the other parts of Bengal. Those of you who are aware of what is going on in England will find that the process there is exactly the reverse. The Highlanders of Scotland and the inhabitants of Western Ireland still speak Gaelic languages. But the endeavour of the British Government has been to introduce the English language into the remote corners of the United Kingdom, so as to bring the people of the United Kingdom together, and no endeavour is made to adopt a separate language for different counties. On the contrary an attempt is made to extend primary education in English so that the whole of the population may have one common language. And, Gentlemen, I do not understand what reasons could have inspired our authorities in Bengal to try to divide Bengal into four different languages! Was it to divide and to rule?”

“Prof. Kshirod Prasad and the last speaker have both dwelt eloquently on our endeavour to have one common language for the whole of India. I am so hopeful as they are. If we begin to write in the same alphabet and are more familiar with the same scientific terminology, that is as much as we can hope for within any measurable distance of time, the day is yet distant when all the peoples of the whole of India



will be found speaking one united language.

‘Gentlemen, we are extremely obliged to this Sabha for convening this meeting, and I sincerely trust that the noble work which they have undertaken will succeed from year to year until the great objects they have in view have been realized.’ (loud and prolonged cheers).

The Rev. Elwin Greaves (a Vice-president of the Nagari-pracharini Sabha) in proposing a vote of thanks to the President and the speakers said:—

“It falls to my happy lot as a Vice-president of the Nagari-pracharini Sabha to propose a hearty vote of thanks to you, Sir, and to the speakers who have come from long distances to shew their sympathy and one-mindedness with us in this great work.”

“It would be inappropriate at this stage of the proceedings to take up the subject of our deliberation in detail, but I think that those who know me in Benares are aware how deeply in sympathy I am with any movement which makes for unity.

“It has been my privilege to live in India for many years, and all those years in the Benares Division, many of them in the city of Benares, and I am only too thankful to join in any movement which will bring about union not only between the different nations of India but between Indians and Europeans.

“By what means this shall be accomplished is a question of great difficulty and it may be as yet beyond our comprehension. You know however, Sir, that the Sabha is trying to do useful work, and you have very graciously recognized this.

“As regards unity of language, you have referred to England and Scotland and Wales, and the way in which the languages of Scotland and Wales are yielding place to the English tongue. Cornwall offers another instance. There was a distinct Cornish language but within the memory of my wife (who comes from Cornwall) the last resident died who could

speaking the Cornish language. Now Cornish is a dead language, and Gaelic and Welsh are dying also, dying a natural and apparently not a painful death. Languages do die out and at their death we need shed no tears of bitterness, but rather rejoice.

“ Whether all India is to have one language and if so what that language is to be, I dare not venture to prophecy; and it may be that if it is to be so it may be brought about in ways that we are not striving for as you, Sir, have pointed out.

“ Doctors sometimes meet to consult about treating a patient, and while they are puzzling over the matter the patient recovers by himself. May this not prove to be the case in the present instance? Is it not the fact that while we are talking over plans and theories here, the Indian National Congress has to a considerable extent settled the matter in a practical way? It has found a common language.

“ Now please do not understand that I am championing English as the universal language of India, however many advantages it may offer. Personally, I love Hindi, and think the Nagari character an excellent one and should gladly welcome Hindi as the one language for all India:

“ Gentlemen, I move a very hearty vote of thanks to our chairman and to those gentlemen who have addressed us this morning.” (loud and prolonged cheers.)

APPENDIX I.  
A SHORT ACCOUNT  
OF THE  
NAGARI-PRACHARINI SABHA, BENARES.

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Very few things are more useful to man than knowledge. Through knowledge alone can he attain to prosperity and happiness here and hereafter. The progress that India made in ancient times was due to education, and inattention to this has brought her low. It is, therefore, incumbent upon every well-wisher of his mother-land to devise means to promote sound education in this country.

The perfection which Sanscrit has achieved in India has not been attained by any known language in any country. But with changing times Sanscrit has so declined as to be now styled an almost dead language. It is no doubt a matter of satisfaction that it still exists and the attention which European scholars have given to it has raised it to a high place in the world's esteem; but it is to be regretted that no appreciable efforts are being made in this direction by the children of the soil on whom the duty lies primarily.

This lack of effort has led to the degradation of religion, character and learning. But we are so circumstanced in these days that the revival of a purely Sanscrit literature cannot effect the education of the masses. For some centuries now the vehicle of communication in this country has been Hindi and this has come to be considered the mother tongue and the *lingua franca* of the people.

So long, then, as Hindi, the mother tongue of the people is not helped and enriched there can be no progress in education and no great future for this country.

The division of India into several provinces has given some

emphasis to the distinction between Marathi, Gujerati, Bengali, Utiya, Telegu, Canarese, Panjabi, and Naipali and their different sub-dialects. The name "Hindi" itself now covers several recognisedly distinct forms, such as Brij Bhasha, Baiswari, Bundelkhaudi, Bhojpuri, and Marwari. But a careful study of these reveals such a close connection among them, as to prove that these languages and dialects have undergone a gradual transformation from an original stock and that they owe their origin or at least a considerable portion of their vocabularies to Hindi. It is on account of this that a person who speaks Hindi, can make himself easily understood from one end of India to the other and the people of other provinces, when they happen to be in Upper India, can conveniently carry on their transaction in broken Hindi. This facility of conversation does not belong to any other dialect now current in India.

The starting of Hindi newspapers in all parts of India, except the extreme south, clearly indicates the possibility of Hindi becoming ultimately the national language of India, though this may not become an accomplished fact for many years to come.

It needs, therefore, no further comment to show that it is the sacred duty of every Indian to enrich and to disseminate a language which is the mother tongue of the people of this land, and which bids fair to become the national language of the country. But one particular individual cannot achieve this end. It can be done only by the collective efforts of many. As far as individual efforts can be of any avail, some lovers of Hindi, are doing their best to promote the cause of this language. But what cannot be accomplished by the isolated efforts of a hundred men can easily be done by the united efforts of ten. A corporate body is a power in itself. Truly does the eastern proverb say:—"Two hearts united into one can break down a mountain." It was such a train of thoughts that led some energetic souls in Benares to establish in the year 1893 the Nagari-pracharini Sabha to advance the cause of their mother

tongue and also through it of Sanscrit. The aims of the Sabha commended themselves to the lovers of Hindi in Benares and abroad and the number of members increased rapidly. Princes and humble students gladly and with keen enthusiasm joined together in this Sabha. Even European scholars expressed sympathy with it and our benign Government, which has always patronised education, kindly helped the Sabha. The number of members now stands at 655. After a short time this Sabha came to be regarded as one of the foremost institutions of the country for spreading the cause of Hindi and the following aims and objects of the institution were formulated after much deliberation :—

1. To remove the several defects of the Hindi language.
2. To enrich and adorn its literature by compiling good and useful works.
3. To enlist the help of the Government of this country and of foreign scholars in the work of spreading the Hindi language and the Nagari character and in assigning to it its right place.
4. To encourage the study of the Hindi language and the compilation of books in it, by awarding prizes, as well as to make efforts for the progress of Sanscrit literature.
5. To promote the spread of education and to seek the advancement of educated Indians.
6. To use such other means to accomplish the aims of the Sabha as may from time to time be suggested as useful and necessary at the meetings of the Sabha.

We now briefly enumerate under each head, what the Sabha has done towards the accomplishment of its aims.

1. The most striking deficiency of the Hindi Language is the non-existence of a complete grammar or a complete dictionary. The attention of the Sabha was early drawn towards this want, and the Sabha at once turned its attention towards meeting it. But as both these works depend upon the unanimity and uniformity of opinion among scholars, heavy

expense is involved, and thus the work is attended with numerous difficulties, the Sabha has nevertheless according to its means, accomplished something. The plan that it adopted with regard to the preparation of a Hindi Grammar was this. A few questions on certain disputed points of Orthography and Syntax were drawn up, printed and circulated among some of the most eminent scholars, authors and editors for their opinion. These opinions were collected and compared, and the results published. The views propounded therein have since been approved and followed by many scholars.

The preliminary difficulties have thus been got over, and a grammar is now being prepared, based upon a careful and prolonged study of standard authors in their historical order and not merely an empirical compilation from all the existing grammars. The arrangements for publishing it have also been made. This grammar when prepared and printed will be circulated among scholars and an expression of their opinion invited. We thus propose to compile a grammar in Hindi which will steer clear of conflicting opinions and which will embrace the views of the majority of scholars supported by quotations from the most approved authors. The Sabha realizes that the compilation of a dictionary demands enormous labour and heavy expenditure, which it is at present not prepared to meet. It was, therefore, resolved that a glossary of scientific terms giving Hindi equivalents for the technical words of Astronomy, Chemistry, Geography, Mathematics, Philosophy, Physics and Political Economy be first prepared, as without this great difficulty is encountered in writing scientific works in Hindi, which are badly needed. Tentative glossaries of these sciences were first printed and widely circulated for constructive criticism and in the year 1903 a representative committee met twice to consider and finally revise them. This committee consisted of (1) Prof. A. C. Sanyal, M. A., F. C. S. (2) Babu Bhagwan Das, M. A. (3) Babu Bhagwati Sahai, M. A., B. L. (4) Babu Durga Prasad, B. A. (5) Babu Govinda Das (6) Lala Khushi Ram, M. A. (7) Pandit Madho Rao Supre, B. A. (8) Prof. N. B.

Ranade B A. (9) Prof Ramavatar Pande M A (10) Mahamahopadhyaya Pandit Sudhakar Dvivedi (11) Babu Syam Sundar Das B A (12) Babu Thakur Piasad (13) Prof T K Gajjar M. A., B Sc. (14) Prof. Vanamali Chakravarti M A and (15) Pandit Vinayak Rao Five parts of the revised glossary have so far been published and the remaining parts of Physics and Philosophy are in course of publication

2. The Sabha is doing its best to publish good and useful works. A few historical and scientific books have already been brought out and others are in course of preparation

It has published the Nagari-pracharini Patrika for the last ten years in which scientific, historical and literary essays are given and in this way a valuable collection of materials bearing upon Hindi studies is produced every year The Patrika and the essays published therein have been highly spoken of by the Government in their reports The Sabha has also been instrumental in starting an illustrated monthly Journal the "Saraswati" which is appreciated and praised by all lovers of Hindi The Sabha has also issued another publication "the Nagari-pracharini Granthmala" a journal in which are published rare books in Hindi hitherto unknown to the general public Twenty two parts of this series have already been issued and the Government of the United Provinces makes an annual grant of Rs. 300 for this purpose. The Sabha has, besides this, succeeded in discovering many old Hindi manuscripts Some of them are of great historical importance, which have been lying hidden for these many centuries The work was at first undertaken by the Asiatic Society of Bengal at the instance and with the aid of the Sabha but as this did not promise very good results the Government of the United Provinces was pleased to make a grant of Rs 500 per annum to the Sabha to further promote this end and the responsibility of publishing the reports has been taken up by the Government itself As the search for manuscripts was being prosecuted it was discovered that there were hidden away almost innumerable manuscripts from among which when brought to light many gems may be discovered. In

every province, nay, almost in every city there are valuable works on a variety of subjects. Five annual reports of the Sabha on Hindi manuscripts have already been submitted to Government. Looking now to the immensity of the work Rs 500 per annum seems utterly inadequate. More satisfactory results could be obtained if four thousand rupees were spent every year on this work.

3. The efforts which the Sabha has made and the success that has attended them in the spread of Hindi and in securing for it its proper place are too well known to the public to need repetition here. To say that the introduction of the Nagari characters in the law courts of the United Provinces is the result of the efforts of the Sabha, is but a repetition of what is already widely known. The energies of the Sabha are also directed towards having a common character for Indian vernaculars and from the sympathy and support with which this action of the Sabha has been received it may justly be concluded that the Devanagari character bids fair to occupy the position which it so richly deserves. It is hoped that this will be only a stepping stone towards the unification of the vernacular languages of India. May the day be hastened when India may boast of a common language of the Indian People.

4. The Sabha has as far as practicable been encouraging proficiency in Hindi by awarding prizes and medals.

Yearly awards are also made, through the local Government to students for good specimens of Handwriting. Besides it has also been decided to give one medal every year for the best essay in Hindi on a literary, and another on a scientific subject.

The Sabha has also brought out a critical and illustrated edition of "the Ramayan" of Tulsī Das.

Some of the best living authors are working on books to be written in good polished Hindi, under encouragement from the Sabha.

The last portion of the fourth object of the Sabha, namely the advancement of Sanscrit, has not yet received due attention.



It is an important duty indeed but entails much expense and has therefore been left unfulfilled. The help of the public however, will enable it to take up this duty also.

5. For the advancement of education, particularly education in Hindi, the Sabha has been constantly striving. It has published from time to time articles, and pamphlets for circulation and has also communicated with the Government occasionally on this question. It has arranged every year for a series of popular lectures (illustrated by magic lantern slides) in Hindi on scientific and educational subjects. These are much appreciated and appear to supply a great want.

6. To give it a strong position and to obviate any danger of complications and difficulties the Sabha has been registered. Its agents are when necessary sent to different cities.

It has a library attached to it containing a collection of books difficult to find elsewhere.

This short account of its history and work shows that the Sabha is not neglecting its duty. It has been steadily striving to attain its objects as far as lay in its power. But the uncertainty of funds is not favourable to the permanence of an institution. The Sabha in the main depends upon the subscriptions realized from its members which fluctuate from year to year. It is a matter of congratulation that the Sabha now possesses a building of its own situated in one of the best quarters of Benares with proper appliances and furniture. But much yet remains to be done. No institution, however good it may be, can flourish long without a permanent fund to enable the workers to carry on the work systematically.

The Sabha, therefore, ventures to appeal to the lovers of Hindi and the lovers of India to give it liberal and substantial help in order that a Permanent Fund amounting to at least one lac of rupees, may be established, which may yield interest enough to enable the Sabha to carry on its propaganda year by year. For the attainment of the objects of the Sabha such a fund is very necessary. The Sabha has appointed Trustees of

this fund and has authorized them to administer the income accruing from this fund through the Managing Committee of the Sabha.

It has farther been decided that the names of those persons who would subscribe Rs200 or upwards, shall be inscribed on a piece of ordinary stone and the names of those persons who contribute Rs 1,000 or upwards shall be inscribed on a piece of marble which would be fixed in a prominent position in the building of the Sabha and the names of those persons who pay Rs 5,000 or upwards shall be written in gold and their portraits shall be placed in the Sabha Hall. Besides this those of the donors who pay Rs. 200 or upwards shall have the same rights and privileges which the life members of the Sabha have, in accordance with its rules.

More than Rs 20,000 have already been subscribed, but the Sabha was *constrained* to run into debts of nearly Rs 8000 to complete its building. It is fervently hoped that the patriotic people of India will do all they can to place this useful institution on a stable and permanent basis and to secure for it a long and flourishing life.

## INFORMATION FOR INTENDING MEMBERS.

1. The aims and objects of the Nagari pracharini Sabha are given in the appendix of this book.

2. Any lover of Hindi and Sanscrit can become the member of the Sabha.

3. Any one desirous of becoming a member may apply to the Secretary in the following form :—

“ Sir,

I wish to be a member of the Nagari-pracharini Sabha, Benares. Please enlist me as a member. I shall pay Rs.,..... as my annual subscription and shall do my utmost to promote the cause of Hindi.”

This application must be recommended by two members of the Sabha before being submitted for acceptance.

4. The minimum annual subscription payable by members is Rs. 1-8 and they get the journal of the Sabha free of cost. Those who pay Rs. 3 or upwards, get both the Patrika and the Granthmala free of cost.

Those who pay in one lump sum Rs. 100 to the General Fund of the Sabha or Rs. 200 to its Permanent Fund are elected life members and nothing is charged from them for the Patrika and the Granthmala.

5. The ordinary meetings of the Sabha are held in the evening of the last Saturday of every month.

6. The journal of the Sabha is issued in September, December, March and June of every year.

7. All communications to the Sabha should be addressed to the “Honorary Secretary, Nagari-pracharini Sabha, Benares City” without the name of the person holding that office.

# NOTICE.

The following books can be had from the Honorary Secretary, Nagari-pracharini Sabha, Benares City.

1. Nagari-pracharini Patrika, the quarterly magazine of the Sabha, published in September, December, March and June of each year. Nine annual volumes have already been published. Annual subscription Re. 1.

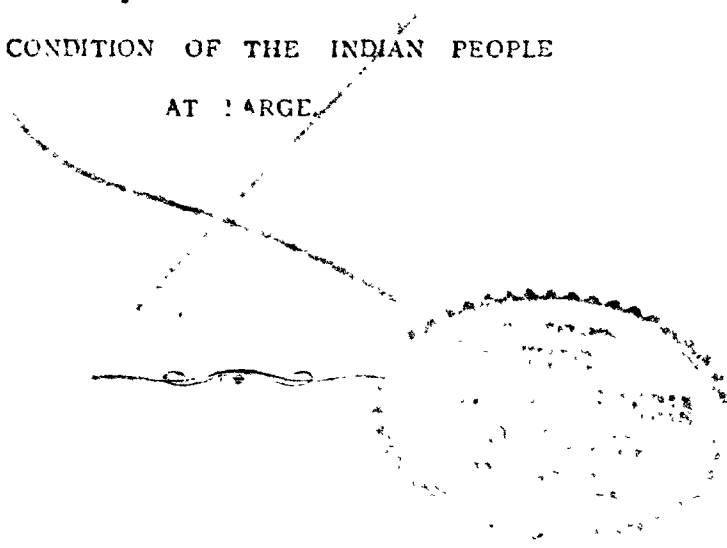
2. Nagari-pracharini Granthamala, a series of rare Hindi books. 17 parts have already been issued. Price As. 8 per fasculus.

|  | Rs. | As. | P.   |
|--|-----|-----|------|
| 3. Hindi Bhasha ke samayik Patron ka Itihās...   | 0   | 4   | 0    |
| 4. Kavivar Bihari Lal ...  | ... | 0   | 2 0  |
| 5. Kalbodh ...   | ... | 0   | 3 0  |
| 6. Kartavya Kartavya Shastra ...   | ... | 0   | 8 0  |
| 7. Hindi Lecture ...   | ... | 0   | 0 6  |
| 8. Harishchand ...   | ... | 0   | 2 0  |
| 9. Prithviraj Raso Cantos I-XI ...   | ... | 1   | 0 0  |
| " " " XII-XXIV   | ... | 2   | 0 0  |
| 10. Bangbijeta ...   | ... | 1   | 0 0  |
| 11. Durgeshnandini Parts I and II  | ... | 0   | 12 0 |
| 12. Othelo ...   | ... | 0   | 3 0  |
| 13. Bhagvata Gita ...  | ... | 0   | 5 0  |
| 14. Life of Asoka ...  | ... | 0   | 4 0  |
| 15. History of Nepal ...   | ... | 0   | 5 0  |
| 16. Gadya Kavya Mimansa ...  | ... | 0   | 4 0  |
| 17. Samalochanadarsha ...  | ... | 0   | 3 0  |
| 18. Samalochana ...  | ... | 0   | 2 0  |
| 19. Kumar Sambhava Sara ...  | ... | 0   | 3 0  |
| 20. Bisuchika Chikitsa ...   | ... | 0   | 4 0  |
| 21. Scientific Glossary Nos. I-V. (Glossaries of<br>Geography, Astronomy, Political Economy,<br>Chemistry and Mathematics) | 1   | 9   | 6    |
| 22. Ramacharita Manas  | 8   | 0   | 0    |

P 5

THE  
INDIAN FUND ASSOCIATION  
WITH THE  
AFFILIATED INSTITUTIONS

OR A SCHEME FOR ORGANISING A NATIONAL EDUCATIONAL  
MOVEMENT FOR INDIA, COUPLED WITH A  
SOCIO-ECONOMIC PROJECT FOR IMPROVING FUNDAMENTALLY  
THE CONDITION OF THE INDIAN PEOPLE  
AT LARGE.



Bombay:  
PRINTED AT THE  
EDUCATION SOCIETY'S PRESS, BYCULLA.

1883.

**D**edicated

TO THE

INDIAN NATIONAL CONGRESS OF 1888,  
WITH THE HUMBLE SOLICITATION OF ITS  
PROMOTERS TO HAVE THE SCHEME TAKEN  
UNDER ITS KIND PROTECTION,  
AND TO APPOINT A COMMITTEE TO HAVE THE  
SAME CAREFULLY CONSIDERED IN ALL ITS  
DETAILS AND TO ADOPT MEASURES  
FOR ITS PRACTICAL INTRODUCTION THROUGHOUT  
THE LENGTH AND BREADTH OF INDIA.

THE INDIAN FUND ASSOCIATION  
AND ITS  
AFFILIATED INSTITUTIONS.

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**PREFACE.**

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Since the establishment of a circle of the Indian Fund in Sholapur in 1882, the promoters of the movement have to announce, to their Indian fellow-countrymen at large, its steady, though slow, progress, and the establishment of another circle of the Fund in Goa.

But distinct from the Indian Fund Association itself, which aims at the establishment of a nucleus of Indian national education, dependent on the contributions of the Indian people, for the purpose of a high intellectual cultivation of the more talented youths of India from all its four sections, abreast of the advanced times, in whichever country it may be possible to be got, a most important addition has been made by affiliating to the movement six subordinate measures, which are meant to improve the moral, the economic, and the social condition of each Indian individual, and for eventually removing such of the practices and prejudices which have sapped the foundation and crumbled away the ancient Indian nation, and brought its people to a most distressing enervation and degeneration. The progress of individuals, as well as of nations, is very gradual, and has to be grounded on

nature's principles that govern the world. A man, who has not placed his individual condition on healthy principles, cannot expect to build up a household, and a people who have not based the moral, economic and social constitution of its members on substantial foundations, cannot entertain reasonable hopes of national advancement. As a tree cannot be expected to continue to tower high and broad if the roots be rotten, so the national aspirations cannot find strength and solidity, if the moral and economic constitution of a people is enervating and debased. The affiliated institutions to the Indian Fund Association are, therefore, meant to gradually restore amongst the Indian people the required improvement; and only such of the subjects are taken up at present, as are being pressed on the people, and which will not intrude into religious practices. There may be yet found some imperfections in the construction of the scheme in its several details, as they are framed; but it is hoped that in the course of time they will be remedied or effaced.

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## An Appeal to the Indian People.

DEAR SIRS,—In presenting the accompanying prospectus of the Indian Fund movement with its affiliated institutions recently set on foot in Western



India, the promoters earnestly request their countrymen throughout the Peninsula, who naturally have at heart the well-being of the Indian population, as also all Indian parents, who must be most anxious to secure the welfare of their children, to lend their support to the movement in their respective spheres, and to reflect upon the important issues involved therein with the requisite attention, earnestness and zeal. The commencement of the operations, with reference to the fund and its affiliated institutions, will be best done quietly and without much hubbub, although it will be desirable that publicity be given to them in public prints when some progress has been made. The way in which beginning was made in a few places was by convening small select meetings of Indian gentlemen before whom the movement was discussed and rules for guidance framed. The next step was to elect administrative bodies with a President, Vice-Presidents and Trustees, representing the four principal sections of the Indian community, and a Secretary, with a number of Sub-Secretaries, subordinate and responsible to him. The business of getting subscribers was then proceeded with. It must always be remembered that it will be incumbent on the administrative bodies to be actuated with a magnanimous and patriotic spirit, adhering fast to the principles of the movement they have espoused, especially that of holding together with a very strong hand the several sections of our Indian community, and never allow a spirit of factiousness to creep in. It is highly desirable also, that, however assiduously and steadfastly the promoters may work for the success of the movement, they should not allow themselves, as far as possible, to be brought

into prominence, as such a course will greatly help to remove the sting of opposition. Every subscriber will be recognized as the supporter of the movement. The administrative body will also have to be forbearing and to bear with patience the adverse criticisms to which they will naturally be exposed, and rely on the good results of their action to furnish the best answer to them. They must, however, be ready to give a hearty welcome to the oppositionists whenever they begin to show indications of sincere sympathy towards this movement. The operations of the movement, as at present carried on at Sholapur, Goa and other places, are conducted under rules framed with due regard to the following considerations :—

|  |  |
|--|--|
| <i>Circumstances unfavourable to the Natives of India.</i> | <i>Circumstances favourable to the Natives of India.</i> |
|--|--|

1. That they are generally in a backward condition in comparison with the civilized nations of the world, with whom they are, therefore, unable to cope successfully in open competition.

1. That they have an intellectual, as well as a physical, aptitude to rise to any degree of perfection and prominence in sciences, arts and industries, and in this respect they have the double chance from the fact of their being the descendants of the most advanced branches of the Aryan family and other Eastern races, which laid the foundations



of that culture on which the fabric of the advanced literature and arts of the modern civilized world has been built up.

2. To counteract this backward condition, India does not possess institutions capable of imparting to its promising children a superior education in arts and sciences, so as to enable them to stand in open competition with the civilized world. Further, such an undertaking requires an enormous outlay which would be beyond the scope of unaided private enterprise, however general in character.

3. Moreover, such an effort will require considerable outlay; and to make it a permanent source of income, the interest on the capital raised for such a purpose could only be

2. There are, however, other ways for the natives of India to try to improve their condition with reasonable expectation of ultimate success. Our talented youths could be sent to acquire the requisite education and training in the existing first class institutions of the Western world, and on their return, after having finished their education, they would, in a very great measure, supply the want felt at present, and be able to put their countrymen in the way of securing their high advancement.

3. But India, although poor, has an immense population, and if a light subscription was spread over the entire country, the required capital could easily be raised. With

made available. To expect any single individual to advance the required capital would not be easy in the present not very generally affluent condition of the people of India.

4. But although the subscription, payable by each individual, is so small, it will still be difficult to be made general from the inability of the ignorant majority of the population to comprehend the advantages of such a scheme.

this view it has been proposed to solicit from every native of India, once for all, a subscription of half an anna in the rupee of his monthly income.

4. Nevertheless there is, at the present day, a sprinkling of educated men throughout the length and breadth of the land capable of instructing the people in the matter, and get as large a number of subscribers as possible; so that if in every zillah sixty such men could work as agents or sub-secretaries, and each of them would get five hundred subscribers of one rupee each on an average, a capital of thirty thousand rupees could easily be raised, which would serve as a permanent fund yielding sufficient interest for the perpetual support of one candidate in foreign countries

5. But for such a purpose, the Indian population will have to work as one body, which, in its present divided condition, will be rather difficult, unless it is dealt with as one mass of people.

5. But sections of society exist everywhere, in the most civilized countries as well as in India. It requires only a little tact and management and a candid effort for rousing the people of these different sections to work together for a common beneficent purpose, adapted to the peculiar circumstances of this country.

6. When this purpose is fully realized, then, and then only, the first step towards success will have been taken. Our talented youths, who will return to India after completing their course of education in foreign countries, will teach their brethren what they have themselves learnt, or they will compete with the natives of civilized countries on their own soil. How happy will be the moment when it could be unhesitatingly said that the natives of India have fairly advanced in all requisite acquirements, so as to be able to openly compete with the civilized world, and that they are in a fair way of securing their right place in it.

## PROSPECTUS OF THE INDIAN FUND ASSOCIATION AND THE AFFILIATED INSTITUTIONS.

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The urgent necessity which exists of placing ourselves (the Natives of India) intellectually, materially, and socially abreast of the advanced nations of the world, will be easily seen and generally acknowledged throughout India. Our present backwardness is chiefly attributable to our own apathy and the nature of our retrograde Indian habits and customs, generally called our prejudices. But it may be seen with unfeigned pleasure that at the present day the state of things which prevailed in the time of our forefathers is being greatly altered; and not only do we now find isolated cases of our countrymen breaking through the trammels of our so-called prejudices, but that such instances are multiplying every day. At the same time, we must bear in mind that such efforts require to be better organized and matured before we could expect to reap creditable results. We see, therefore, that we have reached the opportune moment when we ought endeavour to give our long-cherished aspirations a practical shape. We know likewise that to attain excellence in any of the acquirements we must venture out at present, and drink deep at the very sources of knowledge in every branch of science, art, and industry—sources which, however, are only to be found outside the limits of our country at the present moment. There are, as everybody knows, the duties of a Government as well as of a people, as there are in our domestic spheres the respective duties of a father as the head of a family, and of the mother as the chief female member of the household. There are the children of the family besides, who have to contribute their share for the building of the household which, to run prosperously, requires each of them individually and collectively to work with unflagging energy and zeal. Similarly, our British Government, which has been ruling over us for a century, has gradually introduced what an enlightened Government need or could do for organizing the administration of this vast country, composed, as it is, of heterogeneous groups, on enlightened principles. Thanks to the able and liberal spirited Britons who have during this period governed this Eastern Empire of Great Britain, the administration has been directed so as to bring British India to a condition capable of being moulded to

any form or pitch of prosperity, *if only the people in it would avail themselves of the means and facilities placed within their easy reach.* There is a fair amount of general education, to begin with, throughout the length and breadth of India. There is a freedom of action for every peaceful enterprise which, if availed of, would tend to the social and material elevation of its people without distinction, and; above all, there is the profound peace established throughout the length and breadth of the land, which gives the Indian people every opportunity for the development of any healthy effort to improve their condition. But, now, as has been said before, there is a limit for the prescribed duties of every section, our British Government have done their share of it. On the other hand, our Indian people have to realize to themselves how their deteriorated social condition, as evidenced by the prevailing practices, together with their apathy and indifference in working up their welfare, has considerably weighted them and brought them low in the social and political scale. It is what our Indian journalism is busy discussing to-day. This depreciated condition of ours they all seem to attribute, on the one hand, to the degenerate and demoralizing nature of the social practices, on the domestic side of the question, and for the want of a more finished type of the educational institutions of the country, and to the entire want of technical education. On the other hand, social reform, by improving the *moral* and *economic* tone of persons, has been the groundwork of every people's progress, on which every well-known reformer, irrespective of the religion proclaimed, placed a great stress. For example, for a home to be prosperous, there must be in the administration of the house the principles of a moral and economic tone, and a good order and system of behaviour in the members of the household, before it expects to be prosperous. As there is no low condition of a people known which could not be considered capable of reform, if only the means for it were applied for, so before a hope is entertained to reconstruct a nation, we have first to begin with an effort for improving the moral and economic tone of the people. The first need of man is food, and next is education, of different perfection and variety, to be able to secure the best chances of success in our struggle for existence, in open competition with the world. Everybody must apply himself to it, on uniform principles laid down by nature, to hope to be successful, and if there be any demur or hesitation to apply to it, the favourable opportunities that are offered will be all snatched away from the indolent by the

diligent hands, even if these means are right and within the province of the former. Similar has been the fate of India. We have been obstinately holding on to the degenerate principles and practices that have unfortunately crept into our society. For example, early and improvident marriages of our young people, *especially of the male sex*, which naturally enervate them and stifle all high enterprising spirit in youth, are contributing to keep down our condition. This is the first of our Indian practices which will have to be taken in hand, *i.e., the prevention of marriages of our boys before they are earning and able to provide for themselves and the coming offspring with food and education*, and which has been principally instrumental in the degeneration of India. Now, the moral tone of our people could only be improved by counteracting the weak failings of man, and in this respect marriage plays an important part. Marriage may legalize a relation between a man and woman, but, still, the same legalized marriage can be provident or improvident, and if the latter, *i.e., improvident*, it is a source of endless trouble and misery. It no less enslaves the noble disposition of the naturally independent-spirited man by enfeebling his spirit of enterprise. As has been said, man's success in this world must be based on the spirit of self-help, supported by a healthy and a moral tone of his actions, being considerations which are indispensably necessary before he launches himself into the married state. The domestic felicity of a woman is entirely dependent on the man, and his condition, therefore, must be the first consideration before everything else. To be able to marry, every reasoning person has to establish his independence, by commencing to earn for himself and to gauge his capabilities, before he enters into the matrimonial condition. It will not be enough to be able to feed and clothe the wife and the expected children, but the *children* have to be *properly educated* to be able to earn their livelihood in open competition in the present advanced world, a reflection which should necessarily cross the educated mind before contracting marriage. Shall we ask if the practice of marriage of our Indian people rests on such serious reflections? Does the Indian man reflect on these necessary conditions for the married state before he embarks on it? Does the Hindoo, Mahomedan, and the Parsee, and even the Christian parent, reflect on the necessary conditions of the married state, when he marries his son before he is hardly out of his teens, and quite incapable of maintaining his wife and family on his own independent efforts and means? Do they not, by recklessly marrying their boys before



they are independent, encumber and embarrass their dearest ones with cares and responsibilities before they are hardly in a condition and in a frame of mind to give the matter a serious thought ? And do not the parents by such reckless marriages of the raw and untutored youths stamp the degradation of their own children thereby, when, otherwise, they want to make the world believe that they love them so tenderly ? To place our young people in such a helpless condition, with the hope that the Government will provide the means of food and clothes to the expected offspring, is to follow an unreflecting and unmanly course, and to transfer responsibility from responsible to irresponsible shoulders. It is not the look-out of a Government to find the means of existence for the people in a country, but of the individuals themselves. It is for man or society to prescribe their duties in such a way as will contribute to their weal with the common consent of its members. Men as well as women have certain natural weaknesses ; but there is the gift of the reasoning faculty which, when cultivated and tempered with good principles and high ambition, could control these weaknesses in a way as to promote one's happiness and felicity to a high pitch. To what principles, save and except these, with reference to marriage, does Europe owe its present advancement ? Such matters must, in India, proceed from the discursive to the practical phase, and with such intentions the Indian Fund Association and the affiliated institutions have been established tentatively in certain places, and are now proposed to be established everywhere. The Indian Fund Association, which stands as a parent project in relation to the affiliated institutions, proposes to take up the National education of the country in all its branches according to the growing necessities of the Indian people, and support the effort by a large capital raised throughout India and administered on the decentralization principle. This step will enable the sons of India to hold their own in open competition in the world. In this respect our liberal millionaires, and even the powerful and wealthy Maharajas and Nawabs, have done very little for India, although they have spent immense treasure in a variety of forms. Where is the one institution in the whole length and breadth of India, although good, which has come into existence from Indian generosity, where its superior direction is left in the hands of an Indian, or where our Indian promising men are given an opportunity for superior, intellectual and administrative culture ? Can this be the result of the incapability of the Indian people ? Certainly not. The present foreign directors of the numberless

institutions in the country, and of the mill industries, and so forth, could not be considered as the *select* men of Europe, and very often many of them finish up their training and knowledge in Indian fields with the opportunities given them, which same opportunities are denied to our Indian promising men. So the *Indian Fund* purposes to grapple with this great desideratum of India, by which means our promising Indian men could be given opportunities of having a first class education and training available in the most advanced countries of the world in as many of the branches of learning and industries as may be possible. The affiliated institutions, on the other hand, propose to improve the moral and economic tone, and the social condition of our Indian people. 1. There is the *Provident Society*, where all the several Indian sections have to come to an understanding to curb the extraordinary waste of money of our people in their various festive occasions and ceremonies by mutual consent. 2. The *Reform Society* propose to try to remove from our midst such practices as are prejudicial to the advancement of our morals, health, and prosperity. The early improvident marriages of our boys especially may be cited as an instance. 3. The *Primary and Secondary Education Society* is intended to impart a more useful education to the younger generation in such a way as to contribute to their independence and felicity. Then there are the Benevolent Societies. 4. The *Family Benefit Fund*, where pecuniary help is tried to be given to a family in distress on the mutual help principle. 5. The *Deposit and Loan Society* proposes to encourage saving habits and of thrift in private concerns. And lastly, 6. The *Building Society*, where house property, or accommodation is tried to be found or ownership secured to poor steady people on easy reasonable rents, or on small payments. The working of these affiliated institutions, which are six in number, is based on still more decentralised principles, as each town would be an independent working centre. Such, therefore, is the arrangement of the whole scheme of the Indian Fund Association with its affiliated institutions; and it is earnestly hoped that the enlightened people of our presidency towns will take up and support the measures and have it disseminated and ramified throughout the length and breadth of India; so that before many years are out we shall have the satisfaction of finding our national progress all along the line placed on a sound basis, and in such a way as to secure the eventual regeneration of India.

## The Indian Fund Association Rules.

1. The name of the Association is the "Indian Fund Association." Name of the Association.
2. The object of the Fund is to give the best education available throughout the world to the talented youths of India, in all the departments of science, arts and industries, that they may improve their opportunities for earning their livelihood, and also shed a reflective benefit on their countrymen in India. Object of the Fund.
3. The principal recognized divisions of the Indian population will be—Hindus, Parsees, Mahomedans and Christians. In the award of prizes or scholarships not only will the principal divisions be conciliated by conceding to each representative candidate an award by turns, but even the sub-sections will be conciliated according to the special features of any circle, as far as possible. Constitution of the Indian population.
4. The membership will be open to all statutory Natives of India. Eligibility for membership.
5. The subscription required of each individual wishing to be member is  $\frac{1}{2}$  an anna in the rupee of one's monthly income, payable once for all. Subscription.
6. The privileges of a member are that he can present as candidate, his son, brother or a fatherless relation for any award that the Association of the circle may make for the purpose of education either in India or in foreign countries. Privilege of members.
7. No single individual can present candidates for award in more than two circles of the Indian Fund. Restriction on the said privilege.
8. The capital, accumulated from subscriptions, will be invested in Government Loans only, either of India or of the prominent countries of Europe and America. Investment of the moneys of the Fund.
9. The proceeds of the interest only of the capital accumulated from subscriptions will be utilized for the purposes of awards or scholarships. Interest of the capital only to be utilized.

Limitation of the sphere of operation for each zillah, province or a division.

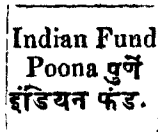
10. The limiting sphere for the monetary operations of the Fund will be the zillah area, or a province, or a division corresponding to it, and embracing all talukas and villages included in it.

Distinctive sign of the Fund of each separate division.

11. The distinctive sign of each separate zillah will be that the zillah name will be appended to that of the Indian Fund, as the Indian Fund, Poona, the Indian Fund, Calcutta, the Indian Fund, Travancore, and as we have at present the Indian Fund, Sholapur, and the Indian Fund, Goa.

Seal of the Association, description of.

12. Each zillah circle of the Indian Fund Association will have also its respective seal, which will indicate, besides the common name of the Indian Fund, the name of the zillah circle in English and the vernacular of the district, the zillah name occupying the centre of the seal thus:—



Administration of the Fund.

13. The administration of the Fund of each circle will be entrusted to General and Managing Committees.

General Committee, election of.

14. The General Committee will be formed of members of the Associations, elected by the general body of subscribers, of no more than fifty and less than twenty-five. Quorum of twelve members.

Election of office-bearers and appointment of Sub-Secretaries.

15. Out of this General Committee the members will elect the office-bearers by a majority of votes, viz., President, Vice-President, Trustees and General Secretary; the Sub-Secretaries may be appointed by the General Secretary on his own responsibility, but the General Committee can veto any appointment made by the General Secretary if necessary, and recommend members for the office of Sub-Secretaries at the General Committee meetings.

Managing Committee, formation of.

16. The Managing Committee will consist of the office-bearers and Sub-Secretaries and other members elected by the General Committee. The General Secretary will be the same for both the Committees.

17. The General Committee will meet twice a year, *i.e.*, on the second Sunday in June and December. At these meetings they will look into the condition and progress of the Fund, and also into matters referred to them by the Managing Committee through the Secretary.

Meetings of General Committee when to meet and what subjects to be disposed of.

18. At the December meeting the members present will decide by a majority of votes how the interest of the capital accruing up to the end of each year will be utilized in awards.

Special work for the December meeting.

19. The Managing Committee will meet once a month on the first Sunday. It will examine the Register Books of the Secretary as per Appendix A, and of the Sub-Secretaries as per Appendix B; it will also see that the moneys of the Fund have been duly remitted to the bank and certificates issued to subscribers regularly.

Managing Committee meeting, and its duties.

20. Every subscriber will hold a certificate as per Appendix C signed by the Secretary and a Sub-Secretary with the seal of the Fund stamped on it. The holder of such certificate will be recognized as a member. A receipt of payment could be got ready from the Sub-Secretary soon after payment, but it will be null and void after the issue of the formal certificate.

Certificate of membership.

21. The privileges of a member will not be recognized unless the subscription is paid in full, and will become claimable only from the year for which such payment is made.

Payment of subscription.

22. In case of a member dying, his eldest male heir will be allowed the privilege of presenting a candidate for the awards of scholarship.

Privilege of membership may be inherited.

23. Anybody can be a donor to the Association witho being a member.

Donation.

24. Any person wishing to give or bequeath a prize for scholarship for educational purposes through the Association to perpetuate a memory could do so by depositing a sum of money which will yield interest sufficient for the award of the prize or scholarship he wishes to give or bequeath. The capital will be invested in Government loans. A seal with the donor's name will be stamped

Mode and condition of a bequest for a prize or scholarship to perpetuate a memory through the Association.

on the document of award with that of the Indian Fund of the zillah circle in which the prize is given if such seal is supplied.

The Fund to stand in the names of Trustees nominated for the purpose, and under a Trust Deed.

25. The capital of the Fund will stand in the names of Trustees who will be no less than four members elected by the General Committee, in which the four Indian Sections should be represented as far as possible. A Trust Deed will be drawn up, the essential condition being that the Trustees will not be allowed to withdraw any portion of the capital of the Fund, but only its interest conformably to the resolutions of the General Committee from year to year. The signatures of any two of the four Trustees will be necessary to effect a withdrawal.

Method of utilizing the proceeds of the interest in awarding scholarships in India and foreign countries.

26. The interest of the capital, till it is sufficient to support a candidate or candidates in foreign countries, will be employed in giving away scholarships in India to deserving candidates related to members.

For example—

(a) If the interest comes up to Rs. 14 only, it will be given away as a single prize.

(b) If the interest amounts to Rs. 40 a month, it will be given by way of scholarships to the best apprentices, also related to members, in any art or trade, or to the students of scientific subjects, or in any other way that the General Committee may deem best.

(c) And when the interest comes up to Rs. 130 or upwards a month, it may preferentially be spent, in whole or in part, for establishing scholarships to be held in foreign countries.

Election of candidates for the award of a scholarship  
The Select Committee of whom to comprise.  
Candidatures to whom open.

27. The election of candidates will be entrusted to a Select Committee whose members will be elected by the General Committee every five years.

28. The Select Committee will necessarily consist of members representing each section of the Indian Community.

29. The candidature will be open to all Indian youths related to members as defined.

30. The candidate must be a youth under 25 years. Limit of the age of a candidate.
31. Subscribers having the privilege of presenting a candidate will have to send in his attested qualifications to the Secretary, whenever notice is given to do so by that functionary, to enable him to place the certificates before the Select Committee, who will declare the names of the approved candidates. Subscribers presenting a candidate to send in his attested qualifications to the Secretary.
32. The scholarship will be tenable for a definite period only. The progress of the candidates will be under the supervision of the Select Committee or their agents abroad. Tenure of a scholarship, progress of candidates to be watched by Select Committee.
33. Should the Select Committee find any candidate unworthy of the stipend from any cause whatever, it will be immediately stopped with the approval of the Managing Committee, and the candidate allowed return passage to India, provided he returns within the time specified by the Committee. Stoppage of a stipend to a candidate by Select Committee and allowance of return passage.
34. Should a candidate be unable to prosecute his studies through illness, he will also be allowed a return passage, but he will not be sent back even if recovered. Procedure in case of a candidate's inability to prosecute study owing to illness.
35. A candidate will, to a certain measure, be free to choose any branch of science or art for which he has a special aptitude. Candidates wishing to study any art will be given the scholarship, but the candidate, before he leaves India, must declare the particular branch he is going to study. Option of a candidate for the choice of any branch of study.
36. The stipend will be continued till the candidate finishes his course of studies or apprenticeship, but it will be discontinued if he marries a non-Indian or gives up his studies before the close of his term. Conditions for allowance of a stipend.
37. The longest term of a stipend will be five years. Period of a term
38. A candidate, to be eligible for a scholarship in foreign countries, will be required to attain a proficiency in the preliminary studies, that is to say, he will have to pass Eligibility of candidates for foreign scholarships.

an examination like the Matriculation; besides, he must be physically fit to travel abroad, and be otherwise approved of by the Select Committee.

Conditions on which the scholarship in foreign countries is granted.

39. The award of a scholarship to a candidate is only granted on condition that he pledges himself to refund the whole amount received as a scholarship, with interest, should he wish to be released from the restriction of marrying only an Indian, native or domiciled.

Modification of rules by the General Committee, power of.

40. The rules of the Association could be altered when necessary by the General Committee, excepting the rules that *the capital of the Fund is not to be drawn upon on any account, and that the interest of the Fund is to be applied for educational purposes only.*



## Appendix A.

Form of Register to be kept by the Secretary, Indian Fund.

इंडियनफंडाचे सेक्रेटरीच्या बुकाचा नमुना.

Secretary's Name.

Indian Fund Secretary's Register.

-Zillah, Circle.

सेक्रेटरीचे नांव.

इंडियनफंडाच्या सेक्रेटरीचे रजिष्टर.

जिल्हा सरकल.

| General No.<br>जमल नंबर. | Sub-Secy.'s Book No.<br>स० सेक्रेटरी बुकाचा नंबर. | Sub-Secretary's name.<br>सब सेक्रेटरीचे नांव. | Subscriber's Name and Designation.<br>वर्गणीदाराचे नांव व हरा. | Place of Residence.<br>राहण्याचे ठिकाण. | Amount of Subscription.<br>वर्गणीची रक्कम. |                       | Date of receipt of amount by the Secy. or of remittance to the Bank.<br>रक्कम दिल्याची अगर ब्यांकेंत ठेवल्याची तारीख. | Date of deposit of amount in Bank.<br>ब्यांकेंत ठेवल्याची तारीख. | Certificate when issued to Sub-Secretary.<br>सब सेक्रेटरीस दाखला दिल्याची तारीख. |
|--------------------------|---|---|--|---|--|-----------------------|---|--|--|
|                          |   |   |  |   | In words.<br>अक्षरीं.                      | In figures.<br>अंकीं. |   |  |  |
|                          |   |   |  |   |  |                       |   |  |  |

## Form of Annual Prize Ticket of the Indian Fund.

Indian Fund Prize for 188

इंडियन फंडांचें बक्षीस सन १८८ सालचें.

Zillah, Circle (Sholapur)

जिल्हा सरकल सोलापूर

Awarded to Mr. \_\_\_\_\_

provided he proves himself deserving of it by his diligence, assiduity and good conduct.

वर्साळ बक्षीस रा० रा०  
 आपल्या अभ्यासानें, मेहनतीपणानें आणि चांगले वागणुकीनें लायकी दाखविण्यास मात्र हें  
 बक्षीस चालू राहिल.

ह्यास देण्यांत येतें ; परंतु त्यानें  
 ह्यानें वर लिहिल्या प्रमाणें

## Form of Certificate of good conduct, &amp;c.

This is issued at the 3rd of each year—

Certified that Mr. \_\_\_\_\_ has proved him-  
 self worthy of the above award for the year he has been enjoying it.

दाखला देण्यांत येतो की रा० रा०

आपली स्थिति ह्या सालांत ठेवल्यावरून तो बक्षीसास पात्र झाला आहे.



Secy, Indian Fund

सेक्रेटरी, इंडियन फंड,

Agent to the Managing

Committee, Indian Fund.

इंडियन फंडाच्या म्यानेजिंग कमिटीचे एजंट

## Appendix B.

Form of Register to be kept by the Sub-Secretary to the Indian Fund.

इंडियनफंडाचे सब सेक्रेटरी याच्या रजिटरवुकाचा नमुना.

| Year, वर्ष. | Month, महिना. | Date, तारीख. | Number, नंबर. | Subscriber's Name, Designation, Profession, &c.<br>वर्गणीदाराचे नांव, हुदा, धंदा वगैरे. | Place of Residence.<br>राहाण्याचे ठिकाण. | Amount of Subscription.<br>वर्गणीची रक्कम. |                       | Date of payment of Subscription.<br>वर्गणी दिल्याची तारीख. | Sub-Secretary's counter-signature,<br>सब सेक्रेटरीची सही. | Date of remittance of amount to the Secy. or to the Bank.<br>सेक्रेटरीकडे किंवा बँकेकडे रक्कम पाठविल्याची तारीख. | Genl. Reg. No.<br>जनरल रेजिस्टर नं. | Certificate when issued to Subscriber.<br>वर्गणीदारास दाखला दिल्याची तारीख. |
|-------------|---------------|--------------|---------------|---|--|--|-----------------------|--|---|--|-------------------------------------|---|
|             |               |              |               |   |  | In words.<br>अक्षरीं.                      | In figures.<br>अंकीं. |  |   |  |                                     |   |
|             |               |              |               |   |  |  |                       |  |   |  |                                     |   |

# SAMPLE FORMS.

## Appendix C.

Form of Certificate issued to Subscriber.

Indian Fund Certificate.

इंडियन फंडाचा दाखला.

Zillah, Circle (Sholapur); Date.

जिल्हा सरकल (सोलापूर) ता०

General Reg. No.

जन० रजि० नं०

Sub-Secretary's Reg. Book. No.

सब सेक्रेटरीचा रजि० बुक नं०

Serial No. अनुक्रम नं०

Certified that Mr. \_\_\_\_\_

दाखला देण्यांत येतो कीं

of Taluka \_\_\_\_\_ (Zillah) \_\_\_\_\_

तालुका

जिल्हा

has paid in Rs. \_\_\_\_\_ As. \_\_\_\_\_ Ps. \_\_\_\_\_

आपली वर्गणी रु०

his subscription to the above Fund.

वरील फंडाबाबद दिली.

Dated 188

तारीख १८८

सेक्रेटरी Secretary.

Sub-Secretary \_\_\_\_\_ सबसेक्रेटरी.

## THE REFORM SOCIETY.

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1. Every individual belonging to this Society shall observe the practice of monogamy.

2. Boys shall not be married by their parents, until they shall have commenced to earn for themselves and are independent of their parents. The co-operation or the consent of the female members of the family, as of the wife and mother, will have to be secured before a person enlists himself a member.

This is the reform to be eventually attained, but, although very desirable in itself, it may not be possible to adopt it *at once* under the existing conditions of the social problem in India, and, accordingly, it will be expected of members of the Reform Society to accept the principle and to conform to it in practice, that boys shall not married till they have completed their 17th year. This limit has been fixed after a general observation of the practice now fairly prevalent, and it is believed its *conscious* acceptance will not be felt as a hardship. The promoters of the movement, however, hope that there will be found sections who will raise this minimum limit higher still. There are three degrees of membership of the Reform and Provident Societies. 1st degree is the acceptation of the principle. 2nd is the adoption of the principle. 3rd is the registration of the Societies.

The practical operations of these two Societies will be first to ascertain from several towns how many people will accept the principle of these two movements, and after getting about 10,000 from different towns it will advance with the next step, that of adoption of the rules; and if there be a sufficient number of adherents, the Societies will be registered with penalties for breaches.

---

## THE PROVIDENT SOCIETY

To check all unnecessary extravagance of the people; Object. say, on occasions of domestic ceremonies or public festivities, by arriving at a mutual understanding about it.

## THE PRIMARY AND SECONDARY EDUCATION SOCIETY.

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**Object.** It is to enable all Indian individuals to meet once or twice a year at a place to consider into the openings for employment for their children, and to direct their education accordingly.

Travelling over India and beyond India to be organized in connection with this Society, as well as the establishment of libraries and gymkhanas, &c, as part of a boy's education.

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## THE FAMILY BENEFIT FUND.

**Name.** 1. The name of the Fund is the Family Benefit Fund.

**The office of the Fund** 2. The office of the Fund will be situated in the town of ( ), the appended name of the Society indicating where the Fund forms its centre. Its business will be conducted by Secretaries, Treasurers, and members, including Auditors, forming a Committee elected by the Members of the Fund from amongst themselves, and who shall be from among the permanent residents of ( ).

The following shall be the Office-bearers of the Fund:—  
President, Members, Joint Auditors, Vice-President, Treasurers, and Secretaries.

**The object** 3. The object of the Fund is the payment to the nominee or nominees of a subscriber at his death of a sum of four annas for every surviving member on the books.

4. The Fund will be opened for admission of members of all denominations up to the age of 50 years or under, and at the first starting of the Fund, without making any exception for the ill-health of any individual according to the rules of the Society, but after the expiration of three months from the first beginning of the Fund, admission will be only allowed to persons in good health when applying.

Eligibility for admission.

5. All certificates for admission shall be submitted as per form (Appendix A) with the sum of Rupee one on application. The accepted applicant shall be entitled to receive a certificate of membership signed by the Secretaries and Treasurers, as per form (Appendix B).

Application for admission and certificate of membership.

6. In the event of a member of the Fund withdrawing from membership in the Family Benefit Fund, ( ), he and his nominee or nominees shall forfeit all claims and right for any refund of money invested in, or any benefit of money invested in, or any benefit arising from, the Fund, and the certificate issued will be considered null and void.

Members withdrawing from the Death Benefit Fund cease to be members of the Fund and forfeit all claims to any benefit.

7. The moneys of the Fund, from whatever source, will be deposited in the Postal Bank, ( ), or invested in the Government of India Securities, or in any other approved securities, at the discretion of the members of the Committee of the Fund.

Investment of the Fund.

8. Subscribers shall appoint nominees, whose names shall be entered in a register kept for that purpose, which shall not be open to general inspection.

Names of the nominee or nominees to be registered.

9. On the death of a member each surviving member shall pay to the Fund a sum of not more than annas four. Any member failing to pay within one month from the date of the call the amount he has been registered to contribute, shall forfeit all claims and rights to membership in the Fund.

Any member failing to pay a call ceases to hold membership.

Any member who shall have ceased to be a subscriber under Rule 9, by failing to pay a contributory call, shall be eligible for re-admission on payment of a fine of Rupee one, with the interim calls within a month of such application.

Eligibility for re-admission of a subscriber who may have ceased to be a member.

Payment of nominees or nominees on the death of the subscribers.

11. On proof of death to the satisfaction of members of the Committee of the Fund of the death of a subscriber, and on production of, and surrender to the Committee of, the certificate of membership (*vide* Rule 5), the sum determined as in Rule 3 shall be paid on the authority of the Secretary and Treasurer to the nominee or nominees of such deceased member or subscriber.

Payment of calls by absent members.

13. The payment of a death call by an absent member can be made by deputing a local member to do it for him, or remit the amount from wherever he may be, or deposit with the Secretary a lump sum to meet each call.

Form of notice for general meeting.

14. Annual General Meeting, form of notice to be given, and the election of members of the Committee with Secretaries and Treasurers.—An Annual General Meeting of the subscribers of the Fund shall be called by the Secretaries on the 15th day of January of each year.

At least 7 days' notice, specifying the place, the day, and the hour of the meeting shall be given by the Secretaries, and they shall state the nature of the business to be transacted at such Annual General Meeting, and a statement of the income and expenditure of the Fund, with a certificate from the Auditors, the members of the Committee, will be laid before the meeting, showing the state of the Fund and securities. The subscribers also at such Annual Meeting are to elect all the Office-bearers, the retiring ones being eligible for re-election.

Special general meeting.

15. A subscriber may call a meeting and quorum to be present at all meetings. A special meeting of the subscribers at ( ), may be called at any time by 10 subscribers, who shall state the object and reason for the meeting when calling it, and no business will be transacted at any meeting of the Fund unless a quorum of at least 10 registered members be present at the time when the meeting proceeds to business.

16. Removal of Trustees and other Office-bearers.—It shall be lawful for the subscribers to the Family Benefit Fund, ( ); by a vote of two-thirds of its



members, summoned in accordance to Rule 15, to remove any of the Office-bearers.

17. The interest on all investments shall be appropriated for contingent expenditure and for meeting any deficit which may arise through the death or default of subscribers. In the event of the accumulated interest being sufficient for the payment of contingencies to meet the donation or a portion thereof to the nominee or nominees of a deceased subscriber, the contributory call or calls will be proportionately reduced. Capital and interest.

18. Any subscriber, on giving a notice of 10 days to the Secretary, may, at the discretion of members of the Committee of the Fund, inspect the securities and accounts of the Fund. Inspection of securities and of accounts.

19. The subscribers shall annually elect from amongst themselves the Auditors to examine the accounts half-yearly, and publish under their signature, and of the Committee, the income and expenditure of the Fund, with certificate as to the state of the Fund and securities. Audits and accounts.

20. No withdrawal of amounts to be made, except under the signature of the Secretary and the Treasurer. Withdrawal of Bank deposit.

21. The members of the Committee may frame by-laws for the working of the Fund, provided that such by-laws are not in contravention of the laws of the Fund.

22. In the event of the liquidation condition of the Fund making it necessary to wind up, it shall be so wound up, on the basis of a settlement to be determined upon by votes of not less than two-thirds of the members present at a General Meeting called for the purpose by the members of the Committee, as provided by Rule 15. Liquidation.

23. None of the above rules shall be altered, except by two-thirds of the members present at a General Meeting to be called for that purpose, as under provision in Rule 15. Alteration of rule.

## Appendix A.

To  
THE SECRETARY, FAMILY BENEFIT FUND.

SIR,

I request you will be pleased to admit me as a member of the above Fund. The subscription, Rupee one, is herewith enclosed.

Name in full \_\_\_\_\_

Age \_\_\_\_\_

Date \_\_\_\_\_

Nominee \_\_\_\_\_

## Appendix B.

FAMILY BENEFIT FUND.

*Certificate.*

Certified that Mr. \_\_\_\_\_ has this day been admitted a member to the Family Benefit Fund, and the terms and conditions thereof for the eventual benefit of the under-named, and that the entrance fee of Rupee one has been paid.

Secretary.

Treasurer \_\_\_\_\_

Subscriber's Name \_\_\_\_\_

Address \_\_\_\_\_

Nominee \_\_\_\_\_

Nominee's address \_\_\_\_\_

## Notice.

On the death of a subscriber the certificate he holds has to be given up (satisfactory proof of death of member to be furnished to the Committee of the Fund) according to rule; and no claim can be considered in the absence of such certificate, provided also he has not become a defaulter under Rule 1. In the event of the loss of or destruction of a certificate during the lifetime of a member a duplicate copy can be had on payment of annas eight.

## Rules of the Deposit and Loan Society.

1. Is the Deposit Loan Society, Egatpoora. The title
2. Is to enable any member to deposit or borrow money Object  
on the undermentioned conditions :—
3. The value of each share is put down to Rupee 1. The value of each share.
4. Anybody can buy any number of shares up to the Purchase of shares.  
value of Rs. 300.
5. Every individual will receive a certificate of the Share certificate.  
number of shares he has purchased, signed by the Secretary  
and the Treasurer.
6. Money of the Society, when not lent to individuals, How money of Society will be invested.  
and when the amount be over Rs. 1,000, will stand in  
Government Loans on the names of the Trustees, and up to  
Rupees 500 in the Postal Bank, and up to Rs. 100 in the  
hands of the Treasurer.
7. Money will be lent to a shareholder up to  $\frac{3}{4}$ ths value Conditions on which money will be lent out  
of his share on the mortgage of the certificate, and he could  
get further amount in the same proportion if any shareholder  
or shareholders will stand security for him, and 2 pies per  
rupee per month will be the interest chargeable on it,  
payable monthly, otherwise, i.e., if the interest of the  
borrowed money be not paid monthly, the share will be  
appropriated by the Society and sold off, and the balance  
left to his credit.
8. Wishing to borrow money will be lent it on the Non-shareholders  
mortgage of gold and silver jewels, and 2 pies per rupee  
per month interest charged. The interest will have to be  
paid monthly, otherwise the mortgaged jewels will be held  
in hand till their equivalent in value with interest is made  
up, or the same sold off, and the balance, if any, held to the  
credit of the owner till claimed. No interest will be  
allowed on it.
9. Money will be lent on personal security to a non-  
shareholder if a shareholder will stand security for him at  
interest of 3 pies a rupee per month. If the sum be over  
Rs. 10 two pies interest per month will be charged.

10. The stamp duty registration and other expenses will have to be borne by the borrowers.
11. The deposits of the Fund received every month will be apportioned out to the shareholders monthly, but the distribution of these profits, or the declaration of a dividend, will be made at the end of each year, unless a member should withdraw from the Society.
12. A shareholder could withdraw from the Fund by giving a written notice, to the Secretary, of one month, when the value of his shares, with the profits due to him up to the end of the preceding month of application, will be paid to him. The share certificate will have to be given up in each case.
13. The transfer of shareholders could be effected by any shareholder with the knowledge of the Secretary, who will endorse the transference on the share certificate.
14. The administrative body will comprise of a President and Vice-President with 4 Trustees, and a Secretary and Treasurer with 2 Auditors.
15. Balance-sheets of account will be presented to the shareholders every year signed by the Secretary and a Treasurer with 2 Auditors.
16. General Meeting of the Society will be held twice a year at the end of each 6 months in June and December.
17. The managing body are empowered to frame bye-laws for the Society. The presence of half the number of the Office-bearers will be required to form a quorum.
18. A requisition of a Special General Meeting could be made on a passing of a requisition for it to the Secretary of the Society, signed by 10 members.
19. The General Meeting is empowered to cancel, modify, or add to the rules of the Society.
20. The members of the managing body will meet on the first Saturday of each month to see into the state of the accounts of the Society; half the members will form a quorum.
21. The registration of the Society will be considered at a future time when the profits will need it.

## THE BUILDING SOCIETY.

1 This Society is established with the view of providing Object. houses for family men and others, who cannot provide for themselves with accommodation on account of limited means, or to build houses with suitable accommodation in healthy localities on reasonable rent.

2 Will be the Building Society, Lanowlee. The Name

3. The capital to be raised by Rupees 10 shares, and The capital raised. when it comes up to Rupees 500 or 1,000, building of houses will be commenced; each member to hold no more than 25 shares

4. Money of the Society will be invested in Postal Bank How money will be invested when not employed on building houses. or Government Promissory Notes, and the interest distributed amongst the shareholders at the end of each year if not invested in any building.

5. Rent charged on the buildings will be at the rate of The house. 12 as. percent. per mensem payable in advance.

6. Transference of shares can be done in the same way as of the Deposit and Loan Society, with the cognizance of the Secretary.

7 The Society will be administered by General Committee, a managing body of at least six members elected from the Shareholders.

8. For securing ownership of houses a member has to be a monthly subscriber of a share of any value from Re. 1 to Rs. 50; at the end of the year lots will be cast and the winning member will get a house built 100 times the value of the share he is a payer of.

If he should pay Re. 1 monthly he will get a house built for him of Rs. 100, and if Rs. 50 a month of Rs. 5,000. The house will be mortgaged to the Society till the value of the house with its interest is paid up.

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P 6

THE CLAIMS OF HYGIENE  
IN  
SCHOOL AND UNIVERSITY EDUCATION  
IN INDIA.

BY  
JOHN MURDOCH, LL.D.,

Compiler of *The Way to Health*, a Sanitary Primer, sanctioned by the  
Supreme Government for use in Elementary Schools.

My people are destroyed for lack of knowledge.

*The Bible.*

Whatever you would put into the life of a Nation, put into its Schools,  
*German Educational Aphorism.*

THE CHRISTIAN LITERATURE SOCIETY FOR INDIA:  
LONDON AND MADRAS.

1897.  
Price One Anna.

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ONE THOUSAND COPIES.  
~~~~~

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**APPEAL**

TO

**THE INDIAN GOVERNMENTS,**

**THE DIRECTORS OF PUBLIC INSTRUCTION**

AND

**THE UNIVERSITY AUTHORITIES :**

ON BEHALF OF

**THE DUMB MILLIONS OF INDIA,**

**THE VICTIMS OF INDESCRIBABLE MISERY,**

**AND WHOSE DEATH-ROLL IS DOUBLED**

**FROM A VIOLATION OF**

**THE LAWS OF HEALTH.**



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# THE CLAIMS OF HYGIENE

IN

## SCHOOL AND UNIVERSITY EDUCATION.

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“WHAT KNOWLEDGE IS OF MOST WORTH?”

Herbert Spencer, in his Essay bearing the above title, shows that, in order of time, decoration precedes dress :

“Humboldt tells us that an Orinoco Indian, though quite regardless of bodily comfort, will yet labour for a fortnight to purchase pigment wherewith to make himself admired. Voyagers uniformly find that coloured beads and trinkets are much more prized by wild tribes than are calicoes or broad cloths.”

“It is not a little curious that the like relations hold with the mind. Among mental as among bodily acquisitions, the ornamental comes before the useful. Not only in times past, but almost as much in our own era, that knowledge which conduces to personal well-being has been postponed to that which brings applause. In the Greek schools, music, poetry, rhetoric, and a philosophy which, until Socrates taught, had but little bearing upon action, were the dominant subjects ; while knowledge aiding the arts of life had a very subordinate place. And in our own universities and schools at the present moment the like antithesis holds. Men dress their children’s minds as they do their bodies in the prevailing fashion. As the Orinoco Indian puts on his paint before leaving his hut, not with a view to any direct benefit, but because he would be ashamed to be seen without it ; so a boy’s drilling in Latin and Greek is insisted on, not because of their intrinsic value, but that he may not be disgraced by being found ignorant of them—that he may have ‘the education of a gentleman’—the badge marking a certain social position and bringing a consequent respect.”

In India, for about half a century, literature and mathematics constituted nearly the sum total of the teaching in Government Colleges. This was but natural. The stream cannot be expected to rise higher than its source. Most of the professors were Oxford or Cambridge graduates, and sought to impart to the youth of India such an education as they had themselves received. Some modifications were necessary. English literature was substituted for that of Greece and Rome.

The late Viscount Sherbrooke was a distinguished Oxford graduate, a fellow of a College, and “obtained the reputation of being one of the best private tutors in the University.”\* He had

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\* Chamber’s Cyclopædia.

therefore good opportunities for acquiring a knowledge of the state of education at Oxford. In an address delivered at Edinburgh in 1867:—

“I will now give you a catalogue of things which a highly-educated man—one who may have received the best education at the highest public schools, or at Oxford—may be in total ignorance of. He will probably know nothing of the anatomy of his own body. He will not have the slightest idea of the difference between the arteries and the veins, and he may not know whether the spleen is placed on the right or the left side of his spine. He may have no knowledge of the simplest truths of physics, or would not be able to explain the barometer or thermometer. He knows nothing of the simplest laws of animal or vegetable life.”  
 “With the new world which chemistry is expanding before us,—with the old world that geology has called again into existence—with the wonderful generalization with regard to plants and animals, and all those noble studies and speculations which are the glory and distinction and life-blood of the time in which we live, our youth remain, almost without exception, totally ignorant.” pp. 25, 26.

A very similar state of things existed in India until a very recent period.

Many years ago the Bengal Council of Education remarked:—

“The want of every thing of a practical character in the educational course at present appears to the Council to be its greatest defect. Every thing that strikes the senses, one-half of the whole circle of knowledge is, as it were, ignored in our present scheme of education. This, the Council incline to think, would be a grave defect in any country, but they cannot doubt it is so in India.”

In 1853, Sir George Campbell observed:—

“With respect to the quality of Government education, the great mistake seems to be the preference of English literature to science.”\*

In the Bengal Public Instruction Report for 1856-57, Mr. Hodgson Pratt, then Inspector of Schools, says:—

“We have so long given exclusive importance to Classics and Mathematics, that the young Baboos regard the Physical Sciences with contempt. There could not be stronger evidence of the defects of our past system. If there is one thing more than another which (religion apart) educationists ought to strive for in this country, it is to awaken these ‘books in chudders,’ as they have been wisely and wittily called, to the ‘pleasures and advantages of Science.’ To encourage them to pursue Classics and Mathematics to the exclusion of every thing else, is to perpetuate the very faults which especially distinguish the mental character of the so-called educated classes.

“I know that all suggestions of this kind are met by a cry, that we are going to substitute a smattering of every thing for a knowledge of two or three things; but it is worth enquiring whether we have not

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\* “India as it may be,” p. 403.

been teaching many things of little or no use whatever. I would ask why should Greeshchunder Chukerbutty be expected to know 'what circumstances enabled Shakespere to exhibit an accurate knowledge of Greek Mythology,' or 'in what respect the Dramatic compositions called 'Mysteries' differ from those called 'Moralities,' and other facts of a like nature? On the other hand, it is of very great importance, that he should see clearly the danger of living with an open sewer running under the lower floor of his house, or the cruelty of marrying his children at an immature age, or the impolicy of exhausting the soil of his fields by the disregard of important principles in Chemistry: and it is very important that his mind should comprehend the sublimity and beauty of the laws by which his own body and every thing around him are governed; and that his heart should, if possible, be awakened to the great facts and conclusions of Natural Theology."\*

Professor Max Müller, in 1871, said that "the educational system now in force in India, with certain indispensable modifications, has been framed after the model of the Schools and Universities of England."†

"A Plea for Physical Science in our Schools and Universities" had to appear in the *Madras Mail*, of March 4th, 1874. Some preceding extracts are corroborated by the following:—

"A man may become a Master of Arts in Madras without knowing why an apple falls to the ground, where rain comes from, what is the meaning of a burning stick, why he has to breathe constantly, or what the sun means by occasionally disappearing at inconvenient times. Our opinion then, is that the Madras standard of liberal education is defective. We do not wish to exalt Physical Science at the expense of the other branches of education, but we think that to ignore it practically altogether is an evil. We think it particularly an evil in India, the native of which has never shown any active curiosity about the material world. It is to him a world managed and mismanaged by gods and devils, and he is quite content to let it remain so. He is essentially superstitious and his present education has little tendency to release him from that condition."

"If we look at education from the utilitarian point of view, the physical sciences, coupled with some knowledge of mathematics, are the most important subjects of study for a nation to encourage. There is no doubt that the material prospects of nations depend upon their attitude towards those branches of education which teach how to make the most of their resources."

The gradual introduction of Physical Science into the University courses will afterwards be noticed.

#### NEED OF A KNOWLEDGE OF HYGIENE IN INDIA.

Dr. Thomson thus describes a typical village in North India:

"Let us consider the circumstances under which thousands, aye millions! of agriculturists live and die in this country. The village

\* Bengal Public Instruction Report, 1856-57, Ap. A., pp. 2, 3.

† *Contemporary Review*, Sept, 1871.

is probably closely built on a site saturated with the impurities produced by previous generations. Very likely a wheel or large tank, fertile source of malaria, is close by. Our villager neither understands nor cares for conservancy. He is accustomed to make water in the most convenient spot that is not actually under observation; very likely a ruined compound or hut in the middle of the village. Refuse of all kinds, filthy water, decaying vegetation, and the excreta of animals, lie round his very door; nay, if the household be thrifty, the latter substance even ornaments his walls while drying in the sun for fuel. He performs his natural functions in the neighbouring field, where the excreta lying exposed, pollute the air which will pass, thus poisoned, over the village, and into the lungs of its inhabitants; carrying with it, it may be, the poison of typhoid or cholera. Butchers slaughter, and tanners ply their trade in any spot they choose, stagnant and foul water lies in holes until it finds its way into a well and pollutes the water, the filth washed from dirty clothes or persons, sinks into the ground all round; bodies of animals lie rotting in the sun; while finally the dead are too often buried in shallow graves, or imperfectly burned, near the village. All these things, and many others which will suggest themselves to my readers either poison the air above or the soil beneath; and as this soil is charged with air and moisture constantly rising from the ground, the danger is equal in both cases.

“And if we examine his dwelling what do we find! Probably a small compound, in which the water lies; occupied by a bullock or some goats, and with an ill-smelling latrine in the corner. This compound surrounds the hut, and prevents the fresh air from freely blowing about the dwelling. The hut consists of mud walls with next to no arrangement for ventilation. A thatch, or ‘chappa,’ saturated with foul emanations, and the decaying remains of small animals, birds, and insects is over his head. In his mistaken ideas of cleanliness he has probably once a week or so ‘leaped’ (smeared) the floor, but has thereby only added new danger by using a certain amount of putrid matter in the form of cow-dung; and by making the floor damp. At night, the smoky flame of the lamp, adds its contribution to the general impurity, and not unfrequently the inhabitant increases his risk of imbibing poisonous gases by sleeping on the floor, or ensures it by wrapping up his head in a blanket, and breathing his own fouled breath over and over again.

“A village is spoken of, but can it be denied that most of these dangers exist in native towns and cities; and is there not, in a city, still greater danger when once cholera or other contagious disease has been originated or favoured by these conditions?”\*

The *Indian Magazine* quotes the following regarding infant mortality in Calcutta:

“At a meeting of the Calcutta Corporation held on October 10th, one of the Commissioners (Babu Amalyadhan Addy) asked the following questions:—

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\* *Sanitary Principles*, pp. 40-42.

" 1. Has the attention of the Health Officer been drawn to the fact that the death-rate of infants in Calcutta under one year of age was 402.4 per 1000 in 1894 ?

" 2. Will he please state the causes to which it is due, and suggest any steps that may be taken by the Commissioners for the reduction of the said rate of mortality ?

" The Chairman replied as follows :—

" 1. Yes. the Health Officer wrote the Annual Report for 1894. A death rate of 402 is not above the usual average. In 1894 it was 402 while in 1893 it was 415.

" 2. The cause to which the high infantile death rate is due is a want of knowledge on the part of parents as to the care of infants, and general sanitary conditions of the house." July 1896, p. 383.

A lurid light is thrown upon the above by the recent Report on the Sanitary Condition of Calcutta, from which the following is an extract :—

" In No. 17, DURPO NARAYAN TAGORE'S Street the houses are built almost back to back. It would nearly be impossible to squeeze between them ; sunlight is so far shut out that with broad daylight outside the gully, it is absolutely impossible to do more than grope your way from one part to another within these tenements ; rats run about here in the dark as they would at night ; a heavy sickening odour pervades the whole place ; walls and floors alike are damp with contamination from liquid sewage, which lies rotting, and for which there is no escape. From the gully between Nos. 21 and 22, Maharatta Street, ten cart-loads of offensive matters were removed ; this gully was so narrow, that it was impossible to walk straight down it, the coolies having very great difficulty in using their kodalies. Jammed in among these overcrowded huts are clusters of filthy, dilapidated privies, which are fouled beyond description with their drainage discharging into the little space that is left, and polluting everything. In many cases it is practically impossible to walk into the spaces between and behind the huts, where the ground is damp with liquid sewage, and the stench is simply overpowering."\*

The Report shows that the strong language of the Lieutenant-Governor was fully justified.

With regard to Bombay, that plague-stricken city, no remarks are necessary. Its trumpet call waxes louder and louder, and should rouse the most lethargic.

The Decennial Statement gives the following figures as the average mortality from the principal diseases during the decade ending in 1891-92 (p. 370.)

|                  |     |     |     |           |
|------------------|-----|-----|-----|-----------|
| Fevers           | ... | ... | ... | 3,461,249 |
| Cholera          | ... | ... | ... | 351,707   |
| Bowel Complaints | ... | ... | ... | 267,372   |
| Small-pox        | ... | ... | ... | 129,210   |

\* *Indian Lancet*, Dec. 16, 1896, pp. 571, 591.

Madras and Birmingham have each somewhat the same population—about 450,000. The annual mortality is about 39 per thousand in the former, and 20 per thousand in the latter. This gives an annual mortality of 17,550 in the former, against 9,000 in the latter.

The Indian Tables of Mortality are notoriously imperfect. Sir H. S. Cunningham, in a paper read before the Society of Arts, January 27th 1888, says: "The real death-roll of India is probably nearer 7 millions or 8 millions than 5 millions."

The Army Sanitary Commission, reviewing the mortality for 1885, say:

"We learn from this table that 78 per cent of the entire registered mortality was due to mitigable or preventable disease." It is added that during the decade 1876-85, thirty-eight millions perished in India from fevers, cholera, bowel-complaints, and small-pox. Attention is also called to the fact that each of these deaths represents several cases of illness, amounting in the case of fever, to attacks several times over the entire population, and to the frightful waste and national poverty resulting from this mortality and disease.

#### INDIAN IGNORANCE OF SANITATION.

As a rule the people are totally ignorant of the true causes of disease and how to deal with an epidemic.

Two diseases are especially ascribed to demons or goddesses. One is cholera, rapid in its course, often fatal, and sometimes carrying off great numbers. In the South it is popularly supposed to be caused by one of the local mothers, as Mari-amman, Mother of Death, represented by the Brahmans to be forms of Kali. In the North a new goddess, called Ola Bibi, is thought to preside over cholera. The small-pox goddess is worshipped under different names in every part of India. In the North she is called Sitala Devi, (she who cools) or simply Devi. Mari-amman is the usual name in the South. She is supposed to scatter the seeds of the disease for her amusement. When a person is stricken by small-pox, the expression the people use is, "the *amman* is taking her pastime over him." Many of the common people are afraid to get their children vaccinated, lest it should displease the goddess by interfering with her sport.

A common Hindu explanation for all cases of disease is that they are the fruit of sins in a former birth. If an infant die, it must have committed a great crime to have its existence so soon cut short. It is considered impossible to escape the results of *Karma*. What is written by Brahma on our heads, must inevitably happen.

Muhammadans are fatalists like the Hindus. They ascribe sickness and death to the will of God, and regard resignation as their only duty.

Midnight processions, followed in some cases by the sacrifice of a buffalo to propitiate the goddess supposed to cause the disease, is the approved Hindu method of dealing with an epidemic. Exposure to the night air, loss of sleep, and fatigue, will evidently rather tend to increase the severity of the attack.

*The Hindu*, the leading Native journal in South India, thus describes the ignorance of the masses and their ideas with regard to the causes of disease :

“The people are utterly ignorant of the most obvious requirements of healthy living. They are notoriously sceptical about the efficacy of European methods. The great mass of the people are merely provoked to laughter when you press on them the desirability of pure air fresh water, and wholesome food. The ways of their ancestors are the only proper ways to pursue in their judgment . . . . When thousands of their neighbours daily fall victims to one epidemic or another, they trace the disaster to some offended deity whom they propitiate by sacrifices and ceremonials and remain content. They are not conscious of the real causes which demand such dreadful homage from their ignorant victims. They do not know that these are mostly preventable, and that in most instances ordinary precautions would enable them to defy the monster and live healthily and happily.” Feb. 27, 1888.

The most useful sanitary rules are regarded as mere freaks of their foreign rulers. A Madras poet sings :

“Sanitation is a botheration  
To the Tamil Nation.”

The regulations are even looked upon as cases of *zoolum* (oppression) of which the worst Hindu or Muhammadan governments were never guilty. Which of them found fault with stinking drains ?

#### EDUCATION AS A MEANS OF DIFFUSING A KNOWLEDGE OF HYGIENE.

It is granted that there must be a combination of agencies to promote the health of the people of India. The Sanitary Department of Government is one of prime importance. The Police and Local Authorities may do much. Lectures and the circulation of tracts on sanitation will contribute towards the end in view. The object of the present Paper is to show the value of Education in this respect, not as a *substitute* for the others, but as *ancillary*.

1. Native public opinion must be enlightened to enable sanitary regulations to be carried out heartily, instead of being regarded as useless freaks, to be violated whenever it can be done with impunity.



2. Education affords the means of reaching four millions, scattered all over the country, at an age, when most impressible. It has been well said: "Whatever you would put into the life of a Nation, put into its Schools." Those under instruction will eventually become the leaders of society.

3. The cost to Government is *nil* or a mere trifle. Sanitary Inspectors are valuable; but an adequate staff would be very expensive. So with some other agencies.

4. What is proposed can be secured *at once* by Resolutions of the Indian Governments and University Authorities.

#### THE TEACHING OF HYGIENE IN SCHOOLS ENJOINED BY THE GOVERNMENT OF INDIA.

Its importance has been already recognized. About twenty years ago a prize was offered by the Supreme Government for the best *Sanitary Primer*. As none pleased Dr. D. Cunningham, Surgeon-General, he prepared one himself. Though ably written, it was found too difficult for young readers, and *The Way to Health*, a Sanitary Primer by the writer of this Paper, was, with a few omissions, substituted. It was made a compulsory subject in every Government school teaching Anglo-Vernacular Standard V.

At a later period a prize was offered for an advanced Text-Book on the subject. It seems to have been gained by one printed at Simla in 1892, entitled, *Text-Book of Sanitary Science for the use of Senior Students in English and Anglo-Vernacular Schools in India*. Royal Octavo, 190 pp. Price 1 Re.

#### SCHOOL INSTRUCTION IN HYGIENE MUCH NEGLECTED.

This is shown by its scanty recognition in the courses of study in the great Provinces of India.

**Bengal.**—This Province does not seem to have a general course of study.

**N. W. Provinces and Oudh.**—In Vernacular Schools, Cunningham's Sanitary Primer is included in two out of eight Standards. In Anglo-Vernacular Schools in two out of ten classes.

**Punjab.**—Sanitation is entirely ignored in the programmes of Lower Primary, Upper Primary, Zemindari, and Industrial Schools. It occurs in the Middle Standard Examination for Native Girls. In Anglo-Vernacular Schools Cunningham's Primer is put down for one class out of twelve classes.

**Bombay.**—In Marathi Primary Schools the Sanitary Primer is included only in the Sixth Standard; with the note appended, "The teaching of the Sanitary Primer is not compulsory in aided schools." In Anglo-Vernacular Government schools it is prescribed as a compulsory subject in for Standard V.

**Madras.**—The Code of this Province is peculiar in recognising Hygiene as an optional subject from the 3rd to the 7th Standard. The grants for passes are fairly liberal, ranging from 8 As. to Rs. 4. Details regarding passes are available only for Primary Schools. The Public Instruction Report for 1894-5 (page 51) gives the respective numbers passed in Reading and Hygiene as follows :

|                 |     | <i>Reading.</i> | <i>Hygiene.</i> |
|-----------------|-----|-----------------|-----------------|
| Infant Standard | ... | 56,402          |                 |
| First Standard  | ... | 76,476          |                 |
| Second Standard | ... | 62,653          | 9               |
| Third Standard  | ... | 43,426          | 8297            |
| Fourth Standard | ... | 15,439          | 8606            |
|                 |     | 254,396         | 16,912          |

It will be seen that rather less than 7 per cent. study the Sanitary Primer in Result Grant Schools. It is believed that the percentage is much smaller in Secondary Schools.

As will be shown hereafter, Hygiene is entirely ignored by the Indian Universities. Out of four million pupils it is believed that not more than five per cent receive any instruction in hygiene.

#### SCHOOL COURSE SUGGESTED.

Two points must be borne in mind :

1. The majority of the children do not reach the higher standards. It is a lamentable fact that some children do not get beyond even the *First Book*. It is very desirable that they should carry away with them a few simple sentences like the following :

Fever is often caused by bad water.

Vaccination keeps away small-pox.

Filth is the mother of sickness.

Cleanliness is the mother of health and long life.

If hygiene is taught only in the Fifth Standard, three-fourths of the pupils will not be benefited.

2. Every extra text-book is a difficulty. If the subject is one which the parents and children consider essential, it will be purchased ; but what idea have they of the value of a Sanitary Primer ?

To secure some instructions adapted to the capacities of the children, there should be a few lessons on the subject included in the *ordinary Readers*. If he has nothing else, every child has a *Reader*, so that all would be reached. There might be a series of lessons up to the Fourth Standard, after which the Sanitary Primer might be taken up, as prescribed by the Supreme Government, for the Fifth Standard.

It may be said that surely such lessons are included at present. Their almost total absence in Government School Books will be shown from the following examination.

In 1893 the writer obtained sets of all the English "Readers" published for Government Schools. They included the following:

NORTH-WEST PROVINCES AND OUDH.—Primer, Illustrated Readers I—IV. Reader No. VI.

PUNJAB.—Primer, Primary English Reader, First English Reader, Second English Reader, Third Reader for Middle Schools, Man and his Duties, a Moral Reader.

BOMBAY.—Primer, Second Book. Parts 1 and 2. Third Book.

MADRAS.—Readers I—V.

The examination was based on the foregoing 22 volumes. The Bengal Department of Public Instruction does not publish text-books. This is left to private enterprise.

Of the 22 Readers only *four* contained any lessons on health. Out of 1154 lessons in all, there were *seven* on health.\*

To give a better idea of what is proposed, twelve graduated lessons for Standards I—IV. are appended, somewhat like those in the Readers of the Christian Literature Society.

By thus securing some knowledge of the subject to the pupils up to the Fifth Standard, probably 75 per cent. will be reached: The higher classes in Secondary Schools will be considered in connection with the Universities.

#### SCIENCE IN THE INDIAN UNIVERSITIES.

As already mentioned, for many years literature and mathematics, including history and geography, formed the sum total of the teaching in Indian Colleges. Bombay has the credit of being the first to introduce Physical Science as a compulsory subject, and this even in the Matriculation Examination.

The subjects for the MATRICULATION Examination in the three Indian Universities in 1871 were as follows:

| CALCUTTA.                                | MADRAS.                   | BOMBAY.  |
|--|---------------------------|--|
| i. English Language & Optional Language. | i. English Language.      | i. English Language.   |
| ii. History and Geography.               | ii. Optional Language.    | ii. Optional Language.   |
| iii. Mathematics.                        | iii. History & Geography. | iii. Mathematics.  |
| (Four Books Euclid.)                     | iv. Mathematics.          | (Four Books Euclid.)   |
|  | (Three Books Euclid.)     | iv. (1) History and Geography.   |
|  |                           | (2) Elementary Knowledge of  |
|  |                           | (a) The Mechanical Powers.   |
|  |                           | (b) The laws of Chemical combination, the chemistry of air and water, and the phenomena of combustion. |
|  |                           | (c) The Solar System.  |

In the other Examinations only the Physical Science subjects will be noticed.

**First Examination in Arts.**

| CALCUTTA.                   | MADRAS.     | BOMBAY.           |
|-----------------------------|-------------|-------------------|
| <i>Optional.</i>            | <i>Nil.</i> | <i>Optional.</i>  |
| Chemistry of the Metalloids |             | Chemical Physics. |

**B. A. Examination.**

| CALCUTTA.                                  | MADRAS.   | BOMBAY.   |
|--|---|---|
| <i>Compulsory.</i>                         | <i>Optional.</i>  | <i>Optional.</i>  |
| Mechanics, Hydrostatics,<br>&c. Astronomy. | One of the three following<br>subjects.   | Any three of ten subjects,<br>the half of which related<br>to Physical Science. |
| <i>Optional</i>                            | (a) Natural Philosophy.<br>(b) Physical Science.<br>(c) Logic and Mental Phi-<br>losophy. |   |
| A choice of several Sub-<br>jects.         |   |   |

The Table on the next page, giving the subjects from the University Calendars for 1896, will show the progress made during the last quarter of a century.

**Omission of Hygiene.**—While the advance made is cheerfully acknowledged, the remark of Spencer with regard to the preference of the ornamental to the useful holds good to some extent. The circumstances of India have not been sufficiently considered. The Education Commission condemned the use of Home English Reading Books in schools as not adapted to the country. The University Authorities seem to have followed the Home subjects apparently without considering whether they were those which Indian students most required to be taught. In a country the supposed birth-place of cholera and with an appalling death rate, Hygiene finds no place in any University Course. It is true that some have Physiology as an optional subject, but this does not by any means meet the case.

In the eyes both of teachers and pupils, subjects of instruction derive their importance in the proportion they conduce to success at University examinations. It is useless to prescribe Hygiene as an optional subject in Secondary Schools, because it is not included in the University Course. Make it one, and the lead is transmuted into gold. Students will then eagerly study the best means of promoting their own health—but not otherwise.

Most of the Indian Universities have two Science Subjects for the Matriculation Examination,—generally Physics and Chemistry. To be effectively taught, both require good apparatus, with which High Schools are, in general, not sufficiently provided. The students at that stage have also an insufficient knowledge of English for such subjects. They should be transferred to the First Arts Examination. Instead of them, let Hygiene and Physical Geography, including an outline of Astronomy, be substituted.

**Matriculation Examination.**

Physical Geography.\*      Physics and Chemistry.      Mechanics, Chemistry, Elementary Physics and Astronomy.      Chemistry.      Physical Geography.\*

**First Examination in Arts.**

Elementary Physics and Chemistry.      Physiology or Physiography.      Elementary Physics.      Physical Science.      Elementary Physics and Chemistry.

Any one of the following:

1. Physics and Chemistry.
2. Zoology, & Comparative Physiology.
3. Botany.
4. Geology.

**B. A. Degree Examination.**

|   |  |  |  |  |
|---|--|--|--|--|
| Statics, Dynamics, Hydrostatics, Descriptive Astronomy. | One of the following five Branches.    | One of the following:                                | Any one of the following:              | Included under Mathematics:                      |
|   | 1. Mathematics and Natural Philosophy. | (a) Language and Literature.                         | 1. Physics.                            | Statics, Dynamics, and Hydrostatics.             |
| Optional in B Course.                                   | 2. Physical Science.                   | (b) Logic and Moral Philosophy.                      | 2. Chemistry.                          |  |
| One of the following:                                   | 3. Natural Science.                    | (c) Mathematics.                                     | 3. Zoology and Comparative Physiology. | B. Course. Mathematics and one of the following: |
| Physics and Chemistry.                                  | 4. Mental and Moral Science.           | (d) Chemistry and Physics.                           | 4. Botany.                             | Physics.   |
| Physiology and either Botany or Zoology.                | 5. History.                            | (e) Natural Science.                                 | 5. Geology.                            | Chemistry.                                       |
| Geology and either Mineralogy or Physical Geography.    |  | (f) Roman History, General Jurisprudence, Roman Law. |  |  |

\*As in Geikie's Primer.

\*As in Geikie's Primer.

There is great ignorance among the people with regard to Natural Phenomena. *The Calcutta Review* says: "The Puranas maintain, that the clouds ascend one-third the height of Sumeru, or 200,000 miles high, and that they are full of small pores resembling sieves. Eight great elephants, called Dighastis, are said to sprinkle water on the clouds which falls in drops through their numerous pores." As is well known, eclipses are supposed to be caused by red and black monsters seeking to seize the sun and moon. The people generally are enslaved by astrological superstitions. Favourable seasons for sowing, &c., are sometimes lost from the position of the planets being supposed to be adverse.

TECHNOLOGY, including the industries most desirable to be developed in India, might well form a subject for the B. A. Examination. There is too much dependence upon agriculture, so that the misery caused by unfavourable seasons is thus intensified.

Sir H. S. Cunningham says of Hygiene :

"Some acquaintance with the art of living in health ought to form a necessary part of every educational curriculum. The subject might surely form one branch among the many which the Universities recognise as worthy their notice. Such knowledge would, one is inclined to think, be as practically valuable to a young Hindu as the refinements of European literature or the hazy depths of metaphysics, to which he is now introduced by his instructors."

As already mentioned, there is a Text-Book on the subject, beginning with some elementary lessons on Physiology. Though good on the whole, it is too large, and some changes might be made with advantage. The appointment of the subject by the Universities would soon produce a satisfactory text-book.

It is proposed to move in the Senates of the different Universities that Hygiene be made a compulsory subject in the Matriculation Examination. It is hoped that this will meet with general and cordial support.

#### CONCLUDING APPEAL ON THE DUTY OF TEACHING HYGIENE.

The following parable of Huxley may be applied to a knowledge of the Laws of Health :

"Suppose it were perfectly certain that the life and fortune of every one of us would, one day or other, depend upon winning or losing a game at chess. Don't you think that we should all consider it to be a primary duty to learn at least the names and moves of the pieces; to have a notion of a gambit, and a keen eye for all the means of giving and getting out of check? Do you not think that we should look with a disapproval amounting to scorn upon the father who

allowed his son, or the state which allowed its members, to grow up without knowing a pawn from a knight?

"Yet it is a very plain and elementary truth, that the life, the fortune, and the happiness of every one of us, and more or less, of those who are connected with us, do depend upon our knowing something of the rules of a game infinitely more difficult and complicated than chess. It is a game which has been played for untold ages, every man and woman of us being one of the two players in a game of his or her own. The chess-board is the world, the pieces are the phenomena of the universe, the rules of the game are what we call the laws of Nature. The player on the other side is hidden from us. We know that his play is always fair, just, and patient. But also we know, to our cost, that he never overlooks a mistake or makes the smallest allowance for ignorance. To the man who plays well, the highest stakes are paid, with that sort of overflowing generosity with which the strong show delight in strength. And one who plays ill is checkmated—without haste, but without remorse. Ignorance is visited as sharply as wilful disobedience—incapacity meets with the same punishment as crime. Nature's discipline is not even a word and a blow, and the blow first, but the blow without the word."

"Well, what I mean by Education is learning the rules of this mighty game"\*

The people of India may be regarded as the children of the State who ought to be taught the rules of this mighty game, whose stakes are health or sickness, life or death. At present the provision in School Education is most inadequate, in the University Course it is entirely ignored.

The following measures are earnestly suggested

1. That a few simple lessons on Hygiene be introduced in the Readers for Standards I—IV.
2. That the present Rule requiring a Sanitary Primer to be taught in the Fifth Standard be enforced.
3. That Hygiene form a compulsory subject in the University Matriculation Examination. This would secure its effective study in Secondary Schools.

**Objections.**—Some may say that it is useless to teach hygiene to the caste-bound and custom-bound people of India. It is granted that the process will be slow, but it will tell in the end. Spencer may furnish a reply

"Knowledge which subserves direct self-preservation by preventing loss of health, is of primary importance. We do not contend that possession of such knowledge would by any means wholly remedy the evil. For it is clear that in our present phase of civilization men's necessities often compel them to transgress. And it is further clear that, even in the absence of such compulsion, their inclinations would

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\* Lay Sermons, pp 31, 32.

frequently lead them, in spite of their knowledge, to sacrifice future good to present gratification. But we do contend that the right knowledge impressed in the right way would effect much, and we further contend that as the laws of health must be recognised before they can be fully conformed to, the imparting of such knowledge must precede a more rational living—come when that may”\*

Whether the people obey or not the laws of health, it is the duty of Government to enforce their instruction. But there is no question that it would tell in the end. The people generally would come to understand the value of sanitary regulations, and in course of time every Government officer would be able to take an intelligent part in carrying them out

And let there be no delay. The daily death-roll of India is about 16,000, in addition to many million cases of disease. No longer let it be said

**“ My people are destroyed for lack of Knowledge.”**

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\* What Knowledge is of most worth ?



THE FOLLOWING GRADUATED LESSONS ON HEALTH, FOR STANDARDS I—IV., ARE PRINTED, BOTH TO GIVE A BETTER IDEA OF WHAT IS PROPOSED AND TO OBTAIN SUGGESTIONS FOR THEIR IMPROVEMENT.

## FIRST STANDARD.

## 1. HOW TO BE HEALTHY.

If you wish to be healthy and strong, mind what I tell you. Fresh air is what we most need. Bad water often causes fever. Unripe fruit and raw gram should not be eaten. Keep your body and dress clean. Work and play make the body strong. Vaccination keeps away small-pox. Filth is the mother of sickness; cleanliness is the mother of health and long life. Morning and night ask God to bless you,

## SECOND STANDARD.

## 2. CARE ABOUT FOOD:

Why do we eat? A stone image does not need food. The reason is that we work, while the stone image does not. Every thing we do wastes a little of our body, and this is made up by food. We also need to eat to keep us warm, and, if young, to make us grow.

Milk is the best food for little children. Different kinds of grain are eaten by those who are older. Wheat, joar, bajra, and sren are more nourishing than rice; but, with dal, rice is

Rich cake.

by eating fruit is excellent, but children often makes themselves ill eaten. It when unripe or overripe. Raw gram should not be sickly time ked food, if kept long, becomes unwholesome. In vegetables, great care should be taken about melons and raw

Rich cake.  
plain food. Tnd sweetmeats are not nearly so good for us as be well chewed, much food of any kind is hurtful. Food should d taken at regular hours.

## CARE ABOUT WATER.

We can live longer without food than without water. One reason of this is that more than the half our body is water. The water we drink passes into the blood, and goes to every part of the body. If the water is bad, our health must suffer.

Pure water is clear, and has no colour, taste, or smell. The water in shallow wells is often bad from draining through filthy ground. Wells should have a w wall around them to keep mud

and dirty water from being washed into them. The water in tanks is made impure, by people bathing and washing clothes in them; by cattle and swine going into them. Tanks for drinking water should not be used for bathing and washing clothes. A great deal of fever is caused by bad water. Water from marshes is very unhealthy. Bad water may often be made wholesome by boiling.

Water is the best drink. It quenches the thirst, and does no harm. Many persons have been ruined by strong drink. It is better never to touch it.

#### 4. THE VALUE OF CLEANLINESS.

No one can have good health without cleanliness. Filth is the mother of sickness; cleanliness is the mother of health and long life. Our bodies, clothing, and houses should all be kept clean.

Your skin is full of little drains. When you get very warm, the water comes out of these little drains in the form of sweat. This water is always coming out, not enough to be seen, but just enough to keep the skin moist and soft. It has been washing waste matter out of the body, so it is not clean. The mouths of these little drains are kept open by washing the skin. Dirt chokes them; the waste matter cannot escape properly; itch and other diseases often follow. Soap helps very much to cleanse the skin. After bathing, the body should be well rubbed with a clean towel.

Waste matter from the body sticks to the dress, pillows, &c. If rubbed against the skin, it goes into it, and the health suffers. Clothes and beds should, therefore, be kept clean as well as the person.

Houses should also be kept neat and clean. No filth should be allowed to gather about them, giving out bad smells, and making people sick.\*

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### THIRD STANDARD.

#### 5. THE VALUE OF FRESH AIR.

We can live several days without food, but we die in a few minutes without air. Every body knows that we need air; but many think that *any kind of air will do*. This is a great mistake. We also need water, but every kind of water will not do. Water from a filthy drain would soon kill us. There are many kinds of poison in the world; but perhaps the poison which kills most people is *bad air*.

Fresh air cleanses our blood and takes away waste matter that would hurt us. Pure blood is bright red; when it is mixed with

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\* Dr. Bidie says: "The practical use and value of latrines form part of a child's school training."

waste matter it becomes dark coloured. When people are hanged or drowned, the blood is not purified by fresh air; only the dark blood goes round and round, so they soon lose their senses and die.

Cattle and other animals breathe as we do, and spoil air in the same way. Lamps burning have a like effect. But worse than all, the air is made impure by filth.

People suffer most from want of air at night. Houses should not be so close as to shut it out. Nor should the mouth, as a rule, be covered with a cloth when we sleep. When working we should try to sit upright, that more fresh air may enter our bodies. It is unhealthy to lean forward.

## 6. THE NEED OF PURE WATER.



The picture above shows a drop of impure water as seen through a glass for looking at small objects. It swarms with animals and plants. Thousands of them are swallowed by those who drink impure water. Pure water is as needful as pure air.

Wells often contain bad water. The water drains into them through ground full of filth. Some of the worst kinds of sickness are caused by drinking water containing putrid matter from drains or from the bowels of people. Wells should have a low wall around them to keep mud and dirty water from being washed into them. The ground should also slope, that the water may run off. Trees should not overhang wells, as their leaves drop into the water.

The water in tanks which dry up in the hot season is unwholesome. They should be filled up, and a large deep tank should be provided for drinking water only. There should be another tank for bathing, washing, and cattle. The best way to get good water from a tank is to dig a well near it. The water is made pure by draining through the earth. This is also the best way to get good water from rivers.

Bad water may often be made wholesome by boiling it well before drinking. This should especially be done when sickness prevails.

## 7. HOW TO HAVE HEALTHY HOMES.

Health depends a good deal upon the houses in which we live. No house should stand in a hollow. Even in a dry situation it should be raised two or three feet above the surface of the ground. This will keep it free from damp.

Plenty of fresh air is what is most needed. Houses should not be crowded together, nor should too many people live in them. The want of fresh air is mostly felt in houses built of brick. Many of them have only a few small windows which are closed at night. The air spoiled by the sleepers cannot escape, and fills the room. There should be openings to admit fresh air. It is a bad custom to fill up bedrooms with all sorts of furniture, and even with pots containing food. This reduces still further the proper supply of air.

Houses should be whitewashed at least once a year. Rooms should be swept out daily, and once a week they may be washed with clay water; but daily smearing them with cow dung makes them damp and unhealthy.

Cattle, goats or fowls should not be kept in houses.

Plantain skins or other refuse should not be allowed to lie outside. Waste matter from the body should not pollute the ground near houses. If there are no proper privies, people should go to the fields, and with their foot turn some dry earth over what came out of them. This earth drinks in the bad smell.\*

## 8. WHAT TO DO IN PESTILENCES.

Now and then fever, cholera, and small-pox prevail to a great extent and are called pestilences. If people took proper care, they would do much less harm than at present.

FEVER is often caused by bad water. If good water cannot be had, it should be well boiled. This kills the poison. Cold winds are another cause of fever. The body should be kept warm. Exposure to the dew and night air should be avoided. A white powder, called quinine, is the best medicine for fever. It is sold at many post offices.

CHOLERA spreads most in filthy villages and towns. Houses should be whitewashed, and all filth and stagnant water removed. Drains should be kept clean. The body, especially the belly, should be kept warm. There should be great care about food. Cold rice, unripe and overripe fruit, are unwholesome. Water for cooking and drinking should be pure. Loss of sleep, exposure to the dew, and great fatigue, are to be avoided.

\* As already mentioned, the teacher should pay much attention to this, explaining the dry earth system. People must be taught not to ease themselves by the broadside or behind hedges. Night soil should increase the fertility of the country instead of poisoning the air.

SMALL-POX is kept away by vaccination. All should be vaccinated when little children, and again when twelve years of age. Then neither blindness nor death would be caused by the disease.

#### FOURTH STANDARD.

##### 9. CAUSES OF SICKNESS.

Health is a great blessing. When we are well, we are able to attend to our own duties, and to help others. Sickness takes away our strength, and makes us a burden to those around us. We should, therefore, take all proper means to preserve health.

Sickness never comes without a cause. We may not know what made us ill; but good doctors can often tell. If we put our hand into boiling water, it is scalded; if we drink poison, it may cause our death. Most cases of sickness arise somewhat in like manner. If we eat large quantities of unripe fruit or other bad food, our stomachs will get out of order; if we sit with wet clothes on, we shall probably catch cold; if we use bad marshy water, we are likely to suffer from fever. There are many other things which cause sickness.

The air contains numerous small seeds of plants, blown about by the wind. If the seeds alight upon moist, rich soil, they spring up; if they fall on rock, they do not grow. Some diseases are sown in our bodies by minute seeds, as plants are sown in the earth. In small-pox seeds come away in great numbers from the body of the sick person. The poisonous seeds of cholera are often carried by water.

Filth, unwholesome food, exposure to the night-air, and whatever weakens us, prepare, as it were, our bodies to be fitting soil to receive such dangerous seeds. Cleanliness, good food, warm clothing, and whatever strengthens the body, hinder their growth. With proper care half the cases of sickness in this country might be prevented, and people would live several years longer. All should therefore learn how to keep well.

##### 10. HOW TO GUARD AGAINST FEVER.

More than half the deaths in India are caused by fever. Besides those who die, many millions suffer, more or less, from the disease.

Fever is supposed to be caused by a kind of poison floating in the air. It is produced in greatest abundance when the sun dries the ground after the rains. Water takes it in, and hence fever often comes from drinking bad water. Water from marshes is especially hurtful. When fever is prevalent, drinking water should be well boiled.

The poison causing fever is strongest at night, when the body is weakest. Exposure to dew and night air should be avoided in feverish seasons. The body should be kept warm, especially at night. Sleeping in an upper room is a safeguard. Even a cot is some protection, for the fever seems to float near the ground.

Sleeping in damp clothes, exposure to extremes of heat and cold, fatigue and whatever weakens the body, are other causes of fever. When there is much fever, do not go out in the morning fasting, and take good food in sufficient quantities. Wear warmer clothing than usual. This is a great protection, for cold winds are one of the chief causes of fever.

The white powder, called quinine, is the best medicine for most kinds of fever. It is now sold in pice packets at post offices. Many persons stop taking food when attacked by fever, but this is a bad custom, making the disease stronger. Persons ill with fever should take conjee or milk, and gradually begin to take their ordinary food.

Bathing too freely after recovery, or in a cold wind, may bring on a relapse. This should be avoided, and the skin should be kept warm.

### 11. HOW TO GUARD AGAINST CHOLERA.

This is a very dangerous disease; but, as in the case of fever, much may be done to guard against its attacks.

The poison seed of cholera comes from the vomit and stools of persons having the disease. Water is a frequent means by which it is carried. Discharges from the bowels sometimes soak into wells, and persons drinking the water are attacked. The dried excrements of persons who had cholera, blown by the wind, have also caused the disease. The vomit and stools should therefore be burnt.

The following means should be employed to guard against cholera when it is about:

Great care should be taken about food. Unripe and over-ripe fruit, raw vegetables and articles difficult of digestion should be avoided: cold rice which has stood all night is not safe. Meals should be taken at regular times. A heavy meal at night may bring on an attack. The drinking water should be boiled.

The clothing should be warm. A flannel belt round the belly is a great protection. Exposure to the dew at night or to cold winds should be avoided.

Cleanliness is of the utmost consequence. Houses should be whitewashed. All filth should be taken away. The compound should be swept clean and rubbish burnt. Drains should be cleansed with water. Privies should carefully cleaned out every day.

The body should be kept in good health. Whatever weakens it should be avoided; as fasting, loss of sleep, fatigue, &c.

In the case of an attack, it is very important to give medicine at the commencement. Then it will often do good, while afterwards it is useless. Whenever cholera is prevalent and a person has a loose stool, he should take medicine at once.

## 12. HOW TO GUARD AGAINST SMALL-POX.

Small-pox is one of the most loathsome and fatal diseases to which people are liable. In former times it sometimes depopulated cities, and blinded or disfigured one-fourth of the human race. Out of thirty children attending a school in Rajputana some years ago, 22 were marked with small-pox and two had each lost an eye.

The great safeguard against small-pox is vaccination, discovered by an English doctor about a hundred years ago. He found that cows sometimes suffer from a disease, like small-pox, and that if matter were taken from them and put in the human body, there would be freedom from small-pox. This is called in English *vaccination*, from the Latin word, *vacca*, a cow. People are best vaccinated from calves.

There should be not less than four punctures in the skin, and for several days they should be protected from rubbing. Nothing whatever should be applied to them. Infants are best vaccinated when about three or four months old. They do not suffer so much, and cannot scratch the pocks, the chief thing to be guarded against. Besides, it is well to have vaccination over before teething begins. Vaccination should be repeated after puberty. This, as a rule, is perfect protection.

Small-pox spreads by poison seeds given out by those who have the disease. It is very catching. None should go near the sick except those taking care of them. A person who has had the disease should not be allowed to see others till all the crusts have fallen off. The clothes of the sick should not be mixed with other clothes, but boiled and dried separately.

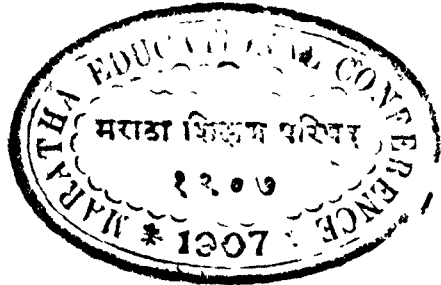
Educated men should do all they can to encourage vaccination.



2  
P 5

The resolutions passed at the last sitting of the  
Maratha Educational Conference held at  
Nagpur in December 1911.

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BOMBAY POST No. 9.

Maratha Educational Conference Office,  
18<sup>th</sup> March 1912.

From

Ramchandrarao Vithalrao Vandeker Esqr,  
Joint General Secretary.

To

The Hon. Secy. K. Gokhale B. J. S.

SIR,

I have the honour to enclose herewith a copy of the resolutions passed at the last sitting of the Maratha Educational Conference held at Nagpur in December 1911 for favour of your kind perusal, and beg to invite your kind attention to the resolution No. VIII

I beg to remain,

Sir,

Your most obedient Servant.

Ramchandrarao Vandeker

### Resolution No. I.

The conference expresses its feelings of unbounded joy at the advent for the first time (in the history of India) of the Emperor Paramount of India, and gratefulness towards Their Majesties the King Emperor, George V and the Queen Empress Mary for showing their unmeasured love towards their subjects by affording them such an unique opportunity.

Proposed from the chair

### Resolution No. II.

The conference notes with feelings of gratefulness, thankfulness the grant of fifty lacs by our Gracious and Enlightened Sovereign Emperor to His Majesty's Indian subjects at the Coronation Durbar Delhi for the spread of Education (which is the object of the Conference) with the assurance to augment it from time to time and the various other generous gifts given as jointly advised by Lord Crew and Lord Hardinge.

Proposed from the chair.

### Resolution No. III.

The Conference congratulates with feelings of pride the illustrious members of its community for being honoured by the conferment of titles and decorations upon H. H. The Maharaja of Gwalior Madhaverao Sahib Sinde, H. H. The Maharaja of Kolhapur Shahu Chhatrapati, H. H. The Raje Sahib of Dewas Senior Tukojirao Powar, H. H. The Raje Sahib of Dhar Udojirao Powar, Shrimant Bapu Sahib Kagalker, The

Hon. Sardar Shambhusinji Jadhavrao Raje Sahib of Malegaon, Shrimant Balwantrao Bhayyasahib Shinde, Shrimant Seturam Sahib Powar and Shrimant Bapusahib Powar by our beloved Emperor who is ever ready to recognise merit.

Proposed from the Chair.

#### **Resolution No. IV.**

The conference expresses its feelings of joy at the investiture of His Highness the Maharaja Tukojirao Holkar and wishes him prosperity. His Highness' first speech shows his great love for his subjects and their education. The conference prays the Almighty to bless him with long life and make his reign full of happiness for his subjects.

Proposed from the Chair.

#### **Resolution V.**

The conference expresses its feelings of sorrow at the untimely demise of His Highness the Nizam.

Proposed from the Chair.

#### **Resolution VI.**

The conference expresses its deep sorrow at the untimely demise of the Maharana of Nepal.

Proposed from the Chair.

#### **Resolution VII.**

The Conference expresses its feelings of gratefulness to the Hon. Sir Sassoon J. David a leading citizen of Bombay for his generously subscribing eight lacs and

one thousand towards the improvement of agriculture to commemorate the visit of the King Emperor.

Proposed by Mr. Govindrao Vithojirao Jadhav  
B. A., LL. B., of Thana.

Seconded by Mr. Ganpatrao Rambhauo Barne of  
Poona.

### Resolution VIII.

The Maratha Educational Conference has been requesting the Government to make primary education free and compulsory since its inception. Hon. Mr. Gokhale has introduced a bill with the same object in the Supreme Legislative Council. The conference fully supports that bill.

Proposed by Mr. Narayanrao Govindrao Powar of  
Colombo.

Seconded by Rao Bahadur Vithalrao Krishnarao  
Vandekar J. P. of Bombay.

### Resolution IX.

The conference humbly requests the Government and the Native States to make primary education free and compulsory and to introduce such changes as will make it useful to the children of agriculturists and enable them to take advantage of it without inconvenience to their agricultural pursuits.

Proposed by Mr. R. S. Asawale of Bombay.

Seconded by Mr. R. G. Rukare J. P. of Bombay.

### Resolution X.

The conference requests all Provincial Governments to set apart scholarships ( as the Bombay Government have done ) for Maratha students in provinces having Maratha population.

Proposed by Mr. Ramrao Krishnarao Deshmukh of  
Amraoti.

Seconded by Mr. Tukaram Shivram Korde of  
Amraoti.

### Resolution XI.

The circular issued by the Educational Department of Berar and Central Provinces permitting the dismissal of students failing to pass successfully the annual examination, at the discretion of the Head of the Educational Department, is an obstruction to the spread of education among the Marathas who themselves are backward in it. The conference therefore requests its withdrawal so far as the Marathas at least are concerned. It also requests the exemption of the Maratha students from liability to pay enhanced fees failing to go through Middle School and High School examinations.

Proposed by Mr. Kashivrao Bapuji Deshmukh of  
Amraoti.

Seconded by Mr. Manikrao Nagoji Deshmukh of  
Nagpur.

### Resolution XII.

A desire for education has recently sprung up in the hearts of the uneducated classes, number of students from which is increasing. The increase in fees for

Secondary education under such circumstances is likely to retard their progress. The conference, therefore, requests the Government to charge the Maratha students less fee and to give greater concessions to poor students who receive some help from private institutions on the recommendation of such institutions.

Proposed by Mr. Namdeorao Kadam Vakil of Akola.

Seconded by Mr. Gundojirao Birje of Belgaum.

#### Resolution No. XIII:

It is a matter of common experience that the diffusion of education among the members of a community depends on the willingness of benevolent and enthusiastic members of the community who devote their lives to Education. The District Councils (Zilla Samajas) should therefore put forth their efforts to send a large number of students to Training Colleges for having them trained as teachers and the Conference requests the Governments to take steps to train more Maratha teachers by granting such concessions as would help them to attain that end.

Proposed by Mr. Yeshwantrao Bhagwantrao  
Mohite, M. A., Baroda.

Seconded by Mr. Hanmantrao Baburao Deshmukh  
B. A., Nagar.

#### Resolution No. XIV.

In order to diffuse knowledge among our community, educated men should be given some encouragement. The merciful British Government is giving such help as it conveniently can, in the form of scholarship in deference to our request. The Conference humbly

requests the Government to appoint the Marathas to higher posts in different departments in proportion to their number, making all possible concessions where necessary.

Proposed by Major Nanasahib Shinde, Baroda.

Seconded by Mr. Rambhajirao Deorao Deshmukh,  
Amraoti.

### Resolution XV.

The Marathas have won distinction and glory by rendering faithful services in the Police Department until now, but owing to the new regulations they cannot be admitted to the Police Training School in sufficient numbers as they are not educated. The conference therefore requests the Government to reserve some places for them in the Training School.

Proposed by Mr. Ganpatrao Ghorpade, Vardha,

Seconded by Mr. Nathujirao Jagtap, Chhattisgad. h.

### Resolution XVI

To perpetuate the memory of their most beloved Sovereign King Edward VII the Marathas have raised a fund called "The King Edward Memorial Maratha Educational Fund." Impressed with the laudibility of the object H. H. Sayajirao Gaikawar has subscribed Rs. 25,000 to the same fund and has promised a further contribution. This is the first donation to the Conference. The Conference offers its thanks to His Highness and to all those who have subscribed to it.

Proposed by Mr. Govindrao Harbajirao Salvi  
B.A., LL.B., Poona.

Seconded by Mr. Rudrajirao Raje Mahadik, Satara.



### Resolution XVII.

The object of the conference has been greatly facilitated by the Maratha rulers by their making primary education free in their states. Year after year they are showing their approval of the object of the conference. In order that the approval may be given some practical form the conference requests that secondary education should also be made free for the Maratha students.

Proposed by Mr. Kanhojirao Mohite, Nagpur,  
Seconded by Mrs. Janabai Rokade, Bombay.

### Resolution XVIII.

The conference should take steps to get hostels for Maratha students opened by Zilla Samajas (Dist. Council) or leading gentlemen from these parts.

Proposed by Mr. Kashinath Thakuji Jadhav, Poona,  
Seconded by Mr. Marutirao Jotiba Ravan, Belgaum.

### Resolution XIX.

The annual interest of the King Edward Memorial Maratha Educational Fund should be spent on higher education through the Maratha Deccan Educational Association until the fund amounts to one lac. The Zilla Samajas should apply the funds at their disposal for the advancement of secondary education. The Deccan Association should, in the absence of adequate funds in the hands the Zilla Samajas help such student as are recommended by the Zilla Samajas or leading members of the place.

Proposed by Mr. Yashwantrao Bhagwantrao  
Mohite, M.A., Baroda.

Secoded by Shrimant Ratansinha Shambhusinha  
Raje Jadhavrao of Malegaon.

### Resolution No. XX.

The Conference thanks the Maratha ladies who took a leading part in it and congratulates the Maratha ladies who have passed the Matriculation examination this year.

Proposed by Mr. Yeshvantrao Mohite, Nagpur,

Secoded by Mr. Dharmaji M. Rokade, Bombay.

### Resolution No. XXI.

A provisional committee of the following gentlemen is appointed to examine the constitution of the conference and to make the necessary suggestions. The Committee should send its report to the Secretary of the Conference and should take such steps as are laid down in Sec. 16 of the rule the conference.

Members of the provisonal committee.

- 1 The Hon. Sardar Shambhusinghji Jadhavrao.
- 2 Meherban Khasherao Jadhav, M. R. C. A.
- 3 Rao Bahadur Vithalrao Vandeker, J. P.
- 4 Meherban Bhasker Rao Jadhav, M. A. LL. B.
- 5 „ Yeshawatrao B. Mohite, M. A.
- 6 „ Manikrao N. Deshmukh.
- 7 „ Laxumanrao D. Thosar.

Proposed by Mr. Narayanrao Govindrao Powar.

Colombo.

Secondly Mr Govindrao Vithojirao Jadhav,

B.A., LL. B. Thana.

### Resolution XXII.

The conference expresses sorrow for the great loss suffered by the Maratha community by the demise of Drs. Hanmantrao Chavan, Vamanrao Madhaorao Kadam and Messrs. Malharrao Gopal Salunke and Madhavrao Shripatrao Patil, who laid the Maratha community under great obligation by zealously helping the conference in various ways.

Proposed by Mr. Gopalrao Dajiba Dalvi, Bombay.

Seconded by Mr. Govindrao Babaji Powar, Poona.

### Resolution XXIII.

The conference thanks the Managing Committee of the last year for doing its work well and appoints the following gentlemen as members of the Managing Committee for the ensuing year.

|                        |   |  |
|------------------------|---|--|
| <i>President</i>       | { | Shrimant Raje Ranirao Abasahib Dafle,<br>Chief of Jath.  |
| <i>Vice-President.</i> |   | Meherban Kasherao Bhagwantrao<br>Jadhav, M. R. C. A.   |
| <i>Secretaries.</i>    | { | Meherban Gunajirao Nimbalkar, B.A.<br>" Nilkantrao Deshmukh<br>" Ramchandrarao Jagtap Vandekar.                      |
| <i>Treasurer</i>       | { | Meherban Ramrao K. Deshmukh.<br>" Ganpatrao G. Kale.   |
| <i>Auditors.</i>       | { | Meherban Gopalrao Dajiba Dalvi.<br>" Bhausahab K. Gaikwad.   |
|                        | { | (1) Shrimant Raje Jaxmanrao Bhosale.<br>(2) Hon. Shrimant Raje Shambhusing<br>Malegaonkar.                           |
| <i>Trustees.</i>       | { | (3) Shrimant Sampatrao Gaikwad.<br>Bar-at-Law, F. R. G. S.<br>(4) Rao Bahadur Vithalrao Krishnarao<br>Vandekar J. P. |

## Members of the Managing Committee.

|               |   |
|---------------|---|
| Bombay        | { Mr. Ramchandre S. Aswale<br>Mr. Savalaramji Madhavrao Daundkar. |
| Akola         | Mr. Namdeorao Sadashivrao Vakil.                                  |
| Poona         | Mr. Gangadhar Raoji Khaite.                                       |
| West Khandesh | Mr. Laxmanrao Dhondoji Jakatkar.                                  |
| Belgaom       | Mr. Bhimrao Vyankatrao Patil.                                     |
| Bijapur       | Mr. Gopalrao Balvantrao Shitole.                                  |
| Ceylon        | Mr. Narayanrao Govindrao Powar.                                   |
| Thana         | Mr. Govindrao Vithojirao Jadhav.                                  |
| Satara        | Mr. Sambhaji Kedarjirao Duduskar.                                 |
| Baroda        | Major Nanasaheb Shinde.   |
| Buldhana      | Mr. Vithalrao Prithamji Deshmukh.                                 |
| Nasik         | Mr. Vithalrao Sakharam Gadhave.                                   |
| Vardha        | Mr. Shankarrao Vithoba Patil.                                     |
| Amaraoti      | Mr. Janrao Bajirao Deshmukh.                                      |
| Dharwar       | Mr. Tatyarao Pandurangrao Savant.                                 |
| Ratnagiri     | Mr. Sitaram Ganoji Indap.   |
| Sangali       | Mr. Sakharam Jaojirao Powar.                                      |
| Chhattisgad   | Mr. Nathojirao Jagtap.  |
| Nagpur        | Shrimant Hanmantrao Shalojirao Mohite.                            |
| Kolhapur      | Mr. Dajirao Amrutrao Vichare L. C. E.                             |
| East Khandesh | Mr. Motiram N. Baviskar.  |

Proposed by Mr. Khasherao Bhagvantrao Jadhav.  
M. R. C. A. Baroda.

Seconded by Mr. Laxmanrao Dhondoji Jakatdar,  
Dhulia.

## Resolution XXIV.

The Secretaries of the Maratha Educational Conference are empowered to spend Rs. 750, towards the

expenses to be incurred next year, the printing of the report of this year and getting the rules of the trustees drafted by experts.

Proposed by Mr. Baburao Ramji Patil B. A., LL. B.  
Bhusawal.

Seconded by Mr. Ramchandraro A. Gole,  
Bombay.

### Resolution XXV.

The conference offers its best thanks to Shrimant Ramrao Abasahib Dagle, Chief of Jath, for kindly accepting the Presidentship and its attendant responsibilities, and for giving the conference sound advice in a thoughtful speech.

Proposed by Shrimant Hanmantrao Mohite, Nagpur.

Seconded by Mr. Ramrao Krishnarao Kale, Amraoti.

### Resolution XXVI.

The conference expresses its feeling of gratefulness towards the Right Hon. Chief Commissioner, the Deputy Commissioner of Nagpur, Mr. Kane the Tahashildar, Dr. Robertson, Mr. Starkey, Mr. Bodhakar, Sir B.K. Bose, Sir Gangadharao Chitnis, Rao Bahadur Dixit and his two sons, Mr. Varis, Khan Bahadur Malak, Rao Saheb Bapurao Dada Kinkhede, Rao Saheb Kaptan and other gentlemen to whom the successful working of this conference is due.

Proposed by Mr. Ramchandraro Vithalrao Vandekar, Bombay.

Seconded by Mr. Basavantrao Kadam Vardha.

## Resolution XXVII

The conference hereby thanks the Reception Committee, the Volunteers and other leading members for obliging the delegates to the conference and others with their enthusiastic and loving reception.

Proposed by Major Nanasahib Shinde.

Seconded by Nathujirao Jagtap.

Ramrao Abasaheb Daffe,

Chief of Jath.

President.

Gunajirao R. Nimbalkar.

Nilkanthrao S. Deshmukh.

Ramchandrarao V. Vandekar.

Joint General Secretary.

टीका ३ टी.—आपल्या परमप्रिय गुणग्राही वादग्रहींनी आपल्या समाजा-  
 तीत (१) वादेचे अंश अविजाबहादूर माधवराव महाराज हिंदे यांस २१  
 लोकांच्या सभांमार्फत मान दिला, (२) कोर्टापुरते अंश महाराज बाई  
 सज्जदाबाई यांस वी. सी. जाय. ई. हा किल्ला दिला, (३) घाटे अंश उदयाजी  
 महाराज पवार आणि (४) देवास अंश सुकोजीराव महाराज पवार  
 यांस के. सी. एच. आप. हा किल्ला दिला, (५) फलटणचे अंश सुकोजीराव  
 नाईक निवाळकर यांस वी. सी. एच. आप. हा किल्ला दिला, (६)  
 कागलचे अंश प्रियजीराव घाटी वजारा स आब यांस वी. एच.  
 आप. हा किल्ला दिला, (७) माळगावचे अंश नामदार राजे बासू-  
 हिंदे जाधवराव यांस के. सी. एच. ई. हा सुवर्णपदक दिला, (८) वादेचे  
 अंश बळवंतराव मध्यासाहेब यांस एम. सी. वी. हा पदवी दिला, (९) घाटे

सूचना:—अपक्ष महाराज.

आपार मानिल आहे.

वादग्रहींनी प्रमान दिला आहे, याबद्दल ही परिषद त्यांचे कृतज्ञतापूर्वक  
 लोकांच्या सभे व लोकांच्या सभे सज्जदाबाई हिंदी प्रजेस  
 वेळोवेळी वादग्रहींनी आभारनाही दिले आहे; अशा अनेक उदाहरणां  
 उदा. वी. विद्यापवार यांचाही पवार लक्ष कर्त्यांची देणगी देऊन ती  
 आपल्या परमप्रिय व प्रतीप्रिय वादग्रहींनी आपल्या हिंदी प्रजेस या परिषदेचा  
 टीका २ टी.—हिंदी युव सत्याग्रहीवर्गानिधिच मरलेल्या टंकाराचे वेळी

सूचना:—अपक्ष महाराज.

परिषद त्यांची अंश देणगी आहे.

करून देऊन, आदराने लक्ष अनेक प्रजावासेत्य प्रकट केले जाणवेल, ही  
 आपले परमप्रिय सार्वभौम वादग्रही पंचम लाल व महाराणी मदी यांनी प्राप्त  
 परिषदेस अंश देणगी आहे. व ही काम आदी राजनिष्ठ प्रजावासेत्य  
 टीका १ आ.—हिंदी समाजास सार्वभौम वादग्रही प्रथमच आपल्यामुळे या

### परिषदेन मजूर झालेले ठराव.

गाणप, दिसेंबर २९-३० सन १९११.

मराठा-शिंद्या-परिषद-बैठक पांचवी.





शेतकीच्या कामाच्या सवडीनुरूप देतां यावे अशी व्यवस्था करण्याविषयी सरकार व सस्थानिक यांस परिषदेची नम्र विनंति आहे.

सूचना:—रा. रा. रामचंद्र सन्तुराम आसवळे, मुंबई.

अनुमोदन.—रा. रा. रामचंद्र घमाजी रुकरे जे. पी., मुंबई.

ठराव १० वा.—मुंबई सरकारने मराठा-विद्यार्थ्यांकरितां उच्च शिक्षणासाठीं जशी विद्यावेतने ठेविली आहेत, तशीच इतर मराठे वस्तीच्या सर्व प्रांतांत ठेविण्यासाठीं तेथील प्रातिक सरकारास परिषदेची नम्र विनंति आहे.

सूचना:—रा. रा. रामराव कृष्णराव देशमुख, उमरावती.

अनुमोदन:—रा. रा. तुकाराम शिक्काम कोरडे, उमरावती.

ठराव ११ वा.—मध्यप्रांतातील व वन्हाड प्रांतांतील शाळाखात्याकडून जे विद्यार्थी वार्षिक परिक्षेत नापास होतील, त्यास शिक्षणखात्याचे मुख्य अधिकाऱ्यांचे मर्जीनुरूप शाळेंतून काढून टाकावे असा ठराव झाला आहे, तो विशेषतः अशिक्षित अशा आमच्या मराठा-मंडळींच्या शिक्षणास विघातक आहे, म्हणून तो ठराव मराठा विद्यार्थ्यांच्या बाबतीत तरी काढून टाकावा, अशी या परिषदेची त्यास विनंति आहे त्याचप्रमाणे मिडलस्कूल व हायस्कूलातील परिक्षेत नापास होणाऱ्या विद्यार्थ्यांकडूनही अधिक फो घ्यावी, असा झालेला ठराव मराठा विद्यार्थ्यांच्या बाबतीत तरी रद्द करावा, अशी या परिषदेची सरकारास विनंति आहे.

सूचना:—रा. रा. काशीराव बापुजी देशमुख, उमरावती.

अनुमोदन:—रा. रा. माणिकराव नागोजीराव देशमुख, नागपूर.

ठराव १२ वा.—अशिक्षित मंडळींत शिक्षण मिळविण्याची इच्छा अलिप्ततेचे उत्पन्न झाली आहे व पूर्वापेक्षा अधिक विद्यार्थी दिवसेंदिवस पुढे येऊ लागले आहेत, अशा वेळीं सरकारांतून दुय्यम प्रतीच्या शिक्षणाची फी वाढविण्यात आल्यामुळे शिक्षणाची पिछेहाट होण्याचा संभव आहे. म्हणून सरकारने मराठा-विद्यार्थ्यांस फी कमी ठेवावी, अशी या परिषदेची त्यास विनंति आहे व तसेच ज्या विद्यार्थ्यांस खासगी संस्थां मार्फत थोडीशी मदत मिळत जाईल अशा गरीब विद्यार्थ्यांस त्या संस्थाकडून शिफारस आल्यास विशेष सवलती देण्यांत याव्या अशी सरकारास ही परिषद नम्र विनंति करीत आहे.

सूचना—रा. रा. नामदेवराव सदाशिवराव वकील, अंकोळा.

अनु०.—रा. रा. गुंडोजीराव लिंगोजीराव विजे, बैळगांव.

ठराव १३ वा.—कोणत्याहि जातीत त्याच जातीतील स्वार्थत्यागी व कळकळ बाळगणाऱ्या मंडळीने आपले आयुष्य शिक्षकाचे घ्यात घालीवल्याने

अधिक शिक्षणप्रसार होतो असे निदर्शनास आले आहे. यासाठी ट्रेनिंग कॉले-  
जांत आपल्या शास्त्रीतील बरेच विद्यार्थी शिक्षक होण्यासाठी जातील  
असे जिद्दहासंस्थानी प्रयत्न करावेत व या प्रयत्नांस सरकारने कांही योग्य  
सवलती देऊन मराठे शिक्षक अधिक तयार होतील, अशी तजवीज करावी  
अशी परिषदेची त्यांस नम्र विनंति आहे.

सूचना:—रा. रा. यशवंतराव भगवंतराव मोहिते, एम. ए., बडोदे.

अनु०—रा. रा. हणमंतराव देशमुख, नागपूर.

ठराव १४ वा.—आपल्या शास्त्रीत शिक्षण-प्रसार होण्यासाठी शिकलेल्या लो-  
कांस उत्तेजन मिळणे अवश्य आहे. अशिक्षित-मराठा समाजांत शिक्षणप्रसार व्हावा  
म्हणून आपले दयाळु ब्रिटिश सरकार आमच्या मागणीप्रमाणे सव्हेडीनुसार  
विद्यावेतने देऊन व इतर तऱ्हेने आम्हांस मदत करित आहे, त्याप्रमाणेच लोक  
संख्येच्या मानाने आमच्यांतील शिकलेल्या लोकांस निरनिराळ्या खात्यांत कांही  
कांही बाबतीत शक्य त्या सवलती देऊन बरिष्ठ दर्जाचे नोकरीत त्यांस  
घेण्याबद्दल, ही परिषद् सरकारपाशी नम्रतापूर्वक विनंति करित आहे.

सूचना—मेजर नानासाहेब गणपतराव शिंदे, बडोदे.

अनुमोदन:—रा. रा. देवराव रंभाजीराव पाटिल, उमरावती.

ठराव १५ वा.—आमच्या मराठा मंडळीने आजपर्यंत पोलीसखात्यांत  
इमाने इतबारे नोकऱ्या करून मानमरातब मिळविले, परंतु अठिकडे झालेल्या  
नवीन भियमाअन्वये केवळ शिक्षणाच्या अपूर्णतेमुळेच मराठे लोकांचा  
पोलिस ट्रेनिंग स्कुलांत व्हावा तसा प्रवेश होत नाही, हे लक्षांत आणून  
मराठा विद्यार्थ्यांकरिता, स्कुलांत विशेष जागा राखून ठेवण्याबद्दल सरकारास ही  
परिषद विनंति करित आहे.

सूचना:—रा. रा. गणपतराव घोरपडे, वर्धा.

अनुमोदन:—रा. रा. नथुजीराव जगताप, छत्तिसगढ.

ठराव १६ वा.—आपले परम पूज्य मरहूम सार्वभौम एडवर्ड बादशाहांचे  
स्मारक म्हणून आपल्या राजनिष्ठ मराठे मंडळीने गुदस्तसाली "किंग एडवर्ड  
मेमोरियल मराठा-एज्युकेशनल-फंड" उभारला आहे. हा स्तुत्य उद्देश लक्षांत  
आणून श्रीमंत सयाजीरावमहाराज गायकवाड यांनी या फंडास २५ हजार रुपये  
दिले आहेत व पुढेही आणखी जास्त मदत करण्याचे आश्वासन दिले आहे. हीच  
त्यांची परिषदेस पहिली देणगी होय. याबद्दल त्यांचे व आणखी ज्यांनी ज्यांनी या  
फंडास मदत केली त्या सर्वांचे ही परिषद फार आभार मानीत आहे.

सूचना:—रा. रा. गोविंदराव हरवाजोराव साळवी बी. ए. एल् एल् बी. पुणे.  
अनु०—रा. रा. रुद्राजीराव नारायणराव राजे महाडिक, सातारा.

ठराव १७ वा.—बहुतेक मराठा संस्थानिकांनी प्राथमिक शिक्षण मोफत केल्यामुळे या परिषदेचे उद्देश सफल होण्यास फार मदत झाली आहे व प्रतिवर्षी या परिषदेच्या हेतूबद्दल ते जी सहानुभूति दर्शवीत आहेत त्या सहानुभूतीची इष्टकार्यसिद्धि होण्यासाठी सर्व राजेरजवाड्यांस दुय्यमप्रतीचें शिक्षण मराठेशातीच्या विद्यार्थ्यांना मोफत देण्याबद्दल विनंति करण्यांत येत आहे.

सूचना:—श्री. कान्होजीराव मोहिते, नागपूर.

अनु०—मिसेस जनाबाई रोकडे, मुंबई.

ठराव १८ वा.—मराठे विद्यार्थ्यांच्या राहण्याच्या व जेवणाच्या सोई होतील अशी वसति गृहे जरूर त्या ठिकाणी स्वतःच्या देखरेखीखाली स्थापन करण्याविषयी जिल्हासंस्थांकडून अगर त्या त्या भागांतील प्रमुख गृहस्थांकडून व्यवस्था करविण्याबद्दल परिषदेने खटपट करावी.

सूचना—रा. रा. काशिनाथनुवा ठकुजी जाधव, पुणे.

अनु०—रा. रा. मारुतीराव जोतीबा रावण, बेळगांव.

ठराव १९ वा.—“ किंग एडवर्ड मेमोरियल मराठा एज्युकेशनल फंडांस,” एक लाख रुपये जमेपर्यंत जमलेल्या रकमेचें दरवर्षी येणारें व्याज मराठा डेकन एज्युकेशन असोसिएशन मार्फत उच्च प्रतीचे शिक्षणाकरितां देण्यांत यावें.

सूचना:—रा. रा. यशवंतराव भगवंतराव मोहिते, एम्. ए. बडोदें.

अनुमोदन—श्री. राजे रत्नसिंह शंभूसिंह जाधवराव मालेगांवकर, पुणे.

ठराव २० वा. ज्या मराठा स्त्रिया परिषदेत पुढाकार घेत आहेत, त्यांचे ही परिषद आभार मानीत आहे. व ज्या मराठा स्त्रियांनी यंदां मॅट्रिकच्या परिक्षेत यश संपादन केले त्यांचें ही परिषद् अभिनंदन करीत आहे.

सूचना:—रा. रा. यशवंतराव मोहिते, नागपूर.

अनु०—रा. री. धर्माजीराव माधवराव रोकडे, मुंबई.

ठराव २१ वा.—परिषदेची (Constitution) रचना तपासण्याकरितां व त्यासंबंधी योग्य त्या सूचना करण्याकरितां खाली नमूद केलेल्या मंडळीची एक प्रोव्हिजनल कमिटी नेमण्यांत येत आहे, व या कमिटीने आपला रिपोर्ट परिषदेच्या नियमांतील कलम १६ प्रमाणें करावा.

### प्रोबिडिजिनल कमेट्रीतील सभासद.

श्रीमंत नामदार राजे शंभुसिंहजी जाधवराव राजे मालेगांवकर. मे. रा. रा. खाशेराव भगवंतराव जाधव, रावबहादुर विठ्ठलराव कृष्णराव षडेकर, मे. रा. रा. भास्करराव विठोजीराव जाधव, मे. रा. रा. यशवंतराव भगवंतराव मोहिते, मे. रा. रा. लक्ष्मणराव देवराव ठोवर, व मे. रा. रा. माणिकराव नागोराव देशमुख.

सूचना:—रा. रा. नारायणराव गोविंदराव पवार, कोळंबो.

अनु०—रा. रा. गोविंदराव विठोजी जाधव बी. ए. एल्. एल. बी. ठाणें.

ठराव २२ वा. आमच्या शातीतील गेल्या वर्षी मृत्युपूर्वी पडलेले डॉ. हणमतराव चव्हाण, डॉ. वामनराव कदम, रा. रा. महार गोपाळ साळुके, बी. ए., व रा. रा. माधवराव श्रीपतराव पाटील, या महात्म्यांनी परिषदेचे काम फार उत्साहाने करून व इतर शक्य त्या तऱ्हेने आपल्या शातंबांधवाचे उपयोगी पडून मराठा शातीस ऋणी केले; या त्यांच्या मृत्युमुळे परिषदेचे मोठे नुकसान झाले आहे व त्यांबद्दल ही परिषद दुःख प्रदर्शित करित आहे.

सूचना रा. रा. गोपाळराव दाजीबा दळवी, मुंबई.

अनुमोदन—रा. रा. गोविंदराव बाबाजी पवार, पुणे.

ठराव २३ वा.—गतवर्षी नेमलेल्या कार्यकारी मंडळाने आपले काम चांगल्या रीतीने बजावले याबद्दल ही परिषद त्यांचे आभार मानति आहे. व पुढील सालाकरिता खाली दिलेल्या गृहस्थांस परिषदेचे कार्यकारी मंडळ निवडण्यात येत आहे:

अध्यक्ष:—श्रीमंत राजे रामराव आबासाहेब डफळे, चीफ ऑफ जत.

उपाध्यक्ष:—मे. रा. रा. खाशेराव साहेब जाधव.

चिटणीस:—मे. रा. रा. गुणाजीराव साहेब निंबाळकर. बी. ए.

रा. रा. निळकंठराव देशमुख.

रा. रा. रामचंद्रराव विठ्ठलराव षडेकर.

खजिनदार:—रा. रा. रामराव कृष्णराव देशमुख.

रा. रा. गणपतराव कोळे.

ऑडिटर्स:—मे. रा. रा. भाऊसाहेब गायकवाड.

रा. रा. गोपाळराव दाजीबा दळवी.

कार्यकारी मंडळ:—मे. रा. रा. दाजीराव अमृतराव विचारे (कोल्हापूर).

रा. रा. रामचंद्र संतराम आसवळे (मुंबई).

रा. रा. नामदेवराव सदाशिवराव वकील (आकोला). रा. रा. गंगाधर

रावजी खैरे (पुणे,) रा० रा० लक्ष्मणराव घोडोजी जकातकर, (पश्चिम खानदेश). रा० रा० भिमराव प्यंकटराव पाटील (बेळगाव). रा. रा. गोपाळराव बळवतराव शितोळे, विजापूर. रा० रा० नारायणराव गोविंदराव पवार, सिलोन. रा० रा० सावळाराम महादजी दौंडकर, मुंबई. रा० रा० गोविंदराव विठोजीराव जाधव, ठाणे. रा० रा० सभाजीराव केदारजीराव दुदुसकर सातारा. मेजर नानासाहेब शिंदे 'ब्रह्मोदे. रा० रा० केरो रावजी भोसले सोळापूर, रा० रा० विठ्ठलराव प्रियमजी बुलढाणा. रा० रा० विठ्ठलराव सखाराम शाहूवे, नाशिक, रा० रा० अकरराव विठोबा पाटील, वर्धा. रा० रा० जानराव बाजीराव देशमुख, उमरावती. रा० रा० तात्याराव पाडुरंगराव सावत, धारवाड. रा० रा० सिताराम गणोजी इदप-रत्नागिरी. रा० रा० सखारामराव जावजीराव पवार, सागली. रा० रा० नयो-जीराव जगताप, छत्तोसगड. श्रीमंत हणमतराव यल्लोजीराव मोहिते, नागपूर. मोतीराम एन्. बावीसकर (पूर्व खानदेश).

सूचना.—मे. रा. रा. खाद्येराव भगवतराव जाधव, एम्. आर. ए. सी. ब्रह्मोदे, अनुमोदन—रा. रा. लक्ष्मणराव घोडोजी जकातदार धुळे.

ठराव २४ वा.—पुढील सालचा खर्च, चालू सालचा रिपोर्ट वगैरे छापण्याचा खर्च, ट्रस्टीचे नियम, कायदेपंडिताकडून करून घेण्याचा खर्च, वगैरे करिता, ७५० रुपयेपर्यंत खर्च करण्याचा अधिकार मराठा-शिक्षण-परिषदेच्या चिटणिसास देण्यात येत आहे.

सूचना—रा. रा. बाबुराव रामजी पाटील बी. ए, एल. एल. बी. मुसावळ. अनु०—रा. रा. रामचंद्रराव अर्जुनराव गोळे, मुंबई.

ठराव २५ वा.—आपल्या संदाचे परिषदेचे काम सुरक्षित व फार उत्तम तऱ्हेने पार पडले, याचे मुख्य भेय नामदार चीफ कमिश्नर साहेब बहादूर, मे. कमिश्नर साहेब बहादूर, डे. कमिश्नर साहेब नागपूर, डे. कमिश्नर साहेब वर्धा, मे. तहसिलदार काणे साहेब, डा. रॉबर्टसन, मि. स्टाकी, मि. बोधनकर, त्याचप्रमाणे सर बी. के. बोस, सर गंगाधरराव चिटणवीस, रा. ब. दीक्षित व त्याचे उभय चिरजीव, मि. वॉरिस, खा. व. मलक, रा. सा. बापूराव दादा किनखेडे व रा. सा. कस्तान याजकडे आहे व म्हणून ही परिषद् त्याचे व ज्या ज्या इतर रह-स्थानी या परिषदेस मदत केली, त्या सर्वांचे अत्यंत आभार मानिते.

सूचना:—रा. रा. रामचंद्रराव विठ्ठलराव वडेकर, मुंबई. अनुमोदन:—रा. रा. बसवतराव कदम, वर्धा.

ठराव २६ वा.—श्री० राजे रामराव आबासाहेब डफळे जत सस्थानाधिपति यानीं आपला अमूल्य वेळ खर्चून स्वशातीच्या पवित्र कार्यासाठी मोठ्या उत्साहाने या परिषदेचे अध्यक्षस्थान सुशोभित करून धुरीणत्व स्वीकारले, आपल्या सुविचार परिप्लुत भाषणाने आम्हास बोध केला व हे जबाबदारीचे काम आपल्या शिरावर घेऊन अखिल मराठ्यास आपले कायमचे ऋणी केले, याबद्दल त्याचे आभार मानण्यास या परिषदेस अत्यंत आनंद होत आहे.

सूचना:—श्री. हणमंतराव यश्रोजीराव मोहिते नागपूर.

अनु०—रा. रा. रामराव कृष्णराव काळे अमरावती.

ठराव २७ वा.—स्वागत मंडळ, स्वयंसेवक, इतर पुढारी मंडळी व तसेंच परिषदेच्या बैठकीसाठी आलेले प्रतिनिधी वगैरे सर्व लोकांचे उत्साहाने व प्रेमाने ही परिषद त्यांचे आभार मानिते.

सूचना:—मेजर नानासाहेब शिंदे, बडोदे.

अनु०—रा. रा. रामराव कृष्णराव देशमुख, उमरावती.



*of the Author.*  
28.12.06

THE PRESENT CONDITION

OF

SANSKRIT STUDIES IN INDIA:

A REPLY TO Dr. A. A. MACDONELL

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BY

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## SANSKRIT STUDIES IN INDIA.

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The Lancashire mill-owner pities the overworked Indian mill-hand. Others of his tribe pity the lascar for the various discomforts he has to suffer on board the ship. It is now the turn of a scholar to pity the Hindu population of India in general and Hindu students in particular. Dr. A. A. Macdonell, the present Boden Professor of Sanskrit, Oxford, has felt for them and given expression to his feelings in a communication, published in the issue of the Journal of the Royal Asiatic Society for July 1906, on "the Study of Sanskrit as an Imperial Question." If the civilians appointed to "Provinces of which the vernaculars are peculiarly Sanskritic" were to be compelled to learn Sanskrit before they left for India and—may I not add?—to swell the numbers of Dr. Macdonell's pupils, their relations to the people of India would be more sympathetic and they would "greatly strengthen the position of the British Rāj." If European scholars were not to be excluded from the chairs of Sanskrit in India, "Sanskrit literature, the best inheritance of the Hindus,...might be made the chief instrument in their intellectual and social regeneration." But both these things are being shamefully neglected by the British Government, believes Dr. Macdonell. His treatment of his thesis bristles with misstatements and is throughout pervaded by a spirit of injustice and of a want of sympathy. He has set aside the "strict critical methods of research," which he professes to value so much, and has to some extent dealt with his subject in the manner of the German, who, in the well-known story, sat in his room and drew upon his imagination for an account of the camel. Writings such as his it is that so far from doing the good they avow cause not a little irritation and leave their sting behind.

None can deny the great importance Dr. Macdonell attaches to a knowledge of Sanskrit on the part of members of the Indian Civil Service—though by the bye there are not wanting instances of Civilian Sanskritists being among those most unsympathetic towards the people of India—or to the educational value of Sanskrit. There is further very little to object to in what he says on the first head. But he soon plunges



into matters where one feels compelled to join issue with him.

On the question of Civilians first beginning their study of Sanskrit in India he says:—"In any case, his knowledge, acquired with the assistance of an uncritical Pandit, would not be of much value. It would probably express itself in philological discoveries such as identifying the Sanskrit word *aśva*, 'horse,' with the English *ass*' ; or deriving the Sanskrit *vānara*, 'monkey,' from *vā nara*, 'or a man'". The footnotes are:—"1 An Indian Civilian, who had evolved his own philology in the East, once actually mentioned this to me as an interesting linguistic equation. 2 This is a native etymology of the word." To take the latter first, this laugh at the expense of native etymology ill becomes one who remembers the state of philology in Plato's time. Of the former the full implication did not, it seems, dawn upon the critical mind of Dr. Macdonell. Elsewhere he says : "In Sanskrit the educationalist has ready to hand a subject which, if properly handled, would be at least equal to Latin or Greek as an agency for developing the mental faculties." Presumably the new Civilians are mostly graduates of British Universities and have been taught Latin and Greek. And yet Dr. Macdonell is afraid that their knowledge acquired with the assistance of an uncritical Pandit would be valueless and would probably express itself in absurd philological discoveries. His fear is tantamount to an acknowledgment that in spite of their study of Latin and Greek at a British University they have not succeeded in acquiring that grasp of scientific principles which ought to preserve them from such absurdities. He ought, therefore, first to move to get the subjects of Latin and Greek "properly handled" at British Universities. Dr. R. G. Bhandarkar, whom he credits with a real grasp of scientific method, has been in the habit of saying that he acquired that grasp from his college education in general and his European Professors and teachers in subjects other than Sanskrit, for there was no Professor of Sanskrit in his college days. And if unlike him other native Sanskritists have not acquired that grasp, the imported European Professors in subjects other than Sanskrit must also come in for their share of blame.

One of the advantages of a study of Sanskrit to a Civilian, which Dr. Macdonell mentions, is, that "it will enable him to

consult the Sanskrit legal works which are the sources of Hindu law, without having to rely on the uncritical interpretations of a possibly third-rate Pandit." Vain is the hope. A previous knowledge of Sanskrit such as is had in Europe can hardly ever dispense with the necessity, in the case of even European Professors of Sanskrit, of reading Sanskrit legal works with a Pandit, as some evidence I shall quote later on will show. Here I shall content myself with quoting Dr. Peterson's evidence in favour of these much maligned Pandits.

"During the year under report," he says in his Report on the Search for Sanskrit Manuscripts for 1883-4 (p. 89), "the Agent to the Search, Mr. Bhagvandas Kevaldas, and the Shastri, Mr. Ramchandra, continued to give efficient assistance. It would be impossible to speak too highly of the disinterested zeal and the intelligence with which Mr. Bhagvandas urges on the work; while Mr. Ramchandra's extensive acquaintance with Jain literature renders him a valuable assistant in a part of the task that has special difficulties. I owe much also, as in the previous year, to my friend Pandit Durgaprasada of Jeypore, with whom I have been in constant communication while writing this Report, as well as during my visits to Alwar and Jeypore."

In his Report for 1882-3 (p. 4) speaking of the Report of one of his predecessors he says :—"I have before me now a Report, which is to my mind chiefly remarkable from the fact that, neither on the covers, nor anywhere within the covers, does the European scholar, whose name appears on the title-page, give that of the native who, unaided, and after great exertions, procured for Government the valuable collection of palm-leaf MSS. so complacently exhibited, or make any reference at all to the other native collaborateur without whose special knowledge of Mâgadhi, and the Jain literature, that part of the Report, I make bold to say, could not have been written. Such a proceeding—and it does not, I regret to think, stand alone—may tend to confirm the relative estimate of native and European learning; but it is at the expense, I submit, of something more valuable than even a character for learning."

Another point to be noticed here is, that when the importance of Sanskrit is to be magnified, Dr. Macdonell writes in

such magniloquent strains as these : "Thousands of Brahmans still speak it, and in some centres like Benares they wield it, in disputations lasting for hours, with a mastery which could hardly be surpassed in any living language". And yet it is possibly only a third-rate Pandit, that, according to him, will be available to a civilian to read with.

From what he says with regard to the other main division of his subject, it will be necessary here to give a long extract. "It is", he says, "a most unfortunate thing that the excessive use of examinations, prevalent in England, should have been adopted in a country where the memory has for ages been abnormally developed to the detriment of the reasoning powers. Memory continues to be the faculty mainly relied on by the Sanskrit student; but the redeeming feature of the native system, single-minded devotion to the subject for its own sake, is replaced by feverish eagerness for the attainment of a degree, through examinations which must be passed by hook or by crook. A certain number of prescribed books has to be got up in a mechanical way, often with the aid of very inadequate editions. A glance at the calendars of the Indian Universities will suffice to show that the set books in Sanskrit are by no means always judiciously selected. A number of books may, for instance, be found prescribed from a single department of literature, in which the same kind of subject-matter is treated over and over again. In the regulations, books may be seen recommended which are quite out of date, and the use of which must therefore necessarily do more harm than good. This state of things is doubtless largely due to the fact that no Director of Public Instruction ever knows any Sanskrit nowadays, while the native professors, whose advice is accepted, are not qualified to construct a systematic and adequate curriculum based on broad principles. Such haphazard and one-sided schemes cannot possibly produce educationally satisfactory results. Matters are aggravated by the 'cram' character of the papers to which a native examiner is particularly prone. One can hardly help feeling that to such circumstances is partly due the amazing ingenuity which is often employed by Indian students in their endeavours to secure advance copies of examination papers, and which has rendered the printing of the latter in Europe an advisable precaution. A good many people have probably heard of the white-robed compositor of Calcutta who, having sat down, when no one was looking, on the type he had set

np, sold the impression thus obtained to aspirants for University Honours.”

Dr. Macdonell herein confines his attention only to Sanskrit and the present-day Sanskrit student of Indian Universities, because, he would probably say, they are his theme and he is not concerned in any way with the other languages and subjects and the other students. But it is absolutely necessary in the present case that he should not do so, that he might thus guard himself against unwarranted inferences. Speaking of Bombay, there are many other subjects that have to be got up for all the different examinations held by the University and the number of students taking up Sanskrit as their classical language at the various Arts examinations instead of some other language is only a little over one half. At the Panjab University the number of students selecting Sanskrit is a very small minority. Among such a large variety of subjects there is hardly any difference observable, by men on the spot, as regards the way in which Sanskrit is studied and the way in which other subjects, even when taught by Professors from European Universities, are studied and as regards the eagerness for securing advance copies of question papers. Nor is there any difference on these two points between the Sanskrit students of to-day and those of the day when there were more European Professors of Sanskrit in India. The Indian Universities have had their character stamped on them by men on the spot (including European Professors of Sanskrit and other subjects) and at least as qualified for the purpose as Dr. Macdonell. After a long experience of the three older Universities the two more recent ones, the Panjab and Allahabad Universities, were brought into being and Lord Curzon has tried to reform them all. All these, therefore, it is to be presumed, must be the best possible *under the circumstances*, though they may not at all be perfect of their kind. Sanskrit studies are a part of this whole system and the importation of European Professors of Sanskrit cannot affect them in the least in the respects under consideration, *as it has not done in the past.*

The passage extracted is moreover a tangled web of incorrect statements, as will be at once discovered by any one familiar in the least degree with the working of Indian

Universities. No Director of Public Instruction, as such, has ever had anything whatsoever to do with Sanskrit or any other studies at the Universities. They are prescribed by the Senates, by Boards of Studies appointed by the Universities, or by the Syndicate on the recommendation of special committees appointed when required. On the Committees or Boards are placed Professors in the subjects concerned from some of the affiliated Colleges and the opinions of the Professors at the other Colleges are asked for. The courses of studies in Sanskrit then are such as are approved of by the Professors themselves. In Bombay the present courses of studies in Sanskrit do not in the least differ from what they were in the time of the European Professors of Sanskrit. Dr. R. G. Bhandarkar's is still the guiding hand. At Allahabad Drs. Thibaut, Venis and Ewing are on the University Board of Studies, in the Panjab Mr. Woolner and Dr. H. Griswold and at Madras Drs. Hultsch and M. Phillips. Among examiners at the Panjab University there have been Drs. Führer, Thibaut and Venis. In thinking that the Directors of Public Instruction had anything to do with these studies Dr. Macdonell must have, I believe, been misled by the designation of those officers.

The Bombay course is as varied as it practically can be. Up to the B.A., it includes generally a play of Kālidāsa and a play by some other author, a portion of a Kāvya, a portion of a prose book (such as Kādambari), elements of Nyāya (as in Tarkasamgraha), a selection of hymns from the Rigveda and a portion of the Kāvya prakāśa (Alamkāra literature); and in the case of some students the following also: a portion of S'amkarāchārya's S'ārirakabhāshya or Rāmānuja's S'ribhāshya, Gītā or a portion of the Upanishads, and Dr. Macdonell's own history of Sanskrit Literature. And if the course has remained as varied as it is, it is in spite of some of the European professors, who have again and again tried to throw out the elements of Nyāya, the Kāvya prakāśa and the Vedāntasūtrabhāshya, as being no part of literature proper, forgetful of the fact that by parity of reasoning Plato and Aristotle would have to be eschewed from a course in Greek literature at English Universities. The true reason, however, was that they were unable to teach such works as the Kāvya prakāśa and Tarkasamgraha. Even the Panjab University under the advice, I believe, of Dr. Stein adopted the Bombay course some years ago. So that the above-

quoted remarks of Dr. Macdonell have no basis in fact and are the work of his fertile imagination, especially as regards the University of Bombay.

As regards the character of the question papers, if there has been a change at all, it has been for the better. The questions in Tarkasamgraha, &c., used to be of a "cram character", when the papers were set by European professors. They have ceased to be so any longer.

"The labours," Dr. Macdonell goes on to say, "of such men (Drs. Bühler and Kielhorn) did an immense deal to stimulate and place on a scientific basis the study of Sanskrit grammar, palæography, epigraphy and archæology in India." Among whom did they do so? Among their pupils or other Indian scholars? Dr. Macdonell himself denies that, when he says that "men who have grown up under the English educational system...have yet not acquired...any real grasp of scientific method." Here I shall quote two most pertinent passages from a letter of the late Mr. Justice Telang published in the Times of India of 22nd October 1881. They deal with this point as well as another noticed previously.

"And I beg to state at the very outset my deliberate opinion, formed from a personal knowledge of the instruction imparted by both Drs. Bühler and Kielhorn in our colleges, that the claim made by you (the editor of the Times of India) on their behalf and on behalf of Dr. Haug is a grossly extravagant and exaggerated one, and one which those scholars themselves would unhesitatingly repudiate. Coming to particulars, it is first to be noted that Dr. Bühler applied himself especially to the study of the Dharma Shastra, Dr. Kielhorn to that of the Vyakarana Shastra, and Dr. Haug, I believe, to no shastra at all, but he worked mainly at the Aitareya Brahmana. Now, none of these topics has ever formed the subject of regular instruction in our colleges. On what, then, is the claim made on behalf of the three learned doctors to be based? Is it because Dr. Bühler taught a few pages of the S'ākuntala, or Dr. Kielhorn a few pages of the Daśakumāracharita to their students, that all native scholars are to be spoken of in the cavalier way in which you have thought fit to speak of them? Sanskrit literature, apart from the Vedas, may be roughly divided into the philosophic

and scientific portion on the one side, and the poetical and dramatic on the other. As to the latter, I make bold to say, that in the understanding and appreciation of it native scholars can derive almost no help from European scholars. The various translations which have been made by Europeans of our dramas—of the *Viracharita*, for instance, or the *Vikramorvashi*, among others—show how much Europeans have yet to learn from natives as regards the appreciation of our classical literature. As to the former class, I challenge any European, who has not himself studied, say, the *Vedanta-Bhashya* or the *Siddhanta Muktavali*, or even the *Kanmudi* under a native *Shastri*, either to teach it satisfactorily to native students, or even to stand an examination in it himself. In truth, it is notorious that the ‘Eminent Orientalists’ you refer to themselves learnt the greater and more important portion of what they know of Sanskrit in our country and under our scholars. Dr. Bühler knew nothing of *Dharma Shastra* until he studied it with the late *Vinayaka Shastri Divekar*, and Dr. Kielhorn knew nothing of the *Vyakarana Shastra* until he learnt it under the late *Anant Shastri Pendharkar*.”

“But this I do say, that for a real appreciation of our *Kalidasas* and *Bhavabhutis*, and for a real understanding of our *Nyaya* and *Vedanta* and *Vyakarana*, neither England nor Germany can suffice. You may learn the *Rigveda* in Europe or America; and I think, indeed, that a European or American scholar has a considerable advantage over us in that department of learning. But as regards our non-Vedic literature, we entirely deny the superiority claimed for, *not by*, our European brethren. And I would add this, too, that as regards our classical literature, the greatest purely European names must ‘pale their ineffectual fires’ before those of the scholars who have studied Sanskrit under our old *Shastris*. Who, I ask, is there in Europe or America who knows the *Dharma Shastra* as well as Dr. Bühler or the *Vyakarana Shastra* as well as Dr. Kielhorn?”

On the unimpeachability of the evidence of the late Justice Telang, on a matter of fact at any rate, I can confidently appeal to Sir Raymond West and Lord Reay, who were both, I see, present at the last anniversary meeting of the Royal Asiatic Society, where also the subject of Dr. Macdonell’s communication came up for discussion.

As regards Dr. Peterson, in an inspired para. in the same issue of the Times of India it was stated that "the chances are that the students of either of these four gentlemen (Bühler, Kielhorn, A. Weber and Stenzler) would make a far better Professor than any English student who has had Prof. Monier Williams for his teacher," the reference in the last clause being evidently to Dr. Peterson. Of my own personal knowledge I can say, that nothing better can be said of him than has been said in the above extracts of the other European Professors of Sanskrit who preceded him. The only difference is that he had often the frankness to acknowledge to his pupils that sometimes it was rather they who taught him and not he them.

And as to palæography, epigraphy and archæology, Dr. Kielhorn knew nothing about these while in India, though, of course, he has done a great deal of very useful work since he returned to Germany; and Dr. Bühler turned his attention to them after he left his Professorship in the Elphinstone College. The late Dr. Bhau Daji was the first who did valuable work in these branches. He began it before Dr. Bühler came out to India and continued it uninfluenced by him in any way, since Dr. Bühler had not yet begun his study of the subjects. He was followed by Dr. Bhagvanlal Indraji and Dr. Bhandarkar, and it was some time after the latter had been working in the field that Dr. Bühler turned his attention to it. These are matters of history and yet those native scholars have not been so much as even remotely alluded to by Dr. Macdonell and the credit of stimulating and placing on a scientific basis the study of these subjects in India has been given to the two European Scholars, one of whom was a perfect stranger to them while in India.

Next Dr. Macdonell goes on to cite what he considers two glaring instances of want of "real grasp of scientific method." This is what he tells us of them: "A native scholar of some distinction wished to edit a certain text in a well-known Sanskrit series, one of the rules for which forbade the publication in it of any edition unless based on at least three independent MSS. The scholar in question possessed only *one* MS. of the work. This, however, proved no insuperable difficulty. He handed his solitary MS. to his copyists, 'and then there were three.' The resulting edition probably contained quite an array of various readings,



supplied by the mistakes of the scribes, and doubtless presented a thoroughly critical appearance. More recently another native Sanskrit scholar has published a work in which he claims to have conclusively proved, on the strength of some vague astrological statements in the Mahābhārata, the exact date ( October 31st, 1194 B.C. ) when the great war described in that epic began ”

The learned doctor is used to dealing in myths and legends, and knows what wonderful transformations they undergo. In a passage previously extracted he speaks of a “white-robed” compositor. Had the compositor done what he is credited with, he would in all human probability have been immediately detected and he would, therefore, not have run the risk. As I read the story in a newspaper many years ago it was a “white”-skinned compositor who sat down upon the type with his robes off. In the first of the present cases the word “probably” shows that Dr. Macdonell has not himself seen the edition. And I deny the correctness of the inference drawn, should the edition be a reality. In the first place, since it is not impossible that only one or two Mss. of a work might be available and that further even an imperfect edition based on the solitary or the two Mss. would be of great use, it might be foolish to make the rule referred to, but it would certainly not show want of grasp of scientific method. Again, if the editor or the framers of the rule believed that by the process referred to “independent” Mss. were brought into being, they would be fitter inmates of the lunatic asylum than of the world outside. If the editor did practise the trick without the knowledge of the framers of the rule, which, however, I doubt, it was a downright fraud and nothing more. I would advise Dr Macdonell to take up this myth for his next critical investigation and try to find out the natural phenomenon on which it is based. I am almost sure he will find that the story was a joke aimed at critical editors collating Mss. As regards the other case, it would not be difficult to match it with equally absurd propositions of even the most eminent scholars, who have got the proper critical spirit when they have to deal with classical, Indian and other mythologies, but who are entirely forsaken by that spirit when they come to deal with Biblical criticism. Need I also remind Dr. Macdonell of Colonel Ellis putting faith in a forged grant ( which purported to be made by Janamejaya of Mahābhārata fame on a day corresponding to

7th April 1521 A.D ) and asking scholars out here to look out for the ruins of the palace of Sarvadamana or Bharata, the burnt remains of Janamejaya's As'vamedha sacrifice &c , &c ? But on this point I shall treat Dr Macdonell later on to a few more choice examples; picked out at random, of editing, interpretation &c , &c , by European scholars.

In the meanwhile I shall proceed to other points in the communication I am discussing "Native scholars," says the Doctor a little further on, "can no longer obtain any training in this direction (i.e. of a grasp of scientific method) The lack of the knowledge of German, moreover, cuts them off from most of such guidance as can be derived from the private study of standard works of scholarship." Now I do not in the least wish to deny the great importance of a knowledge of German to an oriental scholar I may, however, mention in passing that Dr R. G Bhandarkar knew hardly any German before 1887 and yet most of the literary work on account of which Dr Macdonell regards him as a rare exception was done before that year. But what is of greater importance is, that in making the statement Dr. Macdonell is, so far at least as the present Government professors of Sanskrit in Bombay are concerned, not quite correct and has written without due enquiry Professor K. B Pathak, my colleague, can, I believe, read German and I too can read it a little, though not as satisfactorily as I should wish.

Here are a few more remarks of Dr. Macdonell — "The exclusion of European scholars from the chairs of Sanskrit in India is likely to react in a prejudicial way on Sanskrit studies in England also" "The prospect of a career for English Sanskritists in India being practically closed, the professors in our Universities must naturally have some hesitation in encouraging students to become specialists in Sanskrit, for the openings for such scholars in this country itself are very rare" "A supply of suitable men is, however, not likely to be forthcoming, unless vacancies can be counted upon to occur at definite periods If the professors in our Universities could be informed of such appointments a sufficiently long time before, they could easily train an able man for the particular post, supplementing their own teaching by sending him to a German University for a time."

All this sounds very funny indeed. One of the reasons, then, for which Dr. Macdonell wants Europeans to be appointed to chairs of Sanskrit in India is that the study of Sanskrit may be encouraged thereby in England. But, so far as Bombay is concerned, I do not see how the exclusion can affect Sanskrit studies in England in the way mentioned, since before the exclusion appointments in Bombay were not to any great extent calculated to encourage them. Up to the end of 1881 there were in all four appointments made and of them so many as three had been given to Germans, and the fifth Professor who was on the point of starting for India in 1881-2 was also a German. And so was another scholar who was proposed to be appointed in 1899 on Dr. Peterson's death.

The taunt, moreover, is so persistently dinned into the ears of native students that their interest in their studies extends only to their pecuniary value in the shape of Government service. And yet in such a country as England, where, if at all, one would expect disinterested love for all studies, including that of Sanskrit, Dr. Macdonell acknowledges without a blush the influence of an interested motive at English Universities also. And if even in such a country as England properly trained scholars are to be had only if appointments are guaranteed, surely it is absurd for Dr. Macdonell to expect matters to be otherwise in India. If appointments were to be guaranteed to native scholars, they also would be found to equip themselves properly as scholars, as numbers of natives of India are qualifying themselves for the Indian Civil and Medical Services, for the Cambridge Mathematical Tripos, &c, &c. But what encouragement foresooth have they had up to now? Dr. R. G. Bhandarkar was passed over in 1873, though he had acted as professor for four years, and Dr. Peterson was brought to fill up the permanent place; and even in 1882 after Dr. Kielhorn's retirement, he had to try very hard that he might not be passed over again. And when he did succeed at last, he was virtually being made to suffer pecuniarily, so much so, that he even asked to be sent back to his old place to play second-fiddle as before to a European scholar of admittedly far lower qualifications; and he would have been allowed to have his wish but for the fact that his old place had been abolished and the salary irrevocably utilized for other purposes. Even now though European scholars have been excluded from the chairs of Sanskrit, that does not

necessarily mean that encouragement has been given to native scholars to qualify and train themselves in the proper way. According to the rules relating to the branch of service in which the professorships are now included it would hardly ever be worth their while and trouble and the necessary expense, to try to do so.

Having contested the positions of Dr. Macdonell so far and intending immediately to give samples of absurdities of European Sanskritists I am bound to confess that far too many of our present native scholars are sadly lacking in the historical and critical spirit. It is, however, the patriotic bias that often influences them, as does the religious bias influence Greek, Latin and Biblical scholars in England. Dr. Macdonell must remember what a fierce agitation in England followed the publication, about forty years ago, of the "Essays and Reviews," in which a faint attempt was made to apply the critical and scientific method to the study of the Bible and of religious questions. Moreover there is hardly a single branch of Indian literature (not excluding even the most obscene one) which some European Scholar or other, at some time or other, has not exercised his ingenuity upon proving to be more or less completely indebted to Greek or some other foreign influence. This is certainly not calculated to moderate the patriotic bias. There is further no such encouragement to do better as, according to Dr. Macdonell's own statement, even English scholars of Sanskrit stand in need of. But we can rely upon native scholars at least for one thing, for the correct interpretation on the whole of all branches of Indian literature except the Mantra portion of Vedic literature. We cannot do that in the case of a European scholar. And as to the critical spirit our past experience does not warrant us in expecting the pupils of European Professors of Sanskrit to acquire it from them, even if they themselves should be possessed of it, so long as other things are as they are. Another point I wish to insist upon is that the work of European scholars even is after all not as unimpeachably critical and scientific as Dr. Macdonnell would have people believe.

Now for the instances in addition to the one, already mentioned, of Colonel Ellis.

Dr. Oppert is a German scholar and so is Dr. Haberlandt; Yet this is what Dr. Aufrecht says of catalogues of Mas-

published by Dr. Oppert: "No German should have lent his name to such bad workmanship." The extraordinary short-comings of Dr. Haberlandt's edition of the Southern version of the Pañchatantra have been exposed by J. Hertel in vol. 58 of the Journal, German Oriental Society.

Stenzler, Wilson, Regnaud and Böhtlingk were European scholars and with reference to them Dr. Ryder in his preface to his translation of the Mricchhakatika (Harv. Or. Ser.) says: "Parab's edition is the most recent and its editor is a most admirable Sanskrit scholar, who, it seems to me, has in several places understood the real meaning of the text better than his predecessors," among whom were the just mentioned Stenzler, Wilson, Regnaud and Böhtlingk.

Hopkins is an American scholar, presumably a careful, scientific observer and investigator, and he has been to India. He mentions Dadabhai Naoroji by name and quotes him, taking him to be a Hindu (India Old and New, pp. 334-5).

Dr. R. G. Bhandarkar began his career as a scholar in 1864 by publishing in "Native Opinion" criticism on Dr. Haug's edition and translation of the Aitareya Brāhmaṇa and Dr. Goldstucker's Pāṇini. In the former he pointed out innumerable bad mistakes and the whole article was extracted and placed by Prof. Weber at the head of his own criticism on the work in the Indische Studien. In the latter he brought to light Goldstucker's misinterpretation of passages in the Mahābhāshya on which he based recondite historical theories. The Mahābhāshya was such a sealed book in Europe for a long time that nobody was able to judge whether Dr. Bhandarkar's criticism was just; and it was only twelve years after, when Dr. Kielhorn had studied portions of the work under Dr. Macdonell's uncritical Pandits, that he perceived the worth of his criticism of Goldstucker's Pāṇini and suggested its republication in the Indian Antiquary.

Dr. Haug while at Poona was appointed President of the Dakshina Prize Committee, which gave rewards to authors of new Marathi works and translations. On one occasion a Marathi translation of the Ratnāvālī was submitted to the committee by a Nasik Pandit and it had to be examined and its fitness for a prize to be determined. It was sent to Dr. Haug, who declared that the Shastri's translation of the

passage beginning राज्यं निर्मितस्यु at the very commencement of Ratnāvali was erroneous. The true sense of the passage is that the hero felicitates himself on all things combining for his delight. Among these he mentions his queen, the daughter of Pradyota, and the season of spring (प्रद्योतस्य हता वसन्तसमय). Dr Haug declaring this translation wrong translated the words by "spring is the daughter of light." Not to speak of the irrelevancy of such an idea in the passage, Dr. Haug showed himself completely ignorant of the fact that a Sanskrit poet would never represent as a female a person or personified thing, which in the same breath is expressed by a masculine noun. Prof. Bain of Deccan College, Poona, however, shows himself to be fully aware of this fact, when in the preface to his "Digit of the Moon" he says: "In Sanskrit, the moon like the sun, is a male. Hindoo poets get over this difficulty when they want a female moon, by personifying his attributes, or making a part do duty for the whole". Prof. Bain, I believe, studied Sanskrit with an uncritical Pandit out here in India.

The same fact is ignored by Monier Williams, Dr. Macdonnell's predecessor in the chair of the Boden Professor, in his explanation of किमत्र चित्रं यदि विशाले सशाङ्कलेखामनुवर्तेते (S'āk., his 2nd edition, p. 113). He could not see the absurdity of the idea of Kālidāsa ever thinking of purposely going out of his way to turn the moon into a female though it was a man who was to be compared to the moon. The passage, he says, means: "If the constellation Viśākhā is eager for a union with the moon why need we wonder at S'akuntalā's desire to be united with a prince of the Lunar race?...Dushyanta probably means to compare himself to the moon and S'akuntalā to Viśākhā." That further implies that the hero Dushyanta believes that he was a person whom S'akuntalā *must* naturally love on account of his lineage. I wonder what *kārman* it was that fated Kālidāsa to be handed down to posterity by a Boden Professor as so utterly ignorant of a lover's heart. Moreover just as the Professor has neglected the gender and made the masculine Dushyanta answer to the feminine S'asāṅkalekhā, he has also neglected the dual of Viśākhā and identified the two stars with S'akuntalā. Viśākhā stands of course for the two friends and S'asāṅkalekhā for S'akuntalā.

Further on in the same act there are four successive speeches of S'akuntalā and her friends beginning प्रियंवदा । विचिन्त्य ।

हका । मञ्जलेहो (pp 115-6). I shall here quote Monier Williams's own translations and explanations. Pri.—“ Let a love-letter be composed for him. Having hidden it in a flower, I will deliver it into his hand under the pretext of the remains (of an offering presented to an idol.) ” Anasúyá says she likes the plan but asks S'akuntalá what she thinks of it. S'ak —“ This very injunction [ suggestion ] of my friend is weighed (in my mind ) i e. I must consider before I can consent to it \* ” Pri.—“ Therefore just think of some pretty composition in verse accompanied by an allusion to yourself. ” In the first place विकृप्तिभिदि can never mean “ is weighed ” It means “ is questioned ” But even if it could ever mean that, a little reflection ought to have shown Monier Williams that he was perfectly wrong here. The last words of Priyamvadá evidently imply that S'akuntalá has consented to the plan and the latter's words must consequently be interpreted accordingly, which is done by taking them as a question of appeal. This error is due not to want of such knowledge of Sanskrit as an uncritical Pandit or native scholar may easily surpass a European scholar in. It is due to the neglect of the exercise of the ordinary critical faculty, in the possession and exercise of which a critical scholar ought to be superior to an uncritical one. The error can be detected from even the translations by a boy of ordinary intelligence totally ignorant of Sanskrit. The more intelligent of the Sanskrit students of this year's Freshmen's class at Elphinstone College, crammers as Dr. Macdonell would call them all, detected the error and corrected it.

Another absurdity of Monier Williams may also be cited viz, his explanation of पतिदेवता as “ the idol of (her) husband ” in the passage कः पतिदेवतामन्य परिमादुद्यत्सहेत ( p. 241 ). Such an idea is foreign to Indian literature. Similar compounds, such as पितृदेव, आचार्यदेव, show that पतिदेवता must be taken to mean “ One to whom her husband is her god. ” Such women are credited with the power of defying any one to defile them with his contaminating touch and here पतिदेवता is an adjective intended to imply such a power in S'akuntalá. At the time referred to in the passage she was far from being पतिदेवता in Monier Williams's sense of that word. Dushyanta had repudiated her in the harshest way possible and would not have moved a finger to help her then, at least

\* सहीतिभोभोषि विकृप्तिभिदि ।

as her husband, as he had completely forgotten that he was so related to her. This last point again was at once perceived by some of this year's freshmen at Elphinstone College.

Now, we come to a far greater name, which has resounded through the three worlds, that of Prof. Max Muller, who, if I am rightly informed, was Dr. Macdonell's teacher and a Professor of Vedic literature equal to whom Oxford, I believe, some years ago, could nowhere find. How uncritically his translations of the Upanishads in the Sacred Books of the East have been done has been shown by Whitney in Vol. VII of the American Journal of Philology. I shall here notice one or two points not mentioned by him. The initial critical error that Max Muller and some of the other European scholars commit is to take Sankarâchârya as the authoritative exponent of the Upanishads, to call him *the* commentator, and totally ignore the others, e.g. Ranganâmânûja, a follower of Râmânûja. Now there is the word बाल्य in बाल्येन तिष्ठसेत् । बाल्यं च पाण्डित्यं च निर्विद्य (Brah. Up. III 5). S'ankara gives a very forced explanation of it and Max Muller accepts it. Gough and Bohtlingk take it in the usual sense. Max Muller rejects it on the ground that he doubts "whether 'the knowledge of babes' is not a Christian rather than an Indian idea." But if he had looked into Rangarâmânûja he would have found that the latter explains the word by स्वमाहात्म्यानाविष्करणबालस्वभावेन, which shows that the idea of one's becoming like a child is not a distinctively Christian idea. In his note on अङ्गारावक्षयण he has misunderstood the commentator, when he says that the commentator explains it "as a vessel in which coals are extinguished." The commentator explains it simply by अङ्गारा अवक्षयन्ते यस्मिन् संदेशदौ and Max Muller himself says that *kshu* with *ava* means to remove, to take away. Another instance is Max Muller's note on अथ ह याज्ञवल्क्य स्वमेव ब्रह्मचारिण्युवाचेता सोम्योदज सामश्वारै इति ता होदाचकार । (III 1 2) Max Muller takes सामश्वारै as an epithet by which Yâjñavalkya's pupil addresses Yâjñavalkya and thinks that "the commentator" agrees with him. But he has altogether misunderstood the commentator here, who takes it as an epithet of the pupil. And as Max Muller takes सामश्वारै (voc.) to apply to Yâjñavalkya, he clearly proves that after all his life-long study of Indian literature he did not understand the exact relationship between an आचार्य and his ब्रह्मचारिन्, since he thought it likely that a pupil would address his Âchârya in that way. Then again what sense suited to the



context would that sole word in the vocative signify? And what further has "but" got to do in the first sentence; "One expects *iti* after *ndaga*, but *Sâmaśravas* is applied to *Yājñavalkya*, and not to the pupil?" The sentence beginning with "but" implies that *Yājñavalkya*'s words end with *ndaga*. So far then from the fact stated in that sentence being opposed to the presence of *इति* after *उदज*, it on the contrary shows *इति* to be there necessary, if Max Müller's construction be correct.

In a much earlier work, the History of Ancient Sanskrit Literature, Max Müller shows at p. 197 (2nd Ed.) a complete misapprehension of the argument of a commentator, by which the latter seeks to make out the eternity of the *Sûtra S'âkhâs* such as those bearing the names of *Āśvalāyana* and *Kātyāyana*. In each *Kalpa*, or period of the existence of the Universe in which the whole creation is repeated exactly as in the previous *Kalpa*, there is a *Rishi* whose name a particular *sûtra* bears, such, for instance, as *Āśvalāyana*. Then there are as many individual *Āśvalāyanas* as the *Kalpas*. These individuals have a common nature *Jāti* which is *Āśvalāyanatva* and as (*Jāti*) according to the *Nyāya* philosophy is eternal, *Āśvalāyanatva* is eternal and therefore the name of the *Āśvalāyanas'âkhâ* based upon that eternal *Jāti* is also eternal. Max Müller has made a thorough mess of the whole. He takes the word *Kalpa* here to mean *Kalpa sūtras* and neglects the most important word *Jāti*.

I had intended that these instances should be only such as had come under observation already and could be easily recollected on the spur of the moment, without any search whatsoever. Therefore I did not search for any in Dr. Macdonell's own works, though any such would have been much more pertinent. But Dr. R. G. Bhandarkar has obliged me with two picked from Dr. Macdonell's edition and translation of the *Bṛihad-devatā* in the Harvard Oriental Series, which he came across on a cursory examination of them and of which I gladly make use here.

The mistakes of European scholars are generally due to their imperfect acquaintance with Indian ideas and the style of thought and expression of Indian writers. Opening Dr. Macdonell's translation of the *Bṛihaddevatā* at random and looking for something uncouth Dr. Bhandarkar found at pp. 180-1 :—

\* "B 56. The king wishing to give his daughter to S'yávaśva, said to his royal consort : 'What is your opinion ? I (desire to) give the girl to S'yávaśva.

"B 57. For a son of Atri would be no contemptible (*adurbala*) son-in-law for us.' She on her part said to the king : 'I have been born in a family of royal seers."

Now why should the king in recommending S'yávaśva to his queen speak of him in a negative way as a person not bad instead of a person who is good ? This struck Dr. Bhandarkar as something not appropriate and led him to examine the matter more carefully, and he found that the reading of the Mss. was अत्रिपुत्रो दुर्बलः 'the son of Atri is void of power.' But Dr. Macdonell thinks the context requires अदुर्बलः and supposes that the अ after ओ is elided according to the usual rule and puts in the mark of elision (ऽ), though it does not occur in the Mss. The sense, however, is appropriate only without the अ and the absence of अ suits the context, while its presence does not, for "the son of Atri is weak r void of power" is to be taken as a remark of the queen and not of the king. Stanza 57 therefore should be translated :—"She on her part said to the king 'the son Atri would be a powerless son-in-law for us, I have been born in a family of royal seers," &c. The presence of इति at the end of the first half of St. 57 seems to have misled Dr. Macdonell.

A few pages further on we have certainly a more serious error not creditable at all to Dr. Macdonell's critical judgment. Dr. Macdonell translates, the first line of stanza 157, chapter V., thus :—"The Lord of Bay Steeds (Indra) then proclaimed to him (that he should receive) shares in Soma." Now when the giving or receiving of shares in sacrificial offerings is spoken of in the Brāhmaṇa literature, it is always with reference to the deities worshipped and not with reference to men who are worshippers. When this impropriety struck Dr. R. G. Bhandarkar he looked into the notes and the original Sanskrit. But there the reading is सोमभागान्, which confirms the impropriety and does not help one out of it. Dr.

\* Macdonell' Edn. reads :—

वस्य ( sic ) वाचाय सुतां दिन्सुर् महिर्षी स्वा नृषोऽब्रवीत् ।  
किं ते मतमहं कन्यां वयावाचाय ददामि हि ॥ १६ ॥  
अत्रिपुत्रोऽदुर्बलो हि जामाता त्वावयोरिति ।  
राजानमब्रवीत्सापि नृपयिकुलजा इहम् ॥ ५७ ॥  
नानुषिनी तु जामाता नैष मन्त्रात् हि दृष्टवान् ।

Bhandarkar then looked into Rajendralal's edition and found in a footnote the reading स्तोमभागान् occurring in three of the Mss. collated by the editor. Now Dr. Macdonell did avail himself of Rajendralal's readings; for he says his edition is based on sixteen Mss, nine in his own possession and seven used by Rajendralal. Still the Doctor does not give the smallest indication of his having seen the reading स्तोमभागान्. But it is obvious that that alone is the correct reading. For, according to the story referred to by Sannaka himself in the second line of st. 157 as substantiating what he has stated in the first what Indra did was to teach Vasishtha the stomabhâgas\* and not "proclaim to him that he should receive shares in Soma." And that alone is appropriate here, for the object is to give an account of how Vasishtha and after him his descendents came invariably to be made Brahmans in a sacrifice. And that account is, that a Brahman has to repeat certain formulas as a sort of an order to the Sâma-priests to sing their *stotra* in a sacrifice. These formulas are called Stomabhâgas because they are connected with the *stoma* or particular arrangement of the verses (Riks) composing a Sâman. The verses sung as so arranged form a *stotra*. And these formulas were taught to Vasishtha by Indra, and so he was made by him to be the Brahman at a sacrifice. Though the story was before Dr. Macdonell, he having given the reference, he did not carefully read it. The Bhâshya on it of course did not deserve his attention, because it was written by an uneducated Pandit; and so the Doctor entirely misunderstood the passage प्रोवाच which he has translated by "proclaimed" meaning "taught" as he will easily see even if he refers to the Petersburg Wôrterbuch. And certainly his not noticing the reading of Rajendralal's three Mss. throws a suspicion on the character of this edition based on sixteen Mss. inclusive of those three. And in this respect is his edition not open to one of the gravest charges brought against Dr. Haberlandt's edition of the Southern Pañchatantra? Or did he think that the omitted reading, which nevertheless is the correct one, was manufactured in the way of the mythical editor whose case he has cited and so ignore it altogether? If so, I hope he will now at least see grounds for changing his opinion.

\* The passage referred to by him as giving the story occurs in the Taittiriya-Samhitâ and has been quoted by Dr. Macdonell himself in the foot of his translation. It is ऋषयो वा इन्द्रं प्रत्यक्षं नापश्यन्; ते वसिष्ठं प्रत्यक्षम् अपश्यन्... तस्मै पतान् स्तोमभागान् अत्र कीदृ.

The above instances are but a trifle of *puldkas*\* out of a very capacious *sthāli* indeed, filled to the very brim.

I regret very much to have been obliged to re-open an old sore and to cause a new one in one case. But Dr. Macdonell leaves me no option. He collects together all the stories he can get and uses them and a good deal that is purely imaginary, to traduce the whole class of native scholars and Sanskrit students with a parenthetical mention of rare exceptions and to run down the system of Sanskrit education in India; and glorifies European scholars and their work in the country, and extols the system of instruction in Europe; and the evident object is to make the Government of India bestow Sanskrit Professorships and Archæological Superintendentships on Europeans alone. It has thus become an inexorable duty, though a very very unpleasant one, to show up how incompetent these European Scholars are to teach natives of India their own literature and interpret the antiquities of the country. Of course it is far from my object to maintain that Europeans are not doing useful work or not stimulating the spirit of research among natives by their writings. But what I have to urge is that there are some essential points in which natives have a decided superiority over them and are consequently better fitted to teach the whole of the non-Mantra literature of India to their countrymen. The influence of Europeans is to be indirect and should be and can be exerted only by their writings; while on the other hand the work of Europeans will remain defective if not subjected to native criticisms. With an expression of extreme sorrow for my being obliged to bring in the name of a living scholar, whom I highly respect, I close this rather long and unpleasant, though just, defence.

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\* A few grains of rice picked out of a cooking pot on the fire for pressing and judging at what stage of cooking the whole quantity has arrived.

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#### NOTE.

As Dr. Macdonell's "communication" had appeared in the Journal of the Royal Asiatic Society, naturally I sent this reply for publication in the Journal of the Bombay Asiatic Society. But the Secretary thought that it was "a trifle too controversial for the sober pages" of the journal and remarked that he could not understand how Dr. Macdonell's original article was published in the Journal of the R. A. S.

# A NOTE

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p 7

ON

## Female Education In India.

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( Submitted to the Government of Bombay in response to their letter calling for views and suggestions on the Government of India's circular letter on the subject dated the 22nd February 1916. )

BY

**Gopal Krishna Devadhar, M. A.,**  
*Hony. General Secretary, Seca Sadan, Poona,*

AND

*Senior Member, Servants of India Society,*  
*(Bombay Branch).*

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**1916.**

# A NOTE

ON

## Female Education in India

BY

**G. K. Devadhar, M. A.**



*From,*  
**G. K. Devadhar, Esquire, M. A.,**  
 Hony General Secretary,  
 The Seva Sadan, Poona.

*To,*  
**P. W. Monie, Esquire, I. C. S.,**  
 Secretary, Government of  
 Bombay,  
 (General) Education Department,  
 Secretariat,  
 BOMBAY.

**SEVA SADAN, POONA.**  
**591, SADASHIVA PETH, POONA CITY**  
*25th June, 1916.*

Dear Sir,

I have the honour to acknowledge receipt, on the 20th of May 1916, of your communication No. 1269 dated the 15th of May 1916 forwarding a copy of the letter No. 160 dated the 22nd February 1916 from the Government of India on the subject of female education, asking me to state my views regarding the position of female education and to make my suggestions with a view to secure a speedy progress of the spread of education among Indian women, in the immediate future.

2. Before submitting my views on this question in general, and on the various aspects of this prob-

lem suggested in the Government of India's letter under reply in particular, I may be permitted to indicate the specific nature of my experience in this matter, and the sources of my information on, which my views are based (as needed by the terms of the letter). As the observations which I am going to offer relate mostly to the education of married women, I take the liberty, with a view to illustrate my position, to describe in some detail the work that is being done by the following four or five organizations in Poona and Bombay with which I am most intimately associated almost from their inception as one of their founders.

3. The names of the institutions referred to above are mentioned below with the localities to which their work is confined, together with the nature of my official connection with them.

- (1) The Seva Sadan, Poona, of which I am the Honorary General Secretary, works for the Marathi-speaking women.
- (2) The Seva Sadan Home Classes Committee, Bombay, with

its two branches of work one in Girgaum for the Marathi-speaking women, and the other in Fort for those women who speak Gujarati. I am the Honorary Secretary of this Committee.

(3) The Home Classes Committee for the Gujarati Hindu women in Kalkadevi, Bombay, supported solely by Shet Narottam Morarjee Gokuldas' generosity. I am the Joint Honorary Secretary of these classes.

(4) The Normal classes in Seva Sadan, Poona, and the Home Classes Committee, Bombay, which are in my charge as their Secretary.

(5) the Surat Normal Class which was started by us but which had to be closed last year.

4. These institutions are really of the nature of 'Continuation classes' so common in Western countries, especially in Germany for the education of the labouring class boys, or "Mothers' Schools" in England which aim at training women in the discharge of their domestic duties by equipping them with the necessary amount of literacy and other knowledge. From very small and humble beginning and also without funds to start with, those efforts have developed, so to speak, to-day into something like *schools for married women* with the necessary modifications in respect of time and curriculum: these provide facilities for the study of useful subjects: that is, in my humble opinion, one of the main reasons why they have become very popular; and as

they cater to the educational needs and requirements of (1) married women, (2) grown-up unmarried women or girls and (3) widows, nearly 650 women of ages ranging between 15 and 35, are taking advantage of these courses of instruction arranged by these organizations in Poona and Bombay. ( I have not herein included the figures relating the work that is being done at the headquarters of the Seva Sadan Society in Bombay. ) The scheme of their work which was particularly designed to be practical and useful in its nature so as to include a wide range of subjects, divides itself principally into two sides such as (1) *Literary* and (2) *Industrial or professional*. The first division comprises of the study of (a) the vernacular upto V standard by 228 women in these classes, of the study of (b) English language upto the VI standard by 167 women and the study of (c) rudiments of the Sanskrit language by 51 ladies. I have noticed a special love for the study of Sanskrit of a very elementary character more from the love of religion on the part of Gujarati women who are anxious to study also the Bhagwat Geeta. This course of study is supplemented by a series of weekly lectures on useful subjects. On the completion of the study of the vernacular upto the V standard, poor women can proceed on to the Normal class to be trained as teachers or mistresses for girls' Schools, which comes under the professional branch. The Normal classes in Poona and Bombay conducted by the Seva Sadans at these places consist of a three year course out of the four years' prescribed by the Government for a-

full training at their Training College for Women at Poona for Marathi-speaking districts. And these at present prepare students for (1) the Preparatory, (2) the First Year Certificate, (3) Second Year Certificate Examinations by the Government for which these classes have been recognised and registered by the Educational Department of the Government. At both these places, there are 84 women this year, in these classes as against 47 during the preceeding year. Moreover, out of these 84 women nearly 80 will appear for the various examinations of the Training College for Women in Poona in September next as against 47 that appeared for the examinations in September in 1915. It is interesting to note in this connection that nearly half the number of the present pupils in both these Normal classes in Poona and Bombay are teachers at present working in schools conducted by the (a) Christian Missions, (b) Municipalities and (c) the Seva Sadans, and on that account these classes have to meet in the morning to suit the pupils' convenience. In addition to these as an adjunct of the Normal class in Poona the Seva Sadan has to maintain a Practising School for little girls numbering about 50. We have, we are glad to say, received systematic encouragement from the Department of Education in developing these Normal classes and we are deeply grateful to the Department for the help and sympathy it has shown us.

5. Coming to the second and an equally important side of education needed by women in view of the modern conditions, as describ-

ed by the Government of India in paragraph 4 of their letter, styled "Reasons for early re-consideration," I have to suggest that provision has been made for imparting the necessary instruction in sewing, embroidery, hosiery, painting &c. &c. so also in subjects like First Aid, Home Nursing and domestic economy. Similarly, in order to add an embellishment to the education of women an organised effort is made to introduce the elements of the study of music (vocal and instrumental) in the courses adopted in these institutions. But it is my experience that the elementary knowledge of these subjects does not take women very far; and moreover, it is in no way, enough to enable them to earn a decent living by way of a profession; and it is, therefore considered desirable by the Seva-Sadan, Poona, to frame regular courses of advanced instruction in the above branches and give certificates of efficiency so as to enable the women learning these subjects to earn a kind of decent livelihood on the strength of the knowledge acquired. Government can employ such women as Assistant Mistresses in their Primary Schools to teach these subjects. In this way about 70 women have taken to the sewing branch alone and nearly 60 women pay for their musical instruction in Poona. In order to provide professional training for advanced women in medical line suited to their position and education systematic attempts have been made in Poona to train young widow as midwives and nurses at the Sarsoon Hospital, the



medium of instruction being the vernacular. About a dozen women belonging to respectable families and in good positions are being trained in this line for a course of three and a half years and are prepared for the examinations of the Bombay Presidency Nursing Association in medical, surgical and obstetric nursing. Three of these are being trained as midwives for a short course only. The Bombay Seva Sadan is also training 6 poor women at the local hospitals in Bombay. The Seva Sadan, Poona, and the authorities of the Sassoon Hospital, Poona have linked their efforts in encouraging such young women as have read upto the Matriculation Standard to avail themselves of the facilities for the study of medicine afforded by the B. J. Medical School attached to the Sassoon Hospital. For this purpose scholarships have been procured; exemption from the payment of class fees has been recently granted by Government; and a few scholarships also have been promised by Government. Arrangements are made to provide boarding and lodging in the Seva Sadan Nurses' Hostel. Thus, there are now four pupils from this class staying in this hostel and two of these are maintained by the Seva Sadan, Poona by giving them scholarships. The country in its present stage needs a very large supply of nurses, midwives and female Sub-Assistant Surgeons and that is why the Seva Sadan, Poona, has devoted a large portion of its funds and energy to the development of this most useful and necessary branch of work, and we are glad to note here with great satisfaction the

most cordial and sympathetic assistance that we have always received from the Hospital authorities in undertaking this most difficult and delicate work.

6. As this is an important feature in my opinion of a popular scheme of female education in this country for some days to come, I am anxious that it should be developed on a very wide scale by friends of female education at important centres with the co-operation of the Medical Department and the authorities connected with the Hospitals at those centres. With a view to illustrate how this work is sure to succeed and yield encouraging results, if people especially women interest themselves in such an attempt and secure the enthusiastic support of the authorities concerned and provided the right kind of women pupils are persuaded to take to this line, I quote below the text of the letter which Col. A. Hooton, Civil Surgeon Poona writes to me (as Honorary General Secretary of the institution) as regards his opinion about the success of the experiment made by the Seva Sadan, Poona in this direction.

Sassoon Hospital,

Poona, 13th June, 1916.

Dear Mr Devadhar.

With reference to your letter of the 23rd May, I have consulted the Sister-in-charge and Rao Bahadur Dr. Shikhare and am glad to be able to give you a good report as to the work of the Seva Sadan Probationers here. You have, I understand all the details concerning the numbers who have been under training and passed out; so it is

not necessary to revert to them. We are all agreed that the experiment has been a great success and that the movement is a most promising one. One very important point is that the probationers who have entered for the various courses have been almost all of the right stamp and I must congratulate you on having been able to enlist ladies of good position and character who will be likely to maintain the reputation of the nursing profession after qualifying. In other localities where I have known an attempt made to train Indian nurses it was by no means easy to get people of any position to take up the work, with the result that the reputation of the nursing profession suffered. The Sister-in-charge informs me that the work of your probationers has been on the whole exceedingly good. Of the four candidates who have gone up for the final examination of the Presidency Nursing Association not one has failed to qualify—a fact which speaks for itself, and it has to be borne in mind that their examination is identical, in the vernacular, with that for European Nurses.

I consider these results entirely justify you in appealing to Government and the public for further assistance in support of the movement and wish you every success in your efforts. Col. Smith who, as you know, initiated the work in this Hospital will I am sure be glad to hear how successfully it is progressing.

Yours Sincerely,  
(SD.) A. Hooton. "

7. I have taken the liberty of describing at some length the varied, elastic, and popular character of the programme of work undertaken by these mainly educational institutions started for the benefit of married women as distinguished from those for girls, because, for various reasons, I have come to believe that such work ought to occupy for some years to come an important position in the scheme for the speedy expansion of education amongst women. The advantages of undertaking the education of grown-up women with the help and sympathy of their male relations are manifold. First, the educated mothers will be missionaries of female education and of the elevation and emancipation of their own sex; secondly, as educated mothers they will be better able to manage their household economically and thus be a source of economic strength to their families especially in the midst of straitened circumstances; thirdly, they will be better able to take care of their children and thus materially and intelligently assist in reducing the infant mortality which has in some places grown fabulously high; fourthly, they will be true companions of their husbands and other male relations by being able to take an intelligent interest in social and national questions and by helping in the gradual realisation of the social and political aspirations which are dominating the thoughts of the present generation; and lastly, they will be truly efficient and patriotic citizens of the British Empire.

8. I now beg to state my views briefly with regard to the position

of female education in this country in general. But before coming to that point, as a necessary prelude I must say that there is a great deal of justification for the disappointment which is generally felt at the unfortunately slow advance made by the spread of mass education in this country, though it has been under the enlightened British Rule for over a hundred years. It may be conceded in favour of Government, that a great deal of important work by way of consolidation and inauguration of large and important schemes had to be taken up on which the State had so long to bestow much larger portion of its attention and resources. Popular opinion is rightly impatient now in this matter and the State can no longer delay the speedy expansion of the education of our masses in whose class are included, in my opinion, our women on account of their ignorance, moreover, the State must devote to it a much larger portion of the funds at its disposal by effecting strictest economy in other branches of its administration. The rate of progress of general education in this country so far, has been hopelessly slow, though it must be admitted as shown by the figures published by the Government of India Bureau of Education for the year 1914-15 that a gradual improvement is taking place in respect of the number of educational institutions, the number of pupils attending them and the amount of money spent in maintaining these, in spite of the war. But this rate of progress will not satisfy the public demand. Those, therefore, who attach the greatest value to the education of

the masses in the scheme of national advancement have come to the conclusion that the State must come forth with a vigorous policy and a definite programme to be achieved in the immediate future by resorting to measures amounting to compulsion on the lines advocated by the late Mr Gokhale by making the education free in its primary stage at least, wherever necessary and by giving freedom to local bodies wherever they are capable of undertaking the spread of free education on the basis of compulsion within their areas, and lastly by associating the natural leaders of the people—men and women—in a responsible manner with the efforts of the Education Department of the Government. But even this will not be enough to achieve the desired results unless the Government of India come forth with liberal grants to the Provincial Governments for this purpose after getting them to frame resolute and energetic programmes.

9 But the general backwardness of our Indian people in the matter of education can be gauged from rough calculations viz that there is only one man in ten males that is able to read and write. This is with regard to the spread of education among men. But in the matter of female education the picture is much more disappointing and distressing. The backwardness of the spread of education among women is proportionately much greater even in this country, and has really no parallel in the history of the world so far as the civilized countries are concerned. In India roughly speaking it is estimated that only

one woman in a hundred is able to read and write and the remaining ninety-nine are steeped in gross ignorance. To make the position more clear it may be observed that, broadly speaking, there are as many literate women in India to-day as there are men knowing English. So far as literacy in English among women, is concerned the position naturally is much worse. The remedy for this extreme unparalleled backwardness of female education in this land lies, in my opinion, in the direction first of a determination on the part of the Government of India to demand a cut and dry programme of progress to be achieved in the next ten years especially when the Government of India had frankly admitted in one of their resolutions on this subject that "the education of girls remains to be organized." But they must see that these programmes made by the local Governments are strictly adhered to and secondly vote every year substantial and adequate grants say 25 lacs of rupees for ten years to start with to Provincial Governments to enable them to pursue a policy of strenuous efforts to spread education among women much more rapidly than hitherto done and in a manner to satisfy the legitimate demand of the public. The local Governments through their educational Departments should liberally encourage private efforts especially the indigenous agencies patriotically working in this direction by a scale of more generous subventions if they are anxious to secure Government help and sympathy.

10. The position, in my opinion,

would have been much better gauged by the establishment of a Committee to inquire into the causes of this backwardness; and I can see no reason why the Government of India should have not found it possible except on the ground of economy to institute a Committee suggested by the Deputation that waited upon the Secretary of State to go into the question thoroughly and to rouse popular enthusiasm on such a question of vital importance. If the Government of India found it possible to appoint a Committee to inquire into the soundness of the financial position of the Co-operative movement and also if the Government of India found it necessary to appoint a Commission to inquire into the prospects of the development of Indian Industries, it is a great pity that the same measure of importance which is attached by the Government of India to these questions should not be attached by them to the problem of successfully solving the question of the backwardness of female education in India.

11. Holding as I do these views, I am firmly of opinion that voluntary efforts supplemented by State aid are the essentials of success in such matters, and in this I am fully supported by the ladies of the Council of the Seva Sadan, Poona, presided over by Mrs. Ramabai saheb Ranade—the widow of the late Mr. Justice Ranade of Bombay,—who also presided over a great public meeting of women held in Poona some time ago to inform the Government of India of the views and sentiments held by women on this question. I have also consulted Miss B. A. Engineer,

M.A.L.L.B. Secretary of the Seva Sadan Society, Bombay. Besides, with the ladies and gentlemen of the Poona Seva Sadan Council I have discussed the letter of the Government of India at a regular meeting and the conclusion arrived at was, "that the spread of education among women depends largely upon (a) the growth of favourable public opinion and (b) extension of strenuous efforts on the part of the people themselves liberally assisted and encouraged by Government" and further in my opinion upon (c) the removal of obstacles in its way like the institution of Pardah. They are unanimous in the view that it is primarily the duty of the leaders of public opinion—both men and women—interested in the problem of female education, to take advantage of the steadily growing enthusiasm for female education, though it is at present confined to the higher classes, but which is sure to spread to other communities in the near future; so also it is their duty to start local efforts on lines suited to meet local requirements and in consonance with local prejudices which will have to be respected in the initial stage. They have thus before them the best illustrations of this policy based upon the ultimate principle of self-help in the success of the organizations in which they are themselves keenly interested. One point may be emphasized, in this connection. The Seva Sadans in Poona and Bombay realized along with the Government and others engaged in educational work that the cause of primary education, nay the whole of female education has lag-

ged behind and also suffered owing to the dearth of female teachers. The question was vigorously taken up by these institutions only a couple of years ago and as a result of their efforts more than 80 women, who would have ordinarily never come forth to be trained as teachers for lack of opportunities, are at present being prepared as school mistresses for primary Girls' schools. Thus in Poona and Bombay as the result of the peoples' enthusiastic endeavours nearly four-fifths of the present number of pupils in the Government Training College for Women in Poona for Marathi-speaking districts are made available to the subordinate teaching profession by women at a comparatively low cost. It is, therefore, clear that in such matters where popular prejudices and other difficulties have to be overcome it is primarily the people that will have to move and take up the work in a missionary and patriotic spirit. But Government ought to recognize the value of such efforts and the great help rendered by the people and should show them special sympathy and encouragement of both moral and material character. It is the joint endeavours of both that will succeed best.

12. I now come to discuss the various aspects of this question for the expansion and the improvement of the education of women as suggested by the Government of India in their letter. At the outset it is very encouraging to note in this connection that there is a general awakening in regard to the value of education being imparted to women though at

present it is confined to urban areas. A comparative review of the spread of education among girls and boys during the last ten years brings out this point clearly by the proportionately larger growth of institutions both public and private for the education of girls and also in the number of pupils attending them. Though this proportionately larger growth in respect of female education is a matter of congratulation it is still a matter for regret that the education of boys and the number of institutions for them should not show a proportionate increase. What is more refreshing, however, in this connection to observe is the intelligent interest which is evinced by the women of the land in matters affecting their well-being as is shown by a steadily growing number of organizations for and by women at almost every centre of educational importance and influence in India.

**13. PRIMARY EDUCATION:** I now beg to summarize my remarks and suggestions with regard to the primary education of women in India. Wherever it would be possible to get together 20 girls in a village, a separate girls' school should be started with or without a female teacher; for ordinarily such parents as send their girls to school after the age of 7 will not object to a male teacher properly selected. Primary schools in Bombay presidency are managed by (1) Local Boards, nominally. (2) Municipalities. (3) Government. (4) Private agencies. In order to enable people to take more lively interest in this question one of the remedies that should be tried would be to hand

over the control of village schools to the local bodies having a special educational Committee for educational matters relating to the district, and I am glad to find that the Government of India have thought it feasible to do so. Moreover, the Local Self-Government Committee appointed by the Government of Bombay have also supported this view. This control should then enable the Local Bodies to exercise supervision over the work of the subordinate inspecting staff whose services should be handed over to the Local Boards, or in other words, Government should make a contribution equal in amount to their salaries to the funds already placed at the disposal of the local bodies by the Government. The local bodies on the other hand should try to associate people in every place holding advanced views in this matter with the local schools in a spirit of mutual helpfulness by bringing them together as a Committee to help the mistresses of the schools. Thus, therefore, there should be a girls' school in every important village with such a committee in the village to help it. These committees which will be formed more with the object of helping the local bodies should, with the assistance of a member of the subordinate inspecting staff lay out a course of instruction to be imparted in the schools within their areas. The ladies in Poona believe that so far as the elementary vernacular course upto the IV standard goes no change is needed. The subordinate Inspectorial Staff in each District should comprise of one or two Indian Inspectresses knowing the

vernacular of the district whose functions should include (1) the inspection of the Girls' Schools in the district; (2) the instruction of the female teachers engaged in this work in the modern methods of teaching; (3) visits to women and men staying in the locality for which a particular school is intended trying to interest the people in and enlisting their sympathy with the question of the education of their sisters and daughters. These inspectresses should also persuade poor women and widows to avail themselves of the facilities for education afforded by the school. In order to make the courses of instruction at these places attractive, it may be sometimes found useful to include subjects like Geeta and Sanskrit especially in Gujarat; so also the knowledge of cooking; a little of tailoring, laundry, and dairying will be useful, in such localities where the majority of inhabitants ply any of these professions with the help of their women. The committee should be free to determine questions affecting the school such as (1) location, (2) curriculum, (3) time-table, (4) social gatherings, (5) prize distributions. There is no need for separate schools being established for caste girls; but provision will have to be made by having separate schools for the education of the children of the untouchable classes wherever there are difficulties for their admission in other schools, though fortunately the prejudices against them are slowly dying out. As in the case of boys there should be an examination awarding scholarships to girls in the districts that would pass the general test in the

studies of the vernacular IV standard at which stage the girls' study of English begins.

14. In important towns with a population of 5,000 and upwards and in every important Taluka Town of a district, there should be at least one primary school teaching upto the Vernacular V Standard with an English class attached to it. To this full primary school should be attached a class for preparing grown-up girls and women in the highest class for the Preparatory and the First Year Certificate Examination of the Training College for Women. These Normal Classes which should form a useful adjunct of these schools due to natural growth should be organized and run on the same lines as the Normal classes started for male teachers at the headquarters of several Districts in the Bombay Presidency. From my experience in Bombay, I can very well say, that the Head mistress of the girls' school and the Head Master of the local boys' full primary school would be enthusiastic to take up the work of preparing these students for the Training College examinations. Their work in this direction should be adequately rewarded. This may afford some solution of the cry for teachers which is heard everywhere. Similarly, it will also attract popular sympathy if a class to teach elementary English be added on to this primary schools for girls.

15. Going higher up, I would propose the establishment of an Anglo-Vernacular Girls' school either in a district town or a big taluka town where there is a high school for boys. Such institutions, in

my opinion, are important factors of civic education and good administration as the other departments are. By the time the pupils in this school complete the course of instruction provided by it they will have attained a marriageable age according to its growing standard. Naturally, therefore, it will be possible to continue the education of these married girls by adding to it a few continuation classes like those in Poona and Bombay in the hope that some newly married girls formerly attending the school could be induced to come and take advantage of the instruction given. These "continuation classes" should arrange as many courses of instruction as possible on the lines detailed above. There should be a separate series of readers or books for pupils reading in such institutions. I would also have a library and a reading-room attached to these classes making provision for them in contingency grants for their maintenance. There should be socials also. These educational facilities are more needed in the case of women than men because unlike men their opportunities for learning are considerably restricted.

16. Moreover, if the district towns be equipped with First Class Hospitals having on their staff one or two Indian Assistant Surgeons a Local Committee of men and women formed to help in the above educational work should arrange for the training of young women as nurses and midwives at these Hospitals, the medium of instruction being the vernacular of the district.

17. *SECONDARY EDUCATION*:—Going higher up still, I would advocate the establishment of a Girls' High School either at the headquarters of the division of the Province like Bombay or its most important town with a population of over 50,000 or in cities claiming Arts Colleges as in other presidencies. The ladies in Poona are of opinion that for secondary education of women or girls there should be two courses, one for such women as are going for the matriculation with a view to take up College studies and the other, should be for those who wish to benefit themselves by the educational facilities so as to become good housewives. This latter course should necessarily include the elementary and also advanced knowledge of subjects like (1) domestic economy, (2) Hygiene, (3) Sanitation, (4) the Science of cooking, (5) rearing of children &c. &c. the medium of instruction for this course being the vernacular of the Province, English being taught as a second language. Yet it must not be lost sight of that the basis for the development of true citizenship is larger culture and, therefore, whatever the medium of instruction may be courses of study aiming at inculcation of the civic virtues must be common in the scheme of studies both for boys and girls. Miss Engineer in her letter to me on this subject observes as follows as regards the medium of instruction: "But I am not in favour of higher education through the medium of a vernacular. I firmly believe, that if you want to develop strength and independence of character you must study English language and literature."



Wherever there is a Girls' High School in charge of Government it would be very desirable to associate the leading educationists—men and women of the town—by forming a committee to assist the Lady Superintendent or the Lady Principal of that institution in the details of her work. It would be better if there be a hostel attached to this High School for girls. *This Committee of visitors* should have some statutory position, their recommendations should be carefully considered by the school authorities or the head of the Department, and whenever necessary they should be paid expenditure incurred by them according to a fixed scale in paying visits to the schools and doing other work for it, just as some Municipalities pay their councillors carriage allowances when they go on Municipal work or for the discharge of ordinary municipal duties.

18. In this connection I am to specially suggest that in every Medical School provision should be made, as in Poona, for the training of young girls, who have gone as far as the Matriculation in their study, as Female Sub-Assistant Surgeons. It would be much more advisable, considering the backwardness of the knowledge of English on the part of women on the one hand, and the great necessity for women doctors on the other, to institute this course of study through the medium of vernacular as at present in vogue at Agra, specially when it is contemplated now by some to give the training of Western medicine to male students through the medium of the vernacular. I have consult-

ed my most valued colleague Rao Bahadur Dr. P. V. Shikhare, L. M. & S., Senior Assistant Surgeon, Sassoon Hospital, Poona, who is one of the teachers of the B. J. Medical School and who is also entrusted by the hospital Authorities with the training of the Seva Sadan probationers at the Hospital through the vernacular, as nurses and midwives. He is of opinion that it would be possible to arrange for such a *Vernacular Medical Course* for intelligent women.

#### 19. HIGHER EDUCATION:-

As regards higher education, imparted by the Arts Colleges or professional education suitable to women as imparted by the Medical Colleges, I should think that it is a matter in which no attempt should be made to differentiate at this stage between the courses for men and those for women; in my opinion, the time has not yet arrived for this departure. When, however, the number of women taking advantage of the secondary or higher education grows it may become necessary to institute separate Colleges with separate courses ultimately leading even to the establishment of a separate Women's University on the lines of those in America and Japan. But considering the present stage of the secondary education of women and knowing as we do the social freedom enjoyed by our women, I do not think it immediately necessary, in this presidency at any rate, to have separate Colleges for women as the money to be spent on this luxury can be more usefully spent on the (1) granting of scholarships, (2) establishment of hostels, and

(3) expansion of the basis of women's education as suggested in the foregoing paragraphs. If separate hostels are established by the Government under proper management at places like Poona, Bombay, Ahmedabad, and other educational centres with libraries, recreation grounds and other necessary adjuncts of such institution, they will be important centres of attraction and afford a great help to popularize higher education among women.

20. *TRAINING OF WOMEN TEACHERS*:—I now come to the most important question of the crying need *viz.* the training of the teachers for girls' schools. This resolves itself into two divisions. The first relates to the training of primary school teachers and the second to the training of secondary school teachers. Except in some advanced areas, people demand women teachers even for their primary girls' schools and that is why a much larger number than at present available is needed to take charge of the education of girls in our primary schools. The following are my suggestions intended to secure some increase in the number of women who would be available for receiving teachers' training:—

- (1) Normal classes attached to full Primary Girls' Schools as described in paragraph No.14.
- (2) There should be more scholarships established and made available to deserving pupils that would be secured by the expansion of the Normal Class-system already indicated.

(3) Wives of school-masters and other women who have completed their studies privately should be allowed to appear for all examinations of the Training College for Women except the last year's examination by private study, without attendance at a regular College on the same principle on which women in U. P. and O. P. are allowed to appear for the examinations by the Allahabad University, without keeping regular terms at a College. But in order to get a certificate of full qualification it should be necessary for such pupils to spend the last year in an institution recognized by the Government as a full Training College for women.

(4) Untrained women working as teachers in Municipal and other schools should be invited to attend classes instituted for their instruction at the Training Colleges during the summer or other long holidays and they should be given definite courses of instruction bringing their knowledge in a line with the advance made by the science of education. Out of these teachers the most intelligent and industrious should be selected for scholarships to be given for receiving regular training at the College.

(5) *Scholarships by way of special encouragement* to poor women so as to attract them to the profession of teachers will have to be given. The sentiment that it is the sacred

duty of the Brahmins to spread education without any charge was never applicable to women, and no longer now sways the minds of the Brahmins as a class. It will, therefore, be, necessary for Government to frankly recognize that the problem of securing trained teachers is as much governed by the laws of supply and demand as other worldly transactions are. In order, therefore, to procure an adequate supply of proper teachers, Government will have to adopt a policy of liberal grants to institutions for the purpose of awarding scholarships to such women in them. Moreover, the Government will have to be prepared to look upon the expansion of female education as they do on the question of the education of the Mohamedons or the education of the backward classes. Just as, at the beginning of the history of English education in this land special encouragement and facilities were given to boys learning English and great indulgence and latitude were shown, in the same way these will have to be the guiding principles of the policy of the Government even in these days in the matter of training women as teachers for primary girls' schools.

(6) It is poor women, especially poor widows, that will ordinarily take to the profession of teachers in India in the present condition of the society when marriage is considered

more or less obligatory upon women. Special efforts, therefore, will have to be made to attract the right kind of women with the help of people or through their institutions by offering a large number of *scholarships* to really poor, deserving, and intelligent women. I know there is a large number of women with children. They can be aptly trained as teachers; but to enable them to take to this line a special system of help will have to be resorted to, so that these women can maintain themselves and their children while receiving the training as teachers. There are no institutions that can support such women; therefore, on some business-basis money could be advanced to them for the maintenance of their children in addition to a scholarship during the period of their training they will be willing to return it by easy instalments on their being employed by Government. But the best thing, in my opinion, for Government to do will be to deal with such individuals through indigenous institutions willing to undertake the training of such poor women. I propose, therefore, that special grants should be given by the Educational Departments to such institutions as undertake the training of female teachers for primary schools. Taking into account the figures of expenditure incurred by Government on their Training Colleges for Women per pupil in them it

will be easily seen that the Government have nearly to spend a sum of Rs. 800— on an average, to get a woman fully trained as a mistress for four years. In this connection it may be mentioned that the Government of Madras is maintaining poor Brahmin widows' Hostel at their cost under an efficient Lady Principal and incurring a large expenditure. From this point of view, therefore, it would not be improper to propose the following scale of capitation grant to Normal schools on the basis of pupils that pass the following examinations therefrom.

- |                                          |          |
|------------------------------------------|----------|
| (1) Preparatory (Certificate of Rs. 11 ) | Rs. 100. |
| (2) First Year (Certificate of Rs. 12.)  | Rs. 150. |
| (3) Second Year (Certificate of Rs. 15.) | Rs. 175. |
| (4) Third year (Certificate for Rs. 20.) | Rs. 200. |
| (5) Do (Certificate for Rs. 25.)         | Rs. 250. |

Grants on similar principle have been given to encourage the study of drawing to drawing teachers that would start independent classes. It is my proposal that as before a certificate of Rs. 11 should be granted to the woman who passes the Preparatory Examination of the Training College for Women.

**21. A POLICY OF FULL AND LIBERAL GRANTS:**—The best course for Government to begin their work in this direction is to stimulate local efforts with

their assistance and, if possible under their direction. Government should try to clearly understand the difficulties under which many a useful private institution labours. These are mostly financial. So long as popular enthusiasm sufficient to bring ample resources be not forthcoming, Government ought to give them special help in matters which deserve encouragement. As at present, therefore, instead of giving grants on the basis of one-third of the total expenditure, the scale should be raised to one-half of the expenditure for obvious reasons. Besides this grant for current expenses, the Department should adopt a policy of liberal help for the purposes of (1) dead stock, (2) scholarships to attract poor but intelligent girls, (3) grants to allow increase of pay of life-teachers, (4) grants for the provision of provident funds or pensionary funds for the teachers in private schools and (5) liberal building grants.

21 A. My main contention is that people naturally do not attach from the worldly point of view as much importance to the education of their daughters or wives as they attach to the education of the male members of the family, because in their opinion, it is the boy on whom would fall the burden of maintaining and supporting the family and not on the shoulders of the girl; and, therefore, private institutions working for women's education will always find it difficult to collect large funds that would be needed to meet all their requirements; and, therefore, such institutions owing

to the lack of adequate funds do not undertake large schemes of work calculated to expand the basis of the education of women, and to render the solution of the problem easy. I know as a matter of fact the Seva Sadan, Poona that has been recognized by the Department in almost all its branches would have shown much better results by admitting a much larger number of poor widows or women to be trained as teachers, nurses, &c. &c.; but it was prevented from doing so, first, by lack of funds and secondly, by want of sufficient accommodation and that is why I advocate a scheme of liberal grants to institutions whose plan of work has met with the approval of the Educational Department.

22. As regards the teachers for secondary schools I should propose that they should be selected and trained in the same way in which male teachers are chosen and trained either at the Secondary Training College or they should be allowed to appear for that examination after a few years' work as a teacher at a regular school. I have already expressed my views with regard to the inspection of the primary girls' schools for which I would propose the appointment of female inspectors. For the inspection of higher institutions for women as far as possible women graduates and teachers of long standing should be promoted to this post and be entrusted with this work. In conclusion I am to observe that if the Government of India will be prepared to spend annually an additional sum of 25 lacks of rupees for ten years to come as the first instalment of a definite program-

me to be worked within a couple of generations, it is possible for Government to solve the problem of the spread of education among women in the immediate future with the help of the people in a manner worthy of their noble resolve.

I have the honour to remain,

Sir,

Your most obedient servant.

(Sd.) G. K. Devadhar.

P. S.

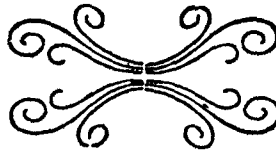
In my covering letter to the Director of Public Instruction, Bombay, to whom a copy of the note submitted to the Government of Bombay, had to be sent, I have taken the liberty to make the following additional observations as regards the *Higher education of women*. "In this note I have specially dwelt at greater length on the education of such of the married girls and women in India to-day as are anxious to be educated and trained for some useful careers in life. In doing it, I have tried to put therein my own estimate of it based upon practical experience of over half a dozen years as a worker in this cause, in respect of the (1) need and usefulness of such education; (2) its social value; (3) the place it occupies in the general scheme of education of women in India; (4) the difficulties in its way; (5) its special requirements, (6) its large possibilities, and the ultimate potentialities of such efforts in popularizing education among Indian women."

"I have in my note laid comparatively much stress on the above aspect of education as it concerns the well-being of the generality of women and not so much on

that which relates to the betterment of the intellectual section of them whose educational advance has my fullest sympathy and to secure which I would even advocate a *schema of scholarships* for the best among them, to go to foreign countries to complete their education. In try-

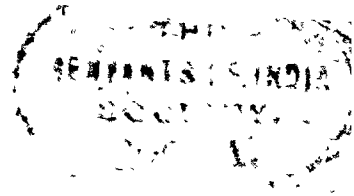
ing, therefore, to describe the importance of this special phase of the problem at the bottom, I do not want it to be inferred as my opinion that nothing is needed to be done for those at the top. Both deserve attention. It is only a question of more or less."

G. K. Devadhar.



C  
P 7a

THE



**DEPRESSED CLASSES MISSION SOCIETY OF INDIA.**

(Established on the 18th of October 1906 and registered under Act XXI of 1860 as a charitable Body.)

**POONA BRANCH.**

(*Opened on 22nd June 1912.*)

**THE SEVENTH ANNUAL REPORT.**

( FOR THE YEAR ENDING 31<sup>ST</sup> DECEMBER 1915. )

**V. R. SHINDE**

GENERAL SECRETARY, 2008 CAMP POONA.

*D. C. Mission, Head Office, Grant Road, Bombay.*

**BOMBAY.**

1916.

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THE SEVENTH ANNUAL REPORT.

( For the year ending 31st December 1915. )

**Building Scheme:**—The most important activity on which the Managing Committee of this Branch mainly directed its energies during the year under report, was the Building Scheme which had been engaging their attention for the last three years as stated below.

Soon after the General Secretary personally took charge of this Branch in August 1912, a conviction began to grow rapidly upon him that the further progress of the work of this Branch mainly depended on its having a set of commodious buildings of its own. In response to an appeal for an adequate nucleus of funds for such a scheme H. H. Maharajah Sir Sawai Tukoji Rao Holkar gave a handsome cash donation of twenty thousand Rupees early in 1913. After the most thorough inquiries into the matter a site was selected at Bhokarwadi Nana's Peth, within the gift of the Poona City Municipality. The General Committee of that Municipality duly resolved at its meeting held on 27th August 1913 that a "A piece of land not exceeding two acres and thirty gunthas should be leased (to the D. C. M. Poona Branch) for 99 years at a nominal rent of one Rupee per annum" to which the Commissioner C. D. accorded his sanction under his letter to the Municipality C/2520 dated 2nd November 1913.

Accordingly a lease was passed by the President and two councillors of the Municipality to the General Secretary of this Mission. It was duly registered in 1914 and was revised and again registered in 1915 in a form prescribed by the Government Educational grant-in-code. The Remembrancer of Legal Affairs

declared under No.  $\frac{1618}{5\text{th May } 1916}$  of the Director of Public Instruction's office the title of the D. C. M. Society to the site to be good.

A further contribution to the funds in this connection was received by the General Secretary in the shape of a communication No. 528 dated 18th May 1914 from the office of Deputy Educational Inspector Poona, intimating the extract of the item (1) of the paragraph 2 of the Government Resolution Educational Department No. 761 of 3rd March 1914 sanctioning a grant of twenty thousand rupees for the erection of a Hostel comprised in the scheme, out of the imperial grant to be distributed by the Government of Bombay.

Encouraged by these results the General Secretary forthwith prepared the present scheme of seven separate buildings for the several institutions now managed by this Branch to be raised on the aforesaid site amounting to a total output of Rs. 65,000 of which this Branch has already to its credit Rs. 20,000 in cash and Rs. 20,000 promised under the above mentioned Government Resolution. For the remaining Rs. 25,000 the General Secretary submitted a fresh application to the Director of Public Instruction under No. 145 of 7th July 1914, previous to which the whole scheme was fully explained to Mr. W. H. Sharp by Dr. Mann and Mr. Shinde.

After these two years' labours the Committee thought it had fair hopes of materializing one of their most urgent schemes. But all of a sudden the present war came on with its blighting effects. During the year under report therefore the Committee had to concentrate almost all its attention on this one important scheme. Plans and estimates were made and re-made in accordance with the rules of the Educational Department and were even duly sanctioned by the Superintending Engineer. Representations, reminders, personal visits and all possible legitimate measures were taken by the Committee to expedite the work. Even tenders were invited and contractors almost engaged. But after all the dreaded retrenchment circular from Government regarding grants-in-aid was received and the result was that by the end of year under report when the

Committee had at one time hoped to have finished at least the more necessary part of the buildings, the whole scheme was found to be where it was at the beginning of the year!

It need hardly be detailed here how urgently these buildings are needed for the proper working of this Branch. A full Primary School with an average of 158 pupils on the roll in nine separate divisions, and besides these a Carpentry Class, a Tailoring Class, a Drawing Class, a Boarding House, Superintendents' Quarters, Library, Office, and play ground have all to be now huddled up within the premises of an old one storied house of 84 ft. by 65 ft. and a few rickety out-houses not even good enough for stables, with a total area of 26825 ft. Such is the present habitation for the Central Institute of the Poona Branch which draws its pupils and other peoples from an area of more than 5 miles around. In view of the fact that the Central Institute is to supply the need of the people both in Cantonment and City of Poona and also that in the Cantonment the rents are too high for the means, and suitable houses too few for the purposes of this Branch, the site, at Bhor-karwadi which is on the boundary line between the Cantonment and the City, may be taken almost as an ideal one. It lies at the centre of the circumference on which are situated wide apart different localities of the several "untouchable" communities of Poona and its suburbs. Government Inspecting authorities and other visitors have repeatedly complained about the insufficiency and unsuitableness of the present house. Mr. L. S. Dawson, Inspector for the Technical Education Committee recently remarked in his inspection report to his Committee about the Technical Classes of this Branch to the following effect :—

"The premises are not sufficiently healthy, well-lighted and ventilated. They do not contain sufficient accomodation, furniture and appliances for the instruction and re-creation of the pupils attending. The immediate want is completing the new buildings which are under consideration."

And yet under the circumstances these classes are reported to make a fairly satisfactory progress in other respects. But for this

most disheartening drawback caused by the War, this Branch would have easily entered during the year on quite a new and hopeful stage of its growth both in its intensive and expansive aspects which however is now standing arrested almost indefinitely

**The General Finances** of this Branch too were greatly affected by the War during the year. And yet in this respect though the Committee had to face a good deal of anxiety and difficulties, it has something favourable to report for which its hearty thanks are mainly due to the Government of H. E. Lord Willingdon. As a result of a deputation that waited upon His Excellency on 30th July 1913 praying for special concessions in respect of grants-in-aid to the schools and hostels of this Society the General Secretary heard from the Secretary to Government under No. 2594 dated 30th August 1914 of the Educational Department, Bombay Castle, to the following effect —

“ With regard to the Society’s School in Poona Camp, I am to inform you that His Excellency the Governor in Council has been pleased to direct that the proportion of the annual grant in respect of this and other aided Schools for the Depressed Classes in which there is necessarily no fee income, should, as a special case, be raised from one third to one-half of the expenditure

With reference to the Society’s application for maintenance grants to their boarding houses at Parel, Poona and Hubli, I am to observe that such grants are not admissible under the grant-in-aid code. But having regard to the fact that no permanent moral and social improvement can be expected in the children of the Depressed Classes unless they are taken away from their conventional surroundings and brought up in well-managed hostels, and to the fact that these classes are wholly dependent on charity and the efforts of a few well-intentioned persons, Government are pleased to sanction, as a special case, an annual grant equal to half the cost of these hostels but not exceeding Rs 2,000 per annum ”

This Branch actually received from Government, grants for its Central Primary School and Hostel at the promised half expenditure rate for the first time during the year under report. The Committee most gratefully submits that, but for this most timely concession its work would have been seriously handicapped.

### The Schools

The Head Master Mr. D. S. Barve submits the following report on the School —

“**The Central Primary School** (2008 Poona Camp) formerly called “The Camp Free Day School,” is a full Primary School. In order that boys wishing to join the A. V. Schools may not lose two or three years of their English education English is also taught up to Standard III. This year according to a Government Resolution this school got a grant equal to half the expenditure on it, and since then no fees are charged. Girls are admitted free as before. There is a separate class for girls conducted by Sister Janabai Shinde who is also in charge of the Boarding House. This class is intended to work as a nucleus of a separate girls school in time to come. Every day before the commencement of studies all the children are gathered together in the hall of the School to sing religious hymns. Special attention is being paid to cultivate good manners and healthy habits and to promote the use of correct and decent language among the pupils of the schools.

“Importance of cleanliness and tidiness is impressed on the minds of the pupils. Students of this School attend the Carpentry and Tailoring classes attached to it for at least two hours every day. On the working of the school the following is the report of the Inspecting Officers —

“Held the Annual Inspection of the Central School and found the progress satisfactory. The discipline and cleanliness of the boys are satisfactory. It would be better if a separate school be opened for girls.”

(Sd.) P. B. BAPAT

5th Assistant Deputy Educational  
Inspector, Poona C. D.

2. **“The Carpentry class.**—Boys above the age of 10 attend this class. Many useful articles are manufactured in this class. 14 boys were sent for the 3rd, 2nd and 1st year Manual Training examination and 5 of them have secured more than 50 per cent of the total number of marks. The following is the Inspecting Officer’s remark on the working of this class;—

“Official inspection made of students work in the Industrial section and am satisfied with the result.

(Sd.) L. S. DAWSON.

The necessity of a turning wheel and other tools is keenly felt.

3. **“The Tailoring Class.**—This class is attended by boys as well as girls. The attendance in this class is increasing every year. Some boys are able to cut and sew their own clothes. The present teacher himself a Mahar by caste is the product of this institution. The following are the remarks of the Inspecting Officers on the working of this class :—

“Held Annual Inspection of the Tailoring class attached to the D. C. M. Central Primary School and found it in good state of efficiency. Out of 63 pupils on rolls 46 were present. It is gratifying to note that 10 girls are taking advantage of the instruction in the class. D. G. Gaikwad, the teacher of this class is the product of this institution. The necessity of one more sewing-machine is keenly felt as the attendance has much increased.”

(Sd.) R. S. DIKSHIT.

4. **“Modikhana Feeder School**—This school in order to maintain its existence, had to struggle very hard throughout the

second half of the year 1914 and the earlier part of the year under report; for the greater part of this year the attendance is quite steady and fairly good, considering the existence of a number of schools—at least 6 or 7—in a locality consisting of about 500 boys and girls of school going age. Thanks to the steady efforts of Mr. V. R. Mudliar a member of the Committee and a resident of the place.

5. **“Boys Debate and Sports Club.**—Under the auspices of this club was held the annual gathering of the schools in the month of June. This occasion was availed of to give a hearty send-off to Mr. D. N. Patwardhan, the Head Master of the school, who was then transferred to Hubli, as superintendent of the Karnatak Branch of this mission. All the members of the Committee, teachers, boys and other friends of the Mission joined on invitation in bidding farewell to Mr. Patwardhan and Dr. Mann presided at the Meeting which was addressed by Prof. Bhanu.

“The following lectures were arranged during the year by this club:—“Dr. R. G. Vaze gave six very interesting lectures on Sanitation and personal hygiene. Messrs Dikshit and Sathé, Assistant Deputy Educational Inspectors gave lectures on Geography and Physiology with the help of magic lantern. Prof. K. R. Kanitkar gave one lecture on Plant-life and Prof. Sahasrabudde gave another on the Cultivation of Vegetables &c. &c. Messrs. L. R. Gokhle, N. C. Kelkar and G. H. Salvi kindly presided at some of these lectures.”

### The Hostel.

The aims and objects of this department were already stated at length in the last two annual reports. Sympathetic readers have yet to be reminded of a statement about this Hostel in the report for the year 1913 when it was first started viz. “The institution has not only to supply but also to create a need, which is there all the same, though not yet properly felt by (the pupils as well as the parents of) the Depressed Classes. Those that are admitted have slowly to be accustomed to the discipline of

the institution, and the managers therefore do not at all feel discouraged by the number of boys who have deserted the institution in spite of the many advantages it afforded them." Would-be friends of the Mission have often suggested to the authorities gently as well as otherwise that the discipline of this institution may either be slackened or for the time being wholly suspended. These friends probably think that the children of the Depressed Classes, who, as a rule, come out of surroundings either mostly or even wholly lacking in domestic discipline, might not be led to feel its brunt all of a sudden to the detriment of attendance in this otherwise most desirable institution. But the authorities, with their practical experience in this connection have got to stick to their original belief that discipline is and ought to remain after all the very soul of such an institution. They had therefore to turn their attention more to the character and capacity of the applicants than to their mere number, and they had to restrict the admission accordingly though reluctantly during the year. Thus although there is a slight fall in the number of boarders, an intelligently observant visitor can easily realize for himself that real progress is being silently achieved in this most difficult part of the mission-work. To make up the consequent deficiency in the number of boarders, the superintendent has succeeded in inducing a select number of well-behaved local pupils attending the schools of this Branch to always reside and work in the house and to go to their homes twice in the day only for their meals. This change was gradually wrought during the year under report and was found to make for a slow yet steady growth of this institution.

**Boarders** — There were eight boarders admitted and three left during the year and their classification is as follows —

| District  | No. admitted  | on roll on 31 $\frac{12}{1915}$ | Progress                              |
|-----------|---------------|---------------------------------|---------------------------------------|
| Poona     | 3             | 3                               | { Marathi VI 2<br>" I 1               |
| Nasik     | 3             | 1                               | English VI 1                          |
| Ratnagiri | 1             | 1                               | { First year's I<br>course in<br>arts |
| Dhulia    | $\frac{1}{8}$ | $\frac{5}{8}$                   | 5                                     |



**Lodgers.**—Six more students of the Central Institution are availing themselves of the facilities afforded by this Hostel. Their progress in the school is as follows —

|             |   |                           |   |
|-------------|---|---------------------------|---|
| English III | 2 | Marathi VI and English II | 3 |
| Marathi IV  | 1 | Total                     | 6 |

### **The Bhajan Samaj**

Under this institution (the weekly congregation) is conducted the religious and social work of this Branch. Although this institution was originally intended for the adults as well as for young people, it was soon discovered that the energies of the mission especially in view of the limited number of the staff at the disposal of this Branch would be better economized by concentrating them on the well-being of young people. The Sunday Class and Weekly Service were therefore organized more suitably to the needs of the Boarders, Lodgers and other susceptible day scholars of the Mission, they were held every Sunday morning from 8-30 to 10-30 successively. A notable feature in this connection was that some advanced students from amongst the Boarders and Lodgers cheerfully came forward to teach in the Sunday classes as well as to conduct the weekly services and were found quite fit for the work. The lead of the advanced boys was gradually and willingly followed by the younger ones and the whole process eventually conducted to the better discipline as well smoother conduct of work both in the Boarding House and the School. The Central School opens every day with a fresh hymn from the Prarthna Sangit which is introduced on every Monday. The whole school is separated into two divisions, viz of the seniors and the juniors for this purpose. The boys are taught to sing to a proper devotional tune the two hymns selected on each Sunday and repeated throughout the week. Simple and pithy hymns of Tukaram and other saints are selected specially suiting the understanding of the boys and girls. The hymns are first fully explained in the Sunday Class and then taken up for the next week. There were also explained during the year short stories from Mahabharat, simple verses from the Bhagwat Gita and some portions from "Buddha, Dharma and Sangha"

by Prof. Dharmanand Kosambi. The little ones were generally taken round the small school garden between the class and the service which closes by 10-30 A. M. Those coming from a distance were also given a little tiffin and thus the little congregation spent their cheerful and restful Sunday mornings in a way quite contrasting to the work of the week.

## GENERAL WORK.

### Purity Work

of the Holica Sammelan Committee, Poona, was mainly conducted by the workers and volunteers of this Branch which materially lessened the indecencies usually practised during the Shimga Holidays. Under the enthusiastic lead of Mr. D. N. Patwardhan not only the pupils of the schools of this Mission but those of the neighbouring ones were kept in attendance at schools during the holidays and also entertained with most healthy sports and amusements.

### Sanitation.

Special efforts were put forth to improve the sanitary conditions of the pupils of the schools. The six lectures arranged by Mr. D. S. Barve, on the teaching of Sanitation in schools by Dr. Vaze, were found to be most useful.

### Visits

The need of promoting better intercourse between the teachers and workers of this Mission and those of other similar institutions in the City, both from the educational and social point of view, was long felt. Mr. D. N. Patwardhan therefore took all his assistants on a visit to the New English School in the month of April. Prof. K. R. Kanitkar showed them over his vernacular school and most kindly explained the several pedagogic experiments, which he had then newly introduced in the primary classes.

Sir Narayan. G. Chandavarkar, President of the D. C. M. Society of India, visited this Branch on the 20th September 1915 and

presided at a lecture delivered by Dr. R. V. Khedkar on sanitation. After the lecture he went over the several classes and inspected the drill of the boys. He was then taken round to inspect the site at Bhokarwadi secured for the proposed Buildings of this Branch. During his visit Sir Narayan most freely mixed with the pupils and the parents, spoke to them kindly and gave a donation to encourage the boys of the Debating Club, who had organized the lecture at which he presided.

### Public Meetings

In addition to the annual gathering at which the boys of the Debating Club gave a hearty send off to Mr D. N. Patwardhan who was transferred to Hubli, as Superintendent of the Karnatic Branch of the D. C. M. Society of India the anniversary day of the Society was celebrated on the Dewali Day 8th Novemper 1915 by a public meeting at which Dr. H. H. Mann President of this Branch took the chair. The Secretary explained the progress of the Society in general and of this Branch in particular during the past years after which Mr. G. D. Naik, Advocate, Prof. G. C. Bhate and Hon'ble Mr. B. S. Kamat made sympathetic remarks on the work and needs of the Mission.

### Thanks.

The best thanks of the Committee are due to Mr. V. R. Mudliar for his assistance to Mr. D. S. Barve in keeping accounts, to Mr. H. R. Dhowle for his assistance to Sister, Janabai Shinde in conducting the Bhajan Samaj, to Mr. L. M. Sattoor for his active interest in the work and to all the donors, subscribers, volunteers and others who helped by either practical support or sympathetic advice to this Mission.



**APPENDIX A.**  
**List of Subscribers for 1915.**

| No. | NAME.                                | -Rate of Subscription. |   | Amount paid. |   | No. | NAME.                        | Rate of Subscription. |   | Amount paid. |   |
|-----|--------------------------------------|------------------------|---|--------------|---|-----|------------------------------|-----------------------|---|--------------|---|
|     |                                      |                        |   |              |   |     |                              |                       |   |              |   |
| 1   | Mr. H. A. Wadia ... ..               | 10                     | 0 | 120          | 0 |     | Brought forward ...          |                       |   | 450          | 0 |
| 2   | Bombay Telugoo Education Fund ... .. | 7                      | 0 | 84           | 0 | 19  | Miss M. J. Wadia ... ..      | 1                     | 0 | 12           | 0 |
| 3   | Mr. G. C. Whitworth I. C. S.         | 5                      | 0 | 60           | 0 | 20  | Mr. Khushiram ... ..         | 1                     | 0 | 1            | 0 |
| 4   | Mr. & Mrs. F. P. Jahangir ...        | 3                      | 0 | 36           | 0 | 21  | Dr. K. K. Joshi M.A.P.H. D.  | 1                     | 0 | 9            | 0 |
| 5   | Sardar Naoroji Padamji ... ..        | 3                      | 0 | 15           | 0 | 22  | Mr. Ramachandra Wani ...     | 1                     | 0 | 5            | 0 |
| 6   | Mr. O. H. T. Dudley ... ..           | 1                      | 4 | 15           | 0 | 23  | „ Haribhauo Bhuruk ... ..    | 0                     | 8 | 2            | 8 |
| 7   | „ H. S. Ubhale ... ..                | 1                      | 8 | 8            | 0 | 24  | Mrs. Yamunabai Kamat ...     | 0                     | 8 | 4            | 8 |
| 8   | Dr. Sir. R. G. Bhandarkar ...        | 1                      | 0 | 10           | 0 | 25  | „ Sitabai Bhandarkar ...     | 0                     | 8 | 8            | 8 |
| 9   | The Hon. Mr. Gokhale ... ..          | 1                      | 0 | 5            | 0 | 26  | „ Kamalabai Gandhi ...       | 0                     | 8 | 8            | 8 |
| 10  | „ Principal Paranjpye ... ..         | 1                      | 0 | 12           | 0 | 27  | „ K. D. Alve ... ..          | 0                     | 8 | 3            | 0 |
| 11  | „ Mr. B. S. Kamat ... ..             | 1                      | 0 | 9            | 0 | 28  | Dr. R. K. Naidoo ... ..      | 0                     | 8 | 7            | 0 |
| 12  | Dr. V. C. Gokhale ... ..             | 1                      | 0 | 11           | 0 | 29  | Messrs. Kukreja & Co. ...    | 0                     | 8 | 6            | 0 |
| 13  | „ Rao Bahadur Shikhare... ..         | 1                      | 0 | 11           | 0 | 30  | Mr. M. R. Sable ... ..       | 0                     | 8 | 6            | 0 |
| 14  | „ H. S. Mody ... ..                  | 1                      | 0 | 12           | 0 | 31  | „ Sheikh Ghudoo Sheik ...    | 0                     | 8 | 6            | 8 |
| 15  | Rao Saheb Vengu Iyyer ... ..         | 1                      | 0 | 11           | 0 | 32  | Messrs. Aspendiar & Co. ...  | 0                     | 8 | 6            | 0 |
| 16  | „ D. R. B. ... ..                    | 1                      | 0 | 11           | 0 | 33  | Dr. V. R. Moodliar ... ..    | 0                     | 8 | 5            | 0 |
| 17  | Mr. K. P. Gadgil ... ..              | 1                      | 0 | 8            | 0 | 34  | Mr. D. N. Patwardhan ...     | 0                     | 8 | 3            | 8 |
| 18  | Miss R. Ruben B. A. ... ..           | 1                      | 0 | 12           | 0 | 35  | Mrs. Ramayya Pullayya ...    | 0                     | 8 | 6            | 0 |
|     |                                      |                        |   |              |   | 36  | Prof. D. L. Sahasrabudhe ... | 0                     | 8 | 3            | 0 |
|     | Carried over...                      |                        |   | 450          | 0 |     | Carried over...              |                       |   | 553          | 0 |

## APPENDIX A. (Contd.)

### List of Subscribers.

| No. | NAME.                      | Rate of Subscription. |   | Amount paid. |   | No. | NAME.                       | Rate of Subscription. |   | Amount paid. |    |
|-----|----------------------------|-----------------------|---|--------------|---|-----|-----------------------------|-----------------------|---|--------------|----|
|     | Brought forward ...        |                       |   | 553          | 0 |     | Brought forward ...         |                       |   | 605          | 4  |
| 37  | Mr. L. M. Satoor ...       | 0                     | 8 | 5            | 8 | 54  | Mr. L. R. Gokhale ...       | 0                     | 4 | 3            | 0  |
| 38  | " G. G. Saraf ...          | 0                     | 8 | 3            | 8 | 55  | " S. B. Mengle ...          | 0                     | 4 | 2            | 12 |
| 39  | " P. C. Patil ...          | 0                     | 8 | 9            | 0 | 56  | " B. M. Ambekar...          | 0                     | 4 | 3            | 4  |
| 40  | " P. R. Bari ...           | 0                     | 8 | 4            | 0 | 57  | Prof. S. G. Sathe ...       | 0                     | 4 | 4            | 0  |
| 41  | Prof. G. C. Bhate ...      | 0                     | 4 | 3            | 4 | 58  | Mr. Jambuligam Moodliar ... | 0                     | 4 | 2            | 4  |
| 42  | " H. G. Limaye ...         | 0                     | 4 | 1            | 0 | 59  | " B. A. Jadhav ...          | 0                     | 4 | 3            | 8  |
| 43  | " K. R. Kanitkar ...       | 0                     | 4 | 3            | 0 | 60  | " H. R. Dhowley ...         | 0                     | 4 | 3            | 8  |
| 44  | " V. K. Rajwade...         | 0                     | 4 | 1            | 4 | 61  | " K. G. Tokekar ...         | 0                     | 4 | 2            | 0  |
| 45  | " K. N. Dravid ...         | 0                     | 4 | 2            | 0 | 62  | " Chunaswamy Iyyer ...      | 0                     | 4 | 1            | 0  |
| 46  | " C. G. Bhanoo ...         | 0                     | 4 | 1            | 0 | 63  | " K. D. Aknt ...            | 0                     | 4 | 2            | 0  |
| 47  | " G. V. Lele ...           | 0                     | 4 | 3            | 8 | 64  | " M. D. Lotlikar ...        | 0                     | 4 | 1            | 0  |
| 48  | " V. B. Naik ...           | 0                     | 4 | 2            | 4 | 65  | " H. V. Sathe ...           | 0                     | 4 | 1            | 8  |
| 49  | Dr. G. S. Sahasrabudhe ... | 0                     | 4 | 3            | 0 | 96  | " V. N. Ghate ...           | 0                     | 4 | 2            | 0  |
| 50  | " H. K. Ranade ...         | 0                     | 4 | 3            | 0 | 6J  | Sister Janabai Shinde ...   | 0                     | 4 | 0            | 4  |
| 51  | " K. G. Garde ...          | 0                     | 4 | 2            | 0 | 68  | Miss Begum ...              | 0                     | 4 | 3            | 0  |
| 52  | Mr. R. B. Joshi ...        | 0                     | 4 | 3            | 0 | 69  | Mr. Bhikoo Santoo ...       | 0                     | 4 | 0            | 4  |
| 53  | " N. C. Kelkar ...         | 0                     | 4 | 2            | 0 | 70  | " S. G. Naravne L. C. E...  | 0                     | 4 | 2            | 8  |
|     | Carried over ...           |                       |   | 605          | 4 |     | Carried over ...            |                       |   | 643          | 0  |

APPENDIX A. (Contd.)

List of Subscribers.

| No. | NAME.                      | Rate of Subscription. | Amount paid. | No. | NAME.                       | Rate of Subscription. | Amount paid. |
|-----|----------------------------|-----------------------|--------------|-----|-----------------------------|-----------------------|--------------|
|     | Brought forward...         |                       | 643 0        |     | Brought forward...          |                       | 659 8        |
| 71  | Mr. R. V. Fadatare ...     | 0 4                   | 2 8          | 88  | Mr. A. P. Bapat ...         | 0 2                   | 1 8          |
| 72  | Prof. S. L. Ajrekar ...    | 0 4                   | 2 0          | 89  | „ R. L. Avasti ...          | 0 2                   | 0 2          |
| 73  | Mr. J. S. Shendge ...      | 0 4                   | 0 8          | 90  | „ T. T. Bhosle ...          | 0 2                   | 0 10         |
| 74  | Dr. N. D. Gir ...          | 0 4                   | 1 4          | 91  | „ Munaswami Pillay ...      | 0 2                   | 0 2          |
| 75  | „ R. E. Bhandar ...        | 0 4                   | 0 4          | 92  | Sister Janabai Shinde from  |                       |              |
| 76  | „ A. S. Bidi ...           | 0 4                   | 0 4          |     | October 1915 increased      |                       |              |
| 77  | Mr. N. V. Kanitkar...      | 0 4                   | 3 0          |     | the rate of subscription to |                       |              |
| 78  | „ L. N. Rajal ...          | 0 4                   | 0 4          |     | 4 annas P. M. ...           | 0 1                   | 1 8          |
| 79  | „ R. E. Raotr ...          | 0 4                   | 0 4          | 93  | Mr. V. R. Shinde ...        | 0 1                   | 1 6          |
| 80  | „ N. S. Tatpal ...         | 0 4                   | 0 4          | 94  | „ M. R. Sable ...           | 0 1                   | 0 5          |
| 81  | „ S. N. Parte ...          | 0 4                   | 0 4          | 95  | „ H. R. Dhowley ...         | 0 1                   | 0 14         |
| 82  | „ Krishnaswami Mudliar...  | 0 4                   | 0 4          | 96  | „ L. M. Satoor ...          | 0 1                   | 1 0          |
| 83  | „ K. T. Gupte M. A. LL. B. | 0 4                   | 1 4          | 97  | Dr. V. R. Moodliar ...      | 0 1                   | 1 4          |
| 84  | „ D. D. Samarath ...       | 0 4                   | 2 8          | 98  | Mr. D. N. Patwardhan ...    | 0 1                   | 1 0          |
| 85  | „ P. S. Puram ...          | 0 4                   | 0 4          | 99  | Mrs. V. R. Shinde ...       | 0 1                   | 1 6          |
| 86  | „ N. E. Gavandi ...        | 0 4                   | 1 4          | 100 | „ V. R. Moodliar...         | 0 1                   | 1 4          |
| 87  | „ Gangaram Wani ...        | 0 4                   | 0 4          | 101 | „ D. G. Bhosle ...          | 0 1                   | 0 1          |
|     | Carried over...            |                       | 659 8        |     | Carried over...             |                       | 671 14       |

APPENDIX A. (Contd.)

List of Subscribers.

| No. | NAME.                      | Rate of Subscription. |   | Amount Paid. |    | No. | NAME.                      | Rate of Subscription. |   | Amount paid. |   |
|-----|----------------------------|-----------------------|---|--------------|----|-----|----------------------------|-----------------------|---|--------------|---|
|     | Brought forward...         |                       |   | 671          | 14 |     | Brought forward...         |                       |   | 674          | 7 |
| 102 | Mr. Rajaram Raotu ...      | 0                     | 1 | 0            | 6  | 111 | Master Nana Narayan ...    | 0                     | 1 | 0            | 8 |
| 103 | " D. V. Gaikwad ...        | 0                     | 1 | 0            | 4  | 112 | " Govind Laxman ...        | 0                     | 1 | 0            | 1 |
| 104 | Miss Hazarabai Sayed ...   | 0                     | 1 | 0            | 3  | 113 | " Sitaram Maruti ...       | 0                     | 1 | 0            | 1 |
| 105 | Master Bholaram Bayaji ... | 0                     | 1 | 0            | 4  |     |                            |                       |   |              |   |
| 106 | " Govind Atmaram ...       | 0                     | 1 | 0            | 5  |     | Annual Subscribers.        |                       |   |              |   |
| 107 | " D. D. Dhurve ...         | 0                     | 1 | 0            | 8  |     |                            |                       |   |              |   |
| 108 | " Shraavan Dagadoo ...     | 0                     | 1 | 0            | 1  | 114 | Sir P. D. Pattani ...      |                       |   | 10           | 0 |
| 109 | " Harl Dnyanoba ...        | 0                     | 1 | 0            | 4  | 115 | Rao Bah. S. V. Patwardhan. |                       |   | 25           | 0 |
| 110 | " Kaloo Gangaram ...       | 0                     | 1 | 0            | 6  | 116 | R. P. Godbole ...          |                       |   | 10           | 0 |
|     | Carried over...            |                       |   | 674          | 7  |     | Total Rs. ...              |                       |   | 720          | 1 |

## APPENDIX B.

### IX. List of Donors.

| No. | Donors' Names.                                                             | Amount. |     |    |
|-----|----------------------------------------------------------------------------|---------|-----|----|
|     |                                                                            | Rs.     | As. | p. |
| 1   | Sir Ratan Tata ... ..                                                      | 100     | 0   | 0  |
| 2   | Rasoahab G. K. Kelkar ... ..                                               | 100     | 0   | 0  |
| 3   | Dr. H. K. Ranade ... ..                                                    | 75      | 0   | 0  |
| 4   | In memory of the late Mr. G. K. Gokhale from Miss Kashibai Gokhale. ... .. | 50      | 0   | 0  |
| 5   | Mr. Balakram I. C. S. ... ..                                               | 50      | 0   | 0  |
| 6   | National Indian Association ... ..                                         | 15      | 0   | 0  |
| 7   | Sir N. G. Chandawarkar ... ..                                              | 10      | 0   | 0  |
| 8   | Mr. A. V. Thakkar ... ..                                                   | 10      | 0   | 0  |
| 9   | Mrs. Radhabai Ghorpade ... ..                                              | 6       | 0   | 0  |
| 10  | Through Mr. J. S. Shendge ... ..                                           | 5       | 14  | 0  |
| 11  | Dr. Atmarampant Jadhav ... ..                                              | 5       | 0   | 0  |
| 12  | „ V. B. Bapat B. A., L. M. & S. ... ..                                     | 5       | 0   | 0  |
| 13  | Mr. K. P. Pranjpye B. A., L. C. E. ... ..                                  | 5       | 0   | 0  |
| 14  | Nishkam Karma Matha ... ..                                                 | 5       | 0   | 0  |
| 15  | Mrs. Shepurabai ... ..                                                     | 3       | 0   | 0  |
| 16  | Mr. Govindrao Grocer ... ..                                                | 3       | 0   | 0  |
| 17  | „ B. B. Bhopatkar B. A. LL. B. ... ..                                      | 3       | 0   | 0  |
| 18  | Through Mr. Dange ... ..                                                   | 2       | 14  | 0  |
| 19  | Mr. Navale ... ..                                                          | 2       | 0   | 0  |
| 20  | „ S. R. Bhagwat L. C. E. ... ..                                            | 2       | 0   | 0  |
| 21  | Prof. K. R. Kulkarni ... ..                                                | 2       | 0   | 0  |
| 22  | Miss M. J. Wadia ... ..                                                    | 2       | 0   | 0  |
| 23  | Sister Janabai Shinde ... ..                                               | 2       | 0   | 0  |
| 24  | Mrs. Ambika Devi ... ..                                                    | 2       | 0   | 0  |
| 25  | „ Devi Din ... ..                                                          | 2       | 0   | 0  |
| 26  | Mr. Gangaram Wani ... ..                                                   | 1       | 2   | 0  |
| 27  | „ C. V. Garde ... ..                                                       | 1       | 0   | 0  |
| 28  | Dr. N. G. Sardesai ... ..                                                  | 1       | 0   | 0  |
| 29  | Prof. G. V. Tulpule ... ..                                                 | 1       | 0   | 0  |
| 30  | Dr. K. G. Lohokre ... ..                                                   | 1       | 0   | 0  |
| 31  | Mr. S. R. Raje ... ..                                                      | 1       | 0   | 0  |
| 32  | Dr. R. G. Vaze ... ..                                                      | 1       | 0   | 0  |
| 33  | Mr. V. A. Tamhane ... ..                                                   | 1       | 0   | 0  |

Carried over Rs. 475 14 0



| No. | Donors' Name,                  | Amount       |     |          |
|-----|--------------------------------|--------------|-----|----------|
|     |                                | Brought over | Rs, | 475 14 0 |
| 34  | „ S. M. Gade ... ..            | ...          | ... | 1 0 0    |
| 35  | „ G. M. Chirmule ... ..        | ...          | ... | 1 0 0    |
| 36  | „ N. G. Bhadbhade... ..        | ...          | ... | 1 0 0    |
| 37  | Anonymous ... ..               | ...          | ... | 1 0 0    |
| 38  | Prof. V. D. Gokhale ... ..     | ...          | ... | 1 0 0    |
| 39  | „ M. K. Joshi ... ..           | ...          | ... | 1 0 0    |
| 40  | „ S. R. Kanitkar ... ..        | ...          | ... | 1 0 0    |
| 41  | Mr D. N. Patwardhan ... ..     | ...          | ... | 1 0 0    |
| 42  | „ S. K. Phadke ... ..          | ...          | ... | 1 0 0    |
| 43  | Sister Mathurabai Gogte ... .. | ...          | ... | 1 0 0    |
| 44  | Mr G. R. More ... ..           | ...          | ... | 1 0 0    |
| 45  | Miss Kamal Kumari Kibe ... ..  | ...          | ... | 1 0 0    |
| 46  | „ Sahra Samson ... ..          | ...          | ... | 1 0 0    |
| 47  | Mr. S. A. Tanksale ... ..      | ...          | ... | 0 8 0    |
| 48  | „ P. H. Barve ... ..           | ...          | ... | 0 8 0    |
| 49  | „ D. M. Ratnaparkhi ... ..     | ...          | ... | 0 8 0    |
| 50  | „ S. S. Nagarkar ... ..        | ...          | ... | 0 8 0    |
| 51  | „ L. M. Satoor ... ..          | ...          | ... | 0 8 0    |
| 52  | „ "A. B. C." ... ..            | ...          | ... | 0 4 0    |
| 53  | „ Jayamniachari ... ..         | ...          | ... | 0 4 0    |
| 54  | „ Ashanna Papaji ... ..        | ...          | ... | 0 4 0    |
| 55  | „ Sayanna Pochatti ... ..      | ...          | ... | 0 4 0    |
| 56  | „ Piraji Baban ... ..          | ...          | ... | 0 4 0    |
| 57  | „ D. V. Harsule ... ..         | ...          | ... | 0 4 0    |
| 58  | „ D. R. Telangi ... ..         | ...          | ... | 0 4 0    |
| 59  | Miss Tarabai Pardeshi ... ..   | ...          | ... | 0 4 0    |
| 60  | Mr. Radhakison ... ..          | ...          | ... | 0 4 0    |
| 61  | „ Laxman Rao ... ..            | ...          | ... | 0 4 0    |
| 62  | „ M. P. Redkar ... ..          | ...          | ... | 0 2 0    |
| 63  | „ Bheemayya ... ..             | ...          | ... | 0 2 0    |
| 64  | „ Mahadayya ... ..             | ...          | ... | 0 2 0    |
| 65  | „ R. P. Kanitkar ... ..        | ...          | ... | 0 2 0    |

Total Rs... 494 6 0

APPENDIX C.  
**Depressed Classes Mission Society of India, Poona Branch.**  
*Details of Expenditure per Institution for 1915.*

| Items.                          | Central Primary School. |          |           | Modikhana Feeder School. |           |          | Carpentry Class. |           |          | Tailoring Class. |           |          | Hostel.    |           |          | Bhajan Samaj. |          |          | Total.      |          |          |
|---------------------------------|-------------------------|----------|-----------|--------------------------|-----------|----------|------------------|-----------|----------|------------------|-----------|----------|------------|-----------|----------|---------------|----------|----------|-------------|----------|----------|
|                                 | Rs.                     | a.       | p.        | Rs.                      | a.        | p.       | Rs.              | a.        | p.       | Rs.              | a.        | p.       | Rs.        | a.        | p.       | Rs.           | a.       | p.       | Rs.         | a.       | p.       |
| <i>Establishments.</i>          |                         |          |           |                          |           |          |                  |           |          |                  |           |          |            |           |          |               |          |          |             |          |          |
| Supervision Charges ...         | 360                     | 0        | 0         | 120                      | 0         | 0        | 205              | 0         | 0        | 180              | 0         | 0        | 360        | 0         | 0        |               |          |          | 1225        | 0        | 0        |
| Pay of Teachers ...             | 1805                    | 4        | 6         | 241                      | 0         | 8        | 378              | 11        | 4        | 310              | 1         | 3        |            |           |          |               |          |          | 2735        | 1        | 9        |
| Servants' Wages ...             | 148                     | 8        | 0         | 38                       | 0         | 7        |                  |           |          |                  |           |          | 115        | 10        | 4        |               |          |          | 302         | 2        | 11       |
| Rent and Taxes ...              | 647                     | 15       | 11        | 45                       | 0         | 0        |                  |           |          |                  |           |          |            |           |          |               |          |          | 692         | 15       | 11       |
| <i>Contingency.</i>             |                         |          |           |                          |           |          |                  |           |          |                  |           |          |            |           |          |               |          |          |             |          |          |
| Postage ...                     | 47                      | 14       | 0         |                          |           |          |                  |           |          |                  |           |          | 3          | 3         | 3        |               |          |          | 51          | 1        | 3        |
| Stationery ...                  | 77                      | 9        | 9         |                          |           |          |                  |           |          |                  |           |          | 9          | 3         | 6        |               |          |          | 86          | 13       | 3        |
| Books Prizes & Scholarships ... | 48                      | 4        | 6         | 11                       | 0         | 9        | 7                | 0         | 0        | 3                | 13        | 0        | 26         | 4         | 3        |               |          |          | 96          | 7        | 0        |
| Ordinary Repairs ...            | 45                      | 15       | 6         |                          |           |          |                  |           |          |                  |           |          |            |           |          |               |          |          | 45          | 15       | 6        |
| Conveyance ...                  | 61                      | 11       | 6         |                          |           |          | 2                | 1         | 3        |                  |           |          | 4          | 15        | 6        |               |          |          | 68          | 12       | 3        |
| Printing ...                    | 43                      | 12       | 0         |                          |           |          |                  |           |          |                  |           |          | 3          | 6         | 6        |               |          |          | 47          | 2        | 0        |
| Furniture & Apparatus ...       | 1                       | 6        | 6         |                          |           |          | 17               | 4         | 0        |                  |           |          |            |           |          |               |          |          | 18          | 10       | 6        |
| Wood & other materials ...      |                         |          |           |                          |           |          | 67               | 5         | 3        | 12               | 13        | 9        |            |           |          |               |          |          | 80          | 3        | 0        |
| Grain & Provisions ...          |                         |          |           |                          |           |          |                  |           |          |                  |           |          | 146        | 12        | 6        |               |          |          | 146         | 12       | 6        |
| Lighting Charges ...            |                         |          |           |                          |           |          |                  |           |          |                  |           |          | 30         | 10        | 9        |               |          |          | 30          | 10       | 9        |
| Miscellaneous ...               | 70                      | 13       | 8         | 3                        | 9         | 6        | 1                | 4         | 6        |                  |           |          | 17         | 8         | 6        | 3             | 6        | 9        | 96          | 10       | 5        |
| <b>Total Rs. ...</b>            | <b>3359</b>             | <b>3</b> | <b>10</b> | <b>458</b>               | <b>11</b> | <b>6</b> | <b>678</b>       | <b>10</b> | <b>4</b> | <b>506</b>       | <b>12</b> | <b>0</b> | <b>717</b> | <b>10</b> | <b>7</b> | <b>3</b>      | <b>6</b> | <b>9</b> | <b>5724</b> | <b>7</b> | <b>0</b> |

NARSOO SIWAPPA,  
Auditor.

D. C. Mission Poona Branch.  
18th March 1919

G. C. BHATE,  
Hon. Treasurer.



APPENDIX C.  
**Depressed Classes Mission Society of India, Poona Branch.**  
*Details of Expenditure per Institution for 1915.*

| Items.                          | Central Primary School. |          |           | Modikhana Feeder School. |           |          | Carpentry Class. |           |          | Tailoring Class. |           |          | Hostel.    |           |          | Bhajan Samaj. |          |          | Total.      |          |          |
|---------------------------------|-------------------------|----------|-----------|--------------------------|-----------|----------|------------------|-----------|----------|------------------|-----------|----------|------------|-----------|----------|---------------|----------|----------|-------------|----------|----------|
|                                 | Rs.                     | a.       | p.        | Rs.                      | a.        | p.       | Rs.              | a.        | p.       | Rs.              | a.        | p.       | Rs.        | a.        | p.       | Rs.           | a.       | p.       | Rs.         | a.       | p.       |
| <b>Establishments.</b>          |                         |          |           |                          |           |          |                  |           |          |                  |           |          |            |           |          |               |          |          |             |          |          |
| Supervision Charges ...         | 360                     | 0        | 0         | 120                      | 0         | 0        | 205              | 0         | 0        | 180              | 0         | 0        | 360        | 0         | 0        |               |          |          | 1225        | 0        | 0        |
| Pay of Teachers ...             | 1805                    | 4        | 6         | 241                      | 0         | 8        | 378              | 11        | 4        | 310              | 1         | 3        |            |           |          |               |          |          | 2735        | 1        | 9        |
| Servants' Wages ...             | 148                     | 8        | 0         | 38                       | 0         | 7        |                  |           |          |                  |           |          | 115        | 10        | 4        |               |          |          | 302         | 2        | 11       |
| Rent and Taxes ...              | 647                     | 15       | 11        | 45                       | 0         | 0        |                  |           |          |                  |           |          |            |           |          |               |          |          | 692         | 15       | 11       |
| <b>Contingency.</b>             |                         |          |           |                          |           |          |                  |           |          |                  |           |          |            |           |          |               |          |          |             |          |          |
| Postage ...                     | 47                      | 14       | 0         |                          |           |          |                  |           |          |                  |           |          | 3          | 3         | 3        |               |          |          | 51          | 1        | 3        |
| Stationery ...                  | 77                      | 9        | 9         |                          |           |          |                  |           |          |                  |           |          | 9          | 3         | 0        |               |          |          | 86          | 13       | 3        |
| Books Prizes & Scholarships ... | 48                      | 4        | 6         | 11                       | 0         | 9        | 7                | 0         | 0        | 3                | 13        | 0        | 26         | 4         | 3        |               |          |          | 96          | 7        | 0        |
| Ordinary Repairs ...            | 45                      | 15       | 6         |                          |           |          |                  |           |          |                  |           |          |            |           |          |               |          |          | 45          | 15       | 6        |
| Conveyance ...                  | 61                      | 11       | 6         |                          |           |          | 2                | 1         | 3        |                  |           |          | 4          | 15        | 0        |               |          |          | 68          | 12       | 3        |
| Printing ...                    | 43                      | 12       | 0         |                          |           |          |                  |           |          |                  |           |          | 3          | 6         | 0        |               |          |          | 47          | 2        | 0        |
| Furniture & Apparatus           | 1                       | 6        | 6         |                          |           |          | 17               | 4         | 0        |                  |           |          |            |           |          |               |          |          | 18          | 10       | 6        |
| Wood & other materials          |                         |          |           |                          |           |          | 67               | 5         | 3        | 12               | 13        | 9        |            |           |          |               |          |          | 80          | 3        | 0        |
| Grain & Provisions ...          |                         |          |           |                          |           |          |                  |           |          |                  |           |          | 146        | 12        | 6        |               |          |          | 146         | 12       | 6        |
| Lighting Charges ...            |                         |          |           |                          |           |          |                  |           |          |                  |           |          | 30         | 10        | 9        |               |          |          | 30          | 10       | 9        |
| Miscellaneous ...               | 70                      | 13       | 8         | 3                        | 9         | 6        | 1                | 4         | 6        |                  |           |          | 17         | 8         | 0        | 3             | 6        | 9        | 96          | 10       | 5        |
| <b>Total Rs. ...</b>            | <b>3359</b>             | <b>3</b> | <b>10</b> | <b>458</b>               | <b>11</b> | <b>6</b> | <b>678</b>       | <b>10</b> | <b>4</b> | <b>506</b>       | <b>12</b> | <b>0</b> | <b>717</b> | <b>10</b> | <b>7</b> | <b>3</b>      | <b>6</b> | <b>9</b> | <b>5724</b> | <b>7</b> | <b>0</b> |

NARSOO SIWAPPA,  
Auditor.

D. C. Mission Poona Branch.  
18th March 1919

G. C. BHATE,  
Hon. Treasurer.

## APPENDIX E.

*Statistics of the Educational Institutions of the D. C. M. Poona Branch for the year 1915.*

| Serial No. of Institutions. | Name of Institution.            | No. of Municipal Schools at the centre. | No. of Teachers. | No. of Standards and Languages taught.             | Pupils on roll on the 1st January 1915. | Fresh admissions in the year. | Withdrawals in the year. | Pupils on roll at the end of the year 1915. | Average attendance. | Touchables. | Untouchables.    |                                                  |                        |        |          | Below 14 years. | Above 14 years. | Total expenditure for the year 1915. | Government Grant received in 1915. | Remarks. |          |
|-----------------------------|---------------------------------|-----------------------------------------|------------------|----------------------------------------------------|-----------------------------------------|-------------------------------|--------------------------|---------------------------------------------|---------------------|-------------|------------------|--------------------------------------------------|------------------------|--------|----------|-----------------|-----------------|--------------------------------------|------------------------------------|----------|----------|
|                             |                                 |                                         |                  |                                                    |                                         |                               |                          |                                             |                     |             | Mahars or Dheds. | Mangs or Madigs.                                 | Chambhars or Samagars. | Dhors. | Bhangis. |                 |                 |                                      |                                    |          |          |
| 1                           | 2                               | 3                                       | 4                | 5                                                  | 6                                       | 7                             | 8                        | 9                                           | 10                  | 11          | 12               | 13                                               | 14                     | 15     | 16       | 17              | 18              | 19                                   | 20                                 | 21       |          |
| 1                           | Central Primary School          |                                         | 8                | } Upto Marathi 7th St & Upto the English third st. | 154                                     | 144                           | 140                      | 158                                         | 102                 | 58          | 72               | 11                                               | 17                     | ...    | ...      | 141             | 17              | Rs. 3359                             | as. 3                              | p. 10    | Rs. 1505 |
| 2                           | The Carpentry Class             |                                         | 2                |                                                    | }                                       | 36                            | 49                       | 35                                          | 50                  | 29          | 0                | Number included in the above                     |                        |        |          |                 | 678             | 10                                   | 4                                  | 254      |          |
| 3                           | The Tailoring Class             |                                         | 2                | }                                                  |                                         | 46                            | 50                       | 39                                          | 57                  | 37          | 0                | " " " " " "                                      |                        |        |          |                 | 506             | 12                                   | 0                                  | 342      |          |
| 4                           | The Hostel                      |                                         | 1                |                                                    | }                                       | 2                             | 10                       | 7                                           | 5                   | 3           | 1                | 2 The remaining " " " " " " three included above |                        |        |          |                 | 1               | 4                                    | 717                                | 10       | 7        |
| 5                           | The New Modikhana feeder School |                                         | 1                | 3 Marathi.                                         |                                         | 47                            | 47                       | 50                                          | 44                  | 27          | 2                | 42                                               | ...                    | ...    | ...      | ...             | 44              | ...                                  | 458                                | 11       | 6        |
| Total...                    |                                 | 3                                       | 14               |                                                    | 285                                     | 300                           | 271                      | 314                                         | 198                 | 61          | 116              | 11                                               | 17                     | ...    | ...      | 186             | 21              | 5721                                 | 0                                  | 3        | 2401     |

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THE

DEPRESSED CLASSES MISSION SOCIETY OF INDIA

POONA BRANCH

(*Opened on 22nd June 1912.*)

THE SIXTH ANNUAL REPORT

(**For the year ending 31st December 1914.**)

V. R. SHINDE

General Secretary, 2008 Camp Poona.

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BOMBAY.

PRINTED AT THE TATVA-VIVECHAKA PRESS.

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1915.

THE  
DEPRESSED CLASSES MISSION SOCIETY OF INDIA

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**POONA BRANCH.**

THE SIXTH ANNUAL REPORT FOR THE YEAR 1914.

*(Opened on the 22nd of June 1908.)*

**Institutions.**

This Branch conducted the following institutions throughout the year 1914.

- (1) The Central Primary School, 2008 Poona, Camp.
- (2) The Manual Training Classes in  
Carpentry and Tailoring . . . .
- (3) The Modikhana Feeder School. Camp Poona.
- (4) The Free Boarding House. 2008 Poona, Camp.
- (5) The Bhajan Samaj or a Theistic  
weekly Congregation.
- (6) The Library and Clubs.

**The Managing Committee.**

- Dr. H. H. Mann (President)  
 The Hon'ble Mr. R. P. Paranjapye (Vice President)  
 The Hon'ble Mr. B. S. Kamat  
 Prof. G. C. Bhate, M.A., (Honorary Treasurer)  
 Mr. V. R. Mudliar, (Assistant Hon. Treasurer)  
 Mr. V. R. Shinde, B.A., (Secretary D. C. M.)  
 Mr. D. N. Patwardhan, (Assistant Secretary, Poona Branch).

The managing Committee met four times. The Ladies Committee could not meet at all on account of the absence of their Vice President, Mrs. Aitken in England. The Lady-Secretaries, Mrs. F. P. Jahangir and Mrs. Sitabai Bhandarkar collected donations. Mrs.

Jahangir also got a benefit performance from the Napier Cinema Company under the kind patronage of Lady Barrett and Mrs. Aitken. The Lady Superintendent of the Female Training College and Mr. G. N. Khare, B.A. the then principal of the Male Training College personally attended the show with all their students. This Branch is very thankful to the Cinema Company and to Mr. and Mrs. Jahangir for all the pains they took.

*Relief Fund*:—On the outbreak of the present war in Europe representative meeting of the depressed classes in Poona was organised under the presidentship of Mr. E. Maconochie, I. C. S. the then acting Commissioner of the Central Division and resolutions of loyalty and devotion were duly passed and submitted to the Government. Rao Bahadur N. T. Vaidya gave half a maund of tobacco. With the aid of Mrs. S. Sirur, this Branch could contribute 135 thousand native cigarettes to the Fund. The boys of the tailoring—class of the Mission sewed 517 clothes free of charge.

### The Schools.

The Head Master, Mr. D. N. Patwardhan reports:—

“The Central Primary School 2008, Camp Poona, was started on the 22nd June 1908 and has now developed into a full course primary school, having 7 Marathi Standards where English is also taught in extra hours to the three higher classes which correspond to Anglo-Vernacular I, II and III Standards. The effect of the introduction of nominal school fees for boys has been on the whole very wholesome, as it has kept away such of the students as were unsteady in their habits and not amenable to discipline. Girls are always admitted free and are also encouraged by small presents now and then. Untidy children are made to wash and clean themselves in the presence of teachers. Special attention is paid to correct pronunciation and to the general behaviour of the boys in the classes as well as on the play ground. The classes begin every day with the singing and explanation of select religious hymns. I have been able to secure the services of a teacher qualified in object lessons and geography.



### **Industrial Classes in Carpentry and Tailoring.**

Students above the age of ten years go to either of these classes to receive mostly practical and a little theoretical instruction during two school periods, while those of the advanced classes after the third standard work in the Industrial Classes for half the day. They turn out many useful articles of clothing as well as of wood. Some of these students are sent round to sell their articles and bring in some income. We are now able to make and repair almost all of our school furniture in our Carpentry work-shop. 190 boys and girls received instruction in these classes. Of them ten were sent up for the first Grade Drawing Examination and three for the Third Grade.

### **Modikhana Feeder School.**

The Modikhana Feeder School continued its work very successfully till August 1914, when a rival school was suddenly started by one of our teachers who had to be sent away. Though this has badly affected the attendance in this school, Messrs. V. R. Mudliar and H. R. Dhavle, the head master have been able to maintain its existence. It has now forty-seven students on its roll with an average daily attendance of nearly 20 students. The attendance is gradually improving.

### **The Prize Distribution.**

Dr. H. H. Mann presided at the Annual gathering on the 19th of April 1914, and prizes to the successful students of our schools were kindly distributed by Mrs. Mann in the presence of a large number of ladies, gentlemen and guardians of the students. Mr. P. C. Wren I. E. S. & Mrs. R. N. Gamble kindly contributed to the expenses of the prizes. The annual gathering also was celebrated this day and a lively programme of games and refreshments, magical tricks and music was gone through from the morning to the evening when, after the prizes were given, the students successfully performed two acts of a Marathi drama.

### **Lectures.**

Two Lantern Lectures on the route to Europe were kindly given by Mr. M. N. Sabnis, B. A., Assistant Deputy Educational Inspector, Poona, which were found to be very interesting by the students and

teachers alike. This opportunity was utilised to gather all the students of the other Primary Schools in Poona Camp together. For the benefit of our students lectures were also arranged on suitable subjects. The Holi week was spent by our students in the school where competition tests were held in various games. Small presents were given to the winners and refreshments to all."

### The Free Boarding House.

One of the needs long felt by the schools conducted by the Municipalities, District Boards and other bodies for the benefit of the Depressed Classes throughout the country is of qualified trained teachers from those classes themselves. As there is a Marathi Training College in Poona and as there are being often observed boys of these classes in the Marathi speaking villages, who finish their primary course of studies and are unable to take up further course in this College for want of facilities, this House was opened here on 1st February 1918 with a view to supply this want. Moreover, Poona as the educational centre of the Maharashtra attracts the largest number of students to its various schools and colleges. The authorities of the Deccan Education Society and other educational bodies have agreed to admit without fees any number of Depressed Classes students that this Mission may send to their institutions. It has been further arranged that the Bombay Boarding House should admit only such boys as are to take up some technical course and this House should admit such as will be found fit to attend either a high school, college or the Training College.

There were 17 boarders admitted during the year and they are classified as follows:

| District          | No.   | Standard         | No. |
|-------------------|-------|------------------|-----|
| 1. Berars         | 2     | A.V.Std. VII     | 1   |
| 2. Nasik          | 2     | " VI             | 1   |
| 3. Poona          | 3     | " V              | 2   |
| 4. Satara         | 3     | " IV             | 2   |
| 5. Sholapur       | 5     | " III            | 1   |
| 6. Kolhapur State | 1     | " II             | 1   |
| 7. Jath State     | 1     | " I              | 1   |
|                   | <hr/> | Marathi Std. VII | 7   |
|                   | 17    | Tailoring Class. | 1   |

Only seven of these seventeen continued their studies throughout the year and six appeared for their annual examinations, five for Vernacular Final and one for the English standard V. Four out of the five passed the vernacular final. Three of the passed four are seeking to be village school masters, while the fourth has joined the Training College at Dhulia as a Government scholar. This branch is thankful to the authorities of the New English School and the Government Practising School not only for admitting these boarders without any fees, but for giving them equal treatment with other boys of their institutions.

The Depressed Classes themselves, however, both the students and their parents are very slow to appreciate all these facilities opened out to them. The parents are most unwilling to allow their boys to leave their village homes. The few boys that somehow muster courage to come to Poona, become homesick almost during the very first week of their arrival. Others find it hard to accustom themselves to the disciplinary rules of the institutions and to the changed surroundings. Those who are with the greatest patience persuaded to pull on to the year end, find themselves unable to compete with the other boys in their classes, fail in their examinations and go home never to return. Mr. Patwardhan is however trying his best to get the proper sort of boys by constantly corresponding with the Educational authorities, who will therefore do well to recommend their Local Fund Scholars to join this Hostel. In spite of these initial difficulties which we quite expect and are prepared to meet, this institution is steadily gaining ground.

*Small Aids:*—The boarders are often too poor to buy their books, clothes and other necessary equipment for their student life in a city like Poona. Advanced students belonging to the various institutions and other generous public are therefore earnestly requested to send their old books, clothes and such other useful things that they can kindly spare to 2008, Guffer Beg Street, opposite Connought Market, Poona Camp.

*Grain Fund:*—Special bags are prepared and placed at the houses of such of the charitable people as are willing to throw into them daily

handfuls of rice and other grain for our boarders. Mrs. Sitabai Bhandarkar, Mrs. Kamat, Mrs. Gandhi, Mrs. Patwardhan, Mrs. Mudliar and Miss Honabai Gaikwad have been regular monthly subscribers to this Fund. Lady students are particularly requested to volunteer their services and to introduce these bags into the charitable families they may know.

### **The Building Scheme.**

Owing to the unfortunate outbreak of the present War, the question of erecting a building at Bhokarwadi towards which Rs. 20,000 are already received from H. H. Maharajah of Indore and Rs. 20,000 are voted by the Bombay Government out of the Imperial Funds, could not however make any progress during the year under report. The necessary plans and estimates were submitted to the authorities concerned and reminders are being sent.

### **Thanks.**

The Committee of the Branch express their sincere thanks to the Government for sanctioning one half of the expenditure incurred by the Branch on its two schools and the Free Boarding house. They also thank all the donors, subscribers and volunteers who have enabled them to carry on their work throughout the year.

2008, Poona Camp, }  
3rd March 1915. }

V. R. SHINDE.  
General Secretary,  
D. C. Mission Society of India.

Statement of Account from January to December 1914 of the Depressed Classes Mission Society's Poona Branch.

| Income. |                                                                 | Amount.      |            | Total.       |            | Expenditure. |                                                 | Amount.      |            | Total.       |            |
|---------|-----------------------------------------------------------------|--------------|------------|--------------|------------|--------------|-------------------------------------------------|--------------|------------|--------------|------------|
|         |                                                                 | Rs.          | a. p.      | Rs.          | a. p.      |              |                                                 | Rs.          | a. p.      | Rs.          | a. p.      |
| 1       | Opening Balance.                                                |              |            |              |            |              |                                                 |              |            |              |            |
|         | Temporary deposit in the Bombay Banking Co. ....                | 600          | 9 3        |              |            | 1            | Central Primary School ...                      | 3,372        | 0 4        |              |            |
|         | Government Promissory Note ...                                  | 100          | 0 0        |              |            | 2            | Carpentry Class ...                             | 705          | 3 6        |              |            |
|         | Cash with the Asst. Secretary ...                               | 2            | 4 9        | 702          | 14 0       | 3            | Tailoring Class ...                             | 659          | 9 6        |              |            |
| 2       | Subscriptions ...                                               | 1,099        | 12 0       | 1,099        | 12 0       | 4            | Modikhana School ...                            | 563          | 5 1        |              |            |
| 3       | Donations ...                                                   | 866          | 9 9        | 866          | 9 9        | 5            | Free Boarding House ...                         | 915          | 14 2       |              |            |
| 4       | Grants from Government                                          |              |            |              |            | 6            | Loan returned to Bombay                         | 270          | 0 0        |              |            |
|         | (a) Central Primary School ...                                  | 995          | 0 0        |              |            | 7            | General Mission Expenses..                      | 32           | 0 0        | 6,518        | 6 7        |
|         | (b) Carpentry Class ...                                         | 304          | 0 0        |              |            | 8            | Closing Balance ...                             |              |            |              |            |
|         | (c) Tailoring Class ...                                         | 240          | 0 0        |              |            |              | Temporary deposit in the Bombay Banking Co. ..  | 600          | 9 3        |              |            |
|         | (d) Modikhana School for 2 years ...                            | 244          | 0 0        | 1,783        | 0 0        |              | Government Promissory Note                      | 160          | 0 0        |              |            |
|         | Grant from the cantonment Municipality ..                       | 200          | 0 0        | 200          | 0 0        |              | Postal Savings Bank, Poona.                     | 157          | 9 2        |              |            |
|         | „ from the D. C. M. Society of India..                          | 330          | 0 0        | 330          | 0 0        |              | Cash with the Assistant Honorary Treasurer. ... | 51           | 0 6        | 909          | 2 11       |
| 5       | Interest the Maharaja Gaikwar Scholarship Fund ..               | 36           | 0 0        |              |            |              |                                                 |              |            |              |            |
|         | H. H. Holkar's Building Fund ...                                | 760          | 0 0        | 736          | 0 0        |              |                                                 |              |            |              |            |
| 6       | Fees :—Central Primary School ...                               | 150          | 0 0        |              |            |              |                                                 |              |            |              |            |
|         | Modikhana School ...                                            | 13           | 15 0       |              |            |              |                                                 |              |            |              |            |
|         | Hostel Entrance Fees ...                                        | 47           | 9 3        | 212          | 1 3        |              |                                                 |              |            |              |            |
| 7       | Workshop Proceeds :—                                            |              |            |              |            |              |                                                 |              |            |              |            |
|         | Carpentry Class ...                                             | 94           | 15 6       |              |            |              |                                                 |              |            |              |            |
|         | Tailoring Class ...                                             | 161          | 2 3        | 256          | 1 9        |              |                                                 |              |            |              |            |
| 8       | Other Receipts :—Major Steen's small aid Fund (for 2 years) ... | 60           | 0 0        |              |            |              |                                                 |              |            |              |            |
|         | Charity box collections ...                                     | 8            | 3 6        |              |            |              |                                                 |              |            |              |            |
|         | Bhajan Samaj Subscriptions ..                                   | 0            | 15 6       |              |            |              |                                                 |              |            |              |            |
|         | Refund of Supervision Charges                                   | 1,090        | 0 0        |              |            |              |                                                 |              |            |              |            |
|         | Miscellaneous ...                                               | 85           | 11 3       |              |            |              |                                                 |              |            |              |            |
|         | Grain Fund ...                                                  | 37           | 4 6        | 1,241        | 2 9        |              |                                                 |              |            |              |            |
|         | <b>Total Rupees</b> ...                                         | <b>7,427</b> | <b>9 6</b> | <b>7,427</b> | <b>9 6</b> |              | <b>Total Rupees</b> ...                         | <b>7,427</b> | <b>9 6</b> | <b>7,427</b> | <b>9 6</b> |

Audited and found correct.

**NARSOO SEWAPPA,**  
Hon. Auditor.

**V. R. MOODLIAR,**  
Asst. Hon. Treasurer.

**G. C. BHATE,**  
Hon. Treasurer.

**Details of Expenditure of the Institutions under the Poona Branch D. C. M.**

| Items.                         | Central<br>Primary<br>School. | Carpentry<br>Class. | Tailoring<br>Class. | Modikhana<br>School. | Students<br>Hostel. | Totals.   |
|--------------------------------|-------------------------------|---------------------|---------------------|----------------------|---------------------|-----------|
|                                | Rs. a. p.                     | Rs. a. p.           | Rs. a. p.           | Rs. a. p.            | Rs. a. p.           | Rs. a. p. |
| Teachers' pay ... ..           | 2102 7 10                     | 611 11 3            | 586 13 3            | 444 3 4              | 350 0 0             | 4095 3 8  |
| Servants' pay ... ..           | 144 0 0                       | 6 6 0               | 6 0 0               | 47 1 3               | 105 1 2             | 308 2 5   |
| Rent and Taxes ... ..          | 757 4 7                       | 0 0 0               | 0 0 0               | 53 8 0               | 0 0 0               | 810 13 7  |
| Postage ... ..                 | 55 11 5                       | 0 6 6               | 0 0 0               | 0 0 0                | 6 13 0              | 16 8 5    |
| Stationery ... ..              | 56 8 0                        | 0 0 0               | 0 0 0               | 1 0 0                | 14 4 6              | 71 12 6   |
| Books and Prizes ... ..        | 88 13 8                       | 0 0 0               | 0 0 0               | 0 0 0                | 6 6 0               | 88 13 3   |
| Ordinary repairs ... ..        | 23 6 0                        | 0 0 0               | 3 6 6               | 0 12 0               | 0 0 0               | 27 8 6    |
| Conveyance ... ..              | 68 15 0                       | 0 0 0               | 0 0 0               | 0 0 0                | 8 12 0              | 77 11 0   |
| Printing Charges ... ..        | 63 8 0                        | 0 0 0               | 0 0 0               | 2 0 0                | 4 8 6               | 70 6 0    |
| Furniture and apparatus ... .. | 10 0 0                        | 21 0 0              | 38 0 0              | 0 0 0                | 38 1 3              | 107 1 3   |
| Miscellaneous ... ..           | 51 6 8                        | 2 11 0              | 0 2 0               | 13 7 6               | 42 11 3             | 110 6 0   |
| Raw Materials ... ..           | 0 0 0                         | 54 6 3              | 13 3 9              | 0 0 0                | 0 0 0               | 67 10 6   |
| Scholarships ... ..            | 0 0 0                         | 9 7 6               | 12 6 0              | 1 5 0                | 17 6 0              | 40 2 0    |
| Grain and Provisions ... ..    | 0 0 0                         | 0 6 6               | 0 0 0               | 0 0 0                | 311 7 6             | 311 7 6   |
| Lighting Charges ... ..        | 6 0 0                         | 0 6 0               | 6 0 0               | 0 0 0                | 11 6 6              | 11 6 0    |
| Clothing and Medicine ... ..   | 0 0 0                         | 0 0 0               | 0 0 0               | 0 0 0                | 11 7 6              | 11 7 6    |
|                                | 3372 0 4                      | 705 8 6             | 659 9 6             | 563 5 1              | 915 14 2            | 6216 0 7  |

Andited and found correct  
NARSOO SIWAPPA,  
Hon. Auditor.

V. R. MOODLIAR,  
Assist. Hon. Treasurer.

G. C. BHATE,  
Hon. Treasurer.

§

**Depressed Classes Mission Society  
of India, Poona Branch.**

*List of Subscriptions received in the year 1914.*

| No. | Names of Subscribers.                      | Rate. |         | Amount. |     |
|-----|--------------------------------------------|-------|---------|---------|-----|
|     |                                            | p. m. | Rs. as. | Rs.     | as. |
| 1   | Major H. C. Steen (for 2 years) 1914-15... | 10    | 0       | 240     | 0   |
| 2   | H. A. Wadiu Esq., Bar-at-law ...           | ...   | 10 0    | 120     | 0   |
| 3   | Bombay Telugu Education Fund ...           | ...   | 7 0     | 84      | 0   |
| 4   | The National Indian Association ...        | ...   | 10 0    | 70      | 0   |
| 5   | G. C. Whitworth Esq., I.C.S. ...           | ...   | 5 0     | 60      | 0   |
| 6   | Dr. H. H. Mann ... ..                      | ...   | 5 0     | 50      | 0   |
| 7   | Mr. and Mrs. F. P. Jehangir ...            | ...   | 3 0     | 36      | 0   |
| 8   | Sardar Nowrojee Pudumjee ...               | ...   | 3 0     | 21      | 0   |
| 9   | Rao Saheb Yengoo Iyer ...                  | ...   | 1 0     | 15      | 0   |
| 10  | Mr. O. H. T. Dudle ... ..                  | ...   | 1 4     | 15      | 0   |
| 11  | Lady Barrett ... ..                        | ...   | 1 4     | 15      | 0   |
| 12  | Mr. Ramdas Krishna ... ..                  | ...   | 1 0     | 12      | 0   |
| 13  | Mrs. L. Boshier ... ..                     | ...   | 1 0     | 12      | 0   |
| 14  | The Hon'ble Mr. R. P. Puranjaye ...        | ...   | 1 0     | 12      | 0   |
| 15  | Dr. P. V. Shikhare .. ..                   | ...   | 1 0     | 12      | 0   |
| 16  | Dr. V. C. Gokhale ... ..                   | ...   | 1 0     | 12      | 0   |
| 17  | Dr. S. H. Mody ... ..                      | ...   | 1 0     | 12      | 0   |
| 18  | The Hon'ble Mr. B. S. Kamat ...            | ...   | 1 0     | 12      | 0   |
| 19  | "D. R. B." ... ..                          | ...   | 1 0     | 12      | 0   |
| 20  | The late Hon'ble Mr. G. K. Gokhale ...     | ...   | 1 0     | 12      | 0   |
| 21  | Mrs. Ramabai Ranade ... ..                 | ...   | 1 0     | 12      | 0   |
| 22  | Mr. H. S. Ubhale ... ..                    | ...   | 1 8     | 11      | 8   |
| 23  | Mr. K. P. Gadgil Bar-at-law ...            | ...   | 1 0     | 8       | 0   |
| 24  | Mr. Shek. Gundoo Sk. Inus ...              | ...   | 0 8     | 7       | 8   |
| 25  | Mr. M. H. Ghorpade ... ..                  | ...   | 0 8     | 7       | 8   |
| 26  | Mr. D. L. Sahasrabudhe ... ..              | ...   | 0 8     | 7       | 0   |
| 27  | Miss. R. Reubin B. A. ... ..               | ...   | 1 0     | 7       | 0   |
| 28  | Mr. H. N. Apte ... ..                      | ...   | 0 8     | 7       | 0   |
| 29  | Mr. D. N. Patwardhan ... ..                | ...   | 0 8     | 6       | 8   |

|     |                              |     |     | Rs. as. | Rs. as. |
|-----|------------------------------|-----|-----|---------|---------|
| 30  | Messrs A. S. Aspandiar & Co. | ... | ... | 0 8     | 6 8     |
| 31  | Messrs Kackreja & Co.        | ... | ... | 0 8     | 6 0     |
| 32  | Mr. P. C. Patil, L. Ag.      | ... | ... | 0 8     | 6 0     |
| 33  | Mr. M. N. Subnis B. A.       | ... | ... | 0 4     | 6 0     |
| 34  | Mr. K. G. Tokekar...         | ... | ... | 0 4     | 5 8     |
| 35  | Dr. R. K. Naidoo             | ... | ... | 0 8     | 5 8     |
| 36  | Rao Bahadur K. B. Marathe    | ... | ... | 1 0     | 5 0     |
| 37  | Mr. R. S. Kamble             | ... | ... | 0 8     | 5 0     |
| 38  | Mr. M. R. Sable              | ... | ... | 0 8     | 4 8     |
| 39. | Mr. Khusiram                 | ... | ... | 0 8     | 4 8     |
| 40  | Mr. L. M. Satoor             | ... | ... | 0 8     | 4 0     |
| 41  | Mr. A. V. Thakker L. C. E.   | ... | ... | 0 8     | 4 0     |
| 42  | Mr. K. N. Sadaphale          | ... | ... | 0 4     | 4 0     |
| 43  | Mr. P. R. Barri              | ... | ... | 0 8     | 4 0     |
| 44  | Mr. Marutirao Uranker        | ... | ... | 0 4     | 4 0     |
| 45  | Mr. N. C. Kelkar             | ... | ... | 0 4     | 3 12    |
| 46  | Mr. S. B. Mengle             | ... | ... | 0 4     | 3 8     |
| 47  | Mr. B. A. Jadav              | ... | ... | 0 4     | 3 4     |
| 48  | Mr. H. R. Dhowley            | ... | ... | 0 4     | 3 4     |
| 49  | Profr. H. G. Limaye          | ... | ... | 0 4     | 3 0     |
| 50  | Mr. R. B. Joshi              | ... | ... | 0 4     | 3 0     |
| 51  | Dr. K. G. Gorde              | ... | ... | 0 4     | 3 0     |
| 52  | Prof. K. R. Kanitker         | ... | ... | 0 4     | 3 0     |
| 53  | Prof. D. L. Dixit...         | ... | ... | 0 4     | 3 0     |
| 54. | Mrs. Ramaya Pullaya          | ... | ... | 0 8     | 3 0     |
| 55  | Sister Janabai Shinde        | ... | ... | 0 4     | 3 0     |
| 56  | Dr. H. K. Ranade             | ... | ... | 0 4     | 3 0     |
| 57  | Miss. M. J. Wadia B. A.      | ... | ... | 1 0     | 3 0     |
| 58  | Mr. J. R. Bhalerow           | ... | ... | 0 4     | 3 0     |
| 59  | Dr. G. S. Sahasrabudhe       | ... | ... | 0 4     | 3 0     |
| 60  | M. D. Lotliker               | ... | ... | 0 4     | 3 0     |
| 61  | Mr. L. B. Gokhale...         | ... | ... | 0 4     | 3 0     |
| 62  | Prof. V. K. Rajawade         | ... | ... | 0 4     | 2 12    |
| 63  | Mr. Chinna Swamy Iyer        | ... | ... | 0 4     | 2 8     |
| 64  | Mr. Jambo Lingam Mudliar     | ... | ... | 0 4     | 2 4     |
| 65  | Mr. S. B. Thorat             | ... | ... | 0 8     | 2 0     |



|    |                                    |     |     |     |     |      |
|----|------------------------------------|-----|-----|-----|-----|------|
| 66 | Dr. V. B. Mudliar...               | ... | ... | ... | 0 8 | 2 0  |
| 67 | Mr. H. V. Sathe ...                | ... | ... | ... | 0 4 | 2 0  |
| 68 | Mr. G. V. Lele B. A.               | ... | ... | ... | 0 4 | 2 0  |
| 69 | Prof. S. G. Sathe ...              | ... | ... | ... | 0 4 | 2 0  |
| 70 | Prof. C. G. Bhanoo                 | ... | ... | ... | 0 4 | 2 0  |
| 71 | Mr. B. M. Ambekar                  | ... | ... | ... | 0 4 | 2 0  |
| 73 | Mr. S. A. Manurker ( Per year )... | ... | ... | ... | 0 0 | 2 0  |
| 73 | Mr. B. G. Godse ...                | ... | ... | ... | 0 4 | 2 0  |
| 74 | Prof. G. C. Bhate...               | ... | ... | ... | 0 4 | 1 12 |
| 75 | Mrs. Yesoo Belateepale ...         | ... | ... | ... | 0 4 | 1 12 |
| 76 | Mr. G. N. Sahasrabudhe ...         | ... | ... | ... | 0 4 | 1 12 |
| 77 | Mr. K. D. Alwe ...                 | ... | ... | ... | 0 8 | 1 8  |
| 78 | Mr. T. D. Dhume ...                | ... | ... | ... | 0 4 | 1 4  |
| 79 | Mr. S. G. Kamble ...               | ... | ... | ... | 0 4 | 1 4  |
| 80 | Mr. R. D. Akut ...                 | ... | ... | ... | 0 4 | 1 0  |
| 81 | Rao B. L. M. Deshpande ...         | ... | ... | ... | 1 0 | 1 0  |
| 82 | Mr. V. N. Ghate ...                | ... | ... | ... | 0 4 | 1 0  |
| 83 | Mr. K. N. Dravid ...               | ... | ... | ... | 0 4 | 1 0  |
| 84 | Miss. Begam ...                    | ... | ... | ... | 0 4 | 1 0  |
| 85 | Prof. V. B. Naik ...               | ... | ... | ... | 0 4 | 0 12 |
| 86 | Mr. S. D. Landge ...               | ... | ... | ... | 0 8 | 0 8  |
| 87 | Mr. B. S. S. Pillay...             | ... | ... | ... | 0 8 | 0 8  |
| 88 | Mr. G. G. Saraph ...               | ... | ... | ... | 0 8 | 0 8  |
| 89 | Mr. Ashauna Pochatti               | ... | ... | ... | 0 8 | 0 8  |
|    | The Hostel Subscriptions...        | ... | ... | ... |     |      |
| 91 | Sir R. G. Bhandarker ...           | ... | ... | ... | 1 0 | 11 0 |
| 92 | The Hon'ble Mr. P. D. Pattani ...  | ... | ... | ... | 0 0 | 10 0 |

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Total 1099-12-0

**Depressed Classes Mission Society of India,  
Poona Branch.**

*List of Donations received in the year 1914.*

| No. | Donors' names.                                                | Amount. |
|-----|---------------------------------------------------------------|---------|
| 1   | Napier Cinema Co....                                          | 236 0 6 |
| 2   | Sir Dorab & Lady Tata ...                                     | 150 0 0 |
| 3   | His Excellency Lord Willingdon, the Governor<br>of Bombay ... | 100 0 0 |
| 4   | Mr. Ratan Tata through Mrs. Jahangir ...                      | 100 0 0 |
| 5   | Sir R. A. Lamb I. C. S., C.-I. E. ...                         | 50 0 0  |
| 6   | Army Veterinary Native Class ...                              | 23 10 0 |
| 7   | Mr. Yeshwant Raghonath Ranade ...                             | 25 0 0  |
| 8   | Mr. E. Machonochi, I. C. S ...                                | 25 0 0  |
| 9   | Messrs. Ranade & Co. Contractors ...                          | 25 0 0  |
| 10  | "Working guild" through Mrs. Sitabai Bhandarker               | 30 0 0  |
| 11  | P. E. Percival Esqr. I. C. S ...                              | 20 0 0  |
| 12  | Mr. G. N. Khare B. A. ...                                     | 15 0 0  |
| 13  | Lady Students of the Fergusson College ...                    | 10 4 0  |
| 14  | Mrs. Radhabai Ghorpade ...                                    | 6 0 0   |
| 15  | Messrs A. Dinshaw & Co. 2 Main Street ...                     | 6 0 0   |
| 16  | "Nishkam Karma Matha" ...                                     | 5 0 0   |
| 17  | Mr. L. D. Thosar ...                                          | 5 0 0   |
| 18  | Dr. E. X. Dias L. M. & S. ...                                 | 5 0 0   |
| 19  | Mr. Marutirao Sakharan ...                                    | 5 0 0   |
| 20  | Miss. Thakoobai Dongre ...                                    | 5 0 0   |
| 21  | Dr. Rutter Williamson ...                                     | 5 0 0   |
| 22  | Donations under rupees 5. ...                                 | 14 11 3 |

**Total 866-9-9**

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**BOMBAY:—Printed by Bhivaji Hari shinde at the TATVA-VIVECHAKA" Press No. 1-2-3, Khetwadi Back Road, and Published by V. R. Shinde, at 2008 Poona Camp.**

**APPENDIX A.****Statement of Averages for the year 1914.**

| Nos. | Names of Institution.                | On Roll<br>on 31-12-13. | Admission. | Withdrawals. | On Roll<br>on 31-12-14. | Average<br>daily<br>attendance. | Average on<br>roll. |
|------|--------------------------------------|-------------------------|------------|--------------|-------------------------|---------------------------------|---------------------|
| 1    | The Central Primary<br>School ... .. | 162                     | 145        | 153          | 154                     | 109                             | 177                 |
| 2    | Carpentry class... ..                | 38                      | 54         | 56           | 36                      | 27                              | 47                  |
| 3    | Do. Tailoring class...               | 43                      | 55         | 52           | 46                      | 26                              | 48                  |
| 4    | Do. Modikhana ... ..                 | 60                      | 59         | 72           | 47                      | 30                              | 70                  |
| 5    | The Hostel ... ..                    | 4                       | 9          | 11           | 2                       | 7                               | 8                   |
|      | Total ..                             | 307                     | 223        | 344          | 285                     | 199                             | 350                 |

**APPENDIX B.****The D. C. M. Central Primary School Camp Poona.**

*Statement of the result of the Annual Examination  
held in August and September 1914.*

| Standards     | Students<br>present. | Students<br>passed in<br>all subjects. | Percentage. |
|---------------|----------------------|----------------------------------------|-------------|
| VI            | 2                    | 2                                      | 100         |
| V             | 5                    | 3                                      | 60          |
| IV            | 9                    | 2                                      | 22          |
| III           | 17                   | 5                                      | 29          |
| II            | 18                   | 12                                     | 66          |
| I             | 31                   | 14                                     | 45          |
| Infant Class. | 23                   | 17                                     | 60          |
| Beginners.    | 32                   | 16                                     | 50          |

## APPENDIX C.

### Classification of students into Standards and Castes.

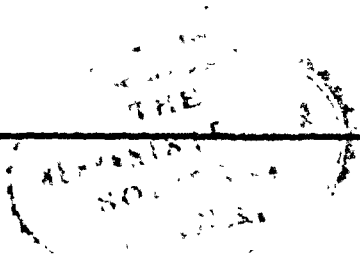
#### Central Primary School.

| Standards.    | Mahars.                | Mongs.       | Chambhars.     | Mehtars.     | Touchable<br>Hindoos. | Mahomedans.  | Christians.  | Total.            |
|---------------|------------------------|--------------|----------------|--------------|-----------------------|--------------|--------------|-------------------|
| No.           | Boys<br>Girls<br>Total | B. G. T.     | B. G. T.       | B. G. T.     | B. G. T.              | B. G. T.     | B. G. T.     | B. G. T.          |
| VII           | 2 0 2                  | 0 0 0        | 0 0 0          | 0 0 0        | 0 0 0                 | 0 0 0        | 0 0 0        | 2 0 2             |
| VI            | 0 0 0                  | 0 0 0        | 1 0 1          | 0 0 0        | 0 0 0                 | 1 0 1        | 0 0 0        | 2 0 2             |
| V             | 5 0 5                  | 0 0 0        | 1 0 1          | 0 0 0        | 1 0 1                 | 0 0 0        | 0 0 0        | 7 0 7             |
| IV            | 7 0 7                  | 2 0 2        | 0 0 0          | 0 0 0        | 3 0 3                 | 1 0 1        | 0 0 0        | 13 0 13           |
| III           | 9 1 10                 | 1 0 1        | 1 1 2          | 0 0 0        | 7 0 7                 | 2 0 2        | 0 0 0        | 20 2 22           |
| II            | 18 0 18                | 0 0 0        | 3 0 3          | 0 0 0        | 6 0 6                 | 0 0 0        | 1 1 2        | 23 1 24           |
| I             | 12 2 14                | 1 0 1        | 1 1 2          | 0 0 0        | 8 0 8                 | 1 0 1        | 0 0 0        | 23 3 26           |
| Infant        | 11 2 13                | 2 0 2        | 1 0 1          | 0 0 0        | 9 1 10                | 1 1 2        | 1 0 1        | 25 4 29           |
| Begin.        | 14 3 17                | 3 0 3        | 2 2 4          | 0 0 0        | 3 1 4                 | 1 0 1        | 0 0 0        | 23 6 29           |
| <b>Total.</b> | <b>73 8 81</b>         | <b>9 0 9</b> | <b>10 4 14</b> | <b>0 0 0</b> | <b>37 2 39</b>        | <b>7 1 8</b> | <b>2 1 3</b> | <b>138 16 154</b> |

#### The Modikhana School.

|               |                 |              |              |              |              |              |              |                 |
|---------------|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| II            | 3 0 3           | 0 0 0        | 1 0 1        | 0 0 0        | 0 0 0        | 0 0 0        | 0 0 0        | 4 0 4           |
| I             | 5 0 5           | 0 0 0        | 1 0 1        | 0 0 0        | 2 0 2        | 0 0 0        | 0 0 0        | 8 0 8           |
| Inf.          | 4 1 5           | 0 0 0        | 0 0 0        | 0 0 0        | 0 0 0        | 0 0 0        | 0 0 0        | 4 1 5           |
| Begin.        | 15 15 30        | 0 0 0        | 0 0 0        | 0 0 0        | 0 0 0        | 0 0 0        | 0 0 0        | 15 15 30        |
| <b>Total.</b> | <b>27 16 43</b> | <b>0 0 0</b> | <b>2 0 2</b> | <b>0 0 0</b> | <b>2 0 2</b> | <b>0 0 0</b> | <b>0 0 0</b> | <b>31 16 47</b> |

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C  
P 8



**THE  
SEWA-SAMITI**

**SHAHJAHANPUR**

**FIRST ANNUAL REPORT**

नत्वहं कामये राज्यं , न स्वर्गं नाऽपुनर्भवम् ।  
कामये दुःखतप्तानां , प्राणिनामार्तिनाशनम् ॥

*Neither I want kingdom, nor heaven, nor  
salvation, my only wish is to serve the  
needy and the distressed.*



THE  
SEWA-SAMITI  
SHAHJAHANPUR

FIRST ANNUAL REPORT

( For the period beginning with 25th June  
1914 and ending with 15th April 1917.)

नत्वं कामये राज्यं , न स्वर्गं नाऽपुनर्भवम् ।  
कामये दुःखतप्तानां , प्राणिनामार्तिनाशनम् ॥

*Neither I want kingdom, nor heaven, nor  
salvation, my only wish is to serve the  
needy and the distressed.*

Printed by B. D. Gupta at the Commercial Press, Cawnpore.  
Published by Sewa-Samiti, Shahjahanpur.

## OFFICE BEARERS.

### PRESIDENT.

Lala Ram Charan Seth, Rais, Municipal Commissioner and Honorary Magistrate.

### VICE-PRESIDENTS.

Lala Kunj Behari Lal, Rais, Banker, Government Treasurer and Honorary Magistrate.

Babu Raghunath Sahai, Pleader.

Lala Babu Ram Kapoor, Zamindar,

### SECRETARIES.

Pandit Shri Ram Bajpai.

Babu Lakshmi Narayan Gupta, B. A., L.L. B.

### TREASURERS.

Lala Hardwari Lal Sahukar, Rais, Banker and Municipal Commissioner.

Lala Mangal Singh Seth.

### AUDITORS.

Babu Kalika Prasad, B. A., L.L. B.

Pandit, Babu Ram Agnihotri, B. A., L.L. B.

THE  
**Sewa-Samiti**  
 SHAHJAHANPUR.

**FIRST ANNUAL REPORT**

(For the period beginning with 25th June 1914  
 and ending with 15th April 1917.)

“The prosperity of a country depends not on the abundance of its revenues, nor the strength of its fortifications, nor on the beauty of its public buildings, but it consists in the number of its cultivated citizens, in its men of education, enlightenment and character, here are to be found its true interest, its chief strength, its real power.”

—MARTIN LOUTHER.

“Pitch thy behaviour low, thy projects high  
 So shalt thou humble and magnanimous be  
 Sink not in spirit, who aimeth at the sky  
 Shoots higher much than he that means a tree.

—GEORGE HERBERT.

“The young student who does now work thoroughly and honestly, who feeds his mind with the contemplation of wise thoughts and right actions, who is conscious of aspirations after an ideal truth and beauty, who helps as best as he can to diminish the



vast mass of human suffering, who struggles persistently towards the light, who nobly scorns the solicitations of worldly pleasure, who holds himself free to weigh the worth of everything that is set before him, who cherishes in his heart a deep reverence for women, who strives after knowledge and wisdom with a ceaseless endeavour, and who knowing God, daily lifts up hands of prayer both for himself and those who call him friend, he it is whom I would call independent " — ADAMS

## Introduction.

GENTLEMEN,

It is with great pleasure that we have the honour of presenting you the first Report of the work done by the Sewaks of the Sewa-Samiti, beginning from 25th June 1914, the day of its birth till 15th April 1917. But before doing so we must seek your indulgence for tolerating the shortcomings and defects which you might have observed and experienced or which might have been brought to your notice, because, as you know, our active work was greatly hampered for want of an efficient guide. Out of 120 members we cannot boast of possessing even a single retired Military or Police officer or any such man who had had the advantage of doing an analogous work. Our band chiefly consists of students, traders, lawyers, zemindars, farmers, labourers, and servants. Under the circumstances you can well conceive the disadvantages to which we have been put. The history of Sewa-Samiti begins with its origin.

## Origin

These Provinces to which we have the honour to belong have of late become notorious for the party wrangles. In every nook and corner of the Provinces are to be noticed Hindu-Moslem, Sanatanist and Arya Samajic, Depressed and Non-depressed classes differences, which have greatly disintegrated the natural union of the various parts of one component nation. Every great man has deplored such state of affairs, but no perceptible change was brought about. Hence with the sole object of bringing all these people together, of making them work on the same platform, of creating the spirit of toleration towards each other, of drilling them into self-disciplined, self-reliant and loyal citizens, of making them men of character, purpose and independence, of developing the latent powers of service, the Samiti was started with its doors open to all the members irrespective of any caste, creed or sex. How far we have been able to accomplish it is for you to judge. At present there are on the Samiti roll Arya Samajists and Sanatanists, but unfortunately no Christian or Mohammadan has yet joined it. It is rather difficult for an association to improve without having some object in view or without having adopted a motto in order to make it a precept of life. The aim and object of the Samiti being nothing but educational and social amelioration of the people the Samiti adopted a Shastric motto:

नत्वह कामये राज्यं, न स्वर्गं नाऽपुनर्भवम् ।  
कामये दुःखतप्तानां, प्राणिनामार्तिनाशनम् ॥

( Neither, I want kingdom, nor heaven, nor salvation, my only wish is to serve the needy and the distressed ) which it has been the effort of all the members to make it part and parcel of their body. Thus, you see the Samiti was founded nearly on the same lines as the Social Service League of Bombay, which is proud of possessing such patriots and scholars as its office bearers like Sir Narayanrao Ganesh Chandrayarkar, Sir Bhalchandra Krishna, The Hon'ble Sir Fazulbhoj Currimbhoj and patrons like H. E. Lord Wellington, H. E. Lady Wellington, H. H. the Agha Khan, Sir Dorab J. Tata and others, and we adopted nearly the same rules with slight variations to meet the local requirements

### Description

Thus the Samiti being formed and its rules and constitution adopted it would not be out of place to give you a short account of the Samiti. As you may be aware there are two kinds of memberships in the Samiti known by the name of 'Active' and 'Non-active'. The former are those who take an active part in the active discharge of duty. They have besides giving pecuniary help to work as Sewaks and do everything in their power to minimise the human suffering. They are so to say the missionaries of future happiness and living example of our Motto;

whereas the latter are those who help the Samiti by money and by their sage and experienced counsels. Both these classes join together in guiding and controlling the movements of the Samiti. The Samiti can boast of having on its roll nearly all the Hindu Magnates of the city.

### Division.

The work of the Samiti may be grouped under seven different heads — (1) Melas (2) Education (3) Ambulance (4) Travelling Library (5) Fire Brigade (6) Social and (7) Miscellaneous.

(1) *Melas* — Uptil-now we have had the advantage of serving on the following occasions in the places noted against them:—

1. All-India Hindu Convention (1915) Benares.
2. Ram Leela Fair (1915) Local.
3. Garra Ashnan Fairs (1915 and 1916) Local.
4. Dhalghat Kartiki Ganga Ashnan Fair (1915 and 1916) Local.
5. Gola Gokaran Nath Fairs (1916 and 1917) Dist. Kheri.
6. Sehrau Fair (1916) Sehrau South.
7. Kakora Fair (1916) District Badaun.

The difficulties experienced by pilgrims on important Melas have become so proverbial that the melting of a soft heart has lost its strangeness. The people flock in in such a large number that

usually wells give way, hundreds and thousands of children and females get out of the company of their companions, mischief mongers and pack pockets abound the mela limits, on the occasion of baths and darshans difficulties experienced by old men just on the verge of their graves and though last yet not the least troubles due to inadequate railway management have brought forth the necessity of organising a dozen or more of young men into philanthropic volunteers and do their best in minimising their troubles. Our work on these occasions has won for us universal praise. On Ashnan days our Boy Scouts washed the Dhotis of the old and weak females and won their 'Shabash'. Our young men took the old and the feeble on their shoulders either for their bath or darshan. On such occasions our volunteers performed manifold duties. They patrolled at night, dragged deep stuck carts out of mud, saved people from drowning, traced lost children and did everything which the occasion demanded. Wherever any volunteer was seen passing in uniform he was the scene and the recipient of thousands of blessings. If a rumour spreads that on such and such an occasion melas will be controlled by Sewa Samiti, the number of melawalas increases manifold. At the Benares All India Hindu Convention our work was unique and singularly successful. There the services were specially approved and we were in consequence rewarded 15 medals and many books. The Captain of the Boy Scouts performed his cycle and female block arrangements so efficiently

7.

there that his name was on the tongue of every visitor there.

At Kakora (Badaun) we were specially invited by the District Board of Badaun. Our work there was so eminently successful that the Mela Officer addressed the following letters to the General Commander :

“BADAUN, U. P.

*11th November 1916.*

As officer in charge of the Kakora Fair I have the greatest pleasure in giving this Certificate to the Sewa-Samiti, Shahjahanpur. The Samiti very kindly sent 40 volunteers to help in running the fair and I cannot give them greater praise than this that I do not know what we should have done without them. All the volunteers worked with the greatest possible zeal and I know their efforts were much appreciated by the large number of pilgrims that came to this fair.

(*Sd.*) KUNWAR JASBIR SINGH.”

“BADAUN, U. P.

*2nd December 1916.*

MY DEAR MR. BAJPAI,

Many thanks for your interesting report. I have sent it on to the Collector with a covering letter and you will no doubt hear from him in the near future. Many thanks once again for all the help you gave us at the fair. There are few things in this world that rank higher than selflessness and associations like yours are practical instances of the real meaning of this word. With all good wishes for the welfare and success of your Samiti.

Believe me,

*Yours Sincerely,*

JASBIR SINGH.”

The following letter was received a few weeks ago from the Deputy Superintendent of Police of Lakhimpur who observed our work at Gola —

" GOLA

23rd March 1917

DEAR SIR,

I on behalf of the Police Force and in the capacity of the Officer in charge of the Police arrangements at Gola write to acknowledge with many thanks the valuable assistance rendered by your volunteers to the pilgrims that visited Gola during the Chaiti Fair. All these young gentlemen, without any exception, proved most valuable to us in sharing the difficult work of handling the enormous concourse of people who visited Gola and gave some idea of the Services that Sewa-Samiti is rendering to the country.

*Yours truly,*

(SD) SAID MOHMED KHAN,  
Deputy Supdt Police, Khera, Oudh "

*[A perusal of letters of commendation granted us by the various authorities, copies of which are appended hereto, will show how successfully the members worked in the Melas.]*

(2) *Education* — Our education work may be divided into four classes —

- (a) Night School.
- (b) Temporary summer vacation school.
- (c) Tutorial Classes, and
- (d) Debating Club.

The permanent educational work of the Samiti is one free night school which is at present located in the Satya Sabha buildings. The average number of students on the roll is 25.

Having regard to the fact that the school students generally waste their summer vacations either in sleeping, idle gossip, playing cards etc the managing committee decided to start a temporary school to be located in the heart of the city on a nominal fee. For this temporary school our committee secured 2 graduates, 1 undergraduate, and 5 matriculates or experienced men. Thus our school was efficiently managed and the students finished half their usual course which is done in regular schools in one year. We started 6 classes from 3rd to 8th. We had enough hands but no student of IX or X class joined the school. We had 40 students on the roll of which 38 were Hindus and 2 Mohammadans. Our experience of last year encourages us to start the temporary school every year. Every fortnight progress certificates both in health and education were issued to their parents. We are deeply indebted to Dr. Ram Sahai Jauhri who has accepted the Honorary Health Officership of the Sewa-Samiti.

As the days of annual examination approach nigh students find difficulties in their courses which the school teachers cannot remove on account of the short time at their disposal. The students have to turn disappointed and depend on their luck with the inevitable result. For such purposes we thought of



starting temporary tutorial classes in two different parts of the city. The universal maxim, "God helps those who help themselves" has proved its utility in this case. As soon the thought struck us more than half a dozen college students who had just returned after appearing at the Intermediate examination offered their services. The classes were opened in two different parts of city and it is gratifying to note that full opportunity was availed of by the students so much so that 50 students attended, out of which 15 were Mohammadans and the rest Hindus.

The last educational feature of the Samiti a debating club, which is primarily meant for Boy Scouts is regularly held on Sundays.

### Ambulance.

Our aim in this direction has been to popularize the First Aid and Home Nursing courses. For this purpose we are indebted to Dr. Ram Chandra Gupta, L. M. S. Civil Assistant Surgeon, Dr. Ram Sahai Jauhri, L. C. P. S., and Dr. Khuda Bakhsa who conducted three First Aid Classes. In all 29 students (18 volunteers and 11 boy scouts) appeared and 27 came out successful. There were already three certificated First Aiders, thus in all the number qualified to render First Aid comes to 30 which forms a company. It is under consideration to form a District centre of the St. John Ambulance Association.

## Travelling Library.

It was a long felt necessity that a travelling library should be started so that the books might be within the easy reach of the public. It was with the intention of creating a taste of reading among the public and specially among the womenfolk that we thought of undertaking this engagement. It was for the 1st time that we began it experimently at the last Dhaighat Kartiki Fair and there our efforts were so successful that we decided to make it a permanent feature of the Sewa-Samiti. It is all the more gratifying that it is exclusively managed by the Boy Scouts under the guidance and control of the General Secretary. Though at present its field of activity is confined to one quarter of the city only but with the increase of the number of books we hope to popularise it in every Mohalla. We had but a few books; we are greatly thankful to those who have lent their books to us for the free use of the public.

## Fire Brigade.

Though this work requires all the more care but our Samiti could do but little in this direction. We cannot for want of funds utilise the up-to-date machinery hence we have to depend on the time-worn system. On the serious out-break of the fire in Bazar Bahadurganj at 2 in the night our members reached immediately the spot and rendered so significant services that the Joint Magistrate requested

the General Secretary to convey his 'shabash' to the members.

### Social.

Under this head we organised only two meetings for the celebration of the two important Hindu Festivals. The first was Basant Panchmi Utsava which was a novel feature in the city and the people went back greatly delighted and furnished with intrinsic information. The second was Holka Sammellan. During the Holi season a programme of interesting items was arranged for counteracting the mischievous and evil practices generally indulged in by the people of the lower run and replaced them by sound, sober and wholesome advice and amusement. Our efforts in this direction of putting an end to the continuation of the procession of Holi-ka-Nawab accompanied by the obscene and filthy songs and languages freely indulged in by the attendants of the Holi-ka-Nawab have not met with the deserving success but we hope to be successful in the end and we have started a counteracting Bhajan Mandli.

### Miscellaneous.

Under this head may be grouped various minor works viz attending the patients, taking corpses to the burning ghats, tracing lost children, supplying medicines to the poor cost free, carrying the loads of the old and feeble to their homes and supplying books to poor and deserving students etc. etc.

### Financial Position.

The Samiti had to battle against difficulties in the way of maintaining the institution in a sound financial condition; but it is gratifying to mention that, on the whole the period under report passed off well even in this respect. The total income from all sources up to 31st March 1917 is Rs. 493-9-6 and the total expenditure Rs. 351-3-6, leaving a balance in hand of Rs. 142-6-0 as per statement given below:—

#### Income.

|              |     |     |    |   |
|--------------|-----|-----|----|---|
| Subscription | Rs. | 244 | 7  | 3 |
| Donations    | "   | 207 | 14 | 0 |
| School fees  | "   | 41  | 4  | 3 |
| Total        | Rs. | 493 | 9  | 6 |

#### Expenditure.

|                  |     |     |    |   |
|------------------|-----|-----|----|---|
| Melas            | Rs. | 224 | 14 | 9 |
| Education        | "   | 25  | 0  | 0 |
| First Aid        | "   | 19  | 11 | 0 |
| Printing Charges | "   | 45  | 1  | 0 |
| Postage          | "   | 10  | 0  | 0 |
| Miscellaneous    | "   | 26  | 8  | 9 |
| Balance in hand  | "   | 142 | 6  | 0 |
| Total            | Rs. | 493 | 9  | 6 |

Gentlemen, before we conclude we would like to tell you what has been the chief cause of our success

so far in every work that we have undertaken. It has been nothing but the simple discharge of duty.

‘I slept and dreamt that life was beauty,  
I woke and found that life was duty.’

Duty is a thing that is due and must be paid by every man who would avoid present discredit and eventual moral insolvency. It is an obligation — a debt — which can only be discharged by voluntary effort and resolute action in the affairs of life. The duty rounds the whole of life, from our entrance into it until our exit from it — duty to superiors, duty to inferiors and duty to equals — duty to man, and duty to God. We are but as stewards appointed to employ the means entrusted to us for our own and others’ good. To live really is to act energetically. Life is a battle to be fought valiantly. Inspired by high and honourable resolve a man must stand to his post and die there if need be. Like the old Danish hero his determination should be ‘to dare nobly, to will strongly and never to falter in the path of duty.’ What stands most in the way of performance of duty is irresolution, weakness of purpose and indecision. On the one side are conscience and the knowledge of good and evil; and on the other are indolence, selfishness, love of pleasure or passion. The weak and ill-disciplined may remain suspended for a time between these influences but at length the balance inclines one way or the other according as the will is called into action or otherwise. If it be allowed to remain passive slave of his

senses. The duty consists of three elements which combined together make duty. It is generally said if you wish to succeed in any undertaking do it with तन, मन, धन, (body, soul and money). This universal doctrine of self-disciplined discharge of duty has been the chief motive power of every Sewak. This triple combination is to be observed in every sphere of activity. Most of you who have seen us serving, most of you who have seen high praises and blessings bestowed on us, most of you who have seen the Mela officers speaking in very high terms of our work will amply bear testimony to what we say about the first two elements. As regards the third it need not be said that every sewak bore the expenses himself of every place he was deputed to. For the satisfaction of those who were not present on any occasion I would like to quote the following few lines from some of our mela reports :

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*(Extract from the Report of the work of Sewa-Samiti, Shahjahanpur, on the occasion of Gokaran-Nath Fair at Gola, District Kheri on 29th March to 4th April 1916).*

(a) One boy when going into the temple did not notice the descending steps and was tumbled down and over him down, came two or three men thudding one over the other. Volunteer Banwari Lal Kapoor, who was posted inside the temple Jumped forward to save the life of the lad, but in doing so he received a push from a falling man and was himself knocked down and injured on his left arm ; but he did not forget his treasure, the boy, for whom he

had put his life at stake. He rolled on over to the boy to cover his body by his own. The boy lay unconscious beneath him and pilgrims kept on walking on his body for a few moments. In the mean-time, the 2nd volunteer posted inside the temple blew danger from his whistle, which brought the pilgrims to a dead stop. Both Banwari Lal and his dear charge were taken out of the temple on to a platform where First Aid was rendered by Vol: Moti Lal Jaith to the boy whose head had been injured and was bleeding. Vol. Banwari Lal was asked by the commander to retire but the former only entreated him to let him serve and allowed to have his will. This deed of the volunteer was very gallant and won him shabash of all the spectators.

(b) Another similar accident took place inside the barrier. In a rush a man fell down and was at the point of being trodden down by scores of men, when volunteer Kailashi Nath Kapoor, who was standing at the bar of the barrier, following the example of his real brother Banwari, jumped dauntlessly from his position to cover the body of the fallen man blowing at the same time his danger whistle. Luckily seeing all this happen the rush came to a sudden stand-still. The man was lifted, taken to the temple for pooja and then let out safely. Kailashi was much praised for his bravery by his comrades and lookers-on.

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*(Extract from the Report of the work of Sewa-Samiti, Shahjahanpur, on the occasion of Ganges Ashnan fair at Kakora Ghat, District Budoun from 6th to 12th November 1916.)*

1. As soon as the detachment sent to relieve the Budoun volunteers who had been working for full 2 days.

reached the Sutiya, the volunteers saw that a horse drawing an ekka on the bridge was frightened and in a moment the animal bolted and fell with the conveyance into the water. The horse was so badly entangled in the harness and ekka that it could not stir and its life was in great danger. Seeing this the Captain whistled and signalled danger and in a seconds time down jumped forthwith into the water volunteers — one — two — three — and by immediately cutting off the straps of the harness with their penknives liberated the cattle and brought the ekka and the horse out of the water. This brave deed of theirs won them warm admiration of all the lookers-on.

2. A lad was crossing the bridge when there came from the opposite side a cart running at great speed. The drivers called out "Larka Bacho hato...." The bridge being narrow the boy in attempting to get aside hastily slipped into the stream and was drowning. Volunteer Natthu Lal (Shahjahanpur) on duty ran and jumped into the current and brought out the boy safely.

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*(Extract from the report of Sewa-Samiti Shahjahanpur in the Kartiki Ashnan fair at Dhaighat, District Shahjahanpur, November 1916)*

The bathing arrangements of 9th (November 1916) came to a successful close except for one very important event: when all the volunteers had been posted along the bathing ghats, I was informed of deep hollow in the bed of the stream. I appointed volunteer Banke Behari Lal to forbid people bathe or go in that direction. Unfortunately when Banke Behari Lal was just explaining to pilgrims why he prohibited them to bathe on the particular ghat, there came from the other bank a man fording the river, and no sooner Banke Behari Lal saw him than



he repeatedly called out to him at full pitch of his voice: Go back ! Get aside !! Kund !!! but all to no purpose. God's will must be done. The man suddenly got into the deep hollow and began to be drowned. Banké Behari Lal knows only A. B. C. of swimming and as much as he cannot be expected to save even himself when drowning to say the least of some one else ; but in his mind there arose a struggle between love of life and sense of duty and at last the latter overpowered the former. In the meantime there gathered on the bank a fair crowd of men all crying ' Save the man ! Has gone down !! Ha Has come up !!! ' but no one ventured into the stream. But lo ! to their great amazement they see a man in Sewa-Samiti uniform come forward hastily from their midst and plunge into the current. Now there prevailed a dead silence for a few seconds and spectators began to entertain healthy hopes of the man's rescue. But alas ! the people's hopes simply turned into utter disappointment and pain, for as soon as the man in Sewa-Samiti uniform caught hold of the drowning man who had already lost his senses, he ( the volunteer ) being quite a novice in the art of swimming lost control of himself and began to go up and down water with his dear charge held tightly upon his back. He could have left the senseless and nearly drowned man there where he was and come back quite safe to the bank by the little swimming he knew. But the sense of duty once more pressed him and this time much more strongly. He would not quit his treasure (the man) no matter he might lose his own life. And in this struggle between life and death the unseen hand of the Sacred Mother Ganges seeing a son of hers was sacrificing his own life for the sake of another man who was already half dead, propelled them both to neck deep water 7 or 8 yards distant from the bank. Then a good man threw his sasa catching which the volunteer, who had not yet lost his presence

of mind and courage came out with his dear charge on his back. The Séwa-Samiti First Aiders waiting on the bank at once took charge of the patient and treated him by Schafer's method. The volunteer who saved the life at no little risk to his own was no other than Banke Behari Lal on duty. His brave deed has set a practical example of what a Sewa-Samiti volunteer should be. The whole crowd in which there were the Superintendent of Police and the Police Circle Inspector admired the brave deed of Banke Behari Lal and the news of this true sewa spread like a wild fire throughout the Mela.

We must not pass without showing our deep sense of obligation to Mr. J. Hope Simpson, I. C. S., C. I. E. who took keen interest in the working of the Samiti and who once in appreciation of our selfless and patriotic work gave the Samiti a donation of Rs. 10. Thakur Braj Raj Singh, Deputy Superintendent of Police may justly be grouped among those who took a lively interest in the improvement of the Samiti. During his stay in this city he never failed to help us by his wise counsels and encouraging words and our ambulance brigade will remain a lasting movement of this veteran Police Official. We cannot adequately show our gratitude to Thakur Jogendra-pal Singh, Pandit Jagmohan Nath, Kunwar Jasbir Singh, B. Bhagwat Das and B. Chhail Behari Lal, Deputy Collectors who on various occasions and in different Melas gave us substantial help in achieving the success and securing the good opinion of the public. We are also grateful to Satya Sabha authorities who have allowed us to make the free use of their building.

In the end the Samiti appeals the public to help her by every means in their power by counsels, time, money etc. She requires every thing which is essential for a society. It possesses no peon, all the peon

work is done by the boy scouts. It has no furniture. The most pressing needs of the Samiti are a suitable tent and a permanent office. The tent has to be borrowed on every occasion and the office is at present located in the General Secretary's house. We possess few books for the travelling library. Your generosity is needed to satisfy the needs of the Samiti. It is you whom Samiti can look up to for help. It is for you to do something for the Samiti and it is for you to direct your charity in this direction.

Shahjahanpur,  
*The 20th May 1917.*

SHRI RAM BAJPAI  
 &  
 LAKSHMI NARAIN GUPTA,  
 B.A., L.L.B.  
 Secretaries.

## COPY OF CERTIFICATES.

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*Copy of letter No. 106 of 29th January 16 from J. Hope Simpson Esquire I.C.S. District Officer of Shahjahanpur to Seth Ram Charan, President, Sewa-Samiti, Shahjahanpur,*

I have perused with much interest and pleasure the record of the work done by members of the Sewa-Samiti on the occasion of the late Dhari fair on the Ganges and desire to tender my recognition of their valuable services, which had already been brought to notice by the Officer in charge of the fair. I also enclose a donation of ten rupees towards the funds of the Samiti and wish it all success in its efforts to mitigate the hardships of those in trouble or distress of any kind.

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*Copy of letter of 31st December 1915 from the General Secretary Sri Bharat Dharma Mahamandal Benares Cantt. to the Chairman Sewa-Samiti, Shahjahanpur.*

I am desired to convey to you the cordial thanks of the Council of Mahamandal for your having deputed a squad of your zealous workers to serve as volunteers at the gathering of the sixth Mahadhiveshan of Mahamandal.

It gives me great pleasure to inform you that the young men did splendid work and the manner in which they carried out their hard duties elicited universal admiration. The Mahamandal in recogni-

tion of their services has decided to present books of the value of Rs. 25/- (rupees twenty five) and medals worth Rs. 50/- (rupees fifty) to them. These will be sent later on to the Chief Secretary to be presented to the young people concerned on our behalf.

Wishing your Samiti every success and prosperity.

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*Copy of letter No: 329 G. of 19th April 1916 from the Deputy Superintendent Government Railway Police United Provinces Section "C" Bareilly to the General Secretary Sewa-Samiti, Shahjahanpur.*

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Copy of Report No : 422 of 13th April 1916 from the Inspector in charge Bareilly City Division to Deputy Superintendent, Government Railway Police United Provinces, Bareilly, forwarded for information of the General Secretary Sewa-Samiti Shahjahanpur in reply to his No: G. F. C /17 of 1916 of 5th April 1916.

### Report.

From what I saw myself and also from all that I have heard from the Railway Staff the volunteers of the above Samiti rendered valuable assistance at Gola during the last Mela in looking after the comforts of passengers.

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*Copy of letter No. O. R. 98-0-10 of 25th April 1916 from the Traffic Superintendent R. & K. Railway*

*Izatnagar to the General Secretary Sewa-Samiti Shahjahanpur.*

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Sewa-Samiti Shahjahanpur at Gola.

*Your No: nil of 5th April 1916.*

I have to thank the members of the Sewa-Samiti for the assistance rendered to the public and the Railway staff during the recent Mela at Gola.

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*Copy of letter No: 1802 of 27th April 1916 from J. Campbell Esqr. I. C. S. District Officer of Kheri to the President Sewa Samiti Shahjahanpur—*

In reply to your letter No. G. F. C/21 of the 17th April 1916. I have the honor to say that the services of the Sewa-Samiti volunteers have been gratefully acknowledged by the Sub-Divisional Officer and the Tahsildar in charge of the fair. I am much indebted to them for the assistance they rendered in promoting the comfort and convenience of the pilgrims.

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*Copy of letter No. 219 dated 18th December 1916 from G. C. W. Ingram Esq., I.C.S., Chaitman, District Board, Badam, to the President, Sewa-Samiti, Shahjahanpur —*

I have the honour to acknowledge with many thanks your very interesting Report of 29th November

and to thank you all very much for your services in this year's Kakora Fair. They were most appreciated by every one and were invaluable. I hope they will be continued in the future and the Samiti will have the chance of sharing what it can do in a really large fair. This year though the gathering was not large, the arrangements were rendered difficult by the state of the water and greater efforts were needed from all who helped in the management.

I hope you will convey my thanks to all the amitis who worked with you.

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*Copy of letter No. 1749 of 1917 Dated 21st April 1917 from J. C. Campbell, Esq., I.C.S., District Officer, Kherr, to the General Secretary, Seva-Samiti, Shahjahanpur. —*

I have the honour to acknowledge with thanks the receipt of the report forwarded with the President's letter No. G. F. 17/24, dated the 12th April 1917.

2. I am much obliged to the members of the Samiti for their assistance, which was most useful, and has been alluded to in very flattering terms by the Sub-Divisional Officer in charge of the fair. The various suggestions made will be duly considered.

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*Copy of Endorsement No. 345 dated 21st April 1917 from the Deputy Superintendent of Government Railway*

Police, 'C' Sub-Section, Bareilly, to the General Secretary, Sewa-Samiti, Shahjahanpur.

(Copy of the following) forwarded to the General Secretary Sewa-Samiti, Shahjahanpur, for information.

Letter No. 36 dated 18th April 1917 from the D. I. of Government Railway Police —

I have to thank the General Secretary for his kind remarks regarding the Government Railway Police and beg to say that his volunteers were of great assistance to the Police and that they performed their duties with great zeal and energy.

### Executive Committee.

- (1) Pandit Saligram Vaidya.
- (2) Lal Puttan Lal.
- (3) Munshi Autari Lal.
- (4) Dr. Ram Sahai Jauhri, L. C. P. S.
- (5) Babu Shyam Behari Lal.
- (6) Babu Kali Sahai Varma.
- (7) Pandit Deva Datt Shastri.
- (8) Pandit Bhagwati Prasad Shukla.
- (9) Pandit Shyam Narain Shukla.

### Office Bearers of Active Force.

General Commander.

Pandit Shri Ram Bajpai.



*Commanders.*

|                             |                              |
|-----------------------------|------------------------------|
| B Jagdishwar Prasad Saksena | A. Company.                  |
| Pt. Shyam Narain Shukla     | B. "                         |
| Pt. Saligram Vaidya         | C "                          |
| B. Kailashi Nath Kapoor     | D. "                         |
| Pt. Ram Rakshapal Misra     | Bareilly Brigade.            |
| Pt. Kishori Lal Misra       | Jalalabad &<br>Kant Brigade. |

*Assistant Commanders.*

|                             |                                    |
|-----------------------------|------------------------------------|
| Pt Deva Datt Shastri        | ... A. Company.                    |
| B. Jagdamba Prasad          | ... B. "                           |
| Lala Puttan Lal             | ... C. "                           |
| Munshi Autari Lal           | ... D. "                           |
| B. Manohar Das Agarwala     | ... Bareilly College<br>Boarders.  |
| B Har Narain Mehrautra      | Bareilly City.                     |
| Pt Siddheshwar Prasad Misra | ... Kant and<br>Jalalabad Brigade. |
| Pt. Ram Ratna Shukla        | ... Ambulance "                    |

*Boy Scouts.*

|                           |                                |
|---------------------------|--------------------------------|
| Veer Shri Ram Saksena     | .. Chieftain.                  |
| „ Sardar Ram Krisna Singh | ... Captain<br>North division. |
| „ Shyam Behari Lal Nigam  | ... Captain<br>South "         |
| „ Jagat Narain Mehrautra  | ... Captain<br>Bareilly "      |

*Educational Branch.*

|                           |                               |
|---------------------------|-------------------------------|
| Babu Lakshmi Narain Gupta | B. A., L. L. B.<br>Principal. |
|---------------------------|-------------------------------|

Babu Shyam Behari Lal, Headmaster Night School.

Babu Ram Sarup Agarwala ,, Day ,,

*Travelling Library.*

Pt. Shri Ram Bajpai, Superintendent.

Veer Satchidanand, Librarian.

Veer Devki Nandan Tewari, Cashier.

**Do you wish to serve your Fellow-beings ?**

1. *Join* the Sewa-Samiti, and give at least a few hours a week for the work of the Sewa-Samiti, Shahjahanpur.

You may help the Samiti by teaching in the night classes.

You may help the Samiti in the management of the Travelling Libraries.

You may help the Samiti in the management of First-Aid or Home-nursing classes.

You may help the Samiti in the Free distribution of medicines.

2. *Be a member* of the Sewa-Samiti by paying either Rs. 25, 12, 6, 3 or at least Re. 1 per year.

3. *Secure* members for the Samiti.

4. *Secure* donations, large or small, for the funds of the Samiti.

5. *Secure* Hindi or English books for the Free Travelling Libraries.

Kindly call on or communicate with the Secretaries, Sewa-Samiti, Shahjahanpur.

**The Bhandarkar Oriental Research Institute  
POONA**

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**Reports of the Preliminary Meeting  
and of the First Meeting  
of the  
Provisional Working Committee**

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**Officers of the Committee**

***Vice-Presidents—***

1. Sir Prabhashankar Pattani
2. Dr. Harold H. Mann
3. Principal H. G. Rawlinson
4. Professor K. B. Pathak
5. Professor V. K. Rajawade

***Treasurers—***

1. Mr. Hari Narayan Apte;
2. Dr. N. G. Sardesai

***Secretaries—***

1. Dr. S. K. Belvalkar
2. Dr. P. D. Gune
3. Pandit Lingesa alias Mahabhagvat of  
Kurtkoti

**POONA**

Printed at the Aryabhushan Press, Poona,  
and published for  
The Provisional Working Committee

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## The Bhandarkar Oriental Research Institute

### Preliminary Meeting

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In grateful recognition of the eminent services of Sir Ramkrishna Gopal Bhandarkar, M. A., Ph. D., LL. D., K.C.I.E., to the cause of Sanskrit learning, it was proposed to establish in Poona an Oriental Research Institute bearing the name of that veteran scholar. A preliminary meeting to discuss the nature of the proposed Institute and to appoint a Provisional Working Committee was held in the Anandashram at 4 p. m. on Tuesday the 6th of July 1915—that day being Sir Ramkrishnapant Bhandarkar's 78th birth day. The invitation for the meeting was signed by Dr. S. K. Belvalkar, Dr. P. D. Gune, Professor R. D. Ranade, and Pandit Lingesa alias Mahabhagwat of Kurtkoti. Between thirty and forty well-known scholars and lovers of Sanskrit attended.

Dr. P. D. Gune of Fergusson College opened the business of the meeting by reading the invitation, and proposed Rao Bahadur Kashinath Balkrishna Marathe to be the President of the meeting. Mr. H. N. Apte, seconding the motion, said that Rao Bahadur Marathe was not only a Sanskritist of note but is one of the oldest and closest of Sir Ramkrishnapant's friends, and that it was in every way proper that he should have been chosen to guide the deliberations of that day's meeting. The motion was unanimously carried.

The President after assuming his office said:—"To establish a new institution is to undertake new responsibilities. But institutions are the very back-bone of society; and the greater their number, the greater the stability for it, the greater the amount of useful activity that may be thereby called into existence. We have assembled here to discuss certain proposals regarding the foundation of a new Research Institute. That raises the question whether there is anything at all in Oriental literature that is worth

engaging the activity of research students. To this only one answer is possible. We have already with us so many old documents—on paper, on palm leaves, on stone-pillars and on Copper-plates, that have been discovered—so many are almost daily springing into light—that the task of keeping a record of them and of interpreting them is by itself enough to occupy us for some years to come. We have already here in Poona a ‘Bhārata-Itihāsa-saṁsodhaka-Maṇḍala’ which is doing much useful work. But Itihāsa or History does not include all branches of learning, and so a need was felt of an institution with a wider scope. For an Oriental Research Institute of the kind proposed Poona is just the place. Poona is a City of learning. We have amongst us many learned persons: many earnest workers in various fields of knowledge. We have here the ‘Veda-sāstrottejaka-Sabhā’, although it has confined itself to teaching and not to research work proper. For quite a number of years Poona has been noted for its publishing activity. Even as an undergraduate in College, myself and my fellow-student, Mr. Kathavate, had edited and published two ancient works. To go on farther, the very Institution where we have this day assembled, is the result of individual effort and individual self-sacrifice: and the literary output of this institution—the Anandashram—has won recognition throughout the world of Oriental scholars. Poona, in short, is quite ripe for an institution like the proposed Oriental Research Institute.

As to the great personality whose name it is intended to give to this new Institution; I need not say much. Ours has been a life-long friendship, and his zeal for learning and his diligence and persistence was observable even when he was a youth of 25 or 26, when, just to understand and find out for himself the *vinīyoga* of the sacrificial formulæ—just how Vedic hymns were to be used in the sacrifice—he had a sacrifice performed privately and for himself. His knowledge of the various Sāstras, the great share he has had in reviving the study of Sanskrit and emancipating young India from her intellectual servitude of years and

obtaining throughout the world a due recognition for India's achievements in the past in the fields of Religion, Philosophy, Literature, and Arts, is a matter too well known to need recounting. And his life-long services have received their recognition and reward even at the hands of the Government, who have thought it fit to bestow upon him the knighthood—an honour which it is usual to give only to distinguished men of science and persons of extraordinary genius.

Sir Ramkrishnapant has also been all his life a diligent collector of books. He used to spend a considerable portion of his earnings on books ; and lately for some years he has been receiving from Europe, America, and everywhere many a valuable publication by way of presents. He has in this way been able to put together a valuable store—a veritable *bhāṇḍāra*—of Oriental books and so has justified his title to the name 'Bhandarkar'. We must all feel ourselves greatly honoured in the fact that a scholar with a name as great as that of Professor Max Müller of Oxford should have made Poona his home ; and I venture to express the hope that the proposed Institution—under the guidance of the great name it is to bear—will eventually redound to the glory not only of Poona itself but of the whole of India ; and it should be the duty of every son of India and every lover of Sanskrit to help the cause of such an institution and to make it a reality before very long.

It was partly to accede to the wishes of my friends Mr. Haribhau Apte and Dr. Belvalkar who called me to preside on this occasion, but mainly from this sense of duty that, inspite of the infirmities of age ( I am Sir Ramkrishnapant's Junior by 7 or 8. years only ), I came down here to take part in this new scheme. Dr. Belvalkar will presently explain to us the nature of the proposed Institute and I trust we shall all give it our mature thought and so reach some satisfactory conclusions."

Dr. S. K. Belvalkar, Professor of Sanskrit, Deccan College, thereupon explained the nature of the proposed

Institute. He said:—"To-day Sir Ramkrishnapant Bhandarkar completes his 78th year; two years from now he will complete his 80th year; and it is the ardent wish of the promoters of this Institute that the same should receive some tangible form on Sir Ramkrishnapant's 80th birth-day. The President has just now explained to us the greatness of Dr. Bhandarkar's achievements: and we are sure that we are only voicing a thought which is in the minds of all when we suggest that there must be something done, commensurate with the magnitude of Dr. Bhandarkar's achievements, to perpetuate his name for generations to come and to permanently associate it with the cause which he has had most at heart; and what could be a more fitting monument which would at once redound to the glory of the great name which the Institution is to bear and which would render for the countless generations of Sankrit students to come the same sort of friendly assistance that Sir Ramkrishnapant has been doing all his life to earnest scholars in any branch of study, than a "Bhandarkar Oriental Research Institute" to be founded in Poona?

Perhaps it will be well if we explain just what we mean by an Oriental Research Institute, just what we want it to accomplish. Now nobody can dispute the fact that we have always had amongst us many an eminent Sanskritist whose knowledge of his own particular subject was absolutely unimpeachable. The reason why he has not been able to hold his own everywhere and to win for himself a recognition in the world of Orientalists generally is because he lacked training in the modern critical methods of scientific research. In its absence, his conclusions have been—more often than not—based on insufficient data, and even when they were sound in themselves they were presented in a form the utter impracticability of which deprived them of three-fourths of their value. Even the Government of India have recognised this sore need of our studies and have been for some time sending promising Sanskritists to Europe for a couple of years' training as a research student in some of the renowned Universities

there. But upon their return these scholars usually find that there are not available in India all those facilities for research work which a first-class Western University ungrudgingly offers to her advanced students. And further, would it not be better—more economical—instead of sending students of Sanskrit for scientific training in Europe, to make that same training available to a larger number of students in India itself which is the home of Sanskrit learning; and what is more, after the students have received their training, to keep on helping them in their subsequent research work by placing within their reach all those facilities that are available, for instance, in the Reading Room of the British Museum in London?

There lies invitingly open before any serious student who has mastered the rudiments of scientific method and who can command the requisite patience and energy and ability, many a rich and virgin (or only partially explored) field of study in the domain of what we may comprehensively call Indian Antiquity. But before we can hope to have produced amongst us finished works such as, say, a Zeller for the history of Indian Philosophy, there has to be done a good deal of preliminary work of the merely compilation-type, which alone can ensure for any work accuracy and formalistic perfection in details. An annual catalogue and review of the year's work in the way of published texts and magazine articles arranged systematically and according to subjects; a complete bibliography of editions, reviews of editions and articles in the periodicals dealing with every author of note; a similar bibliography arranged according to subjects—these are some of the ways in which a number of advanced students, working in an institute which affords them all facilities for this sort of work, can be of help to their colleagues in the present and to generations of students to come. What an untold blessing the existence of ready-made helps of the type above indicated proves, how it prevents that blind, haphazard, often fruitless, groping for information which every novice in a field of Research has to do in the beginning of his activity and that un-



necessary waste of time and energy consequent upon attempts to establish or refute in one part of the world of scholars and by one hand conclusions long refuted or established in another part by another hand—this any one who knows anything of the history of classical scholarship especially in the last century can easily realise for himself. To know what has been said is the first step towards knowing what can be said.

Coming to definite particulars about the proposed Institute we want to have in it, above all, a first class Library—confined, of course, to Oriental subjects and touching other subjects only in so far as they bear upon Oriental studies. We realise, of course, that it is not possible—when there is over a century of Oriental Research work already behind us—to start a new Library and make it thorough, seeing that many important works in several fields have long been scarce and out of print. We are most grateful, therefore, to Sir Ramkrishnapant who has agreed under certain conditions to place his valuable private Library at our disposal. Further, where it is not possible that the Institute can actually own some of the important works published, it is sufficient if we know (from the card-catalogues which would be a feature of this Institution) that the work exists and where it exists and how it could be made available to the student. It is just these card-catalogues and other ready-made helps that are offered in some of the first class Universities of the West and that make research work there so comparatively easy. And Universities in the West possess and keep up extensive Libraries irrespective of the number of students. Even a first class University there can hardly boast of much more than 25 or 30 students of Sanskrit out of a student population of several thousands; but the Libraries there can stand comparison with any that we have to show.

A Library however large will serve no useful purpose if it does not look to the convenience of its readers. Most of our readers would be earnest students who would like to

work for hours together; and it is contemplated to give to the workers every facility in the way of a chair, table and stationery and privacy and a prompt supply of any number of books that they may need to work with at a time. The books of the Institute will in no case be allowed out of the Library.

While advanced research students may be allowed to work according to their own methods it is one of the main objects of the proposed Institute to train young students in the scientific methods of research. It is proposed to endow for their use some 20 fellowships of the value of Rs. 50 each. The students will be placed in direct contact with the original sources and after giving them a preliminary knowledge of the tools of their profession, they will themselves be asked to do the actual work under expert guidance. It is a matter of detail to be settled later, but we may say that we want to make even Shastris of sufficient standing eligible to the fellowships and we want to impart to them, through vernacular if necessary, such training and instruction as may serve to broaden their views and make their own learning more widely useful to modern types of students. The fellows will, naturally, be expected to assist in the compilation of the bibliographies. We do not know whether the fellowships could be made residential. That will depend entirely upon the funds. But we want to bring in for our Institution 2 or 3 or more expert Shastris to whom it may be possible to refer any difficulties that may crop up in the several Shastras which they may be professing. The Institute will be placed in charge of a competent Director who is to supervise the inner management and guide the work of research in all fields. The Institute will likewise procure and keep for reference complete sets of all the important Oriental magazines or periodicals published whether in India or Europe or America. In short, we aspire to make this Institute a rallying point for all research activities in Oriental subjects going on anywhere in the Presidency—if not also in the Country; so that it may not be hereafter possible to complain that it was for lack of

means—lack of the necessary books or Mss. or references—that a particular research work could not be completed. Other still larger spheres of useful activity loom before our hopeful eyes; and if the enlightened public promise us their whole-hearted sympathy and support it will not be for want of energy and earnestness on our part if the Institute does not become, in the not far distant future, a model Oriental Research Institute for India.

So much as to our aims and ideals. How much money would such an institute require? Of course, an institute of the kind proposed has unlimited capacity for public usefulness and so it could usefully engage any amount of money that we can succeed in putting together. We have not consulted experts and have not made regular estimates; but in view of the fact that we have a very short time ahead of us—for, the Institute must receive a tangible form on the 6th of July 1917—I think we will not greatly err either way if we put down the initial costs (including the buildings and the preliminary outlay in the purchase of books necessary to make Sir Ramkrishnapant's library complete and up-to-date) at one lakh of rupees. The annual current expenses, including fellowships, salaries of paid officials, subscriptions for periodicals and purchase of books, will amount to not less than twenty thousand rupees.

The next question is, how are we going to get all this money in so short a time? Now, Sir Ramkrishnapant has trained generations of students in Sanskrit, and those that cannot boast of the proud privilege of sitting at his feet and learning directly, have at least read his books and pamphlets and papers which have carried the fame of his name all over India and beyond India. It is to these students and friends and admirers of Sir Ramkrishnapant that we look primarily for assistance. We have also many enlightened Rulers and Chiefs of Native States who could very gladly spare a few thousands for such a cause as this. There is also the University which has at its disposal a

Research Fund, to which we could not unreasonably lay some claim. Publishers of long standing may also be requested to present the Institute with a copy of their sets. When from all these sources we shall have collected at least half of the required sum it may not then be unreasonable, finally, to approach Government. There was a scheme before Government regarding the establishment of a new Sanskrit College in Poona, and as our Institute would meet Government half way, we hope Government will readily avail themselves of this opportunity and agree to make up the deficit. There is one invaluable service that it is in the power of Government to render to our proposed Institute. Government have at the Deccan College an important Collection of Sanskrit and Prakrit Mss.—the largest of its kind in the world—which they might place in charge of our Institute. Mss. are the very life and soul of research and there is an additional propriety in a “Bhandarkar Oriental Research Institute” being given charge of a collection of Mss. a considerable part of which is the result of Dr. Bhandarkar’s own exertions. But all this help can be asked only after we shall have done our part of the work and done it well.

Such in brief is our proposed scheme ; and it will be helpful if those present here will favour us with their views (1) in regard to the nature of the Institute, (2) in regard to the estimated expense, and (3) in regard to the way the amount should be realised.”

After the conclusion of Dr. Belvalkar’s speech, the President said that he hoped that the amount required would by no means be considered as a heavy burden. He was quite confident that it would be soon realised.

Some discussion followed. Professor S. G. Sathe wanted to know if such Institutes were already in existence elsewhere. We could then adopt them as our model. Dr. T. K. Laddu of Benares and Pandit Lingesa Mahabhat of Kurtkoti described two similar institutions one conducted by Government and one by the Mysore State and

the Shringeri Math. Dr. Belvalkar said that such Institutes—though not called Institutes—formed parts of almost all first-class Universities in the West. At the University where he was there was something similar to this proposed Institute in the field of the Classics, and that he had himself spent more than a year working there.

Professor K. B. Pathak said that an Institute of the kind proposed would be a great boon to all research students. He himself, for instance, was just then in great need, in connection with his work, of two French books, but did not know where they were and how he could get them. Books are very costly and there are so many of them. It is impossible to buy them all for oneself. But an Institute like the one proposed can buy them, or at least procure loans of them for the use of advanced students, for whose use this Institute should be primarily designed. Education should be a secondary object; it would be enough if the Institute merely affords all the necessary facilities for research. Students may then come there and sit and take notes and go: the books of the Institute it being not permissible to lend out. For this reason it would be better if the Institute is located near the city, and not, like the Deccan College, 4 or 5 miles away.

As there seemed to be an agreement on all essential points Sardar K. C. Mehendale proposed the appointment of the following Provisional Working Committee:—

- |    |                                              |   |                        |
|----|----------------------------------------------|---|------------------------|
| 1  | Sir Prabhashankar Pattani                    | } | Vice-presidents        |
| 2  | Dr. H. H. Mann                               |   |                        |
| 3  | Principal H. G. Rawlinson                    |   |                        |
| 4  | Professor K. B. Pathak                       |   |                        |
| 5  | Professor V. K. Rajawade                     |   |                        |
| 6  | Mr. H. N. Apte                               | } | Treasurers             |
| 7  | Dr. N. G. Sardesai                           |   |                        |
| 8  | Dr. S. K. Belvalkar                          | } | Secretaries (local)    |
| 9  | Dr. P. D. Gune                               |   |                        |
| 10 | Pandit Lingesa alias Mahabhagwat of Kurtkoti | } | Secretary (travelling) |

- |                            |   |         |
|----------------------------|---|---------|
| 11 Raobahadur C. V. Vaidya | } | Members |
| 12 Professor V. S. Ghate   |   |         |
| 13 Dr. T. K. Laddu         |   |         |
| 14 Professor S. G. Sathe   |   |         |
| 15 Professor R. D. Ranade  |   |         |
| 16 Sardar K. C. Mehendale  |   |         |
| 17 Mr. N. C. Kelkar        |   |         |
| 18 Mr. P. V. Kane          |   |         |

(*N. B.*—The President of the Committee will be appointed later. It shall be competent for the Committee to take in additional Members.)

Mr. N. C. Kelkar in seconding the motion said that as it is not always possible, just at the start, to foresee all difficulties and make adequate preparations to meet them, it is best to appoint a Committee of the kind proposed, provisionally for a year. At the conclusion of that period we could call a formal meeting which would be much more representative, and then take whatever course of action would there be thought advisable. The motion was carried.

Mr. H. N. Apte thereupon proposed the formation of a deputation to go to Sir Ramkrishnapant, and after acquainting him with the proceedings of the day to garland him. The deputation was to consist of Mr. Vasudeo Shastri Abhyankar, Sardar K. C. Mehendale, Dr. S. K. Belvalkar and Dr. P. D. Gune.

Raosaheb Govindrao Kanitkar in seconding the motion said that as that was Dr. Bhandarkar's birth-day the deputation should go that very evening to offer him the best wishes of this meeting and so lay the foundation, so to say, of the Institute that is to come into existence before long. The motion was unanimously carried.

A vote of thanks to the President of the meeting, to the Superintendent, Anandashram, for having permitted the use of the building, and to the invited persons who took the trouble to attend concluded the proceedings of the meeting.

The deputation attended upon Sir Ramkrishnapant the same evening, and was by him graciously received. He was visibly much affected. Mr. Vasudeo Shastri Abhyankar garlanded the old gentleman and wished him a long life. Sir Ramkrishnapant thanked them all for their kindness and said that he did not expect that anything of the kind would be done for him. After a few words about the Institute and the future programme of the Provisional working Committee the deputation took their leave.

## Provisional Working Committee

### First Meeting

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The first meeting of the Provisional Working Committee was held in the Anandashram at 4 p. m. on Sunday the 11th of July 1915 to frame bye laws for the Committee and settle its programme of work. Dr. H. H. Mann, one of the Vice-presidents of the committee, was voted to the chair.

The first business before the Committee was to pass the minutes of the Preliminary meeting; but as it was decided to print and publish the proceedings of that meeting *in extenso*, the formality of reading the full report ( which was quite ready for the press and which most of the members present had already seen ) was dispensed with.

The Secretaries then outlined the plan of work. As the first and practically the only work before the Committee for the next few months would be that of collecting the funds, and as until October the services of the local secretaries would not be available, it was agreed that the travelling secretary should visit some of the important Native States in the South and see what he could do there. Thence he was to proceed to Baroda, Gujarat and Central India. In October the other two secretaries would join him and they could all, individually or collectively, visit most of the Native States in the Mahārāshtra. It was only after this that it was decided to appeal to private purses. For this last purpose it may be found necessary to organize meetings and appoint local canvassing bodies in different parts of India.

Apart from the fact that the Institute would be, it was hoped, a model Oriental Research Institute for India before long, and that therefore every educated person in any way interested in the past of the country would consider it a privilege to be somehow associated with the Institute—



and apart also from the fact that the name which the Institute is to perpetuate would itself be enough to evoke a generous response to our appeal for funds—it was thought that it may not be found impossible to afford to our would-be donors some other tangible return. We would be perfectly willing to consult the wishes of our donors as to the purpose to which their donations are to be applied. Although the Institute as a whole is to be called after Sir R. G. Bhandarkar, we could name the several buildings of which it is to consist after such persons as would contribute towards the expense. The fellowships—or certain sections of the Library—could similarly be called after the donors, or out of the funds supplied by them we could purchase books and put on each of these books a book-plate bearing the name of the donor or such other name as he might wish to perpetuate. It was also suggested that we could even now start enrolling members for the would be Institute. The yearly membership fee would be Rs 6, which could be compounded for life by a single payment of Rs. 100. Persons paying Rs 1000 or more in one sum might be called patrons of the Institute, and those paying Rs. 500 or more vice-patrons. Patrons, vice-patrons and members would be entitled, in addition to the honour of belonging to our Institute, to get a free copy of such journal or periodical as the Institute might publish. Of course it is too early now to make any definite promise, but learned bodies such as the Royal Asiatic Society of Great Britain and Ireland do publish a quarterly journal given up entirely to research work, and it is not unlikely that a Research Institute may find it necessary to have its own organ, though it may not be established, possibly, in the very first year of its existence. While regular appeals were to be made to the Chiefs and Princes and Rulers of India for larger contributions, this plan of enrolling members may enable persons of smaller means to show their interest in the success of the Institute and their appreciation of Sir R. G. Bhandarkar's services; and a hope was expressed that many would be only too glad to offer their support in this way. And those that would be

some members of the Institute from the very start may be allowed some other privileges if possible.

After in this way having outlined the general programme of work for the Committee some additional names were suggested for membership of the Committee, but it was decided first to consult the gentlemen concerned. And if they are willing, their names would then be put to vote before the next meeting of the Working Committee

The following byelaws were framed and passed for the conduct of the Committee's work —

1. The Provisional Working Committee for the Bhandarkar Oriental Research Institute shall consist of one President, five (or more) Vice-presidents, two local and one travelling Secretaries, two Treasurers, and Members whose number is not fixed.

2. There will be at least one meeting of the Committee about the middle of every month. An extraordinary meeting may be convened on the requisition of five members of the Committee

3. The Committee has power to elect new members. At every monthly meeting names of new members will be communicated and put to vote

4 Six members constitute a quorum. The President of the meeting shall have a casting vote.

5. It shall be the business of the local Secretaries to keep minutes of proceedings and get them passed at the next meeting, to issue invitations for such meetings, and to look to the general affairs of the Committee.

6 Before every monthly meeting the Secretaries will make a report of the happenings of the month the number of places visited, the amount of subscriptions promised or actually realised, and all matters of the same nature.

7. A receipt signed by the Treasurer and countersigned by one of the Secretaries shall be passed for every amount received. An account shall be kept of all money expended

for the purposes of the Institute, and such account shall be presented to the Working Committee and shall have to be approved by it.

8. The Provisional Working Committee is appointed for one year only. On the 6th of July 1916 there will be called a general meeting of those interested in the work, to which the Provisional Working Committee should make an up-to-date report of its work. It rests with the general meeting then assembled to take whatever steps may be determined upon for the realisation of the object in view.

A vote of thanks to the President concluded the business of the meeting.

**The Bhandarkar Oriental Research Institute**  
**Poona**

1. A *Patron* of the Institute pays the sum of not less than Rupees one thousand.

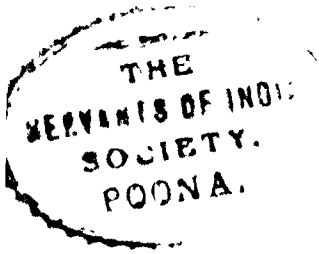
2. A *Vice-patron* of the Institute pays the sum of not less than Rupees five hundred.

3. A *Benefactor* of the Institute pays the sum of Rupees two hundred and fifty or more in one instalment.

4. A *Life-Member* of the Institute pays the sum of Rupees one hundred only.

5. Any smaller or greater contribution will be thankfully accepted.

6. For more information write to the Secretary. Remittance may be made to the Treasurer Mr. H. N. Apte, Anandashram, Poona.



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Office of the Shiksha-Vichara-Mandala,  
-77 Shukrawar, Poona City.  
August 1916.

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P 86

DEAR SIR,

On behalf of the Shikshâ-Vichâra-Mandala of Poona—an association for the discussion of educational matters,—I have to solicit your support and co-operation in organising a strong representation for the removal of a long-felt grievance. It is proposed to send a memorial to the University of Bombay on the subject of allowing candidates at the Matriculation Examination the option to answer questions in all subjects except English, in their own vernaculars. The present requirement that answers must be written in English leads to an *exclusive use of English as the medium of instruction in all subjects*. It is felt by many educationists that the practice which is now almost universal in our High Schools is *open to serious objections*, being opposed to both educational practice and theory as followed in all advanced countries. The small pamphlet enclosed herewith contains some of these objections together with a brief discussion of the arguments usually advanced in favour of retaining the present system, and the difficulties supposed to stand in the way of adopting the proposed one.

To prevent misunderstanding, it is necessary to state that the importance and necessity of the study of the English language in secondary and higher courses of instruction are beyond question, and if it were feared that the proposed change would result in the neglect of that study, the memorial would not have been thought of. It is felt, on the contrary, that the proposed reform will place the study of English on a surer and firmer basis, by making a wider introduction to real English literature possible. You are requested to favour me with your views on the subject and to state whether, taking the question as a whole, you will, in spite of minor differences, support the representation.

The lines on which the Matriculation and the School Final examinations are to be conducted are being discussed at present in the University and a representation at the moment will have a fair chance of being considered. I have, therefore, to request you to write to me early in the matter.

I have the honour to be

Sir,

Your most obedient servant,

**V. B. NAIK,**

President, Sikshâ-Vichâra-Mandala.

## **I. Some objections against the present system of instruction through English.**

(a) *It is unnatural.* This is too obvious to require proof. A boy always thinks in his mother-tongue. We force him, at a very early stage, to learn to think in a foreign tongue. The effect is that he thinks little and spends his energy in translating into another tongue what little he thinks. When, again, a language like Sanskrit closely related to the vernaculars, or the vernacular itself is taught in English, the unnaturalness amounts to an absurdity. And yet this is what we do at present.

(b) *It is unique in its application to Indians.* No other advanced country follows such a system. Even in Japan where, 50 years ago, the Japanese language was as deficient in works bearing on modern arts and sciences as the least developed of our vernaculars, all instruction was and is given in Japanese.

(c) *It involves an incalculable waste of time.* The pupil has to contend with the difficulties of a foreign language, before he can grasp the simplest fact or principle. His grasp of the fact or principle, again, is tested by his ability to express it in the foreign language. The teacher's efforts are more often directed towards correcting the mistakes of grammar and idiom in the English answers to his questions than treating the idea contained in them in such a way as to suggest new lines of thought or procedure. Between teacher and pupils there always exists a dimly transparent barrier which impedes and often distorts the view. The minds of both struggle to meet, but even patience gets tired when the struggle is to be carried on from day to day and year to year. The most precious period of youth is thus spent in mastering words, idioms and expressions in English, rather than in learning to observe and to think.

(d) *It stunts mental growth.* The mental faculties can be developed only when the spirit of inquiry and

observation has free play. The use of a foreign language in teaching, checks intelligent questioning and answering. As a consequence, cramming comes in, and then good-bye to all mental development. No more does history enlighten the mind, mathematics train the reasoning powers, or science teach the habit of observation.

- (e) *It leads to miserable results.* After at least 11 years of school life, the pupil conceives a dislike for mathematics, geography and science, for, under the present system, all interest in them dies out except that in passing the examination. For the necessity of teaching through a foreign language deprives the dish of the flesh and leaves only dry bones for the pupil. A few pages of some English text-book on history, imperfectly understood, a questionable facility in speaking and writing English, with no acquaintance with English literature as such, a smattering of Sanskrit, and a meagre knowledge of the Vernacular never seriously or systematically given, sum up the attainments of the matriculated student. And for these even, a good deal of credit might be given, not to the present system but to the teachers' occasional deviation from it, during moments when nature could no longer stand the strain.

**2. What the proposed system is expected to achieve.** It will do away with artificial barriers that limit the scope and methods of instruction and restore natural conditions. There will be a free and rapid interchange of thoughts and ideas between teachers and pupils. Facts and principles will be more easily and intelligently explained by teachers and grasped by pupils. There will be then an immense saving of time. Moreover, constant and appreciable progress will keep interest alive, the intellectual faculties will be sharpened by use and the minds of the pupils will work with vigour and not under a sense of strain. This will not fail to have an indirect but powerful effect on the study of the English language itself, while the time saved will be a direct gain to it. It will thus be possible to introduce boys, to a larger extent, to real English literature. In this way, it will be easier to reach the standard in English laid down by the University, and never reached by the boys under the present system.

### 3. Some arguments usually advanced in favour of retaining the present system :—

(a) '*It helps and facilitates the study of English.*' The Matriculation and School Final results and examiners' comments on them scarcely bare out the truth of this notion. After 7 years of regular English teaching and at least 4 years of exclusive use of English in teaching all other subjects, the boys betray a deplorable poverty of thought and expression in their English writings. No one can write or speak well, who can not think well and the present system dwarfs the mind and renders it incapable of appreciating and assimilating the peculiarities of a new language. The argument derives its main strength from the practice of teaching history in English. But if any good is done that way, it is at the expense of all knowledge of history. History is scarcely taught as history at present.

(b) '*Good text-books are available only in English and therefore all subjects should be taught in English.*' If we persist in the present system, English text-books will continue to be the only good text-books. But is this inevitable? Demand brings forth a supply. All the text-books necessary for use in high schools can be prepared in less than 3 years and in 10 years we shall be flooded with text-books of all kinds. The Marathi, Gujrathi, Canarese and other widely spoken languages have been proved to possess great possibilities. Minor difficulties, such as those of securing a uniformity of technical terminology, can be easily got over.

(c) '*As all instruction in Colleges is given in English, boys who have been taught through vernaculars, will find it difficult to follow the lectures of the Professors.*' This argument has some truth in it. Admitting that all instruction is for the present bound to be given in English in Colleges, let us locate the exact places where the difficulty is likely to come in. There can evidently be no difficulty in understanding lectures on English, Sanskrit and history. There remain mathematics and science. In these subjects if side by



side with vernacular technical terms, English equivalents are given and occasionally used during school teaching, the whole difficulty vanishes.

**4. Some difficulties that are supposed to stand in the way of the adoption of the proposal by the University.**

(a) 'Examiners who are conversant with the different vernaculars will have to be appointed. Their number will have to be large and the expense will be increased.' At present there are more than three examiners in most of the subjects at the Matriculation Examination. It will not be difficult to find capable examiners conversant with three such widely spoken vernaculars as Marathi, Gujrathi and Canarese. So that if the examination is properly organised, there need be no additional expenditure. But if additional expenditure is inevitable, it is difficult to see why this consideration should stand in the way of this much needed reform.

(b) It will be difficult to secure a uniformity of standard and to settle the prize and scholarship winners. This is, however, not an insurmountable difficulty. It can be got over easily by appointing Moderators in each subject.

5. The Educational Department is not opposed to the use of the vernaculars as the medium of instruction. On the contrary it expressly recommends that vernaculars be freely used. But this recommendation is not acted upon by High Schools as the University requires answers in English.

## Some Opinions.



“ This is a question not of educational policy, but that of educational economy.....I can only tell you that in my own experience and in the experience of many competent educationists with whom I have discussed the question, there is a markedly greater intelligence in the boy whose education has been conducted through the medium of the vernacular until the highest classes of the school are reached than the boy who has had his education conducted in English in what used to be called in some provinces the Upper Middle School. ”— *The Hon'ble Sir Harcourt Butler, ( Speech in the Imperial Council Feb. 1915.)*

“To teach boys of tender years an abstruse subject full of abstract terms of which they cannot possibly understand the meaning in a foreign language with which they are imperfectly acquainted is a manifest absurdity. They are confronted with a double difficulty, viz. the difficulty of the subject and the difficulty of language.....The result is that they get no real grasp of the subject, but merely learn off by rote a few definitions which they reproduce in an examination room. Thought is, in fact, divorced from language, and the memory is cultivated at the expense of the understanding. If Elementary Science is to be taught at all, I would have it taught, up to, say the Matriculation Standard, in the language in which the student thinks ”.—*Report for 1893-94 by The Hon'ble Mr. Munroe, Director of Public Instruction, Madras.*

“ The medium must be the vernacular of each province or State.....We see that even long study and practice are insufficient to make us write or speak as Englishmen..... Why not make English a second language.....? Vernaculars—mother tongues—are easy of learning and writing in and much time would be saved by the adoption of them as medii ”.—*Sarada Charan Mitra, M. A. B. L., Ex-Judge, High Court, Calcutta, ( Article in the Mysore Economic Journal. )*

“ If the vernaculars contained no literary models, no classics, I might not be so willing to recommend them. But we all know that in them are enshrined famous treasures of literature and art while even the secrets of modern knowledge are capable of being communicated thereby..... ”.—*Lord Curzon, Ex-Viceroy of India. (Address before the Educational Conference 1903.)*

“.....The foreign language thus imposes a crushing weight upon the whole educational system of India and to a very large extent is responsible for the lack of initiative and want of originality that is supposed to be characteristic of the Indian mind ”.—*Lord Bishop of Madras. Article in the Indian Review.*

“ There is much experience to the effect that scholars who have been through a complete vernacular course are exceptionally efficient mentally. ”—*Resolution of the Govt. of India on Education, 1913.*

“ This is a simple self-evident proposition..... In no part of the civilised world is a foreign tongue made the medium of national instruction. ”—*The Hon'ble Pandit Madan Mohan Malaviya. (Speech in support of the Hon'ble Mr. Rama Rayanagar's motion Imperial Council Feb. 1915.)*

“ In England, where the Latin and the Greek languages are considered an essential part of a polite education, all general instruction is conveyed, not in those languages, but in the vernacular of the country; and it seems difficult to assign sufficient reason why a different principle should be acted upon here. (India.) ”—*Sir Dowald Macleod, Ex-Lieutenant Governor, Punjab.*

“ To give students some power of expression unquestionably the best medium is his own language in the first place..... ”—*Sir Ashutosh Mukerjee, Calcutta Convocation address 1907.*

“ There can be no doubt that a system of National education can be successful only if it employed the vernaculars at the earlier stages. People fail to realise the enormous waste of brain power that takes place on the lower rung of the educational ladder.....The system by which English is taught as a language and all other subjects through the medium of English in the High School stage is responsible for a great waste of mental power among Indian youths ”.—*The Hon'ble Mr. V. S. Shastri.*

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“ Sentiment no doubt is in favour of making vernacular the medium of imparting knowledge and reason supports that sentiment to a great extent. ”—*Sir Gurudas Banerjee, Ex-Vice-Chancellor, University of Calcutta.*

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“ The suggestion...has the sanction of principle, practice and authority. ”—*The Hon'ble Mr. Rama Rayanagar in introducing his resolution in the Imperial Council Feb. 1915.*

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“ It would be well definitely to lay down the principle that all subjects other than English should be taught in the vernacular ”—*Mrs. Besant.*

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“ While unable to agree that all instruction in all secondary schools should be imparted through the vernacular, I have done my utmost to secure that as much of it as possible should be so imparted ”.—*The Hon'ble Mr. Sharp, D. P. I. Bombay, in reply to the resolution of the Sahitya-parishad.*

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“The mother tongue must be the medium of instruction in all subjects and through all stages. ”—*Benoy Kumar Sircar.*

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## Some replies to the circular letter.

FERGUSSON COLLEGE, POONA

21st August 1916.

DEAR MR. NAIK,

I agree with almost all that you say in your letter about the advisability of imparting education in all subjects in the Secondary Schools through the vernacular. I do not think that the knowledge of English will thereby be less as other subjects will be better learnt and when a boy has got some ideas they are sure to find expression some-how or other. The woful nature of the composition work of our college students is to be traced to the want of ideas and knowledge of various subjects. Education through the vernacular will not, I take it, involve the absolute tabooing of English books and it is sure to happen, as the boys progress in English, that they will themselves gradually take to using English books also. We want our boys to be bilingual but the present system errs in regarding them as such before they are actually so. If English be taught better and begun earlier in the primary course as a conversation subject, I do not think that boys making use of the new method will be less familiar with English than at present. I wish you all success in your crusade and will do my best to further the cause.

Yours sincerely,  
R. P. Paranjpye.

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The New Poona Colleg.

23rd August 1916.

Dear Mr. Naik,

I have long felt that we are expecting our boys to do something that sorely goes against the grain, when we want them to imbibe and express all knowledge through the medium of a foreign tongue like the English Language. The most deplorable effects of so unnatural a system are too evident and call for an urgent remedy which can be nothing else than the one suggested by the Shikha Vichara Mandal. I fully concur in the views expressed by the Mandal and hope that the powers that be, will be pleased to give to the representation their best possible attention at an early date.

Yours very truly,  
V. G. Apte,

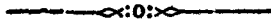
# Shikshâ-Vichâra-Mandala

## OBJECTS & RULES.

To discuss various educational topics both from the practical and theoretical points of view, to read essays thereon, to correspond in this connection with Government, University and educational institutions, to publish such discussions, to collect and diffuse literature on education, and in general to promote the cause of education by such and other means, are in brief, the main objects of the institution.

1. That the association be called ' Shikshâ-Vichâra-Mandala '.
2. Any person, who is interested in the cause of education, can become a member of the association.
3. A person desirous of becoming a member should send in his application form duly filled in, along with the fees.
4. A new member is admitted into the Body only when  $\frac{3}{4}$ ths of the members present vote in his favour.
5. Every member will have to pay one Rupee as his annual fee.
6. In every annual meeting, the following officers are to be elected by a majority of  $\frac{2}{3}$ rds of the members present ;
  - President,
  - Two Secretaries,
  - Auditor.
7. Bye-laws should be framed for the 'Mandala ' by a majority of  $\frac{3}{4}$ ths of the members present.
8. For any change in the rules mentioned above, the proposal to that effect must be passed by a majority of  $\frac{3}{4}$ ths of the members present, in two consecutive meetings of the ' Mandala '.

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OF  
**THE SHIKSHÂ-VICHÂRA-MANDALA.**



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30. Prof. Hari Vithal Tulpule, B.A., LL.B., Professor of English, The New Poona College, Poona.



To,

PROF. V. B. NAIK, M. A.

President, Shiksha-Vichara-Mandala,

POONA.

SIR,

I read your circular letter on the subject of sending a memorial to the University of Bombay for allowing candidates at the Matriculation Examination the option of answering questions in all subjects except English in their Vernaculars.

I  $\frac{\text{am}}{\text{am not}}$  in general agreement with the views expressed in the letter and  $\frac{\text{am}}{\text{am not}}$  ready to give my support to the representation.

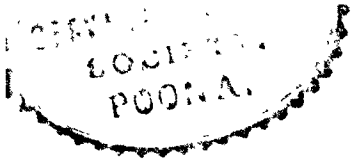
I state below the points on which I dissent from the views expressed in your letter, together with such additional points as suggest themselves to me.

Yours truly,

Full Name \_\_\_\_\_

Full designation and address \_\_\_\_\_

\_\_\_\_\_



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Office of the Shiksha-Vichara-Mandala,  
77 Shukrawar, Poona City.  
August 1916.

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p 86

DEAR SIR,

On behalf of the Shikshâ-Vichâra-Mandala of Poona—an association for the discussion of educational matters,—I have to solicit your support and co-operation in organising a strong representation for the removal of a long-felt grievance. It is proposed to send a memorial to the University of Bombay on the subject of allowing candidates at the Matriculation Examination the option to answer questions in all subjects except English, in their own vernaculars. The present requirement that answers must be written in English leads to an *exclusive use of English as the medium of instruction in all subjects*. It is felt by many educationists that the practice which is now almost universal in our High Schools is *open to serious objections*, being opposed to both educational practice and theory as followed in all advanced countries. The small pamphlet enclosed herewith contains some of these objections together with a brief discussion of the arguments usually advanced in favour of retaining the present system, and the difficulties supposed to stand in the way of adopting the proposed one.

To prevent misunderstanding, it is necessary to state that the importance and necessity of the study of the English language in secondary and higher courses of instruction are beyond question, and if it were feared that the proposed change would result in the neglect of that study, the memorial would not have been thought of. It is felt, on the contrary, that the proposed reform will place the study of English on a surer and firmer basis, by making a wider introduction to real English literature possible. You are requested to favour me with your views on the subject and to state whether, taking the question as a whole, you will, in spite of minor differences, support the representation.

The lines on which the Matriculation and the School Final examinations are to be conducted are being discussed at present in the University and a representation at the moment will have a fair chance of being considered. I have, therefore, to request you to write to me early in the matter.

I have the honour to be  
Sir,

Your most obedient servant,

**V. B. NAIK,**  
President, Sikshâ-Vichâra-Mandala.

## 1. Some objections against the present system of instruction through English.

- (a) *It is unnatural.* This is too obvious to require proof. A boy always thinks in his mother-tongue. We force him, at a very early stage, to learn to think in a foreign tongue. The effect is that he thinks little and spends his energy in translating into another tongue what little he thinks. When, again, a language like Sanskrit closely related to the vernaculars, or the vernacular itself is taught in English, the unnaturalness amounts to an absurdity. And yet this is what we do at present.
- (b) *It is unique in its application to Indians.* No other advanced country follows such a system. Even in Japan where, 50 years ago, the Japanese language was as deficient in works bearing on modern arts and sciences as the least developed of our vernaculars, all instruction was and is given in Japanese.
- (c) *It involves an incalculable waste of time.* The pupil has to contend with the difficulties of a foreign language, before he can grasp the simplest fact or principle. His grasp of the fact or principle, again, is tested by his ability to express it in the foreign language. The teacher's efforts are more often directed towards correcting the mistakes of grammar and idiom in the English answers to his questions than treating the idea contained in them in such a way as to suggest new lines of thought or procedure. Between teacher and pupils there always exists a dimly transparent barrier which impedes and often distorts the view. The minds of both struggle to meet, but even patience gets tired when the struggle is to be carried on from day to day and year to year. The most precious period of youth is thus spent in mastering words, idioms and expressions in English, rather than in learning to observe and to think.
- (d) *It stunts mental growth.* The mental faculties can be developed only when the spirit of inquiry and

observation has free play. The use of a foreign language in teaching, checks intelligent questioning and answering. As a consequence, cramming comes in, and then good-bye to all mental development. No more does history enlighten the mind, mathematics train the reasoning powers, or science teach the habit of observation.

- (e) *It leads to miserable results.* After at least 11 years of school life, the pupil conceives a dislike for mathematics, geography and science, for, under the present system, all interest in them dies out except that in passing the examination. For the necessity of teaching through a foreign language deprives the dish of the flesh and leaves only dry bones for the pupil. A few pages of some English text-book on history, imperfectly understood, a questionable facility in speaking and writing English, with no acquaintance with English literature as such, a smattering of Sanskrit, and a meagre knowledge of the Vernacular never seriously or systematically given, sum up the attainments of the matriculated student. And for these even, a good deal of credit might be given, not to the present system but to the teachers' occasional deviation from it, during moments when nature could no longer stand the strain.

**2. What the proposed system is expected to achieve.** It will do away with artificial barriers that limit the scope and methods of instruction and restore natural conditions. There will be a free and rapid interchange of thoughts and ideas between teachers and pupils. Facts and principles will be more easily and intelligently explained by teachers and grasped by pupils. There will be then an immense saving of time. Moreover, constant and appreciable progress will keep interest alive, the intellectual faculties will be sharpened by use and the minds of the pupils will work with vigour and not under a sense of strain. This will not fail to have an indirect but powerful effect on the study of the English language itself, while the time saved will be a direct gain to it. It will thus be possible to introduce boys, to a larger extent, to real English literature. In this way, it will be easier to reach the standard in English laid down by the University, and never reached by the boys under the present system.

### 3. Some arguments usually advanced in favour of retaining the present system:—

(a) '*It helps and facilitates the study of English.*' The Matriculation and School Final results and examiners' comments on them scarcely bare out the truth of this notion. After 7 years of regular English teaching and at least 4 years of exclusive use of English in teaching all other subjects, the boys betray a deplorable poverty of thought and expression in their English writings. No one can write or speak well, who can not think well and the present system dwarfs the mind and renders it incapable of appreciating and assimilating the peculiarities of a new language. The argument derives its main strength from the practice of teaching history in English. But if any good is done that way, it is at the expense of all knowledge of history. History is scarcely taught as history at present.

(b) '*Good text-books are available only in English and therefore all subjects should be taught in English.*' If we persist in the present system, English text-books will continue to be the only good text-books. But is this inevitable? Demand brings forth a supply. All the text-books necessary for use in high schools can be prepared in less than 3 years and in 10 years we shall be flooded with text-books of all kinds. The Marathi, Gujrathi, Canarese and other widely spoken languages have been proved to possess great possibilities. Minor difficulties, such as those of securing a uniformity of technical terminology, can be easily got over.

(c) '*As all instruction in Colleges is given in English, boys who have been taught through vernaculars, will find it difficult to follow the lectures of the Professors.*' This argument has some truth in it. Admitting that all instruction is for the present bound to be given in English in Colleges, let us locate the exact places where the difficulty is likely to come in. There can evidently be no difficulty in understanding lectures on English, Sanskrit and history. There remain mathematics and science. In these subjects if side by

side with vernacular technical terms, English equivalents are given and occasionally used during school teaching, the whole difficulty vanishes.

**4. Some difficulties that are supposed to stand in the way of the adoption of the proposal by the University.**

(a) 'Examiners who are conversant with the different vernaculars will have to be appointed. Their number will have to be large and the expense will be increased.' At present there are more than three examiners in most of the subjects at the Matriculation Examination. It will not be difficult to find capable examiners conversant with three such widely spoken vernaculars as Marathi, Gujrathi and Canarese. So that if the examination is properly organised, there need be no additional expenditure. But if additional expenditure is inevitable, it is difficult to see why this consideration should stand in the way of this much needed reform.

(b) It will be difficult to secure a uniformity of standard and to settle the prize and scholarship winners. This is, however, not an insurmountable difficulty. It can be got over easily by appointing Moderators in each subject.

5. The Educational Department is not opposed to the use of the vernaculars as the medium of instruction. On the contrary it expressly recommends that vernaculars be freely used. But this recommendation is not acted upon by High Schools as the University requires answers in English.



“ This is a question not of educational policy, but that of educational economy.....I can only tell you that in my own experience and in the experience of many competent educationists with whom I have discussed the question, there is a markedly greater intelligence in the boy whose education has been conducted through the medium of the vernacular until the highest classes of the school are reached than the boy who has had his education conducted in English in what used to be called in some provinces the Upper Middle School. ”— *The Hon'ble Sir Harcourt Butler, ( Speech in the Imperial Council Feb. 1915.)*

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“To teach boys of tender years an abstruse subject full of abstract terms of which they cannot possibly understand the meaning in a foreign language with which they are imperfectly acquainted is a manifest absurdity. They are confronted with a double difficulty, viz. the difficulty of the subject and the difficulty of language.....The result is that they get no real grasp of the subject, but merely learn off by rote a few definitions which they reproduce in an examination room. Thought is, in fact, divorced from language, and the memory is cultivated at the expense of the understanding. If Elementary Science is to be taught at all, I would have it taught, up to, say the Matriculation Standard, in the language in which the student thinks ”.— *Report for 1893-94 by The Hon'ble Mr. Munroe, Director of Public Instruction, Madras.*

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“ The medium must be the vernacular of each province or State.....We see that even long study and practice are insufficient to make us write or speak as Englishmen..... Why not make English a second language.....? Vernaculars—mother tongues—are easy of learning and writing in and much time would be saved by the adoption of them as *medii* ”.— *Sarada Charan Mitra, M. A. B. L., Ex-Judge, High Court, Calcutta, ( Article in the Mysore Economic Journal. )*

“ If the vernaculars contained no literary models, no classics, I might not be so willing to recommend them. But we all know that in them are enshrined famous treasures of literature and art while even the secrets of modern knowledge are capable of being communicated thereby..... ”.—*Lord Curzon, Ex-Viceroy of India. (Address before the Educational Conference 1903.)*

“.....The foreign language thus imposes a crushing weight upon the whole educational system of India and to a very large extent is responsible for the lack of initiative and want of originality that is supposed to be characteristic of the Indian mind ”.—*Lord Bishop of Madras. Article in the Indian Review.*

“ There is much experience to the effect that scholars who have been through a complete vernacular course are exceptionally efficient mentally. ”—*Resolution of the Govt. of India on Education, 1913.*

“ This is a simple self-evident proposition..... In no part of the civilised world is a foreign tongue made the medium of national instruction. ”—*The Hon'ble Pandit Madan Mohan Malaviya. (Speech in support of the Hon'ble Mr. Rama Rayaningar's motion Imperial Council Feb. 1915.)*

“ In England, where the Latin and the Greek languages are considered an essential part of a polite education, all general instruction is conveyed, not in those languages, but in the vernacular of the country; and it seems difficult to assign sufficient reason why a different principle should be acted upon here. (India.) ”—*Sir Dowald Macleod, Ex-Lieutenant Governor, Punjab.*

“ To give students some power of expression unquestionably the best medium is his own language in the first place..... ”—*Sir Ashutosh Mukerjee, Calcutta Convocation address 1907.*



“ There can be no doubt that a system of National education can be successful only if it employed the vernaculars at the earlier stages. People fail to realise the enormous waste of brain power that takes place on the lower rung of the educational ladder.....The system by which English is taught as a language and all other subjects through the medium of English in the High School stage is responsible for a great waste of mental power among Indian youths ”.—*The Hon'ble Mr. V. S. Shastri.*

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“ Sentiment no doubt is in favour of making vernacular the medium of imparting knowledge and reason supports that sentiment to a great extent. ”—*Sir Gurudas Banerjee, Ex-Vice-Chancellor, University of Calcutta.*

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“ The suggestion...has the sanction of principle, practice and authority. ”—*The Hon'ble Mr. Rama Rayanagar in introducing his resolution in the Imperial Council Feb. 1915.*

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“ It would be well definitely to lay down the principle that all subjects other than English should be taught in the vernacular ”—*Mrs. Besant.*

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“ While unable to agree that all instruction in all secondary schools should be imparted through the vernacular, I have done my utmost to secure that as much of it as possible should be so imparted ”.—*The Hon'ble Mr. Sharp, D. P. I. Bombay, in reply to the resolution of the Sakitya-parishad.*

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“The mother tongue must be the medium of instruction in all subjects and through all stages. ”—*Benoy Kumar Sircar.*

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## Some replies to the circular letter.

FERGUSSON COLLEGE, POONA

21st August 1916.

DEAR MR. NAIK,

I agree with almost all that you say in your letter about the advisability of imparting education in all subjects in the Secondary Schools through the vernacular. I do not think that the knowledge of English will thereby be less as other subjects will be better learnt and when a boy has got some ideas they are sure to find expression some-how or other. The woful nature of the composition work of our college students is to be traced to the want of ideas and knowledge of various subjects. Education through the vernacular will not, I take it, involve the absolute tabooing of English books and it is sure to happen, as the boys progress in English, that they will themselves gradually take to using English books also. We want our boys to be bilingual but the present system errs in regarding them as such before they are actually so. If English be taught better and begun earlier in the primary course as a conversation subject, I do not think that boys making use of the new method will be less familiar with English than at present. I wish you all success in your crusade and will do my best to further the cause.

Yours sincerely,

R. P. Paranjpye.

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The New Poona Colleg.

23rd August 1916.

Dear Mr. Naik,

I have long felt that we are expecting our boys to do something that sorely goes against the grain, when we want them to imbibe and express all knowledge through the medium of a foreign tongue like the English Language. The most deplorable effects of so unnatural a system are too evident and call for an urgent remedy which can be nothing else than the one suggested by the Shikha Vichara Mandal. I fully concur in the views expressed by the Mandal and hope that the powers that be, will be pleased to give to the representation their best possible attention at an early date.

Yours very truly,

V. G. Aptc.

# Shikshâ-Vichâra-Mandala <sup>179</sup>

## OBJECTS & RULES.

To discuss various educational topics both from the practical and theoretical points of view, to read essays thereon, to correspond in this connection with Government, University and educational institutions, to publish such discussions, to collect and diffuse literature on education, and in general to promote the cause of education by such and other means, are in brief, the main objects of the institution.

1. That the association be called 'Shikshâ-Vichâra-Mandala'.
2. Any person, who is interested in the cause of education, can become a member of the association.
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To,

PROF. V. B. NAIK, M. A.

President, Shiksha-Vichara-Mandala,

POONA

SIR,

I read your circular letter on the subject of sending a memorial to the University of Bombay for allowing candidates at the Matriculation Examination the option of answering questions in all subjects except English in their Vernaculars.

I  $\frac{\text{am}}{\text{am not}}$  in general agreement with the views expressed in the letter and  $\frac{\text{am}}{\text{am not}}$  ready to give my support to the representation.

I state below the points on which I dissent from the views expressed in your letter, together with such additional points as suggest themselves to me.

Yours truly,

Full Name \_\_\_\_\_

Full designation and address \_\_\_\_\_

\_\_\_\_\_

c/p 9

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# A NOTE



ON

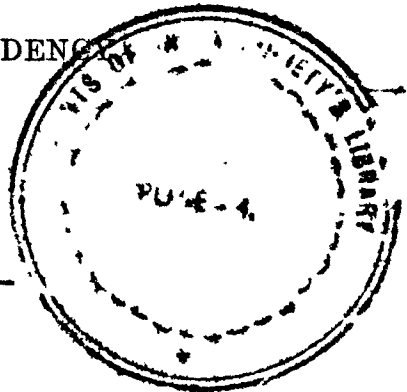
## Compulsory Primary Education

*including Schemes for introducing the same in*

**BANDRA AND BROACH**

IN THE

BOMBAY PRESIDENCY



This note is written and published for the information of public and chiefly of Members of Municipal Boards in this presidency, who may be desirous of introducing compulsory primary education within their areas as per Bombay Act No. I of 1918. (This Act is obtainable from the Government Central Press, Lothian Road, Poona, for one anna). I am much obliged to the President of Bandra Municipality for giving permission to the Scheme prepared for that town being published in this note and to the Chairman of School Board of Broach Municipality for having gone through the Scheme for Broach prepared by me. This Association will be satisfied to know if this note is helpful to any Municipality in the preparation of a scheme of compulsory education within its area.

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## Bombay Act No. I of 1918.



### *An Act empowering Municipalities to introduce Compulsory Primary Education.*



We are aware that the Hon. Mr. Patel's Bill for Compulsory Primary Education in Municipal areas was passed in the Bombay Legislative Council in December last. The assent of the Viceroy to this Act was received in January last. The Government of Bombay have provided in their Budget Estimates for the year 1918-19 a sum of Rs. 2 lacs for assisting those Municipalities that are prepared to take advantage of the new Act, not only by giving them full one-half share of their total increased expenditure but by undertaking to consider the case of every applicant Municipality on its own merit. With this readiness on the part of Government for giving financial help to the full extent of its responsibility, it rests with Municipal Boards to advance the cause of education among the masses in their charge.

#### **Main Provisions of the Act.**

The Act may be made applicable to either boys or girls or both between 6 (complete) and 11 (complete) years of age. For this purpose the Municipality applying for it has to satisfy Government that it is in a position to make and will make adequate provision of funds, teachers, buildings &c. and through the agency of Municipal or other recognised schools for free primary education of all boys and girls or either to be brought to school under compulsion. The Government, on being satisfied, shall issue a notification making primary education compulsory in that Municipal area. The resolution to be passed by the Municipality for this purpose, before applying

to Government, should be passed at a special General Meeting by a majority of not less than two-thirds of the councillors present at the meeting and by at least one-half of the whole number of councillors. The School Committee is responsible for working the Act and for compelling the parents of children to send them to school, unless there is a reasonable excuse to exempt some of them for valid reasons. The School Committee shall give every parent, who fails to send his child to school, an opportunity of being heard and thereafter may pass an attendance order. Notwithstanding this, if the parent does not comply with the order, he may be prosecuted before a magistrate and be liable to a fine not exceeding five rupees. If an employer of labour engages any such child so as to interfere with his efficient instruction, he shall be liable, on conviction before a magistrate, to a fine not exceeding 25 rupees. The Municipality may impose any fresh tax or increase any tax which is already levied to meet the additional cost of education. Government has the power to exempt boys or girls or both of any particular class or community from the operation of this Act. The Municipality will have to prepare and publish a register of all children subject to compulsory provisions.

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The first step for a Municipality wishing to introduce compulsory education is to take a census of children of school-age (6 to 11) residing in its area. Conventionally speaking such children (boys and girls together) form 15% of the total population of that area; but it is safer to take a census of such children, as all estimates of cost of compulsory education will be based on this number. While taking this census it should be noted which of the boys or girls or both do attend school and which do not. The number of children to be brought to school can thus be ascertained very accurately. The actual present expenditure of schooling a child being known, the additional cost of bringing children now out of school to school can be ascertained pretty accurately. Moreover the taking of the proposed census will

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Much can be done by persuasion only to bring the children now out of school to school. If small committees of leading people be formed and work for each of the backward communities like Kolis, Rabaris or Dhangars, Vaghris, Dheds, Bhils, Mahars, Bhangis &c., they will be able to induce all children to go to school without difficulty. A few teachers may be engaged as missionaries to go about from house to house and persuade parents to send children, now kept at home, to school. The penal clauses of the Compulsory Act should not be resorted to freely. It is like a weapon to be threaten-

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### **Bandra Scheme for Boys and Girls.**

A scheme for enforcing Primary Education by compulsion for all boys and girls residing in the limits of the Bandra Municipality has been worked out and included in a letter addressed by the President of Bandra Municipality to the Collector of Thana for obtaining the approval of Bombay Government. It is as follows.

I have the honour to forward herewith copies of the General Board's Resolutions Nos. 4 dated 8th Jan. 1918 and 13 dated 15-1-18 and to request that you will be so good as to obtain the previous sanction of the Local Government to declare our intention by notification to make Primary Education of children of both sexes free and compulsory within the Municipal District of Bandra with effect from 1st April 1918 as per provisions of recent Bombay Primary Education Act which awaits the Viceregal assent. The provisions of the new Act can be seen from Bill No. II of 1917 as amended by the select committee in which no material change has been made as can be seen by a reference to the Legislative Council Proceedings printed in Part V of the Bombay Government Gazette dated 8th January 1918. Under the new enactment two preliminary formalities are needed before the Municipality can proclaim its intention of making the Primary Education compulsory by a notification :—

- (i) The Local Government should give *previous* sanction to make such a declaration by notification, and
- (ii) The Local Government be satisfied that the Municipality is in a position to make and will make

adquate provision in Municipal or other recognized schools for free and compulsory education.

### Details of the Scheme.

2. Now, the Municipality in making this request for previous sanction would indicate, in outline, the proposed scheme both from the administrative and fiscal points of view. Municipality at present maintains ten Primary Schools for which a contract grant is received. Besides, there are four schools which are aided by the Municipality by contribution from its funds. The aggregate expenditure on an average of three years on Primary Education amounts to Rs. 13,270. In the current year's budget, bills for the expenditure incurred in the preceding year amounting to Rs. 2000 have been provided for. Besides the Municipality has recently revised the schedule of primary Schools both in strength and in pay; decided to appoint a supervisor and Schools Committee Secretary on a salary of Rs. 85-10-125 and framed a rule whereby code maxima can be given to teachers without amendment of the schedule, if the necessary budget provision is made. In consequence of these important changes sanctioned during the current year it is expected that the *aggregate* cost on Primary Education will go upto Rs. 14,800 in round figures, as against Rs. 9,703 in 1915-16 as reported on page 8 of the supplement to the Director of Public Instruction's Annual Report for 1915-16. According to a rough census made through bill-collectors it is gathered that the number of children of school-going age in Bandra are 1,909 or 2,000. Out of these 760 attend the Municipal schools and some 450 attend Christian Schools.

Thus the Municipality has to make provision for educating 790 children. It follows therefore as a natural corollary that the expenditure will be double that of the present working scheme of ten Municipal schools. The subjoined table gives an idea of the aggregate *gross* cost of the scheme:—

|            |                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------|
| Rs. 29,600 | Total cost of free and compulsory education for 2000 children by doubling the present cost.                                  |
| Rs. 1,500  | Amount required for rent of hired buildings pending construction of new school-houses (Rs. 2400 minus 900 already provided). |
| <hr/>      |                                                                                                                              |
| Rs. 31,100 | or say Rs. 31,000.                                                                                                           |

On the assumption that the Local Government will contribute half the recurring cost the municipality will have to provide for Rs. 15,500. The following ways and means are suggested by the Municipality to finance the scheme:—

|            |                                                                                               |
|------------|-----------------------------------------------------------------------------------------------|
| Rs. 2,000  | Average revenue from Local Fund Cess.                                                         |
| 8,200      | Extra revenue from 1½ % additional House tax, the Scheme relating to which has been notified. |
| <hr/>      |                                                                                               |
| Rs. 10,200 |                                                                                               |
| Rs. 5,300  | Deficit to fall in the Municipal fund derived from other sources.                             |
| <hr/>      |                                                                                               |
| Rs. 15,500 |                                                                                               |

It may be noted that the municipality at present contributes from its own fund Rs. 2,900 on an average to Primary Schools account and makes a grant to other recognized Primary Schools amounting to Rs. 580 or say Rs. 600. Thus at present it actually bears a net burden of Rs. 3,500, and thus the extra net burden will be of Rs. 1,800 only, an insignificant item which will disappear at the next four-yearly revision of valuation of houses. Besides the whole scheme will take some three years to come in full force, while the extra revenue of Rs. 8,200 will be a settled fact in the first year of the introduction of the scheme.

### **Construction of Schools.**

3. Apart from the above recurring cost the Municipality contemplates to construct new school-houses which

are roughly estimated to cost Rs. 50,000. Under standing orders relating to building-grant for schools the Municipality can count upon half the amount from Government as a free grant. It is intended to borrow Rs. 25,000 from Government by instalments, the capital debt being repayable in 20 years. The recurring cost on account of this capital outlay will be as under:—

|           |                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------------------------------------|
| Rs. 1,250 | Annual instalment of repayment of capital                                                                                  |
| 1,500     | Interest at 6% on Rs. 25,000. <i>N. B.</i> This will gradually diminish on a sliding scale as the capital debt is reduced. |

250 Cost of ordinary repairs to new buildings.

---

Rs. 3,000

When these buildings are constructed the rent charge of some of the present hired buildings and those which will be hired in the education-extension scheme (Rs. 2400) will disappear. The difference of 600 between the two items Rs. 3000 and Rs. 2400 is insignificant and may not actually occur when the capital debt is reduced.

### Additional Tax.

4. Lastly the Municipality is going to frame the by-laws under section 18 for an accurate census of children and by the time the previous sanction of the Government is obtained, the Municipality will be in a better position to review the financial aspect in the light of the new statistics. But the very fact that the Municipality proposes to increase its house-tax for this specific purpose (the proceeds to be constituted a Trust Fund under proviso to Sec. 51 of the Act) and it has already proposed the levy of an open land tax and terminal tax to improve its general finances is a sufficient guarantee for Government that adequate provision will be made for the scheme adumbrated above.

5. I am submitting a copy of this communication to the Director of Public Instruction through the Educational

Inspector, N. D. for professional remarks from an Educational point of view. In the meanwhile I shall be obliged if you will transmit this reference to Government for preliminary approval to the issue of notification by the Municipality.

I have etc.,

Sd. RAJARAM TUKARAM,

President.

### **Tentative Scheme for Broach, Gujerat.**

Following is the scheme worked out roughly for introducing compulsory education in the city of Broach. The City has a population of 43,400 as per census of 1911, and consists of 22,600 males and 20,800 females. Taking the conventional figure of 15% of these as the school-age population, we arrive at about 3400 boys and 3,100 girls of between the age 6 to 11. There will be some children, above the age of eleven and below the age of six, who will be at school voluntarily and for whom the Municipality will have to provide instruction. These numbers may be assumed to be 200 boys and 100 girls. Now the number of boys and girls attending municipal and other recognised schools is actually 2,250 boys and 1,050 girls. Deducting these, we have to provide for the instruction of  $3,400 + 200 - 2,250 = 1,350$  boys and  $3,100 + 100 - 1,050 = 2,150$  girls. We will assume that the Broach Municipality resolves to make it compulsory for boys in the first instance. Let us see what the additional cost thereof will be and how it will be shared between that body and the Government.

#### **Compulsion for boys only.**

The expenditure of the Broach Municipality was Rs. 29,000 for educating 1883 boys and 836 girls (in 1915-16) in its own schools. This works to Rs. 10-10-0 per child. The amount spent was made up as follows and from the following sources :—



|                                   |           |
|-----------------------------------|-----------|
| (1) From Fees ... ..              | Rs. 1,400 |
| (2) From Local Board Grants... .. | „ 950     |
| (3) Miscellaneous receipts... ..  | „ 1,000   |
| (4) From Government Grant ... ..  | „ 12,000  |
| (5) From Municipal fund. ... ..   | „ 13,500  |

---

Rs. 28,850

Say, 29,000

Government ought to have given half of 29,000 = Rs. 14,500. But it gave Rs. 2,500 less and so the Municipal fund had to pay more by that amount.

In case all boys of school-age (6 to 11) and 200 boys outside the compulsory age-limits be brought to school, the total expenditure will be as follows :—

|                                                             |            |
|-------------------------------------------------------------|------------|
| (1) Expenditure in 1915-16 ... ..                           | Rs. 29,000 |
| (2) Schooling of 1,350 new boys at<br>Rs. 10 per boy ... .. | „ 13,500   |
| (3) Additional office staff, misc. ... ..                   | „ 1,000    |

---

Rs. 43,500

This amount can be met from the following sources :—

|                                 |            |
|---------------------------------|------------|
| (1) Government Grant ... ..     | Rs. 21,750 |
| (2) Local Board Grants ... ..   | „ 1,000    |
| (3) Miscellaneous Income ... .. | „ 1,000    |
| (4) From Municipal Fund ... ..  | „ 19,750   |

---

Rs. 43,500

Thus it will be seen that the Municipality will have to raise Rs. 6,250 more than at present and Government will have to contribute Rs. 9,750 more. The Municipality will have to find out the source for meeting this sum of Rs. 6,250. It may be done by levying a new tax or by increasing the house tax or octroi or terminal tax.

### **Compulsion for boys and girls.**

Now let us calculate what the cost will be, if all boys and girls of school-age and 200 boys and 100 girls outside

that age were to be brought to school at one and the same time.

|     |                                                                         |            |
|-----|-------------------------------------------------------------------------|------------|
| (1) | Expenditure in 1915-16 ... ..                                           | Rs. 29,000 |
| (2) | Schooling of 1,350 additional boys<br>at Rs. 10 each ... ..             | „ 13,500   |
| (3) | Schooling of 2,150 additional girls<br>at Rs. 10 each ... ..            | „ 21,500   |
| (4) | Additional office staff, improve-<br>ment in education and misc. ... .. | „ 3,000    |
|     | Total.....                                                              | Rs. 67,000 |

This cost will have to be met as follows:—

|     |                             |            |
|-----|-----------------------------|------------|
| (1) | Government Grant . ...      | Rs. 33,500 |
| (2) | Local Boards Grants ... ..  | „ 1,000    |
| (3) | Miscellaneous income ... .. | „ 2,000    |
| (4) | From Municipal Fund ... ..  | „ 30,500   |
|     | Total ...                   | Rs. 67,000 |

Thus it will be seen that the Municipality will have to raise Rs. 17,000 more and Government contribution will be Rs. 21,500 more than in 1915-16.

### **Non-recurring Expenditure.**

In the calculations made above no account is taken of (a) new school equipment and (b) construction of buildings required for the additional children. The additional equipment will cost very little, and bears a very small proportion to the total cost. The cost of it may be found from the large additional provision for recurring cost made for the year 1919 and which will not be wholly expended in that year. Buildings need not be built at Municipal cost, at least from its current revenue. If sanitary buildings cannot be rented, they can be built by the Municipality out of loan funds the interest for which can be met from the provision for rent which is included in the average cost of educating a child. No doubt, it is desirable to have good school-buildings built

by the Municipality, but there is no reason why a special loan should not be taken for the purpose, the sinking fund being spread over the full period of the life of the buildings, which need not be less than 60 years. Or private houses specially built to suit schools, may be rented under a long lease, thereby doing away with the necessity of Municipal funds being devoted to this purpose. In any case this estimate need not be burdened with that of construction of buildings.

### **Aided Schools &c.**

In the above calculations two assumptions are made. One is that all the additional boys and girls to be brought to school will be instructed in Municipal schools only, and none in private recognised schools. It is well known that expenditure to the Municipality is much less if a child be educated in a private recognised school-aided or un-aided than in a Municipal school. Supposing a few hundred boys and girls out of these new children went to private recognised schools instead of to Municipal Schools, there will be a large saving on that account in the estimates made above. The second assumption that is made is that the cost of schooling new children will be Rs. 10 only per head instead of the present actual expenditure of Rs. 10-10-0. This slightly less expenditure can be safely counted upon, as all new children will have to be taught for a few years in lower standards by less paid teachers and as a large proportion of them can be taken in the existing schools at a lower cost. As a partial set-off against this, the rates of wages of teachers will have to be increased in the near future. Taking all these things into consideration the rate of Rs. 10 per child is considered as sufficient, at least for the first few years after compulsion is introduced.

### **Programme for 8 years.**

The following may be laid down as a rough programme extending over a few years to come, during which the full programme of universal primary education will be worked out for the city of Broach, with the expenditure to be incurred by the Municipality and Government year by year.

- |                                                                                                 |       |
|-------------------------------------------------------------------------------------------------|-------|
|                                                                                                 | year. |
| (1) Taking the census of boys and girls and obtaining the sanction of Government to the scheme. | 1918. |
| (2) Introduction of compulsion for boys only.                                                   | 1919. |
| (3) Introduction of compulsion for girls.                                                       | 1924. |
| (4) Completion of the whole scheme for both boys and girls.                                     | 1926. |

The following may be laid out as the probable total expenditure and the Municipal and Government contributions towards the same year by year :—

| Year. | Total expenditure. | Govt. grant. | Mun. Contr. |
|-------|--------------------|--------------|-------------|
| 1918. | 29,000             | 12,000       | 13,500      |
| 1919. | 43,500             | 21,750       | 19,750      |
| 1920. | 46,500             | 23,250       | 21,250      |
| 1921. | 50,000             | 25,000       | 22,750      |
| 1922. | 53,500             | 26,750       | 24,250      |
| 1923. | 57,000             | 28,500       | 25,750      |
| 1924. | 60,500             | 30,250       | 27,250      |
| 1925, | 64,000             | 32,000       | 28,500      |
| 1926. | 67,000             | 33,500       | 30,500      |

From the above illustration similar figures of cost may be easily worked out for any other Municipality intending to take advantage of the Act.

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**A few facts and figures regarding Primary  
Education in British Districts of Bombay  
Presidency for 1916-17:**

Population by Sex ( 1911 ):—

|        |     |     |            |   |           |
|--------|-----|-----|------------|---|-----------|
| Male   | ... | ... | 102½ lacs. | } |           |
| Female | ... | ... | 94½ lacs.  | } | 197 lacs. |

Population by Residence:—

|                       |     |     |            |   |           |
|-----------------------|-----|-----|------------|---|-----------|
| City of Bombay        | ... | ... | 9¾ lacs.   | } |           |
| Other Municipal towns | ... | ... | 23¾ lacs.  | } | 197 lacs. |
| Rural areas           | ... | ... | 193½ lacs. | } |           |

School-age ( 6 to 11 years ) population ( at  
15 % of total population. )

|       |     |     |           |   |           |
|-------|-----|-----|-----------|---|-----------|
| Boys  | ... | ... | 15½ lacs. | } |           |
| Girls | ... | ... | 14 lacs.  | } | 29½ lacs. |

Actual Number attending Primary Schools  
( on 31st March 17 ).

|       |     |     |            |   |            |
|-------|-----|-----|------------|---|------------|
| Boys  | ... | ... | 5.60 lacs. | } |            |
| Girls | ... | ... | 1.34 lacs. | } | 6.94 lacs. |

Percentage of boys at school to male

|                          |     |     |         |
|--------------------------|-----|-----|---------|
| Population of school age | ... | ... | 36.10 % |
| Percentage of Girls Do.  | ... | ... | 9.45 %  |

**64 per cent. of boys and 90½ per cent. of girls  
in the Presidency grow completely illiterate.**

Percentage of children at school to school—  
age population

|                                  |     |        |
|----------------------------------|-----|--------|
| In Municipal Towns except Bombay | ... | 52.2 % |
| In Local Boards areas            | ... | 18.6 % |

**Total Expenditure in 1916-17.**

|                                                            |             |   |                                        |
|------------------------------------------------------------|-------------|---|----------------------------------------|
| From Provincial Fund...                                    | 33.57 lacs. | } | <b>Total ...</b><br><b>63.47 lacs.</b> |
| From Local Funds ...                                       | 6.49 lacs.  |   |                                        |
| From Bombay Municipal Fund                                 | 5.02 lacs.  |   |                                        |
| From other Municipal Funds                                 | 6.55 lacs.  |   |                                        |
| From fees ... ..                                           | 4.73 lacs.  |   |                                        |
| From public subscriptions including Christian Missions ... | 7.11 lacs.  |   |                                        |
| <b>Expenditure per head of population:—</b>                |             |   |                                        |

|                                                       |     |                            |     | Rs.   | as. | p. |
|-------------------------------------------------------|-----|----------------------------|-----|-------|-----|----|
| In Bombay City                                        | ... | ...                        | ... | 0     | 8   | 3. |
| In other Municipal Towns                              | ... | ...                        | ... | 0     | 10  | 9  |
| In Local Board areas                                  | ... | ...                        | ... | 0     | 3   | 5  |
| <b>Percentage of Expenditure on Primary Education</b> |     |                            |     |       |     |    |
| to total expenditure of the Bombay Government         |     |                            |     | 4.4%  |     |    |
| Do.                                                   | Do. | of the Bombay Corporation. |     | 3.8%  |     |    |
| Do.                                                   | Do. | of other Municipalities.   |     | 16.0% |     |    |

**Government of Bombay has now undertaken to give full one-half grant for Primary Education to all Municipalities, and to revise it every year.**

**A sum of Rs. 2 lacs is earmarked for giving grants to those Municipalities that adopt Compulsory Education within their areas in 1918-19. In the matter of determining the grant the case of each Municipality will be considered on its own merits.**

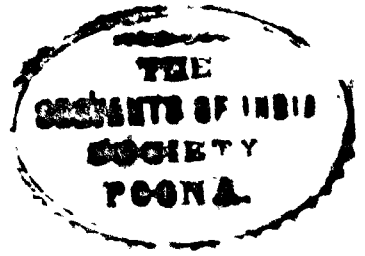
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A NOTE



ON

# Compulsory Primary Education

*including Schemes for introducing the same in*

**BANDRA AND BROACH**

IN THE

**BOMBAY PRESIDENCY.**

This note is written and published for the information of public and chiefly of Members of Municipal Boards in this presidency, who may be desirous of introducing compulsory primary education within their areas as per Bombay Act No. I of 1918. (This Act is obtainable from the Government Central Press, Lothian Road, Poona, for one anna). I am much obliged to the President of Bandra Municipality for giving permission to the Scheme prepared for that town being published in this note and to the Chairman of School Board of Broach Municipality for having gone through the Scheme for Broach prepared by me. This Association will be satisfied to know if this note is helpful to any Municipality in the preparation of a scheme of compulsory education within its area.

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## Bombay Act No. I of 1918.



### *An Act empowering Municipalities to introduce Compulsory Primary Education.*

We are aware that the Hon. Mr. Patel's Bill for Compulsory Primary Education in Municipal areas was passed in the Bombay Legislative Council in December last. The assent of the Viceroy to this Act was received in January last. The Government of Bombay have provided in their Budget Estimates for the year 1918-19 a sum of Rs. 2 lacs for assisting those Municipalities that are prepared to take advantage of the new Act, not only by giving them full one-half share of their total increased expenditure but by undertaking to consider the case of every applicant Municipality on its own merit. With this readiness on the part of Government for giving financial help to the full extent of its responsibility, it rests with Municipal Boards to advance the cause of education among the masses in their charge.

### **Main Provisions of the Act.**

The Act may be made applicable to either boys or girls or both between 6 (complete) and 11 (complete) years of age. For this purpose the Municipality applying for it has to satisfy Government that it is in a position to make and will make adequate provision of funds, teachers, buildings &c. and through the agency of Municipal or other recognised schools for free primary education of all boys and girls or either to be brought to school under compulsion. The Government, on being satisfied, shall issue a notification making primary education compulsory in that Municipal area. The resolution to be passed by the Municipality for this purpose, before applying

to Government, should be passed at a special General Meeting by a majority of not less than two-thirds of the councillors present at the meeting and by at least one-half of the whole number of councillors. The School Committee is responsible for working the Act and for compelling the parents of children to send them to school, unless there is a reasonable excuse to exempt some of them for valid reasons. The School Committee shall give every parent, who fails to send his child to school, an opportunity of being heard and thereafter may pass an attendance order. Notwithstanding this, if the parent does not comply with the order, he may be prosecuted before a magistrate and be liable to a fine not exceeding five rupees. If an employer of labour engages any such child so as to interfere with his efficient instruction, he shall be liable, on conviction before a magistrate, to a fine not exceeding 25 rupees. The Municipality may impose any fresh tax or increase any tax which is already levied to meet the additional cost of education. Government has the power to exempt boys or girls or both of any particular class or community from the operation of this Act. The Municipality will have to prepare and publish a register of all children subject to compulsory provisions.

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### **Bandra Scheme for Boys and Girls.**

A scheme for enforcing Primary Education by compulsion for all boys and girls residing in the limits of the Bandra Municipality has been worked out and included in a letter addressed by the President of Bandra Municipality to the Collector of Thana for obtaining the approval of Bombay Government. It is as follows.

I have the honour to forward herewith copies of the General Board's Resolutions Nos. 4 dated 8th Jan. 1918 and 13 dated 15-1-18 and to request that you will be so good as to obtain the previous sanction of the Local Government to declare our intention by notification to make Primary Education of children of both sexes free and compulsory within the Municipal District of Bandra with effect from 1st April 1918 as per provisions of recent Bombay Primary Education Act which awaits the Viceregal assent. The provisions of the new Act can be seen from Bill No. II of 1917 as amended by the select committee in which no material change has been made as can be seen by a reference to the Legislative Council Proceedings printed in Part V of the Bombay Government Gazette dated 8th January 1918. Under the new enactment two preliminary formalities are needed before the Municipality can proclaim its intention of making the Primary Education compulsory by a notification:—

- (i) The Local Government should give *previous* sanction to make such a declaration by notification, and
- (ii) The Local Government be satisfied that the Municipality is in a position to make and will make

adequate provision in Municipal or other recognized schools for free and compulsory education.

### Details of the Scheme.

2. Now, the Municipality in making this request for previous sanction would indicate, in outline, the proposed scheme both from the administrative and fiscal points of view. Municipality at present maintains ten Primary Schools for which a contract grant is received. Besides, there are four schools which are aided by the Municipality by contribution from its funds. The aggregate expenditure on an average of three years on Primary Education amounts to Rs. 13,270. In the current year's budget, bills for the expenditure incurred in the preceding year amounting to Rs. 2000 have been provided for. Besides the Municipality has recently revised the schedule of primary Schools both in strength and in pay; decided to appoint a supervisor and Schools Committee Secretary on a salary of Rs. 85-10-125 and framed a rule whereby code maxima can be given to teachers without amendment of the schedule, if the necessary budget provision is made. In consequence of these important changes sanctioned during the current year it is expected that the *aggregate* cost on Primary Education will go upto Rs. 14,800 in round figures, as against Rs. 9,703 in 1915-16 as reported on page 8 of the supplement to the Director of Public Instruction's Annual Report for 1915-16. According to a rough census made through bill-collectors it is gathered that the number of children of school-going age in Bandra are 1,909 or 2,000. Out of these 760 attend the Municipal schools and some 450 attend Christian Schools.

Thus the Municipality has to make provision for educating 790 children. It follows therefore as a natural corollary that the expenditure will be double that of the present working scheme of ten Municipal schools. The subjoined table gives an idea of the aggregate gross cost of the scheme:—

|            |                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------|
| Rs. 29,600 | Total cost of free and compulsory education for 2000 children by doubling the present cost.                                  |
| Rs. 1,500  | Amount required for rent of hired buildings pending construction of new school-houses (Rs. 2400 minus 900 already provided). |
| <hr/>      |                                                                                                                              |
| Rs. 31,100 | or say Rs. 31,000.                                                                                                           |

On the assumption that the Local Government will contribute half the recurring cost the municipality will have to provide for Rs. 15,500. The following ways and means are suggested by the Municipality to finance the scheme:—

|            |                                                                                               |
|------------|-----------------------------------------------------------------------------------------------|
| Rs. 2,000  | Average revenue from Local Fund Cess.                                                         |
| 8,200      | Extra revenue from 1½ % additional House tax, the Scheme relating to which has been notified. |
| <hr/>      |                                                                                               |
| Rs. 10,200 |                                                                                               |
| Rs. 5,300  | Deficit to fall in the Municipal fund derived from other sources.                             |
| <hr/>      |                                                                                               |
| Rs. 15,500 |                                                                                               |

It may be noted that the municipality at present contributes from its own fund Rs. 2,900 on an average to Primary Schools account and makes a grant to other recognized Primary Schools amounting to Rs. 580 or say Rs. 600. Thus at present it actually bears a net burden of Rs. 3,500, and thus the extra net burden will be of Rs. 1,800 only, an insignificant item which will disappear at the next four-yearly revision of valuation of houses. Besides the whole scheme will take some three years to come in full force, while the extra revenue of Rs. 8,200 will be a settled fact in the first year of the introduction of the scheme.

### **Construction of Schools.**

3. Apart from the above recurring cost the Municipality contemplates to construct new school-houses which

are roughly estimated to cost Rs. 50,000. Under standing orders relating to building-grant for schools the Municipality can count upon half the amount from Government as a *free grant*. It is intended to borrow Rs. 25,000 from Government by instalments, the capital debt being repayable in 20 years. The recurring cost on account of this capital outlay will be as under:—

|           |                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------------------------------------|
| Rs. 1,250 | Annual instalment of repayment of capital                                                                                  |
| 1,500     | Interest at 6% on Rs. 25,000. <i>N. B.</i> This will gradually diminish on a sliding scale as the capital debt is reduced. |
| 250       | Cost of ordinary repairs to new buildings.                                                                                 |

---

Rs. 3,000

When these buildings are constructed the rent charge of some of the present hired buildings and those which will be hired in the education-extension scheme (Rs. 2400) will disappear. The difference of 600 between the two items Rs. 3000 and Rs. 2400 is insignificant and may not actually occur when the capital debt is reduced.

### Additional Tax.

4. Lastly the Municipality is going to frame the by-laws under section 18 for an accurate census of children and by the time the previous sanction of the Government is obtained, the Municipality will be in a better position to review the financial aspect in the light of the new statistics. But the very fact that the Municipality proposes to increase its house-tax for this specific purpose (the proceeds to be constituted a Trust Fund under proviso to Sec. 51 of the Act) and it has already proposed the levy of an open land tax and terminal tax to improve its general finances is a sufficient guarantee for Government that adequate provision will be made for the scheme adumbrated above.

5. I am submitting a copy of this communication to the Director of Public Instruction through the Educational

Inspector, N. D. for professional remarks from an Educational point of view. In the meanwhile I shall be obliged if you will transmit this reference to Government for preliminary approval to the issue of notification by the Municipality.

I have etc.,

Sd. RAJARAM TUKARAM,  
President.

### **Tentative Scheme for Broach, Gujerat.**

Following is the scheme worked out roughly for introducing compulsory education in the city of Broach. The City has a population of 43,400 as per census of 1911, and consists of 22,600 males and 20,800 females. Taking the conventional figure of 15% of these as the school-age population, we arrive at about 3400 boys and 3,100 girls of between the age 6 to 11. There will be some children, above the age of eleven and below the age of six, who will be at school voluntarily and for whom the Municipality will have to provide instruction. These numbers may be assumed to be 200 boys and 100 girls. Now the number of boys and girls attending municipal and other recognised schools is actually 2,250 boys and 1,050 girls. Deducting these, we have to provide for the instruction of  $3,400 + 200 - 2,250 = 1,350$  boys and  $3,100 + 100 - 1,050 = 2,150$  girls. We will assume that the Broach Municipality resolves to make it compulsory for boys in the first instance. Let us see what the additional cost thereof will be and how it will be shared between that body and the Government.

### **Compulsion for boys only.**

The expenditure of the Broach Municipality was Rs. 29,000 for educating 1883 boys and 836 girls (in 1915-16) in its own schools. This works to Rs. 10-10-0 per child. The amount spent was made up as follows and from the following sources :



|                                  |             |
|----------------------------------|-------------|
| (1) From Fees ... ..             | Rs. 1,400   |
| (2) From Local Board Grants...   | „ 950       |
| (3) Miscellaneous receipts... .. | „ 1,000     |
| (4) From Government Grant ... .. | „ 12,000    |
| (5) From Municipal fund. ... ..  | „ 13,500    |
|                                  | <hr/>       |
|                                  | Rs. 28,850  |
|                                  | Say, 29,000 |

Government ought to have given half of 29,000 = Rs. 14,500. But it gave Rs. 2,500 less and so the Municipal fund had to pay more by that amount.

In case all boys of school-age (6 to 11) and 200 boys outside the compulsory age-limits be brought to school, the total expenditure will be as follows :—

|                                                             |            |
|-------------------------------------------------------------|------------|
| (1) Expenditure in 1915-16 ... ..                           | Rs. 29,000 |
| (2) Schooling of 1,350 new boys at<br>Rs. 10 per boy ... .. | „ 13,500   |
| (3) Additional office staff, misc. ... ..                   | „ 1,000    |
|                                                             | <hr/>      |
|                                                             | Rs. 43,500 |

This amount can be met from the following sources;—

|                                 |            |
|---------------------------------|------------|
| (1) Government Grant ... ..     | Rs. 21,750 |
| (2) Local Board Grants ... ..   | „ 1,000    |
| (3) Miscellaneous Income ... .. | „ 1,000    |
| (4) From Municipal Fund ... ..  | „ 19,750   |
|                                 | <hr/>      |
|                                 | Rs. 43,500 |

Thus it will be seen that the Municipality will have to raise Rs. 6,250 more than at present and Government will have to contribute Rs. 9,750 more. The Municipality will have to find out the source for meeting this sum of Rs. 6,250. It may be done by levying a new tax or by increasing the house tax or octroi or terminal tax.

**Compulsion for boys and girls.**

Now let us calculate what the cost will be, if all boys and girls of school-age and 200 boys and 100 girls outside.

that age were to be brought to school at one and the same time.

|                                                                             |                      |
|-----------------------------------------------------------------------------|----------------------|
| (1) Expenditure in 1915-16 ... ..                                           | Rs. 29,000           |
| (2) Schooling of 1,350 additional boys<br>at Rs. 10 each ... ..             | „ 13,500             |
| (3) Schooling of 2,150 additional girls<br>at Rs. 10 each ... ..            | „ 21,500             |
| (4) Additional office staff, improve-<br>ment in education and misc. ... .. | „ 3,000              |
|                                                                             | Total.....Rs. 67,000 |

This cost will have to be met as follows :—

|                                 |                      |
|---------------------------------|----------------------|
| (1) Government Grant ... ..     | Rs. 33,500           |
| (2) Local Boards Grants ... ..  | „ 1,000              |
| (3) Miscellaneous income ... .. | „ 2,000              |
| (4) From Municipal Fund ... ..  | „ 30,500             |
|                                 | Total ... Rs. 67,000 |

Thus it will be seen that the Municipality will have to raise Rs. 17,000 more and Government contribution will be Rs. 21,500 more than in 1915-16.

### **Non-recurring Expenditure.**

In the calculations made above no account is taken of (a) new school equipment and (b) construction of buildings required for the additional children. The additional equipment will cost very little, and bears a very small proportion to the total cost. The cost of it may be found from the large additional provision for recurring cost made for the year 1919 and which will not be wholly expended in that year. Buildings need not be built at Municipal cost, at least from its current revenue. If sanitary buildings cannot be rented, they can be built by the Municipality out of loan funds the interest for which can be met from the provision for rent which is included in the average cost of educating a child. No doubt, it is desirable to have good school-buildings built

by the Municipality, but there is no reason why a special loan should not be taken for the purpose, the sinking fund being spread over the full period of the life of the buildings, which need not be less than 60 years. Or private houses specially built to suit schools, may be rented under a long lease, thereby doing away with the necessity of Municipal funds being devoted to this purpose. In any case this estimate need not be burdened with that of construction of buildings.

### **Aided Schools &c.**

In the above calculations two assumptions are made. One is that all the additional boys and girls to be brought to school will be instructed in Municipal schools only, and none in private recognised schools. It is well known that expenditure to the Municipality is much less if a child be educated in a private recognised school-aided or un-aided than in a Municipal school. Supposing a few hundred boys and girls out of these new children went to private recognised schools instead of to Municipal Schools, there will be a large saving on that account in the estimates made above. The second assumption that is made is that, the cost of schooling new children will be Rs. 10 only per head instead of the present actual expenditure of Rs. 10-10-0. This slightly less expenditure can be safely counted upon, as all new children will have to be taught for a few years in lower standards by less paid teachers and as a large proportion of them can be taken in the existing schools at a lower cost. As a partial set-off against this, the rates of wages of teachers will have to be increased in the near future. Taking all these things into consideration the rate of Rs. 10 per child is considered as sufficient, at least for the first few years after compulsion is introduced.

### **Programme for 8 years.**

The following may be laid down as a rough programme extending over a few years to come, during which the full programme of universal primary education will be worked out for the city of Broach, with the expenditure to be incurred by the Municipality and Government year by year.

- |                                                                                                 |       |
|-------------------------------------------------------------------------------------------------|-------|
|                                                                                                 | year. |
| (1) Taking the census of boys and girls and obtaining the sanction of Government to the scheme. | 1918. |
| (2) Introduction of compulsion for boys only.                                                   | 1919. |
| (3) Introduction of compulsion for girls.                                                       | 1924. |
| (4) Completion of the whole scheme for both boys and girls.                                     | 1926. |

The following may be laid out as the probable total expenditure and the Municipal and Government contributions towards the same year by year :—

| Year. | Total expenditure. | Govt. grant. | Mun. Contr. |
|-------|--------------------|--------------|-------------|
| 1918. | 29,000             | 12,000       | 13,500      |
| 1919. | 43,500             | 21,750       | 19,750      |
| 1920. | 46,500             | 23,250       | 21,250      |
| 1921. | 50,000             | 25,000       | 22,750      |
| 1922. | 53,500             | 26,750       | 24,250      |
| 1923. | 57,000             | 28,500       | 25,750      |
| 1924. | 60,500             | 30,250       | 27,250      |
| 1925. | 64,000             | 32,000       | 28,500      |
| 1926. | 67,000             | 33,500       | 30,500      |

From the above illustration similar figures of cost may be easily worked out for any other Municipality intending to take advantage of the Act.

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**A few facts and figures regarding Primary  
Education in British Districts of Bombay  
Presidency for 1916-17.**

**Population by Sex (1911):—**

|        |        |            |   |           |
|--------|--------|------------|---|-----------|
| Male   | ... .. | 102½ lacs. | } | 197 lacs. |
| Female | ... .. | 94½ lacs.  |   |           |

**Population by Residence:—**

|                       |        |            |   |           |
|-----------------------|--------|------------|---|-----------|
| City of Bombay        | ... .. | 9¾ lacs.   | } | 197 lacs. |
| Other Municipal towns | ... .. | 23¾ lacs.  |   |           |
| Rural areas           | ... .. | 193½ lacs. |   |           |

**School-age (6 to 11 years) population (at  
15% of total population.)**

|       |        |           |   |           |
|-------|--------|-----------|---|-----------|
| Boys  | ... .. | 15½ lacs. | } | 29½ lacs. |
| Girls | ... .. | 14 lacs.  |   |           |

**Actual Number attending Primary Schools  
(on 31st March 17).**

|       |        |            |   |            |
|-------|--------|------------|---|------------|
| Boys  | ... .. | 5.60 lacs. | } | 6.94 lacs. |
| Girls | ... .. | 1.34 lacs. |   |            |

**Percentage of boys at school to male**

Population of school age ... .. 36.10%

Percentage of Girls Do. ... .. 9.45%

**64 per cent. of boys and 90½ per cent. of girls  
in the Presidency grow completely illiterate.**

**Percentage of children at school to school—  
age population**

In Municipal Towns except Bombay ... .. 52.2%

In Local Boards areas ... .. 18.6%

## Total Expenditure in 1916-17.

|                                                                 |             |   |             |
|-----------------------------------------------------------------|-------------|---|-------------|
| From Provincial Fund...                                         | 33.57 lacs. | } | Total ...   |
| From Local Funds ...                                            | 6.49 lacs.  |   |             |
| From Bombay Municipal Fund                                      | 5.02 lacs.  |   |             |
| From other Municipal Funds                                      | 6.55 lacs.  |   |             |
| From fees ... ..                                                | 4.73 lacs.  |   |             |
| From public subscriptions in-<br>cluding Christian Missions ... | 7.11 lacs.  |   | 63.47 lacs. |
| Expenditure per head of population:—                            |             |   |             |

|                                                                                                 |     |                            |     | Ra. as. p. |
|-------------------------------------------------------------------------------------------------|-----|----------------------------|-----|------------|
| In Bombay City                                                                                  | ... | ...                        | ... | 0 8 3      |
| In other Municipal Towns                                                                        | ... | ...                        | ... | 0 10 9     |
| In Local Board areas                                                                            | ... | ...                        | ... | 0 3 5      |
| Percentage of Expenditure on Primary Education<br>to total expenditure of the Bombay Government |     |                            |     | 4.4%       |
| Do.                                                                                             | Do. | of the Bombay Corporation. |     | 3.8%       |
| Do.                                                                                             | Do. | of other Municipalities.   |     | 16.0%      |

Government of Bombay has now undertaken to give full one-half grant for Primary Education to all Municipalities, and to revise it every year.

A Sum of Rs. 2 lacs is earmarked for giving grants to those Municipalities that adopt Compulsory Education within their areas in 1918-19. In the matter of determining the grant the case of each Municipality will be considered on its own merits.

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## Percentage of children under Primary Education in the Chief Municipal Towns in the Bombay Presidency.

| No. | Municipal Town.        | District.        | No. of school-age children viz. 15% of population (in 1911). |        | Number of children attending school on 31-3-17. |        | Percentage of children under instruction. |        |
|-----|------------------------|------------------|--------------------------------------------------------------|--------|-------------------------------------------------|--------|-------------------------------------------|--------|
|     |                        |                  | Boys.                                                        | Girls. | Boys.                                           | Girls. | Boys.                                     | Girls. |
| 1   | Baramati ...           | Poona ...        | 600                                                          | 585    | 551                                             | 78     | 92%                                       | 13%    |
| 2   | Poona City & Suburbs.  |                  | 10,365                                                       | 8,925  | 7,514                                           | 3,498  | 72%                                       | 39%    |
| 3   | Islampur ...           | Satara ...       | 660                                                          | 630    | 367                                             | 118    | 55½%                                      | 18½%   |
| 4   | Satara City & Suburbs. |                  | 1,395                                                        | 1,350  | 1,892                                           | 431    | 135%                                      | 39%    |
| 5   | Amalner ...            | E. Khandesh.     | 1,050                                                        | 945    | 863                                             | 98     | 82%                                       | 10%    |
| 6   | Jalgaon ...            | Do. ...          | 1,410                                                        | 1,245  | 1,262                                           | 215    | 89½%                                      | 17%    |
| 7   | Dhulia ...             | W. Khandesh.     | 2,400                                                        | 2,160  | 1,540                                           | 402    | 64%                                       | 18½%   |
| 8   | Barsi ...              | Sholapur ...     | 1,275                                                        | 1,230  | 520                                             | 154    | 40½%                                      | 12½%   |
| 9   | Sholapur ...           |                  | 4,290                                                        | 4,035  | 3,265                                           | 1,222  | 76%                                       | 30%    |
| 10  | Ahmednagar.            |                  | 2,625                                                        | 2,460  | 1,963                                           | 1,140  | 74½%                                      | 46%    |
| 11  | Nasik ...              |                  | 2,250                                                        | 2,265  | 1,737                                           | 407    | 75%                                       | 18%    |
| 12  | Yeola ...              | Nasik ...        | 1,200                                                        | 1,230  | 1,101                                           | 299    | 92%                                       | 24%    |
| 13  | Ahmedabad.             |                  | 17,325                                                       | 14,775 | 8,207                                           | 3,418  | 47%                                       | 23%    |
| 14  | Virangam...            | Ahmedabad ...    | 1,560                                                        | 1,560  | 954                                             | 291    | 61%                                       | 18½%   |
| 15  | Nadiad ...             | Kaira ...        | 2,160                                                        | 1,920  | 2,293                                           | 776    | 106%                                      | 40%    |
| 16  | Umreth ...             | Do. ...          | 1,065                                                        | 975    | 1,034                                           | 273    | 97%                                       | 28%    |
| 17  | Borsad ...             | Do. ...          | 930                                                          | 855    | 863                                             | 488    | 92½%                                      | 57%    |
| 18  | Godhra ...             | P. Mahals ...    | 1,740                                                        | 1,575  | 1,047                                           | 258    | 60%                                       | 16%    |
| 19  | Broach ...             |                  | 3,390                                                        | 3,120  | 2,375                                           | 989    | 70%                                       | 31½%   |
| 20  | Surat ...              |                  | 8,940                                                        | 8,280  | 6,137                                           | 2,016  | 68½%                                      | 24%    |
| 21  | Thana ...              |                  | 1,290                                                        | 1,050  | 917                                             | 428    | 71%                                       | 40½%   |
| 22  | Bandra ...             | Thana ...        | 1,995                                                        | 1,650  | 918                                             | 255    | 46%                                       | 15%    |
| 23  | Dharwar ...            |                  | 2,265                                                        | 2,175  | 1,538                                           | 636    | 67½%                                      | 29%    |
| 24  | Gadag ...              | Dharwar ...      | 2,295                                                        | 2,190  | 1,987                                           | 330    | 86½%                                      | 15%    |
| 25  | Belgaum ...            |                  | 2,295                                                        | 2,160  | 2,080                                           | 864    | 90½%                                      | 40%    |
| 26  | Bijapur ...            |                  | 2,145                                                        | 1,995  | 978                                             | 315    | 45½%                                      | 16%    |
| 27  | Bagalkot ...           | Bijapur ...      | 1,275                                                        | 1,245  | 1,237                                           | 212    | 97%                                       | 17%    |
| 28  | Karwar ...             |                  | 1,320                                                        | 1,410  | 1,100                                           | 217    | 83%                                       | 15%    |
| 29  | Ratnagiri ...          |                  | 1,200                                                        | 1,185  | 883                                             | 211    | 73½%                                      | 17½%   |
| 30  | Mahad ...              | Kolaba ...       | 525                                                          | 495    | 447                                             | 114    | 85%                                       | 23%    |
| 31  | Karachi ...            |                  | 12,300                                                       | 8,775  | 6,879                                           | 3,253  | 56%                                       | 37%    |
| 32  | Hyderabad...           |                  | 5,580                                                        | 4,785  | 2,890                                           | 1,680  | 51½%                                      | 35%    |
| 33  | Umarnkot ...           | Thar and Parkar. | 315                                                          | 285    | 125                                             | 62     | 39½%                                      | 21½%   |
| 34  | Sukkur ...             |                  | 3,165                                                        | 2,130  | 1,695                                           | 825    | 53½%                                      | 30½%   |
| 35  | Jacobabad ...          | Sind Frontier.   | 720                                                          | 525    | 253                                             | 108    | 35%                                       | 20½%   |
| 36  | Larkana ...            |                  | 1,320                                                        | 1,095  | 771                                             | 382    | 58%                                       | 34½%   |

## Percentage of children under Primary Education in the Chief Municipal Towns in the Bombay Presidency.

| No. | Municipal Town.        | District.        | No. of school-age children viz. 15% of population (in 1911). |        | Number of children attending school on 31-3-17. |        | Percentage of children under instruction. |        |
|-----|------------------------|------------------|--------------------------------------------------------------|--------|-------------------------------------------------|--------|-------------------------------------------|--------|
|     |                        |                  | Boys.                                                        | Girls. | Boys.                                           | Girls. | Boys.                                     | Girls. |
| 1   | Baramati ...           | Poona ...        | 600                                                          | 585    | 551                                             | 78     | 92%                                       | 13%    |
| 2   | Poona City & Suburbs.  |                  | 10,365                                                       | 8,925  | 7,514                                           | 3,498  | 72%                                       | 39%    |
| 3   | Islampur ...           | Satara ...       | 660                                                          | 630    | 367                                             | 118    | 55½%                                      | 18½%   |
| 4   | Satara City & Suburbs. |                  | 1,395                                                        | 1,350  | 1,892                                           | 431    | 135%                                      | 39%    |
| 5   | Amalner ...            | E. Khandesh.     | 1,050                                                        | 945    | 863                                             | 98     | 82%                                       | 10%    |
| 6   | Jalgaon ...            | Do. ...          | 1,410                                                        | 1,245  | 1,262                                           | 215    | 89½%                                      | 17%    |
| 7   | Dhulia ...             | W. Khandesh.     | 2,400                                                        | 2,160  | 1,540                                           | 402    | 64%                                       | 18½%   |
| 8   | Barsi ...              | Sholapur ...     | 1,275                                                        | 1,230  | 520                                             | 154    | 40½%                                      | 12½%   |
| 9   | Sholapur ...           |                  | 4,290                                                        | 4,035  | 3,265                                           | 1,222  | 76%                                       | 30%    |
| 10  | Ahmednagar.            |                  | 2,625                                                        | 2,460  | 1,963                                           | 1,140  | 74½%                                      | 46%    |
| 11  | Nasik ...              |                  | 2,250                                                        | 2,265  | 1,737                                           | 407    | 75%                                       | 18%    |
| 12  | Yeola ...              | Nasik ...        | 1,200                                                        | 1,230  | 1,101                                           | 299    | 92%                                       | 24%    |
| 13  | Ahmedabad.             |                  | 17,325                                                       | 14,775 | 8,207                                           | 3,418  | 47%                                       | 23%    |
| 14  | Viramgam...            | Ahmedabad.       | 1,560                                                        | 1,560  | 954                                             | 291    | 61%                                       | 18½%   |
| 15  | Nadiad ...             | Kaira ...        | 2,160                                                        | 1,920  | 2,293                                           | 776    | 106%                                      | 40%    |
| 16  | Umreth ...             | Do. ...          | 1,065                                                        | 975    | 1,034                                           | 273    | 97%                                       | 28%    |
| 17  | Borsad ...             | Do. ...          | 930                                                          | 855    | 863                                             | 488    | 92½%                                      | 57%    |
| 18  | Godhra ...             | P. Mahals ...    | 1,740                                                        | 1,575  | 1,047                                           | 258    | 60%                                       | 16%    |
| 19  | Broach ...             |                  | 3,390                                                        | 3,120  | 2,375                                           | 989    | 70%                                       | 31½%   |
| 20  | Surat ...              |                  | 8,940                                                        | 8,280  | 6,137                                           | 2,016  | 68½%                                      | 24%    |
| 21  | Thana ...              |                  | 1,290                                                        | 1,050  | 917                                             | 428    | 71%                                       | 40½%   |
| 22  | Bandra ...             | Thana ...        | 1,995                                                        | 1,650  | 918                                             | 255    | 46%                                       | 15%    |
| 23  | Dharwar ...            |                  | 2,265                                                        | 2,175  | 1,538                                           | 636    | 67½%                                      | 29%    |
| 24  | Gadag ...              | Dharwar ...      | 2,295                                                        | 2,190  | 1,987                                           | 330    | 86½%                                      | 15%    |
| 25  | Belgaum ...            |                  | 2,295                                                        | 2,160  | 2,080                                           | 864    | 90½%                                      | 40%    |
| 26  | Bijapur ...            |                  | 2,145                                                        | 1,995  | 978                                             | 315    | 45½%                                      | 16%    |
| 27  | Bagalkot ...           | Bijapur ...      | 1,275                                                        | 1,245  | 1,237                                           | 212    | 97%                                       | 17%    |
| 28  | Karwar ...             |                  | 1,320                                                        | 1,410  | 1,100                                           | 217    | 83%                                       | 15%    |
| 29  | Ratnagiri ...          |                  | 1,200                                                        | 1,185  | 883                                             | 211    | 73½%                                      | 17½%   |
| 30  | Mahad ...              | Kolaba ...       | 525                                                          | 495    | 447                                             | 114    | 85%                                       | 23%    |
| 31  | Karachi ...            |                  | 12,300                                                       | 8,775  | 6,879                                           | 3,253  | 56%                                       | 37%    |
| 32  | Hyderabad...           |                  | 5,580                                                        | 4,785  | 2,890                                           | 1,680  | 51½%                                      | 35%    |
| 33  | Umārkot ...            | Thar and Parkar. | 315                                                          | 285    | 125                                             | 62     | 39½%                                      | 21½%   |
| 34  | Sukkur ...             |                  | 3,165                                                        | 2,130  | 1,695                                           | 825    | 53½%                                      | 30½%   |
| 35  | Jacobabad ...          | Sind Frontier.   | 720                                                          | 525    | 253                                             | 108    | 35%                                       | 20½%   |
| 36  | Larkana ...            |                  | 1,320                                                        | 1,095  | 771                                             | 382    | 58%                                       | 34½%   |

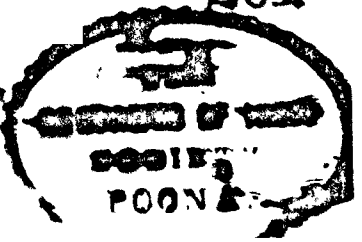


**Percentage of children under Primary Education in the  
Chief Municipal Towns in the Bombay Presidency.**

| No. | Municipal Town.        | District.        | No. of school-age children viz. 15% of population (in 1911). |        | Number of children attending school on 31-3-17. |        | Percentage of children under instruction. |        |
|-----|------------------------|------------------|--------------------------------------------------------------|--------|-------------------------------------------------|--------|-------------------------------------------|--------|
|     |                        |                  | Boys.                                                        | Girls. | Boys.                                           | Girls. | Boys.                                     | Girls. |
| 1   | Baramati ...           | Poona ...        | 600                                                          | 585    | 551                                             | 78     | 92%                                       | 13%    |
| 2   | Poona City & Suburbs.  |                  | 10,365                                                       | 8,925  | 7,514                                           | 3,498  | 72%                                       | 39%    |
| 3   | Islampur ...           | Satara ...       | 660                                                          | 630    | 367                                             | 118    | 55½%                                      | 18½%   |
| 4   | Satara City & Suburbs. |                  | 1,395                                                        | 1,350  | 1,892                                           | 431    | 135%                                      | 39%    |
| 5   | Amalner ...            | E. Khandesh.     | 1,050                                                        | 945    | 863                                             | 98     | 82%                                       | 10%    |
| 6   | Jalgaon ...            | Do. ...          | 1,410                                                        | 1,245  | 1,262                                           | 215    | 89½%                                      | 17%    |
| 7   | Dhulia ...             | W. Khandesh.     | 2,400                                                        | 2,160  | 1,540                                           | 402    | 64%                                       | 18½%   |
| 8   | Barsi ...              | Sholapur ...     | 1,275                                                        | 1,230  | 520                                             | 154    | 40½%                                      | 12½%   |
| 9   | Sholapur ...           |                  | 4,290                                                        | 4,035  | 3,265                                           | 1,222  | 76%                                       | 30%    |
| 10  | Ahmednagar.            |                  | 2,625                                                        | 2,460  | 1,963                                           | 1,140  | 74½%                                      | 46%    |
| 11  | Nasik ...              |                  | 2,250                                                        | 2,265  | 1,737                                           | 407    | 75%                                       | 18%    |
| 12  | Yeola ...              | Nasik ...        | 1,200                                                        | 1,230  | 1,101                                           | 299    | 92%                                       | 24%    |
| 13  | Ahmedabad.             |                  | 17,325                                                       | 14,775 | 8,207                                           | 3,418  | 47%                                       | 23%    |
| 14  | Viramgam...            | Ahmedabad.       | 1,560                                                        | 1,560  | 954                                             | 291    | 61%                                       | 18½%   |
| 15  | Nadiad ...             | Kaira ...        | 2,160                                                        | 1,920  | 2,293                                           | 776    | 106%                                      | 40%    |
| 16  | Umreth ...             | Do. ...          | 1,065                                                        | 975    | 1,034                                           | 273    | 97%                                       | 28%    |
| 17  | Borsad ...             | Do. ...          | 930                                                          | 855    | 863                                             | 488    | 92½%                                      | 57%    |
| 18  | Godhra ...             | P. Mahals ...    | 1,740                                                        | 1,575  | 1,047                                           | 258    | 60%                                       | 16%    |
| 19  | Broach ...             |                  | 3,390                                                        | 3,120  | 2,375                                           | 989    | 70%                                       | 31½%   |
| 20  | Surat ...              |                  | 8,940                                                        | 8,280  | 6,137                                           | 2,016  | 68½%                                      | 24%    |
| 21  | Thana ...              |                  | 1,290                                                        | 1,050  | 917                                             | 428    | 71%                                       | 40½%   |
| 22  | Bandra ...             | Thana ...        | 1,995                                                        | 1,650  | 918                                             | 255    | 46%                                       | 15%    |
| 23  | Dharwar ...            |                  | 2,265                                                        | 2,175  | 1,538                                           | 636    | 67½%                                      | 29%    |
| 24  | Gadag ...              | Dharwar ...      | 2,295                                                        | 2,190  | 1,987                                           | 330    | 86½%                                      | 15%    |
| 25  | Belgaum ...            |                  | 2,295                                                        | 2,160  | 2,080                                           | 864    | 90½%                                      | 40%    |
| 26  | Bijapur ...            |                  | 2,145                                                        | 1,995  | 978                                             | 315    | 45½%                                      | 16%    |
| 27  | Bagalkot ...           | Bijapur ...      | 1,275                                                        | 1,245  | 1,237                                           | 212    | 97%                                       | 17%    |
| 28  | Karwar ...             |                  | 1,320                                                        | 1,410  | 1,100                                           | 217    | 83%                                       | 15%    |
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| 30  | Mahad ...              | Kolaba ...       | 525                                                          | 495    | 447                                             | 114    | 85%                                       | 23%    |
| 31  | Karachi ...            |                  | 12,300                                                       | 8,775  | 6,879                                           | 3,253  | 56%                                       | 37%    |
| 32  | Hyderabad...           |                  | 5,580                                                        | 4,785  | 2,890                                           | 1,680  | 51½%                                      | 35%    |
| 33  | Umarnkot ...           | Thar and Palkar. | 315                                                          | 285    | 125                                             | 62     | 39½%                                      | 21½%   |
| 34  | Sukkur ...             |                  | 3,165                                                        | 2,130  | 1,695                                           | 825    | 53½%                                      | 30½%   |
| 35  | Jacobabad ...          | Sind Frontier.   | 720                                                          | 525    | 253                                             | 108    | 35%                                       | 20½%   |
| 36  | Larkana ...            |                  | 1,320                                                        | 1,095  | 771                                             | 382    | 58%                                       | 34½%   |

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A NOTE



c/p 9

ON

# Compulsory Primary Education

*including Schemes for introducing the same in*

**BANDRA AND BROACH**

IN THE

**BOMBAY PRESIDENCY.**

This note is written and published for the information of public, and chiefly of Members of Municipal Boards in this presidency, who may be desirous of introducing compulsory primary education within their areas as per Bombay Act No. I of 1918. (This Act is obtainable from the Government Central Press, Lothian Road, Poona, for one anna). I am much obliged to the President of Bandra Municipality for giving permission to the Scheme prepared for that town being published in this note and to the Chairman of School Board of Broach Municipality for having gone through the Scheme for Broach prepared by me. This Association will be satisfied to know if this note is helpful to any Municipality in the preparation of a scheme of compulsory education within its area.

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## Bombay Act No. I of 1918.



### *An Act empowering Municipalities to introduce Compulsory Primary Education.*

We are aware that the Hon. Mr. Patel's Bill for Compulsory Primary Education in Municipal areas was passed in the Bombay Legislative Council in December last. The assent of the Viceroy to this Act was received in January last. The Government of Bombay have provided in their Budget Estimates for the year 1918-19 a sum of Rs. 2 lacs for assisting those Municipalities that are prepared to take advantage of the new Act, not only by giving them full one-half share of their total increased expenditure but by undertaking to consider the case of every applicant Municipality on its own merit. With this readiness on the part of Government for giving financial help to the full extent of its responsibility, it rests with Municipal Boards to advance the cause of education among the masses in their charge.

### **Main Provisions of the Act.**

The Act may be made applicable to either boys or girls or both between 6 (complete) and 11 (complete) years of age. For this purpose the Municipality applying for it has to satisfy Government that it is in a position to make and will make adequate provision of funds, teachers, buildings &c. and through the agency of Municipal or other recognised schools for free primary education of all boys and girls or either to be brought to school under compulsion. The Government, on being satisfied, shall issue a notification making primary education compulsory in that Municipal area. The resolution to be passed by the Municipality for this purpose, before applying

to Government, should be passed at a special General Meeting by a majority of not less than two-thirds of the councillors present at the meeting and by at least one-half of the whole number of councillors. The School Committee is responsible for working the Act and for compelling the parents of children to send them to school, unless there is a reasonable excuse to exempt some of them for valid reasons. The School Committee shall give every parent, who fails to send his child to school, an opportunity of being heard and thereafter may pass an attendance order. Notwithstanding this, if the parent does not comply with the order, he may be prosecuted before a magistrate and be liable to a fine not exceeding five rupees. If an employer of labour engages any such child so as to interfere with his efficient instruction, he shall be liable, on conviction before a magistrate, to a fine not exceeding 25 rupees. The Municipality may impose any fresh tax or increase any tax which is already levied to meet the additional cost of education. Government has the power to exempt boys or girls or both of any particular class or community from the operation of this Act. The Municipality will have to prepare and publish a register of all children subject to compulsory provisions.

### **Census of School-age Children.**

The first step for a Municipality wishing to introduce compulsory education is to take a census of children of school-age (6 to 11) residing in its area. Conventionally speaking such children (boys and girls together) form 15% of the total population of that area; but it is safer to take a census of such children, as all estimates of cost of compulsory education will be based on this number. While taking this census it should be noted which of the boys or girls or both do attend school and which do not. The number of children to be brought to school can thus be ascertained very accurately. The actual present expenditure of schooling a child being known, the additional cost of bringing children now out of school to school can be ascertained pretty accurately. Moreover the taking of the proposed census will

educate public opinion and will herald to every family in the town the coming of compulsory education in a way in which no mass meeting, however large, can do.

### **Government Contribution.**

Under the present rules, the Government policy is to bear half the total expenditure on primary education incurred by the Municipality. The Government contribution should be revised every year so as to keep the proportion at exactly one-half. As a matter of fact, revision takes place at long intervals say, of five or ten years and so the theoretically one-half share becomes really one-third and in a few cases, less than that even; while the total expenditure by the Municipality is going up, Government share remains fixed. This has, however, been changed recently and Government have undertaken to increase their share to full one-half *every year*, based on previous year's expenditure. Estimates of schemes under this Act may and should be made with the assumption that Government will bear *full* one-half of the total cost. No doubt this proportion of one-half of the total cost is inadequate and, it is hoped, will be increased to two-thirds in the near future especially for the smaller Municipalities, say, with a population of less than 30,000. But all the present estimates of cost must be based on the assumption of half share of Government.

### **Persuasion first.**

Much can be done by persuasion only to bring the children now out of school to school. If small committees of leading people be formed and work for each of the backward communities. like Kolis, Rabaris or Dhangars, Vaghris, Dheds, Bhils, Mahars, Bhangis &c., they will be able to induce all children to go to school without difficulty. A few teachers may be engaged as missionaries to go about from house to house and persuade parents to send children, now kept at home, to school. The penal clauses of the Compulsory Act should not be resorted to freely. It is like a weapon to be threaten-

ed with rather than to be used. In Japan though the Compulsory Act has been in force for over three decades, it has not been found necessary to make use of it frequently. Further, associations will have to be started for providing poor children with books and slates and, in rare cases, with clothes and meals also.

### **Bandra Scheme for Boys and Girls.**

A scheme for enforcing Primary Education by compulsion for all boys and girls residing in the limits of the Bandra Municipality has been worked out and included in a letter addressed by the President of Bandra Municipality to the Collector of Thana for obtaining the approval of Bombay Government. It is as follows.

I have the honour to forward herewith copies of the General Board's Resolutions Nos. 4 dated 8th Jan. 1918 and 13 dated 15-1-18 and to request that you will be so good as to obtain the previous sanction of the Local Government to declare our intention by notification to make Primary Education of children of both sexes free and compulsory within the Municipal District of Bandra with effect from 1st April 1918 as per provisions of recent Bombay Primary Education Act which awaits the Viceregal assent. The provisions of the new Act can be seen from Bill No. II of 1917 as amended by the select committee in which no material change has been made as can be seen by a reference to the Legislative Council Proceedings printed in Part V of the Bombay Government Gazette dated 8th January 1918. Under the new enactment two preliminary formalities are needed before the Municipality can proclaim its intention of making the Primary Education compulsory by a notification :—

- (i) The Local Government should give *previous sanction* to make such a declaration by notification, and
- (ii) The Local Government be satisfied that the Municipality is in a position to make and will make

adquate provision in Municipal or other recognized schools for free and compulsory education.

### Details of the Scheme.

2. Now, the Municipality in making this request for previous sanction would indicate, in outline, the proposed scheme both from the administrative and fiscal points of view. Municipality at present maintains ten Primary Schools for which a contract grant is received. Besides, there are four schools which are aided by the Municipality by contribution from its funds. The aggregate expenditure on an average of three years on Primary Education amounts to Rs. 13,270. In the current year's budget, bills for the expenditure incurred in the preceding year amounting to Rs. 2000 have been provided for. Besides the Municipality has recently revised the schedule of primary Schools both in strength and in pay ; decided to appoint a supervisor and Schools Committee Secretary on a salary of Rs. 85-10-125 and framed a rule whereby code maxima can be given to teachers without amendment of the schedule, if the necessary budget provision is made. In consequence of these important changes sanctioned during the current year it is expected that the *aggregate* cost on Primary Education will go upto Rs. 14,800 in round figures, as against Rs. 9,703 in 1915-16 as reported on page 8 of the supplement to the Director of Public Instruction's Annual Report for 1915-16. According to a rough census made through bill-collectors it is gathered that the number of children of school-going age in Bandra are 1,909 or 2,000. Out of these 760 attend the Municipal schools and some 450 attend Christian Schools.

Thus the Municipality has to make provision for educating 790 children. It follows therefore as a natural corrolary that the expenditure will be double that of the present working scheme of ten Municipal schools. The subjoined table gives an idea of the aggregate *gross* cost of the scheme :—



|            |                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------|
| Rs. 29,600 | Total cost of free and compulsory education for 2000 children by doubling the present cost.                                  |
| Rs. 1,500  | Amount required for rent of hired buildings pending construction of new school-houses (Rs. 2400 minus 900 already provided), |
| <hr/>      |                                                                                                                              |
| Rs. 31,100 | or say Rs. 31,000.                                                                                                           |

On the assumption that the Local Government will contribute half the recurring cost the municipality will have to provide for Rs. 15,500. The following ways and means are suggested by the Municipality to finance the scheme:—

|            |                                                                                                |
|------------|------------------------------------------------------------------------------------------------|
| Rs. 2,000  | Average revenue from Local Fund Cess.                                                          |
| 8,200      | Extra revenue from 1½ % additional House, tax, the Scheme relating to which has been notified. |
| <hr/>      |                                                                                                |
| Rs. 10,200 |                                                                                                |
| Rs. 5,300  | Deficit to fall in the Municipal fund derived from other sources.                              |
| <hr/>      |                                                                                                |
| Rs. 15,500 |                                                                                                |

It may be noted that the municipality at present contributes from its own fund Rs. 2,900 on an average to Primary Schools account and makes a grant to other recognized Primary Schools amounting to Rs. 580 or say Rs. 600. Thus at present it actually bears a net burden of Rs. 3,500, and thus the extra net burden will be of Rs. 1,800 only, an insignificant item which will disappear at the next four-yearly revision of valuation of houses. Besides the whole scheme will take some three years to come in full force, while the extra revenue of Rs. 8,200 will be a settled fact in the first year of the introduction of the scheme.

### **Construction of Schools.**

3. Apart from the above recurring cost the Municipality contemplates to construct new school-houses which

are roughly estimated to cost Rs. 50,000. Under standing orders relating to building-grant for schools the Municipality can count upon half the amount from Government as a *free grant*. It is intended to borrow Rs. 25,000 from Government by instalments, the capital debt being repayable in 20 years. The recurring cost on account of this capital outlay will be as under:—

|           |                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------------------------------------|
| Rs. 1,250 | Annual instalment of repayment of capital                                                                                  |
| 1,500     | Interest at 6% on Rs. 25,000. <i>N. B.</i> This will gradually diminish on a sliding scale as the capital debt is reduced. |
| 250       | Cost of ordinary repairs to new buildings.                                                                                 |
| <hr/>     |                                                                                                                            |
| Rs. 3,000 |                                                                                                                            |

When these buildings are constructed the rent charge of some of the present hired buildings and those which will be hired in the education-extension scheme (Rs. 2400) will disappear. The difference of 600 between the two items Rs. 3000 and Rs. 2400 is insignificant and may not actually occur when the capital debt is reduced.

### Additional Tax.

4. Lastly the Municipality is going to frame the by-laws under section 18 for an accurate census of children and by the time the previous sanction of the Government is obtained, the Municipality will be in a better position to review the financial aspect in the light of the new statistics. But the very fact that the Municipality proposes to increase its house-tax for this specific purpose (the proceeds to be constituted a Trust Fund under proviso to Sec. 51 of the Act) and it has already proposed the levy of an open land tax and terminal tax to improve its general finances is a sufficient guarantee for Government that adequate provision will be made for the scheme adumbrated above.

5. I am submitting a copy of this communication to the Director of Public Instruction through the Educational

Inspector, N. D. for professional remarks from an Educational point of view. In the meanwhile I shall be obliged if you will transmit this reference to Government for preliminary approval to the issue of notification by the Municipality.

I have etc.,

Sd. RAJARAM TUKARAM,

President.

### **Tentative Scheme for Broach, Gujerat.**

Following is the scheme worked out roughly for introducing compulsory education in the city of Broach. The City has a population of 43,400 as per census of 1911, and consists of 22,600 males and 20,800 females. Taking the conventional figure of 15% of these as the school-age population, we arrive at about 3400 boys and 3,100 girls of between the age 6 to 11. There will be some children, above the age of eleven and below the age of six, who will be at school voluntarily and for whom the Municipality will have to provide instruction. These numbers may be assumed to be 200 boys and 100 girls. Now the number of boys and girls attending municipal and other recognised schools is actually 2,250 boys and 1,050 girls. Deducting these, we have to provide for the instruction of  $3,400 + 200 - 2,250 = 1,350$  boys and  $3,100 + 100 - 1,050 = 2,150$  girls. We will assume that the Broach Municipality resolves to make it compulsory for boys in the first instance. Let us see what the additional cost thereof will be and how it will be shared between that body and the Government.

### **Compulsion for boys only.**

The expenditure of the Broach Municipality was Rs. 29,000 for educating 1883 boys and 836 girls (in 1915-16) in its own schools. This works to Rs. 10-10-0 per child. The amount spent was made up as follows and from the following sources :—

|                                  |            |
|----------------------------------|------------|
| (1) From Fees ... ..             | Rs. 1,400  |
| (2) From Local Board Grants...   | „ 950      |
| (3) Miscellaneous receipts... .. | „ 1,000    |
| (4) From Government Grant ... .. | „ 12,000   |
| (5) From Municipal fund. ... ..  | „ 13,500   |
|                                  | <hr/>      |
|                                  | Rs. 28,850 |
| Say,                             | 29,000     |

Government ought to have given half of 29,000 = Rs. 14,500. But it gave Rs. 2,500 less and so the Municipal fund had to pay more by that amount.

In case all boys of school-age (6 to 11) and 200 boys outside the compulsory age-limits be brought to school, the total expenditure will be as follows:—

|                                                             |            |
|-------------------------------------------------------------|------------|
| (1) Expenditure in 1915-16 ... ..                           | Rs. 29,000 |
| (2) Schooling of 1,350 new boys at<br>Rs. 10 per boy ... .. | „ 13,500   |
| (3) Additional office staff, misc. ... ..                   | „ 1,000    |
|                                                             | <hr/>      |
|                                                             | Rs. 43,500 |

This amount can be met from the following sources:—

|                                 |            |
|---------------------------------|------------|
| (1) Government Grant ... ..     | Rs. 21,750 |
| (2) Local Board Grants ... ..   | „ 1,000    |
| (3) Miscellaneous Income ... .. | „ 1,000    |
| (4) From Municipal Fund ... ..  | „ 19,750   |
|                                 | <hr/>      |
|                                 | Rs. 43,500 |

Thus it will be seen that the Municipality will have to raise Rs. 6,250 more than at present and Government will have to contribute Rs. 9,750 more. The Municipality will have to find out the source for meeting this sum of Rs. 6,250. It may be done by levying a new tax or by increasing the house tax or octroi or terminal tax.

### **Compulsion for boys and girls.**

Now let us calculate what the cost will be, if all boys and girls of school-age and 200 boys and 100 girls outside

that age were to be brought to school at one and the same time.

|                                                                             |                      |
|-----------------------------------------------------------------------------|----------------------|
| (1) Expenditure in 1915-16 ... ..                                           | Rs. 29,000           |
| (2) Schooling of 1,350 additional boys<br>at Rs. 10 each ... ..             | „ 13,500             |
| (3) Schooling of 2,150 additional girls<br>at Rs. 10 each ... ..            | „ 21,500             |
| (4) Additional office staff, improve-<br>ment in education and misc. ... .. | „ 3,000              |
|                                                                             | Total.....Rs. 67,000 |

This cost will have to be met as follows :—

|                                 |                      |
|---------------------------------|----------------------|
| (1) Government Grant ... ..     | Rs. 33,500           |
| (2) Local Boards Grants ... ..  | „ 1,000              |
| (3) Miscellaneous income ... .. | „ 2,000              |
| (4) From Municipal Fund ... ..  | „ 30,500             |
|                                 | Total ... Rs. 67,000 |

Thus it will be seen that the Municipality will have to raise Rs. 17,000 more and Government contribution will be Rs. 21,500 more than in 1915-16.

### **Non-recurring Expenditure.**

In the calculations made above no account is taken of (a) new school equipment and (b) construction of buildings required for the additional children. The additional equipment will cost very little, and bears a very small proportion to the total cost. The cost of it may be found from the large additional provision for recurring cost made for the year 1919 and which will not be wholly expended in that year. Buildings need not be built at Municipal cost, at least from its current revenue. If sanitary buildings cannot be rented, they can be built by the Municipality out of loan funds the interest for which can be met from the provision for rent which is included in the average cost of educating a child. No doubt, it is desirable to have good school-buildings built

by the Municipality, but there is no reason why a special loan should not be taken for the purpose, the sinking fund being spread over the full period of the life of the buildings, which need not be less than 60 years. Or private houses specially built to suit schools, may be rented under a long lease, thereby doing away with the necessity of Municipal funds being devoted to this purpose. In any case this estimate need not be burdened with that of construction of buildings.

### **Aided Schools &c.**

In the above calculations two assumptions are made. One is that all the additional boys and girls to be brought to school will be instructed in Municipal schools only, and none in private recognised schools. It is well known that expenditure to the Municipality is much less if a child be educated in a private recognised school-aided or un-aided than in a Municipal school. Supposing a few hundred boys and girls out of these new children went to private recognised schools instead of to Municipal Schools, there will be a large saving on that account in the estimates made above. The second assumption that is made is that the cost of schooling new children will be Rs. 10 only per head instead of the present actual expenditure of Rs. 10-10-0. This slightly less expenditure can be safely counted upon, as new children will have to be taught for a few years in lower standards by less paid teachers and as a large proportion of them can be taken in the existing schools at a lower cost. As a partial set-off against this, the rates of wages of teachers will have to be increased in the near future. Taking all these things into consideration the rate of Rs. 10 per child is considered as sufficient, at least for the first few years after compulsion is introduced.

### **Programme for 8 years.**

The following may be laid down as a rough programme extending over a few years to come, during which the full programme of universal primary education will be worked out for the city of Broach, with the expenditure to be incurred by the Municipality and Government year by year.

- |                                                                                                 | year. |
|-------------------------------------------------------------------------------------------------|-------|
| (1) Taking the census of boys and girls and obtaining the sanction of Government to the scheme. | 1918. |
| (2) Introduction of compulsion for boys only.                                                   | 1919. |
| (3) Introduction of compulsion for girls.                                                       | 1924. |
| (4) Completion of the whole scheme for both boys and girls.                                     | 1926. |

The following may be laid out as the probable total expenditure and the Municipal and Government contributions towards the same year by year :—

| Year. | Total expenditure. | Govt. grant. | Mun. Contr. |
|-------|--------------------|--------------|-------------|
| 1918. | 29,000             | 12,000       | 13,500      |
| 1919. | 43,500             | 21,750       | 19,750      |
| 1920. | 46,500             | 23,250       | 21,250      |
| 1921. | 50,000             | 25,000       | 22,750      |
| 1922. | 53,500             | 26,750       | 24,250      |
| 1923. | 57,000             | 28,500       | 25,750      |
| 1924. | 60,500             | 30,250       | 27,250      |
| 1925. | 64,000             | 32,000       | 28,500      |
| 1926. | 67,000             | 33,500       | 30,500      |

From the above illustration similar figures of cost may be easily worked out for any other Municipality intending to take advantage of the Act.

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**A few facts and figures regarding Primary  
Education in British Districts of Bombay  
Presidency for 1916-17.**

Population by Sex ( 1911 ):—

|        |     |     |            |     |           |
|--------|-----|-----|------------|-----|-----------|
| Male   | ... | ... | 102½ lacs. | } : | 197 lacs. |
| Female | ... | ... | 94½ lacs.  |     |           |

Population by Residence:—

|                       |     |     |            |     |           |
|-----------------------|-----|-----|------------|-----|-----------|
| City of Bombay        | ... | ... | 9¾ lacs.   | } : | 197 lacs. |
| Other Municipal towns | ... | ... | 23¾ lacs.  |     |           |
| Rural areas           | ... | ... | 193½ lacs. |     |           |

School-age ( 6 to 11 years ) population ( at  
15% of total population. )

|       |     |     |           |     |           |
|-------|-----|-----|-----------|-----|-----------|
| Boys  | ... | ... | 15½ lacs. | } : | 29½ lacs. |
| Girls | ... | ... | 14 lacs.  |     |           |

Actual Number attending Primary Schools  
( on 31st March 17 ).

|       |     |     |            |     |            |
|-------|-----|-----|------------|-----|------------|
| Boys  | ... | ... | 5.60 lacs. | } : | 6.94 lacs. |
| Girls | ... | ... | 1.34 lacs. |     |            |

Percentage of boys at school to male

|                          |     |     |  |  |        |
|--------------------------|-----|-----|--|--|--------|
| Population of school age | ... | ... |  |  | 36.10% |
|--------------------------|-----|-----|--|--|--------|

|                         |     |     |  |  |       |
|-------------------------|-----|-----|--|--|-------|
| Percentage of Girls Do. | ... | ... |  |  | 9.45% |
|-------------------------|-----|-----|--|--|-------|

**64 per cent. of boys and 90½ per cent. of girls  
in the Presidency grow completely illiterate.**

Percentage of children at school to school—  
age population

|                                  |     |     |  |  |       |
|----------------------------------|-----|-----|--|--|-------|
| In Municipal Towns except Bombay | ... | ... |  |  | 52.2% |
| In Local Boards areas            | ... | ... |  |  | 18.6% |



**Total Expenditure in 1916-17.**

|                                                            |             |   |                                        |
|------------------------------------------------------------|-------------|---|----------------------------------------|
| From Provincial Fund...                                    | 33.57 lacs. | } | <b>Total ...</b><br><b>63.47 lacs.</b> |
| From Local Funds ...                                       | 6.49 lacs.  |   |                                        |
| From Bombay Municipal Fund                                 | 5.02 lacs.  |   |                                        |
| From other Municipal Funds                                 | 6.55 lacs.  |   |                                        |
| From fees ... ..                                           | 4.73 lacs.  |   |                                        |
| From public subscriptions including Christian Missions ... | 7.11 lacs.  |   |                                        |
| <b>Expenditure per head of population:—</b>                |             |   |                                        |

|                                                       |     |                            |     | Rs.   | as. | p. |
|-------------------------------------------------------|-----|----------------------------|-----|-------|-----|----|
| In Bombay City                                        | ... | ...                        | ... | 0     | 8   | 3  |
| In other Municipal Towns                              | ... | ...                        | ... | 0     | 10  | 9  |
| In Local Board areas                                  | ... | ...                        | ... | 0     | 3   | 5  |
| <b>Percentage of Expenditure on Primary Education</b> |     |                            |     |       |     |    |
| to total expenditure of the Bombay Government         |     |                            |     | 4.4%  |     |    |
| Do.                                                   | Do. | of the Bombay Corporation. |     | 3.8%  |     |    |
| Do.                                                   | Do. | of other Municipalities.   |     | 16.0% |     |    |

Government of Bombay has now undertaken to give full one-half grant for Primary Education to all Municipalities, and to revise it every year.

A Sum of Rs. 2 lacs is earmarked for giving grants to those Municipalities that adopt Compulsory Education within their areas in 1918-19. In the matter of determining the grant the case of each Municipality will be considered on its own merits.

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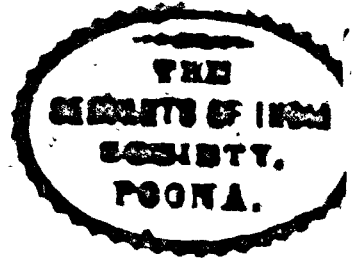
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for purchase of Rs. 209

# A NOTE

$\frac{C}{P} 9$  ON



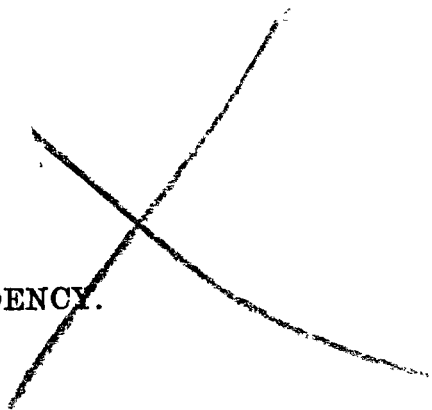
## Compulsory Primary Education

*including Schemes for introducing the same in*

**BANDRA AND BROACH**

IN THE

**BOMBAY PRESIDENCY.**



This note is written and published for the information of public, and chiefly of Members of Municipal Boards in this presidency, who may be desirous of introducing compulsory primary education within their areas as per Bombay Act No. I of 1918. (This Act is obtainable from the Government Central Press, Lothian Road, Poona, for one anna). I am much obliged to the President of Bandra Municipality for giving permission to the Scheme prepared for that town being published in this note and to the Chairman of School Board of Broach Municipality for having gone through the Scheme for Broach prepared by me. This Association will be satisfied to know if this note is helpful to any Municipality in the preparation of a scheme of compulsory education within its area.

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## Bombay Act No. I of 1918.



### *An Act empowering Municipalities to introduce Compulsory Primary Education.*



We are aware that the Hon. Mr. Patel's Bill for Compulsory Primary Education in Municipal areas was passed in the Bombay Legislative Council in December last. The assent of the Viceroy to this Act was received in January last. The Government of Bombay have provided in their Budget Estimates for the year 1918-19 a sum of Rs. 2 lacs for assisting those Municipalities that are prepared to take advantage of the new Act, not only by giving them full one-half share of their total increased expenditure but by undertaking to consider the case of every applicant Municipality on its own merit. With this readiness on the part of Government for giving financial help to the full extent of its responsibility, it rests with Municipal Boards to advance the cause of education among the masses in their charge.

### **Main Provisions of the Act.**

The Act may be made applicable to either boys or girls or both between 6 (complete) and 11 (complete) years of age. For this purpose the Municipality applying for it has to satisfy Government that it is in a position to make and will make adequate provision of funds, teachers, buildings &c. and through the agency of Municipal or other recognised schools for free primary education of all boys and girls or either to be brought to school under compulsion. The Government, on being satisfied, shall issue a notification making primary education compulsory in that Municipal area. The resolution to be passed by the Municipality for this purpose, before applying .

to Government, should be passed at a special General Meeting by a majority of not less than two-thirds of the councillors present at the meeting and by at least one-half of the whole number of councillors. The School Committee is responsible for working the Act and for compelling the parents of children to send them to school, unless there is a reasonable excuse to exempt some of them for valid reasons. The School Committee shall give every parent, who fails to send his child to school, an opportunity of being heard and thereafter may pass an attendance order. Notwithstanding this, if the parent does not comply with the order, he may be prosecuted before a magistrate and be liable to a fine not exceeding five rupees. If an employer of labour engages any such child so as to interfere with his efficient instruction, he shall be liable, on conviction before a magistrate, to a fine not exceeding 25 rupees. The Municipality may impose any fresh tax or increase any tax which is already levied to meet the additional cost of education. Government has the power to exempt boys or girls or both of any particular class or community from the operation of this Act. The Municipality will have to prepare and publish a register of all children subject to compulsory provisions.

### **Census of School-age Children.**

The first step for a Municipality wishing to introduce compulsory education is to take a census of children of school-age (5 to 11) residing in its area. Conventionally speaking such children (boys and girls together) form 15% of the total population of that area; but it is safer to take a census of such children, as all estimates of cost of compulsory education will be based on this number. While taking this census it should be noted which of the boys or girls or both do attend school and which do not. The number of children to be brought to school can thus be ascertained very accurately. The actual present expenditure of schooling a child being known, the additional cost of bringing children now out of school to school can be ascertained pretty accurately. Moreover the taking of the proposed census will

educate public opinion and will herald to every family in the town the coming of compulsory education in a way in which no mass meeting, however large, can do.

### **Government Contribution.**

Under the present rules, the Government policy is to bear half the total expenditure on primary education incurred by the Municipality. The Government contribution should be revised every year so as to keep the proportion at exactly one-half. As a matter of fact, revision takes place at long intervals say, of five or ten years and so the theoretically one-half share becomes really one-third and in a few cases, less than that even; while the total expenditure by the Municipality is going up, Government share remains fixed. This has, however, been changed recently and Government have undertaken to increase their share to full one-half *every year*, based on previous year's expenditure. Estimates of schemes under this Act ~~may and should be~~ made with the assumption that Government will bear *full* one-half of the total cost. No doubt this proportion of one-half of the total cost is inadequate and, it is hoped, will be increased to two-thirds in the near future especially for the smaller Municipalities, say, with a population of less than 30,000. But all the present estimates of cost must be based on the assumption of half share of Government.

### **Persuasion first.**

Much can be done by persuasion only to bring the children now out of school to school. If small committees of leading people be formed and work for each of the backward communities. like Kolis, Rabaris or Dhangars, Vaghris, Dheds, Bhils, Mahars, Bhangis &c., they will be able to induce all children to go to school without difficulty. A few teachers may be engaged as missionaries to go about from house to house and persuade parents to send children, now kept at home, to school. The penal clauses of the Compulsory Act should not be resorted to freely. It is like a weapon to be threaten-

ed with rather than to be used. In Japan though the Compulsory Act has been in force for over three decades, it has not been found necessary to make use of it frequently. Further, associations will have to be started for providing poor children with books and slates and, in rare cases, with clothes and meals also.

### **Bandra Scheme for Boys and Girls.**

A scheme for enforcing Primary Education by compulsion for all boys and girls residing in the limits of the Bandra Municipality has been worked out and included in a letter addressed by the President of Bandra Municipality to the Collector of Thana for obtaining the approval of Bombay Government. It is as follows.

I have the honour to forward herewith copies of the General Board's Resolutions Nos. 4 dated 8th Jan. 1918 and 13 dated 15-1-18 and to request that you will be so good as to obtain the previous sanction of the Local Government to declare our intention by notification to make Primary Education of children of both sexes free and compulsory within the Municipal District of Bandra with effect from 1st April 1918 as per provisions of recent Bombay Primary Education Act which awaits the Viceregal assent. The provisions of the new Act can be seen from Bill No. II of 1917 as amended by the select committee in which no material change has been made as can be seen by a reference to the Legislative Council Proceedings printed in Part V of the Bombay Government Gazette dated 8th January 1918. Under the new enactment two preliminary formalities are needed before the Municipality can proclaim its intention of making the Primary Education compulsory by a notification:—

- (i) The Local Government should give *previous* sanction to make such a declaration by notification, and
- (ii) The Local Government be satisfied that the Municipality is in a position to make and will make

adequate provision in Municipal or other recognized schools for free and compulsory education.

### Details of the Scheme.

2. Now, the Municipality in making this request for previous sanction would indicate, in outline, the proposed scheme both from the administrative and fiscal points of view. Municipality at present maintains ten Primary Schools for which a contract grant is received. Besides, there are four schools which are aided by the Municipality by contribution from its funds. The aggregate expenditure on an average of three years on Primary Education amounts to Rs. 13,270. In the current year's budget, bills for the expenditure incurred in the preceding year amounting to Rs. 2000 have been provided for. Besides the Municipality has recently revised the schedule of primary Schools both in strength and in pay; decided to appoint a supervisor and Schools Committee Secretary on a salary of Rs. 65-10-125 and framed a rule whereby code maxima can be given to teachers without amendment of the schedule, if the necessary budget provision is made. In consequence of these important changes sanctioned during the current year it is expected that the *aggregate* cost on Primary Education will go upto Rs. 14,800 in round figures, as against Rs. 9,703 in 1915-16 as reported on page 8 of the supplement to the Director of Public Instruction's Annual Report for 1915-16. According to a rough census made through bill-collectors it is gathered that the number of children of school-going age in Bandra are 1,909 or 2,000. Out of these 760 attend the Municipal schools and some 450 attend Christian Schools.

Thus the Municipality has to make provision for educating 790 children. It follows therefore as a natural corollary that the expenditure will be double that of the present working scheme of ten Municipal schools. The subjoined table gives an idea of the aggregate *gross* cost of the scheme:—



|            |                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------|
| Rs. 29,600 | Total cost of free and compulsory education for 2000 children by doubling the present cost.                                  |
| Rs. 1,500  | Amount required for rent of hired buildings pending construction of new school-houses (Rs. 2400 minus 900 already provided). |
| <hr/>      |                                                                                                                              |
| Rs. 31,100 | or say Rs. 31,000.                                                                                                           |

On the assumption that the Local Government will contribute half the recurring cost the municipality will have to provide for Rs. 15,500. The following ways and means are suggested by the Municipality to finance the scheme:—

|            |                                                                                               |
|------------|-----------------------------------------------------------------------------------------------|
| Rs. 2,000  | Average revenue from Local Fund Cess.                                                         |
| 8,200      | Extra revenue from 1½ % additional House tax, the Scheme relating to which has been notified. |
| <hr/>      |                                                                                               |
| Rs. 10,200 |                                                                                               |
| Rs. 5,300  | Deficit to fall in the Municipal fund derived from other sources.                             |
| <hr/>      |                                                                                               |
| Rs. 15,500 |                                                                                               |

It may be noted that the municipality at present contributes from its own fund Rs. 2,900 on an average to Primary Schools account and makes a grant to other recognized Primary Schools amounting to Rs. 580 or say Rs. 600. Thus at present it actually bears a net burden of Rs. 3,500, and thus the extra net burden will be of Rs. 1,800 only, an insignificant item which will disappear at the next four-yearly revision of valuation of houses. Besides the whole scheme will take some three years to come in full force, while the extra revenue of Rs. 8,200 will be a settled fact in the first year of the introduction of the scheme.

### **Construction of Schools.**

3. Apart from the above recurring cost the Municipality contemplates to construct new school-houses which

are roughly estimated to cost Rs. 50,000. Under standing orders relating to building-grant for schools the Municipality can count upon half the amount from Government as a free grant. It is intended to borrow Rs. 25,000 from Government by instalments, the capital debt being repayable in 20 years. The recurring cost on account of this capital outlay will be as under:—

|           |                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------------------------------------|
| Rs. 1,250 | Annual instalment of repayment of capital                                                                                  |
| 1,500     | Interest at 6% on Rs. 25,000. <i>N. B.</i> This will gradually diminish on a sliding scale as the capital debt is reduced. |
| 250       | Cost of ordinary repairs to new buildings.                                                                                 |
| <hr/>     |                                                                                                                            |
| Rs. 3,000 |                                                                                                                            |

When these buildings are constructed the rent charge of some of the present hired buildings and those which will be hired in the education-extension scheme (Rs. 2400) will disappear. The difference of 600 between the two items Rs. 3000 and Rs. 2400 is insignificant and may not actually occur when the capital debt is reduced.

### Additional Tax.

4. Lastly the Municipality is going to frame the bye-laws under section 18 for an accurate census of children and by the time the previous sanction of the Government is obtained, the Municipality will be in a better position to review the financial aspect in the light of the new statistics. But the very fact that the Municipality proposes to increase its house-tax for this specific purpose (the proceeds to be constituted a Trust Fund under proviso to Sec. 51 of the Act) and it has already proposed the levy of an open land tax and terminal tax to improve its general finances is a sufficient guarantee for Government that adequate provision will be made for the scheme adumbrated above.

5. I am submitting a copy of this communication to the Director of Public Instruction through the Educational

Inspector, N. D. for professional remarks from an Educational point of view. In the meanwhile I shall be obliged if you will transmit this reference to Government for preliminary approval to the issue of notification by the Municipality.

I have etc.,

Sd. RAJARAM TUKARAM,  
President.

### **Tentative Scheme for Broach, Gujerat.**

Following is the scheme worked out roughly for introducing compulsory education in the city of Broach. The City has a population of 43,400 as per census of 1911, and consists of 22,600 males and 20,800 females. Taking the conventional figure of 15% of these as the school-age population, we arrive at about 3400 boys and ~~3,100 girls of between~~ the age 6 to 11. There will be some children, above the age of eleven and below the age of six, who will be at school voluntarily and for whom the Municipality will have to provide instruction. These numbers may be assumed to be 200 boys and 100 girls. Now the number of boys and girls attending municipal and other recognised schools is actually 2,250 boys and 1,050 girls. Deducting these, we have to provide for the instruction of  $3,400 + 200 - 2,250 = 1,350$  boys and  $3,100 + 100 - 1,050 = 2,150$  girls. We will assume that the Broach Municipality resolves to make it compulsory for boys in the first instance. Let us see what the additional cost thereof will be and how it will be shared between that body and the Government.

### **Compulsion for boys only.**

The expenditure of the Broach Municipality was Rs. 29,000 for educating 1883 boys and 836 girls (in 1915-16) in its own schools. This works to Rs. 10-10-0 per child. The amount spent was made up as follows and from the following sources :—

|                                   |            |
|-----------------------------------|------------|
| (1) From Fees ... ..              | Rs. 1,400  |
| (2) From Local Board Grants... .. | 950        |
| (3) Miscellaneous receipts... ..  | 1,000      |
| (4) From Government Grant ... ..  | 12,000     |
| (5) From Municipal fund. ... ..   | 13,500     |
|                                   | <hr/>      |
|                                   | Rs. 28,850 |
| Say,                              | 29,000     |

Government ought to have given half of 29,000 = Rs. 14,500. But it gave Rs. 2,500 less and so the Municipal fund had to pay more by that amount.

In case all boys of school-age (6 to 11) and 200 boys outside the compulsory age-limits be brought to school, the total expenditure will be as follows :—

|                                                             |            |
|-------------------------------------------------------------|------------|
| (1) Expenditure in 1915-16 ... ..                           | Rs. 29,000 |
| (2) Schooling of 1,350 new boys at<br>Rs. 10 per boy ... .. | 13,500     |
| (3) Additional office staff, misc. ... ..                   | 1,000      |
|                                                             | <hr/>      |
|                                                             | Rs. 43,500 |

This amount can be met from the following sources :—

|                                 |            |
|---------------------------------|------------|
| (1) Government Grant ... ..     | Rs. 21,750 |
| (2) Local Board Grants ... ..   | 1,000      |
| (3) Miscellaneous Income ... .. | 1,000      |
| (4) From Municipal Fund ... ..  | 19,750     |
|                                 | <hr/>      |
|                                 | Rs. 43,500 |

Thus it will be seen that the Municipality will have to raise Rs. 6,250 more than at present and Government will have to contribute Rs. 9,750 more. The Municipality will have to find out the source for meeting this sum of Rs. 6,250. It may be done by levying a new tax or by increasing the house tax or octroi or terminal tax.

### Compulsion for boys and girls.

Now let us calculate what the cost will be, if all boys and girls of school-age and 200 boys and 100 girls outside

that age were to be brought to school at one and the same time.

|                                                                             |                      |
|-----------------------------------------------------------------------------|----------------------|
| (1) Expenditure in 1915-16 ... ..                                           | Rs. 29,000           |
| (2) Schooling of 1,350 additional boys<br>at Rs. 10 each ... ..             | „ 13,500             |
| (3) Schooling of 2,150 additional girls<br>at Rs. 10 each ... ..            | „ 21,500             |
| (4) Additional office staff, improve-<br>ment in education and misc. ... .. | „ 3,000              |
|                                                                             | Total.....Rs. 67,000 |

This cost will have to be met as follows :—

|                                 |                      |
|---------------------------------|----------------------|
| (1) Government Grant ... ..     | Rs. 33,500           |
| (2) Local Boards Grants ... ..  | „ 1,000              |
| (3) Miscellaneous income ... .. | „ 2,000              |
| (4) From Municipal Fund ... ..  | „ 30,500             |
|                                 | Total ... Rs. 67,000 |

Thus it will be seen that the Municipality will have to raise Rs. 17,000 more and Government contribution will be Rs. 21,500 more than in 1915-16.

### **Non-recurring Expenditure.**

In the calculations made above no account is taken of (a) new school equipment and (b) construction of buildings required for the additional children. The additional equipment will cost very little, and bears a very small proportion to the total cost. The cost of it may be found from the large additional provision for recurring cost made for the year 1919 and which will not be wholly expended in that year. Buildings need not be built at Municipal cost, at least from its current revenue. If sanitary buildings cannot be rented, they can be built by the Municipality out of loan funds the interest for which can be met from the provision for rent which is included in the average cost of educating a child. No doubt, it is desirable to have good school-buildings built

by the Municipality, but there is no reason why a special loan should not be taken for the purpose, the sinking fund being spread over the full period of the life of the buildings, which need not be less than 60 years. Or private houses specially built to suit schools, may be rented under a long lease, thereby doing away with the necessity of Municipal funds being devoted to this purpose. In any case this estimate need not be burdened with that of construction of buildings.

### **Aided Schools &c.**

In the above calculations two assumptions are made. One is that all the additional boys and girls to be brought to school will be instructed in Municipal schools only, and none in private recognised schools. It is well known that expenditure to the Municipality is much less if a child be educated in a private recognised school-aided or un-aided than in a Municipal school. Supposing a few hundred boys and girls out of these new children went to private recognised schools instead of to Municipal Schools, there will be a large saving on that account in the estimates made above. The second assumption that is made is that the cost of schooling new children will be Rs. 10 only per head instead of the present actual expenditure of Rs. 10-10-0. This slightly less expenditure can be safely counted upon, as all new children will have to be taught for a few years in lower standards by less paid teachers and as a large proportion of them can be taken in the existing schools at a lower cost. As a partial set-off against this, the rates of wages of teachers will have to be increased in the near future. Taking all these things into consideration the rate of Rs. 10 per child is considered as sufficient, at least for the first few years after compulsion is introduced.

### **Programme for 8 years.**

The following may be laid down as a rough programme extending over a few years to come, during which the full programme of universal primary education will be worked out for the city of Broach, with the expenditure to be incurred by the Municipality and Government year by year.

- |                                                                                                 | year. |
|-------------------------------------------------------------------------------------------------|-------|
| (1) Taking the census of boys and girls and obtaining the sanction of Government to the scheme. | 1918. |
| (2) Introduction of compulsion for boys only.                                                   | 1919. |
| (3) Introduction of compulsion for girls.                                                       | 1924. |
| (4) Completion of the whole scheme for both boys and girls.                                     | 1926. |

The following may be laid out as the probable total expenditure and the Municipal and Government contributions towards the same year by year:—

| Year. | Total expenditure. | Govt. grant. | Mun. Contr. |
|-------|--------------------|--------------|-------------|
| 1918. | 29,000             | 12,000       | 13,500      |
| 1919. | 43,500             | 21,750       | 19,750      |
| 1920. | 46,500             | 23,250       | 21,250      |
| 1921. | 50,000             | 25,000       | 22,750      |
| 1922. | 53,500             | 26,750       | 24,250      |
| 1923. | 57,000             | 28,500       | 25,750      |
| 1924. | 60,500             | 30,250       | 27,250      |
| 1925. | 64,000             | 32,000       | 28,500      |
| 1926. | 67,000             | 33,500       | 30,500      |

From the above illustration similar figures of cost may be easily worked out for any other Municipality intending to take advantage of the Act.

---

**A few facts and figures regarding Primary  
Education in British Districts of Bombay  
Presidency for 1916-17.**

**Population by Sex (1911):—**

|        |     |     |                         |               |
|--------|-----|-----|-------------------------|---------------|
| Male   | ... | ... | 102 $\frac{1}{2}$ lacs. | } : 197 lacs. |
| Female | ... | ... | 94 $\frac{1}{2}$ lacs.  |               |

**Population by Residence:—**

|                       |     |     |                         |             |
|-----------------------|-----|-----|-------------------------|-------------|
| City of Bombay        | ... | ... | 9 $\frac{3}{4}$ lacs.   | } 197 lacs. |
| Other Municipal towns | ... | ... | 23 $\frac{3}{4}$ lacs.  |             |
| Rural areas           | ... | ... | 193 $\frac{1}{2}$ lacs. |             |

**School-age (6 to 11 years) population (at  
15% of total population.)**

|       |     |     |                        |                          |
|-------|-----|-----|------------------------|--------------------------|
| Boys  | ... | ... | 15 $\frac{1}{2}$ lacs. | } 29 $\frac{1}{2}$ lacs. |
| Girls | ... | ... | 14 lacs.               |                          |

**Actual Number attending Primary Schools  
(on 31st March 17).**

|       |     |     |            |              |
|-------|-----|-----|------------|--------------|
| Boys  | ... | ... | 5.60 lacs. | } 6.94 lacs. |
| Girls | ... | ... | 1.34 lacs. |              |

**Percentage of boys at school to male**

|                          |     |     |        |
|--------------------------|-----|-----|--------|
| Population of school age | ... | ... | 36.10% |
| Percentage of Girls Do.  | ... | ... | 9.45%  |

**64 per cent. of boys and 90 $\frac{1}{2}$  per cent. of girls  
in the Presidency grow completely illiterate.**

**Percentage of children at school to school—  
age population**

|                                  |     |     |       |
|----------------------------------|-----|-----|-------|
| In Municipal Towns except Bombay | ... | ... | 52.2% |
| In Local Boards areas            | ... | ... | 18.6% |



## Total Expenditure in 1916-17.

|                                                                 |             |   |           |
|-----------------------------------------------------------------|-------------|---|-----------|
| From Provincial Fund...                                         | 33.57 lacs. | } | Total ... |
| From Local Funds ...                                            | 6.49 lacs.  |   |           |
| From Bombay Municipal Fund                                      | 5.02 lacs.  |   |           |
| From other Municipal Funds                                      | 6.55 lacs.  |   |           |
| From fees ... ..                                                | 4.73 lacs.  |   |           |
| From public subscriptions in-<br>cluding Christian Missions ... | 7.11 lacs.  |   |           |
| Expenditure per head of population:—                            |             |   |           |

|                                                                                                 |           |
|-------------------------------------------------------------------------------------------------|-----------|
| In Bombay City ... ..                                                                           | Rs. as p. |
| In other Municipal Towns ... ..                                                                 | 0 8 3     |
| In Local Board areas ... ..                                                                     | 0 10 9    |
| Percentage of Expenditure on Primary Education<br>to total expenditure of the Bombay Government | 4.4%      |
| Do. Do. of the Bombay Corporation.                                                              | 3.8%      |
| Do. Do. of other Municipalities.                                                                | 16.0%     |

Government of Bombay has now undertaken to give full ~~one-half grant for Primary Education to all Municipalities, and to revise it every year.~~

A Sum of Rs. 2 lacs is earmarked for giving grants to those Municipalities that adopt Compulsory Education within their areas in 1918-19. In the matter of determining the grant the case of each Municipality will be considered on its own merits.

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Printed by C. S. Deole at the Bombay Vaibhav Press, Servants of India Society's Home, Sandhurst Road, Girgaum, Bombay.

Published by A. V. Thakkar, Secretary Compulsory Education Association, at the Servants of India Society's Building. Sandhurst Road, Girgaum, Bombay.

REPORTS <sup>c</sup>/<sub>p</sub> 10

OF THE

DECCAN EDUCATION SOCIETY

POONA:

FOR

1914-15

POONA

Printed at the *Arya-Bhushan* Press.

1915.

THE  
**DECCAN EDUCATION SOCIETY,**  
 POONA  
 ESTABLISHED 24th OCTOBER 1884

AND

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

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**President.**

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

**Vice-Presidents.**

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| <p>1.* Dr. Sir Ramkrishna G. Bhandarkar, K. C. I. E., Ph. D., LL. D. &amp; C. (<i>Chairman</i>) Poona.</p> <p>2.* Rao Bahadur Sitaram V. Patwardhan, B. A. (<i>Vice-Chairman</i>) Poona.</p> <p>3. Sir Narayan G. Chandavarkar, B. A. LL. B., Bombay.</p> <p>4. The Hon. Sir P. M. Mehta, Bombay.</p> <p>5. Dr. H. H. Mann, D. SC., Poona.</p> <p>6. The Hon. Diwan Bahadur Kashinath R. Godbole, B.A. M. C. E., Poona.</p> <p>7. Mr. Daji Abaji Khare, B. A. LL. B. Bombay.</p> <p>8. Rao Bahadur V. N. Pathak, M. A., Satara.</p> <p>9. The Hon. Mr. C. H. Setalwad, B. A. LL. B., Bombay.</p> <p>10.* Mr. Kashinath B. Marathe, B. A. LL. B., Poona.</p> <p>11. Sardar Nawroji Padamji, Poona.</p> <p>12. Rao Bahadur K. G. Kelkar, Poona.</p> <p>13. The Hon. Lallubhai Samaldas, Bombay.</p> <p>14. Rao Bahadur G. J. Agashe, B. A., Poona</p> <p>15. Rao Bahadur Bapu Purushottam Joshi, Poona.</p> <p>16. Rao Bahadur P. V. Gupte, Thana.</p> <p>17. Mr. Ali Akbar, M. Inst. C. E., Ahmedabad.</p> <p>18. Dr. H. N. Allen, Ph. D. Poona.</p> <p>19. Rao Bahadur W. M. Kolhatkar, Nagpur.</p> <p>20. Diwan Bahadur V. M. Samarth, Baroda.</p> <p>21. Rao Bahadur Ichharambhai Bhagwandas, Poona.</p> <p>22. The Hon. Mr. B. S. Kamat, B. A., Poona.</p> <p>23. Mr. Balak Ram, I.C.S., Poona.</p> <p>24. Rao Bahadur V. T. Agashe,</p> | <p>1. Mr. K. P. Limaye, L. C. E.</p> <p>2. Mr. S. G. Deodhar, B. A.</p> <p>3. Mr. V. K. Rajwade, M. A.</p> <p>4. Mr. G. C. Bhat, M. A.</p> <p>5. Mr. W. B. Patwardhan, B. A.</p> <p>*6. The Hon. Mr. R. P. Paranjpye, M. A., B. SC.</p> <p>7. Mr. K. R. Kanitkar, M. A., B. SC.</p> <p>8. Mr. K. N. Dravid, M. A.</p> <p>9. Mr. V. G. Kale, M. A.</p> <p>*10. Mr. V. B. Naik, M. A.</p> <p>11. Mr. G. B. Kolhatkar, M. A.</p> <p>12. Dr. P. D. Gune, M. A., Ph. D.</p> <p>13. Mr. D. L. Dixit, B. A.</p> <p>14. Mr. G. V. Tulpule, M. A.</p> <p>15. Dr. K. K. Joshi, M. A., Ph. D.</p> <p>16. Mr. M. R. Paranjpe, M. A., B. SC.</p> <p>17. Mr. G. H. Kelkar, M. A.</p> <p>18. Mr. M. K. Joshi, M. A.</p> <p>19. Mr. V. D. Gokhale, M. A.</p> <p>20. Mr. R. D. Ranade, M. A.</p> <p>21. Mr. S. B. Bondale, M. A.</p> <p>22. Mr. S. R. Kanitkar, M. A.</p> <p>23. Mr. V. G. Paranjpe, M. A. LL. B.</p> <p>*24. Mr. H. G. Limaye, M. A.<br/>( <i>Secretary</i> )</p> |
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Life-Members.

\* Member of the Governing Body.

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

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

# REPORT

OF

## The Council

*For the year 1914-1915.*

—:0:—

The Council elected in 1913 continued in office during the year under report. Messrs. V. D. Gokhale, M.A., S. B. Bondale, M. A., R. D. Ranade, M. A., V. G. Paraujpe, M. A., LL. B., S. R. Kanitkar, M. A., were admitted as Life-members. Professor D. K. Karve, B. A., retired in January 1915. He was a zealous and sturdy worker, and the Life-members would have been extremely unwilling to part with him, were it not for the fact that by continuing here he would have been prevented from devoting himself solely to his life's work. The Hon'ble Mr. B. S. Kamat, B. A. Mr. Balak Ram, M. A. I. C. S. and Mr. V. T. Agashe, L. C. E., Executive Engineer, were elected to the Council to make up the number of non-Life-members on the Council.

2 The end of the year was saddened by the death of the Hon'ble Professor G. K. Gokhale, B. A., C. I. E. Words fail to give expression to the deep feelings of sorrow caused by his death. During the last ten years of his Life-membership there was not a single measure of the Society in which he had not taken an active and a prominent part. Especially his work in collecting funds for the Fergusson College Buildings was invaluable and was publicly acknowledged by Dr. Selby, the Chairman of the Council, at the time of the opening ceremony of those buildings by Lord Sandhurst, the then Governor of Bombay. They are perhaps the best memorial of the services he has rendered to the Deccan Education Society. Even after his retirement in 1905, in the midst of the troubles and worries of a strenuous political life, he never forgot his first love. His advice and guidance were always eagerly sought by the Life-members

of the Society and were as readily given by him. In him the Society has lost a steadfast friend and adviser, and India one of her noblest sons.

The Society sustained another loss by the death of Sirdar Coopooswamy V. Moodliar. The Council passed the following resolution about him :--

"That the Council considers it its duty to place on record its deep regret at the death of Sirdar Coopooswamy V. Moodliar, who was a member of the Society since its foundation and a Trustee for the last 21 years, and its high appreciation of the valuable services he rendered to the Society in the latter capacity."

Shrimant Shridharrao Vitthal Natu was appointed a Trustee in his place.

3 Owing to the general disturbance of the financial conditions caused by the great war, Life-members did not go out this year for collection work. The total contributions during the year towards the *General Fund* were Rs. 5818 as against Rs. 21,274-2-0 for the last year.

The following are some of the important contributions and donations towards the *Endowment Fund* of the Society and the New Students' Quarters of the Fergusson College.

Mr. Narayan Balkrishna Brahme, Poona, who has already given Rs. 15,000, again handed over to the Society G. P. Notes of Rs. 15,000, the interest of which is to be used in founding and maintaining a Sciences and Arts Library. The library is to be located in the Fergusson College and is to be under the management of a committee of 3 Professors of Science in the Fergusson College, and five outside experts in Science, with the Principal of the Fergusson College as the Chairman.

Mr. D. L. Vaidya of Bombay gave Rs. 2,500 for the New Students' Quarters for 3 rooms to be given to 3 C. K. Prabhu students of the Fergusson College selected by the Chandrase-niya Kayastha Prabhu Education Society, Bombay.

Mr. Krishnaji Bhikaji Gokhale of Kolhapur has given Rs. 750 for a room in new Students' Quarters, to be named after his brother the late Mr. Ramchandra Bhikaji Gokhale.

The people of Akalkot have contributed Rs. 1,500 for 2 rooms in the New Students' Quarters to be given by preference to students from Akalkot.

Diwan Bahadur K. R. Godbole paid Rs. 600. This is the third instalment towards making up Rs. 10,000 which he has promised for the Navin Marathi Shala.

Mr. Haribhau Babaji Bhapkarh as given a G. P. note of Rs. 1,000 for founding a prize to be called the Haribhau Babaji Bhapkar prize and to be awarded to the highest among Maratha Students who pass the Matriculation Examination from the Society's Institutions.

Mr. N. G. Chapekar, Sub-judge, has given a G. P. Note of Rs. 1,000 for founding a prize to be called "the Ramabai Chapekar Prize" to be awarded to the highest among the Chitpavan Brahmin lady-students passing the First Year Arts Examination from the Fergusson College.

Mrs. Saraswatibai Joglekar has contributed Rs. 700 as an endowment for the benefit of poor students in the Dravid High School, Wai. The late Mr. G. W. Thatte of East Africa has left a legacy of Rs. 750 for founding a Sanskrit prize, a part of which, viz., Rs. 250 has been received.

Mr. S. G. Banker of Bombay has been contributing Rs. 50 annually for supplying magazines for the Chemistry Department of the Fergusson College.

Mr. Balak Ram, M.A., I.C.S., Asstt. District Judge, Poona, has been contributing Rs. 25 every month for several years and his total contribution so far has been more than Rs. 2,500.

The Council has great pleasure in making special reference to two donations received during the year. They were made voluntarily by two past students of the New English School, Poona, in grateful recognition of the help they had received during their career by way of exemption from the payment of fees.

The help which a well-known Poona Pleader has been giving to the Poor Boys Fund of the New English School for

the last two years has been continued. The Brabmin Vidyarthi-Sahayak Mandali of Poona has also been helping poor students by paying the fees of some of them.

4. As the condition of the Society's finances was far from satisfactory, only Rs. 1,000 were added to the Permanent Fund which now stands at Rs. 5,909-5-4.

5. The Foreign Scholarship Fund stands at Rs. 1538-11-10 out of which Rs. 1,000 have been lent to Mr. B. K. Bhate, B. A. (Bom.), B A., (Cantab). The interest for the year has been received.

6. Out of the 75 debentures issued for the new Students' Quarters, 35 have already been sold. The Quarters are under construction and will be ready by June. They will, to a certain extent, minimise the difficulties about accommodation for mofussil students. More accommodation for Lady students of the College is, however, a crying need.

7. The increase in the number of First Year students, who have to perform experiments in Physics, has also made the Physical Laboratory quite insufficient. Larger numbers, again are taking the Science course as re-modelled. This makes the Chemical Laboratory also, which was already too crowded, quite inadequate. Both these Laboratories therefore have to be extended. The Plans and estimates of the first have been approved and the work, which is already begun, will be soon completed. The Plans and estimates of the Chemical Laboratory have been sent to the Government for approval.

The Biological Laboratory is located in the Main Building. The rooms allotted are insufficient for it. More-over, these rooms are badly needed for accommodating some of the regular classes of the College. A separate building for this Laboratory is, therefore, a great necessity.\*

Again, when the Amphitheatre was built it was thought that the two small rooms on the two sides of the entrance would serve for the Students' Reading Room and Library. But the large number of students (it was about 1200 last year) has found the

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\* The Maharaja Holkar has since been pleased to make a donation of Rs. 20,000 for this building.

rooms too small. The Reading Room and Library must, therefore, have a separate small building of its own, containing a Hall capable of accommodating at least 100 readers.\*

8. During the year under report, three open plots of ground have been purchased in Poona City for the use of the Society's institutions. One of these about 28 gunthas in area is opposite the Khabutarkhana another 165' by 95' is situated behind the Raman Bag. The third and the biggest plot is situated in Sadasbiv Peth, and is about 8 acres in area. The purchase of these has solved the problem of physical education of the New English School and the Navin Marathi Shala so far as open space is concerned. The first two plots are already available for use. A large amount will have to be spent before the third and the largest piece can be made fully available. When this is done and a big gymnasium shed is built to replace the old small one, students in both the schools will have sufficient facilities for sports and exercises.

An additional room was built for the New English School Satara at a cost of Rs. 2,250 to provide more accommodation.

9. The Deccan Education Society was founded with the object of spreading education in all parts of the Deccan. In fact, the Fergusson College was started, among other things, with a view that — to quote the words of Principal V. S. Apte on the occasion of its opening ceremony,—it “might become, in times to come, a source of continuous supply of graduates and under-graduates ready to carry education, for a small yet decent remuneration, to the remotest parts of the Deccan, and thus to cover, if possible, the whole country with a network of private schools under the direction and control of a central educational organisation”. The demand for high and middle schools in the mofussil was never so keen as it is at the present day. The Government have already recognised the need of a High School for every district. But the Council goes further and thinks that a High School for every Taluka is indispensable. The want of Schools in the mofussil causes a great

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\*Sir Shapurji Broacha has paid Rs. 10,000 for the building.

rush and congestion in the city schools, which is itself an evil from an educational point of view. It moreover causes many a bright youth to forego the advantages of education. With the demands of the Society's Institutions in Poona increasing every year, the Society has been able so far to take up only one school outside Poona, *viz.*, the Satara New English School. The Society is willing to take under its control more schools in the mofussil; but it is impossible for the Society to take the financial responsibilities for them. It is estimated that besides buildings and initial equipment, an Endowment Fund of at least Rs. 50,000 in the case of a High School, and of Rs. 30,000 in the case of a Middle School is necessary to make the position of the school financially secure. If these conditions are satisfied, the Society would be quite willing to undertake the management.

10. But some schools which are unable to satisfy the conditions stated above, are yet very eager to avail themselves of the prestige and the experience of the Society in the conduct of educational institutions. The Council, therefore, in recent years, has instituted a system of affiliation. The Council does not undertake any financial responsibility, but appoints an Advisory Board of its own Life-Members to help the local Committee in the management. The powers of the Advisory Board correspond, in general, to the powers of the Governing Body of the D. E. Society. Two schools have been so affiliated: (1) the Dravid High School at Wai in 1910, and the Mavji Madhavji School at Umbargaon in 1913. The Advisory Board for both consists of Messrs. H. G. Limaye, K. R. Kanitker and K. N. Dravid. The Mavji Madhavji School at Umbargaon possesses a small building and a fair equipment. The local committee have collected funds amounting to Rs. 15,000. They hope soon to carry the amount to Rs. 30,000 and transfer the institution wholly to the Society. The Dravid High School at Wai receives Rs. 1,000 per year as an Endowment from Mr. B. V. Dravid of Yeotmal, which means practically an Endowment Fund of Rs. 30,000. The local committee at Wai have collected Rs. 6,000 for building purposes. The



School started with five standards and is now a full High School sending up students for the Matriculation.

It is by this method that the Society's object of bringing education to the doors of all in the Deccan can be achieved. As already stated, the financial burden of the Institutions in Poona is far too heavy—much more so in these days of the Great War—to allow of the Society taking any new responsibilities. Strong local bodies must, therefore, help the Society and the Council hopes that with their sympathetic help and co-operation the Society's efforts will be crowned with success.

In conclusion, the Council has to thank the friends and the sympathisers of the Society who have helped forward its work by contributions or in other ways.

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# REPORT

OF

## The Governing Body

*For the year 1914-15.*

The Governing Body is glad to observe that the Fergusson College is in a condition to meet the growing requirements of higher education. The number of Life-Members is increasing and the practice of sending some of them to foreign countries and certain institutions in India for improving their qualifications as teachers is vigorously continued. The results of the University Examinations during the year were satisfactory, three of the candidates for the B. A. having got first class and 8 second class honours. It is also a matter for gratification that two past students of the Fergusson College were successful at the Indian Civil Service examination: So that it is clear that the College maintains its reputation as an efficient institution for giving higher education. It is resorted to by people of all classes from Jahagirdars to labourers, and of all castes from the highest Brahmins to the depressed Shudra. The institution, therefore, maintains its cosmopolitan character. As to the social changes indicated by some of the tables there appears to be no improvement as regards the marriageable age, more than one third of P. E. students having married at or before eighteen years of age.

The services of new Life-Members are made available during the year for the New English School, Poona, and the staff appears to be satisfactory. The Governing Body, however, regrets that one of the teachers should have been guilty of breach of discipline which led to his dismissal. The Governing Body is glad to observe that the newly appointed Government Instructor's work is appreciated by the staff. The kind of work

done by him is already being done by the Superintendent and his assistant. If the Superintendent thinks that one assistant is not sufficient, another should be appointed. Supervision of the work of class teachers and making suggestions to them are highly important for the efficiency of the education given in the School. A note of the Educational Inspector seems to point to the necessity of more careful medical examination of the pupils, especially in matters of eye-sight.

The general impression created by the report is that the New English School, Poona, is doing its work with vigour and that the Superintendent is careful to notice all points connected with the efficient discharge of his duties.

The Governing Body is of opinion that responsible officers of Government should endeavour not to evoke race feelings which, in the end, must prove injurious to all. They, however, regret to find from the correspondence published in the report of the New English School Poona, that the Secretary and the President of the Athletic Association should have failed to make such an endeavour in their dealings with the Superintendent of the New English School, Poona, as regards the disturbance caused by the boys of the Bishop's High School.

The practice of taking boys on excursion-trips to places of historical interest and others possessing good natural scenery, which has a highly educating influence, has been begun in the New English School and the Governing Body hopes that it will be continued.

The Governing Body is glad to observe the expansion of the New English School, Satara. The Satara New English School which is now allowed to admit 350 boys. The remarks of Educational Inspector on his inspection of the School are very encouraging.

The admission of a few girls and of boys of the depressed classes shows that the school is up-to-date in carrying out the advanced ideas of the D. E. Society as well as of educated Indians.

The teaching of Indian music is also a gratifying feature of the school.

The Governing Body is glad to observe that the Hon. Mr. Sharp, the Director of Public Instruction, gave Magic-Lantern lectures to the boys of this school in conjunction with those of the Government High School for a week. He also paid a visit to our School and carried a favourable impression about it, which led to his ordering on his return to Poona that the numerical limit of the pupils should be raised from 300 to 350.

The Governing Body also notices with great pleasure the visit of His Highness the Pant Sachiv of Bhor to the school and his donation to it of Rs. 300/-.

The Navin Marathi Shala intended as a feeder to the New English School, seems to be well conducted and is in an efficient condition. Some members of the Governing Body visited the school at the request of the Superintendent and were gratified by the manner in which the little boys were brought up, being taught not only the conventional three R's. but also to keep themselves clear, and to observe and to act by being made to prepare clay figures and drawings of natural objects. They were also taught gradening which is a useful and healthy exercise.

As it is, the Boarding House seems to be in a good condition. But it is a matter to be wished for that it should be resorted to by a much larger number of boys and its operations extended.

N. E. S. Boarding House.



**REPORT**  
**OF THE**  
**FERGUSSON COLLEGE, POONA.**

—::—

No. 608 of 1915-16.

FERGUSSON COLLEGE OFFICE,  
*Poona, 5th June 1914.*

To,

THE CHAIRMAN,

GOVERNING BODY,

Deccan Education Society,

Poona.

Sir,

I have the honour to submit herewith the report on the working of the College for the year 1914-1915 and trust that it will be found satisfactory.

2. Prof. Karve ceased to work in the Society from January 1915 after completing his period of service. His earnestness, simplicity and patience made him a most efficient teacher both in the class-room and outside. While regretting that he now ceases to be an active member of our staff, we are thankful that he is devoting his spare energy to public work and

Changes in the staff.

hope that the remarkable institutions that he has started will long enjoy his active help. Messrs. S. B. Bondale, M. A. R. D. Ranade, M. A., and S. R. Kanitkar, M. A., were taken on the staff and together with Messrs. V. D. Gokhale, M. A., and V. G. Paranjpe, M. A., LL. B., have become life-members. They will form a valuable addition to our staff. Mr. M. K. Joshi, M. A., returned from Bombay where he had gone for a course of training in the Secondary Teacher's College; so did Mr. G. B. Kolhatkar, M. A., from Bangalore after his two years' course there and Mr. K. K. Joshi, M. A., from Germany after taking his Doctor's degree at Wurzburg University. Mr. V. D. Limaye, B. A., LL. B., left in January and the P. E. composition work is in charge of Mr. V. G. Bhat, B. A. Mr. V. K. Joag, M. A. has also been taken on the staff and will assist Prof. Bhate in place of Mr. Mulay who has left. The science demonstrators continue as before.

3. The total income and expenditure for the year were Rs. 91,139 and 92,049, the figures for the last year being 93,226 and 87,609. The figures for the year would have been higher still but for the change of terms which caused a loss in fees for half a term. This loss was compensated for by the large increase in the number of students during the second term of 1914. The balance with the Bank under liquidation still remains and it is hoped that some dividend may be received in the course of this year. The details of income and expenditure are given in the appendix.

4. The number of students at the end of the year was 1046 as compared with 1188 at the end of the last year. This decrease was due mainly to the change of terms. The students that failed in the November examinations did not join in January as they had another chance in March, though a revision class for the first year was opened which was taken advantage of by some 170 students. The matriculation results

in November was also exceptionally severe while that of the preceding year was very lenient. The numbers are expected to reach a very high figure in the new year. The distribution under classes is as follows :—

| Year.            | M. A. | S. B. A. | J. B. A. | I. E. | P. E. | B. Sc. | L. Sc. (new) | L. Sc. (old) | Unattached | Total. |
|------------------|-------|----------|----------|-------|-------|--------|--------------|--------------|------------|--------|
| 31st March 1915. | 9     | 45       | 203      | 208   | 431   | 17     | 32           | 1            | ...        | 1046   |
| 31st March 1914. | 23    | 118      | 146      | 267   | 593   | 11     | 6            | 24           | ...        | 1188   |
| 31st March 1913. | 8     | 140      | 125      | 214   | 430   | 3      | 14           | 19           | ...        | 953    |

5. The usual statistical tables are given below :—

TABLE I.

Religion or Caste of Students.

| Caste.          | No. | Caste.            | No.  |
|-----------------|-----|-------------------|------|
| Konkanastha ... | 457 | Jains ...         | 10   |
| Deshastha ...   | 249 | Sindhis ...       | 10   |
| Karhada ...     | 61  | Depressed Classes | 2    |
| Saraswat ...    | 30  | Other Hindus ...  | 68   |
| Prabhus ...     | 27  | Mahomedans ...    | 12   |
| Marathas ...    | 35  | Parsis ...        | 3    |
| Gujaratis ...   | 28  | Christians ...    | 7    |
| Lingayats ...   | 47  |                   |      |
|                 |     | Total ...         | 1046 |

TABLE II.

How the College is fed.

|              |     |                     |    |
|--------------|-----|---------------------|----|
| Poona ...    | 293 | Phaltan State ...   | 4  |
| Satara ...   | 67  | Jamkhindi State ... | 13 |
| Sholapur ... | 41  | Sangli State ...    | 31 |

|                      |     |    |                            |    |
|----------------------|-----|----|----------------------------|----|
| Ahmednagar ...       | ... | 33 | Miraj (Senior) State } ... | 14 |
| Nasik ...            | ... | 21 | Miraj (Junior) State }     |    |
| E. Khandesh } ...    | ... | 16 | Kolhapur State ...         | 47 |
| W. Khandesh }        |     |    | Kurundwad State ...        | 10 |
| Thana ...            | ... | 40 | Mudhol State ...           | 12 |
| Kolaba ...           | ... | 56 | Ramdurg State...           | 1  |
| Ratnagiri ...        | ..  | 73 | Aundh State ...            | 1  |
| Bombay...            | ... | 10 | Kagal State ...            | 1  |
| Belgaum ...          | ... | 55 | Jath State ...             | 2  |
| Dharwar ...          | ... | 47 | Kathiawar ...              | 12 |
| Kanara...            | ... | 30 | Berar & Central Provinces  | 3  |
| Bijapur ...          | ... | 41 | Indore State ...           | 1  |
| Gujarat ...          | ... | 35 | Baroda State ...           | 7  |
| Sindh ...            | ... | 10 | Nizam's Dominions ...      | 2  |
| Bhor State ...       | ... | 3  | Mysore State ...           | 12 |
|                      |     |    | Savanoor ...               | 2  |
| Total ...            |     |    | Total ...                  |    |
|                      | 871 |    | 175                        |    |
| Grand Total ... 1046 |     |    |                            |    |

TABLE III.

## Marriage and Age.

| Class.   | Unmarried. | Married. | Total. | Average Age. |
|----------|------------|----------|--------|--------------|
| M. A.    | 5          | 4        | 9      | 22.77        |
| B. Sc.   | 9          | 8        | 17     | 20.29        |
| I. Sc.   | 24         | 9        | 33     | 18.45        |
| S. B. A. | 73         | 72       | 145    | 20.63        |
| J. B. A. | 125        | 78       | 203    | 20.39        |
| I. E.    | 125        | 83       | 208    | 19.23        |
| P. E.    | 317        | 114      | 431    | 18.61        |
|          | 678        | 368      | 1046   |              |



TABLE IV.

## Annual Income of Parents or Guardians.

|                 |     |     |     |     |      |
|-----------------|-----|-----|-----|-----|------|
| Below Rs. 100   | ... | ... | ... | ... | 144  |
| From 100 to 300 | ... | ... | ... | ... | 339  |
| „ 300 to 500    | ... | ... | ... | ... | 197  |
| „ 500 to 1000   | ... | ... | ... | ... | 153  |
| „ 1000 to 2000  | ... | ... | ... | ... | 119  |
| „ 2000 to 3000  | ... | ... | ... | ... | 85   |
| „ 3000 to 6000  | ... | ... | ... | ... | 6    |
| Above Rs. 6000  | ... | ... | ... | ... | 3    |
| Total           |     |     |     |     | 1046 |

TABLE V.

## Occupation of Parents or Guardians

|                            |     |                                                         |     |    |
|----------------------------|-----|---------------------------------------------------------|-----|----|
| Government Servants ...    | 399 | Lawyer ...                                              | ... | 37 |
| State Servants ...         | 72  | Doctors ...                                             | ... | 9  |
| Private Servants ...       | 147 | Engineers...                                            | ... | 0  |
| Government Pensioners.     | 73  | Contractors                                             | ... | 2  |
| State Pensioners           | 2   | Bankers ...                                             | ... | 0  |
| Private Pensioners         | 2   | Merchants                                               | ... | 23 |
| Jahagirdars & Inamdars ... | 98  | Petty Traders                                           | ... | 9  |
| Landlords & Agriculturists | 119 | Handicraftsmen ...                                      | ... | 0  |
| Writers and Editors        | 1   | Labourers...                                            | ... | 0  |
| Priests & Bhikshuks        | 13  | Miscellaneous                                           | ... | 0  |
| Artists                    | 2   | Students who are self-supporting (including Madhukris.) | ... | 38 |
| Total ...                  |     | Total ...                                               |     |    |
| 928                        |     | 118                                                     |     |    |

Grand Total ... 1046

6. The University and the College First Year examination results for November 1914 are as follows :—

UNIVERSITY RESULTS.

| Examination         | Sent up. | First Class. | Second Class. | Honours Pass. | Pass Class. | Total Passed. | Percentage. | University percentage. | College ex-student passed. |
|---------------------|----------|--------------|---------------|---------------|-------------|---------------|-------------|------------------------|----------------------------|
| M. A.               | 23       | 1            | 4             | ...           | 9           | 14            | 60.20       | 71.25                  | ...                        |
| B. Sc.              | 9        | ...          | 1             | ...           | 5           | 6             | 66.20       | 69.44                  | ...                        |
| I. Sc. (Old)        | 5        | ...          | ...           | ...           | 4           | 4             | 80.00       | 33.33                  | ...                        |
| I. Sc. (New)        | 28       | ...          | 10            | ...           | 10          | 20            | 71.30       | 92.15                  | ...                        |
| B. A. (Old)         | 67       | ...          | ...           | ...           | ...         | ...           | 41.53       | 40.29                  | 28                         |
| B. A. (New) Honours | 36       | 3            | 8             | 16            | ...         | 27            | 75.00       | 70.37                  | ...                        |
| B. A. (New) Pass    | 72       | ...          | ...           | ...           | 31          | 31            | 44.40       | 58.01                  | 1                          |
| I. E.               | 273      | ...          | 26            | ...           | 134         | 160           | 58.60       | 65.04                  | 24                         |
| P. E.               | 591      | 4            | 19            | ...           | 182         | 205           | 34.73       | ...                    | 5                          |

The B. A. result was particularly good. In the whole University there were three first class honours men in Mathematics and these were all from this College viz. N. M. Shah, V. N. Bhide and M. L. Chandratre. The first of these got phenomenal marks in Mathematics; he carried off the Duke of Edinburgh Fellowship, Bhide got the Gangadass Rangildas scholarship and N. S. Phadke got the Pralhad Sitaram Patwardhan scholarship in Philosophy. At the Intermediate examination Miss Putalabai Pawar got the Gangabai Bhat scholarship. The M. A. result was also very good. Mr. R. D. Ranade, who is now a life-member, got a first class and Chancellor's and Telang Gold medals in Philosophy and Mr. K. V. Abhyanker—a son of our Shastri—got the Bhagwandass Sanskrit scholarship. Two of our old students Messrs. V. S. Bhide and B. K. Gokhale pass-

ed the I. C. S. examination ; both of them were formerly Dakshina Fellows in this College.

7. The endowed prizes and scholarships are awarded as follows :—

*Dakshina Fellows.*

1. Shah Nagindass Manecklal.
2. Bhide Vinayak Narayan.
3. Chandratreya Mohaniraj Laxman.

*Prizes.*

1. Apte—Shah Naginlal Maneckdass (B. A. 1914).  
Limaye Parashram Mahadeo (I. E. & J. B. A.)
2. Brahme—Shaha Naginlal Maneckdass (M. A. 1915).
3. Janardhan Gopal—Acharya Padmanabh Vyasaraaya,  
(I. E. 1915).
4. Gulve—Gore Moreshwar Wasudeo (J. B. A. 1915).
5. Durgabai Apte—Kelkar Yesoobai (J. B. A. 1915).

*Scholarships.*

1. Annapurnabai Chitale—Ghangrekar Moreshwar Gopal ( J. B. A. II term & Supply. term )
2. Bedarkar—Bhat Vishwas Gangadhar ( S. B. A. II term 1914. ) and Shah Nagindas Maniklal. (S. B. A. II. term 1914.)  
Athawale Ramchandra Balwant ( J.B.A. Supply. term 1915 ).
3. Bhagwat—Joshi Ganesh Dattatraya ( P. E. II term 1914 ).  
Vaze Narayan Krishna :( P. E. Supply. term 1915 ).

4. Brahme—Valimbe Dattatraya Rangnath ( S. B. A. II term 1914 ).
- Nadgir Narayan Bhimrao ( J. B. A. II. term 1914 and S. B. A. Supply. term 1915 ).
- Kalvankar Shivaram Ramchandra ( I. E. II term 1914 ).
- Khuperkar Krishnaji Govind ( P. E. II term 1914 ).
- Lakhundi Rango Krishna ( J. B. A. Supply. term 1915 ).
- Adhyapak Shivram Amrit ( I. E. Supply. term 1915 ).
- Kulkarni Vithal Nagesh ( P. E. Supply. term 1915 ).
5. Dorabji Padamji—Phadke Narayan Sitaram ( S. B. A. II term 1914 ).
- Limaye Parashram Mahadeo ( J. B. A. Supply. term 1915 ).
6. Dravid—*Joshi Yamunabai* ( P. E. II term 1914 ).  
*Kelkar Yessobai* ( J. B. A. Supply. term 1915 ).
7. Govind Hari—Agashe Purushottam Laxman ( P. E. II term 1914 ).
- Joshi Ramchandra Narayan ( P. E. II term 1914 ).  
Lotlikar Vasant Mahadeo ( P. E. Supply. term 1915 ).
- Bhagwat Sakharam Hari ( P. E. Supply. term 1915 ).
8. Jankibai Limaye—Hukeri Shridhar Sido ( I. E. II term 1914 ).
- Huliyar R. D. ( S. B. A. Supply. term 1915 ).

9. Joshi K. P.—Joshi G. W. (B. Sc. Supply. term 1915 and I. Sc. II term 1914).  
 Joshi K. B. (I. Sc. II term 1914).  
 Bhide B. V. (I. Sc. Supply. term 1915).  
 Bodas D. K. (J. B. A. II term 1914 & S. B. A. Supply. term 1915.)
10. Kirane—Kelkar K. S. (P. E. II term 1914).  
 Phatak Yeshwant Ragnath (P. E. Supply. term 1915).
11. Manker—Beri S. G. (J. B. A. II term 1914 and S. B. A. Supply. term 1915).
12. Nene—Chandratre M. L. (S. B. A. II term 1914).  
 Joshi G. M. (J. B. A. Supply. term 1915).
13. Patwardhan—Gore M. V. (I. E. II term 1914 and J. B. A. Supply. term 1915).
14. Nimkar—Nimkar Janardhan Gopal (P. E. II term 1914 & I. Sc. Supply. term 1915).
15. Ramchandra Bhikaji—Bhide H. S. (P. E. II term 1914). Kelkar Y. K. (P. E. Supply. term 1915).
16. Vadadekar—Athawale N. L. (P. E. II term 1914).  
 Nagarkar M. D. (Supply. term 1915).
17. Vinchurkar—Nayak N. V. (J. B. A. II term 1914 and S. B. A. Supply. term 1915).
18. Vishweshwar Ayya—Karpur K. S. (S. B. A. II term 1914). Athawale N. L. (I. E. Supply. term 1915).
19. Limaye Mahadeorao—Bhide B. V. (P. E. II term 1914). Gadgil N. M. (P. E. Supply. term 1915).

*Endowed free and half free studentships..*

1. Brhame—Valimbe D. R. (S. B. A. II term 1914)  
Nadgir N. B. (J. B. A. II term 1914 and S. B. A.  
Supply. term 1915).  
Kalvankar S. R. (I. E. II term 1914).  
Khuperkar K. G. (P. E. II term 1914).  
Lakundi R. K. (J. B. A. Supply. term 1915).  
Adyapak S. A. (I. E. Supply. term 1915).  
Kulkarni V. N. (P. E. Supply. term 1915).
2. Godbole—Godbole P. B. (I. E. II term 1914.)
3. Gondal—Doshi J. J. (J. B. A. II term 1914 &  
Supply. term 1915).  
Shah R. Z. (P. E. II. term 1914 Supply. term  
1915).  
Suraya V. (P. E. II term 1914 & Supply. term  
1915).  
Trivedi R. M. (I. E. II term 1914 & Supply. term  
1915).  
Kothari K. N. (P. E. II term 1914 & Supply-  
term 1915).  
Acharya M. H. (P. E. II term 1914 & Supply-  
term 1915).  
Pandit R. S. (Supply. term 1915 P. E.).  
Kothari H. T. (Supply. term 1915 P. E.).  
Yajnik N. M. (II term 1914 and Supply. term  
1915).
4. Ichalkaranji—Bhate T. M. (I. E. II term 1914  
and Gadre K. T. (P. E. II term 1914.)
5. Mudhol—Kotnis A. N. (J. B. A. II term & Supply.  
term 1915) Kulkarni T. V. (J. B. A. II term 1914  
& S. B. A. Supply. term 1915.)
6. Nimkar—Nimker J. G. (P. E. II term 1914 & Supply-  
term 1915).

7. Ramchandra Bhikaji—Bhide H. S. (P. E. II term 1914). Kelkar Y. K. (Supply. term 1915).

8. Jankibai Limaye—Hukeri S. S. (I. E. II term 1914 Hulyar R. D. (S. B. A. Supply term 1915).

8. The College in the first heat was beaten in the second round of the Northcote Shield competition. The students took part in the Deccan Gymkhana competitions but sports were rather out of the regular order owing to the dislocation of work caused by the short supplementary term. The College magazine continued to flourish under Prof. Kale. He has now resigned his editorship after five years and Prof. Dravid assisted by Prof. Ranade will be the editor from this year.

Sports.

9. The new block of students' quarters is fast approaching completion. Fifty rooms were ready in January and fifty more will be ready soon. Prof. Kanitkar resigned the rectorship after five years and Profs. Kale and Gune were appointed in his place, two being necessary on account of the increased number of students. Even with the increase in accommodation, the hostel is not keeping pace with the demand, very many applications having to be rejected.

Hostel.

10. The College anniversary was not celebrated this year and the usual date March 27th will have to be changed as the College is closed for the vacation at that time. In July Their Excellencies Lord and Lady Willingdon visited the College and Lord Willingdon delivered an address to the students. The Hon. Mr. Hill also gave an address to the students on War and Morality in January 1915.

Visitors.

11. The close of the year was saddened by the death of the Hon. Mr. Gokhale. His death caused universal grief all over the country and the Empire and we in the College were naturally affected. For twenty years Mr. Gokhale was identified with

The late Mr. Gokhale.

the College—which owes its present position greatly to his personality. The College was closed in his memory for a day and when it opened the day after, I gave the students short account of his career especially in connection with the College and the students passed a resolution of sympathy with his family.

12. Finally, I have to thank my colleagues—especially Prof. Patwardhan who was appointed to the Vice-Principalship, a post specially created to relieve me of a part of my work which is getting heavy—for their enthusiastic co-operation.

I have the honour to be

Sir,

Your most obedient servant,

R. P. PARANJPYE,

*Principal.*



**REPORT.**  
OF THE  
**NEW ENGLISH SCHOOL, POONA**  
No. 183 of 1915-16.  
NEW ENGLISH SCHOOL,  
*Poona, 4th June 1915.*

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 1914-15.

2. Prof. M. K. Joshi, who had been deputed to the Secondary Teachers' College at Bombay, returned in September with the diploma of the College. In November he was appointed Assistant Superintendent which office had till then remained vacant. At about the same time, Dr. K. K. Joshi returned from Germany, which led to the introduction of German as a second language in the school since January last. Messrs. V. D. Gokhale, M. A., S. B. Bondale, M. A. and S. R. Kanitkar, M. A., who were made Life-members of the Society during the course of the year, worked partly in the school and partly in the College. The services of Mr. Kumbhare, M. A., S. T. O., a permanent teacher of the Society, hitherto working in the New English School, Satara, were transferred to this school since the beginning of January. Mr. Khadye, M. A., who was taken on the staff in June last, is likely to join the Society as a Life-Member. While we had these important additions to the staff, we suffered a heavy loss in the untimely death of Mr. N. A. Ghanekar, a permanent graduate teacher. Mr. Ghanekar was a man of

strong character and regular habits and had won for himself a reputation as an excellent teacher. Mr. V. R. Joshi, B.A., left the school after five years' creditable service to take up the headmastership of the Poona Native Institution of which he is now a Life-member. Messrs. B. H. Naik, M. A. and K. V. Kelkar, M. A., also ceased working on the staff with other employments in view. One teacher Mr. S. V. Kunte had to be dismissed for breach of discipline.

Three of the teachers working in the school passed the M. A. Examination during the year, one of them, Mr. M. H. Gokhale, being a permanent teacher. Of those who appeared for the Departmental S. T. C. Examination, six passed in the first part, and four, Messrs. G. V. Bhide, R. M. Limaye, V. V. Limaye and C. R. Dharap, in both parts. All these are permanent teachers of the Society. Five teachers Messrs. N. S. Dhavale, S. T. Apte, V. G. Gadgil, V. V. Barve and Ranade passed the Teachers' Examination in three parts conducted by the school. The strength of the permanent staff was also increased by the addition of four teachers Messrs. S. V. Datar, C. R. Dharap, C. W. Kanitkar and S. T. Apte, B. A.

3. The total receipts and expenditure during the year were respectively Rs. 60879-15-8 and Rs. 58831-10-6 as against Rs. 48551 and 46944 respectively for the previous year. Much of the difference in the two sets of figures is explained by the purchase of dual desks and science apparatus. A part is also due to the increase in payments to the staff. What with the enlargement of the body of permanent teachers and the accession of more Life-members this latter item bids fair to swell to justifiable but alarming proportions. Partial relief can only be sought for in the adoption by the Department of the principle of calculating the amount of ordinary grant as one third of the actual expenditure in any year. In sanctioning a grant of Rs. 13568 this year the Department seems to have followed though not avowedly, some such principle. But the merging of the special effi-

ency grant into the ordinary one is not without objection. Its continuation, year after year, over and above the ordinary grant was looked for almost with certainty and dependence was placed upon it in revising the salaries of teachers. Its inclusion in the ordinary grant hereafter can find some justification only if the principle of calculating ordinary recurring grants on the actual expenditure in any year is permanently adhered to. Unless this is done it will be found harder and harder to make the income keep pace with the growing expenses of the school.

4. The average number on the rolls and the average attendance during the year were 1400 and 1223 respectively. These figures compare favourably with the corresponding ones, 1294 and 1100 for the previous years, the reason being that the epidemic which had a fitful though protracted career this year, was at no time so widely or evenly spread in the city as to cause a general scare. It did not, however, fail to reduce appreciably the daily attendance during two or three months and consequently to impede the regular progress of instruction. The number of students on the 31st of March was 1287 as against 1452 on the same day in 1914, the smaller figure for the year under report being due to the fact that the recent supplementary examination has shifted the period of readmissions after examination from January to June.

5. Of 214 candidates sent up for the Matriculation Examination, 71 were successful, the school percentage being just three higher than the University. Of 15 ex-students, 4 managed to pass. In the School Final Examination, 44 passed out of 82 regular students, and 5 out of 12 ex-students.

6. Endowed prizes and scholarships were awarded to the following students :—

Mahadik Scholarship (Sanskrit) Rs. 87-8—V. M. Lotlikar.

„ „ (Marathi) Rs. 87-8—V. M. Lotlikar.

V. K. Ambekar.

Reay Prize (good conduct) Rs. 31-8—V. M. Lotlikar.

Kagal Prize (general proficiency) Rs. 17-8—V. M. Lotlikar.

Patwardhan Prize (Mathematics) Rs. 17-8—Y. R. Phatak.  
V. M. Lotlikar.

Damle-Chiplunkar Prize (Marathi) Rs. 9—V. K. Ambekar.

History prize Rs. 10—V. V. Gupte.

English prize Rs. 10—V. M. Lotlikar.

Bapat Prize (Science) Rs. 17-8—V. M. Lotlikar.  
Y. R. Phatak.

7. Owing to the change of terms in the University the Annual Examination was held in the month of December instead of in September. It will be held in February from next year. The results of this year's examination are given below :—

| Standard. | No. present. | Passes in English. | Pass in 2nd Language | Passes in Vernacular | Passes in Hist. Geo. | Passes in Math. | Passes in Science. | Passes in Drawing. | Passes in all heads. |
|-----------|--------------|--------------------|----------------------|----------------------|----------------------|-----------------|--------------------|--------------------|----------------------|
| VI        | 185          | 87                 | 86                   | 160                  | 97                   | 88              | 145                |                    | 38                   |
| V         | 210          | 129                | 134                  | 117                  | 130                  | 103             | 173                | 170                | 56                   |
| IV        | 196          | 116                | 136                  | 115                  | 126                  | 99              | 120                | 132                | 50                   |
| III       | 149          | 131                |                      | 124                  | 112                  | 135             | 87                 |                    | 66                   |
| II        | 145          | 84                 |                      | 116                  | 109                  | 106             | 93                 |                    | 46                   |
| I         | 67           | 43                 |                      | 47                   | 56                   | 52              | 46                 |                    | 29                   |
| Total ... | 952          | 590                | 356                  | 679                  | 630                  | 583             | 664                | 302                | 285                  |

8. The usual statistical tables are given below

TABLE I,

## Religion or Caste of Students.

|                       |     |           |                   |     |      |
|-----------------------|-----|-----------|-------------------|-----|------|
| Konkanastha Brahmins. | 476 | Lingayats | ...               | ... | 9    |
| Deshastha Brahmins    | ... | 427       | Jains             | ... | 10   |
| Karhada Brahmins      | ... | 107       | Depressed Classes | ... | 3    |
| Saraswat Brahmins     | ... | 13        | Other Hindus      | ... | 45   |
| Prabhus               | ... | 56        | Mahomedans        | ... | 11   |
| Marathas              | ... | 109       | Christians        | ... | 2    |
| Gujaratis             | ... | 15        | Jews              | ... | 1    |
| Marwaries             | ... | 3         |                   |     |      |
| Total                 |     |           |                   |     | 1287 |

TABLE II.

## How the School is fed.

|             |     |     |                      |     |    |
|-------------|-----|-----|----------------------|-----|----|
| Poona       | ... | 806 | Phaltan State        | ... | 1  |
| Satara      | ... | 75  | Jamkhindi State      | ... | 6  |
| Sholapur    | ... | 31  | Sangli State         | ... | 2  |
| Ahmednagar  | ... | 44  | Miraj (Senior) State | ... | 2  |
| Nasik       | ... | 19  | Miraj (Junior) State | ... | 1  |
| E. Khandesh | ... | 21  | Kolhapur State       | ... | 14 |
| W. Khandesh | ... | 12  | Kurandwad State      | ... | 2  |
| Thana       | ... | 22  | Mudhol State         | ... | 7  |
| Kolaba      | ... | 42  | Ramdurg State        | ... | 1  |
| Ratnagiri   | ... | 29  | Aundh State          | ... | 4  |
| Bombay      | ... | 7   | Kagal State          | ... | 1  |
| Belgaum     | ... | 24  | Jath State           | ... | 1  |
| Dharwar     | ... | 5   | Kathiawar            | ... | 3  |
| Kanara      | ... | 2   | Berar and C. P.      | ... | 14 |
| Bijapur     | ... | 8   | Indore State         | ... | 1  |
| Gujarat     | ... | 1   | Baroda State         | ... | 6  |
| Sindh       | ... | 1   | Nizam's Dominions    | ... | 37 |
| Bhor State  | ... | 8   | Mysore State         | ... | 3  |
| Malwa       | ... | 2   | Gwalior State        | ... | 4  |

|                      |     |     |   |               |     |     |   |
|----------------------|-----|-----|---|---------------|-----|-----|---|
| Other States         | ... | ... | 3 | Punjab        | ... | ... | 1 |
| Bengal               | ... | ... | 1 | East Africa   | ... | ... | 3 |
| Madras               | ... | ... | 2 | Other places  | ... | ... | 8 |
| Total ... 1165       |     |     |   | Total ... 122 |     |     |   |
| Grand Total ... 1287 |     |     |   |               |     |     |   |

TABLE III.

## Marriage and Age.

|           | Standard. | Unmarried. | Married. | Total No. of | Average Age |
|-----------|-----------|------------|----------|--------------|-------------|
|           |           |            |          | Students.    |             |
| VII       | 224       |            | 38       | 262          | 18·60       |
| VI        | 195       |            | 14       | 209          | 16·79       |
| V         | 165       |            | 18       | 183          | 16·37       |
| IV        | 205       |            | 10       | 215          | 15·34       |
| III       | 141       |            | 2        | 143          | 13·97       |
| II        | 136       |            | 3        | 139          | 13·36       |
| I         | 134       |            | 2        | 136          | 12·30       |
| Total ... | 1200      |            | 87       | 1287         |             |

TABLE IV.

## Annual Income of Parents or Guardians.

|                 |     |      |
|-----------------|-----|------|
| Below 100       | ... | 102  |
| From 100 to 300 | ... | 236  |
| „ 300 to 500    | ... | 312  |
| „ 500 to 1000   | ... | 250  |
| „ 1000 to 2000  | ... | 190  |
| Above 2000      | ... | 197  |
| Total ...       |     | 1287 |

TABLE V.

## Occupation of Parents or Guardians.

|                       |     |     |             |     |     |    |
|-----------------------|-----|-----|-------------|-----|-----|----|
| Government Servants   | ... | 334 | Lawyers     | ... | ... | 59 |
| State Servants        | ... | 51  | Doctors     | ... | ... | 17 |
| Private Servants      | ... | 211 | Engineers   | ... | ... | 9  |
| Government Pensioners | ... | 113 | Contractors | ... | ... | 25 |
| State Pensioners      | ... | 12  | Bankers     | ... | ... | 12 |

|                             |     |     |                                   |     |     |    |
|-----------------------------|-----|-----|-----------------------------------|-----|-----|----|
| Private Pensioners          | ... | 4   | Merchants                         | ... | ... | 68 |
| Jahagirdars & Inamdars      | ... | 38  | Petty Traders                     | ... | ... | 39 |
| Landlords & Agriculturists. | 194 |     | Handicraftsmen                    | ... | ... | 10 |
| Writers and Editors         | ... | 6   | Labourers                         | ... | ... | 9  |
| Priests & Bhikshuks         | ... | 36  | Miscellaneous                     | ... | ... | 24 |
| Artists                     | ... | ... | Students who are self-            | ... | ... | 5  |
|                             |     |     | supporting (including Madhukris.) |     |     |    |
| Total ...                   |     |     | Total ...                         |     |     |    |
| 1010                        |     |     | 277                               |     |     |    |
| Grand Total ... 1287        |     |     |                                   |     |     |    |

9. Mr. Khare, the Acting Educational Inspector visited the school on two days, the 4th and 7th of August. His remarks on the general working of the school are given below :—

Notes on the New English School, Poona. Inspected on the 4th and 7th August 1914.

1. The conditions necessary for registration have been duly maintained. The attendance is full and regulated by the area of the class rooms.

2. *Light* :—In the Nana Wada classes, light is taken from the left and the classes well arranged. But in the Raman Bag nearly all the classes get the main light from the right which is a mistake. Either the doors must change their places and the boys face to the south, or top-light taken to obviate shadows.

3. *Dual Desks* :—Dual desks of a pattern are used in nearly all classes. 200 were newly made in the year under report. 37 classes now have them. In other respects, the classes are well equipped, though a few seemed to be not quite conveniently arranged.

4. *Science Teaching* :—Provision for science teaching has been made and seemed to be satisfactory. The managers are ready to adopt suggestions, if any, offered by the Inspector of science-teaching.

5. *Manual Training* :—Voluntary Carpentry, according to a course framed by the managers, is taught to about 40 students. This is an optional subject and the average of the boys is 15.

6. Boys' Library :—About 30\* volumes were added to the boys' library during the year and it was said all boys in the upper standards use the library. To encourage extra-reading light holiday books are set in standards VI and VII.

7. *Physical Education* :—Drill is taught regularly. Some classes were made to go through a few exercises very well. It appeared that some effect was produced on the boys, in making them behave in an orderly manner in the class.

*Gymnasium* :—About 50 were found to attend regularly, while a fairly large number practised the dumb-bells and performed on the Malkhamb and took a keen interest in wrestling cleverly.

Cricket and foot-ball teams are formed and played systematically. Indian games of Atyapatya and Khokho are also played under direction.

8. *Teaching Staff* :—Is adequate and academically all qualified. 2 teachers obtained the Secondary Teacher's certificate in 1913, and two have appeared in 1914. The work of the instructor Mr. K. Y. Acharya is sympathetically helped by the Superintendent and seemed to be appreciated by the staff. Some teachers did profit by the Instructors.

9. The inadequacy of supervision noted last year has been to an extent remedied. The middle school has been placed under a separate person and the Superintendent in the main or High School in the Nana Wada, is given an assistant. The progress of the school was generally satisfactory. The notes made by myself and the Deputies are appended. Copies of these notes are supplied to the school.

1. Nearly half the note books called rough were untidy, really rough.

2. Spelling mistakes in the dictated notes were not corrected e. g. *avanging*.

3. Teachers did not seem to recognise the need of seeing that boys held their books properly i. e. at a proper distance and at the proper angle, when reading. This is very necessary unless the school is desirous of, unwittingly as it were, contributing to the

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\* This ought to be 300.



sin of making Indian children suffer from various eye-complaints. A boy who was suffering from astigmatism was allowed to go on spoiling his sight, without the teacher even noticing it. All such cases should be brought to the notice of the parents that they may be treated in time.

10. Records and accounts were examined and found to be carefully kept.

11. Declarations of loyalty were found to have been made by all teachers except the life-members.\*

12. The supplementary grant awarded last year was found to have been fully utilized to improve the salaries of teachers.

13. The suggestions made last year were considered and followed as far as possible.

G. N. KHARR.

Ag. Educational Inspector, C. D.

10. The remarks of the Inspector do not call for any special comment from me except in one or two matters of detail. Most of the class rooms in the Raman bag Building are provided with fairly large windows on both sides, while in the three where the owner of the adjoining house could not be induced to allow windows on his side, light from the top had been already admitted. As to the first two defects noticed in para 9, I have only to say that I am trying to minimise the evil. As to the last, the services of a medical man have now been engaged to examine each and every student and to report to the parents serious cases of defective health. A beginning was made in this direction even last year. But this year the work was done on a wider scale and more systematically.

Remarks on Inspection notes.

11. Only three class rooms now remain to be provided with dual desks, so that in this respect the promise held out in last year's report has been nearly fulfilled. The arrangements for science

Equipment.

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\* This is not correct. The life-members had made the declarations after striking off the third clause.

teaching are now so far complete as to offer sufficient scope for the necessary practical work and the illustration of scientific facts.

12. Since January the simpler kind of woodwork was made a compulsory subject in the three lower standards, side by side with free-hand and instrumental drawing. In the next two standards, a student must choose one of the two. It is intended as far as possible to correlate the teaching of these subjects with that of science, nature study and other subjects. For the present the work aims at imparting a general training in the use of the hand and the eye. At the same time, there is an attempt to so arrange the courses that by the time a student completes his 5th year in school, he should not find it difficult to pass a Drawing or Manual Training Examination.

Manual Training

13. I am happy to find boys making use of their library more and more largely. The books are now classified both according to the nature of the contents and their suitability to the different standards. Every student is provided with a printed catalogue. To meet the pressure of about 500 demands per week, a modified form of the card system of issuing books has been introduced while a full time clerk is placed in charge of the work. The school has also begun to subscribe to a number of periodicals suitable for boys. The large hall in the school is used as a reading room where the boys of each standard have access at stated times, the teachers accompanying them in some cases. Here the boys are free to take down any books they like from the shelves, so that they can look over the contents and make their choice. There are even now signs that the library will soon grow into a particularly useful and pleasing institution.

Library and Reading Room.

14. Quite a new feature in the activity of the school was the organising of trips to places of historical and other interest. Some fifty students accompanied by some of the professors and

Excursions.

teachers visited the Carla Caves and the Forts of Lohagad and Visapur. A large number of boys was taken to see the Mundwa Paper Mill, while a few visited Sinhgad. The individual food and travelling expenses were borne by each student, while expenses of a collective nature were borne by the school. The conduct of the boys was everywhere satisfactory. The trips had to be conducted on a strictly economical basis, so that while the main comforts were carefully looked to, much was left for both boys and teachers to do and to suffer. But we found no grumblers. There prevailed in fact great enthusiasm and a spirit of accommodation and co-operation. I hope to arrange more such trips in future.

15. The Khabutarkhana ground with its two or three acres of playable area was quite insufficient to meet the needs of a large school like this. The Untawalla's Bakhhal and the open space in the Ramanbag were but poor additions to it. We scarcely hoped to secure a sufficiently large piece in its immediate vicinity or even at a moderate distance from it on this side of the river. Fortunately a large field about 8 acres in area, situated near the Lakali-Pool a little to the south of the main road happened to be offered for sale and the Society has purchased it at a cost of Rs. 20000. This when made available will prove a very welcome addition to our playgrounds.

16. The series of cricket matches played under the auspices of the Poona Schools Athletic Association, in which our school was all along successful, was brought to an abrupt termination by an unpleasant incident. The circumstances which forced me to withdraw the school from the Association will be explained by the correspondence printed below. It was a painful wrench to sever our long connection with the Association. In its annual competitions, we have played a distinguished part almost every year. There was, however, a sense of relief when we got free from the intolerance and rigidity of the officials concerned.

Athletic sports and games.

No. 609 of 1914-15.

NEW ENGLISH SCHOOL,  
23rd September 1915.

To,

THE PRESIDENT,  
Poona Schools Athletic Association,  
Poona.

Sir,

I have the honour to place before you the following facts and incidents which occurred on the day of the prize-distribution.

On the day of the prize-distribution, during the recess, a few boys from my school were passing by the main road to the north of the Science College ground: Some boys from the Bishop's High School were there, playing pranks with the street urchins and the fruit-sellers and molesting the passers-by. As my boys passed along, the Bishop's High School boys turned on them. They handled two of the boys very roughly, slapping them in the face and kicking them till the other boys from my school came up to their help after which with a loud hurrah the Bishop's school boys ran to their tent. There were present some boys from other schools such as the Poona High School and the N. M. Vidyalaya who saw the whole affair. My boys could easily have retaliated then and there, but having been strictly warned never to take the law into their own hands, they took their grievance to the Secretary who was, however, too busy then to listen to them. After that they came to me; I wished to have a word with Mr. Griffith immediately, but as he had to receive the guests I waited till the end of the ceremony.

After the ceremony was over, I spoke to Mr. Hider. While I was inducing him to investigate into the matter Mr. Griffith came up and before hearing me out abruptly accused my school of every year sending complaints against other schools. In this he was immediately contradicted by me and this was also borne out by his assistant, Mr. Sirdesai. When making this groundless charge he scarcely realised the responsibility of his position as Secretary, or the gravity of the insinuation in the remark. When

further on, Mr. Hider and myself were discussing the matter with a view to see what could be done he again interrupted us calling Mr. Hider off and peremptorily bidding me to write to the Association which I was unwilling to do, and this too in the presence of my boys and teachers and other gentlemen that had lingered after the ceremony. He quite forgot that he was dealing with the responsible head of one of the competing schools and not a boy or an assistant who could be thus lightly and arrogantly treated. Properly speaking he should himself have helped me by advice and persuasion, to bring about an amicable settlement of the question, before letting it come before the Association. Instead of that he did not even condescend to stop to listen to me. I am compelled to say from past and present experience that it is useless to expect any considerate treatment at his hands or the least sympathy and respect for the feelings of those whom a common cause has brought into contact with him. This conviction together with a feeling of disappointment at seeing that my individual attempts to go through the whole programme of games and sports without a single hitch have failed in this instance and are bound to fail in other instances too for want of a sympathetic handling of such questions, has induced me finally to withdraw altogether from the Association. In doing so I must make mention of the encouragement the Association has hitherto given to sports. But there seems to be something fundamentally wrong which has prevented the work of the Association from being an unmixed good. While, therefore, it pains me to sever the long connection of my school with the Association, I see before me a more promising line of action, in that I shall now be able to do my best with a free hand to develop the love of sports and games among school boys and to achieve what as far as I can see, the Association has failed to achieve.

There would have been no occasion to write to you about this matter if the Honorary Secretary had either the grace or the patience to hear about it orally from me on the day when it occurred. Primarily an affair between the boys of the Bishop's High School and my school, it has received an altogether different turn by the extraordinary conduct of the Secretary in handling

it. There remained nothing for me to do but to write to you as the President of the Association.

I have the honour to be,

Sir,

Your most obedient servant,  
V. B. NAIK,  
*Superintendent.*

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NEW ENGLISH SCHOOL, POONA.

*23rd September, 1914.*

My dear Sir,

I send you a copy of a letter addressed to you as President of the Athletic Association and forwarded through the Hon'y. Secretary.

I have only to add the boys of my school have always been strictly warned to be careful how they behaved towards boys from European schools, for such matters soon take an undesirable racial complexion. Otherwise my boys could easily have taken care of themselves and there would have been no occasion for all that happened since then, including this letter to you in your official capacity.

Mr. Griffith's conduct towards me is one more flagrant instance of the exhibition of bad temper and perfect indifference of which more than one headmaster of a city school has had an unpleasant experience. It gives me very great pain to have to write such a letter and to resign my membership of the Association.

Yours sincerely,

V. B. NAIK,  
*Superintendent.*

W. H. SHARP, Esq.  
Director of Public Instruction, Poona.

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HIGH SCHOOL, POONA.

*5-10-14.*

Sir,

With reference to your No. 609 of 23rd September 1914 which was forwarded to the Director, I am desired by the Director—President of the Poona schools Athletic Association to inform you that your resignation has been accepted. Under such circumstances the Senior and Junior Cricket shields will be handed over to St. Vincent's High School and the Bishop's High School respectively.

I have the honour to be,

Sir,

Your most obedient Servant,  
C. R. GRIFFITH.

As to the Association itself, it did excellent work in arousing interest in sports and games. But in its programme of work, mainly of a competitive character, too much stress was laid on ultimate success or failure, so that attention was diverted from the general problem of physical culture for all boys to that of training a selected few. With a score of boys well-selected and well-trained it was possible for a school without doing much for the rest, to win all the trophies and get more than its due meed of praise. Success or failure thus involved more than a passing and legitimate interest. The result was that the annual season of competitions was a season of much misunderstanding, disappointment and heartburning. This is not surprising when most schools are without play-grounds or gymnasias worth the name and the so-called school competitions are but competitions among boys who happen to belong to this school or that, for whose training the school can claim little credit, but on whose success the reputation of the school is felt to be at stake. The moral support of a general, all-round progress alone can enable a school to take success or defeat in good spirit. What schools want most at present is the means to carry out a scheme of physical culture and sporting activity, embracing a considerable number, if not the whole body, of their students. As long as this is beyond their power, it is unwise to draw them into the arena of competition.

My first efforts, then, were devoted to seeing that each and every boy in the school has full scope, first, for his general physical development, and then, for his taking an active part in some game or sport. Very few boys voluntarily take regular exercise and I find that to create a liking, compulsion must be used to some extent in the beginning. Daily muscular exercise must form a part of boys' regular school work at least for two out of the seven years of his school life. I have selected for this purpose the fourth and fifth years in school when the average age of a boy is about 14 or 15. During the first three years also an hour is set apart daily for play under the teachers' eyes, the object being

the cultivation of general health and activity. As to sports and games the chief difficulty was one of sufficient space, though we have long been comparatively better provided than other schools in this respect. Cricket requires more money and space than any other game; but is the greatest favourite. It has also peculiar advantages as a training in sportsmanship, organisation and self-discipline. On the other hand, the Indian games of Kho-Kho and Atya-Patya require less space and expense; accommodate a larger number, and give more real exercise. With some improvements they also seem capable of promoting the disciplinary and co-operative element. Foot-ball stands mid-way, but for some unaccountable reason, it has not found as much favour among boys as it deserves. With these considerations in view, more encouragement was given to such games as Atya-Patya and Kho-kho while the space allowed to them till now was largely extended. At the same time greater facilities were given to athletic sports such as jumping, running &c.

17. Our efforts were rewarded by a more wide-spread interest in these things even in the course of a few months. In the school tournaments, held in April last more than 120 boys entered the competitions. In many of these, interest had been but newly awakened and yet in a few months they could show surprisingly good progress. They clearly prove that it was quite possible for a boy of ordinary physique to attain skill in some sport or another, to create for himself a new centre of interest and thus to make the best of the opportunities of school life. The prize-distribution took place on the 18th of April. Mr. Bhausahab Lele gave away the prizes and spoke a few words of advice to the boys.

18. Dr. Phatak was kind enough to continue to help us in the work of medical examination of boys. The liberal contribution of Rs. 40 per month for helping poor Brahmin students which a local gentleman has been paying

The school tournaments  
and Prize-distribution.

Acknowledgment of  
help.



for the last three years has proved a great help. The Brahmin Vidyarthi Sahayak Mandali also gave help to some students. To all these, the best thanks of the school are due.

19. The closing days of the year were saddened by the death of the Hon'ble Mr. G. K. Gokhale, which plunged the whole Indian public in the deepest grief. At one time he was the heart and soul of this institution and he used to take the keenest interest in it to the end of his life. The school was closed in honour of his death and the staff and the boys expressed their condolence in a crowded meeting in the school quadrangle.

20. Finally, I have to thank all my colleagues, both Life-members and teachers, for constant help and co-operation.

I have the honour to be,  
Sir,  
Your most obedient servant,  
V. B. NAIK,  
*Superintendent.*

**R E P O R T**  
OF THE  
**NEW ENGLISH SCHOOL, SATARA.**

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No. 14 of 1915-16.

D. E. SOCIETY'S NEW ENGLISH SCHOOL,

*Satara, 8th May 1915.*

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 D. E. Society's New English School, Satara, for the year 1914-15.

2. During the year under report, the services of Mr. V. N. Kumbhare, M. A. S. T. C., one of the permanent teachers in the school being transferred to the Poona school, Mr. V. R. Gadgil, B. Ag., was engaged to fill his place from January 1915. By the transference of Mr. V. N. Kumbhare, the school has lost the services of a popular, conscientious and experienced worker. Two additional teachers Mr. R. G. Ranade, U. S. F., and Mr. V. G. Kolatkar, U. S. F., had also to be engaged from January last owing to the increase in number of boys in the school. The number of teachers, therefore, in the school at the end of the year under report was 17 as against 15 of the previous year, seven of the teachers being permanent servants of the Society.

3. The total net receipts and expenditure for the year were Rs. 13759 and Rs. 13256 as against Rs. 14302 and Rs. 15140 respectively of the previous year. The total fee receipts for the year amounted to Rs. 5916 as against Rs. 5471. The amount of Government Grant for the year amounted to Rs. 4133 as against Rs. 4240. The reduction in the Government grant, it will appear from para 12 below, was in no way due to any defect in the working of the school. Full details of income and expenditure are given in appendix A.

4. The number on the rolls on the 31st of March 1915 was 342 as against 300 of the previous year. The increase is due to the maximum number on the rolls being kindly increased from 300 to 350 by the Director of Public Instruction for which act of kindness the school feels deeply indebted to him. Of these 162 (including one girl) were learning under the High School standards and 180 (including seven girls) under the Middle School standards. Of these seven girls, it is to be specially mentioned, one is a Mahomedan. The average number on the rolls and the average daily attendance were 311 and 294 as against 276 and 257 respectively of the previous year.

5. Of the 22 boys sent up for the Matriculation Examination only 7 passed as against 15 out of 20 of the previous year giving a percentage of 31.82, that of the University result being 29. Of the 25 boys sent up for the School Final Examination 12 passed as against 9 out of 13 of the previous year. The number of boys sent up for and that of those who passed the 3rd, 2nd and 1st Grade Art Examinations were 7, 15 and 20 and 5, 10 and 9 respectively.

6. There were in the school during the year under report 2 High School and 3 Middle School Scholars. There were 12 free students of whom 3 belonged to the backward classes, among these one being a Mahar and one a Mang. The number of half-free students was 11 of whom three belonged to the backward-classes.

7. The usual statistical Tables are given below :—

TABLE I.

Religion or Caste of Students.

|                      |     |     |     |
|----------------------|-----|-----|-----|
| Konkanastha Brahmins | ... | ... | 103 |
| Deshastha            | ,,  | ... | 104 |
| Karhada              | ,,  | ... | 60  |
| Saraswat             | ,,  | ... | 7   |
| Prabhus              | ... | ... | 10  |
| Marathas             | ... | ... | 24  |
| Gujaratis            | ... | ... | 7   |
| Lingayats            | ... | ... | 1   |
| Jains                | ... | ... | 2   |
| Depressed Classes    | ... | ... | 2   |
| Other Hindus         | ... | ... | 15  |
| Mahomedans           | ... | ... | 2   |
| Christians           | ... | ... | 5   |
| Total                |     |     | 342 |

TABLE II.

How the School is fed.

| Names of Districts. | Number. |
|---------------------|---------|
| Satara City         | 128     |
| Satara (District)   | 165     |
| Sholapur            | 1       |
| Poona               | 2       |
| Nasik               | 1       |
| Kolaba              | 3       |
| Ratnagiri           | 8       |
| Bombay              | 2       |

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|                           |     |     |     |     |
|---------------------------|-----|-----|-----|-----|
| Belgaum                   | ... | ... | ... | 4   |
| Bijapur                   | ... | ... | ... | 4   |
| Miraj (Senior) State      | ... | ... | ... | 3   |
| Miraj (Junior) State      | ... | ... | ... | 2   |
| Kolhapur State            | ... | ... | ... | 7   |
| Jath State                | ... | ... | ... | 4   |
| Berar & Central Provinces | ... | ... | ... |     |
| Total                     |     |     |     | 342 |

TABLE III.

## Marriage and Age.

| Class.    | Unmarried. | Married. | Total. | Average. |
|-----------|------------|----------|--------|----------|
| VII       | 24         | 5        | 29     | 18·07    |
| VI        | 26         | 7        | 33     | 17·29    |
| V         | 43         | 6        | 49     | 16·07    |
| IV        | 48         | 3        | 51     | 15·15    |
| III       | 41         | 4        | 45     | 14·36    |
| II        | 66         | 1        | 67     | 14·04    |
| I         | 65         | 3        | 68     | 13·34    |
| Total ... | 313        | 29       | 342    |          |

TABLE IV.

## Annual Income of Parents or Guardians.

| Income in Rupees. | Number. |
|-------------------|---------|
| Below Rs. 100     | 32      |
| From 100 to 300   | 97      |

|                |     |     |
|----------------|-----|-----|
| „ 300 to 500   | ... | 87  |
| „ 500 to 1000  | ... | 66  |
| „ 1000 to 2000 | ... | 43  |
| „ 2000 to 3000 | ... | 12  |
| „ 3000 to 6000 | ... | 3   |
| Above Rs. 6000 | ... | 2   |
|                |     | 2   |
| Total          | ... | 342 |

TABLE V.

## Occupation of Parents or Guardians.

|                                                            |     |     |     |
|------------------------------------------------------------|-----|-----|-----|
| Government Servants                                        | ... | ... | 116 |
| State Servants                                             | ... | ... | 15  |
| Private Servants                                           | ... | ... | 34  |
| Government Pensioners                                      | ... | ... | 31  |
| State Pensioners                                           | ... | ... | 3   |
| Jahagirdars & Inamdars                                     | ... | ... | 4   |
| Landlords & Agriculturists                                 | ... | ... | 72  |
| Priests & Bhikshuks                                        | ... | ... | 5   |
| Lawyers                                                    | ... | ... | 13  |
| Doctors                                                    | ... | ... | 5   |
| Bankers                                                    | ... | ... | 2   |
| Merchants                                                  | ... | ... | 33  |
| Petty Traders                                              | ... | ... | 5   |
| Labourers                                                  | ... | ... | 3   |
| Students who are self-supporting (including<br>Madhukris.) |     |     | 1   |
|                                                            |     |     | 2   |
| Total                                                      | ... | 342 |     |

8. The Annual Examination was held in December last. Of the 258 boys on the rolls (exclusive of 48 boys of standard, Ic, newly admitted and 3 of standard VII) 251 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        | 35            | 18                  | 28                       | 25                                | 21                      | 35                  | 28                  | 12                       |          |
| V         | 31            | 26                  | 26                       | 24                                | 22                      | 31                  | 26                  | 17                       |          |
| IV A      | 24            | 21                  | 19                       | 21                                | 22                      | 22                  |                     | 17                       |          |
| IV B      | 22            | 18                  | 20                       | 21                                | 20                      | 21                  |                     | 17                       |          |
| III       | 33            | 33                  |                          | 32                                | 30                      | 33                  |                     | 29                       |          |
| II A      | 22            | 20                  |                          | 19                                | 17                      | 20                  |                     | 15                       |          |
| II B      | 19            | 16                  |                          | 18                                | 11                      | 20                  |                     | 7                        |          |
| I A       | 33            | 26                  |                          | 25                                | 25                      | 27                  |                     | 19                       |          |
| I B       | 32            | 23                  |                          | 28                                | 27                      | 32                  |                     | 20                       |          |
| Total ... | 251           | 201                 | 93                       | 213                               | 195                     | 241                 | 54                  | 153                      |          |

9. The school had the benefit of magic lantern lectures in September last from Mr. V. N. Ghate, Assistant Deputy Educational Inspector, Poona, who was specially deputed for the purpose by the Department. His lectures were very much liked by the boys and his instructions to Teachers were also valuable.

10. The school had the honour of a visit on the 9th of September last by His Highness The Pant Sachiv, The Chief

of Bhor. He was shown over the school and he seemed to be well satisfied with its working and was pleased to give a donation of Rs. 300 for which the school will ever feel grateful to His Highness.

11. The Annual Inspection of the school by the Educational Inspector, C. D. took place in October last. His general notes on the Inspection are given below:—

“2. The accommodation is good. The building newly built is well lighted and ventilated. It is, however, just enough for the numbers the limit of which has been fixed.

3. The attendance was found to be regular and properly recorded.

4. Staff is all academically well qualified. Three hold the Secondary Teacher's Certificate and two have appeared for the Examination this year. The salaries of 6 or 7 lower assistants deserve to be revised and as the school has been given a supplementary grant this should be thought of.

5. The school is a full course A. V. School. The instruction given is good on the whole. I tested some classes in English and a few in History and Geography and saw the work of some teachers. My remarks on what I saw are appended hereto, as also are those offered by the Assistant Deputies who inspected the work in the other subjects. Copies of the remarks are being forwarded to the Head Master.

6. Physical education is not neglected. The boys are given something in gymnastics, and are all taken through exercises in drill. They also play out-door games. It would be good if inter-school games are played regularly but in a sportsman-like way.

A few exercises in drill and in the use of dumbbells that were shown were really good. Suitable songs are composed to be sung while performing and drill dumbbells. These action songs were gone through with sufficient smartness.



Some ground near the school has been acquired; it will be good if the intervening portion also could be secured, so that the school and the play-ground would be contiguous.

7. There is a teacher of music employed. I found he taught the boys to sing ordinary pieces occurring in the text-books to proper tunes, and also gave some lessons in the notes of Indian music and their combinations. The attempt is a good one and promises to be a success.

8. The behaviour of the boys was satisfactory. There are a few girls in this school and it appeared they were properly treated both by the teachers and the boys.

9. Declarations of loyalty have been duly taken.

10. Record and registers were examined and found to have been correctly kept up-to-date.

11. The total admissible expenditure of the school during the year—was Rs. 12,439 and the fixed grant of Rs. 3,283 is admissible. I recommend that it may be given, as also an additional grant of Rs. 590. The increase in salaries shown last year has been maintained, but it may be suggested as stated in para 4 above that the posts of teachers be raised so as to induce men to stay permanently and take a greater interest."

12. It will appear from the above remarks that the Educational Inspector was on the whole satisfied with the general working of the school. In the annual report of the Department for the year 1913-14, the school had the honour of a special mention and is described as "excellently managed". In para 11 of his remarks the Educational Inspector recommends an additional grant of Rs. 590 over and above the usual fixed grant of Rs. 3283, and also certifies that "the increase in salaries shown last year has been maintained". In para 4 it is remarked that the salaries of some of the lower teachers deserve to be revised and it is added, that as the school has been given a supplementary grant this should be thought of. I was, therefore, naturally led

to think that the school was going to receive for the year an additional grant of Rs. 590 over and above the usual supplementary grant of Rs. 8). But to my utter surprize I found when the bill for grant was received that although the fixed grant of the school was increased from Rs. 3283 to Rs. 3873, that is by Rs. 590, the supplementary grant of Rs. 820 being altogether discontinued, the school was a loser in the bargain by Rs. 230. I immediately wrote to the Educational Inspector showing how the school was made unjustly to suffer in the matter of the discontinuance of the supplementary grant and after a long and anxious waiting, the hopeful reply was received from him on the 17th of February last that "my letter was not yet finally disposed of and that arrangements will, if possible, be made for awarding a supplementary grant if funds become available by the end of March next". But I was disappointed to learn from his letter of the 31st March last "in view of the existing financial difficulties, no further grant could be sanctioned to this school for the current year". It must, however, be gratefully acknowledged that the Educational Inspector kindly passed my bill for the Drawing grant of Rs. 260-8-0 as a "special case although the Drawing grant for the year had been denied to good many schools for want of funds". I have, therefore, great hopes that he will kindly see that my grievance in the matter of the supplementary is redressed next year.

13. The school had this year the special privilege of listening to the very lucid, interesting and instructive Magic Lantern Lectures of the Hon'ble Mr. Sharp, M. A. the Director of Public Instruction. He was pleased to select the open quadrangle of the N. E. School for his lectures and the boys and teachers both of this school and the Government High School had a rich treat for one whole week, the series extending from the 16th to the 22nd November. The Director of Public Instruction was also pleased to honour the school with a visit and appeared on the whole satisfied

with what he saw of the working of the school. At the end of the visit he was pleased to inquire if I had any grievance and on my referring to the limit of numbers imposed on the school, he was kind enough to promise that he would consider the question and almost immediately after he left Satara, I received an order increasing the maximum limit from 300 to 350. His visit to the school will thus continue to be ever gratefully remembered by the school.

14. In consequence of the maximum limit being raised from 300 to 350 the present building was found rather insufficient and I had to approach the Council with a request to have it extended at least by one more room and the Council I am thankful to say, was pleased to sanction in January last an expenditure of Rs. 2250 for the same. In the meanwhile the desirability of erecting, if possible, one more room being brought to the kind notice of Rao Saheb R. R. Kale, he generously offered a donation of Rs. 2000 for the purpose on certain conditions and the Council passed the following resolution on the 30th of March last :—

“That the offer of Rs. 2000 from Rao Saheb R. R. Kale of Satara for construction of an additional room in the New English School, Satara, on condition that it should be called “The Kale’s Library” ( his brother Mr. G. R. Kale having supplied most of the books and cupboards costing nearly Rs. 3000 and he having promised to bear the greater portion of the expenditure required for the room ) be accepted with best thanks of the Council.

15. The Science Inspector Mr. Pratt paid a flying visit to the school in February last with the object of ascertaining the arrangements made for the teaching of Science in the school and giving the necessary instructions. He disapproved the idea of having two separate rooms for experiments in Chemistry and Physics and has given directions regarding the arrangements to be made for combining both these, which are in progress and will be completed before the school reopens after the Summer vacation.

16. The social gathering of the past and present students of the school as also the Shimaga gathering that preceded it were as usual a complete success, the former having the honour of a very valuable address from Dr. Gune, M. A., of the Fergusson College.

17. I am sorry to say that the very useful help the needy boys in the school used to receive from the Local Poor Boys Fund has been discontinued from June last owing to want of funds. This is one more instance of institutions dying for want of sincere workers.

18. I have again to thank Rao Saheb Dongre for his donation of Rs. 25 to be spent on the school play-ground. I have also to thank 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.

19. My best thanks are also due to Mr. Balakram, I.C.S. Ag. District Judge and a Patron of the Society for his handsome present of nearly 150 volumes bearing on English and Sanskrit literature, History, Philosophy and Natural Science, to the School Library.

20. In conclusion, I have to thank all my colleagues for their hearty co-operation in the work of the school as also 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.*

REPORT  
OF THE  
**NAVIN MARATHI SHALA.**

—:o:—

NAVIN MARATHI SHALA,  
*Poona : 22nd May 1915.*

To,

THE CHAIRMAN,  
GOVERNING BODY,

Deccan Education Society,  
Poona.

Sir,

I have the honour to submit the report on the working and the general condition of the Navin Marathi Shala for the year 1914-15.

2. I took charge of the Superintendentship of the Shala from Prof. G. C. Bhate in November 1914. The total number of teachers on the staff is 27, out of which 16 are trained and 11 untrained, one of the latter being a special teacher in clay-modelling. Three of the teachers, *viz.* Messrs. V. V. Sane, P. C. Kunte, and T. G. Moghe secured First Year's certificates this year. It is a matter for satisfaction that teachers in the Shala are very desirous of securing teaching qualifications and as many as nine teachers have applied to the Educational Inspector for permission to appear for First and Second year examinations of the Training College. Two new special teachers have been appointed to teach drawing and clay-modelling, and these subjects are now taught to all the standards. There are no changes in the staff except those mentioned above.

3. During the year under report, the number of boys on the rolls on the last day of the year was 521 as against 700 last year. This fall in the number is due to two causes. The Sadashiv Peth Branch of this School, with its strength of 100 boys had to be closed on account of want of funds and on account of the fact that the 'local need' there was not so pressing as to warrant the extra expenditure of Rs. 725 over and above the fee receipts which never exceeded 200 rupees in a year. The fall in the number was also partly due to the fact that it was decided to abolish the fifth standard gradually. During the year under report, there were four divisions of the fifth standard, and during the next year the School will not have more than two. The Society maintains this School as a feeder to the New English School; but at the same time, it must be remembered that the Society cannot afford to allow the annual contribution to go beyond a certain maximum. The average contribution of the Society for every boy taught in this School works out at five rupees and the total amount so contributed is Rs. 3600 during the year. It was felt that the time had come when the number of children should be restricted and also the contribution to maintain the School. The Wada, in which the School is located, cannot accommodate more than 600 children and this may be expected to be the natural limit.

The average number on the rolls was 643 and the average daily attendance was 572, during the year under report, as against 601 and 497 respectively of the year previous.

4. The income from fees was Rs. 1772 as against Rs. 1883 of the previous year. The School received Rs. 2121 as the efficiency grant from the Department. This is the second year when this increased grant was received. The total income from all sources was Rs. 9310 as against Rs. 7373 of the previous year and the total expenditure was Rs. 8695 as against Rs. 7112 of the previous year. This increase of income and expenditure is partly due to the construction of urinals

and special repairs of the play-ground made available to the School by the Deccan Education Society. The Society's total contribution during the year under report including these two new items was Rs. 4053.

5. The School was inspected by the Deputy Educational Inspector, Poona, as usual, and his remarks given below speak for themselves about the quality of instruction imparted in this School :—

General remarks and recommendations by the Deputy Educational Inspector :—

Last year's Head Master Mr. Sane passed the Matriculation examination and is at present studying in the Fergusson College. The present Head Master Mr. Chiplunker is equally zealous and hardworking and has almost succeeded in maintaining the efficiency of the school. The attendance though increased by a few pupils was satisfactory in spite of the disturbance of plague for more than three months. Quality of instruction throughout appeared to be generally good. Object lessons were well given to the pupils and were well understood by them. The subject of Geography was attempted by the trained masters in the spirit of the new methods. Drawing was fairly taught Physical education too was well attended to. The school on the whole showed good progress which is creditable to the management and supervision of the members of the Society. Declarations of loyalty are in order. Last year the Society has spent Rs. 6878 on this Institution and the last year's grant of Rs. 2121 may be awarded.

Though the year under report was not free from plague, the School attendance was not much affected. I am sorry to note that one of the teachers of this School, Mr. Ranganath Shankar Khade, died of plague. He was a young and enthusiastic teacher and so the School has suffered a great loss by his death.

6. The results of the annual examination held in September 1914 are as shown in the table below :—

| Class.          | Passed in English           | Passed in Arith-<br>metic.     | Passed in Marathi | Passed in Dicta-<br>tion and Writing. | Passed in History<br>and Geography. | Total No.<br>of Boys. |                  | Passed in all sub-<br>jects. |
|-----------------|-----------------------------|--------------------------------|-------------------|---------------------------------------|-------------------------------------|-----------------------|------------------|------------------------------|
|                 |                             |                                |                   |                                       |                                     | No. on<br>roll.       | Boys.<br>Present |                              |
| St. V           | 64                          | 88                             | 85                | 83                                    | 82                                  | 113                   | 111              | 7*                           |
| St. IV          |                             | 110                            | 131               | 109                                   | 77                                  | 149                   | 142              | 89                           |
| St. III         |                             | 65                             | 83                | 72                                    | 84                                  | 94                    | 92               | 51                           |
| St. II          |                             | 88                             | 89                | 91                                    | 91                                  | 106                   | 102              | 81                           |
|                 | Ujalani<br>and<br>Counting. | Reading<br>and<br>work-writing | Drill.            | Story-telling.                        |                                     |                       |                  |                              |
| St. I           | 70                          | 64                             | 58                | 66                                    |                                     | 78                    | 75               | 58                           |
| Infant          | 35                          | 42                             | 40                | 30                                    |                                     | 49                    | 46               |                              |
| Begin-<br>ners. | 64                          | 68                             | 87                | 59                                    |                                     | 140                   | 125              |                              |

7. I give below the usual statistical tables :—

TABLE I.

Religion or Caste of Pupils.

|                      |     |     |     |
|----------------------|-----|-----|-----|
| Konkanastha Brahmins | ... | ... | 212 |
| Deshashtha Brahmins  | ... | ... | 104 |
| Karhada Brahmins     | ... | ... | 26  |
| Saraswat Brahmins    | ... | ... | 5   |
| Prabhus              | ... | ... | 10  |

\* One division had no English.



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|              |     |     |     |     |     |
|--------------|-----|-----|-----|-----|-----|
| Marathas     | ... | ... | ... | ... | 116 |
| Lingayats    | ... | ... | ... | ... | 1   |
| Jains        | ... | ..  | ... | ... | 2   |
| Other Hindus | ... | ... | ... | ... | 42  |
| Mahomedans   | ... | ... | ... | ... | 2   |
| Christians   | ... | ... | ... | ... | 1   |
| Total ...    |     |     |     |     | 521 |

TABLE II.

How the School is fed.

|                      |     |     |     |     |     |
|----------------------|-----|-----|-----|-----|-----|
| Shanwar Peth         | ... | ... | ... | ... | 279 |
| Narayan Peth         | ... | ... | ... | ... | 94  |
| Sadashiv Peth        | ... | ... | ... | ... | 61  |
| Budhwar Peth         | ... | ... | ... | ... | 11  |
| Shukrawar Peth       | ... | ... | ... | ... | 11  |
| Kasba Peth           | ... | ... | ... | ... | 13  |
| Nhyhal Peth          | ... | ... | ... | ... | 2   |
| Rasta Peth           | ... | ... | ... | ... | 1   |
| Ganesh Peth          | ... | ... | ... | ... | 4   |
| Rawiwar Peth         | ... | ... | ... | ... | 3   |
| Pulachi Wadi         | ... | ... | ... | ... | 2   |
| Bhamburda            | ... | ... | ... | ... | 15  |
| Fergusson College    | ... | ... | ... | ... | 14  |
| Agricultural College | ... | ... | ... | ... | 10  |
| Kotharud             | ... | ... | ... | ... | 1   |
| Total ...            |     |     |     |     | 521 |

TABLE III.

Marriage and Age.

| Class. | No. of Students<br>unmarried | No of Students<br>married. | Total No.<br>of Students. | Average<br>Age. |
|--------|------------------------------|----------------------------|---------------------------|-----------------|
| V      | 50                           | 0                          | 50                        | 11.45           |
| IV     | 100                          | 0                          | 100                       | 11.24           |

|           |       |       |       |      |
|-----------|-------|-------|-------|------|
| III       | 113   | 0     | 113   | 9.30 |
| II        | 67    | 0     | 67    | 8.68 |
| I         | 54    | 0     | 54    | 8.45 |
| Infant    | 29    | 0     | 29    | 8.34 |
| Beginners | 108   | 0     | 108   | 7.23 |
|           | <hr/> | <hr/> | <hr/> |      |
|           | 521   | 0     | 521   |      |

TABLE IV.

## Annual Income of Parents or Guardians.

|       |                |     |       |     |
|-------|----------------|-----|-------|-----|
| Below | Rs. 100        | ... | ...   | 98  |
| From  | Rs. 100 to 300 | ... | ...   | 184 |
| „     | 300 to 500     | ... | ...   | 110 |
| „     | 500 to 1000    | ... | ...   | 87  |
| „     | 1000 to 2000   | ... | ...   | 31  |
| „     | 2000 to 3000   | ... | ...   | 11  |
|       |                |     | <hr/> |     |
|       |                |     | Total | 521 |

TABLE V.

## Occupation of Parents or Guardians.

|                                |     |     |     |
|--------------------------------|-----|-----|-----|
| Government Servants            | ... | ... | 155 |
| Private Servants               | ... | ... | 139 |
| Government Pensioners          | ... | ... | 26  |
| Jahagirdars and Inamdars       | ... | ... | 17  |
| Landholders and Agriculturists | ... | ... | 28  |
| Priests and Bhikshuks          | ... | ... | 31  |
| Lawyers                        | ... | ... | 11  |
| Doctors                        | ... | ... | 4   |
| Contractors                    | ... | ... | 3   |
| Merchants                      | ... | ... | 43  |
| Petty Traders                  | ... | ... | 12  |

|                                                          |     |     |     |     |
|----------------------------------------------------------|-----|-----|-----|-----|
| Handicraftsmen                                           | ..  | ... | ... | 30  |
| Miscellaneous                                            | ... | ... | ... | 16  |
| Students who are self-supporting ( including Madhukris ) | ... | ... | ... | 6   |
| Total ...                                                |     |     |     | 521 |

8. The prize distribution ceremony of the School was celebrated as usual with great enthusiasm on the part of both teachers and boys Prof R. D. Ranade distributed the prizes and at my request addressed a few words of advice to the young children of the School.

9. The School has this year been fortunate in securing a new play-ground at a distance of 4 minutes' walk from the School house, in front of the Khabutarkhana, the play-ground of the New English School. The area of the ground is nearly three-fourths of an acre and it is being cleared and made ready for use. It is hoped that it will provide sufficient space for children to enjoy their games.

10. Before concluding my report, I have to thank the members of the School Committee for their kind advice and hearty co-operation. I have also to thank all the teachers, without whose enthusiastic and unstinted help, the School could not have maintained the present level of efficiency. Messrs. Sane and Chiplunkar deserve my special thanks for their tact in managing the School and keeping a high standard of discipline.

I have the honour to be,

Sir,

Your most obedient servant,

K. R. KANITKAR,

*Superintendent.*

REPORT  
OF THE  
**N. E. S. BOARDING HOUSE, POONA.**

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New English School Boarding House,  
*Poona, 30th April 1915.*

To

**THE CHAIRMAN,**  
Governing Body,  
Deccan Education Society,  
Poona.

Sir,

I have the honour to submit the annual report on the working of the N. E. S. Boarding House, Poona, for the year 1914-1915.

2. Of the three resident teachers Messrs. Tilak and Deodhar left the Boarding House in November last, as they intended to prosecute their college course. Mr. Datar, the gymnastic teacher, being unable to work in the Boarding House, another man had to be engaged in his place. The number of boarders from January being very low on account of plague, the services of only one new teacher were engaged. Mr. Navathe, a graduate, continued to work and is still on the staff. The work of Messrs. Tilak and Deodhar was to my satisfaction and I thank them both for their sincere and useful services to the Boarding House. The resident teachers have to work daily for about six hours. They have not only to coach the boarders, but also to supervise their work and general behaviour. They practically live among the boarders and create a healthy atmosphere for the formation of character.

3. The total receipts during the year under report were Rs. 10,572 as against Rs. 7,496 of the Receipts and Expenditure. last year, and the total expenditure was Rs. 11,032 as against Rs. 8,324 of the previous year. The deficit of Rs. 460, which is only nominal, is due partly to the cost of permanent repairs and partly to the fall in the number of boarders in plague months. A sum of Rs. 249 was contributed by the Society for permanent repairs on the Gadre Wada. In my last annual report I had noted how the Boarding House has to pay to the D.E. Society every month a sum of Rs. 94 by way of house-rent and fire insurance charges, exclusive of the monthly burden of Rs. 25 for ordinary repairs. The Boarding House was exempted from the payment of house-rent and fire insurance charges for plague days. For the year under report the number of boarders being very low during the three plague months, the Boarding House was excused the house-rent for these three months, i.e., Rs. 225. Thus the cost of permanent repairs and the house-rent in plague days explain the deficit, which was met from the contribution of the D. E. Society. The concession given by the Board in respect of house-rent in plague days has enabled the Boarding House to start a Reserve Fund.

4. The number of boarders on the last day of the year under report was 61 as against 71 on the last Number of Boarders. day of the previous year. The average number of boarders on the roll and average attendance were 67 and 59 as against 91 and 81 of the last year. The fall in number is due to the outbreak of plague. It is worth while to note here that the Boarding House was not closed this year in plague days. Everybody knows how the annual visits of plague affect the studies and general progress of students. Now that inoculation is growing popular, I wished by way of experiment, to keep the Boarding House open in plague days admitting only such students as would get themselves inoculated. I, therefore, sent a letter to all

the guardians informing them of my intention and requesting them to write to me if they were willing to keep their wards in the Boarding House under the proposed conditions. I am glad to say that many of the guardians were quite willing to accept the proposal. No doubt, the number of boarders was rather low, but this was quite natural as it was only the first time when the Boarding House worked in plague days. I am sure if the practice is continued the Boarding House will not fail to have a sufficiently large number of boarders in plague months. Dr. V.B. Bapat, L. M. & S. was kind enough to come to the Boarding House and inoculate the boarders. My sincere thanks are due to him for the services which he so readily and willingly rendered to the Boarding House.

5. The boarders regularly took some kind of physical exercise under the supervision and guidance of Mr. Datar. There is a large demand for the game of cricket which the boarders could not play for want of a play-ground. The Society having now purchased a large piece of ground for the use of its institutions, it will not be very difficult for the Boarding House to secure a plot for the use of its inmates. The practice to arrange occasional trips to various places of historical and other interests has been continued.

6. Out of 16 boarders sent up for the Matriculation University Results Examination, 5 came out successful.

7. I give below the usual statistical tables :—

TABLE I.

Religion or Caste of Students.

|                      |     |     |    |
|----------------------|-----|-----|----|
| Konkanastha Brahmins | ... | ... | 12 |
| Deshastha Brahmins   | ... | ... | 27 |
| Karhada Brahmins     | ... | ... | 1  |

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|                   |     |     |     |    |
|-------------------|-----|-----|-----|----|
| Saraswat Brahmins | ... | ... | ... | 3  |
| Prabhns           | ... | ... | ... | 6  |
| Marathas          | ... | ... | ... | 8  |
| Gujaratis         | ... | ... | ... | 1  |
| Lingayats         | ... | ... | ... | 1  |
| Other Hindus      | ... | ... | ... | 2  |
| Total             |     |     |     | 61 |

TABLE II.

How the Boarding House is fed.

|             |     |    |                           |     |    |
|-------------|-----|----|---------------------------|-----|----|
| Poona       | ... | 2  | Gujarat                   | ... | 1  |
| Satara      | ... | 7  | Jamkhandi                 | ... | 1  |
| Sholapur    | ... | 2  | Miraj (Senior) State      | ... | 1  |
| Ahmednagar  | ... | 2  | Kolhapur State            | ... | 6  |
| Nasik       | ... | 3  | udhol State               | ... | 1  |
| E. Khandesh | ... | 2  | Berar & Central Provinces | 4   |    |
| W. Khandesh | ... | 1  | Indore State              | ... | 1  |
| Thana       | ... | 4  | Baroda State              | ... | 3  |
| Kolaba      | ... | 3  | Nizam's Dominions         | ... | 10 |
| Ratnagiri   | ... | 1  | Dewas State               | ... | 1  |
| Bombay      | ... | 1  | Gwalior State             | ... | 1  |
| Belganm     | ... | 3  |                           |     |    |
| Total       |     | 32 | Total                     |     | 29 |
| Grand Total |     |    | 61                        |     |    |

TABLE III.

Marriage and Age.

A—Marriage.

|                           |     |     |    |
|---------------------------|-----|-----|----|
| No. of Students married   | ... | ... | 7  |
| No. of Students unmarried | ... | ... | 54 |
| Total                     |     |     | 61 |

## B—Age.

|               |     |     |     |    |
|---------------|-----|-----|-----|----|
| Below 10      | ... | ... | ... | 2  |
| From 10 to 12 | ... | ... | ... | 6  |
| From 12 to 14 | ... | ... | ... | 9  |
| From 14 to 16 | ... | ... | ... | 14 |
| From 16 to 18 | ... | ... | ... | 22 |
| From 18 to 20 | ... | ... | ... | 5  |
| From 20 to 22 | ... | ... | ... | 3  |
| Total ...     |     |     |     | 61 |

## TABLE IV.

## Annual Income of Parents or Guardians.

|                      |     |     |    |    |
|----------------------|-----|-----|----|----|
| From Rs. 500 to 1000 | ... | ... | 10 |    |
| „ 1000 to 2000       | ... | ... | 24 |    |
| „ 2000 to 3000       | ... | ... | 13 |    |
| „ 3000 to 6000       | ... | ... | 14 |    |
| Total ...            |     |     |    | 61 |

## TABLE V.

## Occupation of Parents or Guardians.

|                              |                  |     |    |
|------------------------------|------------------|-----|----|
| Government Servants ...14    | Doctors          | ... | 1  |
| State Servants ...10         | Private Servants | ... | 3  |
| Government Pensioners ... 1  | Lawyers          | ... | 11 |
| Jahagirdars and Inamdars 7   | Merchants        | ... | 5  |
| Landlords & Agriculturists:9 |                  |     |    |
| Total ...                    |                  | 45  |    |
| Total ...                    |                  |     | 61 |

Grand Total ... 61



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In conclusion I have to thank Messrs. Bhate and Navathe for their zealous and regular work.

I have the honour to be,

Sir,

Your most obedient servant,

G. V. TULPULE,

*Superintendent.*

# APPENDIX A.

## I a.

### List of Endowments.

*With the Deccan Education Society, Poona.*

| Serial No. | Year. | Name of Endowment. | Name of the Donor.                                        | Amount. | How utilised.            |                                | How invested.                                           | Amount of interest. |     |
|------------|-------|--------------------|-----------------------------------------------------------|---------|--------------------------|--------------------------------|---------------------------------------------------------|---------------------|-----|
|            |       |                    |                                                           |         | Name of the Institution. | Object.                        |                                                         |                     |     |
| 1          | 1883  | Kagal Prize.       | Shrimant Abasabeb Ghatage. Chief of Kagal, Kagal.         | 500     | N. E. S. Poona.          | General.                       | Post Office Savings Bank.<br>3½ p. c.—Govt. Pro. Notes. | 17                  | 8 0 |
| 2          | 1884  | Fergusson „        | Sir James Fergusson, England.                             | 1300    | Fergusson College.       | General<br><i>P. E. Class.</i> | Do. Do.                                                 | 45                  | 8 0 |
| 3          | 1885  | Kirane „           | Gangadhar Ramkrishna Kirane Esq., State Engineer, Sangli. | 1500    | Do.                      | Mathematics.                   | Do. Do.                                                 | 52                  | 8 0 |

|    |         |                     |                                                |      |                   |                                              |                               |     |    |   |   |
|----|---------|---------------------|------------------------------------------------|------|-------------------|----------------------------------------------|-------------------------------|-----|----|---|---|
| 4  | 1885    | S.V. Patwardhan     | „ R. B. S. V. Patwardhan, Poona.               | 500  | N. E. S. Poona.   | Do.                                          | Do.                           | Do. | 17 | 8 | 0 |
| 5  | 1886    | Keshav Bapat        | „ R. S. Bhalchandra Trimbak Bapat, Poona.      | 500  | Do.               | Science.                                     | Do.                           | Do. | 17 | 8 | 0 |
| 6  | 1886    | Gulve               | „ Vithoba Khandappa Gulve Esq., Panwel.        | 500  | Ferguson College. | Mathematics<br><i>I. E. Class.</i>           | Do.                           | Do. | 17 | 8 | 0 |
| 7  | 1890-91 | Damle-Chiplunkar    | „ Hari Krishna Damle Esq. Poona                | 300  | N. E. S. Poona.   | Marathi.                                     | Do.                           | Do. | 10 | 8 | 0 |
| 8  | 1890-91 | Lord Reay           | „ Lord Reay, England.                          | 1000 | Do.               | Good conduct.                                | Do.                           | Do. | 25 | 0 | 0 |
| 9  | 1892-93 | G.K. Bhatvadekar    | „ Sir Bhalchandra Krishna Bhatvadekar, Bombay. | 1000 | Ferguson College. | General<br><i>I. E. Class</i>                | Port Trust Bonds              |     | 40 | 0 | 0 |
| 10 | 1892-93 | O. N. Apte, Prizes. | V. N. Apte Esq., Poona.                        | 1000 | Do.               | General<br><i>I. E. &amp; B. A. Classes.</i> | Deccan Paper Mills. 2 Shares. |     | 60 | 0 | 0 |

## APPENDIX A. (Continued.)

| Serial No. | Year.   | Name of Endowment.              | Name of the Donor.                      | Amount. | How utilised.            |                      | How invested.                                           | Amount of Interest. |   |   |
|------------|---------|---------------------------------|-----------------------------------------|---------|--------------------------|----------------------|---------------------------------------------------------|---------------------|---|---|
|            |         |                                 |                                         |         | Name of the Institution. | Object.              |                                                         |                     |   |   |
| 11         | 1893-94 | Yadneshwar Bhagvat Scholarship. | Ramchandra Vishnu Bhagvat Esq., Karad.  | 1200    | Ferguson College.        | General P. E. Class  | Post Office Savings Bank.<br>3½ p. c. Govt: Pro. Notes, | 42                  | 0 | 0 |
| 12         | 1896-97 | Janardan Gopal Prize.           | Janardan Gopal Esq., Solicitor, Bombay. | 1500    | Do.                      | English P. E. Class. | Port Trust Bonds.                                       | 60                  | 0 | 0 |
| 13         | 1896-97 | Ramchandra Bhikaji Scholarship. | Ramchandra Bhikaji Gokhale Esq., Miraj. | 2000    | Do                       | General P. E. Class. | Post Office Savings Bank.<br>3½ p. c. Govt: Pro. Notes. | 70                  | 0 | 0 |
| 14         | 1903-4  | Godbole Free Studentship,       | R.B.G.G. Godbole's Trustees.            | 1000    | Do.                      | General.             | Do. Do.                                                 | 35                  | 0 | 0 |

|    |         |                                                           |                                                                              |      |     |                           |                                                                                                            |     |                 |
|----|---------|-----------------------------------------------------------|------------------------------------------------------------------------------|------|-----|---------------------------|------------------------------------------------------------------------------------------------------------|-----|-----------------|
| 15 | 1903-4  | Vishnu Narayan Nene Scholarship.                          | Vinayak N. Nene Esq., & Brother, Bombay.                                     | 2085 | Do. | Mathematics. B. A. Class. | Do.                                                                                                        | Do. | 76 0 0 (nearly) |
| 16 | 1905-6  | Mankar do.                                                | R. B. Ganpatrao Amrit Mankar, Poona.                                         | 4000 | Do. | General.                  | 3 p. c. Govt: Pro. Notes.                                                                                  |     | 120 0 0         |
| 17 | 1905-6  | S.V. Patwardhan do.                                       | R. B S. V. Patwardhan, Poona.                                                | 4000 | Do. | General.                  | Do.                                                                                                        | Do. | 120 0 0         |
| 18 | 1908-11 | Bhagirthibai Dravid Scholarship & B. V. Dravid Apparatus. | Bhikaji Venkatesh Dravid Esq., Yeotmal.                                      | 5500 | Do  | General. or Girl student. | Post Office Savings Bank. 3½ p. c. Govt: Pro. Notes.                                                       |     | 192 8 0         |
| 19 | 1908-11 | Ichalkaranji Free Studentships.                           | Shrimant Narayan Rao Govind alias Babasaheb Ghorpade, Chief of Ichalkaranji. | 5600 | Do. | General.                  | Rs. 2800.— Fixed Deposit Indian Specie Bank, Rs. 1400 Deccan Bank and Rs. 1400 P.O.S.B. 3½ p.c. Govt. P.N. |     | 259 0 0         |

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**APPENDIX A. (Continued.)**

| Serial No. | Year.   | Name of Endowment.                 | Name of the Donor.                                       | Amount. | How utilised.            |                       | How invested.                                                                    | Amount of Interest. |    |    |
|------------|---------|------------------------------------|----------------------------------------------------------|---------|--------------------------|-----------------------|----------------------------------------------------------------------------------|---------------------|----|----|
|            |         |                                    |                                                          |         | Name of the Institution. | Object.               |                                                                                  | Rs.                 | A. | P. |
| 20         | 1909-10 | Nimkar Scholarships.               | Vasudeo Anant Nimkar, Esq., Kolhapur.                    | 2950    | Do.                      | General.              | 2025 Fixed Deposit Indian Specie Bank, 325 P. O. S. B. 3½ p.c. Govt. Pro. Notes. | 142                 | 10 | 0  |
| 21         | 1910-11 | K. P. Joshi, Science Scholarships. | Krishnaji Pandurang Joshi Esq., Athani.                  | 12,000  | Do.                      | Science.              | Port Trust Bonds                                                                 | 480                 | 0  | 0  |
| 22         | 1910-11 | Janardan Prize.                    | Ramkrishna Vasudeo Karandikar Esq., Pohegaon. Ahmednagar | 100     | Navin M. Shala Poona.    | General 3rd Standard. | Post Office Savings Bank. 3½ p.c. Govt. Pro. Notes.                              | 3                   | 8  | 0  |

|    |         |                                                                                            |                                                                         |        |                                   |                                          |                                                                 |     |   |   |
|----|---------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------|-----------------------------------|------------------------------------------|-----------------------------------------------------------------|-----|---|---|
| 23 | 1911-12 | Saraswatibai<br>Dravid Scholarship.                                                        | Ganesh Vyankatesh<br>Dravid Esq.,<br>Yeotmal.                           | 6000   | Dravid<br>High<br>School,<br>Wai. | General.                                 | Fixed Deposit<br>Indian Specie<br>Bank, Poona.                  | 300 | 0 | 0 |
| 24 | 1912-13 | Balkrishna<br>Yeshodabai<br>Laxmibai<br>Sarasvatibai<br>Naryan Balkrishna<br>Brahme Prize. | Narayan Balkri-<br>shna Brahme<br>Esq., retired<br>Sub-Judge,<br>Poona. | 15,000 | Fergus-<br>son Col-<br>lege.      | Do.                                      | Post Office Sav-<br>ings Bank,<br>3½ p. c. Govt:<br>Pro. Notes. | 525 | 0 | 0 |
| 25 | 1912-13 | Mahadeorao Limaye<br>Scholarship.                                                          | Dr. Chintaman<br>Mahadeo Limaye,<br>Kolhapur.                           | 1,500  | Do.                               | General<br><i>P. E.</i><br><i>Class.</i> | Port Trust Bonds                                                | 60  | 0 | 0 |
| 26 | 1912-13 | Halbe Science<br>Apparatus.                                                                | Narayan Laxman<br>Shastri Halbe Esq.<br>Wai.                            | 500    | Dravid<br>High<br>School,<br>Wai. | Science<br>Appara-<br>tus.               | Post Office Sav-<br>ings Bank<br>3½ p. c. Govt:<br>Pro. Notes.  | 17  | 8 | 0 |
| 27 | 1912-13 | S. V. Patwardhan<br>Free Studentships                                                      | Rao Bahadur S. V.<br>Patwardhan,<br>Poona.                              | 500    | N. E. S.<br>Poona.                | Free Stu-<br>dentship.                   | Do.                                                             | 17  | 8 | 0 |

## APPENDIX A (Continued.)

| Serial No. | Year.   | Name of Endowment.                    | Name of the Donor.                             | Amount.                                    | How utilised.            |                            | How invested.                                               | Amount of Interest. |    |   |
|------------|---------|---------------------------------------|------------------------------------------------|--------------------------------------------|--------------------------|----------------------------|-------------------------------------------------------------|---------------------|----|---|
|            |         |                                       |                                                |                                            | Name of the Institution. | Object.                    |                                                             |                     |    |   |
| 28         | 1912-13 | Durgabai Apte Prize.                  | Shankar Ravji Apte Esq., Hubli.                | 1,450                                      | Ferguson College.        | General I.E. Girl Student. | Post office Savings Bank.<br>3½ p. c. Govt :<br>Pro. Notes. | 50                  | 12 | 0 |
| 29         | 1912-15 | K. R. Godbole Fund.                   | The Hon'ble Divar Bahadur K.R. Godbole, Poona. | 8,000                                      | Navin M. Shala, Poona.   | Poor students.             | Do                                                          | 175                 | 0  | 0 |
| 30         | 1913-14 | Raghunath Mahadeo Kelkar Scholarship. | Rao Bahadur Raghunath Mahadeo Kelkar, Baroda   | 300<br>(Part of an endowment of Rs. 2500.) | Ferguson College.        | General.                   | Do.                                                         | 10                  | 8  | 0 |



|    |         |                                    |                                          |           |                          |                              |                                                        |      |    |   |
|----|---------|------------------------------------|------------------------------------------|-----------|--------------------------|------------------------------|--------------------------------------------------------|------|----|---|
| 31 | 1914-15 | Science and Arts Library.          | Narayan Bal-krishna Brahma Esq<br>Poona. | 15,000    | Ferguson College.        | Science Literature.          | Do.                                                    | 525  | 0  | 0 |
| 32 | Do.     | Haribhau Babaji Bhapkar Prize.     | Haribhau Babaji Bhapkar, Bombay          | 1000      | Do.                      | Maratha Student P. E. Class. | 3½ p. c. G. P. Notes.                                  | 35   | 0  | 0 |
| 33 | Do.     | Ramabai Chapekar Prize.            | Narayan Govind Chapekar, Dhulia.         | 1000      | Do.                      | General I. E. Girl Student.  | Do.                                                    | 35   | 0  | 0 |
| 34 | Do.     | Saraswatibai Joglekar Scholarship. | Mrs. Saraswatibai Joglekar, Poona.       | 700       | Dravid High School, Wai. | Poor Student.                | Post office Savings Bank.<br>3½ p. c. Gov. Pro: Notes. | 24   | 8  | 0 |
| 35 | Do.     | G. D. Thatte. Prize.               | G. D. Thatte, British East Africa.       | 250       | Do.                      | Sanskrit Literature.         | Do.                                                    | 8    | 12 | 0 |
|    |         |                                    |                                          | Total ... | 98,235                   |                              |                                                        | 3698 | 10 | 0 |

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## Appendix A.

### I a.

#### *Abstract of Investments.*

|            |     |                                                               |
|------------|-----|---------------------------------------------------------------|
| Rs. 58,410 | ... | Post Office Savings Banks 3½ p. c.<br>Govt: Promissory Notes. |
| „ 16,000   | ... | Port Trust Bonds.                                             |
| „ 2,000    | ... | 3½ p. c. Govt: Pro. Notes.                                    |
| „ 8,000    | ... | 3 p. c. Gov: Pro. Notes.                                      |
| „ 11,425   | ... | Deposit Indian Specie Bank.                                   |
| „ 1,000    | ... | 2 Shares of the Deccan Paper Mill.                            |
| „ 1,400    | ... | Deposit Deccan Bank Poona.                                    |
| <hr/>      |     |                                                               |
| Total      |     | 98,235.                                                       |

# APPENDIX A.

## I b.

### List of Endowments.

*With the Donors or their Trustees.*

| Serial No. | Year.   | Name of Endowment.        | Name of the Donor.                                                         | Amount. | How utilised.            |                        | Amount of Interest received. |   |   | Remarks. |
|------------|---------|---------------------------|----------------------------------------------------------------------------|---------|--------------------------|------------------------|------------------------------|---|---|----------|
|            |         |                           |                                                                            |         | Name of the Institution. | Object.                |                              |   |   |          |
| 1          | 1885    | Govind Hari Scholarships. | Shrimant Dhundiraj Chintaman alias Tatyasaheb Patwardhan, Chief of Sangli. | 6000    | Ferguson College.        | General.               | 210                          | 0 | 0 |          |
| 2          | 1892-93 | Mahadik Scholarships.     | Shrimant Rambhajirao Mahadik.                                              | 6000    | N. E. S. Poona.          | Sanskrit, and Marathi. | 175                          | 0 | 0 |          |
| 3          | 1903-06 | Vadadekar Scholarship.    | Rambhau Vadadekar Esq., Poona.                                             | 1100    | Ferguson College.        | General.               | 38                           | 8 | 0 |          |

**APPENDIX B. (Continued.)**

| Serial No | Year.   | Name of Endow-<br>ment.   | Name of the Donor.                               | Amount. | How utilised.                   |                                          | Amount of<br>Interest<br>received. |   |   | Remarks. |
|-----------|---------|---------------------------|--------------------------------------------------|---------|---------------------------------|------------------------------------------|------------------------------------|---|---|----------|
|           |         |                           |                                                  |         | Name of<br>the Insti-<br>tution | Object.                                  |                                    |   |   |          |
| 4         | 1906-07 | Khatav Makhanji<br>Prize. | Shet Govardhandas<br>Khatav Makhanji,<br>Bombay. | 2500    | Do.                             | General<br><i>P. E.</i><br><i>Class.</i> | 150                                | 0 | 0 |          |
| 5         | 1906-07 | M. G. Ranade<br>Fund.     | The Hon. Mr. Jus-<br>tice M.G. Ranade.           | 1000    | N. E. S.<br>Poona.              | General.                                 | 35                                 | 0 | 0 |          |
|           |         |                           | <i>Total ...</i>                                 | 16,600  |                                 | <i>Total ...</i>                         | 608                                | 8 | 0 |          |

## APPENDIX A.

### Ic.

#### List of Endowments.

*Only the annual interest of which is received by the Society.*

| Serial No. | Year.   | Name of Endowment.                      | Name of the Donor.                                                | Amount. | How utilised.            |                      | Amount of Interest received |    |    | REMARKS. |
|------------|---------|-----------------------------------------|-------------------------------------------------------------------|---------|--------------------------|----------------------|-----------------------------|----|----|----------|
|            |         |                                         |                                                                   |         | Name of the Institution. | Object.              | Rs.                         | a. | p. |          |
| 1          |         | Jankibai Limaye Nargundkar Scholarship. | P. B. Kale Esq.,<br>Jamkhindi.                                    | ...     | Ferguson College.        | General P. E. Class  | 60                          | 0  | 0  |          |
| 2          | 1905-06 | Vinchurkar Scholarship.                 | Sardar Vithal-Rao <i>alias</i> Nana-Saheb Vinchurkar,<br>Vinchur. | 2500    | Do.                      | General B. A. Class. | 150                         | 0  | 0  |          |
| 3          | 1908-09 | G. B. Limaye Scholarships.              | Ganesh Balvant Limaye, Poona.                                     | ...     | N. E. S. Poona.          | Manual Training      | 60                          | 0  | 0  |          |

**APPENDIX A Ic. (Continued).**

| Serial No | Year.   | Name of Endowment.            | Name of the Donor.                     | Amount. | How utilised.            |            | Amount of Interest received. |      |   | Remarks. |  |
|-----------|---------|-------------------------------|----------------------------------------|---------|--------------------------|------------|------------------------------|------|---|----------|--|
|           |         |                               |                                        |         | Name of the Institution. | Object.    |                              |      |   |          |  |
| 4         | 1912-13 | G. B. Limaye Apparatus Fund.  | Gane h Balvant Limaye Esq., Poona.     | ...     | Ferguson College.        | Work-Shop. | 60                           | 0    | 0 |          |  |
| 5         | 1910-11 | Ganesh Venkatesh Dravid Fund. | Ganesh Venkatesh Dravid Esq., Yeotmal. | ...     | Dravid High School, Wai. | General.   | 1000                         | 0    | 0 |          |  |
|           |         |                               |                                        |         |                          |            | Total ...                    | 1330 | 0 | 0        |  |

## II.

List of contributions received during the year 1914-15.

| Total amount<br>received from<br>Contributors up<br>to 31st March<br>1915. | Names of Contributors.                                                                 | Sub-Total. |    |    | Grand-Total. |    |    |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------|----|----|--------------|----|----|
|                                                                            |                                                                                        | Rs.        | a. | p. | Rs.          | a. | p. |
|                                                                            | <b>Ahmedabad.</b>                                                                      |            |    |    |              |    |    |
| 50                                                                         | The late Krishnabai wife of Mr. N. P. Desai, through Mr. G. V. Mavalankar, Pleader ... | 50         | 0  | 0  |              |    |    |
|                                                                            |                                                                                        |            |    |    | 50           | 0  | 0  |
|                                                                            | <b>Akalkot.</b>                                                                        |            |    |    |              |    |    |
|                                                                            | Through Govind Nanji Paricharak Esq. ...                                               | 150        | 0  | 0  |              |    |    |
| 101                                                                        | Khanderao Deshmukh Esq. ...                                                            | 101        | 0  | 0  |              |    |    |
| 51                                                                         | Shidshet Deshmukh Esq. ...                                                             | 51         | 0  | 0  |              |    |    |
| 25                                                                         | Shet Gulabchand Nanchand ..                                                            | 25         | 0  | 0  |              |    |    |
| 25                                                                         | Shet Dhanya Totaya ...                                                                 | 25         | 0  | 0  |              |    |    |
| 25                                                                         | Sangapa Konapure Esq. ...                                                              | 25         | 0  | 0  |              |    |    |
| 25                                                                         | Imamsabeb Khadirsabeb Esq. ...                                                         | 25         | 0  | 0  |              |    |    |
| 25                                                                         | Shet Koorarsey Narsi ...                                                               | 25         | 0  | 0  |              |    |    |
| 25                                                                         | Shet Hirachand Laxmichand ...                                                          | 25         | 0  | 0  |              |    |    |
| 15                                                                         | N. A. Khatal Esq. ...                                                                  | 15         | 0  | 0  |              |    |    |
| 15                                                                         | D B. Patki Esq. ...                                                                    | 15         | 0  | 0  |              |    |    |
| 15                                                                         | H. E. Kanitkar Esq. ...                                                                | 15         | 0  | 0  |              |    |    |
| 15                                                                         | Shet Jagannath Asharam Marvadi.                                                        | 15         | 0  | 0  |              |    |    |
| 15                                                                         | Hayam Shalam Israel Esq. B. A. ...                                                     | 15         | 0  | 0  |              |    |    |
| 10                                                                         | Inkaram Lobar Esq. ...                                                                 | 10         | 0  | 0  |              |    |    |

List of contributions received during the year 1914-15 (*Continued*).

| Total amount<br>received from<br>Contributors up<br>to 31 st March<br>1915. | Names of Contributors.             | Sub-Total. |    |    | Grand-Total. |    |    |
|-----------------------------------------------------------------------------|------------------------------------|------------|----|----|--------------|----|----|
|                                                                             |                                    | Rs.        | a. | p. | Rs.          | a. | p. |
|                                                                             | <b>Akalkot. (Continued.)</b>       |            |    |    |              |    |    |
| 10                                                                          | Shet Deochand Vadhuchand ...       | 10         | 0  | 0  |              |    |    |
| 10                                                                          | Govind Ganesh Joshi Esq. ...       | 10         | 0  | 0  |              |    |    |
| 10                                                                          | M. V. Sapatnekar Esq. ...          | 10         | 0  | 0  |              |    |    |
| 10                                                                          | Shivbola Dhor Esq. ...             | 10         | 0  | 0  |              |    |    |
| 10                                                                          | Irapa G. Lokapure Esq. ...         | 10         | 0  | 0  |              |    |    |
| 5                                                                           | Anant Jain Esq. ...                | 5          | 0  | 0  |              |    |    |
| 5                                                                           | Shet Shivrudrapa Mayanale ...      | 5          | 0  | 0  |              |    |    |
| 5                                                                           | Irrapa Hindole Esq. ...            | 5          | 0  | 0  |              |    |    |
| 5                                                                           | Mallapa Lokapure ...               | 5          | 0  | 0  |              |    |    |
| 2                                                                           | Shivrudrupa Vibhute Esq. ...       | 2          | 0  | 0  |              |    |    |
|                                                                             | <b>Akola.</b>                      |            |    |    | 609          | 0  | 0  |
| 50                                                                          | R. D. Joag Esq. B.A. LL B. ...     | 50         | 0  | 0  |              |    |    |
|                                                                             | <b>Amalner.</b>                    |            |    |    | 50           | 0  | 0  |
| 80                                                                          | R. M. Paranjpe Esq. B.A. LL. B. .. | 50         | 0  | 0  |              |    |    |
| 50                                                                          | V. G. Bhidé Esq. B.A LL. B. ...    | 20         | 0  | 0  |              |    |    |
|                                                                             | <b>Bagalkot.</b>                   |            |    |    | 70           | 0  | 0  |
| 150                                                                         | D. R. Patwardhan Esq. B.A. LL. B   | 120        | 0  | 0  |              |    |    |
| 100                                                                         | M V. Mudbidri Esq. ...             | 30         | 0  | 0  |              |    |    |
| 30                                                                          | J. S. Nargund Esq. ...             | 25         | 0  | 0  |              |    |    |
| 50                                                                          | G. H. Belgal Esq. ...              | 20         | 0  | 0  |              |    |    |



## List of contributions received during the year 1914-15 (Continued).

| Total Amount received from Contributors up to 31st March 1915. | Names of Contributors.               | Sub-Total. |    |    | Grand-Total. |    |    |
|----------------------------------------------------------------|--------------------------------------|------------|----|----|--------------|----|----|
|                                                                |                                      | Rs.        | a. | p. | Rs.          | a. | p. |
|                                                                | <b>Bagalkot (Continued.)</b>         |            |    |    |              |    |    |
| 25                                                             | N. T. Badami Esq. ...                | 5          | 0  | 0  |              |    |    |
| 10                                                             | V. R. Gulvadi Esq. B.A. LL. B. ...   | 5          | 0  | 0  | 205          | 0  | 0  |
|                                                                | <b>Bandra.</b>                       |            |    |    |              |    |    |
| 200                                                            | Vishnu Ganesh Bhalerao Esq. ...      | 200        | 0  | 0  | 200          | 0  | 0  |
|                                                                | <b>Belgaum.</b>                      |            |    |    |              |    |    |
| 100                                                            | Dr. V. G. Nargundkar, L. M. & S. ... | 60         | 0  | 0  |              |    |    |
| 200                                                            | Moro Balvant Marathe Esq. ...        | 40         | 0  | 0  |              |    |    |
| 28                                                             | Anant Krishna Asundi Esq. ...        | 8          | 0  | 0  |              |    |    |
| 1                                                              | K. A. Sirdesai Esq. ...              | 1          | 0  | 0  | 109          | 0  | 0  |
|                                                                | <b>Bijapur.</b>                      |            |    |    |              |    |    |
| 100                                                            | Shet Irrapa Narasappa Mamadpalli ... | 100        | 0  | 0  |              |    |    |
| 70                                                             | B. V. Dharwadkar Esq. ...            | 30         | 0  | 0  |              |    |    |
| 5                                                              | R. B. Arbatti Esq. B. A. ...         | 5          | 0  | 0  | 135          | 0  | 0  |
|                                                                | <b>Bombay.</b>                       |            |    |    |              |    |    |
| 50                                                             | Govind Kashinath Gadgil Esq. ...     | 50         | 0  | 0  | 50           | 0  | 0  |
|                                                                | <b>Dharwar.</b>                      |            |    |    |              |    |    |
| 280                                                            | G. N. Gokhale Esq. L. C. E. ...      | 90         | 0  | 0  |              |    |    |
| 200                                                            | S. C. Aulikhindi Esq. ...            | 30         | 0  | 0  |              |    |    |
| 200                                                            | Vinayak Babaji Joshi Esq. ...        | 25         | 0  | 0  | 145          | 0  |    |

List of contributions received during the year 1914-15 (*Continued*)

| Total amount received from Contributors up to 31st March 1915. | Names of Contributors.               | Sub-Total |    |    | Grand-Total. |    |    |
|----------------------------------------------------------------|--------------------------------------|-----------|----|----|--------------|----|----|
|                                                                |                                      | Rs.       | a. | p. | Rs.          | a. | p. |
|                                                                | <b>Gulburga.</b>                     |           |    |    |              |    |    |
| 30                                                             | Raghvendra Rao Esq. B. A. LL. B. ... | 30        | 0  | 0  | 30           | 0  | 0  |
|                                                                | <b>Hyderabad (Deccan).</b>           |           |    |    |              |    |    |
| 25                                                             | Manikrao Vithalrao Esq. ...          | 25        | 0  | 0  | 25           | 0  | 0  |
|                                                                | <b>Jaunpur.</b>                      |           |    |    |              |    |    |
| 290                                                            | V. N. Mehta Esq. ...                 | 120       | 0  | 0  | 120          | 0  | 0  |
|                                                                | <b>Karjat.</b>                       |           |    |    |              |    |    |
| 200                                                            | S. V. Deshpande Esq. ...             | 40        | 0  | 0  | 40           | 0  | 0  |
|                                                                | <b>Kolhapur.</b>                     |           |    |    |              |    |    |
| 750                                                            | Krishnaji Bhikaji Gokhale.           | 750       | 0  | 0  | 750          | 0  | 0  |
|                                                                | <b>Mahad.</b>                        |           |    |    |              |    |    |
| 100                                                            | Nathu Narayan Gujar Esq. ...         | 50        | 0  | 0  |              |    |    |
| 50                                                             | Malharrao Kulkarni Esq. ...          | 50        | 0  | 0  | 100          | 0  | 0  |
|                                                                | <b>Matar.</b>                        |           |    |    |              |    |    |
| 150                                                            | H. V. Date Esq. ...                  | 120       | 0  | 0  | 120          | 0  | 0  |
|                                                                | <b>Muddeblhal.</b>                   |           |    |    |              |    |    |
| 100                                                            | B. G. Nadgauda Esq. ...              | 50        | 0  | 0  | 50           | 0  | 0  |
|                                                                | <b>Nagpur (C. P.)</b>                |           |    |    |              |    |    |
| 130                                                            | V. D. Sathaye Esq. B. A. LL. B. ...  | 55        | 0  | 0  |              |    |    |
| 100                                                            | W. R. Puranik Esq. ...               | 25        | 0  | 0  |              |    |    |
| 100                                                            | Narayan Dajiba Esq. ...              | 25        | 0  | 0  |              |    |    |

## List of contributions received during the year 1914-15 (Continued).

| Total amount<br>received from<br>Contributors up<br>to 31st March<br>1915. | Names of Contributors.                                      | Sub-Total. |    |    | Grand-Total. |    |    |
|----------------------------------------------------------------------------|-------------------------------------------------------------|------------|----|----|--------------|----|----|
|                                                                            |                                                             | Rs.        | a. | p. | Rs.          | a. | p. |
|                                                                            | <b>Nagpur (C. P.) (Continued.)</b>                          |            |    |    |              |    |    |
| 160                                                                        | S. R. Pandit Esq. BAR AT-LAW. ...                           | 15         | 0  | 0  | 120          | 0  | 0  |
|                                                                            | <b>Pethapur (Gujarath).</b>                                 |            |    |    |              |    |    |
| 5                                                                          | H. R. Gandhi Esq., ...                                      | 5          | 0  | 0  | 5            | 0  | 0  |
|                                                                            | <b>Poona.</b>                                               |            |    |    |              |    |    |
| 2325                                                                       | Balak Ram Esq. I. C. S. ...                                 | 400        | 0  | 0  |              |    |    |
| 400                                                                        | Messrs. Gandharva Natak Mandali.                            | 400        | 0  | 0  |              |    |    |
| 500                                                                        | Shrimant Shridharrao Vithal <i>alias</i><br>Balasaheb Natu. | 250        | 0  | 0  |              |    |    |
| 200                                                                        | Mhalsabai wife of Shrimant<br>Malharrao Purandhare.         | 200        | 0  | 0  |              |    |    |
| 200                                                                        | Janardan Hari Godbole Esq. ...                              | 200        | 0  | 0  |              |    |    |
| 200                                                                        | Rao Sahab Ganesh Keshav Kelkar...                           | 200        | 0  | 0  |              |    |    |
| 925                                                                        | M. S. Kulkarni Esq. ...                                     | 75         | 0  | 0  |              |    |    |
| 50                                                                         | A Gujarathi Sympathiser ...                                 | 50         | 0  | 0  |              |    |    |
| 250                                                                        | Dr. N. M. Paranjpe, L. M. & S. ...                          | 50         | 0  | 0  |              |    |    |
| 225                                                                        | K. P. Paranjpe Esq. B.A. L.C.E. ...                         | 45         | 0  | 0  | 1870         | 0  | 0  |
|                                                                            | <b>Ratnagiri</b>                                            |            |    |    |              |    |    |
| 20                                                                         | W. H. Mavlankar Esq. ...                                    | 20         | 0  | 0  | 20           | 0  | 0  |
|                                                                            | <b>Satara.</b>                                              |            |    |    |              |    |    |
| 100                                                                        | G. V. Patwardhan Esq. B.A., LL. B.                          | 135        | 0  | 0  | 135          | 0  | 0  |

## List of contributions received during the year 1914-15 (Continued).

| Total amount<br>received from<br>Contributors up<br>to 31st March<br>1915. | Names of Contributors.                         | Sub-Total. |    |    | Grand-Total. |    |    |
|----------------------------------------------------------------------------|------------------------------------------------|------------|----|----|--------------|----|----|
|                                                                            |                                                | Rs.        | a. | p. | Rs.          | a. | p. |
|                                                                            | <b>Sholapur.</b>                               |            |    |    |              |    |    |
| 150                                                                        | Dr. V. V. Mule, L. M. & s. ...                 | 120        | 0  | 0  |              |    |    |
| 200                                                                        | R. L. Soman Esq. ...                           | 150        | 0  | 0  |              |    |    |
| 100                                                                        | Jagannath Moreswar Samant Esq.<br>B. A. LL. B. | 25         | 0  | 0  |              |    |    |
| 25                                                                         | N. W. Pai Esq. B. A. LL. B. ...                | 25         | 0  | 0  |              |    |    |
|                                                                            |                                                |            |    |    | 320          | 0  | 0  |
|                                                                            | <b>Sukkar.</b>                                 |            |    |    |              |    |    |
| 5                                                                          | A Sindhi Elphinstonian ...                     | 5          | 0  | 0  |              |    |    |
|                                                                            |                                                |            |    |    | 5            | 0  | 0  |
|                                                                            | <b>Thana.</b>                                  |            |    |    |              |    |    |
| 130                                                                        | B. V. Kharkar Esq. ...                         | 55         | 0  | 0  |              |    |    |
| 200                                                                        | Parashram Abaji Bhat Esq.<br>B. A. LL. B.      | 50         | 0  | 0  |              |    |    |
| 92                                                                         | J. D. Dixit Esq. B. A. LL. B. ...              | 50         | 0  | 0  |              |    |    |
|                                                                            |                                                |            |    |    | 155          | 0  | 0  |
|                                                                            | <b>Vinchur.</b>                                |            |    |    |              |    |    |
| 315                                                                        | Shrimant S. R. Vinchurkar, B. A....            | 180        | 0  | 0  |              |    |    |
| 150                                                                        | Shrimant R. K. Vinchurkar. ...                 | 15         | 0  | 0  |              |    |    |
|                                                                            |                                                |            |    |    | 330          | 0  | 0  |
|                                                                            | <i>Grand Total</i> ...                         |            |    |    | 5818         | 0  | 0  |

## Abstract of contributions received during the year 1914-15.

| Serial No. | Names of Places.  | Sub-Total. |       | Grand-Total. |       |
|------------|-------------------|------------|-------|--------------|-------|
|            |                   | Rs.        | a. p. | Rs.          | a. p. |
| 1          | Ahmedabad ... ..  | 50         | 0 0   |              |       |
| 2          | Akalkot ... ..    | 609        | 0 0   |              |       |
| 3          | Akola ... ..      | 50         | 0 0   |              |       |
| 4          | Amalner ... ..    | 70         | 0 0   |              |       |
| 5          | Bagalkot ... ..   | 205        | 0 0   |              |       |
| 6          | Bandra ... ..     | 200        | 0 0   |              |       |
| 7          | Belgaum ... ..    | 109        | 0 0   |              |       |
| 8          | Bijapur ... ..    | 135        | 0 0   |              |       |
| 9          | Bombay ... ..     | 50         | 0 0   |              |       |
| 10         | Dharwar ... ..    | 145        | 0 0   |              |       |
| 11         | Gulbarga ... ..   | 30         | 0 0   |              |       |
| 12         | Hyderabad ... ..  | 25         | 0 0   |              |       |
| 13         | Jaunpur ... ..    | 120        | 0 0   |              |       |
| 14         | Karjat ... ..     | 40         | 0 0   |              |       |
| 15         | Kolhapur ... ..   | 750        | 0 0   |              |       |
| 16         | Mahad ... ..      | 100        | 0 0   |              |       |
| 17         | Matar... ..       | 120        | 0 0   |              |       |
| 18         | Muddebihal ... .. | 50         | 0 0   |              |       |
| 19         | Nagpur ... ..     | 120        | 0 0   |              |       |
| 20         | Pethapur ... ..   | 5          | 0 0   |              |       |
| 21         | Poona... ..       | 1,870      | 0 0   |              |       |
| 22         | Ratnagiri ... ..  | 20         | 0 0   |              |       |
| 23         | Satara... ..      | 135        | 0 0   |              |       |
| 24         | Sholapur ... ..   | 320        | 0 0   |              |       |
| 25         | Sukkar ... ..     | 5          | 0 0   |              |       |
| 26         | Thana... ..       | 155        | 0 0   |              |       |
| 27         | Vinchur ... ..    | 330        | 0 0   |              |       |
|            | Grand Total ...   | 5,818      | 0 0   |              |       |

## III

Abstract Account of the Pension Fund of the Deccan  
Education Society, Poona, for the year 1914-15.

## RECEIPTS.

| Item No. | Particulars.                                                                          | Sub-Total.   |          |          | Grand Total.  |          |          |
|----------|---------------------------------------------------------------------------------------|--------------|----------|----------|---------------|----------|----------|
|          |                                                                                       | Rs.          | a.       | p.       | Rs.           | a.       | p.       |
| 1        | <i>Opening Balance.</i>                                                               |              |          |          |               |          |          |
|          | (1) Govt. Promissory Notes with the Accountant General Post Offices, Calcutta ...     | 17,500       | 0        | 0        |               |          |          |
|          | (2) Post Office Savings Bank, Sadashiv Peth, Poona City Current Account No. 65360 ... | 3,788        | 3        | 8        |               |          |          |
|          | (3) With the Secretary ...                                                            | 0            | 0        | 1        |               |          |          |
|          |                                                                                       |              |          |          | 21,288        | 3        | 9        |
| 2        | <i>Pension Contributions from :—</i>                                                  |              |          |          |               |          |          |
|          | (1) Fergusson College, Poona.                                                         | 2,978        | 3        | 9        |               |          |          |
|          | (2) New English School, Poona.                                                        | 1,565        | 0        | 0        |               |          |          |
|          | (3) New English School, Satara                                                        | 659          | 11       | 0        |               |          |          |
|          | (4) Navin Marathi Shala, Poona                                                        | 250          | 0        | 0        |               |          |          |
|          | (5) Deccan Education Society, Poona ... ..                                            | 180          | 0        | 0        |               |          |          |
|          | (6) Dravid High School, Wai...                                                        | 43           | 3        | 3        |               |          |          |
|          | (7) N. E. S. Boarding House, Poona ... ..                                             | 36           | 0        | 0        |               |          |          |
|          |                                                                                       |              |          |          | 5,612         | 2        | 0        |
| 3        | <i>Interest on :—</i>                                                                 |              |          |          |               |          |          |
|          | (1) Government Securities                                                             |              |          |          |               |          |          |
|          | June 1914; ... ..                                                                     | 306          | 4        | 0        |               |          |          |
|          | December 1914 ... ..                                                                  | 308          | 4        | 0        |               |          |          |
|          | (2) Current for 1914-15 ... ..                                                        | 9            | 7        | 8        |               |          |          |
|          |                                                                                       |              |          |          | 621           | 15       | 8        |
|          | <b>Total for the year ...</b>                                                         | <b>6,234</b> | <b>1</b> | <b>8</b> |               |          |          |
|          |                                                                                       |              |          |          | v. a          |          |          |
|          | <b>Grand Total ...</b>                                                                |              |          |          | <b>27,522</b> | <b>5</b> | <b>5</b> |

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## III

Abstract Account of the Pension Fund of the Deccan  
Education Society, Poona, for the year 1914-15.

## EXPENDITURE.

| Item No. | Particulars.                                                                      | Sub-Total. |    |    | Grand Total. |    |    |
|----------|-----------------------------------------------------------------------------------|------------|----|----|--------------|----|----|
|          |                                                                                   | Rs.        | a. | p. | Rs.          | a. | p. |
| 1        | <i>Pensions paid to :—</i>                                                        |            |    |    |              |    |    |
|          | (i) Life-members :—                                                               |            |    |    |              |    |    |
|          | (1) The Hon. Mr. G. K. Gokhale, B.A., C.I.E. ... ..                               | 350        | 5  | 8  |              |    |    |
|          | (2) Professor C. G. Bhanu, B.A..                                                  | 480        | 0  | 0  |              |    |    |
|          | (3) Professor G. V. Lele, B.A....                                                 | 480        | 0  | 0  |              |    |    |
|          | (4) Professor D. K. Karve, B.A..                                                  | 80         | 0  | 0  |              |    |    |
|          |                                                                                   | 1,390      | 5  | 8  |              |    |    |
|          | (ii) Permanent Servants :—                                                        |            |    |    |              |    |    |
|          | (5) Mr. G. R. Nandargikar ...                                                     | 216        | 0  | 0  |              |    |    |
|          | (6) „ N. J. Bapat ..                                                              | 190        | 0  | 0  |              |    |    |
|          | (7) „ H. T. Ambadekar ...                                                         | 120        | 0  | 0  |              |    |    |
|          | (8) „ G. G. Dixit ... ..                                                          | 120        | 0  | 0  |              |    |    |
|          | (9) „ S. R. Munshi ... ..                                                         | 110        | 0  | 0  |              |    |    |
|          |                                                                                   | 756        | 0  | 0  | 2,146        | 5  | 8  |
| 2        | <i>Balance.</i>                                                                   |            |    |    |              |    |    |
|          | (1) Govt. Securities, with the Accountant General Post Offices, Calcutta ... ..   | 17,500     | 0  | 0  |              |    |    |
|          | (2) Post Office Savings Bank, Sadashiv Peth Poona City, Current Account No. 65360 | 7,875      | 15 | 5  |              |    |    |
|          | (3) With the Secretary... ..                                                      | 0          | 0  | 5  |              |    |    |
|          |                                                                                   |            |    |    | 25,375       | 15 | 9  |
|          | Grand Total ...                                                                   |            |    |    | 27,522       | 5  | 5  |

K. J. PATANKAR,  
Auditor.

IV  
 Abstract Account of the Permanent Fund of the Deccan  
 Education Society, Poona for the year 1914-15.  
 RECEIPTS.

| Item No. | Particulars.                                                                  | Sub-Total. |       | Grand Total. |       |
|----------|-------------------------------------------------------------------------------|------------|-------|--------------|-------|
|          |                                                                               | Rs.        | a. p. | Rs.          | a. p. |
| 1        | <i>Opening Balance.</i>                                                       |            |       | 123368       | 10 6  |
| 2        | <i>Contributions:—</i>                                                        |            |       |              |       |
|          | (1) General .. .. .                                                           | 5,818      | 0 0   |              |       |
|          | (2) New Student's Quarters for<br>the Fergusson College ...<br><i>Bombay.</i> | 3,600      | 0 0   |              |       |
|          | Mr. D. L. Vaidya, Solicitor,<br>High Court Bombay                             | 2,500      |       |              |       |
|          | L. A. Shah Esq., B. A. LL. B. 250<br><i>Kolhapur.</i>                         |            |       |              |       |
|          | Krishnaji Bhikaji Gokhale Esq.<br><i>Bagalkot.</i>                            | 750        |       |              |       |
|          | G. R. Tilak Esq.                                                              | 100        |       |              |       |
|          |                                                                               | 3,600      |       | 9,418        | 0 0   |
| 3        | <i>Endowments:—</i>                                                           |            |       |              |       |
|          | (1) Mr. Narayan Balkrishna<br>Brahme, Poona ... ..                            | 15,000     | 0 0   |              |       |
|          | (2) „ Haribhau Babaji Bhap-<br>kar, Bombay ... ..                             | 1,000      | 0 0   |              |       |
|          | (3) „ Narayan Govind Chape-<br>kar ... ..                                     | 1,000      | 0 0   |              |       |
|          | (4) Mrs. Saraswatibai Joglekar.<br>Poona ... ..                               | 700        | 0 0   |              |       |
|          | (5) Divan Bahadur K. R. God-<br>bole, M. C. E. Poona ...                      | 600        | 0 0   |              |       |
|          | (6) Mr. Vasudeo Anant Nimkar,<br>Kolhapur ... ..                              | 325        | 0 0   |              |       |
|          | (7) The late Mr. G. W. Thatte,<br>Indore ... ..                               | 250        | 0 0   |              |       |
|          |                                                                               |            |       | 18,875       | 0 0   |



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IV

Abstract Account of the Permanent Fund of the Deccan  
Education Society, Poona, for the year 1914-15.

## EXPENDITURE.

| Item No. | Particulars.                                                                          | Sub-Total. |    |    | Grand-Total. |    |    |
|----------|---------------------------------------------------------------------------------------|------------|----|----|--------------|----|----|
|          |                                                                                       | Rs.        | a. | p. | Rs.          | a. | p. |
| 1        | <i>New Buildings:—</i>                                                                |            |    |    |              |    |    |
|          | (1) New Students Quarters,<br>Fergusson College ...                                   | 48,973     | 2  | 1  |              |    |    |
|          | (2) Ramanbag additions &c. &c.                                                        | 2,948      | 14 | 0  |              |    |    |
|          | (3) Water Supply to New<br>Quarters, F. College ...                                   | 2,800      | 0  | 2  |              |    |    |
|          | (4) Gajanan Chaubal Lodge ...                                                         | 1,692      | 13 | 0  |              |    |    |
|          | (5) N. M. Wadia, Amphitheatre<br>F. College ... ..                                    | 743        | 9  | 0  |              |    |    |
|          | (6) Nana Wada, Engineering<br>Charges ... ..                                          | 600        | 0  | 0  |              |    |    |
|          | (7) Wire Fencing for survey<br>No. 115 Bhamburda ...                                  | 285        | 15 | 9  |              |    |    |
|          | (8) Extension of the Physical<br>Laboratory F. College ..                             | 280        | 15 | 6  |              |    |    |
|          | (9) Fergusson College Lava-<br>tory ... ..                                            | 65         | 0  | 0  |              |    |    |
| 2        | <i>Purchase of New Properties:—</i>                                                   |            |    |    | 58,390       | 5  | 6  |
|          | (1) Survey No. 94 (Sadashiv-<br>peth, Poona) ... ..                                   | 10,239     | 8  | 0  |              |    |    |
|          | (2) Deosthale Bukhal ... ..                                                           | 3,180      | 2  | 6  |              |    |    |
|          | (3) Untawala Bukhal ... ..                                                            | 2,945      | 6  |    |              |    |    |
|          | (4) Chaudhari Bukhal ... ..                                                           | 492        | 13 |    |              |    |    |
| 3        | <i>Expenses in Collecting subscriptions</i>                                           |            |    |    | 16,857       | 13 | 6  |
| 4        | <i>New Furniture and science Equip-<br/>ment New English School,<br/>Poona ... ..</i> |            |    |    | 99           | 14 | 3  |
| 5        | <i>Foreign Travel:—</i>                                                               |            |    |    | 8,000        | 0  | 0  |
|          | (a) Prof. G. H. Kelkar M. A. ..                                                       |            |    |    |              |    |    |
|          | (b) Prof. K. K. Joshi, M.A.Ph.D.                                                      | 5,518      | 11 | 7  |              |    |    |
| 6        | <i>Loans paid back:—</i>                                                              | 1,487      | 14 | 10 | 7,006        | 10 | 1  |
|          | Rao Saheb R. R. Kale, Satara ...                                                      |            |    |    | 2,000        | 0  | 0  |
|          | Total for the year ...                                                                | 92,954     | 11 | 4  |              |    |    |
| 7        | <i>Closing Balance:—</i>                                                              |            |    |    | 36,100       | 0  | 0  |
|          | (a) Securities ... ..                                                                 |            |    |    |              |    |    |
|          | (b) With the Trustees of Donors                                                       |            |    |    |              |    |    |

## IV

## RECEIPTS (Contd.)

| Item No. | Particulars.                                                           | Sub-Total. |    |    | Grand-Total. |    |    |
|----------|------------------------------------------------------------------------|------------|----|----|--------------|----|----|
|          |                                                                        | Rs.        | a. | p. | Rs.          | a. | p. |
| 4        | <i>Imperial Grant for 1914-15.</i>                                     |            |    |    | 11,250       | 0  | 0  |
| 5        | <i>Foreign Travel.</i>                                                 |            |    |    |              |    |    |
|          | K. P. Joshi, Endowment... ..                                           |            |    |    | 720          | 0  | 0  |
| 6        | <i>Students Fund.</i>                                                  |            |    |    | 3,186        | 5  | 5  |
| 7        | <i>Loans.</i>                                                          |            |    |    |              |    |    |
|          | (1) Messrs. V. G. Kale & P. D. Gune, Trustees of a Private Fund ... .. | 8,000      | 0  | 0  |              |    |    |
|          | (2) Professor K. R. Kanitkar, Fergusson College... ..                  | 4,500      | 0  | 0  |              |    |    |
|          | (3) Rao Bahadur Ichharambhai, Poona .. ..                              | 5,000      | 0  | 0  |              |    |    |
|          | (4) Professor M. R. Paranjpe, Fergusson College... ..                  | 3,000      | 0  | 0  |              |    |    |
|          | (5) Mr. Narhar Raghunath Naravane, Wai ... ..                          | 2,900      | 0  | 0  |              |    |    |
|          | (6) Mr. O. P. Killawala, Poona.                                        | 2,000      | 0  | 0  |              |    |    |
|          | (7) Mr. R. K. Bhide, ... ..                                            | 1,700      | 0  | 0  |              |    |    |
|          | (8) Mr. S. N. Barve, Poona ... ..                                      | 1,000      | 0  | 0  |              |    |    |
|          |                                                                        |            |    |    | 28,100       | 0  | 0  |
| 8        | <i>Debentures, D. E. Society, Poona...</i>                             |            |    |    | 35,500       | 0  | 0  |
| 9        | <i>Discount on Govt. Securities purchased through Post office ...</i>  |            |    |    | 28           | 2  | 0  |
| 10       | <i>Foreign Scholarship Fund Interest</i>                               |            |    |    | 95           | 3  | 3  |
| 11       | <i>Deposit from the Current Fund ...</i>                               |            |    |    | 899          | 4  | 0  |
|          | <i>Total for the year ...</i>                                          | 108071     | 14 | 8  |              |    |    |
|          | <i>Grand Total ...</i>                                                 |            |    |    | 231440       | 9  | 2  |

IV  
EXPENDITURE (Contd.)

| Item No. | Particulars.                                              | Sub-Total |       | Grand-Total. |       |
|----------|-----------------------------------------------------------|-----------|-------|--------------|-------|
|          |                                                           | Rs.       | a. p. | Rs.          | a. p. |
| (i)      | Sangli Treasury ... ..                                    | 6,000     | 0 0   |              |       |
| (ii)     | Trustees of Shrimant Ram-<br>bhajerao Mahadik ... ..      | 6,000     | 0 0   |              |       |
| (iii)    | Shet Govardhandas<br>Kathav ... ..                        | 2,500     | 0 0   |              |       |
| (iv)     | Trustees of Justice M. G.<br>Ranade ... ..                | 1,000     | 0 0   | 15,500       | 0 0   |
| (c)      | Bank of Bombay, Poona<br>Branch ... ..                    |           |       | 544          | 7 1   |
| (d)      | Deccan Bank Poona ... ..                                  |           |       |              |       |
|          | (i) Fix Deposit Receipt ... ..                            | 4,400     | 0 0   |              |       |
|          | (ii) Current Account ... ..                               | 8         | 6 5   | 4,408        | 6 5   |
| (e)      | Indian Specie Bank, Poona<br>Fixed Deposit.               |           |       | 11,425       | 0 0   |
| (f)      | Bombay Banking Company                                    |           |       |              |       |
|          | (i) Current Account ... ..                                | 1,230     | 14 9  |              |       |
|          | (ii) Fixed Deposit Receipt...                             | 150       | 0 0   | 1,380        | 14 9  |
| (g)      | Co-operative Credit Society<br>Dharwar.                   | 10        | 0 0   |              |       |
| (h)      | Post Office Savings Bank<br>Sadashivpeth Poona City       |           |       |              |       |
| (1)      | Account No. 65,358 (Per-<br>manent Fund) ... ..           | 6,309     | 5 4   |              |       |
| (2)      | Account No. 65,359 (En-<br>dowment Fund) ... ..           |           |       |              |       |
|          | (i) Government Securities...                              | 52,700    | 0 0   |              |       |
|          | (ii) Current Account ... ..                               | 6,885     | 1 4   |              |       |
| (3)      | Account No. 70,678 (Fore-<br>ign Scholarship Fund) ... .. | 538       | 11 10 |              |       |
| (4)      | Account No. 64,390 (Stu-<br>dents' Fund).                 |           |       | 69,619       | 3 7   |
|          | (i) Government Securities...                              | 3,180     | 0 0   |              |       |
|          | (ii) Current Account ... ..                               | 6         | 1 1   |              |       |
| (i)      | With the Secretary ... ..                                 |           |       | 97           | 14 0  |
|          | <i>Total Balance</i> ... ..                               |           |       | 139085       | 13 10 |
|          | <i>Grand Total</i> ... ..                                 |           |       | 231440       | 9 2   |

K. J. PATANKAR,  
Auditor.

Abstract Account of the Current Fund of the Deccan Education Society, Poona,  
for the year 1914—15.

## RECEIPTS.

| Item No. | Particulars.                          | Sub-Total |       | Grand Total |       |
|----------|---------------------------------------|-----------|-------|-------------|-------|
|          |                                       | Rs.       | a. p. | Rs.         | a. p. |
| 1        | <i>Opening Balance</i>                |           |       | 1,159       | 9 3   |
| 2        | <i>Interest for the year 1914—15.</i> |           |       | 3,703       | 6 3   |
| 3        | <i>Rent on Society's Property :—</i>  |           |       |             |       |
|          | (a) Fergusson College Poona ...       | 6,285     | 1 0   |             |       |
|          | (b) New English School, Satara ...    | 2,100     | 0 0   |             |       |
|          | (c) Gadre Wada ... ..                 | 900       | 0 0   |             |       |
|          | (d) New English School, Poona ...     | 460       | 0 0   |             |       |
|          | (e) Gajanan Choubal Lodge ...         | 171       | 0 0   |             |       |
|          | (f) Godbole Wada ... ..               | 120       | 0 0   |             |       |
|          | (g) Survey No. 116 Bhamburda ...      | 54        | 6 0   |             |       |
|          |                                       |           |       | 10 090      | 7 0   |
| 4        | <i>Fergusson College Magazine.</i>    |           |       | 821         | 7 9   |
|          | Total for the year                    | 14,615    | 5 0   |             |       |
|          | GRAND TOTAL ...                       |           |       | 15,774      | 14 3  |

Abstract Account of the Current Fund of the Deccan Education Society, Poona,  
for the year 1914—15.

## EXPENDITURE.

| Item No. | Particulars.                                | Sub-Total. |       | Grand Total.  |             |
|----------|---------------------------------------------|------------|-------|---------------|-------------|
|          |                                             | Rs.        | a. p. | Rs.           | a. p.       |
| 1        | <i>Interest on Endowments paid to :—</i>    |            |       |               |             |
|          | (1) Fergusson College, Poona ... ..         | 2456       | 8 0   |               |             |
|          | (2) New English School, Poona ... ..        | 436        | 2 10  |               |             |
|          | (3) Navin Marathi Shala, Poona ... ..       | 3          | 8 0   |               |             |
| 2        | <i>Contributions paid to :—</i>             |            |       | 2,896         | 2 10        |
|          | (1) Navin Marathi Shala ... ..              |            |       |               |             |
|          | (i) General ... ..                          | 3600       | 0 0   |               |             |
|          | (ii) Urinals ... ..                         | 250        | 12 0  |               |             |
|          | (2) New English School, Satara ... ..       | 2100       | 0 0   |               |             |
|          | (3) N. E. S. Boarding House, Poona ... ..   |            |       |               |             |
|          | (i) General ... ..                          | 250        | 0 0   |               |             |
|          | (ii) Improvements ... ..                    | 349        | 0 0   |               |             |
| 3        | <i>Fergusson College Magazine</i> ... ..    |            |       | 6,549         | 12 0        |
| 4        | <i>Interest paid on :—</i>                  |            |       | 1,221         | 7 9         |
|          | (1) Special Contributions :—                |            |       |               |             |
|          | (i) Mr. K. B. Thatte... ..                  | 300        | 0 0   |               |             |
|          | (ii) Mr. Gangabai Sathaye ... ..            | 100        | 0 0   |               |             |
|          | (iii) Mr. Ramlal Guruji ... ..              | 70         | 0 0   |               |             |
|          | (470)                                       |            |       |               |             |
|          | (2) Loans :—                                |            |       |               |             |
|          | (1) Rao Saheb R. K. Kale ... ..             | 855        | 14 3  |               |             |
|          | (2) Mr. R. R. Bhide... ..                   | 225        | 0 0   |               |             |
|          | (3) Mr. G. R. Kale ... ..                   | 200        | 0 0   |               |             |
|          | (4) Rao Bahadur Icharambhai ... ..          | 161        | 1 6   |               |             |
|          | (5) Rao Bahadur S. R. Bhagwat ... ..        | 13         | 0 7   |               |             |
|          | (6) Professor G. S. Sathe ... ..            | 12         | 14 0  |               |             |
|          | (7) Mr. K. P. Paranjpye ... ..              | 5          | 0 7   |               |             |
|          | (8) Mr. T. N. Atre ... ..                   | 1          | 8 6   |               |             |
|          |                                             | 1474       | 7 5   |               |             |
| 5        | <i>Arranging the Records of the Society</i> |            |       | 1,944         | 7 5         |
| 6        | <i>Negotiation Charges of Pandit Bukhal</i> |            |       | 251           | 9 9         |
| 7        | <i>Contingences</i>                         |            |       | 250           | 0 0         |
|          | (a) Printing and Stationary ... ..          | 263        | 10 0  |               |             |
|          | (b) Postage & V. Pa., Telegrams &c.,... ..  | 131        | 5 0   |               |             |
|          | (c) Carriage hire ... ..                    | 64         | 15 0  |               |             |
|          | (d) Miscellaneous :—                        |            |       |               |             |
|          | (i) Proper 230 15 9                         |            |       |               |             |
|          | (ii) Typewriter & Dupli-<br>cator 471 0 0   |            |       |               |             |
|          | (iii) Debenture expenses 475 10 0           |            |       |               |             |
|          | (iv) Office Cycle 60 0 0                    |            |       |               |             |
|          |                                             | 1237       | 9 9   |               |             |
| 8        | <i>Deposit Permanent Fund.</i>              |            |       | 1,697         | 7 9         |
|          |                                             |            |       | 899           | 4 0         |
|          | Total for the year ... ..                   | 15,685     | 3 6   |               |             |
|          | <i>Closing Balance...</i>                   |            |       | 89            | 10 3        |
|          | <b>GRAND TOTAL ... ..</b>                   |            |       | <b>15,774</b> | <b>14 3</b> |

K. J. PATANKAR,

Auditor.

## VI

Abstract Account of the Fergusson College Poona,  
for the year 1914-15.

## RECEIPTS.

| Item No. | Particulars.                                   | Sub-Total. |    |    | Grand-Total |      |
|----------|------------------------------------------------|------------|----|----|-------------|------|
|          |                                                | Rs.        | a. | p. | Rs.         | a.   |
| 1        | <i>Opening Balance.</i>                        |            |    |    | 6263        | 7 11 |
| 2        | <i>Fees and Fines.</i>                         |            |    |    |             |      |
|          | (a) College Fees ... ..                        | 44710      | 8  | 0  |             |      |
|          | (b) Special fees for Science ...               | 1685       | 0  | 0  |             |      |
|          | (c) Special fees for Science<br>(P. E.) ... .. | 3744       | 0  | 0  |             |      |
|          | (d) First year examination fees                | 9630       | 0  | 0  |             |      |
|          | (e) Fines ... ..                               | 99         | 1  | 0  |             |      |
|          |                                                |            |    |    | 59868       | 9 0  |
| 3        | <i>Government Grant.</i>                       |            |    |    |             |      |
|          | (a) Efficiency... ..                           | 10000      | 0  | 0  |             |      |
|          | (b) For Dakshina Fellowship                    | 1800       | 0  | 0  |             |      |
|          |                                                |            |    |    | 11800       | 0 0  |
| 4        | <i>Room Rent.</i>                              |            |    |    | 1607        | 8 0  |
| 5        | <i>Miscellaneous.</i>                          |            |    |    | 527         | 14 1 |
| 6        | <i>Endowments.</i>                             |            |    |    |             |      |
|          | (A) <i>Prizes.</i>                             |            |    |    |             |      |
|          | (a) Apte ... ..                                | 50         | 0  | 0  |             |      |
|          | (b) Brahme ... ..                              | 45         | 0  | 0  |             |      |
|          | (c) Sir James Fergusson ...                    | 45         | 8  | 0  |             |      |
|          | (d) Gulve ... ..                               | 17         | 8  | 0  |             |      |
|          | Carried forward ...                            |            |    |    | 80067       | 7 0  |

VI  
Abstract Account of the Fergusson College Poona,  
for the year 1914-15.  
Expenditure.

| Item No. | Particulars.                       | Sub-Total. |    |    | Grand Total. |    |    |
|----------|------------------------------------|------------|----|----|--------------|----|----|
|          |                                    | Rs.        | a. | p. | Rs.          | a. | p. |
| 1        | <i>Payments</i>                    |            |    |    |              |    |    |
|          | (a) Life-Members ...               | 21920      | 0  | 0  |              |    |    |
|          | (b) Other Professors ...           | 9698       | 5  | 4  |              |    |    |
|          | (c) Dakshina Fellows ...           | 1800       | 0  | 0  |              |    |    |
|          | (d) Establishment ...              | 6345       | 10 | 4  |              |    |    |
|          | (e) Pension Fund Contribution ...  | 2978       | 3  | 9  |              |    |    |
|          | (f) Life Insurance Policies ...    | 1894       | 1  | 0  |              |    |    |
|          | (g) Income Tax ...                 | 421        | 12 | 4  |              |    |    |
|          | (h) Carriage hire ...              | 3009       | 4  | 0  |              |    |    |
|          |                                    |            |    |    | 48067        | 4  | 9  |
| 2        | <i>Scholarships</i>                |            |    |    | 2419         | 10 | 0  |
| 3        | <i>Rent and Taxes</i>              |            |    |    |              |    |    |
|          | (a) Building Rent ...              | 5785       | 1  | 0  |              |    |    |
|          | (b) New Quarters ...               | 500        | 0  | 0  |              |    |    |
|          | (c) Ground Rent ...                | 570        | 0  | 0  |              |    |    |
|          | (d) Water Rent ...                 | 185        | 10 | 0  |              |    |    |
|          |                                    |            |    |    | 7040         | 11 | 0  |
| 4        | <i>Library</i>                     |            |    |    | 1854         | 8  | 0  |
| 5        | <i>Laboratory.</i>                 |            |    |    |              |    |    |
|          | (a) Chemical ...                   | 2999       | 13 | 9  |              |    |    |
|          | (b) Physical (including workshop). | 2946       | 0  | 0  |              |    |    |
|          | (c) Biology (including garden)     | 2000       | 0  | 0  |              |    |    |
|          |                                    |            |    |    | 7945         | 13 | 9  |
| 6        | <i>New Furniture.</i>              |            |    |    | 441          | 10 | 9  |
|          | Carried forward ...                |            |    |    | 67769        | 10 | 3  |

## RECEIPTS—(Continued.)

| Item No. | Particulars.                   | Sub-Total. |    |    | Grand-Total |    |    |
|----------|--------------------------------|------------|----|----|-------------|----|----|
|          |                                | Rs.        | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...            |            |    |    | 86067       | 7  | 0  |
|          | (e) Janardan Gopal ...         | 60         | 0  | 0  |             |    |    |
|          |                                | 218        | 0  | 0  |             |    |    |
|          | (B) Scholarships.              |            |    |    |             |    |    |
|          | (a) Annapurnabai Chitale ...   | 50         | 0  | 0  |             |    |    |
|          | (b) Bhagavat... ..             | 42         | 0  | 0  |             |    |    |
|          | (c) Bhagirthibai Dravid ..     | 120        | 0  | 0  |             |    |    |
|          | (d) Brahme ... ..              | 480        | 0  | 0  |             |    |    |
|          | (e) Govind Hari ... ..         | 210        | 0  | 0  |             |    |    |
|          | (f) Janakibai Limaye. ...      | 60         | 0  | 0  |             |    |    |
|          | (g) K. P. Joshi ... ..         | 480        | 0  | 0  |             |    |    |
|          | (h) Kirane ... ..              | 52         | 8  | 0  |             |    |    |
|          | (i) Limaye Mahadeo.. ...       | 60         | 0  | 0  |             |    |    |
|          | (j) Mankar ... ..              | 120        | 0  | 0  |             |    |    |
|          | (k) Nene ... ..                | 72         | 0  | 0  |             |    |    |
|          | (l) Nimkar ... ..              | 108        | 0  | 0  |             |    |    |
|          | (m) Pali (from Baroda State).. | 450        | 0  | 0  |             |    |    |
|          | (n) Patwardhan ... ..          | 120        | 0  | 0  |             |    |    |
|          | (o) Ramchandra Bhikaji ...     | 60         | 0  | 0  |             |    |    |
|          | (p) Vinchurkar. ... ..         | 150        | 0  | 0  |             |    |    |
|          | (q) Wadadekar. ... ..          | 75         | 0  | 4  |             |    |    |
|          | (r) Vishveshwar Ayya ...       | 240        | 0  | 0  |             |    |    |
|          |                                | 2947       | 8  | 4  |             |    |    |
|          |                                |            |    |    | 3165        | 8  | 4  |
|          | Carried forward..              |            |    |    | 83232       | 15 | 4  |



## VI

## Expenditure—(Continued.)

| Item No. | Particulars.                 | Sub-Total. |       | Grant Total. |       |
|----------|------------------------------|------------|-------|--------------|-------|
|          |                              | Rs.        | a. p. | Rs.          | a. p. |
|          | Brought forward ...          |            |       | 67769        | 10 3  |
| 7        | <i>Contingency.</i>          |            |       | 1286         | 1 5   |
| 8        | <i>Dispensary.</i>           |            |       | 159          | 14 3  |
| 9        | <i>Lighting.</i>             |            |       | 191          | 6 0   |
| 10       | <i>Miscellaneous.</i>        |            |       | 373          | 5 6   |
| 11       | <i>Repairs and Renewals.</i> |            |       |              |       |
|          | (a) Building ...             | 810        | 14 10 |              |       |
|          | (b) Road and Gutters ...     | 40         | 0 9   |              |       |
|          | (c) Water Works ...          | 277        | 1 6   |              |       |
|          | (d) Furniture ...            | 1308       | 11 3  |              |       |
|          |                              |            |       | 2436         | 12 4  |
| 12       | <i>Endowments.</i>           |            |       |              |       |
|          | (A) <i>Prices.</i>           |            |       |              |       |
|          | (a) Durgabai Apte ...        | 50         | 0 0   |              |       |
|          | (b) V. N. Apte ...           | 50         | 0 0   |              |       |
|          | (c) Brahme ...               | 45         | 0 0   |              |       |
|          | (d) Gulve ...                | 17         | 8 0   |              |       |
|          | (e) Janardan Gopal ...       | 60         | 0 0   |              |       |
|          |                              | 222        | 8 0   |              |       |
|          | (B) <i>Scholarships.</i>     |            |       |              |       |
|          | (a) Annapurnabai Chitale ... | 144        | 0 0   |              |       |
|          | (b) Bhagavat ...             | 42         | 0 0   |              |       |
|          | (c) Bhagirathibai Dravid ... | 120        | 0 0   |              |       |
|          | (d) Brahme ...               | 460        | 0 0   |              |       |
|          | (e) Dorabji Padumji ...      | 120        | 0 0   |              |       |
|          | (f) Govind Hari ...          | 210        | 0 0   |              |       |
|          | (g) Janakibai Limaye ...     | 50         | 0 0   |              |       |
|          | (h) K. P. Joshi ...          | 480        | 0 0   |              |       |
|          | (i) Kirane ...               | 52         | 8 0   |              |       |
|          | Carried forward ...          |            |       | 72217        | 1 9   |

## RECEIPTS—(Continued.)

| Item No. | Particulars.                               | Sub-Total. |    |    | Grand-Total |    |    |
|----------|--------------------------------------------|------------|----|----|-------------|----|----|
|          |                                            | Rs.        | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...                        |            |    |    | 83232       | 15 | 4  |
| 7        | <i>Outside Scholarships.</i>               |            |    |    |             |    |    |
|          | (a) Alfred ... ..                          | 29         | 10 | 0  |             |    |    |
|          | (b) Anjuman ... ..                         | 40         | 0  | 0  |             |    |    |
|          | (c) Aundh ... ..                           | 125        | 0  | 0  |             |    |    |
|          | (d) Baroda State ... ..                    | 216        | 0  | 0  |             |    |    |
|          | (e) Brahman Vidyarthi-<br>Sahayak Mandali. | 231        | 0  | 0  |             |    |    |
|          | (f) Dabholkar ... ..                       | 552        | 0  | 0  |             |    |    |
|          | (g) High School ... ..                     | 180        | 0  | 0  |             |    |    |
|          | (h) Hyderabad ... ..                       | 638        | 11 | 4  |             |    |    |
|          | (i) Jamkhindi ... ..                       | 123        | 7  | 0  |             |    |    |
|          | (j) Kazi Shahabuddin. ...                  | 720        | 0  | 0  |             |    |    |
|          | (k) Lady Hardinge ... ..                   | 420        | 0  | 0  |             |    |    |
|          | (l) Lingayet ... ..                        | 5012       | 0  | 0  |             |    |    |
|          | (m) Miraj ... ..                           | 426        | 10 | 8  |             |    |    |
|          | (n) Rambhajirao ... ..                     | 120        | 0  | 0  |             |    |    |
|          | (o) University Chatfield ...               | 288        | 0  | 0  |             |    |    |
|          | (p) „ Ellis Scholarship                    | 240        | 0  | 0  |             |    |    |
|          | (q) „ Sir Jasavant<br>Singh.               | 120        | 0  | 0  |             |    |    |
|          | Carried forward ...                        |            |    |    | 83232       | 15 | 4  |

## VI

## Expenditure.—(Continued.)

| Item No. | Particulars.                         | Sub-Total. |    |    | Grand Total |    |    |
|----------|--------------------------------------|------------|----|----|-------------|----|----|
|          |                                      | Rs.        | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...                  |            |    |    | 72217       | 1  | 9  |
|          | (j) Limaye Mahadeo ...               | 50         | 0  | 0  |             |    |    |
|          | (k) Mankar ...                       | 120        | 0  | 0  |             |    |    |
|          | (l) Nene ...                         | 72         | 0  | 0  |             |    |    |
|          | (m) Nimkar ...                       | 120        | 0  | 0  |             |    |    |
|          | (n) Patwardhan ...                   | 120        | 0  | 0  |             |    |    |
|          | (o) Pali (from Baroda State)..       | 450        | 0  | 0  |             |    |    |
|          | (p) Ramchandra Bhikaji ...           | 60         | 0  | 0  |             |    |    |
|          | (q) Wadadekar ...                    | 36         | 0  | 0  |             |    |    |
|          | (r) Vinchurkar ...                   | 150        | 0  | 0  |             |    |    |
|          | (s) Vishveshwar Aya ...              | 120        | 0  | 0  |             |    |    |
|          |                                      | 2976       | 8  | 0  |             |    |    |
|          |                                      |            |    |    | 3199        | 0  | 0  |
| 13       | <i>Outside Scholarships.</i>         |            |    |    |             |    |    |
|          | (a) Alfred ...                       | 14         | 1  | 0  |             |    |    |
|          | (b) Anjuman ...                      | 40         | 0  | 0  |             |    |    |
|          | (c) Aundh ...                        | 125        | 0  | 0  |             |    |    |
|          | (d) Baroda State ...                 | 216        | 0  | 0  |             |    |    |
|          | (e) Brahmin Vidyarthi<br>Sahayak ... | 190        | 8  | 0  |             |    |    |
|          | (f) Dabholkar ...                    | 552        | 0  | 0  |             |    |    |
|          | (g) High School ...                  | 180        | 0  | 0  |             |    |    |
|          | (h) Hyderabad ...                    | 638        | 11 | 4  |             |    |    |
|          | (i) Jamkhindi ...                    | 123        | 7  | 0  |             |    |    |
|          | (j) Kazi Shahabuddin ...             | 660        | 0  | 0  |             |    |    |
|          | (k) Lady Hardinge ...                | 360        | 0  | 0  |             |    |    |
|          | (l) Lingayat ...                     | 5012       | 0  | 0  |             |    |    |
|          | (m) Miraj ...                        | 436        | 10 | 8  |             |    |    |
|          | Carried forward ...                  |            |    |    | 75416       | 1  | 9  |

## VI

## RECEIPTS—(Continued).

| Item No. | Particulars.                                | Sub-Total. |    |    | Grand-Total |    |    |
|----------|---------------------------------------------|------------|----|----|-------------|----|----|
|          |                                             | Rs.        | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...                         |            |    |    | 83232       | 15 | 4  |
|          | (r) University Jagannath<br>Shankarshet ... | 144        | 0  | 0  |             |    |    |
|          | (s) University Rao Sir<br>Pragmalji ...     | 147        | 0  | 0  |             |    |    |
|          | (t) University Pralhad<br>Sitaram ...       | 300        | 0  | 0  |             |    |    |
|          | (u) University Yamunabai<br>Dalvi ...       | 199        | 0  | 0  |             |    |    |
|          |                                             |            |    |    | 10282       | 7  | 0  |
| 13       | <i>Gymkhana.</i>                            |            |    |    | 3888        | 0  | 0  |
|          | Total for the year ...                      | 91139      | 14 | 5  |             |    |    |
|          | <i>Grand Total...</i>                       |            |    |    | 97403       | 6  | 4  |

## VI

## EXPENDITURE—(Continued.)

| Item No. | Particulars.                                            | Sub-Total. |    |    | Grand-Total |    |    |
|----------|---------------------------------------------------------|------------|----|----|-------------|----|----|
|          |                                                         | Rs.        | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...                                     |            |    |    | 75416       | 1  | 9  |
|          | (n) Rambhajirao ...                                     | 12         | 0  | 0  |             |    |    |
|          | (o) University Ohat-field<br>Scholarship ...            | 288        | 0  | 0  |             |    |    |
|          | (p) University Elhis Scho-<br>larship ...               | 240        | 0  | 0  |             |    |    |
|          | (q) University Sir Jasovat-<br>sing's Scholarship ...   | 120        | 0  | 0  |             |    |    |
|          | (r) University Jagannath<br>Shankarshet Scholarship ... | 144        | 0  | 0  |             |    |    |
|          | (s) University Pralhad Sita-<br>ram Scholarship ...     | 300        | 0  | 0  |             |    |    |
|          | (t) University Rao Sir Prag-<br>malji Scholarship ...   | 147        | 0  | 0  |             |    |    |
|          | (u) University Yamunabai<br>Dalvi Scholarship ...       | 199        | 0  | 0  |             |    |    |
|          |                                                         |            |    |    | 10107       | 2  | 0  |
| 14       | <i>Building Insurance.</i>                              |            |    |    | 287         | 8  | 0  |
| 15       | <i>Anniversary.</i>                                     |            |    |    | 604         | 1  | 9  |
| 16       | <i>First year examintaion expenses</i>                  |            |    |    | 648         | 12 | 9  |
| 17       | <i>Loan.</i>                                            |            |    |    | 1300        | 0  | 0  |
| 18       | <i>Gymkhana.</i>                                        |            |    |    | 3885        | 6  | 6  |
|          | Total for the year ...                                  | 92049      | 0  | 9  |             |    |    |
|          | <i>Closing Balance.</i>                                 |            |    |    |             |    |    |
|          | (a) Endowment ...                                       | 185        | 2  | 8  |             |    |    |
|          | (b) Outside Scholarships ..                             | 175        | 5  | 0  |             |    |    |
|          | (c) Gymkhana ...                                        | 265        | 9  | 6  |             |    |    |
|          | (d) College proper ...                                  | 4728       | 4  | 5  |             |    |    |
|          |                                                         |            |    |    | 5354        | 5  | 7  |
|          | <i>Grand Total</i> ...                                  |            |    |    | 97403       | 6  | 4  |

## VII

Abstract Account of the New English School, Poona,  
for the year 1914-15.

## RECEIPTS.

| Item No. | Particulars.             | Sub-Total |    |    | Grand-Total |    |    |
|----------|--------------------------|-----------|----|----|-------------|----|----|
|          |                          | Rs.       | a. | p. | Rs.         | a. | p. |
| 1        | Opening Balance ...      |           |    |    | 3,098       | 11 | 1  |
| 2        | Fees and Fines ...       |           |    |    |             |    |    |
|          | (a) School fees....      | 28,112    | 11 | 0  |             |    |    |
|          | (b) Play-ground fees ... | 1,054     | 2  | 0  |             |    |    |
|          | (c) Entrance fees. ...   | 410       | 0  | 0  |             |    |    |
|          | (d) Arrears of fees ...  | 704       | 13 | 6  |             |    |    |
|          | (e) Fines. ...           | 95        | 9  | 9  | 30,377      | 4  | 3  |
| 3        | Reading Room fees ...    |           |    |    | 555         | 6  | 0  |
| 4        | Government Grant. ...    |           |    |    |             |    |    |
|          | (a) School proper ...    | 13,863    | 0  | 0  |             |    |    |
|          | (b) Furniture ...        | 0         | 0  | 0  |             |    |    |
|          | (c) Drawing ...          | 0         | 0  | 0  |             |    |    |
|          | (d) Extraordinary ...    | 0         | 0  | 0  |             |    |    |
|          | Carried forward ...      |           |    |    | 47,894      | 5  | 4  |

## VII

Abstract Account of the New English School, Poona,  
for the year 1914—15.

## EXPENDITURE.

| Item No. | Particulars.                   | Sub-Total. |       | Grand Total |       |
|----------|--------------------------------|------------|-------|-------------|-------|
|          |                                | Rs.        | a. p. | Rs.         | a. p. |
| 1        | <i>Payments</i> ... ..         |            |       |             |       |
|          | (a) Life-Members ... ..        | 2,765      | 0 0   |             |       |
|          | (b) Valuation Increment ...    | 2,235      | 0 0   |             |       |
|          | (c) Life Insurance ... ..      | 420        | 9 0   |             |       |
|          | (d) Income-Tax ... ..          | 113        | 0 3   |             |       |
|          | (e) Teachers ... ..            | 27,237     | 4 3   |             |       |
|          | (f) Clerks ... ..              | 786        | 12 3  |             |       |
|          | (g) Establishment... ..        | 1,837      | 4 9   |             |       |
|          | (h) Pension Fund ... ..        | 1,565      | 0 0   |             |       |
|          |                                |            |       | 36,959      | 14 6  |
| 2        | <i>Rent and Taxes</i> ... ..   |            |       | 659         | 9 3   |
| 3        | <i>Contingencies</i> ... ..    |            |       |             |       |
|          | (a) Printing ... ..            | 707        | 4 6   |             |       |
|          | (b) Ordinary ... ..            | 817        | 7 0   |             |       |
|          |                                |            |       | 1,524       | 11 6  |
| 4        | <i>Books and Prizes</i> ... .. |            |       |             |       |
|          | i Library ... ..               |            |       |             |       |
|          | (a) New Books ... ..           | 369        | 2 3   |             |       |
|          | (b) Binding charges &c. ...    | 73         | 14 6  |             |       |
|          | ii Reading Room... ..          |            |       |             |       |
|          | (a) New Books ... ..           | 71         | 1 0   |             |       |
|          | (b) Binding charges &c. ...    | 346        | 2 0   |             |       |
|          | iii Class books. ... ..        | 228        | 0 0   |             |       |
|          | iv Prizes ... ..               |            |       |             |       |
|          | (a) School ... ..              | 131        | 10 6  |             |       |
|          |                                |            |       | 1,219       | 14 3  |
|          | Carried forward ... ..         |            |       | 40,364      | 1 6   |

RECEIPTS (*Continued*).

| Item No. | Particulars.                              | Sub-Total : |    |    | Grand-Total |    |    |
|----------|-------------------------------------------|-------------|----|----|-------------|----|----|
|          |                                           | Rs.         | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...                       |             |    |    | 47,894      | 5  | 4  |
| 5        | <i>Valuation Increment</i> ...            |             |    |    | 2,235       | 0  | 0  |
| 6        | <i>Endowments</i> ...                     |             |    |    |             |    |    |
|          | (a) Mahadik Scholarships                  | 175         | 0  | 0  |             |    |    |
|          | (b) Justice Ranade „ ...                  | 35          | 0  | 0  |             |    |    |
|          | (c) Reay Prize ...                        | 35          | 0  | 0  |             |    |    |
|          | (d) Kagal Prize... ..                     | 17          | 8  | 0  |             |    |    |
|          | (e) Patwardhan Prize ...                  | 17          | 8  | 0  |             |    |    |
|          | (f) Bapat Prize... ..                     | 17          | 8  | 0  |             |    |    |
|          | (g) Damle-Chiplunkar<br>Prize' ... ..     | 10          | 8  | 0  |             |    |    |
|          | (h) G. B. Limaye Scholar-<br>ship ... ..  | 60          | 0  | 0  |             |    |    |
|          | (i) B. G. Sathe's Scholar-<br>ship ... .. | 68          | 2  | 9  |             |    |    |
|          |                                           |             |    |    | 436         | 2  | 9  |
| 7        | <i>Contribution</i> ...                   |             |    |    |             |    |    |
|          | (a) D. E. Society ...                     | 8,000       | 0  | 0  |             |    |    |
|          | (b) Chief of Ichalkaranji.                | 10          | 0  | 0  |             |    |    |
|          |                                           |             |    |    | 8,010       | 0  | 0  |
|          | Carried forward ...                       |             |    |    | 58,575      | 8  | 1  |



VII  
EXPENDITURE (Continued).

| Item No. | Particulars.              | Sub-Total |    |    | Grand Total |    |    |
|----------|---------------------------|-----------|----|----|-------------|----|----|
|          |                           | Rs.       | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...       |           |    |    | 40,364      | 1  | 6  |
| 5        | Repairs to buildings ...  |           |    |    | 1,983       | 10 | 3  |
| 6        | Furniture (dead-stock)... |           |    |    |             |    |    |
|          | (a) New Furniture ...     | 6,545     | 0  | 3  |             |    |    |
|          | (b) Repairs ...           | 376       | 4  | 0  |             |    |    |
|          |                           |           |    |    | 6,921       | 4  | 3  |
| 7        | Laboratory ...            |           |    |    |             |    |    |
|          | (a) New Apparatus ...     | 5,008     | 10 | 0  |             |    |    |
|          | (b) Current expenses ...  | 528       | 3  | 3  |             |    |    |
|          |                           |           |    |    | 5,536       | 13 | 3  |
| 8        | Gymkhana ...              |           |    |    |             |    |    |
|          | (a) New Apparatus ...     | 113       | 6  | 0  |             |    |    |
|          | (b) Current Expenditure   | 870       | 7  | 9  | 983         | 13 | 9  |
| 9        | Workshop ...              |           |    |    |             |    |    |
|          | (a) New Apparatus ...     | 62        | 14 | 0  |             |    |    |
|          | (b) Current Expenditure   | 251       | 15 | 9  |             |    |    |
| 10       | Garden ...                |           |    |    | 314         | 13 | 9  |
| 11       | Drawing ...               |           |    |    | 215         | 8  | 6  |
|          | Carried forward ...       |           |    |    | 56,319      | 1  | 3  |

## VII

## RECEIPTS---(Continued.)

| Item No. | Particulars.           | Sub-Total |    |    | Grand-Total |    |    |
|----------|------------------------|-----------|----|----|-------------|----|----|
|          |                        | Rs.       | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...    |           |    |    | 58,575      | 8  | 1  |
| 8        | Scholarships. ...      |           |    |    |             |    |    |
|          | (a) Government ...     | 554       | 13 | 0  |             |    |    |
|          | (b) Others ...         | 111       | 14 | 0  |             |    |    |
|          |                        |           |    |    | 666         | 11 | 0  |
| 9        | Miscellaneous ...      |           |    |    | 827         | 6  | 7  |
| 10       | Poor Boys' Fund ...    |           |    |    | 810         | 6  | 0  |
|          | Total for the year ... | 57,781    | 4  | 7  |             |    |    |
|          | Grand Total ...        |           |    |    | 60,879      | 15 | 8  |

## VII

## EXPENDITURE—(Continued.)

| Item No. | Particulars.           | Sub-Total |    |    | Grand-Total |    |    |
|----------|------------------------|-----------|----|----|-------------|----|----|
|          |                        | Rs.       | a. | p. | Rs.         | a. | p. |
|          | Brought forward ...    |           |    |    | 56,319      | 1  | 3  |
| 12       | Fire Insurance ...     |           |    |    | 315         | 0  | 0  |
| 13       | Scholarships ...       |           |    |    |             |    |    |
|          | (a) Government ...     | 554       | 13 | 0  |             |    |    |
|          | (b) Endowed ...        | 147       | 8  | 0  |             |    |    |
|          | (c) Others ...         | 111       | 14 | 0  |             |    |    |
|          |                        |           |    |    | 814         | 3  | 0  |
| 14       | Miscellaneous ...      |           |    |    | 253         | 0  | 3  |
| 15       | Poor Boy's Fund ...    |           |    |    | 615         | 15 | 0  |
| 16       | New Buildings... ..    |           |    |    | 500         | 0  | 0  |
|          | Total for the year ... | 58,831    | 10 | 6  |             |    |    |
|          | Closing Balance ...    |           |    |    | 2,048       | 5  | 1  |
|          | Grand Total ...        |           |    |    | 60,879      | 15 | 7  |

## VIII

Abstract Account of the New English School, Satara,  
for the year 1914-15.

## RECEIPTS.

| Item No. | Particulars.                                       | Sub-Total |    |    | Grand-Total   |          |          |
|----------|----------------------------------------------------|-----------|----|----|---------------|----------|----------|
|          |                                                    | Rs.       | a. | p. | Rs.           | a.       | p.       |
| 1        | <i>Opening Balance.</i>                            |           |    |    | 2,003         | 6        | 11       |
| 2        | <i>Fees and Fines.</i>                             |           |    |    |               |          |          |
|          | (a) School Fees ... ..                             | 5,506     | 14 | 6  |               |          |          |
|          | (b) Reading, Singing Class &<br>Gymnasium ... ..   | 236       | 13 | 0  |               |          |          |
|          | (c) Entrance... ..                                 | 138       | 0  | 0  |               |          |          |
|          | (d) Arrears ... ..                                 | 28        | 9  | 0  |               |          |          |
|          | (e) Fines ... ..                                   | 6         | 3  | 0  |               |          |          |
|          |                                                    |           |    |    | 5,916         | 7        | 6        |
| 3        | <i>Government Grant.</i>                           |           |    |    |               |          |          |
|          | (a) School Proper ... ..                           | 3,873     | 0  | 0  |               |          |          |
|          | (b) Drawing Grant ... ..                           | 260       | 8  | 0  |               |          |          |
|          |                                                    |           |    |    | 4,133         | 8        | 0        |
|          | <i>Contribution.</i>                               |           |    |    |               |          |          |
| 4        | (a) Society ... ..                                 | 2,100     | 0  | 0  |               |          |          |
|          | (b) His Highness The Pant<br>Sachiv of Bhor ... .. | 300       | 0  | 0  |               |          |          |
|          | (c) Rao Saheb Dongare ... ..                       | 25        | 0  | 0  |               |          |          |
|          | (d) Other Sources ... ..                           | 9         | 1  | 3  |               |          |          |
|          |                                                    |           |    |    | 2,434         | 1        | 3        |
| 5        | <i>Valuation Increment.</i>                        |           |    |    | 790           | 4        | 0        |
| 6        | <i>Miscellaneous.</i>                              |           |    |    | 88            | 9        | 6        |
| 7        | <i>Scholarship.</i>                                |           |    |    | 397           | 0        | 0        |
|          | <i>Total for the year ...</i>                      | 13,759    | 14 | 3  |               |          |          |
|          | <b>Grand Total ...</b>                             |           |    |    | <b>15,763</b> | <b>5</b> | <b>2</b> |

## VIII

Abstract Account of the New English School Satara,  
for the year 1914-15.

## EXPENDITURE.

| Item No. | Particulars.                              | Sub-Total |       | Grand-Total   |            |
|----------|-------------------------------------------|-----------|-------|---------------|------------|
|          |                                           | Rs.       | a. p. | Rs.           | a. p.      |
| 1        | <i>Payment.</i>                           |           |       |               |            |
|          | (a) Life Members ... ..                   | 1,500     | 0 6   |               |            |
|          | (b) Valuation Increment ...               | 790       | 4 0   |               |            |
|          | (c) Life Insurance ... ..                 | 78        | 8 0   |               |            |
|          | (d) Income Tax ... ..                     | 31        | 4 0   |               |            |
|          | (e) Teachers... ..                        | 4,786     | 15 0  |               |            |
|          | (f) Establishment ... ..                  | 701       | 3 0   |               |            |
|          | (g) Pension Fund Contribu-<br>tion ... .. | 559       | 11 0  | 8,447         | 13 0       |
| 2        | <i>Rent.</i>                              |           |       | 2,100         | 0 0        |
| 3        | <i>Contingencies.</i>                     |           |       | 235           | 7 3        |
| 4        | <i>Books &amp; Prizes.</i>                |           |       | 234           | 7 0        |
| 5        | <i>Repairs and Renewals.</i>              |           |       | 109           | 3 9        |
| 6        | <i>Furniture.</i>                         |           |       | 1,732         | 10 10      |
| 7        | <i>Scholarships.</i>                      |           |       | 397           | 0 0        |
|          | <i>Total for the year</i> ...             | 13,256    | 9 10  |               |            |
| 8        | <i>Closing Balance</i>                    |           |       |               |            |
|          | (a) School proper ... ..                  | 506       | 11 4  |               |            |
|          | (b) Permanent Balance ...                 | 2,000     | 0 0   | 2,506         | 1 4        |
|          | <b>Grand Total</b> ...                    |           |       | <b>15,763</b> | <b>5 2</b> |

## IX

Abstract Account of the Navin Marathi Shala Poona,  
for the year 1914-15.

## RECEIPTS.

| Item No. | Particulars.                                | Sub-Total |    |    | Grand-Total |    |    |
|----------|---------------------------------------------|-----------|----|----|-------------|----|----|
|          |                                             | Rs.       | a. | p. | Rs.         | a. | p. |
| 1        | <i>Opening Balance.</i>                     |           |    |    | 991         | 1  | 3  |
| 2        | <i>Fees and Fines.</i>                      |           |    |    |             |    |    |
|          | (a) School Fees ... ..                      | 1,673     | 3  | 0  |             |    |    |
|          | (b) Entrance ... ..                         | 61        | 12 | 0  |             |    |    |
|          | (c) Arrears ... ..                          | 37        | 10 | 0  |             |    |    |
|          |                                             |           |    |    | 1,772       | 9  | 0  |
| 3        | <i>Government Grant.</i>                    |           |    |    | 2,121       | 0  | 0  |
| 4        | <i>Contribution from D. E.<br/>Society.</i> |           |    |    | 3,600       | 0  | 0  |
| 5        | <i>Valuation Salary.</i>                    |           |    |    | 360         | 0  | 9  |
| 6        | <i>Urinals.</i>                             |           |    |    | 250         | 0  | 0  |
| 7        | <i>Ground.</i>                              |           |    |    | 203         | 7  | 0  |
| 8        | <i>Miscellaneous.</i>                       |           |    |    | 19          | 15 | 6  |
|          | <i>Total for the year ...</i>               | 8,326     | 15 | 6  |             |    |    |
|          | <i>Grand Total ...</i>                      |           |    |    | 9,318       | 0  | 9  |

Abstract Account of the Navin Marathi Shala Poona,  
for the year 1914-15.

## EXPENDITURE.

| Item No. | Particulars.                                     | Sub-Total |    |    | Grand-Total |    |    |
|----------|--------------------------------------------------|-----------|----|----|-------------|----|----|
|          |                                                  | Rs.       | a. | p. | Rs.         | a. | p. |
| 1        | <i>Payment.</i>                                  |           |    |    |             |    |    |
|          | (a) Valuation Increment ...                      | 360       | 0  | 0  |             |    |    |
|          | (b) Teachers... ..                               | 5,162     | 4  | 3  |             |    |    |
|          | (c) Establishment ... ..                         | 384       | 7  | 0  |             |    |    |
|          | (d) Pension Fund ... ..                          | 250       | 0  | 0  |             |    |    |
|          |                                                  |           |    |    | 6,156       | 11 | 3  |
| 2        | <i>Rent &amp; Taxes.</i>                         |           |    |    | 314         | 12 | 0  |
| 3        | <i>Books &amp; Prizes.</i>                       |           |    |    |             |    |    |
|          | (a) Library Books ... ..                         | 47        | 11 | 8  |             |    |    |
|          | (b) Class Books ... ..                           | 16        | 5  | 6  |             |    |    |
|          | (c) Books for Prizes ... ..                      | 38        | 8  | 6  |             |    |    |
|          |                                                  |           |    |    | 102         | 9  | 8  |
| 4        | <i>Ground.</i>                                   |           |    |    | 398         | 5  | 3  |
| 5        | <i>Urinals.</i>                                  |           |    |    | 250         | 0  | 0  |
| 6        | <i>New Furniture.</i>                            |           |    |    | 474         | 0  | 9  |
| 7        | <i>Contingencies &amp; Printing.</i>             |           |    |    | 579         | 0  | 9  |
| 8        | <i>Object Lessons &amp; Manual<br/>Training.</i> |           |    |    | 33          | 8  | 9  |
| 9        | <i>Miscellaneous.</i>                            |           |    |    | 35          | 7  | 7  |
| 10       | <i>Repairs to Building.</i>                      |           |    |    | 358         | 9  | 9  |
|          | <i>Total for the year</i> ...                    | 8,703     | 1  | 9  |             |    |    |
|          | <i>Closing Balance.</i>                          |           |    |    | 614         | 15 | 0  |
|          | <b>Grand Total</b> ...                           |           |    |    | 9,318       | 1  | 9  |

X  
Abstract account of the N. E. S. Boarding House, Poona,  
for the Year 1914-15.

RECEIPTS.

| Item No. | Particulars.                                          | Sub-Total. |    |    | Grand-Total |    |    |
|----------|-------------------------------------------------------|------------|----|----|-------------|----|----|
|          |                                                       | Rs.        | a. | p. | Rs.         | a. | p. |
| 1        | <i>Opening Balance:—</i>                              |            |    |    | 610         | 12 | 3  |
| 2        | <i>Fees.</i>                                          |            |    |    |             |    |    |
|          | (a) Actual receipts ... ..                            | 467        | 12 | 0  |             |    |    |
|          | (b) Dues to be recovered ... ..                       | 1,059      | 6  | 6  |             |    |    |
| 3        | <i>Entrance Fees.</i>                                 |            |    |    | 10,527      | 2  | 6  |
|          |                                                       |            |    |    | 327         | 10 | 6  |
| 4        | <i>Recoveries of dues from boarders for the year.</i> |            |    |    |             |    |    |
|          | (a) 1911-12 ... ..                                    | 98         | 6  | 0  |             |    |    |
|          | (b) 1912-13 ... ..                                    | 9          | 6  | 3  |             |    |    |
|          | (c) 1913-14 ... ..                                    | 758        | 15 | 9  |             |    |    |
| 5        | <i>Deposits from Boarders.</i>                        |            |    |    | 866         | 12 | 0  |
|          |                                                       |            |    |    | 300         | 0  | 0  |
| 6        | <i>Miscellaneous.</i>                                 |            |    |    | 59          | 6  | 9  |
| 7        | <i>Contribution for the year.</i>                     |            |    |    |             |    |    |
|          | (a) 1913-14 ... ..                                    | 850        | 0  | 0  |             |    |    |
|          | (b) 1914-15 ... ..                                    | 474        | 0  | 0  |             |    |    |
| 8        | <i>For Reserve Fund.</i>                              |            |    |    | 1,324       | 0  | 0  |
|          |                                                       |            |    |    | 175         | 0  | 0  |
|          | <i>Total for the year ...</i>                         | 13,579     | 15 | 9  |             |    |    |
|          | <i>Grand Total ...</i>                                |            |    |    | 14,190      | 12 |    |

In addition to Rs. 355 of the previous year making in all Rs. 655, out of which Rs. 350 being paid, there remains a balance of Rs. 305.



## X

Abstract account of the N. E. S. Boarding House, Poona,  
for the year 1914-15.

## EXPENDITURE.

| Item No. | Particulars.                                                   | Sub-Total. |       | Grand-Total |       |
|----------|----------------------------------------------------------------|------------|-------|-------------|-------|
|          |                                                                | Rs.        | a. p. | Rs.         | a. p. |
| 1        | <i>Food:—</i>                                                  |            |       |             |       |
|          | (a) Corn etc... ..                                             | 3,376      | 9 9   |             |       |
|          | (b) Vegetables ... ..                                          | 527        | 13 0  |             |       |
|          | (c) Milk, Ghee etc. ... ..                                     | 1,853      | 15 9  |             |       |
|          | (d) Fuel ... ..                                                | 677        | 2 3   |             |       |
|          |                                                                |            |       | 6,435       | 8 3   |
| 2        | <i>Establishment.</i>                                          |            |       | 1,971       | 7     |
| 3        | <i>Accommodation.</i>                                          |            |       |             |       |
|          | (a) House rent and taxes ... ..                                | 1,183      | 0 0   |             |       |
|          | (b) Repairs ... ..                                             | 545        | 9 6   |             |       |
|          | (c) Lighting... ..                                             | 380        | 2 9   |             |       |
|          |                                                                |            |       | 2,108       | 12 3  |
| 4        | <i>Contingency and miscellaneous.</i>                          |            |       | 269         | 9 0   |
| 5        | <i>Library and museum.</i>                                     |            |       | 73          | 3 6   |
| 6        | <i>Dead Stock.</i>                                             |            |       | 536         | 13 9  |
| 7        | <i>Dues to be recovered from Boarders.</i>                     |            |       | 1,059       | 6 6   |
| 8        | <i>Deposits returned to boarders.</i>                          |            |       | 350         | 0 0   |
| 9        | <i>Boarders' balance returned.</i>                             |            |       | 71          | 15 3  |
| 10       | <i>Bad debt.</i>                                               |            |       | 102         | 13 3  |
|          | <i>Total for the year ...</i>                                  | 13,154     | 9 6   |             |       |
|          | <i>Closing Balance ...</i>                                     |            |       | 1,211       | 2 6   |
|          | (a) Provisions ... ..                                          | 697        | 3 0   |             |       |
|          | (b) Bombay Banking Co., Poona Branch<br>(in liquidation)... .. | 334        | 14 3  |             |       |
|          | (c) With the Superintendent ... ..                             | 4          | 1 3   |             |       |
|          | (d) Reserve fund ... ..                                        | 175        | 0 0   |             |       |
|          |                                                                |            |       | 1,211       | 2 6   |
|          | <i>Grand Total ...</i>                                         |            |       | 14,190      | 12 0  |

The boarders' balance with the House at the end of the last year was Rs. 1,005-1-9 out of which Rs. 71-15-3 being returned there remains a balance of Rs. 933-2-6.

## Appendix B

### PATRONS AND FELLOWS.

Names of gentlemen who have become Patrons and Fellows  
during the year 1914-15.

| No.             | Name.                                                           | Station.  |
|-----------------|-----------------------------------------------------------------|-----------|
| <b>Fellows.</b> |                                                                 |           |
| 1               | Vishnu Ganesh Bhalerao Esq. ... ..                              | Bandra.   |
| 2               | Moro Balvant Marathe Esq. ... ..                                | Belgaum.  |
| 3               | G N. Gokhale Esq. L. C. E. ... ..                               | Dharwar.  |
| 4               | S. C. Annikhindi Esq. ... ..                                    | "         |
| 5               | Vinayak Babaji Joshi Esq. ... ..                                | "         |
| 6               | V. N. Mehta Esq. I. C. S. ... ..                                | Jaunpur.  |
| 7               | S. V. Deshpande Esq. ... ..                                     | Karjat.   |
| 8               | Messrs. Gandharv Natak Mandli ... ..                            | Poona.    |
| 9               | Mrs. Mhalsabai wife of Shrimant<br>Malharrao Purandhare ... ..  | "         |
| 10              | Rao Saheb Ganesh Keshav Kelkar ... ..                           | "         |
| 11              | Janardan Hari Godbole Esq. ... ..                               | "         |
| 12              | Krishnaji Purushottam Paranjpye Esq.<br>B. A. ; L. C. E. ... .. | "         |
| 13              | G. V. Patwardhan Esq. B. A. ; LL. B. ..                         | Satara.   |
| 14              | R. L. Soman Esq. B. A ; LL. B. ... ..                           | Sholapur. |
| 15              | Parasharam Abaji Bhat Esq. B. A. ; LL. B.                       | Thana     |
| 16              | Shrimant S. R. Vinchurkar B. A. ... ..                          | Vinchur.  |

## Appendix C.

### STAFFS OF INSTITUTIONS.

#### I

### Fergusson College, Poona.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>*1 The Hon'ble Mr. Raghunath Purshottam Paranjpye, B. Sc. (Bom), M. A., (Cantab.) Principal and Professor of Mathematics.</p> <p>*2 Wasudeo Balvant Patwardhan, B. A., Vice-Principal and Professor of English.</p> <p>*3 Govind Chimnaji Bhate, M. A., Professor of Logic and Moral Philosophy.</p> <p>*4 Vajinath Kashinath Rajwade, M. A., Professor of English and Sanskrit (on leave).</p> <p>*5 Hari Govind Limaye, M. A., Professor of History.</p> <p>*6 Keshav Ramchandra Kanitkar, M. A., B. Sc., Professor of Physics.</p> <p>*7 Krishnaji Nilkantha Dravid, M. A., Professor of English and Sanskrit.</p> <p>*8 Vishavanath Balvant Naik, M.A., Professor of Mathematics.</p> <p>*9 Vaman Govind Kale, M. A., Professor of History and Political Economy.</p> <p>*10 Gopal Balkrishna Kolhatkar, M.A., Professor of Chemistry.</p> <p>*11 Pandurang Damodar Gune, M.A., Ph. D., Professor of Sanskrit.</p> <p>*12 Dhundiraj Laxman Dixit, B. A., Professor of Botany &amp; Zoology.</p> | <p>1 Krishnaji Keshev Joshi, M. A. Ph. D., Professor of German.</p> <p>*14 Mahadeo Ramchandra Paranjpe M. A., B. Sc. Professor of Physics and Chemistry.</p> <p>*15 Ganesh Hari Kelkar, M. A., Professor of English (on study leave in England).</p> <p>*16 Mahadeo Krishnaji Joshi, M. A., Professor of Chemistry.</p> <p>*17 Vishnu Dattatraya Gokhale, M.A., Professor of Mathematics.</p> <p>*18 Shridhar Bhikaji Bondale, M. A., Professor of Mathematics.</p> <p>*19 Vasudeo Gopal Paranjpe, M. A., LL. B., Professor of English and Sanskrit.</p> <p>*20 Ramchandra Dattatraya Ranade M. A., Professor of Logic and Moral Philosophy.</p> <p>†21 Mohamed Khan Munshi Professor of Persian.</p> <p>†22 Vasudeo Shastri Abhyankar Sanskrit Shastri.</p> <p>23 Dharmanand Kaushambi, Professor of Pali.</p> <p>24 Vishavanath Keshev Jog, M.A., Assistant Professor of Logic, and Moral Philosophy.</p> <p>25 Vishvas Trimbak Bhat, B. A. Lecturer in English Composition.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### DEMONSTRATORS.

#### (A) PHYSICS.

- |                                                                                                                                     |                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <p>1 Sadashiv Narayan Datar, B. A., B. Sc.</p> <p>2 Narayan Mahadeo Athavale, B. A.,</p> <p>3 Dinkar Raghunath Khadkikar, B. A.</p> | <p>4 Govind Ganesh Malshe, B. A.</p> <p>5 Shripad Sadashiv Marathe, B. A.</p> <p>6 Ganesh Narayan Bhade, B. A., B.Sc.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

#### (B) IN BIOLOGY.

- 1 Trimbak Ganesh Yeolekar B. A. B. Sc.

### DAKSHINA FELLOWS.

- |                                                                     |                                             |
|---------------------------------------------------------------------|---------------------------------------------|
| <p>1 Nagindas Maniklal Shah, B. A. Vinayek Narayan Bhide, B. A.</p> | <p>3 Mohaniraj Laxman Chandratre, B. A.</p> |
|---------------------------------------------------------------------|---------------------------------------------|

Life—Member.

† Permanent Servant.

## Clerks.

†1 Gopal Ravji Damle.  
†2 Vinayak Hari Sornan.

†3 Dattatraya Narayan Mainkar.  
4 Gajanan Limbaji Panse.

## II

## New English School Poona.

- |                                                                   |                                                         |
|-------------------------------------------------------------------|---------------------------------------------------------|
| *1 Prof. Vishwanath Balvant Naik,<br>M. A., (Superintendent).     | †26 Mr. Gopal Waman Bhide Matric<br>(S. T. C.)          |
| *2 " Mahadeo Krishna Joshi, M. A.,<br>S. T. C. D., (Asst. Supdt.) | †27 " Waman Vasudeo Limaye,<br>Matric (S. T. C.)        |
| *3 " Gopal Vishnu Tulpule, M. A.,                                 | †28 " Chintaman Ramchandra<br>Dharap, Matric (S. T. C.) |
| *4 Dr. Krishnaji Keshao Joshi, M. A.,<br>Ph. D.,                  | †29 " Shriram Atmaram Ambardekar,<br>Verna. 3rd year.   |
| *5 Prof. Vishnu Dattatraya Gokhale,<br>M. A.,                     | †30 " Vishnu Balwan: Gadgil 3rd<br>Grade Drawing.       |
| *6 " - Shridhar Bhikaji Bondale,<br>M. A.,                        | 31 " Vyankatesh Ramchandra<br>Patwari, 3rd Grade D.     |
| *7 " Shankar Ramchandra Kanitkar,<br>M. A.                        | †32 " Ganesh Bhikaji Datar, certi-<br>fied Gymnast.     |
| 8 " Krishnaji Mahadeo Khadye,<br>M. A.,                           | 33 " Yeshwant Dattatraya Wad,<br>M. A., B. Sc           |
| †9 Mr. Sadashiv Krishna Athale, M. A.,                            | 34 " Shripad Mahadeo Mate, M. A.                        |
| †10 " Vishnu Narayan Kumbhare,<br>M. A., S. T. C.                 | 35 " Mahadeo Damodar Sathe,<br>M. A.                    |
| †11 " Mahadeo Hari Gokhale, M. A.,<br>S. T. C.                    | 36 " Nagesh Keshao Jog, B. A.                           |
| †12 " Narayan Sakharam Belvalkar,<br>I. E., S. T. C.              | 37 " Shivram Trimbak Apte, B. A.                        |
| †13 " Govind Krishna Modak, I. E.                                 | 38 " Sadashiv Govind Abhyankar,<br>B. A.                |
| †14 " Vinayak Shridhar Karandikar,<br>P. E.                       | 39 " Ganesh Vyankatesh Dhavalikar,<br>B. A.             |
| †15 " Kashinath Balkrishna Apte,<br>P. E.                         | 40 " Ganesh Wasudev Vidwan,<br>B. A.                    |
| †16 " Subrao Vyankatesh Datar,<br>P. E.                           | 41 " Shridhar Govind Kale, B. A.                        |
| †17 " Ramchandra Bhikaji Joshi,<br>Matric.                        | 42 " Kalo Krishna Sahasrabudhe,<br>B. A.                |
| †18 " Ganesh Sakharam Vaze Matric.                                | 43 " Vishwanath Atmaram Apte,<br>B. A.                  |
| †19 " Mr. Hari Vinayak Patwardhan,<br>Matric.                     | 44 " Ganesh Trimbak Bhide, B. A.                        |
| †20 " Ramchandra Siddehshwar<br>Deo, Matric.                      | 45 " Chintaman Vinayak Joshi,<br>B. A.                  |
| †21 " Mahadeo Pandurang oka,<br>Matric.                           | 46 " Rajaram Balvant Mundle,<br>B. A.                   |
| †22 " Krishnaji Govind Kinare,<br>Matric.                         | 47 " Ramchandra Purushottam<br>Shintre, B. A.           |
| †23 " Narayan Yeshwant Dhavale,<br>Matric.                        | 48 " Dattatraya Balkrishna Deshpande,<br>B. A.          |
| †24 " Ramchandra Mahadeo Limaye,<br>Matric (S. T. C.)             | 49 " Damodar Govind Joshi,<br>B. A.                     |
| †25 " Govind Narayan Phatak<br>Matric (S. T. C.)                  | 50 " Ramchandra Hari Kelkar,<br>B. A.                   |
|                                                                   | 51 " Dattatraya Ranganath Valimbe,<br>B. A.             |

\* Life—Member.

† Permanent Servant.

- |                                             |                                                        |
|---------------------------------------------|--------------------------------------------------------|
| 52 Mr. Mahadeo Gangadhar Lele,<br>I. E.     | 63 Mr. Waman Wasudeo Kulkarn<br>Matric.                |
| 53 „ Bhaskar Balvant Vatve, I. E.,<br>F. E. | 64 „ Govind Balvant Godbole<br>Matric.                 |
| 54 „ Vishwanath Abaji Modak, I. E.          | 65 „ Shankar Keshao Kanetkar<br>Matric.                |
| 55 „ Parashuram Laxman Vaidya,<br>I. E.     | 66 „ Narhar Laxman Mule, Matric.                       |
| 56 „ Sakharam Abaji Modak, I. sc.           | 67 „ Shankar Waman Oke, Matric.                        |
| 57 „ Vinayak Shankar Agashe,<br>P. E.       | 68 „ Hari Vasudeo Sane Matric.                         |
| 48 „ Vinayak Ganesh Gadgil,<br>P. E.        | 69 „ Mahadeo Ganesh Ranade                             |
| 59 „ Shankar Dattatraya Mate,<br>P. E.      | 70 „ Laxman Vasudeo Joshi Shastri                      |
| 60 „ Shankar Narayan Phatak,                | 71 „ Dattatraya Hari Purohit<br>(carpentry teacher).   |
| 61 „ Chintaman Vasudeo Kanitkar,<br>Matric. | 72 „ Bhagwant Sarvottam Gosavi<br>(carpentry teacher). |
| 62 „ Vishwanath Vaijanath Balve,<br>Matric. | 73 „ Ganesh Balwant Dixit, Drill<br>Master.            |
|                                             | 74 „ Navajkhan Hassankhan,<br>Drill Master.            |

## III

## New English School, Satara.

- |                                                                 |                                                            |
|-----------------------------------------------------------------|------------------------------------------------------------|
| † 1 Mr. Sitaram Ganesh Devadhar,<br>B. A., Superintendent.      | 9 Mr. Waman Ramchandra Gadgil,<br>B. Ag.                   |
| † 2 „ Laxman Gopal Mehendale,<br>B. A., S. T. C.                | 10 „ Wasudeo Sitaram Chitae,<br>Matric.                    |
| † 3 „ Narayan Dhondo Palekar, I. E.,<br>S. T. C.                | 11 „ Damodar Janardan Pendse,<br>Matric.                   |
| † 4 „ Pandharinath Waman Ghanekar,<br>I. E.                     | 12 „ Gangadhar Vishnu Joshi,<br>Matric.                    |
| † 5 „ Goverdhan Vyanketsh Gujar,<br>P. E., S. T. C.             | 13 „ Hari Atmaram Agate, U. S. F.                          |
| † 6 „ Hari Ramchandra Joshi, 3rd<br>Grade Art. Ex. Certificate. | 14 „ Bhikaji Martand Shete, U. S. F.                       |
| † 7 „ Keshav Narayan Matange,<br>Music Teacher.                 | 15 „ Ramchandra Govind Rapade,<br>U. S. F.                 |
| † 8 „ Hari Anant Panavalkar, B. A.                              | 16 „ Vinayak Ganesh Kolatkar,<br>U. S. F.                  |
|                                                                 | 17 „ Ganesh Sadashiv Joshi, Matric<br>& Gymnasium Teacher. |

## IV

## Navin Marathi Shala, Poona,

- |                                                                        |                                                       |
|------------------------------------------------------------------------|-------------------------------------------------------|
| *1 Prof. Keshav Ramchandra Kanitkar,<br>M. A., B. Sc., Superintendent. | † 8 Gangadhar Ramkrishna Thakur,<br>P. T. C. Cer. 12. |
| † 2 Mr. Mahadeo Vishnu Sane, P. T. C.<br>Cer. 20 & Matric.             | † 9 Krishnaji Govind Joshi, P. T. C.<br>Cer. 20.      |
| † 3 Ghanasham Balkrishna Chiplunkar,<br>P. T. C. Cer. 20.              | † 10 Shivram Krishna Deshpande,<br>P. T. C. Cer. 12.  |
| † 4 Bhikaji Vithal Mahajan, P. T. C.<br>Cer. 20.                       | 11 Narayan Sadashiv Limaye, 2nd<br>P. S. Cer.         |
| † 5 Ramchandra Bapuji Potekar,<br>P. T. C. Cer. 20.                    | 12 Bapu Kashinath Bhide, Ver.<br>Final Cer.           |
| † 6 Ambadas Shridhar Bandeshti,<br>P. T. C. Cer. 12.                   | 13 Gopal Ramkrishna Bapat, Ver.<br>Final Cer.         |
| † 7 Vishnu Ranganath Kale, P. T. C.<br>Cer. 12.                        | 14 Trimbak Ganesh Moghe, P. T. C.<br>Cer. 12.         |

\* Life—Member.

† Permanent Servant.

- |                                                            |                                                                    |
|------------------------------------------------------------|--------------------------------------------------------------------|
| 15 Pandurang Chintaman Kunte,<br>P. T. C. Cer. 12.         | 22 Mrs. Saraswatibai Chiplunkar,<br>4th year Female T. C. Cer. 20. |
| 16 Vaman Vishnu Sane, P. T. C.<br>Cer. 12.                 | 23 Pandurang G a n e s h B h a t e,<br>Matric.                     |
| 17 Kondo Vaman Prabhune, P.T.C.<br>Cer. 12.                | 24 Dhondo Ranganath Khatavkar,<br>P. T. C. Cer. 20.                |
| 18 Ganesh Vaman Dharu, Ver.<br>Final Cer.                  | 25 Murlidhar Ramkrishna Deo, 3rd<br>Grade Art, School, Cer.        |
| 19 Mahadeo Ramchandra Vartikar,<br>P. T. C. (Nizam State). | 26 Atmaram Bhaskar Sathe.                                          |
| 20 Nanaji Vaman Patil, Vernacular<br>Final Cer.            | 27 Krishnaji Govind Athavale, Ver.<br>Final Cer.                   |
| 21 Shankar Balvant Vartak.                                 | 28 Dattatraya Bhikaji Harshe,                                      |

## V

### N. E. S. Boarding House, Poona.

- |                                                              |                                            |
|--------------------------------------------------------------|--------------------------------------------|
| * 1 Prof. Gopal Vishnu Tulpule, M.A.,<br>Superintendent.     | † 3 Mr. Dinkar Wasudeo Bhat e, Matric      |
| * 2 „ Govind Chimanji Bhatc, M. A.<br>in charge of accounts. | 4 „ Yeshavant Dattatraya Navathe,<br>B. A. |
|                                                              | 5 „ Pralhad Waman Hirve, Matric.           |

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Life—Member

† Permanent Servant.

**Appendix D.**  
**LIST OF SUCCESSFUL CANDIDATES.**  
**1914.**

**I**

**Fergusson College.**

- M. A. Examination.**  
*First Class.*  
PHILOSOPHY.  
1 Ranade Ramchandra Dattatraya.  
*Second Class.*  
ENGLISH AND SANSKRIT.  
1 Abhyankar Kashinath Wasudeo.  
2 Paranjpe Wasudeo Gopal.  
ENGLISH AND PALI.  
1 Rajwade Chintaman Yaijanath.  
MATHEMATICS.  
1 Godbole Maheshwar Shanker.  
*Pass Class.*  
ENGLISH AND MARATHI.  
1 Gokhale Mahadeo Hari.  
ENGLISH AND KANARESE.  
1 Jahagirdar Rango Appacharya.  
HISTORY.  
1 Bokil Vinayak Pandurang.  
2 Gurjar Mahadeo Pandurang  
3 Karandiker Sadashiv Vinayak.  
4 Manke Lambodar Waman.  
5 Wagh Waman Ganesh.  
PHILOSOPHY.  
1 Bhate Hari Waman.  
2 Shaikh Gani Mahamad Gudhanbhai.
- B. A. Examination**  
Honours.  
*First Class.*  
MATHEMATICS.  
1 Shah Nagindas Manecklal.  
2 Bhide Vinayak Narayan.  
3 Chandrare Mohiniraj Laxman.  
*Second Class.*  
SANSKRIT (Honours) & ENGLISH.  
1 Bhat Vishwas Gangadhar.  
2 Chinchalkar Shriram Parasharam.  
MATHEMATICS.  
1 Karpur Krishnarao Shrinivasrao.  
HISTORY.  
1 Pandit Pandurang Narayan.  
LOGIC & MORAL PHILOSOPHY.  
1 Kelkar Ramchandra Hari.  
2 Kewalramani Gianchand Gurudas-sing.
- 3 Patel Ambalal Jeevabhai.  
4 Phadke Narayan Sitaram.  
*Pass Class (Honours).*  
SANSKRIT (Honours) & ENGLISH  
1 Dixit Ramchandra Narayan.  
2 Kittur Gopal Bhimaji.  
3 Kulkarni Shankar Ramchandra.  
4 Nene Hari Narayan.  
5 Parkhe Dattatraya Gopal.  
6 Wakankar Krishnaji Laxman.  
ENGLISH (Honours) & PERSIAN.  
1 Abichandani Jivntram Ganumal.  
ENGLISH (Honours) & PALI.  
1 Baichawal Shrinivas Gurucharya.  
2 Bhide Mahadeo Ramchandra.  
HISTORY & ECONOMICS.  
1 Chiplunkar Naganath Nilkanth.  
2 Gujarathi Balkisan Laxmidass.  
3 Walimbe Dattatraya Ranganth.  
LOGIC & MORAL PHILOSOPHY  
1 Damle Narhari Ganesh.  
2 Joshipara Shambhuprasad Cheelshankar.  
3 Patwardhan Purushottam Govind.  
4 Phadke Dattatraya Gopal.  
*Pass Class (Pass course).*  
ENGLISH & SANSKRIT.  
1 Anklikar Krishnaji Vankatrao.  
2 Bidnur Narayan Wasudeo.  
3 Donde Bhagwant Dattatraya.  
4 Hingne Narhar Nilkanth (Ex-student.)  
5 Joshi Narayan Mahadeo.  
6 Rasal Bhagwant Nilkanth.  
7 Shurpal Hanumant Balacharya.  
8 Tilak Govind Krishna.  
9 Wankis Malhar Narayan.  
10 Yargoop Venkatesh Vishnoo.  
MATHEMATICS.  
11 Ashtaputre Manohar Bindo.  
12 Gadgil Janardhan Govind.  
13 Prubhavalkar Shantaram Anant.  
14 Ranade Mahadeo Narayan.  
HISTORY & ECONOMICS.  
15 Altekar Tayanappa Yeshwantapa.  
16 Damle Damodhar Mahadeo.

- 17 Phadnis Laxman Narayan.
- 18 Kulkarni Krishnaji Gopal.
- 19 Kulkarni Ramchandra Dattatraya
- 20 Moharir Krishnaji Gopal.
- 21 Patwardhan Shankar Appaji.
- 22 Shaikh Fazal Jan Mahamad.

## PHILOSOPHY.

- 23 Amin Himabhai Hirabhai.
- 24 Ashtaputre Hanumant Govind.
- 25 Joglekar Hari Ganesh.
- 26 Pataskar Hari Vinayak.
- 27 Patel Manibhai Vithabhai.
- 28 Trivedi Deoshankar Vithabhai.
- 29 Waingankar Parasharam Atmaram.

## PHYSICS &amp; CHEMISTRY.

- 30 Deokar Dattatraya Gopal.
- 31, Deshpande Shankar Balwant.
- 32 Pawar Narhar Ganpat.

## B. Sc. Examination.

*Second Class.*

## PHYSICS &amp; MATHEMATICS.

- 1 Thadani Gopaladas Tharumal.

*Pass Class.*

- 2 Datar Sadashiv Narayan
- 3 Bhagwat Dattatraya Ganesh.
- 4 Joshi Anant Dattatraya.
- 5 Kanitkar Narayan Vinayak.
- 6 Gokhale Vishnool Krishna.

## I. Sc. Examination.

*(Old Rules).**Pass Class.*

- 1 Sabnis Nilkanth Ramchandra.
- 2 Syad Hadi Hasan.

*Not Class.*

- 3 Hardikar Tapibai.
- 4 Marathe Shripad Sadashiv.

## I. Sc. Examination.

*(New Rules).**II Class.*

## MATHEMATICS, PHYSICS AND CHEMISTRY.

- 1 Apte Sadasheo Kashinath.
- 2 Dhopeshwarker Durgaram Sakharam.
- 3 Gadre Janardan Trimbuck.
- 4 Joshi Ganesh Waman.
- 5 Kaujalgi Trimal Shripat.
- 6 N. Gopal Moorti.
- 7 Setlur Shrinivas Ranga.
- 8 Vaswani Narayan Udharam.
- 9 Thadani Richiram Tharumal.

## PHYSICS, CHEMISTRY AND ELEMENTARY BIOLOGY.

- 1 Patwardhan Wasudeo Govind.

*Pass Class*

## MATHEMATICS, PHYSICS AND CHEMISTRY.

- 1 Bhalerao Dattatraya Ramchandra.
- 2 Gokhale Ganesh Anant.
- 3 Mansukhani Jhamatmal Chandumal.
- 4 Pujari Virabhadra Iyya Shivarudryaya.
- 5 Setlur Bigirirao.
- 6 Shaikh Umar Azam.
- 7 Shivadasani Krishenchand Jethamal.

## PHYSICS, CHEMISTRY AND ELEMENTARY BIOLOGY.

- 1 Bhagwat Vinayak Kesheo.
- 2 Kothare Shamrao Moreshwar.
- 3 Kumbhakonam Narsinha Narayan.

## I. E. Examination.

*II Class.**(LOGIC SECTION).*

- 1 Athawale Ramchandra Balwant.
- 2 Bapat Vishnool Ramchandra.
- 3 Bhide Ramchandra Vaijanath.
- 4 Cholker Bhagwan Gangadhar.
- 5 Dandekar Shanker Waman.
- 6 Kulkarni Dhondo Vithal.
- 7 Lakundi Rango Krishna.
- 8 Limaye Parashram Mahadeo.
- 9 Mangaonker Narhar Ramchandra.
- 10 Modak Mukund Krishna.
- 11 Pansare Narayan Shanker.
- 12 Paranjpe Mahadeo Vinayak.
- 13 Parkhe Hari Ganesh.

*II Class.**(MATHEMATICS SECTION).*

- 1 Ahyanker Gangadhar Wasudeo.
- 2 Bapat Kamalakar Shanker.
- 3 Dalal Maganram Kewalram.
- 4 Dhamdhare Chintaman Ramchandra.
- 5 Gokhale Chintaman Hari.
- 6 Gore Moreshwar Wasudeo.
- 7 Gurjar Narayan Pandurang.
- 8 Joshi Govind Mahadeo.
- 9 Kulkarni Purushottam Dhondo.
- 10 Lele Bhalchandra Chintaman.
- 11 Vaknis Gangadhar Dinker.

*II Class.**(PERSIAN AND LOGIC).*

- 1 Mutgoker Venkatesh Gururao.



*II Class.***( PERSIAN AND MATHEMATICS ).****I Hingorani Hardasmal Banasing.***Pass Class.***( LOGIC ).**

- 1 Aiyengar N. S Krishna. ( Ex-Student ).
- 2 Alurker Kesheo Ganesh.
- 3 Ankalgi Lingappa Yellapa.
- 4 Ashtaputre Bindomadhao Narsinha.
- 5 Atgur Hanumant Jivaji.
- 6 Athale Shriram Balkrishna.
- 7 Bapat Ramchandra Vishnoo.
- 8 Barve Parasharam Hari ( Ex-Student ).
- 9 Bellari Raghuvir Ramrao.
- 10 Bhagwat Hari Purshottam.
- 11 Bhandiward Govind Venkatesh.
- 12 Bhat Trimbusk Moreshwar.
- 13 Bhaye Laxman Waman.
- 14 Bodas Sadasheo Shridhar.
- 15 Bokil Laxman Khando.
- 16 Chakradeo Ganesh. ( Ex-Student )
- 17 Chandorker Gadadhar Dinker.
- 18 Chaudhari Laxman Shivram.
- 19 Chitrao Vithal Moreshwar. ( Ex-Student ).
- 20 Choubal Kesheo Sakharam.
- 21 Choubal Wasudeo Sakharam.
- 22 Dange Narhar Daji.
- 23 Datar Kashioath Narayan. ( Ex-Student ).
- 24 Deodhar Damodhar Balwant. ( Ex-Student ).
- 25 Deodhar Shripad Dattatraya.
- 26 Desai Narsinha Gangadhar.
- 27 Desai Sundrya Shivrao.
- 28 Deshmane Shankar Laxman.
- 29 Deshmukh Baburao Ganesh.
- 30 Deshpande Mahadeo Ramchandra.
- 31 Dharvadker Venkatesh Ganesh. ( Ex-Student ).
- 32 Gadgil Vishwanath Narayan.
- 33 Gadgali Hanumant Venkatesh.
- 34 Gaikawad Yeshwantrao Rupajirao ( Ex-Student ).
- 35 Gajendragadkar Krishnaji Venkatesh.
- 36 Gami Hiralal Narayandass.
- 37 Ghamande Ramchandra Shridhar.
- 38 Ghate Dattatraya Madhaq.
- 39 Gokhale Kashibai.
- 40 Gokhale Yeshwant Vithal.
- 41 Heblkar Hanumant Tamana-charya ( Ex-Student ).
- 42 Hulkoti Chanbasappa Sadashivappa.
- 43 Jahagirdar Narsinha Balacharya.
- 44 Jakati Hanumant Tamaji. ( Ex-Student ).
- 45 Jerrimali Govind Balwant.
- 46 Jiginni Gurupaksh Gurabasappa.
- 47 Jog Purushottam Govind.
- 48 Jogleker Dattatraya Wasudeo.
- 49 Joshi Chintaman Yadneswar.
- 50 Joshi Dattatraya Ganesh. ( Ex-Student ).
- 51 Joshi Krishnaji Shivram. ( Ex-Student ).
- 52 Joshi Yeshwant Narayan.
- 53 Kalwanker Shivram Ramkrishna.
- 54 Kane Shripad Krishna. ( Ex-Student ).
- 55 Kangralker Balwant Minaji.
- 56 Kanitkar Achyut Govind.
- 57 Karandika Jagannath Bhasker.
- 58 Kashikar Balwant Atmaram.
- 59 Kathawate Shrinivas Ramchandra.
- 60 Kelkar Yesoobai.
- 61 Kerneker Ganesh Shantarao.
- 62 Kolhapure Balkrishna Pardurang.
- 63 Kulkarni Ambadass Vishnoo.
- 64 Kulkarni Ambaji Anandrao.
- 65 Kulkarni Bhimaji Shesho.
- 66 Kulkarni Dattatraya Shanker.
- 67 Kulkarni Laxman Venkatesh.
- 68 Lagu Gopal Narayan.
- 69 Madheker Wasudeo Hari.
- 70 Malve Bhimrao Balwantrao.
- 71 Marathe Bhasker Waman.
- 72 Masur Tirumal Rangrao. ( Ex-Student ).
- 73 Moogi Prabhappa Chanmallapa.
- 74 Mysorekar Krishnaji Baburao.
- 75 Nadgir Dattatraya Mahadeo. ( Ex-Student ).
- 76 Nadgir Krishnarao Subarao.
- 77 Nadkarni Balkrishna Govind ( Ex-Student ).
- 78 Nawathe Narayan Ramchandra.
- 79 Paranjpe Dattatraya Ramchandra.
- 80 Patel Kashibhai Viharbhai.
- 81 Patel Ramabhai Lakhambhai.
- 82 Patil Shanmukha Rajansa. ( Ex-Student ).
- 83 Patwardhan Moro Wasudeo.
- 84 Pawar Putalabai.
- 85 Phadke Gopal Krishna. ( Ex-Student ).

- 86 Potdar Hanumant Balaji (Ex. Student).  
 87 Pradhan Vishawanath Bhagwant (Ex. Student).  
 88 Purandare Laxman Balwant.  
 89 Purohit Ramchandra Raghavendra.  
 90 Rajuriker Ramchandra Sitaram.  
 91 *Sahasrabudhe Manubai.*  
 92 Salkade Mahadeo Sitaram. (Ex-Student).  
 93 Sane Gangadhar Ramchandrao.  
 94 Sathe Ganesh Narayan. (Ex. Student).  
 95 Satalkar Vishwas Anandrao.  
 96 Shaha Shivaji Chaturabhuj.  
 97 Shirguppi Narayan Hanumant-rao.  
 98 Shirvalkar Shrikrishna Gopal.  
 99 Shivolkar Vinayak Laxman.  
 100 Shrotri Nagesh Digamber.  
 101 Shirsing Dattatraya Narsinha.  
 102 Soman Laxman Pandurang.  
 103 Supeker Chintaman Hari.  
 104 Tamhane Chintaman Atmaram.  
 105 Thakar Bholanath Jatshanker.  
 106 Thakre Vinayak Rajaram.  
 107 Thakur Sadasheo Arjun. (Ex. Student).  
 108 Trivedi Keshalal Dayal.  
 109 Ukadgatri Laxmanrao Swamirao (Ex. Student).  
 110 Wable Govind Bapurao (Ex. Student).  
 111 Wadeker Vinayak Mahadeo. (Ex. Student).  
 112 Vaidya Bhasker Krishna. (Ex. Student).  
 113 Vaidya Parasharam Laxman.
- MATHEMATICS SECTION.**  
 1 Alurker Shanker Hari.  
 2 Ashteker Laxman Ganesh.  
 3 Bhagwat Trimbeck Nilkanth.  
 4 Bhandare Krishnaji Waman (Ex-Student).  
 5 Chauker Balkrishna Vinayak.  
 6 Chinchore Krishnaji Hanumant.
- 7 Deshpande Vishnoo Ramchandra.  
 8 Dhavle Govind Dattatraya.  
 9 Dolli Dhanappa Ramappa (Ex. Student).  
 10 Gadre Govind Gajanan.  
 11 Godbole Prabhaker Balkrishna.  
 12 Gokhale Gopal Vishawanath.  
 13 Gokhale Kesheo Krishna.  
 14 Gujar Vithal Venkatesh.  
 15 *Jadhao Cornelia.*  
 16 Jogleker Vinayak Gopal.  
 17 Karve Chintaman Ganesh.  
 18 Karve Vishnoo Govind.  
 19 Kavatgi Annaji Raoji.  
 20 Kelker Dattatraya Kesheo  
 21 Konnaur Jivaji Balwant.  
 22 Kulkarni Purushottam Bhagwant  
 23 Limaye Dattatraya Govind. (Ex-Student).  
 24 Narsapur Wasudeo Annarao.  
 25 Pandit Bhasker Anant.  
 26 Patel Purushottam Chotabhai.  
 27 Patwardhan Parasharam Bhaskar.  
 28 Rao Avadhut Shanker.  
 29 Shevde Purushottam Krishna.  
 30 Toro Krishnaji Ganesh.
- PERSIAN & LOGIC.**  
 1 Bade Madhao Ramkrishna.  
 2 Deshpande Ramchandra Martand  
 3 Motwani Ishwardas Kundalmal.  
 4 Munshi Moinoddin Hassan.  
 5 Raghvendra Rao K.  
 6 Sharma Shrinivas Bhimrao.  
 7 Trivedi Ratilal Mulshanker.
- PERSIAN & MATHEMATICS**  
 1 Ajwani Sadharam Chetumal.  
 2 Dhanashri Venkat Bhaurao.  
 3 Kamathi Trimbeck Ramrao.  
 4 Mulla Mahamad Ali Abdulla Ali Masaheb.
- PALI & LOGIC.**  
 1 Joshi Madhao Ramchandra.  
 2 Sondur Raghavendra Panduranga
- PALI & MATHEMATICS.**  
 1 Kale Keshao Tukarami.  
 2 Kulkarni Ramchandra Malhar.

## First Year

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## Arts Examination.

1915.

## First Class.

## SANSKRIT.

- 1 Agashe Purushottam Laxman.
- 2 Bhide Bhasker Vinayak.
- 3 Guggali Gurusidappa Hoovappa.
- 4 Shah Trikamlal Mansukhalal.

## Second Class.

## SANSKRIT.

- 1 Acharya Padmanabh Vyasuraya.
- 2 Adhyapak Shivram Amrit.
- 3 Athawale Narhar Laxman.
- 4 Bakhale Narayan Gangadhar.
- 5 Deshpande Venkatesh Balkrishna.
- 6 Dharap Kashinath Narayan.
- 7 Gangal Dattatraya Ganesh.
- 8 Gosavi Dattatraya Krishna.
- 9 Jamkhindi Laxman Narayan.
- 10 Joshi Ganesh Dattatraya.
- 11 Joshi Ramchandra Narayan.
- 12 Kelker Krishnaji Shanker.
- 13 Kelker Sadasheo Narhar.
- 14 Khuperker Krishnaji Govind.
- 15 Nabar Vasant Krishnarao.
- 16 Navalgund Venkatesh Subbarao.
- 17 Nayak Tinappa Shrinivas.
- 18 Shanbagh Narsinha Govind.

## PERSIAN.

- 19 Lalwani Lalchand Viramlal.

## Pass Class.

## SANSKRIT.

- 1 Abhyanker Dattatraya Wasudeo.
- 2 Albal Narsinha Ramchandra.
- 3 Amin Ambalala Govardhandas.
- 4 Anandker Jagannath Yeshwant.
- 5 Anandker Shauger Yeshwant.
- 6 Ankalkoti Madivalappa Sidapa.
- 7 Apte Malhar Vinayak.
- 8 Athale Shanker Vaijanath.
- 9 Athawale Vishnu Balwant.
- 10 Bapuri Sidappa Ravanappa.
- 11 Barve Narayan Sadashio.
- 12 Barve Venkatesh Ramchandra.
- 13 Bettigiri Hanuman Jivandass.
- 14 Bhalerao Sadasheo Pandharinath.
- 15 Bhate Anoochoyabai.
- 16 Bhate Mahadeo Govind.
- 17 Bhide Hari Krishna.
- 18 Bhide Hari Sadasheo.
- 19 Bhide Moreshwar Govind.

- 20 Bilki Shripad Bhanoo.
- 21 Bilgi Shrinivas Padmanabh.
- 22 Chakra Narayan Pramanik Jabaji.
- 23 Chandorker Wasudeo Ramchandra.
- 24 Chaugule Anant Laxman.
- 25 Chinchaniker Gopal Harihar.
- 26 Chitre Anant Nathoba.
- 27 Dahale Kesheo Narhar.
- 28 Damle Dattatraya Ganesh.
- 29 Damle Parashram Chintaman.
- 30 Dandeker Govind Parashram.
- 31 Darje Rango Venkatesh.
- 32 Darshane Shivram Govind.
- 33 Datir Anant Da modar.
- 34 Davalbhakta Dattatraya Bapurao.
- 35 Deshmukh Madhuker Dwarkanath.
- 36 Deshmukh Nago Bhagwant.
- 37 Deshpande Balkrishna Pandharinath.
- 38 Deshpande Dattatraya Vishwas.
- 39 Deshpande Jagannath Murlidhar.
- 40 Deshpande Narayan Ramchandra.
- 41 Deshpande Trimbuck Venkatesh.
- 42 Deshpande Vishnool Waman.
- 43 Deothale Vinayak Narayan.
- 44 Dhabab Ramchandra Vishnool.
- 45 Divekar Govind Shanker.
- 46 Divekar Narayan Ganesh.
- 47 Dravid Ganesh Vishwanath.
- 48 Dravid Mahadeo Krishna.
- 49 Dunakhe Raghunath Gopal.
- 50 Gadgil Gajanan Pandurang.
- 51 Gadgil Raghunath Kesheo.
- 52 Ghangrekar Waman Narayan.
- 53 Ghasakadi Yeshwant Krishna.
- 54 Ghorpade Vinayak Narayan.
- 55 Godambe Gajanan Anandrao.
- 56 Godbole Vinayak Prabhaker.
- 57 Gokhale Achyut Narhar.
- 58 Gokhale Shanker Dattatraya.
- 59 Gore Ganesh Sadasheo.
- 60 Gunjiker Dattatraya Narayan.
- 61 Jaripatke Raghunath Pandharinath.
- 62 Jogleker Nilkanth Gopal.
- 63 Jogleker Nilkanth Purushottam.
- 64 Jogleker Raghunath Shridkar.

- 65 Jogleker Wasudeo Raoji.  
66 Joshi Achyut Wasudeo.  
67 Joshi Damodar Vishnoo.  
68 Joshi Gopal Anand.  
69 Jcschi Govind Mahadeo.  
70 Joshi Jirushottam Ganesh.  
71 Joshi Shanker Mahadeo.  
72 Joshi Venkatesh Govind.  
73 *Joshi Yamunabai.*  
74 Joshi Yeshwant Nilkanth.  
75 Kaddadi Kallo Balkrishna.  
76 Kale Mahadeo Vinayak.  
77 Kalkeri Ramchandra Annaji.  
78 Kalamadi Datto Sripad.  
79 Kalamadi Ramchandra Shripad.  
80 Kamble Anant Sunder.  
81 Kamble Vishnu Ganpat.  
82 Kanhere Laxman Hari.  
83 Kaulgeker Narayan Anant.  
84 Karandiker Vishwanath Narayan  
85 Karandiker Vishwanath Janar-  
dhan.  
86 Karkhanis Ramchandra Vishwa-  
nath.  
87 Kurtakoti Kesheo Ganesh.  
88 Kurtakoti Shivaji Gurunath.  
89 Karmarker Anant Abaji.  
90 Kati Mahakarjun Chinapa.  
91 Kelker Puru hottam Abaji.  
92 Kesari Dattatraya Vishnu.  
93 Khandeker Ganesh Atmaram.  
94 Kharé Ramchandra Laxman.  
95 Khasnis Narayan Shivaji.  
96 Killawala Champaklal Chagan-  
lal.  
97 Kothare Valchand Padamji.  
98 Kulbargi Manantappa Chagan-  
lal.  
99 Kulkarni Dattatraya Kesheo.  
100 Kulkarni Govind Ramchandra.  
101 Kulkarni Krishnaji Gurunath  
102 Kulkarni Pandit Shankar.  
103 Kulkarni Shridhar Krishna.  
104 Kulkarni Trimbak Venkatesh.  
105 Kulkarni Wasudeo Narhar.  
106 Kulkarni Venkatesh Laxman.  
107 Kulkarni Vishnoo Ganesh.  
108 Lagu Balkrishne Chintaman.  
109 Lele Mahadeo Vishnu.  
110 Lele Narayan Mahadeo.  
111 Mahajjn Krishnaji Waman.  
112 Mangoliker Pralhad Raghaven-  
dra.  
113 Marathe Ramchandra Dattatraya  
114 Mehta Lalbhai Dayabhai.  
115 Melag Shanker Yeshwant.  
116 Modak Chintaman Kashinath.  
117 Modak Krishna Vishnu.  
118 Modak Narhar Gopal.  
119 Mulay Malhar Shanker.  
120 Mulekar Sadasheo Narayan.  
121 Nabar Shanker Dattatraya.  
122 Nagraj Raghunath Govind.  
123 Nayak Mukund Bapurao.  
124 Nerekar Gangadhar Raghunath.  
125 Nimkar Janardan Ganesh.  
126 Nirdi Balsangappa Adivappa.  
127 Oak Wasudeo Mahadeo.  
128 Padalikar Sadasheo Gangadhar.  
129 Page Narayan Jivajee.  
130 Pandit Govind Narshinha.  
131 Pandya Chotalal Jethalal.  
132 Panse Mahadeo Shridhar.  
133 Parikh Rasiklal Chhotalal.  
134 Parit Datto Shivappa.  
135 Patankar Laxman Narayan.  
136 Patil Desaiibhai Nathubhai.  
137 Patil Malgouda Satgouda.  
138 Patwardhan Vishwanth Ganesh,  
139 Phadnis Shrikrishna Ramchand-  
ra.  
140 Phansalker Wasudeo Ramchand-  
ra.  
141 Phatak Shanker Narayan.  
142 Ponshe Nagesh Kashinath.  
143 Ponshe Shanker Yadeo.  
144 Punekar Shamsunder Narsinha-  
charya.  
145 Purandare Raghunath Narayan.  
146 Puranik Dhondo Balwant  
147 Rajguru Vishwanth Dattatraya.  
148 Rajwade Wasudeo Vithal  
149 Ranade Dattatraya Ganesh.  
150 Riswadker Ramchandra Govind  
151 Ruiker Bhimram Martand.  
152 Ruiker Waman Narhar.  
153 Sane Laxman Raghunath.  
154 Saraf Vishwanath Dadaji.  
155 Sathe Mahadeo Ganesh.  
156 Shah Utsavlal Lallubhai.  
157 Shami Iyengar K. R.  
158 Shastri Bindo Balkrishna.  
159 Shintri Basavappa Malapa.  
160 *Shirali Umabai.*  
161 Shrikhande Ramchandra Govind  
162 Sohoni Narayan Vishnoo.  
163 Tardalker Chudamani Kesheo.  
164 Tarde Waman Vithal.  
165 Thette Trimbuck Ganesh.  
166 Upasani Raghunath Pradyumna.  
167 Vad Bhalchandra Ganesh.  
168 Vaidya Krishnaji Damodar.  
169 Vaidya Krishnaji Kesheo.  
170 Vaidya Moreshwar Digambar.

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 171 Vani Raghunath Vishnoo.     | 180 Ketker Govind Vithal.        |
| 172 Vartak Govind Gangadhar.    | 181 Kulkarni Krishnaji Wasude.   |
| 173 Vora Dipchand Bhaichand.    | 182 Thadani Jethanand Kewalram.  |
| 174 Wahalker Sadasheo Wasudeo.  |                                  |
| 175 Watve Ganesh Govind.        |                                  |
| 175 Yajnik Narayanji Maoji.     |                                  |
| PERSIAN.                        |                                  |
| 177 Golegaonker Ganpat Gopal.   | 183 Behere Sadasheo Ganesh.      |
| 178 Kale Dattatraya Balvant.    | 184 Gadkari Sadasheo Atmaram.    |
| 179 Kapadia Shobhalal Maganlal. | 185 Gavandi Narayan Ekanath.     |
|                                 | 186 Kulkarni Bhimaji Rudro.      |
|                                 | 187 Patel Jeevabhai Shankerbhai. |

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## II

### New English School, Poona.

#### MATRICULATION EXAMINATION.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1 Abhyankar Ramchandra Narhar.    | 27 Ghanekar Bhaskar Govind.          |
| 2 Abhyankar Ranganath Ramchandra. | 28 Gupte Vishwanath Waman.           |
| 3 Adhye Gajanan Balkrishna.       | 29 Hardikar Gopal Waman.             |
| 4 Alandkar Jivabal Gurunath.      | 30 Hardikar Govind Waman.            |
| 5 Ambegaonkar Shankar Ganesh.     | 31 Hirve Narhar Waman.               |
| 6 Ambekar Vinayak Krishna.        | 32 Hivarekar Laxman Ganesh.          |
| 7 Bhagwat Anant Govind.           | 33 Joshi Laxman Vishnu.              |
| 8 Bhagwat Ganesh Krishna.         | 34 Joshi Madhav Purushottam.         |
| 9 Bhate Pandurang Ganesh.         | 35 Kale Keshao Janardan.             |
| 10 Bhelke Ekanath Ganuji.         | 36 Kamalapurkar Purushottam Shankar. |
| 11 Bhide Moreshwar Balvant.       | 37 Karve Sadashiv Narayan.           |
| 12 Choudhari Sravan Kantik.       | 38 Kayastha Maganlal Giridharlal.    |
| 13 Bivalkar Ganesh Shankar.       | 39 Kelkar Mahadeo Siddheshwar.       |
| 14 Choudhari Shankar Vithal.      | 40 Kher Hari Atmaram.                |
| 15 Datar Shrinivas Madhav.        | 41 Khadilkar Trimbak Ramkrishna.     |
| 16 Deogirkar Trimbak Raghunath.   | 42 Killawala Govindlal Dayabhai.     |
| 17 Deshmukh Dattatraya Dhonddeo.  | 43 Kolharkar Anand Govind.           |
| 18 Deshpande Shripad Appaji.      | 44 Kulkarni Vishnu Malhar.           |
| 19 Deshpande Waman Govind.        | 45 Kulkarni Vithal Nagesh.           |
| 20 Deulgaonkar Govind Pandurang.  | 46 Kulkarni Vyankatesh Yeshwant.     |
| 21 Dharap Gopal Hari.             | 47 Lele Balkrishna Waman.            |
| 22 Dharap Vinayak Chintaman.      | 48 Lele Gangadhar Vishnu.            |
| 23 Dhavale Shripad Ganesh.        | 49 Lothkar Vasant Mahadeo.           |
| 24 Dixit Bhalchandra Dhundiraj.   | 50 Marathe Chintaman Sadashiv.       |
| 25 Dom Narayan Vinayak.           | 51 Mehendale Gopal Balkrishna.       |
| 26 Ganu Laxman Gopal.             | 52 Mehendale Laxman Mahadeo.         |

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 53 Moghe Govind Sakharam.         | 66 Sathe Waman Ganesh.               |
| 54 Nadkarni Anant Pandurang.      | 67 Tiwari Ekanath Vishwanath.        |
| 55 Oka Chintaman Krishna.         | 68 Tungare Vishwanath Krishna.       |
| 56 Oka Keshao Govind.             | 69. Upadhye Balkrishna Madhao.       |
| 57 Patwardhan Dattatraya Hari.    | 70 Vaidya Ramchandra Keshao.         |
| 58 Phatak Yeshwanth Ranganath..   | 71 Vaze-Narayan Krishna.             |
| 59 Potdar Gopal Gangadhar.        |                                      |
| 60 Pendse Chintaman Vishwanath.   | <b>Ex-students.</b>                  |
| 61 Pundlik Bhayyaji Shankar.      | 72 Chitale Vireshwar Trimbak.        |
| 62 Rajamachikar Jayram Narhar.    | 73 Malurkar M. V.                    |
| 63 Rasingkar Balkrishna, Balwant. | 74 Melkot Rajgopalan Narsinhocharya. |
| 64 Ranade Gangadhar Ramchandra.   | 75 T. Ramshastri.                    |
| 65 Sathaye Parashuram Bhikaji.    |                                      |

### SCHOOL FINAL.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 Abhyankar Ramchandra Narhar.      | 26 Kulkarni Purushottam Balkrishna. |
| 2 Ambekar Vinayak Krishna.          | 27 Lakhote Hari Shankar.            |
| 3 Bedekar Narayan Waman.            | 28 Mehendale Laxman Mahadeo.        |
| 4 Bhelke Ekanath Ganuji.            | 29 Nargarkar Gajanan Waman.         |
| 5 Bhide Moreshwar Balvant.          | 30 Narvelkar Govind Mukund.         |
| 6 Bhide Ramchandra Trimbak          | 31 Oka Bhaskar Chintaman.           |
| 7 Bhopale Gangadhar Balkrishna.     | 32 Oka Purushottam Chintaman.       |
| 8 Bivalkar Ganesh Shankar.          | 33 Paranjpe Vishnu Sadashiv.        |
| 9 Chhatre Shripad Krishna.          | 34 Patankar Sripad Balvant.         |
| 10 Datar Moro Vinayak.              | 35 Patwardhan Dattatraya Hari.      |
| 11 Deshpande Gajanan Vithal.        | 36 Phatak Yeshwanth Ranganath.      |
| 12 Deshpande Sakharam Govind.       | 37 Pimpalkhare Ganesh Waman.        |
| 13 Deshpande Waman Govind.          | 38 Pundlik Bhayyaji Shankar.        |
| 14 Deshpande Yadao Balwant.         | 39 Sahasrabudhe Madhav Ramchandra.  |
| 15 Deshmukh Dattatraya Dhondeo.     |                                     |
| 16 Gacu Laxman Gopal.               | 40 Sathe Purushottam Vasudeo.       |
| 17 Godbole Govind Gopal.            | 41 Shevde Shankar Balkrishna.       |
| 18 Gujar Shankar Stravan.           | 42 Tiwari Ekanath Vishwanath.       |
| 19 Joshi Dattatraya Waman.          | 43 Vaidya Shamrao Ganesh.           |
| 20 Joshi Vasudeo Hari.              | 44 Vaze Narayan Krishna.            |
| 21 Kamalapurkar Purshottam Shankar. | <b>Ex-Students.</b>                 |
| 22 Kapse Vinayak Purushottam.       | 45 Betrabet Vasudeo Mangesh.        |
| 23 Karve Sadashiv Narayan.          | 46 Bhide Shriram Chintaman.         |
| 24 Kayastha Maganlal Giridharlal.   | 47 Bhide Vithal Trimbak             |
| 25 Khare Bhargao Damodar.           | 48 Kulkarni Mohaniraj Trimbak.      |
|                                     | 49 Kulkarni Vinayak Bhikaji.        |

### III

### New English School, Satara.

#### MATRICULATION EXAMINATION.

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1 Athalye Vasudeo Balkrishna.   | 5 Khambete Atmaram Hari.       |
| 2 Bapat. Ramchandra Vishwanath. | 6 Kothavale Yeshavant Baburao. |
| 3 Godbole Mahadeo Gopal.        | 7 Vaidya Shankar Sadashiv.     |
| 4 Keni Dattatraya Vishnu.       |                                |

## SCHOOL FINAL EXAMINATION.

- |   |                               |    |                              |
|---|-------------------------------|----|------------------------------|
| 1 | Bapat Ramchandra Vishwanath.  | 7  | Keni Dattatraya Vishnu.      |
| 2 | Ganu Vishnu Raoji.            | 8  | Padhye Shriram Shripad.      |
| 3 | Godbole Mahadeo Gopal.        | 9  | Phatak Atmaram Bapuji.       |
| 4 | Godbole Kashinath Ramchandra. | 10 | Phanashe Krishnaji Sakharam. |
| 5 | Joshi Bhaskar Purushottam.    | 11 | Sathe Gangadhar Balkrishna.  |
| 6 | Ranade Vishnu Dattatraya.     | 12 | Vaidya Shankar Sadashiv.     |
-

APPENDIX E.

Schedule A.

Immovable Property belonging to the Deccan Education Society, Poona.

| Serial No. | Description of Property                       | Value by the end of 1914-15. |             | Additions during 1914-15. |              | Total Value by the end of 1914-15. |              |
|------------|-----------------------------------------------|------------------------------|-------------|---------------------------|--------------|------------------------------------|--------------|
|            |                                               | Sub-Total.                   | Grand-Total | Sub-Total.                | Grand-Total. | Sub-Total                          | Grand-Total. |
| 1          | Fergusson College Buildings. ...              |                              |             |                           |              |                                    |              |
|            | (a) Main Building ...                         | } 1,65,587                   |             |                           |              | 1,65,587                           |              |
|            | (b) Sir Bhagvantsinhji Students' Quarters ... |                              |             |                           |              |                                    |              |
|            | (c) Additional Quarters ...                   |                              |             |                           |              |                                    |              |
|            | (d) Club Rooms (4) ...                        |                              |             |                           |              |                                    |              |
|            | (e) Bath Room ...                             |                              |             |                           |              |                                    |              |
|            | (f) Latrines ...                              |                              |             |                           |              |                                    |              |
|            | (g) Servants Quarters ...                     |                              |             |                           |              |                                    |              |
|            | (h) Principal's Bunglow with out-houses ...   |                              |             |                           |              |                                    |              |
|            | (i) Rain Water Drainage ...                   | 1,502                        |             |                           |              | 1,503                              |              |
|            | (j) Urinals ...                               | 1,461                        |             | 65                        |              | 1,526                              |              |
|            | (k) Kane Laboratory ...                       | 14,172                       |             |                           |              | 14,172                             |              |
|            | (l) New class Rooms (2) ...                   | 22,400                       |             |                           |              | 22,400                             |              |
|            | (m) Physical Laboratory and Extension ...     | 27,518                       |             | 281                       |              | 27,799                             |              |



|                                              |          |          |                              |          |
|----------------------------------------------|----------|----------|------------------------------|----------|
| (n) Agarkar's Bunglow ...                    | 1,100    |          |                              | 1,100    |
| (o) Lady Students' Quarters ...              | 3,768    |          |                              | 3,768    |
| (p) Gymkhana Pavilion ...                    | 5,848    |          |                              | 5,848    |
| (q) N. M. Wadia Amphitheatre ...             | 75,084   |          | 744                          | 75,828   |
| (r) Rachapa Nili Lingayat Mess. Rooms ...    | 3,310    |          |                              | 3,310    |
| (s) Gajana Choubal Lodge ...                 | 4,000    |          | 1,693                        | 5,693    |
| (t) New Students' Quarters in S. No. 116 ... | 8,925    |          | 48,973 }<br>2,800 }<br>286 } | 60,984   |
|                                              |          | 3,34,676 |                              | 54,842   |
| Bhamburda Survey No. 116 ...                 | 11,865   |          | 286                          | 12,151   |
| Gadre Wada Poona ...                         | 40,000   |          |                              | 40,000   |
| Nana Wada Buildings ...                      | 1,41,668 |          | 600                          | 1,42,268 |
| Khabutarkhana Poona ...                      | 8,900    |          |                              | 8,900    |
| Ramanbag Poona ...                           | 15,864   |          | 2,949                        | 18,813   |
| Drill Sheds near Shanwarwada Poona ...       | 1,980    |          |                              | 1,980    |
| Godbole Wada Poona ...                       | 2,500    |          |                              | 2,500    |
| N. E. S. Building Satara ...                 | 46,000   |          | 1,000 }                      | 49,250   |
| Dumbell Shed ...                             | 510      |          | 2,250 }                      | 510      |
| Lumber Sheds ...                             | 526      |          |                              | 526      |
| Additional pieces of Grounds 2 ...           | 677      |          | 1,700                        | 2,377    |
| Navin Marathi Shala Play Ground ...          |          |          |                              | 3,600    |
| <i>Grand Total</i> ...                       |          | 6,05,166 |                              | 6,72,363 |

## Schedule B.

### Movable Property belonging to the Deccan Education Society, Poona.

| Serial No. | Description of Property.                        | Value by the end of 1913-14. |              | Additions during 1914-1915. |              | Total value by the end of 1914-1915. |              |
|------------|-------------------------------------------------|------------------------------|--------------|-----------------------------|--------------|--------------------------------------|--------------|
|            |                                                 | Sub-Total.                   | Grand-Total. | Sub-Total.                  | Grand-Total. | Sub-Total.                           | Grand-Total. |
| 1          | Libraries :—                                    |                              |              |                             |              |                                      |              |
|            | (a) Fergusson College ... ..                    |                              |              |                             |              |                                      |              |
|            | (i) College Library ... ..                      | 21,802                       |              | 1,858                       |              | 23,660                               |              |
|            | (ii) Mandlik Library ... ..                     | 20,000                       |              | ...                         |              | 30,000                               |              |
|            | (b) New English School, Poona ...               | 6,121                        |              | 228                         |              | 6,349                                |              |
|            | (c) New English School, Satara ...              | 3,662                        |              | 364                         |              | 4,026                                |              |
|            | (d) Navin Marathi Shala, Poona ...              | 518                          |              | 48                          |              | 566                                  |              |
|            | (e) N. E. S. Boarding House Poona               | 102                          |              | 40                          |              | 142                                  |              |
|            |                                                 |                              | 62,205       |                             | 2,538        |                                      | 64,743       |
| 2          | Laboratories or Scientific and other apparatus. |                              |              |                             |              |                                      |              |
|            | (a) Fergusson College                           |                              |              |                             |              |                                      |              |
|            | (i) Physics ... ..                              | 38,777                       |              | 1,360                       |              | 40,137                               |              |

|   |                                        |        |          |        |         |
|---|----------------------------------------|--------|----------|--------|---------|
|   | (ii) Chemistry ... ..                  | 6,556  | 18       | 6,574  |         |
|   | (iii) Biology ... ..                   | 17,455 | 805      | 18,260 |         |
|   | (b) New English School, Poona ...      | 5,698  | 5,058    | 10,750 |         |
|   | (c) New English School, Satara ...     | 3,034  | 235      | 3,269  |         |
|   | (e) Navin Marathi Shala, Poona ...     | 397    | 94       | 491    |         |
|   |                                        |        | 71,917   | 6,210  | 79,487  |
| 3 | Furniture.                             |        |          |        |         |
|   | (a) Fergusson College ... ..           | 30,119 | 315      | 30,434 |         |
|   | (b) N. E. School, Poona ... ..         | 16,210 | 6,545    | 22,755 |         |
|   | (c) N. E. School, Satara ... ..        | 4,933  | 1,498    | 6,431  |         |
|   | (d) N. M. Shala, Poona ... ..          | 1,954  | 474      | 2,428  |         |
|   | (e) N. E. S. Boarding House,<br>Poona. | 2,919  | 229      | 3,148  |         |
|   |                                        |        | 56,135   | 9,061  | 65,196  |
|   | <i>Grand Total</i> ...                 |        | 1,90,257 | 17,809 | 209,426 |

**Schedule C.***Liabilities of the Society.*

Statement of Loans taken by the Society up to 31st March 1915.

| No. | Name of Creditor.                   | Amount of Loan. | Date of Loan.      |
|-----|-------------------------------------|-----------------|--------------------|
|     | Rao Saheb R. R. Gale, Satara.       | 14,000          |                    |
|     | Trustees of a Private Fund ..       | 10,000          | 15th January 1913  |
|     | Do.                                 | 3,000           | 31st March 1914.   |
|     | Do.                                 | 8,000           | 31st March 1915.   |
|     |                                     | (21,000).       |                    |
|     | Mr. G. R. Kale, Satara ...          | 5,000           | 1st Sept. 1908.    |
|     | Mr. R. K. Bhide, Poona ...          | 6,250           | 2nd October 1914.  |
|     | Rao Bahadur Ichharambhai,<br>Poona. | 5,000           | 6th July. 1914.    |
|     | Prof. K. R. Kanitkar, Poona.        | 1,000           | 3rd Nov. 1914.     |
|     | Do.                                 | 1,000           | 17th „ „           |
|     | Do.                                 | 1,500           | 23rd „ „           |
|     | Do.                                 | 1,000           | 12th January 1915  |
|     |                                     | (45,000)        |                    |
|     | Prof. M. R. Paranjpe, Poona...      | 3,000           | 31st March 1915.   |
|     | Mr. N. R. Naravane, Wai ...         | 2,900           | 2nd Nov. 1914.     |
|     | Mr. C. P. Killawala, Poona ...      | 2,000           | 21st December 1914 |
|     | Mr. S. N. Barve, Poona ...          | 1,000           | 27th January 1915  |
|     | Total ...                           | 64,650          |                    |

## Appendix F.

This Indenture made the 29th day of October in the Christian year one thousand nine hundred and fourteen between Rao Saheb Vishnu Anant Patwardhan of Poona, Hindu Inhabitant of the one part and the said Rao Saheb Vishnu Anant Patwardhan and Shrimant Shridharrao Vithal Natu also of Poona, Hindu Inhabitant of the other part. Whereas by an Indenture of Trust dated the nineteenth day of September one thousand eight hundred and ninety made between the then Chairman, Vice-Chairman and members of the Council of the Deccan Education Society of the first part, such of the Fellows and Patrons of the said Society as signed the said Indenture of the second part and Rao Bahadur Hari Raojee Chiplunker of the third part, the said Rao Bahadur Hari Raojee Chiplunker was appointed Trustee of the property of the said Society on the Trusts and for the purposes and subject to the conditions in the now reciting Indenture particularly set forth: And Whereas the said Indenture of Trust *inter alia* provided that in the event of the Trustee thereby appointed dying or neglecting or becoming unwilling to discharge or incapable of discharging the obligations or to act or of acting under or in accordance with the Trust thereby created, the Council might by a resolution duly passed at its meeting, nominate, constitute, and appoint such other one or two persons as they should deem fit to be a Trustee or Trustees in the place or stead of the said Trustee thereby appointed and such new Trustee or Trustees should have all and every the same obligations and powers and be liable to the same Trusts as were thereby created and that the said Trustees thereby appointed should transfer the whole Trust property to the new Trustee or Trustees: And Whereas the said Rao Bahadur Hari Raojee Chiplunker resigned his office as a Trustee on or about the tenth day of April one thousand eight hundred and ninety three which resignation was accepted by the said Council in their Meeting held on the thirteenth day of June one thousand eight hundred and ninety three: And Whereas Rao Bahadur Coopposwamy Moodliar and Sardar Chintaman Vishvanath Natu were appointed as Trustees in place of the said Rao Bahadur Hari Raojee Chiplunker by the said Council on the sixteenth day of March one thousand eight hundred and ninety four: And Whereas by a deed or Appointment of new Trustees made on the twenty first day of May one thousand eight hundred and ninety four between the said Rao Bahadur Hari Raojee Chiplunker of the first part, the Council of the second part and the said Rao Bahadur Coopposwamy Moodliar and Sardar Chintaman Vishvanath Natu of the third part the property of the Society was transferred to the said Rao Bahadur Coopposwamy Moodliar and Sardar Chintaman Vishvanath Natu on the Trust and for the purposes and subject to the conditions in the now reciting Deed and in the hereinbefore recited Indenture of the nineteenth day of September one thousand eight hundred and ninety particularly set forth: And Whereas by the said recited Deed of the twenty first day of May one thousand eight hundred and ninety four it was declared and agreed that in the event of either of the Trustees thereby appointed at any time there after dying or neglecting or becoming unwilling to discharge or incapable of discharging the obligation or to act or of acting under

or in accordance with the Trust created by the Indenture dated the nineteenth day of September one thousand eight hundred and ninety or expressed and intended so to be, it should be lawful for the surviving or the remaining Trustee or in the event of the death of such surviving or remaining Trustee, then, for his heirs, executors or administrators, to nominate, constitute and appoint such new Trustee or Trustees in the place of the Trustee or Trustees so dying, retiring, neglecting or becoming unwilling or incapable as aforesaid provided that due intimation should have been given to the said Council and the said Council should have by a resolution duly passed approved of such intended nomination, constitution and appointment And Whereas the said Sardar Chintaman Vishvanath Natu resigned the Trusteeship on or about the 11th day of March one thousand nine hundred and one, And Whereas in exercise of the power given to the remaining Trustee by the said Deed of the twenty-first day of May one thousand eight hundred and ninety four the said Rao Bahadur Coopoooswamy Moodliar the remaining Trustee nominated constituted and appointed the said Rao Saheb Vishnu Anant Patwardhan to be a Trustee in place, of the Said Sardar Chintaman Vishvanath Natu resigned: And Whereas the said nomination, constitution and appointment was approved by the Council by a resolution duly passed at its Meeting held on the 13th day of September one thousand nine hundred and one: And Whereas by a Deed of Appointment made on the 8th day of October one thousand nine hundred and two between the said Rao Bahadur Coopoooswamy Moodliar of the one part and the said Rao Saheb Vishnu Anant Patwardhan of the other part the property of the Society both movable and immovable with the easements and appurtenances belonging thereto and theretofore vested in the said Rao Bahadur Coopoooswamy Moodliar as such Trustee as aforesaid was transferred to the said Rao Bahadur Coopoooswamy Moodliar and Rao Saheb Vishnu Anant Patwardhan on the Trust and for the purposes and with and subject to the power provisoes and declarations described, declared and contained in the said Indenture of Trust dated the nineteenth day of September one thousand eight hundred and ninety and the said Deed of the twenty first day of May one thousand eight hundred and ninety four and now reciting Deed of the 8th day of October one thousand nine hundred and two: And Whereas by the now reciting Deed of the 8th day of October one thousand nine hundred and two it was also declared and agreed that in the event of either of the Trustee thereby appointed or any Trustee or Trustees for the time being of the property of the said Society at any time thereafter dying or neglecting or becoming unwilling to discharge or incapable of discharging the obligations or to act or of acting, under or in accordance with the Trust created by the hereinbefore recited Indenture of Trust dated the nineteenth day of September one thousand eight hundred and ninety and expressed and intended so to be the then surviving or remaining Trustee, then his heirs, executors or administrators should have the same powers of nominating constituting and appointing such new Trustee or Trustees, as are contained in the hereinbefore recited Deed of the twenty first day of May one thousand eight hundred and ninety four and also particularly recited and specified in the said Deed of the 8th day of October one thousand nine hundred and two subject to the same proviso for information to and approval by the said

Council as is contained in the said Deed of 21st day of May one thousand eight hundred and ninety four: And Whereas the said Rao Bahadur Coopooswamy Moodliar died on or about the 30th day of July one thousand nine hundred and fourteen: And Whereas in the exercise of the power given to the remaining Trustee by the said Deed of the 8th day of October one thousand nine hundred and two the said Rao Saheb Vishnu Anant Patwardhan the surviving Trustee has nominated, constituted and appointed the said Shrimant Shridharrao Vithal Natu to be a Trustee in the place of the said Rao Bahadur Coopooswamy Moodliar deceased: And Whereas the said nomination, constitution and appointment has been intimated to and approved of by the said Council by a resolution duly passed at its Meeting held on the 17th day of September one thousand nine hundred and fourteen. And Whereas the said Shrimant Shridharrao Vithal Natu has expressed his willingness to act as such Trustee: And Whereas the property of the Society at the date of the execution of these presents consists of the immovable property described in the Schedule A and the movable property described in the Schedule B hereunder written: And Whereas the said Rao Saheb Vishnu Anant Patwardhan has transferred to himself and the said Shrimant Shridharrao Vithal Natu the said movable property and has agreed to grant the said immovable property. Now this Indenture witnesseth that in pursuance of the directions in that behalf contained in the said Indenture of Trust of the nineteenth day of September one thousand eight hundred and ninety and the said Deeds of the twenty first day of May one thousand eight hundred and ninety four and the eight day of October one Thousand nine hundred and two respectively and of the said agreement, the said Rao Saheb Vishnu Anant Patwardhan doth hereby grant unto himself and the said Shrimant Shridharrao Vithal Natu ( who are hereinafter sake called the said Trustees ) all and singular the hereditaments and premises particularly described in the Schedule A hereunder written with the easements and appurtenances belonging thereto and also all and singular other the property movable and immovable heretofore vested in the said Rao Saheb Vishnu Anant Patwardhan as such Trustee as aforesaid and all the estate right, title and interest of the said Rao Saheb Vishnu Anant Patwardhan in the same premises, To Have and To Hold all and singular the premises hereby granted unto the same Trustees to the use of the said Trustees upon the Trust and with and subject to the powers, provisoes and declarations described, declared and contained in the said Indenture of Trust dated the nineteenth day of September one thousand eight hundred and ninety concerning the Trust property thereby granted and vested in Trust. And It is hereby agreed and declared that the said Trustees shall stand seized and possessed of the said hereditaments and premises hereinbefore expressed to be hereby granted and of the movable property transferred to them as hereinbefore mentioned and all other property that may be acquired by the society and vested in the trustees upon the trust and with and subject to the powers provisoes and and declarations subsisting therein or applicable thereto respectively by virtue of the said Indenture of Trust bearing date the nineteenth day of September one thousand eight hundred and ninety. And it is hereby declared and agreed that in event of either of the Trustees hereby appointed or any Trustees for the time being of the property of the said Society at any time hereafter dying or neglect-

ing or becoming unwilling to discharge or incapable of discharging the obligations or to act or of acting under or in accordance with the Trust created by the thereinbefore recited Indenture Trust dated the nineteenth day of September the thousand eight hundred and ninety and expressed and intended so to be it shall be lawful for the then surviving Trustee or in the event of the death of such surviving or remaining Trustee then for his heirs, executors or administrators to nominate, constitute and appoint such new Trustee or Trustees in the place of the Trustee or Trustees so dying, retiring, neglecting or becoming unwilling or incapable as aforesaid provided that due intimation should have been given to the said Council and the said Council shall have by a resolution duly passed approved of such intended nomination, constitution and appointment and such new Trustee or Trustees so to be appointed shall have all and every the same obligations and powers and be liable to the same Trust as are created, expressed and intended as hereinbefore mentioned and it shall be binding on the surviving or remaining Trustee or the heirs, executors or administrators of such surviving or remaining Trustee to transfer the entire trust property to such now Trustee or Trustees jointly with the surviving or remaining Trustee or solely as the case may be and the said Rao Saheb Vishnu Anant Patwardhan doth hereby for himself his heirs, executors and administrators covenant with the said Shrimant Shridharrao Vithal Natu his heirs, and executors, and administrators and assigns that he the said Rao Saheb Vishnu Anant Patwardhan hath not done or knowingly suffered or been party or privy to anything whereby the said premises hereinbefore expressed to be hereby granted and the movable property transferred to the said Trustees as aforesaid or any of them or any part thereof are, is or may be impeached, affected or encumbered in title, estate or otherwise howsoever or whereby he is in anywise hindered from granting the same premises or any part thereof or transferring the said movable property or any part thereof in manner aforesaid. In witness hereof the said Rao Saheb Vishnu Anant Patwardhan and Shrimant Shridharrao Vithal Natu have hereto set their respective hands and seals on the day and year first here above written.

**Schedule A.**

Above referred to.

*Immovable Property.*

- i. Property in Bhamburda in the Registration Sub-District of Haveli in the District of Poona.
- i. Fergusson College Grounds Survey Nos. 82, 117, 224 & 225.

| Survey No.       | Area.    |           | Assessment. |          |
|------------------|----------|-----------|-------------|----------|
|                  | Acres.   | Gun.      | Rs.         | As.      |
| 82               | 23       | 22        | 5           | 8        |
| 117              | 2        | 38        | 1           | 8        |
| 224              | 7        | 19        | 4           | 0        |
| 225              | 2        | 35        | 1           | 0        |
| <b>Total ...</b> | <b>4</b> | <b>36</b> | <b>12</b>   | <b>0</b> |



|                                              |   |               |
|----------------------------------------------|---|---------------|
| (a) Main Buildings.                          | } |               |
| (b) Sir Bhagvatsinhji<br>Students' Quarters. |   |               |
| (c) Additional Quarters.                     |   |               |
| (d) Club Rooms 4.                            |   |               |
| (e) Bath Rooms.                              |   | Rs. 155, 53/. |
| (f) Latrines.                                |   |               |
| (g) Servants Quarters.                       |   |               |
| (h) Principal's Bungalow<br>with out-houses. |   |               |

|                                                            |             |
|------------------------------------------------------------|-------------|
| (i) Rain Water Drainage ... ..                             | Rs. 1,503.  |
| (j) Urinals ... ..                                         | Rs. 1,461.  |
| (k) Kane Laboratory ... ..                                 | Rs. 14,172. |
| (l) New Class Rooms and N. M. Wadia<br>Amphitheatre ... .. | Rs. 97,484. |
| (m) Physical Laboratory ... ..                             | Rs. 27,518. |
| (n) Agarkar Bungalow ... ..                                | Rs. 1,100.  |
| (o) Lady Students' Quarters ... ..                         | Ks. 3,768.  |
| (p) Gymkhana Pavilion ... ..                               | Rs. 5,848.  |
| (q) Rachappa Nili Lingayat Mess<br>Room ... ..             | Rs. 3,310.  |
| (r) Gajanan Choubal Lodge ... ..                           | Rs. 4,450.  |

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 Rs. 326,201

|                                                                                                                 |             |
|-----------------------------------------------------------------------------------------------------------------|-------------|
| ii. Survey No. 116 measuring 11 acres, 18<br>gunthas and assessed at Rs. 4- for land<br>revenue purposes ... .. | Rs. 11,864. |
| New Students' Quarters ... ..                                                                                   | Rs. 8,925.  |

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 Rs. 20,779.

2. Property in Poona—City in the Registration Sub-district of Haveli in the District Poona.

|                                                        |              |
|--------------------------------------------------------|--------------|
| (a) Gadre Wada Shanwar Peth No. 321                    | Rs. 40,000.  |
| (b) Nana Wada Buildings Kasba Peth<br>No. 1490. ... .. | Rs. 141,668. |
| (c) Khabutarkhar. Shanawar Peth No. 233                | Rs. 8,902.   |

|     |                                                                                                                                                  |     |                     |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------|
| (d) | Ramanbag Shanwar Peth No. 281.                                                                                                                   | Rs. | 15,864.             |
| (e) | Drill Shed near Shanwar Wada ...                                                                                                                 | Rs. | 1,980.              |
| (f) | Devasthale Bakhhal Shanwar Peth No.<br>275 ... ..                                                                                                | Rs. | 3,000.              |
| (g) | Untavala's Bakhhal Shanwar Peth No.<br>241 ... ..                                                                                                | Rs. | 2,600.              |
| (h) | Godbole Wada Narayan Peth No.<br>253 ... ..                                                                                                      | Rs. | 2,500.              |
|     |                                                                                                                                                  |     | <u>Rs. 216,512.</u> |
| 3.  | Property in Somwar Peth No. 316 near Futka Tala<br>in Satara City in the Registration Sub-District of<br>Satara in the District of Satara ... .. | Rs. | 677.                |
|     |                                                                                                                                                  |     | <u>Rs. 564,179</u>  |

### Schedule B.

Above referred to.

*Movable Property.*

#### 1. Libraries :—

|     |                               |     |                    |
|-----|-------------------------------|-----|--------------------|
| (a) | Fergusson College.            |     |                    |
|     | i. College Library ... ..     | Rs. | 21,802.            |
|     | ii. Mandlik Library :...      | Rs. | 30,000.            |
| (b) | New English School Poona ...  | Rs. | 6,121.             |
| (c) | New English School Satara ... | Rs. | 3,662.             |
| (d) | Navin Marathi Shala Poona ... | Rs. | 518.               |
| (e) | N. E. S. Boarding House Poona | Rs. | 102.               |
|     |                               |     | <u>Rs. 62,205.</u> |

#### 2. Laboratories or Scientific and other apparatus.

|     |                               |     |                    |
|-----|-------------------------------|-----|--------------------|
| (a) | Fergusson College             |     |                    |
|     | i. Physics... ..              | Rs. | 38,777.            |
|     | ii. Chemistry ... ..          | Rs. | 6,556.             |
|     | iii. Biology... ..            | Rs. | 17,455.            |
| (b) | New English School Poona ...  | Rs. | 5,698.             |
| (c) | New English School Satara ... | Rs. | 3,034.             |
| (d) | Navin Marathi Shala Poona ... | Rs. | 397.               |
|     |                               |     | <u>Rs. 71,917.</u> |

## 3. Furniture &amp;c.

|                                      |                    |
|--------------------------------------|--------------------|
| (a) Fergusson College ... ..         | Rs. 30,119.        |
| (b) New English School Poona ... ..  | Rs. 16,210.        |
| (c) New English School Satara ... .. | Rs. 4,933.         |
| (d) Navin Marathi Shala Poona ... .. | Rs. 1,954.         |
| (e) N. E. S. Boarding House ... ..   | Rs. 2,919.         |
|                                      | <u>Rs. 56,135.</u> |

## 4. Securities and Bank accounts :—

## i. Securities.

|                                                                 |                   |
|-----------------------------------------------------------------|-------------------|
| (a) 4 p. c. Port Trust Bonds ... ..                             | Rs. 16,000.       |
| (b) 3 p. c. Govt. Promissory Notes ... ..                       | Rs. 600.          |
| (c) 3 p. c. Govt. Promissory Notes ... ..                       | Rs. 8,000.        |
| (d) 2 Shares of the Deccan Bank Poona                           | Rs. 1,000.        |
| (e) 1 Share Cotton & Silk Manufacturing<br>Company Poona ... .. | Rs. 500.          |
|                                                                 | <u>Rs. 26,100</u> |

## ii. Bank Accounts :—

|                                                                                      |                    |
|--------------------------------------------------------------------------------------|--------------------|
| (a) Deccan Bank Fixed deposit receipt                                                | Rs. 2,000          |
| (b) Post Office Savings Bank Account No.<br>65358 (Permanent Fund) ... ..            | Rs. 5,309-5-4.     |
| (c) Post Office Savings Bank Account No.<br>65359 (Endowment Fund)                   |                    |
| i. 3½ Government Promissory Notes ... ..                                             | Rs. 52,700         |
| ii. Current account ... ..                                                           | Rs. 6,003-10-8.    |
|                                                                                      | <u>Rs. 66,013.</u> |
| (d) Post Office Savings Bank Account No.<br>65360 (Pension Fund) ... ..              | Rs. 21,297-11-4.   |
| (e) Post Office Savings Bank Accounts No.<br>70678 (Foreign Scholarship Fund) ... .. | Rs. 443-8-10.      |

Grand Total ... Rs. 304,111-4-2

The original Trust Deed above referred to dated the 19th day of September 1890 was registered in the Haveli Sub-Registry office on the 24 December 1890 at No. 230 Vol. XV. at pages 258 to 269 of book No. IV.

Signed, sealed and delivered by the  
above named Rao Saheb Vishun  
Anant Patwardhan and Shrimant  
Shridharrao Vithal Natu in the  
presence of :—

V. A. Patwardhan.  
Shridharrao Vithal Natu.

H. G. Limaye.  
V. H. Soman.

Rao Saheb Vishnu Anant Patwardhan executing party, Pleader, Brahmin, 55, Poona Narayan Peth House No. 416 admits execution. He is known to the Sub-Registrar.

V. A. Patwardhan.

The Shridharrao Vithal Natu executing party Sardar, Brahmin, 37, Poona Shanwar Peth House No. 318 admits execution. He is known to the Sub-Registrar.

Shridharrao Vithal Natu.

29th October 1914.

R. N. Daptardar.

Jt. Sub-Registrar No. II.

Registered No. 2984 A. at pages 117 to 192 Vol. 983 of Book No. I.

R. D. Karkhanis.

Jt. Sub-Registrar, Haveli.

No. I. 31st October 1915.