

REPORTS

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OF THE

DECCAN EDUCATION SOCIETY

POONA :

FOR

1914-15

POONA

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1915.

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**THE
DECCAN EDUCATION SOCIETY,
POONA
ESTABLISHED 24th OCTOBER 1884**

AND

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

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OF THE
Deccan Education Society,
POONA.**

- | | |
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(<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 Hindns, 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.

—:o:—

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 Cooposwamy 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 Cooposwamy 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."

Shrimaut 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. Krishraji 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 Bhupkarh as given a G. P. note of Rs. 1,000 for founding a prize to be called the Haribhau Babaji Bhupkar 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 Brahmin 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

*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 Sadashiv 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 net-work 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

*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.

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 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. Banade, 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 93 049, 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.	I. Sc. (new)	I. Sc. (old)	Unattached	Total.
31st March 1915.	9	45	203	208	431	17	32	1	...	1046
31st March 1914.	23	118	146	367	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 ... 871			Total ... 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
<hr/>					
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	... ..	Students who are self-		
		supporting (including Madhu-		
		kris.)		38
<hr/>				
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	71.26	...
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 Vyasraya
(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—Joshu 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 Ragunath (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).
Khnperkar 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. Kautkar 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 314 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
Desbastha 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 ...
			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 ... 1010			Total ... 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

* 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. KHARE.

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.

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

* 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.

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.

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

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 Bakhal 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 Laka-li-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.

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 Hony. 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.

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 gymnasia 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. Bhausaheb 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

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.

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	...	...	105
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	9
Nasik	1
Kolaba	3
Ratnagiri	8
Bombay	5

Belganm	...	...	...	4
Bijapur	...	...	...	4
Miraj (Senior) State	...	...	...	3
Miraj (Junior) State	...	...	...	2
Kolhapur State	...	...	...	7
Jath State	...	...	...	4
Berar & Central Provinces	...	...	...	1
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	.	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
		<hr/>
	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 Madhukris.)			1
			<hr/>
	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	215	195	241	54	153	

9. The school had the benefit of magic lantern lectures in September last from Mr. V. N. Glate, 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 2 Rs. 80. 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. 212 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 Arithmetic.	Passed in Marathi	Passed in Dictation and Writing.	Passed in History and Geography.	Total No. of Boys.		Passed in all subjects.
						No. on roll.	Boys. 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
	Ujalmi and Counting.	Reading and work-writing	Drill.	Story-telling.				
St. I	70	64	58	66		78	75	58
Infant	35	42	40	30		49	46	
Beginners.	64	68	87	59		140	125	

7. I give below the usual statistical tables :—

TABLE I.

- Religion or Caste of Pupils.

Konkanastha Brahmins	...	...	212
Deshastha Brahmins	...	...	104
Karhada Brahmins	...	...	26
Saraswat Brahmins	...	...	5
Prabhus	...	...	10

* One division had no English.

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 unmarried.	No of Students married.	Total No. of Students.	Average Age.
V	50	0	50	11.45
IV	100	0	100	11.20

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.

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

Saraswat Brahmins	...	...	...	3
Prabhus	...	...	...	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
Belgaum	...	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	

Grand Total ... 61

In conclusion I have to thank Messrs. Bhate and Nawathe 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 Abasaheb Ghatage. Chief of Kagal, Kagal.	500	N. E. S. Poona.	General.	Post Office Savings Bank. 3½ p. c.—Govt. Pro. Notes.	17	8 0
2	1884	Fergusson „	Sir James Fergusson, England.	1300	Fergusson Col- leng.	General <i>P. E. Class.</i>	Do. Do.	45	8 0
3	1885	Kirane „	Gangadhar R am krishna Kiran- Esq., State Engi- neer, Sangli.	1500	Do	Mathe- matics.	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., Panvel.	500	Ferguson College	Mathematics <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	35	0	0
9	1892-93	G.K. Bhatvadekar	Sir Bhalchandra Krishna Bhatvadekar, Bombay.	1000	Ferguson College.	General <i>I. E. Class</i>	Port Trust Bonds		40	0	0
10	1892-93	C. N. Apte, Prizes	V. N. Apte Esq., Poona.	1000	Do.	General <i>I. E & 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. 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. 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., Ycetmal.	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 <i>alias</i> 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

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.		L.S.	P.
20	1909-10	Nimkar Scholarships.	Vasudeo Anant Nimkar, Esq., Kolhapur.	2950	Do.	General	202½ Fixed Deposit Indian Spore Bank, 325 P. O. S. D. 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., Pehgaon. Ahmednagar	100	Navin M Shela Poona.	General 3rd Standard.	Post Office Savings Bank. 3½ p.c. Govt. Pro. Notes.	3	8 0

23.	1911-12	Saraswatibai Dravid Scholar- ship.	Ganesh Vyankatesh Dravid Esq., Yeotmal.	6000	Dravid High School, Wai.	General.	Fixed Deposit Indian Specie Bank, Poona.	300	0	0
24	1912-13	Balkrishna Yeshodabai } Laxmibai } Sarsvatibai } Naryan Balkrishna Brahme Prize.	Narayan Balkri- shna Brahme Esq., retired Sub-Judge, Poona.	15,000	Fergus- son Col lege.	Do.	Post Office Sav- ings Bank, 3½ p. c Govt: Pro. Notes.	525	0	0
25	1912-13	Mahadeoraq Limaye Scholarship.	Dr. Chintaman Mahadeo Limaye, Kolhapur.	1,500	Do.	General P. E. Class.	Port Trust Bonds	60	0	0
26	1912-13	Halbe Science Apparatus.	Narayan Laxman Shastri Halbe Esq., Wai.	500	Dravid High School, Wai.	Science Appara- tus.	Post Office Sav- ings Bank 3½ p. c. Govt: Pro. Notes	17	8	0
27	1912-13	S. V. Patwardhan Free Studentships	Rao Bahadur S. V. Patwardhan, Poona.	500	N. E. S. Poona.	Free Stu- 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.		Rs.	P.	A.
28	1912-13	Durgabai Apte Prize.	Shankar Ravji Apte Esq., Hubli.	1,450	Ferguson College.	General I.E. Girl Student.	Post office Savings Bank. 3½ p. c. Govt. 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 (Part of an endowment of Rs. 2500.)	Ferguson College.	General.	Do.	10	8	0

31	1914-15	Science and Arts Library.	Narayan Balcrishna Brahme Esq 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. 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

Appendix A.**I a.***Abstract of Investments.*

Rs. 58,410	...	Post Office Savings Banks $3\frac{1}{2}$ p. c. Govt: Promissory Notes.
„ 16,000	...	Port Trust Bonds.
„ 2,000	...	$3\frac{1}{2}$ 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	
2	1892-93	Mahadik Scholarships.	Shrimant Rambhajirao Mahadik.	6000	N. E. S. Poona.	Sanskrit, and Marathi.	175	0	
3	1905-06	Vadadekar Scholarship.	Rambhau Vadadekar Esq., Poona.	1100	Ferguson College.	General.	38	8	

APPENDIX B. (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	1906-07	Khatav Makhanji Prize.	Shet Govardhanda Khatav Makhanji, Bombay.	2500	Do.	General P. E. Class.	150	0	0	
5	1906-07	M. G. Ranade Fund.	The Hon. Mr. Justice M.G. Ranade.	1000	N. E. S. 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 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., Jamkhindi.	...	Ferguson College.	General P. E. Class	60	0	0	
2	1905-06	Vinchurkar Scholarship.	Sardar Vithal-Rao <i>alias</i> Nana-Saheb Vinchurkar, 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.	Ganesh 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 received from Contributors up to 31st March 1915.	Names of Contributors.	Sub-Total.			Grand-Total.		
		Rs.	a.	p.	Rs.	a.	p.
	Ahmedabad.						
50	The late Krishnabai wife of Mr. N. P. Desai, through Mr. G. V. Mavalankar, Pleader ...	50	0	0			
					50	0	0
	Akalkot.						
	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	Imamsaheb Khadirsahab 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 Lohar Esq. ...	10	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.
	Akalkot. (<i>Continued</i>.)						
10	Shet Deochand Vaduchand ...	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	Sbet 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			
	Akola.				609	0	0
50	R. D. Joag Esq. B.A. LL. B. ...	50	0	0			
	Amalner.				50	0	0
80	R. M. Paranjpe Esq. B.A. LL. B. ...	50	0	0			
50	V. G. Bhide Esq. B.A. LL. B. ...	20	0	0			
	Bagalkot.				70	0	0
150	D. R. Patwardhan Esq. B.A. LL. B. ...	120	0	0			
100	M. V. Mudbhir 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.
	Bagalkot (<i>Continued</i>.)						
25	N. T. Badami Esq. ...	5	0	0			
10	V. R. Gulvadi Esq. B.A. LL. B. ...	5	0	0	205	0	0
	Bandra.						
200	Vishnu Ganesh Bhalerao Esq. ...	200	0	0	200	0	0
	Belgaum.						
100	Dr. V. G. Naigundkar, 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
	Bijapur.						
100	Shet Irrapa Narsaja 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
	Bombay.						
50	Govind Kashinath Gadgil Esq. ...	50	0	0	50	0	0
	Dharwar.						
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.
	Gulburga.						
30	Raghvendra Rao Esq. B. A. LL. B. ...	30	0	0	30	0	0
	Hyderabad (Deccan).						
25	Manikrao Vithalrao Esq. ...	25	0	0	25	0	0
	Jaunpur.						
290	V. N. Mehta Esq. ...	120	0	0	120	0	0
	Karjat.						
200	S. V. Deshpande Esq. ...	40	0	0	40	0	0
	Kolhapur.						
750	Krishnaji Bhikaji Gokhale.	750	0	0	750	0	0
	Mahad.						
100	Nathu Narayan Gujar Esq. ...	50	0	0			
50	Malharrao Kulkarni Esq. ...	50	0	0	100	0	0
	Matar.						
150	H. V. Date Esq. ...	120	0	0	120	0	0
	Muddeblhal.						
100	B. G. Nadganda Esq. ...	50	0	0	50	0	0
	Nagpur (C. P.)						
130	V. D. Sathaye Esq. B. A. LL. B. ...	55	0	0			
100	W. B. Puranik Esq. ...	25	0	0			
100	Narayan Dajiba Esq. ...	25	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.
	Nagpur (C. P.) (Continued.)						
160	S. R. Pandit Esq. BAR AT-LAW. ...	15	0	0	120	0	0
	Pethapur (Gujarath).						
5	H. R. Gandhi Esq, ...	5	0	0	5	0	0
	Poona.						
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> Balasaheb Natu.	250	0	0			
200	Mhalsabai wife of Shrimant 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
	Ratnagiri						
20	W. H. Mavlankar Esq. ...	20	0	0	20	0	0
	Satara.						
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 received from Contributors up to 31st March 1915.	Names of Contributors.	Sub-Total.		Grand-Total.	
		Rs.	a. p.	Rs.	a. p.
	Sholapur.				
150	Dr. V. V Mule, L. M. & s. ...	120	0 0		
200	R. L. Soman Esq. ...	150	0 0		
100	Jagannath Moreshwar Samant Esq. B. A. LL. B.	25	0 0		
25	N. W. Pai Esq. B. A. LL. B. ...	25	0 0		
				320	0 0
	Sukkar.				
5	A Sindbi Elphinstonian ...	5	0 0		
				5	0 0
	Thana.				
130	B. V. Kharkar Esq. ...	55	0 0		
200	Parashram Abaji Bhat Esq. B. A. LL. B.	50	0 0		
92	J. D. Dixit Esq. B. A. LL. B. ...	50	0 0		
				155	0 0
	Vinchur.				
315	Shrimant S. B. Vinchurkar, B. A....	180	0 0		
150	Shrimant R. K. Vinchurkar, ...	150	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	Ahmedatad	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	Gulburga	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. 85360 ...	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	559	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
	Total for the year ...	6,234	1 8		
	Grand Total ...			27,522	5 5

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	Opening Balance.			123388	10 6
2	Contributions:—				
	(1) General	5,818	0 0		
	(2) New Student's Quarters for the Fergusson College ... Bombay.	3,600	0 0		
	Mr. D. L. Vaidya, Solicitor, High Court Bombay	2,500			
	L. A. Shah Esq., B. A. LL. B. Kolhapur.	250			
	Krishnaji Bhikaji Gokhale Esq. Bagalkot.	750			
	G. R. Tilak Esq.	100			
		3,600		9,418	0 0
3	Endowments:—				
	(1) Mr. Narayan Balkrishna Brahme, Poona ...	15,000	0 0		
	(2) „ Haribhau Babaji Bha- kar, Bombay ...	1,000	0 0		
	(3) „ Narayan Govind Chape- kar ...	1,000	0 0		
	(4) Mrs. Saraswatibai Joglekar Poona ...	700	0 0		
	(5) Divan Bahadur K. R. God- bole, M. C. E. Poona ...	600	0 0		
	(6) Mr. Vasudeo Anant Nimkar, Kolhapur ...	325	0 0		
	(7) The late Mr. G. W. Thatte, Indore ...	250	0 0		
				18,875	0 0

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, Fergusson College ...	48,973	2	1			
	(2) Ramanbag additions &c. &c.	2,948	14	0			
	(3) Water Supply to New Quarters, F. College ...	2,800	0	2			
	(4) Gajanan Chaubal Lodge ...	1,692	13	0			
	(5) N. M. Wadia, Amphitheatre F. College ...	743	9	0			
	(6) Nana Wada, Engineering Charges ...	600	0	0			
	(7) Wire Fencing for survey No. 11 ⁶ Bhamburda ..	285	15	9			
	(8) Extension of the Physical Laboratory F. College ..	280	15	6			
	(9) Fergusson College Lava- tory ...	65	0	0			
2	<i>Purchase of New Properties:—</i>				58,390	5	6
	(1) Survey No. 94 (Sadashiv- 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- ment New English School Poona ...</i>				99	14	3
5	<i>Foreign Travel:—</i>				8,000	0	0
	(a) Prof. G. H. Kelkar M. A. .	5,518	11	7			
	(b) Prof. K. K. Joshi, M. A. Ph. D.	1,487	14	10			
6	<i>Loans paid back:—</i>				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		
	Grand Total ...			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- bhajerao Mahadik	6,000	0	0			
	(iii) Shet Govardhandas Kathay	2,500	0	0			
	(iv) Trustees of Justice M. G. Ranade	1,000	0	0	15,500	0	0
	(c) Bank of Bombay, Poona Branch				544	7	1
	(d) Peccan 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 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 Dharwar.	10	0	0			
	(h) Post Office Savings Bank Sadashivpeth Poona City						
	(1) Account No. 65,358 (Per- manent Fund)	6,309	5	4			
	(2) Account No. 65,359 (En- dowment Fund)						
	(i) Government Securities...	52,700	0	0			
	(ii) Current Account	6,885	1	4			
	(3) Account No. 70,678 (Fore- ign Scholarship Fund)	538	11	10			
	(4) Account No. 64,390 (Stu- 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
	∴						
	Grand Total				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.	₹. p.	Rs.	a. p.
1	<i>Opening Balance</i>			1,159	9 3
2	<i>Interest for the year 1914-15.</i>			2,703	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 Magazines.</i>			821	7 9
	Total for the year	14,615	5 0		
	GRAND TOTAL ...			15,156	3 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		
	(8) 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. Ps., Telegrams &c.,... ..	131	5 0		
	(c) Carriage hire	64	15 0		
	(d) Miscellaneous :-				
	(i) Proper 230 15 9				
	(ii) Typewriter & Dupli- 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
	Total for the year	15,685	3 6	899	4 0
	Closing Balance... ..			89	10 3
	GRAND TOTAL			15,774	14 3

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.	p.
1	<i>Opening Balance.</i>				6203	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 (P. E.)	3744	0	0		
	(d) First year examination fees	9630	0	0		
	(e) Fines	99	1	0		
					59808	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 ...			80067	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	106	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>Prizes.</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

VI.

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) Amudh	125	0	0			
	(d) Baroda State	216	0	0			
	(e) Brahman Vidyarthi- 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 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 Sahayak ...	190	8 0		
	(f) Dabholkar ...	552	0 0		
	(g) High School ...	180	0 6		
	(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 Shankarshet ...	144	0	0			
	(s) University Rao Sir Pragmalji ...	147	0	0			
	(t) University Pralhad Sitaram ...	300	0	0			
	(u) University Yamunabai 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 Scholarship ...	288	0 0		
	(p) University Eliis Scho- larship ...	240	0 0		
	(q) University Sir Jasovat- sing's Scholarship ...	120	0 0		
	(r) University Jagannath Shankarshet Scholarship ...	144	0 0		
	(s) University Pralhad Sita- ram Scholarship ...	300	0 0		
	(t) University Rao Sir Prag- malji Scholarship ...	147	0 0		
	(u) University Yamunabai 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>			3685	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	Valuation Increment ...				2,235	0	0
6	Endowments ...						
	(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 Prize ...	10	8	0			
	(h) G. B. Limaye Scholar- ship ...	60	0	0			
	(i) B. G. Sathe's Scholar- ship ...	68	2	9			
					436	2	9
7	Contribution ...						
	(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	<i>Repairs to buildings</i>				1,983	10	3
6	<i>Furniture (dead-stock)</i>						
	(a) New Furniture ...	6,545	0	3			
	(b) Repairs	376	4	0			
					6,921	4	3
7	<i>Laboratory</i>						
	(a) New Apparatus ...	5,008	10	0			
	(b) Current expenses ...	528	3	3			
					5,536	13	3
8	<i>Gymkhana</i>						
	(a) New Apparatus ...	113	6	0			
	(b) Current Expenditure	870	7	9	983	13	9
9	<i>Workshop</i>						
	(a) New Apparatus ...	62	14	0			
	(b) Current Expenditure	251	15	9			
10	<i>Garden</i>				314	13	9
11	<i>Drawing</i>				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
	<i>Total for the year</i> ...	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	<i>Fire Insurance</i> ...				315	0	0
13	<i>Scholarships</i> ...						
	(a) Government ...	554	13	0			
	(b) Endowed ...	147	8	0			
	(c) Others ...	111	14	0			
					814	3	0
14	<i>Miscellaneous</i> ...				253	0	3
15	<i>Poor Boy's Fund</i> ...				615	15	0
16	<i>New Buildings</i> ...				500	0	0
	<i>Total for the year</i> ...	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 & 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
4	<i>Contribution.</i>						
	(a) Society	2,100	0	0			
	(b) His Highness The Pant 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			
	<i>Grand Total ...</i>				15,763	5	2

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 0		
	(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- 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 & Prizes.</i>			234	7 0
5	<i>Repairs and Renewals.</i>			169	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
	Grand Total ...			<u>15,763</u>	<u>5 2</u>

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>			901	1 3
2	<i>Fees and Fines.</i>				
	(a) School Fees	1,673	3 0		
	(b) Entrance	61	2 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. 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		
	Grand Total ...			9,318	0 9

IX

Abstract Account of the Navin Marathi Shata 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 & Taxes.</i>				314	12	0
3	<i>Books & 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 & Printing.</i>				579	0	9
8	<i>Object Lessons & Manual 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
	Grand Total ...				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			9
	(d) Fuel	677	2	3			3
					6,435	8	
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	5	0			
	(b) Bombay Banking Co., Poona Branch (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.
Fellows.		
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 Malharrao Purandhare	"
10	Rao Saheb Ganesh Keshav Kelkar	"
11	Janardan Hari Godbole Esq.	"
12	Krishnaji Purushottam Paranjpye Esq. 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 Pui-shottam Paranjpye, B. sc. (Bom), M. A., (Cantab.) Principal and Professor of Mathematics</p> <p>*2 Wasudeo Balkant 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 Vajjnath 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 Vishayanath Balyant 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 Damodai Gune, M. A., Ph. D., Professor of Sanskrit.</p> <p>*12 Dhundiraj Laxman Dixit, B. A., Professor of Botany & 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> |
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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.</p> <p>Vinayek Narayan Bhide, B. A.</p> | <p>3 Mohaniraj Laxman Chandratre, B. A.</p> |
|--|---|

Life—Member.

† Permanent Servant.

Clerks.

- †1 Gopal Rajji Damle. †3 Dattatraya Narayan Mainkar.
 †2 Vinayek Hari Soman. 4 Gajanan Limbaji Panse.

II

New English School Poona.

- *1 Prof. Vishwanath Balvant Naik, M. A., (Superintendent).
 *2 „ Mahadeo Krishna Joshi, M. A., S. T. C. D., (Asst. Supdt.)
 *3 „ Gopal Vishnu Tulpule, M. A., Ph. D.,
 *4 Dr. Krishnaji Keshao Joshi, M. A.,
 *5 Prof. Vishnu Dattatraya Gokhale, M. A.,
 *6 „ Shridhar Bhikaji Bondale, M. A.,
 *7 „ Shankar Ramchandra Kanitkar, M. A.,
 8 „ Krishnaji Mahadeo Khadye, M. A.,
 †9 Mr. Sadashiv Krishna Athale, M. A.,
 †10 „ Vishnu Narayan Kumbhare, M. A., S. T. C.
 †11 „ Mahadeo Hari Gokhale, M. A., S. T. C.
 †12 „ Narayan Sakharan Belvalkar, I. E., S. T. C.
 †13 „ Govind Krishna Modak, I. E.
 †14 „ Vinayak Shridhar Karandikar, P. E.
 †15 „ Kashinath Balkrishna Apte, P. E.
 †16 „ Subrao Vyankatesh Datar, P. E.
 †17 „ Ramchandra Bhikaji Joshi, Matric.
 †18 „ Ganesh Sakharan Vaze Matric.
 †19 „ Mr. Hari Vinayak Patwardhan, Matric.
 †20 „ Ramchandra Siddehshwar Deo, Matric.
 †21 „ Mahadeo Pandurang oka, Matric.
 †22 „ Krishnaji Govind Kinare, Matric.
 †23 „ Narayan Yeshwant Dhavale, Matric.
 †24 „ Ramchandra Mahadeo Limaye, Matric (S. T. C.).
 †25 „ Govind Narayan Phatak Matric (S. T. C.)
 †26 Mr. Gopal Waman Bhide Matric (S. T. C.)
 †27 „ Waman Vasudeo Limaye, Matric (S. T. C.).
 †28 „ Chintaman Ramchandra Dharap, Matric (S. T. C.).
 †29 „ Shriram Atmaram Ambardekar, Vern. 3rd year.
 †30 „ Vishnu Balwan Gadgil 3rd Grade Drawing.
 31 „ Vyankatesh Ramchandra Patwari, 3rd Grade D.
 †32 „ Ganesh Bhikaji Datar, certified Gymnast.
 33 „ Yeshwant Dattatraya Wad, M. A., B. Sc.
 34 „ Shripad Mahadeo Mate, M. A.
 35 „ Mahadeo Damodar Sathe, M. A.
 36 „ Nagesh Keshao Jog, B. A.
 37 „ Shivram Trimbak Apte, B. A.
 38 „ Sadashiv Govind Abhyankar, B. A.
 39 „ Ganesh Vyankatesh Dhavalkar, B. A.
 40 „ Ganesh Wasudev Vidwans, B. A.
 41 „ Shridhar Govind Kale, B. A.
 42 „ Kaloo Krishna Sahasrabudhe, B. A.
 43 „ Vishwanath Atmaram Apte, B. A.
 44 „ Ganesh Trimbak Bhide, B. A.
 45 „ Chintaman Vinayak Joshi, B. A.
 46 „ Rajaram Balvant Mundle, B. A.
 47 „ Ramchandra Purushottam Shintre, B. A.
 48 „ Dattatraya Balkrishna Deshpande, B. A.
 49 „ Damodar Govind Joshi, B. A.
 50 „ Ramchandra Hari Kelkar, B. A.
 51 „ Dattatraya Ranganath Valimbe, B. A.

* Life—Member.

† Permanent Servant.

- 52 Mr. Mahadeo Gangadhar Lele, I. E.
 53 „ Bhaskar Balvant Vatve, I. E., F. E.
 54 „ Vishwanath Abaji Modak, I. E.
 55 „ Parashuram Laxman Vaidya, I. E.
 56 „ Sakharam Abaji Modak, I. sc.
 57 „ Vinayak Shankar Agashe, P. E.
 48 „ Vinayak Ganesh Gadgil, P. E.
 59 „ Shankar Dattatraya Mate, P. E.
 60 „ Shankar Narayan Phatak,
 61 „ Chintaman Vasudeo Kanitkar, Matric.
 62 „ Vishwanath Vajjanath Baive, Matric.
 63 Mr. Waman Wasudeo Kulkarni, Matric.
 64 „ Govind Balvant Godbole, Matric.
 65 „ Shankar Keshao Kanetkar, Matric.
 66 „ Narhar Laxman Mule, Matric.
 67 „ Shankar Waman Oke, Matric.
 68 „ Hari Vasudeo Sane, Matric.
 69 „ Mahadeo Ganesh Ranade
 70 „ Laxman Vasudeo Joshi Shastri.
 71 „ Dattatraya Hari Purohit (carpentry teacher).
 72 „ Bhagwant Sarvottam Gosavi (carpentry teacher).
 73 „ Ganesh Balwant Dixit, Drill Master.
 74 „ Navajkhan Hassan Khan, Drill Master.

III

New English School, Satara.

- † 1 Mr. Sitaram Ganesh Devadhar, B. A., Superintendent.
 † 2 „ Laxman Gopal Mehendale, B. A., S. T. C.
 † 3 „ Narayan Dhondo Palekar, I. E., S. T. C.
 † 4 „ Pandharinath Waman Ghane-
 kar, I. E.
 † 5 „ Goverdhan Vyanketsh Gujar, P. E., S. T. C.
 † 6 „ Hari Ramchandra Joshi, 3rd
 Grade Art. Ex. Certificate.
 † 7 „ Keshav Narayan Matange,
 Music Teacher.
 † 8 „ Hari Anant Panavaikar, B. A.
 9 Mr. Waman Ramchandra Gadgil,
 B. Ag.
 10 „ Wasudeo Sitaram Chitambhar,
 Matric.
 11 „ Damodar Janardan Pendse,
 Matric.
 12 „ Gangadhar Vishnu Joshi,
 Matric.
 13 „ Hari Atmaram Agate, U. S. F.
 14 „ Bhikaji Martand Shete, U. S. F.
 15 „ Ramchandra Govind Ranade,
 U. S. F.
 16 „ Vinayak Ganesh Kolatkar,
 U. S. F.
 17 „ Ganesh Sadashiv Joshi, Matric
 & Gymnasium Teacher.

IV

Navin Marathi Shala, Poona,

- * 1 Prof. Keshav Ramchandra Kanitkar,
 M. A., B. Sc., Superintendent.
 † 2 Mr. Mahadeo Vishnu Sane, P. T. C.
 Cert. 20 & Matric.
 † 3 Ghanasham Balkrishna Chiplun-
 kar, P. T. C. Cer. 20.
 † 4 Bhikaji Vithal Mahajan, P. T. C.
 Cer. 20.
 † 5 Ramchandra Bapuji Potekar,
 P. T. C. Cer. 20.
 † 6 Ambadas Shridhar Bandeshti,
 P. T. C. Cer. 12.
 † 7 Vishnu Ranganath Kale, P. T. C.
 Cer. 12.
 † 8 Gangadhar Ramkrishna Tha-
 kur, P. T. C. Cer. 12.
 † 9 Krishnaji Govind Joshi, P. T. C.
 Cer. 20.
 † 10 Shivram Krishna Deshpande,
 P. T. C. Cer. 12.
 11 Narayan Sadashiv Limaye, 2nd
 P. S. Cer.
 12 Bapu Kashinath Bhide, Ver.
 Final Cer.
 13 Gopal Ramkrishna Bapat, Ver.
 Final Cer.
 14 Trimbak Ganesh Moghe, P. T. C.
 Cer. 12.

* Life—Member.

† Permanent Servant.

- | | |
|---|---|
| 15 Pandurang Chintaman Kunte,
P. T. C. Cer. 12. | 22 Mrs. Saraswasbai Chiplunkar,
4th year Female T. C. Cer. 20. |
| 16 Vaman Vishnu Sane, P. T. C.
Cer. 12. | 23 Pandurang Ganesha Bhatte,
Matric. |
| 17 Kondo Vaman Prabhune, P.T.C.
Cer. 12, | 24 Dhondo Ranganath Khatavkar,
P. T. C. Cer. 20. |
| 18 Ganesh Vaman Dharu, Ver.
Final Cer. | 25 Murlidhar Ramkrishna Deo, 3rd
Grade Art, School, Cer. |
| 19 Mahadeo Ramchandra Vartikar,
P. T. C (Nizam State). | 26 Amaram Bhaskar Sathe |
| 20 Nanaji Vaman Patil, Vernacular
Final Cer. | 27 Krishnaji Govind Athavale, Ver.
Final Cer. |
| 21 Shankar Balvant Vartak. | 28 Dattatraya Bhikaji Harshu, |

V

N. E. S. Boarding House, Poona.

- | | |
|--|---|
| * 1 Prof. Gopal Vishnu Tulpule, M. A.,
Superintendent. | † 3 Mr. Dinkar Wasudeo Bhatu, Matric |
| * 2 „ Govind Chimanji Bhatu, M. A.
in charge of accounts. | 4 „ Yeshwant Dattatraya Navathe,
B. A. |
| | 5 „ Pralhad Waman Hirve, Matric |

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 Jivatram 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 Rangnath.
- 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 Yankatrao.
- 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 Tavanappa Yeshwantapa-
- 16 Damle Damodhar Mahadeo.

- 17 Phadnis Laxman Narayan.
 18 Kulkarni Krishnaji Gopal.
 19 Kulkarni Ramchandra Dattatraya
 20 Moharir Krishnaji Gopal.
 21 Patwardhan Shonkar Appaji.
 22 Shaikh Fazal Jan Mahamad.
 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 Atma-
 ram.

PHYSICS & CHEMISTRY.

- 30 Deokar Dattatraya Gopal.
 31 Deshpande Shankar Balwant.
 32 Pawar Narhar Ganpat.

B. Sc. Examination.

Second Class.

PHYSICS & MATHEMATICS.

- 1 Thadani Gopaldas Tharumal.

Pass Class.

- 2 Datar Sadashiv Narayan
 PHYSICS & CHEMISTRY
 3 Bhagwat Dattatraya Ganesh.
 4 Joshi Anant Dattatraya.

CHEMISTRY & GEOLOGY.

- 5 Kanitkar Narayan Vinayak.
 BOTANY & GEOLOGY.
 6 Gokhale Vishnool Krishna

I. Sc. Examination.
(Old Rules).*Pass Class.*

- 1 Sabnis Nilkanth Ramchandra.
 2 Syad Hadi Hasan.

Not Class.

- 3 Hardikar Tapubai.
 4 Marathe Shripad Sadashiv.

I. Sc. Examination.

(New Rules).

*II Class.*MATHEMATICS, PHYSICS AND
CHEMISTRY.

- 1 Apte Sadasheo Kashinath.
 2 Dhopeshwarker Durgaram Sakha-
 ram.
 3 Gadre Janardan Trimbeck.
 4 Joshi Ganesh Waman.
 5 Kauljagi Trimal Shripat.
 6 N. Gopal Moorti.
 7 Setlur Shrinivas Ranga.
 8 Vaswani Narayan Udharam.
 9 Thadani Richiram Tharumal.

PHYSICS, CHEMISTRY AND ELE-
MENTARY BIOLOGY.

- 1 Patwardhan Wasudeo Govind.

*Pass Class*MATHEMATICS, PHYSICS AND
CHEMISTRY.

- 1 Bhalerao Dattatraya Ramchandra.
 2 Gokhale Ganesh Anant.
 3 Mansukhani Jhamotmal Chandu-
 mal.
 4 Pujari Virabhadra Iyya Shivarud-
 rya.
 5 Setlur Bigtirao.
 6 Shaikh Umar Azam.
 7 Shivadasani Krishenchand Jetha-
 mal.

PHYSICS, CHEMISTRY AND ELEMEN-
TARY BIOLOGY.

- 1 Bhagwat Vinayak Kesheo.
 2 Kothare Shamrao Moreshtar.
 3 Kumbhakomam Narsinha Nara-
 yan.

I. E. Examination.

II Class.

(LOGIC SECTION).

- 1 Athawale Ramchandra Balwant.
 2 Bapat Vishnool Ramchandra.
 3 Bhide Ramchandra Vajjanath.
 4 Cholker Bhagwan Gangadhar.
 5 Dandekar Shanker Waman.
 6 Kulkarni Dhondo Yithal.
 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 Moreshtar 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).
- 1 Hingorani Hardasmal Banasing.
Pass Class.
- (LOGIC).
- 1 Aiyengar N. S. Krishna. (Ex-Student)
- 2 Alurker Kesheo Ganesh.
- 3 Ankalgii 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 Bhandivard Govind Venkatesh.
- 12 Bhat Trimbeck Moreshwar.
- 13 Bhavé Laxman Waman.
- 14 Bodas Sadasheo Shridhar.
- 15 Bokil Laxman Khando.
- 16 Chakradeo Ganesh. (Ex-Student)
- 17 Chandorker Gadadhar Dinker.
- 18 Chaudhari Laxman Shivram.
- 19 Chittrao Vithal Moreshwar. (Ex-Student).
- 20 Choubal Kesheo Sakharani.
- 21 Choubal Wasudeo Sakharani.
- 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 Sunndra Shivrao.
- 28 Deshmane Shankar Laxman.
- 29 Deshmukh Baburao Ganesh.
- 30 Deshpande Mahadeo Ramchandra.
- 31 Dharwadker Venkatesh Ganesh. (Ex. Student).
- 32 Gadgil Vishwanath Narayan.
- 33 Gadgali Hanumant Venkatesh.
- 34 Gaikawad Yeshwantrao Rupajirao (Ex Student).
- 35 Gajendragadkar Krishnaji Venkatesh.
- 36 Gami Hiralam Narayandass.
- 37 Chamande Ramchandra Shridhar.
- 38 Ghaté Dattatraya Madhao.
- 39 *Gokhale Kashibai.*
- 40 Gokhale Yeshwant Vithal.
- 41 Heblkar Hanumant Tamancharya (Ex. Student).
- 42 Hulkoti Chanbasappa Sadashivappa.
- 43 Jahagirdar Narsinha Balacharya.
- 44 Jakati Hanumant Tamaji. (Ex. Student)
- 45 Jerrimali Govind Balwant.
- 46 Jigjinni Gurupaksh Gorabasappa.
- 47 Jog Purushottam Govind.
- 48 Joglekar 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 Rankrishna.
- 54 Kane Shripad Krishna. (Ex. Student).
- 55 Kangralker Balwant Minaji.
- 56 Kanitkar Achyut Govind.
- 57 Karandikar Jagannath Bhasker.
- 58 Kashikar Balwant Atmaram.
- 59 Kathawate Shrinivas Ramchandra.
- 60 *Kelkar Y. soobai.*
- 61 Kerneker Ganesh Chantarao.
- 62 Kolhapure Balkushna Pardurang.
- 63 Kulkarni Ambadass Vishnoo.
- 64 Kulkarni Ambaji Anandrao.
- 65 Kulkarni Bhimaji Shesho.
- 66 Kulkarni Dattatraya Shanker.
- 67 Kulkarni Laxman Venkatesh.
- 68 Logu Gopal Narayan.
- 69 Madheker Wasudeo Hari.
- 70 *Malve Bhimrao Balwantrao.*
- 71 *Marathe Bhasker Waman.*
- 72 Masur Tirumal Rangrao. (Ex. Student).
- 73 Moogi Prabhappa Chamallapa.
- 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 Putulabai.*
- 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 Chaturabhu.
 97 Shirguppi Narayan Hanumant-
 rao.
 98 Shirvalkar Shrikrishna Gopal.
 99 Shivolkar Vinayak Laxman.
 100 Shrotri Nagesh Digamber.
 101 Shirring 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 Keshaalal Dayalal.
 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 Doli 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.
 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 Sadhuram Chetumal.
 2 Dhanashri Venkat Bhaurao.
 3 Kamathi Trimbeck Ramrao.
 4 Mulla Mahamad Ali Abdulla Ali Masahab.
- PALI & LOGIC.**
- 1 Joshi Madhao Ramchandra.
 2 Sondur Raghavendra Pandurang.
- PALI & MATHEMATICS.**
- 1 Kale Keshao Tukaram.
 2 Kulkarni Ramchandra Mohar.

First Year

—:0:—

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 Vyasraya.
- 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 Dat atraya Krishna.
- 9 Jamkhindi Laxman Narayan.
- 10 Joshi Ganesh Dattatraya.
- 11 Joshi Ramchandra Narayan.
- 12 Kelke Krishnaji Shanker.
- 13 Kelke Sadasheo Narhar.
- 14 Khupeker Krishnaji Govind.
- 15 Nabal 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 Anandke Jagannath Yeshwant.
- 5 Anandker Shauger Yeshwant.
- 6 Ankalkoti Madivalappa Sidapa.
- 7 Apte Malhar Vinayak.
- 8 Athale Shanker Vajjanath.
- 9 Athawale Vishnu Balwant.
- 10 Bapuri Sidappa Ravanappa.
- 11 Barve Narayan Sadasheo.
- 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 Moreswar Govind.

- 20 Bilki Shripad Bhanoo.
- 21 Bilgi Shrinivas Padmanabh.
- 22 Chakra Narayan Pramanik Jabaji.
- 23 Chandorker Wasudeo Ramchandra.
- 24 Chaughule Anant Laxman.
- 25 Chinchanker Gopal Harihar.
- 26 Chitre Anant Nathoba.
- 27 Dahale Kesheo Narhar.
- 28 Damle Dattatraya Ganesh.
- 29 Damle Parashram Chintaman.
- 30 Dandeker Gorind Parashram.
- 31 Darje Rango Venkatesh.
- 32 Darshane Shivram Govind.
- 33 Datir Anant Damodar.
- 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 Timbuck Venkatesh.
- 42 Deshpande Vishnoo Waman.
- 43 Deosthale Vinayak Narayan.
- 44 Dhabab Ramchandra Vishnoo.
- 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 Ghaskadbi Yeshwant Krishna.
- 54 Ghorpade Vinayak Narayan.
- 55 Godambe Gajanan Anandrao.
- 56 Godbole Vinayak Prabhaker.
- 57 Gokhale Achyut Naihar.
- 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 Joshi Govind Mahadeo.
70 Joshi Iurushottam Ganesh.
71 Joshi Shankar Mahadeo
72 Joshi Venkatesh Govind
73 *Joshi Yamanabai.*
74 Joshi Yeshwant Nilkanth.
75 Kaddadi Kallo Balkrishna.
76 Kale Mahadeo Vinayak.
77 Kalkeri Ramchandra Annaji.
78 Kalazadi Datto Sripad.
79 Kalamadi Ramchandra Shripad.
80 Kamble Anant Sunder.
81 Kambie Vishnu Ganpat.
82 Kanhere Laxman Hari.
83 Kaulgeker Narayan Anant.
84 Karandiker Vishwanath Narayan
85 Karandiker Vishwanath Janardhan.
86 Karkhanis Ramchandra Vishwanath
87 Kurtakoti Kesheo Ganesh.
88 Kurtakoti Shivaji Guronath.
89 Karmarker Anant Abaji.
90 Kati Mahakarjun Chinapa.
91 Kelker Puru bhattam Abaji.
92 Kesari Dattatraya Vishnu.
93 Khandeker Ganesh Atmaram.
94 Khare Ramchandra Laxman.
95 Khasnis Narayan Shivaji.
96 Killawala Champaklal Chaganlal.
97 Kothare Valchand Padamji.
98 Kulbargi Manantappa Chaganlal.
99 Kulkarni Dattatraya Kesheo.
100 Kulkarni Govind Ramchandra.
101 Kulkarni Krishnaji Guronath.
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 Balkrishna Chintaman.
109 Lele Mahadeo Vishnu.
110 Lele Narayan Mahadeo.
111 Mahajan Krishnaji Waman.
112 Mangolkher Pralhad Raghavendra.
113 Marathe Ramchandra Dattatraya
114 Mehta Lalbbhai 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 Advappa.
127 Oak Wasudeo Mahadeo.
128 Pandalikar Sadasheo Gangadhar.
129 Page Narayan Jivajee.
130 Paudit Govind Narshinha.
131 Pandya Chotalal Jethalal
132 Panse Mahadeo Shridhar.
133 Parikh Rasiklal Chhotalal.
134 Parit Datto Shivappa.
135 Patankar Laxman Narayan.
136 Patil Desaiabhai Nathubhai.
137 Patil Malgouda Satgouda.
138 Patwardhan Vishwanth Ganesh,
139 Phadnis Shrikrishna Ramchandra.
140 Phansalker Wasudeo Ramchandra.
141 Phatak Shanker Narayan.
142 Ponshe Nagesh Kashinath.
143 Ponshe Shanker Yadeo.
144 Punekar Shamsunder Narsinhacharya.
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 Bhiram Martand.
152 Ruiker Waman Narhar.
153 Sane Laxman Raghunath.
154 Saraf Vishwanath Dadaji.
155 Sathe Mahadeo Ganesh.
156 Shah Utsavlal Lalubhai.
157 Shami Iyengar K. R.
158 Shastri Bindo Balkrishna.
159 Shintri Basavappa Malapa.
160 *Shruti Umabas.*
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 Moreswar 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.

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 Moreswar 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 Shriniwas Madhav.	41	Khadilkar Trimbak Ramkrishna.
16	Deogirkar Trimbak Raghunath.	42	Killawala Govindlal Dayabhai.
17	Deshmukh Dattatraya Dhondeo.	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 Krishn . |
| 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. | | Ex-students. |
| 60 | Pendse Chintaman Vishwanath. | 72 | Chitale Vireshwar Trimbak. |
| 61 | Pundlik Bhayyaji Shankar. | 73 | Malurkar M. V. |
| 62 | Rajamachikar Jayram Narhar. | 74 | Melkot Rajgopalan Narsinhocharya. |
| 63 | Rasingkar Balkrishna, Balwant. | 75 | T. Ramshastri. |
| 64 | Ranade Gangadhar Ramchandra. | | |
| 65 | Sathaye Parashuram Bhikaji. | | |

SOHOOO 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 | Nagarkar 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 Sadaashiv. |
| 9 | Chhatre Shripad Krishna. | 34 | Patankar Sripad Balvant. |
| 10 | Datar Moro Vinayak. | 35 | Patwardhan Dattatraya Hari. |
| 11 | Deshpande Gajanan Vithal. | 36 | Phatak Yeshwant 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. | 40 | Sathe Purushottam Vasudeo. |
| 16 | Garu Laxman Gopal. | 41 | Shevde Shankar Balkrishna. |
| 17 | Godbole Govind Gopal. | 42 | Tiwari Ekanath Vishwanath. |
| 18 | Gujar Shankar Sravan. | 43 | Vaidya Shamrao Ganesh. |
| 19 | Joshi Dattatraya waman. | 44 | Vaze Narayan Krishna. |
| 20 | Joshi Wasudeo Hari. | | Ex-Students. |
| 21 | Kamalapurkar Purshottam Shankar. | 45 | Betrabet Vasudeo Mangesh. |
| 22 | Kapse Vinayak Purushottam. | 46 | Bhide Shriram Chintaman. |
| 23 | Karve Sadashiv Narayan. | 47 | Bhide Vithal Trimbak. |
| 24 | Kayastha Maganlal Giridharlal. | 48 | Kulkarni Mohaniraj Trimbak. |
| 25 | Khare Bhargao Damodar. | 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 Sakharan.
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 ...						
	(b) Sir Bhagvantsinhji Students' Quarters ...						
	(c) Additional Quarters ...						
	(d) Club Rooms (4) ...	1,65,587				1,65,587	
	(e) Bath Room ...						
	(f) Latrines ...						
	(g) Servants Quarters ...						
	(h) Principal's Bungalow 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 Bungalow ...	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 Chouhal Lodge ...	4,000	1,693		5,693
(t) New Students' Quarters in S. No. 116 ...	8,925	48,973 } 2,800 } 286 }		60,984
		3,34,676	54,842	3,89,518
Bhamburda Survey No. 116 ...	11,865	286	286	12,151
Gadre Wada Poona ...	40,000			40,000
Nana Wada Buildings ...	1,41,668	600	600	1,42,268
Khabutarkhana Poona ...	8,900			8,900
Ramanbag Poona ...	15,864	2,949	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 }	3,250	49,250
Dumbell Shed ...	510	2,250 }		510
Lumber Sheds ...	526			526
Additional pieces of Grounds 2 ...	677	1,700	1,700	2,377
Navin Marathi Shala Play Ground ...				3,600
<i>Grand Total</i> ...		<i>6,05,166</i>	<i>67,227</i>	<i>6,72,363</i>

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	30,000		...		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	88,777		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	
	(c) 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, 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. Cale, 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, 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 Chiplunkar of the third part, the said Rao Bahadur Hari Raojee Chiplunkar 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 Chiplunkar 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 Cooposwamy Moodliar and Sardar Chintaman Vishvanath Natu were appointed as Trustees in place of the said Rao Bahadur Hari Raojee Chiplunkar 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 Chiplunkar of the first part, the Council of the second part and the said Rao Bahadur Cooposwamy Moodliar and Sardar Chintaman Vishvanath Natu of the third part the property of the Society was transferred to the said Rao Bahadur Cooposwamy 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 Cooposwamy 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 Cooposwamy 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 Cooposwamy Moodliar as such Trustee as aforesaid was transferred to the said Rao Bahadur Cooposwamy 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 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 Vitthal 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 Vitthal 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	2	8
224	7	19	4	0
225	2	35	1	0
Total ... 4	36	34	12	0

(a) Main Buildings.	}	
(b) Sir Bhagvatsinhji Students' Quarters.		
(c) Additional Quarters.		
(d) Club Rooms 4.		
(e) Bath Rooms.		Rs. 155, 53/.
(f) Latrines.		
(g) Servants Quarters.		
(h) Principal's Bungalow 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 ... 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 Room	Rs. 3,310.
(r) Gajanan Choubal Lodge	Rs. 4,450.

 Rs. 326,201

ii. Survey No. 116 measuring 11 acres, 18 gunthas and assessed at Rs. 4- for land revenue purposes	Rs. 11,864.
New Students' Quarters	Rs. 8,925.

 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 No. 1490.	Rs. 141,668.
(c) Khabutarkhana Shanwar Peth No. 233	Rs. 8,900.

(d)	Ramanbag Shanwar Peth No. 281.	Rs.	15,864.
(e)	Drill Shed near Shanwar Wada ...	Rs.	1,980.
(f)	Devasthale Bakhal Shanwar Peth No. 275	Rs.	3,000.
(g)	Untavala's Bakhal Shanwar Peth No. 241	Rs.	2,600.
(h)	Godbole Wada Narayan Peth No. 253	Rs.	2,500.
			<u>Rs. 216,512.</u>

3.	Property in Somwar Peth No. 316 near Futka Tala in Satara City in the Registration Sub-District of Satara in the District of Satara	Rs.	677.
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Grand Total ... Rs. 564,179

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.	6,122.
(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 &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 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. 65358 (Permanent Fund)	Rs. 5,309-5-4.
(c) Post Office Savings Bank Account No. 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. 65360 (Pension Fund)	Rs. 21,297-11-4.
(e) Post Office Savings Bank Accounts No. 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.

The Bhandarkar Oriental Research Institute POONA

Reports of the Preliminary Meeting,
and of the First Meeting
of the
Provisional Working Committee

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 Apté
2. Dr. N. G. Sardesai

Secretaries—

1. Dr. S. K. Belvalkar
2. Dr. P. D. Gune
3. Pandit Lingesa alias Mahabhagwat of
Kurtkoti

POONA

Printed at the Aryabhushan Press, Poona,
and published for
The Provisional Working Committee

1915

The Bhandarkar Oriental Research Institute

Preliminary Meeting

—: 0 :—

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-saṁśodhaka-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-śāstrottejaka-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 *viniyoga* 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 Śāstras, 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. Belyalkar’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 Mahabagwat 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 Prabhaskar 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 Lingésa 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 Rankrishnapant, 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

— : 0 : —

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

come 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.

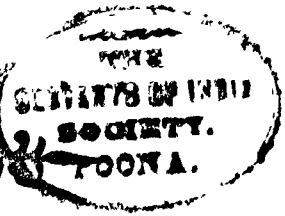
3. A *Benefactor* of the Institute pays the sum of Rupees two hundred and fifty or more in one instalment.

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.

For favour of review
C P Wb
"Servant of India"



AIMS and OBJECTS.

TO OPEN AND MAINTAIN

FREE PRIMARY SCHOOLS

TO OPEN AND MAINTAIN THE UNITED PROVINCES

GOKHALE TECHNICAL SCHOOL

FOURTH ANNUAL REPORT

OF THE

GOKHALE

PRIMARY EDUCATION SOCIETY,

BENARES.

(From February 1917 to December 1917.)



OFFICE BEARERS.

PRESIDENT.—Rai Bahadur Pt. Maharaj Narayan Shivpuri.

VICE-PRESIDENTS.—1. The Hon'ble B. Moti Chand C.I.E.

2. Rai Bahadur Munshi Ravi Nandan
Pd. B. A., LL. B.

MEMBERS.—1. Rao Baij Nath Das.

2. Pt. Ram Narayan Misra B. A.

3. Khan Bahadur M. Maqbul Alam, B.A., LL.B.

4. Rai Krishna Das.

5. Pt. Ram Chandra Nair Kajia.

6. M. Abdul Wahid Khan, B. A.

7. Munshi Mahadeva Prasad, M. A., LL. B.

8. B. Gauri Shankar Pd. B. A., LL. B.

9. Dr. Ganesh Prasad Bhargava.

10. Pt. Baij Nath Jijja.

11. B. Bhagwan Sahai.

12. B. Vaidya Nath Das, B. A.

13. B. Jivan Chandra Mullick, B. Sc., LL. B.

14. B. Bhagwan Prasad.

15. B. Sri Prakash, B. A., LL. B. [Cantab]
Bar-at-law.

16. B. Ram Narayan Lal.

17. B. Keshava Das.

18. Mr. P. Subramanyam, B. A. L. T.

HON. SECRETARY.—Pt. Jagjiwan Lal Zutshi, B. Sc., L. T.

„ JOINT SECRETARY.—B. Beni Prasad Gupta.

„ ASST. „ B. Vishwa Nath Prasad.

„ AUDITOR.—Babu Mangla Prasad.

Auditory Benares State.

THE GOKHALE PRIMARY EDUCATION SOCIETY.

For the purpose of spreading free education among the masses, the residents of this ancient centre of learning founded a society in the year 1912, which since 1915 is known as the Gokhale Primary Education Society. By the grace of the Almighty, the condition of the Society is slowly improving year after year, and it is expected that the residents of other cities will also commemorate the memory of our beloved leader—Mahatma Gopal Krishna Gokhale—by establishing similar institutions.

The Sole Aim

of this institution is to provide the children of the poorer classes with food for the brain as well as food for the stomach. But we are sorry to say that it can as yet only partially fulfil its promise by maintaining its old free schools at Aurangabad, Kal Bhairav, Macharhatta and Sarai Harha and by opening a

New Girls' School

at Katwapura [Bisheshwarganj] this year. The number of children educated through this institution has risen to about 200 as against 150 of last year.

Last year the Society resolved to teach also some of the commoner arts to the children of the artizan classes by opening the

U. P. Gokhale Technical School.

But the members have to inform their sympathisers with very great regret that they could not carry out this most useful proposal for want of funds.

It certainly seems strange that an educational institution belonging to a wealthy city like Kashi should starve for want of funds. But the truth must be told and the fact is that only a few of our local Rases fully realise the im

importance and the urgent nature of Primary and Technical Education. The city naturally expects much from these gentlemen, but unfortunately its hopes are realised only in a few cases.

The members have similarly to record with great disappointment and profound sorrow that the local

Municipal Board

"does not at present see the necessity of increasing its Grant" because in its opinion the Society has "a good balance in hand." But, while thanking the Municipal Board for the help which it gives, the members beg to invite the attention of the Board to the fact that they are collecting money for—

(1) opening at least 10 more free schools for girls and boys.

(2) improving the unsatisfactory condition of the five existing schools, and

(3) opening the U. P. Gokhale Technical School.

The Society thinks that a monthly income of even Rs. 500 will not be sufficient for maintaining these institutions, and it begs to point out that the difficulty of maintaining free educational institutions with fluctuating monthly subscriptions can hardly be described in words. The members therefore request the Board to reconsider its decision and grant a reasonable Aid.

Owing to the reasons stated above the

Financial Condition

of the Society could not be much improved during the year under report. The income from monthly subscriptions remained practically the same as was last year, and the Society could add only a few hundred rupees to its Perma-

ment Fund. Some money was also realised from the sale of second hand books presented to the Society by some of its well-wishers. The Society heartily thanks them for their kindness.

Acknowledgment.

It now remains for the members to perform the pleasant duty of acknowledging the help which they received from most of their friends. They also thank all the subscribers as well as the students of Benares who do all they can to improve the condition of the Society. But they can not refrain from pointing out that the Gokhale Society can really become worth the name of the illustrious Mr. G. K. Gokhale if all of us realise our duties and try to give even a few hours per month for the improvement of the institution.

MAHARAJ NARAYAN SHIVPURI

[Rai Bahadur]

President

JAGJIWAN LAL ZUTSHI

Honorary Secretary.

**Account of receipts and expenditure from the 1st of
February 1917 to the 31st of December 1917.**

RECEIPTS.			EXPENDITURE.		
	Rs.	A. P.		Rs.	A. P.
Opening Balance	1,811	5 6	Salary of teachers ...	366	12 0
Subscriptions	1,195	0 0	Salary of maid servant	20	0 0
Donations	411	2 0	Charges for collecting subscription.	49	1 6
Interest on deposits	22	11 0	House rent ...	50	1 0
Security deposit	3	0 0	Block of Mr. Gokhale	11	8 0
Sale proceeds of old books	36	15 0	Furniture ...	6	10 0
			Books and registers ...	1	7 0
			Printing Charges ...	66	14 6
			Postage Stamps ...	2	0 0
			Refund of Security deposit	5	0 0
			Contingencies ...	10	14 0
			Closing balance as per details given below.	2,889	14 0
			In the Benares		
			Bank	2,435	13 3
			" Co-operative		
			Bank	400	0 0
			Cash in hand	54	0 0
TOTAL RS. ...	3,480	1 6	TOTAL RS. ...	3,480	1 6

CHECKED AND FOUND CORRECT.

Mangla Prasad,

Jagjivan Lal Zutshi,

Honorary Auditor.

Honorary Secretary.

Rules and Regulations.

1. The objects of the Society are:—

[a] To open and maintain *Free Primary Schools* for boys and girls.

[b] To open and maintain the *United Provinces Gokhale Technical School* in order to impart technical education.

2. The Society is strictly non-religious and non-political.


3. There will be a general committee of all members who pay a minimum subscription of as. 4 p. m. or a donation of Rs. 50 at a time. The general committee will meet once a year.

4. The Society will have life-members and patrons. The former will be those who pay a donation of at least Rs. 50, and the latter will be those who have paid a donation of at least Rs. 500 at a time.

5. Provided that the funds permit, the Society may consider the question of entirely taking under its charge any local *Free Primary School* which may be found in a tottering condition, in order to convert it into its own institution; but it will not grant any pecuniary aid whatever to such institutions.

6. The general committee will elect office bearers for the year, pass accounts, sanction the budget and appoint an auditor.

7. The Management of the Society will be in the hands of a Managing Committee composed of the (1) President, (2) Vice-Presidents, (3) Secretary, (4) Joint Secretaries and (5) members.

 NOTE.—Monthly subscription and donations will be very gratefully acknowledged by the Honorary Secretary.

LIFE-MEMBERS.

(Those who pay from Rs. 50/- to Rs. 100/- at a time.)

Benares.

		Rs. A.
1. A Rais of Benares	100	0
2. Rai Krishnaji Sahab	50	0
3. Babu Ram Chandra Sahab	50	0
4. R. B. Pandit Maharaj Narayan Shivpuri	50	0

Calcutta.

5. Babu Sarda Charan Sahab Mitra ; Ex-Judge	50	0
6. Dr. P. C. Roy ; D. Sc. ; C. I. E. ...	53	12

Lucknow.

7. Pt. Gokaran Nath Sahab Misra ...	50	0
8. Babu Bisheshwar Nath Sahab Srivastav	50	0
9. The Hon'ble M. Samiullah Beg Sahab ...	50	0
10. Pt. Braj Narayan Sahab Chackbast ...	50	0
11. Mrs. Manohar Lal Zutshi ...	50	0
12. Dr. Ganga Ram Jaitly Sahab ...	50	0
13. Babu Ajit Prasad Sahab ...	50	0

Donations of 1917.

1. Anonymous	100	0
2. Dr. P. C. Roy ; D. Sc. ; C. I. E. ...	53	12
3. Pt. Gokaran Nath Sahab Misra ...	50	0
4. Pt. Braj Narayan Chackbast Sahab ...	50	0
5. Babu Ram Chandra Sahab ...	50	0
6. Rai Krishnaji Sahab ...	50	0
7. G. S. Arundale Esq. ...	20	0
8. Anonymous ...	15	0
9. Rai Dwarka Nath Mubai Sahab ...	10	0
10. Pt. Shiva Karan Nath Misra Sahab ...	10	0
11. Students of Theosophical Girls' School...	7	0
12. Babu Bishambhar Das Johri Sahab ...	5	0
13. Pt. Parmashwar Nath Munshi ...	5	0
14. Babu Dwarka Prasad Sahab ...	5	0
15. Petty Donations	9	4

Annual Subscribers.

(Those who pay at least Rs. 3 per annum.)

	Rs. A.		Rs.
1 Rai Krishna Das Sahab	25 0	16 B. Lakshmi Narayan Sahab	3
2 B. Mangla Prasad Sahab	24 0	17 „ Chuni Lal Sahab	3
3 Dr. I. J. S. Tarapurwala	15 0	18 „ Banarsi Das Sahab	3
4 B. Sri Prakash Sahab	15 0	19 „ Bansidhar Sahab	3
5 „ Shankar Prasad Sahab	12 0	20 „ Gur Prasad Sahab	3
6 „ G. S. Khasnavis Sahab	6 0	21 „ Gaya Prasad Sahab	3
7 Mr. M. Mohan	6 0	22 „ Kishori Lal Sahab	3
8 Pt. Shivji Bishwa Nath Sahab	6 0	23 „ Bishambhar Nath Sahab	3
9 Babu Moti Lal Khuran	6 0	24 „ Kedar Nath Sahab	3
10 Dr. K. C. Dube	5 0	25 Pt. Kamala Kant Sahab	3
11 B. Jananendra N. Basu	5 0	26 Mr. K. K. Kaul	3
12 Pt. Braj Mohan Nath Chack	4 8	27 „ N. S. Misra	3
13 Mr. M. B. Rane	3 0	28 „ P. Subramanyan	3
14 Babu Gopal Das Sahab	3 0	29 Pt. Ram Narayan Bahadur	3
15 „ Madho Prasad Sahab	3 0		

Names of those subscribers who pay at least annas four per month.

	Rs. A.		Rs.
Mrs. Manohar Lal Zutshi	5 0	B. Gauri Shankar Prasad	1
Anonymous	5 0	„ Vaidya Nath Das	1
P. Seshadri Esq.	2 0	„ Thakur Das	1
S. K. Rao Esq.	2 0	„ Jagar Nath Das	1
Babu Damodar Das	2 0	„ Ambar Sardar	1
„ Rama Shankar	2 0	„ Durga Prasad	1
Pt. Shankar Bux Pd. Singh	2 0	„ Kalika Prasad	1
Mr. G. L. Vyas	2 0	„ Bajj Nath Das	1
Pt. Kripa Narayan	2 0	„ Ram Bharosay Lal	1
Messrs. Dalsukhroy Jai Dayal	2 0	„ Gaya Prasad	1
Rai Shripat Sahai Bahadur	1 8	„ Saran Shankar Lall	1
B. Chhote Lall	1 0	„ Chandra Shaikhar Prasad	1
„ Vindeshwari Prasad	1 0	„ Onkar Nath Dhir	1
„ Ravinandan Prasad	1 0	„ Mohan Lal	1
„ Balkrishna Lall	1 0	„ Fateh Bahadur	1
„ Nilkrishna	1 0	M. Muhammad Husen	1
„ Kunj Bihari Ghose	1 0	M. Ekram Husain	1
„ Rudra Prasad	1 0	Mr. M. K. Khanna	1
„ Parsotami Das	1 0	„ Abdul Wahid Khan	1
„ Rameshwar Dayal Singh	1 0	„ M. B. Adimurti	1
„ Kunni Lall	1 0	„ H. L. Chaplain	1

	Rs. A.		Rs. A.
Dr. T. N. Singh	1 0	Pt. Shrimali Karuna Shanker	0 8
„ B. N. Mukerji	1 0	„ Braj Bhushan Pandey	0 8
Pt. Ajodhya Nath Sharma	1 0	„ Lakshmi Kanta Pandey	0 8
Babban C/o. Sri Narayan	1 0	„ Ram Narayan Mishra	0 8
Jagjivan Lal Zutshi	1 0	„ Iqbal N. Gurtoo	0 8
Anna Poorna Pharmacy	0 8	B. Anup Kishor	0 4
B. Mahipat Roy	0 8	„ Raghubar Dayal	0 4
„ Madho Prasad	0 8	„ Gobind Prasad	0 4
„ Salik Ram	0 8	„ Bindeshwari Prasad	0 4
„ Bishweshwar Prasad	0 8	„ Sarju Prasad	0 4
„ Chaturgun Lal	0 8	„ Vijaya Narayan Singh	0 4
„ Hari Prasad Palodi	0 8	„ Jagdish Narayan	0 4
„ Brijmohan Lal	0 8	„ Jangbahadur Singh	0 4
„ Joti Prasad	0 8	„ Lakshman Singh	0 4
„ Fani Bhushan Adhikari	0 8	„ Rameshwar Nim Chand	0 4
„ Bhairo Prasad	0 8	„ Shrinarayan Lall	0 4
„ Hari Har Singh	0 8	„ Durga Prasad	0 4
„ Mahabir Singh	0 8	„ Kalindi Prasad	0 4
„ Lal Bahadur Singh	0 8	„ Harbansh Lall	0 4
„ Gopal Das	0 8	„ Kedar Prasad	0 4
„ Gauri Shankar Prasad	0 8	„ Chandrama Prasad	0 4
„ Shrikrishna Das	0 8	„ Mahadeo Singh	0 4
„ Gyan Chandra Mago	0 8	„ Awadesh Narayan Singh	0 4
„ Hari Prasad	0 8	„ Pashupati Mukerji	0 4
„ Bhorh Mal	0 8	„ Devindro Nath Chaterji	0 4
„ Madhusudan Das	0 8	„ Kashi Nath Barat	0 4
„ Girja Shankar	0 8	„ Kedar Nath Ghose	0 4
„ Thakur Das	0 8	„ Bhagwan Prasad	0 4
„ Bhagwan Sahai	0 8	„ Gopal Singh	0 4
„ Ghooray Lal	0 8	„ Nand Lal De	0 4
„ Kalika Prasad	0 8	„ B. M. Pakrasi	0 4
„ Goorbux Singh	0 8	„ Sarju Prasad	0 4
„ Tara Prasad	0 8	„ Manindra Nath Lahari	0 4
„ Jai Krishna Das	0 8	„ Bansidhar	0 4
„ Narsingh Das	0 8	„ Gaja Dhar Prasad	0 4
B. K. P. Chackraverti	0 8	„ Bimal Chand Gupta	0 4
Dr. Shakoor Ahmad	0 8	„ Sheo Nath Prasad Burman	0 4
„ C. Bandhupadhya	0 8	„ Nand Lal Gupta	0 4
„ Shobha Ram	0 8	„ Rama Dayal Singh	0 4
M. Haji Maula Bux	0 8	„ Sheo Nath Prasad	0 4
Munshi Hazari Lal	0 8	„ Pramedh Chandra Mitra	0 4
Mr. B. N. Roy	0 8	„ J. N. Banerji	0 4
Pt. Devakar Sharma	0 8	„ Adit Prasad	0 4

	Rs. A.		Rs. A.
B. Shri Ram Beri	0 4	" Salik Ram	0 4
" Shiwnandan Singh	0 4	" Sita Ram	0 4
" Bhagwan Prasad Gupta	0 4	" Harprashad	0 4
" Makhan Lal	0 4	" Raghu Nath Das	0 4
" Kashi Prasad	0 4	" Shiam Manohar	0 4
" Hira Singh	0 4	" Baij Nath Das	0 4
" Ganga Prasad Gupta	0 4	" Mata Prasad	0 4
" Narayan Das Narsingh Das	0 4	" Shiam Dass	0 4
" Champa Lal	0 4	" Narsingh Das	0 4
" Hanuman Das	0 4	" Manik Chand	0 4
" Prahalad Das	0 4	" Shiam Sunder Lal	0 4
" Makund Lal	0 4	" Bhujang Bhusan	0 4
" Balbhadra Das	0 4	" Raghu Nandan Singh	0 4
" Mohan Lal	0 4	" Lakshman Sao	0 4
" Beni Prasad	0 4	" Mangla Prasad	0 4
" Jagra Nath Das	0 4	" Vij. a Nand	0 4
" Brija Ratna Das	0 4	" Vishwa Nath Prasad	0 4
" Gopal Das	0 4	" Kali Das Manik	0 4
" Chandra Mohan Seth	0 4	" Bageshwari Dayal	0 4
" Suraj Narayan	0 4	" Chandra Bhal	0 4
" Sital Singh	0 4	" Balkrishna	0 4
" Jai Krishna Das	0 4	" Ramnarayan Lal	0 4
" Brij Jiwan Das	0 4	" Prabhash Chandra	0 4
" Brij Bhushan Das	0 4	" Paresb Nath Banerji	0 4
" Manik Chand	0 4	" Shakal Narayan	0 4
" Vaid Nath Das	0 4	" Surjoo Prasad Singh	0 4
" Ram Charan Das	0 4	" Ganesh Prasad	0 4
" Sambhu Dayal	0 4	" Ram Deva	0 4
" Nandkishor	0 4	" Satya Narayan	0 4
" Sardha Prasad	0 4	" Baldeo Sahai	0 4
" Ram Prasad	0 4	" Darshan Lall	0 4
" Ram Nath	0 4	" Jagadamba Prasad	0 4
" Patheshwari Prasad	0 4	" Kodai Rai	0 4
" Bhagawati Prasad	0 4	" Chandra Bal	0 4
" Hari Nath	0 4	" Bala Prasad	0 4
" Brindaban Bihari	0 4	" Rama Gopal	0 4
" Chandika Prasad	0 4	" Hari Har Prasad Singh	0 4
" Mahabir Singh	0 4	" Vishwanath Lall	0 4
" Mahabir Prasad	0 4	" Mangla Prasad	0 4
" Jagdish Chandra	0 4	" Rama Chandra Das	0 4
" Kulpuchh Raj	0 4	" Radha Charan Das	0 4
" Basant Lal	0 4	" Markandey Prasad	0 4
		" Banwari Lall Saksena	0 4

	Rs. A.		Rs. A.
Mr. R. N. Desh Panday	0 4	Mr. K. S. Mitaya	0 4
B. Kedar Singh	0 4	„ G. P. Navasalkai	0 4
„ Sambhu Prasad	0 4	„ H. G. Govel	0 4
„ Suresh Chandra	0 4	„ J. C. Seth	0 4
„ Lakshmi Prasad	0 4	„ R. C. Saksena	0 4
„ Bachan Lall	0 4	M. Nizamuddin Haider	0 4
„ Shiam Prasad	0 4	Pt. Bacha Maharaj	0 4
„ Hari Nandan	0 4	„ Janardan Mishra	0 4
„ Hari Shankar	0 4	„ Jagra Nath Prasad	0 4
„ Balkrishna	0 4	„ Rudra Dutt Bajpai	0 4
„ Vishwa Nath Prasad	0 4	„ Jagmoĥan Nath	0 4
„ Banke Bihari Lall	0 4	„ Jaishri Panday	0 4
„ Jugal Kishor	0 4	„ Kamlakant	0 4
Mr. D. P. Verma	0 4	„ Shankar Lall Goray	0 4
Dr. Brij Ballabh	0 4	„ Lakshman Upadhyā	0 4
„ Amar Nath	0 4	„ Ganga Prasad Dikshīt	0 4
„ T. D. Mukerji	0 4	„ Kamla Kanta	0 4
„ G. P. Shukla	0 4	„ Shri Ram Mishra	0 4
M. Khwaja Asadulla	0 4	„ Madhu Sudan Pandey	0 4
„ Khalil Uddin	0 4	„ Ram Surat Mishra	0 4
„ Zainul Abdin	0 4	S. Mahamad Jafar	0 4
„ Malik Kasim	0 4	B. Rajaji	0 4
„ Syed Amir Ahamad	0 4	„ Braj Pal Das	0 4
„ Nabi Akhtar	0 4	„ Adwait Prasad	0 4
Mr. S. C. Singh	0 4	General Trading Co.	0 4

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REPORT

OF THE

DECCAN EDUCATION SOCIETY

POONA

FOR

1915-16

POONA

Printed at the Arya-Bhushan Press.

1916.

**THE
DECCAN EDUCATION SOCIETY, POONA.**

ESTABLISHED 24th OCTOBER 1884

AND

Registered under Act No. XXI of 1860,

13th August 1885.

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.

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

Chairman of the Council.

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

Vice-Chairman of the Council.

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

Trustees.

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

Auditor.

RAO SAHEB KESHAV JANARDAN PATANKAR.

Secretary.

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

MEMBERS OF THE COUNCIL OF THE Deccan Education Society, POONA.

- | | |
|--|---|
| <p>1.* Dr. Sir Ramkrishna G. Bhandarkar, K. C. I. E., Ph. D. LL. D & C. (<i>Chairman</i>) Poona.</p> <p>2* Rao Bahadur Sitaram V. Patwardhan, B. A. (<i>Vice-Chairman</i>) Poona.</p> <p>3. Dr. H H. Mann, D sc., Poona.</p> <p>4* Diwan Bahadur K. R. Godbole, M. C. E. Poona.</p> <p>5. Sir Narayan G. Chandavarkar, B. A LL B, Bombay.</p> <p>6. Mr. Daji Abaji Khare, B. A. LL. B., Bombay.</p> <p>7. Rao Bahadur V. N. Pathak. M.A., Satara.</p> <p>8. The Hon. Lalubhai Samaldas, Bombay.</p> <p>9. Rao Bahadur G. J. Agashe, B A., Poona.</p> <p>10. Mr. Balak Ram, I.C.S., Poona.</p> <p>11* Rao Bahadur R. P. Godbole, B. A. Poona.</p> <p>12. The Hon. Mr. C. H. Setalwad, B A. LL. B., Bombay.</p> <p>13. Rao Bahadur Ichharambhai Bhagwandas, Poona.</p> <p>14. The Hon. Mr. D. E. Wacha, Bombay.</p> <p>15. Dr. H. N. Allen, Ph.D. Poona.</p> <p>16. Rao Bahadur K. G. Kelkar, B. A. Poona.</p> <p>17. The Hon. Mr. B. S. Kamat, B. A. Poona.</p> <p>18. Mr. V. T. Agashe, L. C. E. Poona.</p> <p>19.* Kashinath B. Marathe, Esq. B. A., LL. B., Poona.</p> <p>20. Rao Bahadur P. V. Gupte, Thana.</p> <p>21. Mr. Ali Akbar, M. Inst. C. E., Bombay.</p> <p>22. Diwan Bahadur V. M. Samarth, B. A., Baroda.</p> <p>23. Rao Bahadur Bapu Purushottam Joshi, Poona.</p> <p>24. Sardar Naoroji Pudumji, Poona.</p> <p>25. Rao Bahadur W. M. Kolhatkar, Nagpur.</p> | <p>1. Mr. K. P. Limaye, L. C. E.</p> <p>2. Mr. S. G. Deodhar, B. A.</p> <p>3. Mr. G. C. Bhat, M. A.</p> <p>4. Mr. W. B. Patwardhan, B. A.</p> <p>*5. The Hon. Mr. R.P. Paranjpye, M. A., B. Sc.</p> <p>6. Mr. K. R. Kanitkar, M. A., B. Sc.</p> <p>7. Mr. K. N. Dravid, M. A.</p> <p>8. Mr. V. G. Kalc, M. A.</p> <p>*9. Mr. V. B. Naik, M. A.</p> <p>10. Mr G. B. Kolhatkar, M. A.</p> <p>11. Dr. P. D. Gune, M. A. Ph. D.</p> <p>12. Mr. D. L. Dixit, B. A.</p> <p>13. Mr. G. V. Tulpule, M. A.</p> <p>14. Dr. K. K. Joshi, M. A., Ph. D.</p> <p>15. Mr. M. R. Paranjpe, M. A., B. Sc.</p> <p>16. Mr. G. H. Kelkar, M. A.</p> <p>17. Mr. M. K. Joshi, M. A. S.T.C.D.</p> <p>18. Mr. V. D. Gokhale, M. A.</p> <p>19. Mr. R. D. Ranade, M. A.</p> <p>20. Mr. S. B. Bondale, M. A.</p> <p>21. Mr. S. R. Kanitkar, M. A.</p> <p>22. Mr. V. G. Paranjpe, M. A., LL. B.</p> <p>23. Mr. K. M. Khadye, M. A.</p> <p>24. Mr. V. N. Kumbhare, M. A., S. T. C.</p> <p>*25. Mr. H. G. Limaye, M. A. (<i>Secretary.</i>)</p> |
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Life-Members.

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

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

Report

OF

The Council.

The Council elected in January 1913 continued in office till January 1916. The election of the new Council took place on the 31st January 1916 and the first meeting of the new Council was held on the 5th February 1916. Dr. Sir R. G. Bhandarkar and R. B. S. V. Patwardhan were re-elected Chairman and Vice-Chairman respectively.

During the year under report the Council has to record the death of Sir P. M. Mehta. The following resolution was passed by the Council in appreciation of his services:—

“ The Council desires to place on record its deep sense of the loss sustained by the Society by the death of Sir Pherozshah M. Mehta, who was a member of the Council of the Society from October 1893 and who during this period of 22 years rendered valuable services to the Society, specially by helping the late Mr. Gokhale in collecting funds for the Fergusson College Building and by his powerful advocacy in the Bombay Legislative Council in obtaining recognition of the claims of the Fergusson College for a grant-in-aid from Government. ”

Prof. V. K. Rajwade retired from April 1916. Latterly he was in bad health and had been on furlough for one year. He joined the Society at a very critical time, giving up his lucrative post at Karachi. His knowledge and teaching of English won the College a reputation in English. For six years he worked as Superintendent of the New English School, Poona. His earnestness, zeal and strenuous work gained for him the admiration and respect of his colleagues and students. The Society has sustained a very great loss by his retirement.

The Governing Body passed the following resolution on the occasion:—

“The Governing Body regrets to part with Prof. V. K. Rajwade, who has been compelled to retire rather prematurely on account of ill health. He joined the Society at great pecuniary sacrifice in the hour of its sore need. He was a zealous and devoted Life-member. He was a man of sound scholarship and his work as Professor of English and Sanskrit came to be highly appreciated by his colleagues as well as by his students.”

Messrs. K. M. Khadye, M. A., and V. N. Kumbhare, M.A., S. T. C. were admitted as Life-Members in June 1915 and January 1916 respectively. Rao Bahadur. R. P. Godbole, retired Educational Inspector, was elected to make up the number of non-life-members on the Council.

2. Owing to the general financial stress caused by the great war, only a few life-members went about for collecting funds for the Society. The Hon'ble Principal Pranjpye visited Baroda in May 1915 and was able to collect about Rs. 10,000. H. H. Sir Sayaji Rao Maharaja Gaikwad generously contributed Rs. 5,000, while Mr. V. P. Madhav Rao, Dewan of Baroda, paid Rs. 1,000. Sirdar N. B. Ghorpade gave Rs. 1,000 for a room in the New Students' Quarters of the Fergusson College to be named after his father Sardar Ramchandra Rao Vyankatrao *alias* Babasaheb Ghorpade Amir-ul-umrao.

Professors Bhate and Gune went to Roha where the leading citizen, Shrimant Wasuleo Balkrishna Mehendale gave Rs. 500.

H. H. Sawai Tukoji Rao III Maharaja Holkar of Indore made a contribution of Rs. 20,000 for the Biological Laboratory, and Sir Shapurji Broacha, Rs. 10,000 for the Students' Reading Room and Library of the Fergusson College. These donations came exactly when they were most needed. The pressure on the finances of the Society has of late been increasing owing to the many and various wants of its

institutions, while the need of more accommodation for the Fergusson College was growing more urgent every day. If it had not been for them, the Council would have found itself in a most awkward situation. The Council, therefore, feels specially grateful for these princely donations.

Among other important contributions, the following have to be specially mentioned. The late Sir Chinubhai M. Ranchhodas of Ahmedabad gave Rs. 3,000 for three rooms in the New Quarters to be named after the late Mr. G. K. Gokhale.

Rao Saheb Raoji R. Kale of Satara made a donation of Rs. 2,000 for building a Library-room for the New English School, Satara.

Mr. Shantidas Akuram of Bombay handed over Rs. 1,000 for a room in the New Quarters of the Fergusson College to be named after him and to be given by preference to a Cuchhi Jain or Jain Student.

Sardar Bhujang Rao Yeshwant Rao *alias* Appasaheb Ghorpade of Gajendragad (Bijapur District) gave Rs. 800 for a room in the New Students' Quarters to be given by preference to a Maratha student.

Mr. S. G. Bankar of Bombay has continued his contribution of Rs. 50 every year for magazines for the Chemistry Department of the Fergusson College.

Mr. Balak Ram i. c. s. has also continued his monthly subscription of Rs. 25, his total contribution so far being Rs. 2,875.

3. R. B. Ichharambhai of Poona has paid Rs. 5,000 in the form of Debentures of the Society towards the Endowment Fund for founding a scholarship of Rs. 15 *per mensem* in the Fergusson College and an annual prize of Rs. 20 in the New English School, Poona.

Mr. G. R. Bapat of Dhulia gave 3½ p. c. G. P. notes of Rs. 2,400 for a scholarship in the Fergusson College.

4. The help which a leading gentleman in Poona has been giving to the Poor Boys' Fund of the New English School, Poona, has been continued. The Brahmin Vidyarthi Sahayak Mandali of Poona has also been paying the fees of some of the poor Brahmin students in the New English School and the Fergusson College. Two graduates, 'Old Boys' of the New English School, Satara, have also helped the local Poor Boys' Fund.

5. The Foreign Scholarship Fund stands at Rs.635-10-2. The interest on the loan advanced to Mr. B. K. Bhatte has been recovered till the end of the year.

6. Out of the 75 debentures issued for the New Students Quarters, 35 were sold last year. The remaining were sold during the year under report. The Buildings were completed in June 1915. The Hostel accommodation for the students of the College is still inadequate and many applications for rooms have most reluctantly to be rejected for want of accommodation. At least two more blocks of the same type as those already built are urgently wanted. The accommodation for lady students has not yet been increased and we have to draw the attention of gentlemen who are earnest and enthusiastic about the spread of higher education among women to this crying need.

7. The deficiency in laboratory and other accommodation in the Fergusson College referred to in the last report is in the way of being remedied owing to the generous donations of H. H. the Maharaja Holkar and Sir Shapurji Broacha described above. The work of these buildings is nearing completion, as also that of the Chemical Laboratory built out of the Imperial grant for 2 years. These buildings will be opened by His Excellency Lord Willingdon.

The Extension of the Physical Laboratory was completed in June last. Further extensions, however, are still necessary.

The Nana Wada was built to accommodate the whole of the New English School, Poona. As the number of boys increased, the Ramanbag was purchased and two additional blocks of buildings were constructed for the lower school. It is now found that the accommodation is still not adequate and boys have to be refused admission into the New English School. The number of students from the mofussil coming to Poona for study is increasing every year and the Council will have to take up very soon the question of a separate building for the Middle School.

The attempts that are being made to induce a larger number of boys in the New English School to take physical exercise have been hampered by the fact that the present gymnasium is quite too small for such a large school. The finances of the Society do not allow of the incurring of large expenditure for improving the new grounds purchased last year and the improvement has, therefore, to be carried out slowly by spending small amounts. The necessity of physical training is being felt more and more keenly every day, and the Council hopes that a donor will come forward to enable the school to discharge its duties more efficiently in this direction.

8. The two affiliated institutions at Wai and Umbargaon continue to be managed under the direction of the Council. The Dravid High School at Wai has grown into a full High School. Mr. Chitale, a permanent servant of the Society, acts as the Head-Master and conducts the institution in a satisfactory manner. But as the school is now a full High School, the people of Wai feel—and this feeling is reciprocated by the Council—that the appointment of a graduate head-master is more desirable.

The Managers of the A. V. School at Erandol in East Khandesh have expressed their desire to hand over their school to the Society. Negotiations are proceeding and, it is hoped, they will soon reach a satisfactory settlement.

9. In conclusion, the Council has to thank all friends and sympathisers of the Society who have helped its work by contributions, large and small, and in many other ways.

Report

OF THE

GOVERNING BODY.

The number of students on the 31st of March last was larger than in any previous year. The large increase is represented by the Principal to be due to the fact that there were two

Fergusson College. Matriculation examinations closely following each other during the half year immediately preceding. But there is no question that the number of students resorting to the College has been steadily increasing and, the Governing Body thinks, will continue to increase notwithstanding the opening of a new college in the city. Such a steady increase entails a correspondingly heavier responsibility on the conductors of the institutions. The Governing Body is glad to find that this is met by the admission of new life-members and by making provision for the effective teaching of most of the optional subjects, each of which is entrusted to a competent life member. Endeavours are also made to provide the necessary accommodation and equipment by collecting subscriptions. The spirit actuating the conductors of the College is progressive and they prove themselves equal to any occasion that arises. This indeed is a satisfactory circumstance justifying the hope that the standard of education given in the college will keep pace with the progress of events. One point of importance, however, the Governing Body desires to bring to the notice of the Life-members and that is, that they should not consider themselves entirely free to leave the institution after completing the period which, by the rules, constitutes the duration of a Life-membership. The experience gained during a long course of teaching the institution cannot afford to lose suddenly by the retirement of time-expired Life-members.

Glancing over the tables setting forth the social and economic condition of the students, it appears to the Governing Body that marriages below the age of 18 are few and far between, but even after that age the increase is not considerable and even at 22 a large number of young men remains unmarried, so that the progress in this direction is continuous. As to the economic condition, the parents of considerably more than $\frac{1}{3}$ of the students are not in a comfortable position, their annual income being Rs. 300 and less. Those with a moderate or good income are a little more numerous. 64 parents or guardians have incomes that might be considered comfortable and more than $\frac{1}{3}$ of the students are supporting themselves. So that it would appear that a keen desire for higher education has spread far and wide and parents and guardians struggle very hard to render it available to their sons and wards. And the number of those who manage some how to earn enough for the necessaries of life by their own efforts is not inconsiderable. Scholarships and other artificial inducements are not available in any large measure, so that the struggle remains hard. Higher general education and a professional education are relied upon by the people as the only means for obtaining a decent living for the growing generation.

The demand of the Principal of the College for more hostel accommodation deserves the urgent notice not only of the Deccan Education Society but of the general public that has hitherto supported its efforts and enabled it to extend the scope of its operations so widely.

Lastly, the Governing Body feels it necessary to notice the remarks of the Principal as to the harmful effects of the recent changes made by the University in the courses for the B. A. degree and of its making over the Previous Examination to the Colleges. Those who are responsible for these changes, do not appear to have given close thought to the subject and effected them in an haphazard manner without a steady eye on any definite principle.

The New English School has kept up its increased numbers and continues to be held in two different buildings. There is nothing particular to be observed in connection with the specific mode of its management; but the Governing Body is struck with the comparatively low percentage of the total passes under the standards at the examinations held by the staff itself. This fact points either to the low intelligence of the boys themselves or to the want of due attention to their duties on the part of the teachers. Herein, the Governing Body believes, lies the root of the complaints of the University Examiners that the answering of the candidates was careless and wild, and did not show that they understood the questions themselves. Secondary education, the unsatisfactory nature of which has formed the subject of criticism for some time in the press and among the public, requires no doubt for its effectiveness qualified and competent teachers as well as a close superintendence of their work by their superiors. To this subject the Governing Body invites the attention of the Life-members. The Governing Body feels, however, that this is a large question involving not only the education given in aided Schools, but also in those belonging to Government. The only effectual remedy seems to be to have a larger number of better trained teachers with a wider culture. This will involve a larger expenditure on secondary education both in Government and aided institutions which can only be provided by the Government and the general public interested in the education of the people.

The Governing Body associates itself with the Superintendent in the thanks that he proposes for the gentleman who continues to pay Rs. 40 per month to help poor Brahmin students and also in the acknowledgments that he makes to a local society having the same object. But it cannot help re-asserting the fact that caste has no place in the scheme or programme which awakened India has placed before itself. The Deccan Education Society does not identify itself with

any caste or creed and has for its aim the promotion of the educational interests of Indians as a whole.

The Satara New English School in its wieldy and manageable form is doing its work satisfactorily. It is hoped that the Superintendent and the staff will take advantage of its manageable size to improve still further the discipline in the School and to exact accurate knowledge from the pupils of what is taught to them.

The Navin Marathi Shala has been pursuing its own new efficacious way of thoroughly educating not only the minds but the hands of the pupils and inducing habits of cleanliness and tidiness. The remarks made last year by the Governing Body are fully borne out by the report of the Deputy Educational Inspector from which a quotation is given by the Superintendent.

The Boarding House is not availed of by as many parents or guardians as one would wish. But there is a serious obstacle which under present circumstances cannot be overcome. The Governing Body has already remarked on the comparative poverty of those who are responsible for the education of boys and the severe struggle that they have to make to keep them at school. This cause prevents the growth of the numbers in the Boarding House. It is only well-to-do men that send their boys to it, the lowest income of the parents or guardians being Rs. 500.

REPORT
OF THE
FERGUSSON COLLEGE, POONA.

No. 806 of the 1916-17.

FERGUSSON COLLEGE OFFICE,

Poona, 17th June 1916.

To,

THE CHAIRMAN,

GOVERNING BODY,

Deccan Education Society,

POONA.

Sir,

I have the honour to submit herewith the report of the the working of the Fergusson College, for the year 1915-16 and trust that it will be found satisfactory.

2. There were no changes in the College staff to speak of. Prof. Rajavade continued on leave and retired finally at the end of the year. I cannot let this occasion pass without recording the great value of the services that he did to the College. He joined it at a critical period of its history when death had made great havoc in the ranks of the life-members. He brought to it a great prestige and he was an important asset of the College. His teaching left nothing to be desired and his quiet and at the same time serious nature left a great impression on the minds of the students, who on his retire-

ment presented him with a farewell address. To me personally he was of very great help especially in my first years in the office of the Principal as I had always to refer to him for advice and guidance. His standing back in favour of a junior like myself was only one more illustration of the sacrificing spirit which he showed in giving up his post at Karachi, to come here twenty years ago. His ability and patience in the work of collecting funds was altogether a pleasant and surprising revelation to his colleagues. I earnestly hope that in his retirement he will enjoy good health to work in his favourite field of Sanskrit and that he will occasionally give us and our students the benefit of his presence.

Mr. G. H. Kelkar returned from Cambridge in July 1915 after taking the Modern Languages Tripos and the Economic Sciences Tripos. His presence will, I am sure, add greatly to the strength of the College and compensate to some extent for the loss of Prof. Rajavade. Mr. K. M. Khadye, M. A. (2nd Class English & Marathi) was taken on the staff as a life-member and was given work in English. Mr. V. K. Joag, M. A. (2nd Class in Philosophy) was taken on probation for life-membership and was given the Logic of one of the divisions of the Intermediate Class. Mr. S. R. Kanitkar, M. A. (History:) a life-member who was already working in the school was given some work in voluntary history at the B. A. and composition of two divisions of the P. E. & I. E. Classes. Of the demonstrators in Physics, Mr. D. R. Khadkikar and Mr. A. V. Apte left and Mr. D. G. Deokar, was newly taken up.

3. The Total income and expenditure for the year were Rs. 121,039 and Rs. 118,668 respectively, the figures for the last year being Rs. 91,139 and Rs. 92,049. The increase is due to the fact that the number of students was much larger. Last year owing to the transition state caused by the change of terms the numbers were low, while during the year under report the numbers were abnormally large. There were two examinations the successful students from which joined the

College. I expect that in the new year the numbers will fall to a certain extent and the figures for the income and expenditure for the current year will also be smaller. A sum of Rs. 1,857-14-3 was recovered from the Bombay Banking Company now in liquidation and perhaps a further instalment will be received during the course of this year; but I am afraid that when the accounts are fully made up, a part of our balance with that Bank will have to be written off as lost. A sum of Rs. 10,290 was set apart and will be invested in the Post Office Savings Bank as a reserve fund for the College early in the new year. This is intended to be at least equivalent to the fees received from the first year students at their examination.

4. The number of students on the 31st March 1916 was 1440 as compared with 1046 at the end of March 1915. The increase is mainly due to the fact that there were two crops of students reaped this year owing to change of terms. The distribution under the various classes compared to the preceding years is as follows:—

Year.	M. A.	B. A.	J. B. A.	I. E.	P. E.	B. Sc.	I. Sc. (new)	I. Sc. (old)	Unattached	Total.
31st March 1916.	37	152	271	387	527	26	40	...	...	1440
31st March 1915.	9	145	203	208	431	17	32	1	...	1046
31st March 1914.	23	118	146	267	593	11	6	24	...	1188

The First Year class was split up into four divisions and the Intermediate (Arts) class into three. From this year the S. B. A. and J. B. A. classes will have to be split up into two divisions each for the purposes of English and they of course naturally divide themselves for the purposes of the optional subjects.

5. The usual statistical information about the students is given in the following tables:—

TABLE I
Religion or Caste of Students.

Caste.	No.	Caste.	No.
Konkanastha Brahmins	674	Jains	...
Deshastha Brahmins	265	Sindhis	...
Karhada Brahmins	118	Depressed Classes	2
Saraswat Brahmins	58	Other Hindus	126
Prabhns	41	Mahomedans	10
Marathas	36	Parsis	6
Gujaratis	11	Christians	6
Lingayats	37		
		Total	1440

TABLE II
How the College is fed.

Poona	386	Phaltn State	4
Satara	85	Jamkhindi	18
Sholapur	56	Sangli State	41
Ahmednagar	38	Miraj (Senior) State	20
Nasik	31	Miraj (Junior) State	
E. Khandesh	21	Kolhapur State	73
W. Khandesh		Kurundwad State	13
Thana	47	Mudhol State	17
Kolaba	61	Ramdurg State	1
Ratnagiri	83	Aundh State	2
Bombay	14	Kagal State	1
Belgaum	88	Jath State	2
Dharwar	78	Kathiawar	23
Kanara	46	Berar & Central Provinces	12
Bijapur	64	Indore State	1
Gujarat	40	Baroda State	16
Sindh	22	Nizam's Dominions	2
Bhor State	4	Mysore State	19
		Savnoor	2
Total	1173	Total	267
	Grand Total		1440

TABLE III.
Marriage and Age.

Class.	Unmarried.	Married.	Total.	Average Age..
M. A.	19	18	37	22·93
B. Sc.	15	11	26	20·43
I. Sc.	30	10	40	18·32
S. B. A.	73	79	152	21·23
J. B. A.	144	127	271	20·17
I. E.	223	164	387	19·29
P. E.	394	133	527	18·13
	<u>898</u>	<u>542</u>	<u>1440</u>	

TABLE IV.
Annual Income of Parents or Guardians.

Below Rs. 100	...	...	...	...	161
From 100 to 300	...	...	...	...	389
„ 300 to 500	...	...	...	...	293
„ 500 to 1000	...	...	...	...	289
„ 1000 to 2000	...	...	...	...	183
„ 2000 to 3000	...	...	...	...	61
„ 3000 to 6000	...	...	...	...	47
Above Rs. 6000	...	...	...	...	17
				<u>Total</u>	<u>...1440</u>

TABLE V.
Occupation of Parents or Guardians.

Government Servants	487	Lawyers	...	101	
State Servants	...	87	Doctors	...	34
Private Servants	...	134	Engineers	...	1
Government Pensioners	147	Contractors	...	16	
State Pensioners	...	8	Bankers	...	6
Private Pensioners	...	7	Merchants	...	73
Jahagirdars & Inamdars	68	Petty Traders	...	19	
Landlords & Agriculturists	142	Handicraftsmen	...	0	
Writers and Editors	...	4	Labourers	...	13
Priests & Bhikshuks	...	35	Miscellaneous	...	0
Artists	...	1	Students who are self-supporting (including Madhukris.)	...	57
	<u>Total...1120</u>		<u>Total</u>	<u>...320</u>	
	<u>Grand Total</u>	<u>...1440.</u>			

6. There were no regular University examinations whose results I can record. In March and April 1915 Supplementary examinations were held for the benefit of those students who had failed in the preceding November examinations. The results of these supplementary examinations are as follows:—

Examination.	Sent up.	1st Class.	2nd Class.	Honours Pass.	Pass Class.	Total passed.	Percentage.	University percentage.	No. of Ex-students passed.
M. A. ...	29	...	2	...	7	9	31.3	42.80	...
B. A. (Old) ...	31	...	...	...	11	11	35.15	29.72	...
B. A. (New) (Honours)...	14	...	1	6	...	7	50.00	33.33	...
(Pass.) ...	49	...	...	...	13	13	27.14	36.84	...
B. Sc. ...	9	...	...	...	2	2	22.22	41.16	...
I. Sc. (New) ...	9	1	3	...	3	7	77.77	47.20	...
I. Sc. (Old) ...	4	...	...	...	1	1	25.00	35.29	...
I. E. ...	108	...	...	...	53	53	48.16	39.12	...
P. E. ...	372	...	29	...	166	195	52.41	...	...

There is nothing special to record about these results. An old student of the College Mr. C. V. Sakhalkar secured a second class in the Mathematical Tripos and Messrs. G. H. Kelkar and B. K. Gokhale in the Economic Science Tripos at Cambridge.

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

Dakshina Fellows.

1. Shah Nagindas Manecklal.
2. Kewalramani Gianchandani Gurudassing-
3. Chandretreya Mohiniraj Laxman.

Scholarships.

1. Annapurnabai Chitale—Ghangrekar : Moreshwar Gopal (S. B. A. I term) and Chandratre Wasudeo Laxman (S. B. A. II term).
2. Bedarkar—Nadkar Narayan Ganesh (S.B. A. I term) and Agashe Yeshwant Raghunath (S.B.A. II term), Athawale Ramchandra Balvant (J. B. A. I term) and Dhamdhare Ramchandra Chintaman (J. B. A. II term).
3. Bhagwat—Vaze Narayan Krishna (P. E. I term) Saraf Gopal Raghunath (P. E. II term).
4. Brahme—Nadgir Narayan Bhimrao (S. B. A. I term and II term of 1915-16).
Lakundi Rango Krishna (J. B. A. I & II term of 1915-16).
Adhyapak Shivram Amrit (I. E. I & II term of 1915-16).
Kulkarni Vithal Nagesh (P. E. I & II term of 1915-16.)
5. Dravid—*Kelkar Yesoobai* (J. B. A. I & II terms of 1915-16).
6. Govind Hari—Agashe Purushottam Laxman (I. E. I term).
Bhagwat Sakharam Hari (P. E. I term).
Phatak Yeshwant Raghunath and Joglekar Digambar Wasudeo (P. E. II term).
7. Janakibai Limaye—Hulyal R. D. (S. B. A. I term and II term).
8. Joshi K. P.—Joshi Ganesh Vaman (B. Sc. I term).
Joshi Krishnaji Bapuji (J. B. Sc. II term).
Bhide Bhaskar Vinayak (I. Sc. I & II terms).

- Joshi Ramchandra Narayan (I. Sc. II term).
Bodas Dattatraya Kashinath (S. B. A. I term).
9. Kirane—Phatak Yeshwant Raghunath (P. E. I term).
Chaphekar Mahadeo Laxman (P. E. II term).
10. Mankar—Beri Shridhar Govind (S. B. A. I & II term).
11. Nene—Joshi Govind Mahadeo (J. B. A. I term).
Kashikar Purushottam Keshao (J. B. A. II term).
12. Patwardhan—Gore Moreshwar Wasudeo (J. B. A. I term).
Ghangrekar Moreshwar Govind (S. B. A. II term of 1915-16).
13. Nimkar Janardhan Ganesh (I Sc. II term).
14. Ramchandra Bhikaji—Kelkar Y. K. (P. E. I and II terms of 1915-16).
15. Vadadekar—Nagarkar Mahadeo Damodhar (P. E. I term).
Upadhye Vinayak Nilkanth (P. E. II term).
16. Vinchurkar—Nayak Narayan Venkatram (S. B. A. I term).
Tambe Dhondo Vithal (S. B. A. II term).
17. Vishweshar Ayya—Athawale Narhar Laxman (I. E. I term) and Acharya Padmanabh Vyasaraya (I. E. II term).
18. Limaye Mahadeorao—Gadgil Narayan Mahadeo (P. E. I term) and Bokil Dattatraya Keshao (P. E. II term).
19. Iccharambhai Bhagwandass—Lotlikar Vasant Mahadeo (P. E. I and II term).

Endowed Free and half-free studentships.

1. Brahme—Nadgir Narayan Bhimrao (S. B. A. I and II term).
Lakundi Rango Krishna (J. B. A. I & II term).
Adhyapak Shivram Amrit (I. E. & II terms).
Kulkarni Vithal Nagesh (P. E. I & II term).
2. Godbole—Kane Keshao Narayan (I. E. I & II terms).
3. Gondal—Sutaria N. C. (M. A.)
Doshi J. J. (S. B. A. I & II terms).
Trivedi R. M. (J. B. A. I & II terms).
Acharya M. H. (I. E. I & II terms).
Suraye V. P. (I. E. I & II terms).
Yajnik N. M. (I. E. I & II terms).
Kothary K. N. (I. E. I & II terms).
Kothary H. T. (P. E. I & II terms).
Pandit R. S. (P. E. I & II terms).
Trivedi C. M. (P. E. I & II terms).
4. Icchalkaranji—Ghorpade V. N. (I. Sc. I & II terms).
Gadre K. G. (I. E. I & II terms).
5. Nimkar—Nimkar J. G. (I. Sc. I & II terms).
6. Ramchandra Bhikaji—Kelkar Y. K. (P. E. I and II terms).
7. Jankibai Limaye—Hulyal R. D. (S. B. A. I and II terms).
8. Iccharambhai Bhagwandass—Lotlikar Vasant Mahadeo (P. E. I & II terms).

8. The new hostel was completed in June last year. It forms a handsome and very convenient pile of buildings, each student being accommodated in a room 10' x 8'. Students much prefer this arrangement as it gives them complete independence. When another hostel is built, I trust it will be built on the same plan. Although we have now Hostel ac-

commodation for about 250 students, still it does not meet even half the demand and I should like to have at least three more blocks for 100 students each. Last year owing to the increase in the number of resident students two of my colleagues Prof. Kale and Dr. Gune were appointed rectors and I am glad to record the efficiency with which they managed the hostel.

9. The affairs of the gymkhana were as usual managed by the students ; but I am afraid they do not appear to take as keen an interest in it as they should. One of the Dakshina fellows Mr. Chandratreya however spent a great deal of care and thought on the management of the students' Reading Room and Library and his arrangements gave general satisfaction to students. During the year Sir Shapoorjee B. Broacha gave a donation of Rs. 10,000/- which will be utilised towards a separate building for the Reading Room and it will then be quite convenient for use. In the Northcote Shield Cricket tournaments the college won first two rounds but was beaten in the final match by St. Xavier's College.

10. The college gathering and anniversary were celebrated on the 22nd December. Mrs. Sarojini Naidu kindly accepted my invitation to give an address on the occasion and as usual greatly impressed the large audience by her eloquence and earnestness. Among the visitors to the college during the last year may be mentioned H. H. the Maharaja Holkar and the Ranisahab of Indore who signalled their visit by a donation of Rs. 20,000/- which is being used to build a Biological Library, Sir Shapoorji B. Broacha whose donation for the Reading Room and Library has been already mentioned, the Chiefs of Aundh, Miraj (Senior), Miraj (Junior), Ramdurg, Ichalkaranji, and the Hon. Sir P. D. Pattani. The University Inspection Committee also visited the College last year.

12. Prof. Rajwade ceased to be a fellow of the University and in his place Prof. Limaye was nominated by Govern-

ment on the Senate. Prof. Kanitkar was elected by the Faculty of Arts on the Senate, while Prof. Bhate and myself also continue there. Four members of the College staff Profs. Bhate, Límaye, Kale and Gune were appointed University Lecturers last year. I was a member of the University Inspection Committee and have also been elected to represent the University on the local Legislative Council. Speaking of the University, I have to bring to the notice of the Council and the public the meagreness of the courses at present prescribed by the University for the B. A. pass degree and also the unsatisfactory nature of the present First Year Examination as it leads to a considerable variation of standard among the different colleges. I trust that some of these defects will soon be remedied.

13. Finally I have to thank all my colleagues and especially the Vice Principal Prof. Patwardhan for their hearty co-operation and assistance. But for their cheerful aid it would have been difficult to conduct such a large institution.

I have the honour to be

Sir,

Your most obedient servant,

R. P. PARANJPYE,

Principal.

REPORT

OF THE

NEW ENGLISH SCHOOL, POONA.

No. 153 of 1916-17.

A

NEW ENGLISH SCHOOL,
Poona, 17th May 1916.

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 1915-16.

2. Messrs. Khadye, M. A., and Kumbhare, M. A., S. T. O., were made Life-members of the Society in June 1915 and January 1916 respectively. The former being given more work in the College could be given only a few hours' work in the school, while the latter who worked full time in the school was entrusted with the supervision of the three lower standards in the Ramanbag, in addition to teaching work on the 7th standard. During the course of the year, three of our permanent teachers viz. Messrs. H. V. Patwardhan, G. S. Vaze and R. B. Joshi were granted leave preparatory to retirement. All three belonged to the older generation of teachers and served the school long and faithfully. Mr. Patwardhan had earned for himself a reputation in English teaching. Mr. Vaze was an efficient and thorough-going teacher. Latterly he was practically in charge of the Ramanbag section of the school. His advice was often sought in many matters especially those concerning the physical well-being of the students and both in the school and on the play-ground we shall often miss his strong and vigorous per-

sonality. Mr. R. B. Joshi's retirement deprives us of a sound Marathi scholar and an old teacher who linked the past with the present staff of the school. His simple and unassuming ways endeared him to all, boys as well as colleagues. Though no longer working in the school, the three gentlemen, I sincerely hope, will continue to take undiminished interest in all its doings.

Three teachers, Messrs. C. W. Kanitkar (Matric), D. V. Datar (P. E.), and V. G. Gadgil (P. E.) passed the Departmental Examination for the Secondary Teachers' Certificate. Of these the first two are permanent teachers of the Society. Four teachers passed the teachers' examination conducted by the school, viz., Messrs. G. K. Modak, V. S. Karandikar, S. N. Phatak and H. V. Sane. Of these again the first two are permanent teachers.

3. The total receipts and expenditure during the year were respectively Rs. 50508-1-0 and Rs. 47349-7-7 as against Rs. 60879-15-8 and Rs. 58831-10-6 respectively for the previous year. The large difference in the two sets of figures is explained by the fact that desk and science apparatus were purchased in the previous year the greater part of the expense being met by the society's special contribution of Rs. 8000. The amount of grant-in-aid received from the department is Rs. 11090 the amount fixed last year, viz., Rs. 13863 being reduced by one-fifth on account of the war. But the special efficiency grant, viz., Rs. 1987 which was not paid last year, was paid this year, so that the total amount came up to Rs. 13077. Besides this a grant of Rs. 812 on equipment was also received. It is due to the Department to observe here that by reviving the special efficiency grant this year it has taken the earliest opportunity to remove a justly felt grievance.

4. The average number on the rolls and the average attendance during the year were 1426 and 1279 as against 1400 and 1223 in the previous year. The number of students

on the 31st of March was 1454 as against 1287 on the same day in 1914, when on account of the change of terms, the highest classes had not got their maximum attendance.

5. The result of the supplementary Matriculation Examination in March 1915 was declared in June. As the boys were not required to pass through another preliminary examination, most of them appeared for the University Examination as ex-students of the school, only 38 appearing as regular students. 65 out of 184 passed the examination. In the supplementary School Final Examination 5 passed out of 30. The first regular Matriculation Examination in accordance with the changed terms was held in March last and its result will be out in June next.

6. Endowed prizes and scholarships will be awarded on the results of the Matriculation Examination after the result is declared.

7. The Annual Examination was held in the month of February. The results are tabulated 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	Passed in all heads.
VI	222	117	106	174	134	114	167		54
V	191	96	146	141	109	97	149	160	57
IV	234	121	144	190	122	135	161	188	64
III	170	89		127	118	119	91	137	46
II	176	120		104	126	114	116	126	45
	151	85		73	99	92	121	75	44
Total ...	1144	628	396	809	708	661	805	686	310

8. The usual statistical tables are given below :—

TABLE I.

Religion or Caste of Students.

Konkanastha Brahmins...	926	Lingayats...	...	...	9	
Deshastha Brahmins	...	213	Jains	...	...	10
Karhada Brahmins	...	21	Sindhis	...	...	0
Saraswat Brahmins	...	18	Depressed Classes	...	3	
Prabhus ...	...	54	Other Hindus	...	...	61
Marathas	...	110	Mahomedans	...	...	10
Gujaratis	...	16	Parsis	...	...	0
Marwaris	...	3	Christians	...	...	0

Total ... 1454

TABLE II.

How the School is fed.

Poona ...	...	835	Jamkhindi State	...	2
Satara ...	...	79	Sangli State	...	5
Sholapur	...	49	Miraj (Senior) State	}	6
Ahmednagar	...	62	Miraj (Junior) State		
Nasik...	...	25	Kolhapur State	...	13
E. Khandesh ...	...	29	Kurundwad State	...	3
W. Khandesh	...	20	Mudhol State	...	3
Thana...	...	26	Gwalior State	...	2
Kolaba...	...	61	Other States	...	8
Ratnagiri	...	35	Kagal State	...	2
Bombay	...	12	United Provinces	...	1
Belgaum	...	38	Madras ...	...	3
Dharwar	...	8	Berar & Central Provinces	...	19
Kanara ...	...	2	Indore State	...	6
Bijapur ...	...	11	Baroda State	...	7
Gujarat	...	0	Nizam's Dominions	...	54
Sindh ...	...	1	Mysore State	...	1

Bhor State	9	Panjab State	1
Phaltan State... ..	1	Other places	15

Total ... 1303

151

Grand Total ... 1454

TABLE III.

Marriage and Age.

Standard.	Unmarried.	Married.	Total No. of Students.	Average Age.
VII	374	86	460	18·07
VI	141	12	153	17·45
V	175	14	189	15·74
IV	190	13	203	15·69
III	163	2	165	14·09
II	157	2	159	12·86
I	121	4	125	11·84
Total ...	1321	133	1454	

TABLE IV.

Annual Income of Parents or Guardians.

Below Rs.	100	...	125
From 100 to	300	...	270
„ 300 to	500	...	361
„ 500 to	1000	...	319
„ 1000 to	2000	...	230
„ 2000 to	3000	...	149
„ 3000 to	6000	...	0
Above Rs.	6000	...	0
		Total ...	1454

TABLE V.

Occupation of Parents or Guardians.

Government Servants ...	397	Lawyers	...	72
State Servants ...	63	Doctors	...	29
Private Servants ...	211	Engineers	...	10
Government Pensioners	96	Contractors	...	18

6. The boys also have a library for their use and boys of standards IV, V and VI especially use it a great deal. Rs. 417 were spent in buying books for the library during the year.

7. The Science equipment in this school is the best in Poona and the school had arranged for practical work in Science even before the Departmental orders were issued. The Inspector of Science Teaching visited the school on the 16th of September last and submitted his report to the Director of Public Instruction under his No. 959 dated 27th September 1915. It seems he was generally satisfied.

8. The Inspector of Drawing also once visited the school about the month of November 1914.

9. The school takes carpentry as a subject of manual training and all boys under standards I, II and III have to do it as compulsory and in standard IV it is this year left to the option of the boy. Next year it will be compulsory for the IV standard and optional for V. Some samples of work were seen and seemed to be very creditably executed. The course, it was said, has been arranged according to its difficulty and the labour it involves so as to be not too taxing for the boys looking to their age and their physique.

In a class that was being taught it was found the teacher gave the boys certain English words to be written in Marathi characters. This is objectionable as it is sure to habituate the boy to a bad pronunciation. If the carpentry teacher does not know English enough, these words should best be taught by the class teacher. This will not take a long time. The method of teaching and the arrangements appeared good.

10. Training of Teachers:—Mr. K. V. Acharya attends [at this Institution to guide teachers in the Direct Method especially. The school authorities have a regular course of lectures in Psychology and method which all junior teachers are asked to attend, and an examination is held which a new teacher is required to pass. Nine applied this year for the Secondary Teachers' certificate from this school. But for some cause or other only two appeared and both of them passed in Part I. It was gratifying to observe that the school has been making efforts to improve the

teaching power of its staff. The want of fixity in the staff is a difficulty which is not much overcome yet.

11. The staff consists of 30 graduates and 35 under-graduates besides special teachers for Drill, Drawing, Sanskrit &c. The number of teachers is adequate and they are generally well-qualified. The arrangements for supervision are good enough. Mr. V. B. Naik is a very competent head and the Society will do well to keep him at the head of the school with such additional assistant superintendents as may be necessary from time to time. It seemed the supervision at the Ramanbag-portion i. e. the middle school could be yet more vigilant though it was not wholly unsatisfactory as it was.

12. Physical Education :—This takes three forms here. Many boys take to Gymnasium as a subject and a few performed very well on the Indian Post and a few showed a deal of cleverness in wrestling. Drill is compulsory upto standard VI and a small number takes the musical drill also. The school has a nice little band for this purpose and the work done reflects credit on the old teacher, Mr. Dixit. Cricket and Indian games also are encouraged and played under supervision. The school takes part in the sports and tournaments that take place at Poona and usually cuts a good figure.

13. I saw the teaching in about 25 classes and found it to be generally good. Some teachers however require to be much more carefully watched...

G. N. KHARE,

Ag. Educational Inspector C. D.

10. It will be seen from the Inspector's remarks that he was generally pleased with what he saw. I have tried to make use of his suggestions and those of his assistants.

11. The Inspector of Science paid two visits to the school. His remarks on the teaching of Science in the school are given below.

Inspection Report on the Science Teaching of the New English School, Poona inspected by the Inspector of Science Teaching, Bombay Presidency, Poona.

Inspected: August 11th 1915.

The School has a very fair Physics Laboratory and a good
 Rooms: Chemistry Laboratory, working the subjects in
 separate rooms.

There are four Science Masters working under the direction
 Staff: of Mr. Naik. Their names and qualifications are
 as follows:—

- (1) Mr. M. H. Gokhale, M. A., B. T. C.
- (2) Mr. K. K. Sahasrabudhe, B. A.
- (3) Mr. R. B. Mundle, B. A.
- (4) Mr. B. B. Watwe, I. E., B. E.

A good amount of apparatus had been obtained and was well
 Apparatus: kept.

The class I saw working was under good discipline and was
 Work: working well.

The regulation Note-Books had not upto the time of inspec-
 Note-Books: tion been introduced. Those which I saw, I was
 not satisfied with.

This is a very large school and needs very careful organiza-
 General Remarks: tion. During past years a certain amount of
 practical work has been done of a standard
 perhaps rather higher than usual in Indian High Schools. On
 the strength of this, there is a tendency not to come into line
 with the Departmental requirements of Science. This, however,
 cannot be permitted, and whilst congratulating the Head Master
 and the Senior Science Master on the work of the past, I pointed
 out to them that their course of action must be modified and their
 teaching adapted to the Departmental scheme wherein attention
 is concentrated upon certain definite aims. I look to schools of
 this kind to provide much valuable criticism of the *details* of the
 course but the principles of it must be observed, and that small
 quantity of work which is stereotyped must be done. In regard to
 the rest Science Masters are left more to their own discretion.

I spent a considerable time as usual in removing various
 practical difficulties of the masters themselves and hope on my
 next visit to see the Government course, as detailed in full work-
 ing order.

It is necessary to state here in connection with certain
 portions of Mr. Pratt's general remarks that they appear to-

have been based on a misconception of the real nature of the Departmental requirements. He says, " During past years, a certain amount of practical work has been done of a standard perhaps rather higher than usual in Indian High Schools. On the strength of this, there is a tendency not to come into line with the Departmental requirements of Science. This, however, cannot be permitted.....". As a matter of fact, I took objection not to the Departmental requirements as such, but to the Inspector's insistence on our following his instructions on certain points of detail and procedure which properly lie within the head-master's jurisdiction. My letter to the Inspector of Science, explaining my position accompanies.

The school was also visited by other distinguished gentlemen among whom I may mention, the Chief of Sangli, the Chief of Miraj (Junior Branch) the Chief of Ichalkaranji, Mr. Stone, the Director of Public Instruction, Madras, Mr. Lory, Assistant Director of Public Instruction, Bombay, and Mr. Hoggarth the Inspector of Drawing.

The arrangements for Manual Training, the Students' Library and Reading Room, and athletic sports and games detailed in last year's report have been continued and their general effect, as far as I can judge, has been such as to assure me of increased interest in such matters on the part of boys. The New English School Tournaments inaugurated last year, were again held in April last under conditions equally hopeful but their account properly belongs to the next year's report.

12. For some years past, the medical examination of boys in schools has come to be felt a necessity and our school made an early beginning in that direction. During the year under report the services of a medical assistant were engaged and every boy in the school was examined. It was under the direction and guidance of Dr. S. A. Phatak, one of the rising physicians of Poona that the examination

was conducted and I take this opportunity of thanking him for all the valuable assistance he so readily gave us in this work.

13. This year's celebration of the School Anniversary and the Students' Social Gathering were both marked as usual by the heartiest co-operation between boys and teachers. The Hon'ble Mr. B. S. Kamat an 'old boy' of the school, was kind enough to come and address the students, and his practical advice must have done good to many a listener. The exhibition of boys' handiwork held in connection with the two functions was a remarkable success. It was kept open for the public for a week and attracted large numbers of spectators, both ladies and gentlemen. Many old students and gentlemen from the city attended the functions and appreciated the singing and recitations of the boys, and all their efforts to please the guests.

14. The liberal contribution of Rs. 40 per month for helping poor Brahmana students which a well-known gentleman in Poona has been paying for the last 4 years has indeed enabled a large number of boys to get themselves educated. It will be difficult to find many instances of such unostentatious charity on such a liberal scale and the best thanks of the Society are due to the gentleman whose noble impulse has enabled him to achieve, single-handed, what even organised bodies have failed to achieve. But an exception must be made in favour of the local Brahman Vidyarthi-Sabayak Mandali who have been giving much-needed help to about 10 poor but deserving boys from our school during recent years. I hope the Mandali will persevere in this work of charity.

15. In concluding, I have to thank the members of the school staff for their cheerful co-operation with me in all matters, Messrs. S. K. Athale, M. P. Oka, G. N. Phatak, and R. S. Deo, gave me excellent help in office work and supervision. Among life-members, Messrs. S. R. Kanitkar and V.

D. Gokhale helped by Mr. M. R. Paranjpe voluntarily took upon themselves the management of the boys' Gymkhana and I can't be sufficiently grateful for their help. Though I mention it last, the assistance rendered to me by Messrs. M. K. Joshi and Kumbhare, in every kind of work was such as I could not have done without. They have readily and enthusiastically shared all my difficulties.

I have the honor to be

Sir,

Your most obedient servant,

V. B. NAIK,

Superintendent.

REPORT

OF THE

NEW ENGLISH SCHOOL, SATARA.

No. 7 of 1915-16.

D. E. SOCIETY'S NEW ENGLISH SCHOOL,
Satara, 18th April 1916.

To,

THE CHAIRMAN,

Governing Body,

Deccan Education Society,

Poona.

Sir,

I have the honour to submit below the report on the working and general condition of the Deccan Education Society's New English School, Satara, for the year 1915-16.

2. The Number on the staff was the same as that for the last year i. e. 17. Four of the non-permanent teachers, Messrs. Panvalkar, B. A., S. T. G., B. M. Shete, U. S. F., G. V. Joshi Matric and G. S. Joshi Gymnasium Teacher left service and Messrs. G. S. Dixit, B. A., V. A. Pandit, P. E., V. S. Athalye, U. S. F. and D. B. Bhide, Gymnasium teacher were engaged as their substitutes. Of those who left, Mr. B. M. Shete was an experienced teacher of 8 years' standing, and I regret that he was obliged to leave, owing to bad health.

3. The total net receipts and expenditure for the year were Rs. 13865 and Rs. 13168 as against Rs. 13759 and Rs. 13256 respectively of the previous year. The amount of Government grant was Rs. 3918 as against Rs. 4133. The

reduction is due to no Drawing Examinations being held during the year under report. Full details of income and Expenditure are given in Appendix A.

4. The number on the rolls on the 31st of March 1916 was 350 as against 342 of the previous year. Of those 167 (including 1 girl) were learning under High School standards, and 183 (including 8 girls) under middle school standards. The average number on the rolls and the average daily attendance were 342 and 327 respectively as against 311 and 294 of the previous year.

5. Of the 16 ex-students sent up for the Matriculation Examination in March last 7 passed as against 7 out of 22 of the previous year and of the 11 ex-students sent up for the School Final Examination only 2 passed as against 12 out of 25 of the preceding year. These results, it should be noted, are of the students who had appeared for those examinations in November 1914 and had failed. During the year under report no Drawing Examinations were held.

6. There were during the year under report 2 High School and 3 Middle school scholars. The number of the free students was 6 out of whom 1 belonged to the backward classes. The number of half-free students was 11 out of whom 3 belonged to the backward classes.

7. The usual statistical Tables are given below :—

TABLE I.

Religion or caste of Students.					
Konkanastha Brahmins	...	...	...	...	114
Deshastha Brahmins	...	...	...	...	114
Karhada Brahmins	...	...	...	...	57
Saraswat Brahmins	...	...	...	...	7
Prabhug	...	...	...	...	4
Marathas	...	...	...	...	23
Gujaratis	...	...	...	...	6
					325
				Sub-Total	...

Lingayats	...	...	...	...	...	2
Jains	...	...	...	...	...	2
Sindhis	...	...	...	...	...	0
Depressed Classes	...	...	...	...	...	0
Other Hindus	...	...	...	...	...	15
Mahomedans	...	...	...	...	...	1
Parsis	...	...	...	...	...	0
Christians	...	...	...	...	...	5
Total ...						350

TABLE II.

How the School is fed.

Satara City	...	...	...	...	...	156
Satara (District)	...	...	...	...	...	145
Poona	...	...	...	...	...	10
Sholapur	...	...	...	...	...	1
Ahmednagar	...	...	...	...	...	2
Nasik	...	...	...	...	...	2
Thana	...	...	...	...	...	1
Kolaba	...	...	...	...	...	2
Ratnagiri	...	...	...	...	...	9
Bombay	...	...	...	...	...	4
Belgaum	...	...	...	...	...	8
Miraj (Junior) State.	...	...	...	...	...	2
Kolhapur State	...	...	...	...	...	4
Jath State	...	...	...	...	...	3
Gwalior	...	...	...	...	...	1
Total...						350

TABLE IV.

Marriage and Age.

Class.	Unmarried.	Married.	Total.	Average.
VII	26	8	34	18.15
VI	36	3	39	17.05
V A	24	3	27	16.3
V B	23	0	23	15.2

IV A	22	2	24	16. 3
IV B	19	1	20	15. 4
III A	27	1	28	14. 5
III B	29	0	29	14. 8
II A	29	2	31	13. 2
II B	30	0	30	13.86
I A	30	2	32	12. 8
I B	33	0	33	12.75

TABLE IV.

Annual Income of Parents of Guardians.

Below Rs. 100	...	...	52
From 100 to 300	...	...	88
„ 300 to 500	...	...	50
„ 500 to 1000	...	...	81
„ 1000 to 2000	...	...	52
„ 2000 to 3000	...	...	17
„ 3000 to 6000	...	...	8
Above Rs. 6000	...	...	2

Total... 350

TABLE V.

Occupation of Parents or Guardians.

Government Servants	...	...	137
State Servants	...	...	13
Private Servants	...	...	36
Government Pensioners	...	...	31
State Pensioners	...	...	24
Jahagirdars & Inamdars	...	...	38
Landlords & Agriculturists	...	...	26
Lawyers	...	...	6
Doctors	...	...	10
Bankers	...	...	2
Merchants	...	...	15
Petty Traders	...	...	7
Labourers	...	...	2

Students who are self-supporting (including
Madhukris.) 3

Total...350

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

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	32	27	25	32	21	32	25	14	
V A	24	19	19	19	18	20	16	11	
V B	23	16	19	21	14	21	15	10	
IV A	28	23	28	18	26	24		16	
IV B	25	21	24	19	21	23		17	
III A	23	20		21	18	20		15	
III B	21	20		19	18	19		16	
II A	31	28		26	26	28		21	
II B	30	24		26	30	28		21	
I A	33	30		30	29	29		26	
B	30	25		28	28	24		21	
Total ...	300	253	115	259	249	268	56	188	

9. The Annual Inspection of the school by the Educational Inspector, Central Division, took place in October last. His ' brief report upon its condition ' is given below :—

2. The accommodation is good. The class rooms are commodious and airy. *A new room was added during the year and the Science apparatus has been removed to it.

3. The attendance was found to be regular throughout the year and properly recorded. The number of each class was as per regulations. The total number on the rolls was 354 i. e. four in excess but this should be allowed as 8 of the students were girls.

4. The staff is all qualified. Three hold the Secondary Teacher's certificates and two have appeared this year for the examination.

5. The School teaches the full anglo-vernacular course and passed 14 at the Matriculation and 14 at the School Final during 1914-15 between the main and the supplementary examinations. The instruction given is good and careful. The Superintendent is an able administrator, but I would like him to show to the teachers their defects in the art of the teaching by watching while they work. Some require this kind of guidance very badly; e. g. the teacher who taught English Poetry to standard V. A few notes on the work of the classes in English are attached and the Deputy's notes who took some other subjects are also enclosed. Copies of these are being forwarded to the Head master with a copy of this report as usual.

6. The arrangements for Science seemed good. But I thought that the work tables should be more solid.

7. The written work appeared to be fairly attended to. But still better attention is yet needed. The exercises were generally corrected, but I doubted if the boys understood all the corrections.

8. The boys play out-door games and also are given drill and gymnastics. They seemed to be fairly healthy.

9. The singing class is doing good and useful work. I saw a lesson being given to standard I B and thought it fairly good.

10. The boys behaved very well during the inspection and it did appear that the discipline was good.

11. The delarations of loyalty were in order. The records and registers which were examined as usual were also found well kept and filled up-to date.

* It should have been "Two new rooms"

12. The school on the whole was found to do well and I recommend it may be given a grant of Rs. 4103 i. e. the same as it obtained in 1913-14. According to the principle sanctioned by you in your No. 11604 dated 5th November last, the school would get Rs. 3098 or $\frac{3}{4}$ th of the last year's grant with a supplementary grant under 27 A Rs. 820. This gives it Rs. 185 less than what it got in 1913-14; and considering the good work and condition of the school I request that I may be allowed to add Rs. 185 and let the total grant be Rs. 4103. This sum of Rs. 185 can be made available.

10. It will be seen from above that the Educational Inspector was on the whole satisfied with the general working of the school and was also pleased to recommend an increase of Rs. 185 in the fixed grant to the school, in consideration of the good work and condition of the school, with a view to redress the grievance of the school in the matter of the Government grant, referred to in details in paragraph 12 of the school's report for the last year. But I regret to say that the Director of Public Instruction although, he is pleased to remark in his Annual Report for the year 1914-15 that "The Deccan Education Society's schools at Poona and Satara show careful and intelligent work", could not carry out the recommendation for want of funds.

11. The Inspector of Science, who visited the school in January last, was also,—it will appear from his report on the Science Teaching in the school given below—satisfied with the work the school was doing :—

Buildings :—The room is satisfactory.

Furniture :—This is almost sufficient and will, with a few modifications suggested personally by the undersigned to the Head Master, do quite well.

Apparatus :—A fair amount is being obtained.

General Remarks :—This school had to start science from practically *nothing*. Owing largely to the care, thoughtfulness and clear sight of the

Head Master, arrangements have been made which so far as they have progressed are of a most admirable though simple character. The undersigned congratulates the Head Master on what has already been accomplished and sees no reason why very good work should not be done during the ensuing year.

12. The social gathering of the past and present students of the School and 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. K. K. Joshi, M. A., Ph. D. of the Fergusson College.

13. I expressed my regret in the last year's report that the local Poor Boys' Fund has ceased to exist, but I am glad that the school is enabled to start its own Poor Boy's Fund this year, the first subscribers being two of the past poor students who have now become graduates.

14. My thanks are due to Mr. Vinayakrao Sathe, a retired pensioner, who was pleased to present to the school 9 Drawings executed by his son the late Mr. Waman Vinayak Sathe.

15. I have again to thank Raosaheb Dongre for his donation of Rs. 25. 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.

16. 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.

—:0:—

No. 27 of 1916-17.

Navin Marathi Shala, Poona.

1st June 1916.

To,

THE CHAIRMAN,

GOVERNING BODY,

Deccan Education Society,

Poona.

Sir,

I have the honour to submit the annual report on the working and the general condition of the Navin Marathi Shala during the year 1915-16:

2 The number of teachers on the staff during the year under report was 24 out of whom 11 are trained and others are untrained. Messrs. Kale and Deshpande permanent servants of the Society secured the 2nd year's certificate during this period. Mr. Bapat who appeared and came out successful at the 1st year certificate examination of the Training College left the school having secured better prospects elsewhere. For the same reason two other teachers Messrs. Moghe and Kante left service after having served the school for nearly four years. Thus it will be seen that the school has lost not only 3 good teachers, but has in addition lost so much experience the teachers had gained during the period of their service. The school therefore is grown poorer on that account. This loss is

inevitable so long as more funds are not made available. It must be mentioned here that the D. E. Society is already spending more than three thousand rupees on the school over and above the amount realised as fees and Government grant, so that the Society is discharging its duty by the school to the full extent and so matters in this direction can only be improved by building up a permanent fund for the school with public help. Mr. N. S. Limaye left service, on account of old age. He was connected with the school from its infancy and I cannot pass on without recording our appreciation of the good work he did in rearing it to its present advanced stage. His unstinted labour and love for the school, proved invaluable to it in its early years.

3 The number of children on the rolls on the 31st of March 1916 was 472 against 521 of the last year. This reduction in number is due to the removal of the 5th standard from the school. It is well known that all the studies of the 5th standard are the same as those of the 1st Anglo-Vernacular standard except English and so to maintain the 5th standard in a feeder school like this is an unnecessary duplication. Accordingly it was decided to abolish the standard and it is hoped that better attention can be given in future to the instruction in the lower standards.

The average number on the rolls was 535 as against 643 of the last year. The average daily attendance was 483 as against 572 of the last year.

4 The income from fees was Rs. 1433 as against Rs. 1772 of the year previous. As usual the school received Rs. 2121 as the efficiency grant from the Educational Department. This grant was assessed by the Department three years back when the total expenditure on the school was Rs. 6363. The figure for expenditure is going up on account of the high level of efficiency at which the school is maintained and it stood at Rs. 8017 last year. It is intended, therefore, to apply for the re-assessment of the grant. This application would not, it is

hoped, be set aside by the Department on account of the strain of the War. The total income from all sources was Rs. 9123 as against Rs. 9310 of the last year and the total expenditure, Rs. 8017 as against Rs. 8695 of the year previous. The figure for the income is maintained at the high level practically on account of handsome contributions by generous donors.

5 The school was inspected as usual by the Deputy Educational Inspector and his remarks given below will indicate the care bestowed upon the school:—

“ The annual inspection of the school was held on 24 and 25th June with the assistance of the whole of the Inspecting staff. The school continues to maintain its good state of efficiency. The methods of imparting instruction are intelligent and well planned out. The new improvements that have been introduced during the current year with the object of making education thorough and arousing interest and powers of observations are clay-modelling, school gardening and a progressive and regulated course of physical training. The drawing is attended to with good amount of success. The arrangements made for the care of the pupils by providing light food during the after-noon recess and for awakening the value of cleanliness of person and clothes deserve special mention. The school may thus be said to be quite in advance of the Local Primary Schools.

New urinals of modern type are lately constructed. The arrangements of flushing and keeping clean are satisfactory.”

The year under report was free from plague and so the school could work without any interruption throughout that period.

6 The usual statistical tables are given below :—

TABLE I.

Religion or Caste of Students.

Konkanastha Brahmins	211	Jains	...	1
Deshastha Brahmins	...	91	Sindhis	...

Karhada Brahmins	...	16	Depressed Classes	...	0
Saraswat Brahmins	...	6	Other Hindus	...	18
Prabhus	...	15	Mahomedans	...	1
Marathas	...	112	Parsis	...	0
Gujaratis	...	1	Christians	...	0
Lingayats	...	0			

Total ... 472

TABLE II.

Shanwar	Peth	...	285	Raste Peth	...	2
Narayan	"	...	72	Bhamburda	...	6
Sadashiv	"	...	45	Fergusson College	...	11
Budhawar	"	...	12	Agricultural "	...	7
Shukrawar	"	...	12	Kirkee	...	1
Kasba	"	...	10	Ganeshkhind	...	3
Nyahal	"	...	6			
442				30		

Grand Total...472

TABLE III.

Marriage and age.

Class.	Unmarried.	Married.	Total.	Average. age.
IV	127	0	127	10.47
III	79	0	79	9.65
II	116	0	116	8.72
I	79	0	79	8.01
Infant	71	0	71	6.45

TABLE IV.

Annual Income of Parents or Guardians.

Below Rs. 100	...	...	...	92
From 100 to 300	...	...	...	125
„ 300 to 500	...	...	...	97
„ 500 to 1000	...	...	...	95
„ 1000 to 2000	...	...	...	41
„ 2000 to 3000	...	...	...	22
„ 3000 to 6000	...	...	...	0
Above Rs. 6000	...	...	...	0
Total				472

TABLE V.

Occupation of Parents or Guardians.

Government Servants	...143	Lawyers	... 7
State Servants	... 0	Doctors	... 6
Private Servants	...115	Engineers	... 0
Government Pensioners	... 19	Contractors	... 1
State Pensioners	... 0	Bankers	... 0
Private Pensioners	... 0	Merchants	...68
Jahagirdars & Inamdars	... 13	Petty Traders	... 9
Landlords & Agriculturists	16	Handicraftsmen	... 9
Writers and Editors	... 0	Labourers	... 3
Priests & Bhikshuks	... 19	Miscellaneous	...28
Artists	... 7	Students who are self-supporting (including Madhukris.)	... 9
Total...332		Total...140	

Grand.Total...472

7 During the year under report several gentlemen visited the school and appreciated the work the school is doing. Dr. Bhandarkar, the Chairman of the Deccan Education Society, was kind enough to take the trouble of inspecting the

school. In his remarks made in that connection he observes " I was struck with the thoroughness with which all points large and small connected with—I will not say—the instruction but the education or bringing up of boys in a comprehensive sense are attended to." Rao Bahadur Babasaheb Khare the Acting Educational Inspector visited the school on the 13th of June 1915. " The children should under the new training added to the old be really observant, self-respecting, industrious and therefore useful by the time they leave the school," is a remark he was pleased to record about the school. Among the Sardars who obliged the school by paying personal visits mention may be made of the Chief of Miraj-Senior, the Chief of Miraj-Junior, the Chief of Aundh, the Chief of Sangli, the Chief of Ramdurg, the Chief of Ichalkaranji and Shrimant Babasaheb Pant Sachive, the son of H.H. the Chief of Bhor. With the help of a donation of Rs. 200—given by the Chief of Miraj-Junior a library for young children is started and it is hoped that this small library for young children will prove very useful to them. The Chief of Sangli has also been generous enough to show his appreciation of our efforts in improving the methods of educating the children by giving a handsome donation of Rs. 400 for meeting the expenses necessary for making the new experiments a success. The Chief of Miraj-Senior who is always ready to lend a helping hand has not only given a donation to the school, but in addition has promised help in all efforts of the school to make education pleasant and real to young children. The Chief of Ichalkaranji has promised to institute a prize of Rs. 5 every year for the best boy in Nature Study. I cannot sufficiently thank these gentlemen for the help they have given. The year under report has brought to the school a total sum of Rs. 770 by way of donations large and small. Messrs. H. V. Phatak and S. V. Bapat, B. A. LL. B., and Dr. H. H. Mann have also expressed their desire to award prizes of the value of Rs. 5 every year to the best boys in Nature Study. I have to express my heartfelt thanks to these and other gentlemen for the substantial encouragement they have given.

8 It will not, it is hoped, be out of place if an outline of the experimental improvement started in the school be sketch-

ed in short. They may be divided into two classes. Those that are calculated to affect the health of children form one class, and the other class comprises those that tend to improve the methods of imparting knowledge.

The arrangement for the tiffin of children is that, practically half the number of boys bring their tiffin from home and the school provides them some kind of tables to take tiffin upon. The other half go home for the same purpose since their homes are within a distance of 3 or 4 minutes' walk. In order to bring this about I had to address a letter to the guardians drawing their attention to the necessity of feeding children in the afternoon. Personal cleanliness and cleanliness in clothes has also received attention. Children with dirty clothes are provided with clean ones until the washed clothes get dried. The washing is done by children themselves who are taught the operation if need be. Care is also taken that every child has got all the buttons on its coat and shirt. In case the buttons are found missing the child is required to stick them on in his class-room where the necessary buttons, thread and needle are provided. Certain medicines such as ointments for ordinary skin diseases are always kept in stock and suffering children are taught to use them whenever necessary.

Of the other class of improvements some are calculated to impart knowledge directly and the rest indirectly. In the first division I have not been able to achieve any considerable success, the great obstacle in the way being the want of proper knowledge of subject taught on the part of teachers concerned. A period of nearly 45 minutes at the end of the day is devoted to what is usually called the "training" of teachers. Of the five periods so available every week, one is spent in the study of child-mind, two are set apart for practising drawing and clay-modelling and of the remaining two one is taken up by a model lesson given by an experienced teacher and the other is devoted to the study of history and geography. Nature study and gardening have been introduced with a considerable success. Every child of the 3rd and the 4th standards can now be

found busy in the evening with a small plot of ground allotted to him in the garden for children, in watering, pruning or weeding-out operations. All the success attained in this direction must be put to the credit of Mr. Potekar one of the permanent teachers.

The children's library mentioned above has been found very useful and the small museum started only recently promises to create interest in observation. Stereoscopic views of important cities in India and those of historically important sites in Poona and its surroundings are greatly appreciated by children while receiving lessons in history. Hourly observation of temperature during school time are made by children on a thermometer put in a passage and are recorded on a graph paper put by its side for that purpose. Maximum and minimum temperatures are also taken and recorded daily on a Sixe's thermometer. The setting of the thermometer and the keeping of record is done by the children themselves. In such surroundings it is hoped that children will inculcate the spirit of observation and get deeply interested in all the subjects that find place in the curricula for different standards.

In order that parents and guardians of children and the teachers working in the school should be able to judge of the progress made by children intellectually and physically an improved form of progress book is introduced. This is intended to keep record for all the four or five years a child has to spend in this school, of the progress it shows in its mental faculties as indicated by the percentage of marks it secures in the different sub-heads of the usual subjects taught in a given standard, and of that in its physical being as indicated by the gain in weight and height. These data will, I hope, help to a large extent in improving methods of teaching and bring them upto date.

9 In conclusion I have to thank all the teachers on the staff for their hearty co-operation.

I have the honour to be,
 Sir,
 Your most obedient servant,
 K. R. KANITKAR,
Superintendent.

Report

OF THE

N. E. S. BOARDING HOUSE, POONA.

New English School Boarding House,

Poona, 26th April 1916.

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 1915-16.

2. During the year under report Mr. Y. D. Navathe, B. A., a resident teacher ceased working on the staff with a view to read for his M. A. He was a very popular and conscientious teacher, and his services were a real help to the boarders. The other resident teacher, Mr. P. V. Hirve, (Matric) left the Boarding House to prosecute his studies. I had to engage, therefore, the services of two new teachers, Messrs. D. M. Tungare, (I. E.) and G. G. Joshi, (Matric).

3. The total receipts during the year under report were Rs. 9,639 as against Rs. 10572 of the last year, and the total expenditure was Rs. 9,839 as against Rs. 11,032 of the previous year. The deficit of Rs. 200 is only nominal as the sum was spent on permanent repairs of the building as

sanctioned by the Society. An additional sum of Rs. 300 was spent by the Society in re-building a boundary wall of the Gadre-Wada. I have to note here with great satisfaction that this year the Boarding House could make both ends meet as there was no outbreak of plague throughout the year.

4. The number of boarders on the last day of the year under report was 46 as against 61 of the last year. The change in the dates of the Matriculation and the annual examinations in the school explains the marked fall in the number of boarders. In January the number on the roll was 74. Of these, twenty two, who were reading in the Matriculation classes, left the Boarding House in March after their examination was over. Similarly in February at the end of the annual examination some eight boarders left the House. This explains the abnormally low number of boarders on March 31. It will reach its normal figure in June. I cannot but remark here that this fall in the number of boarders is to take place every year from the end of February to the middle of June, *i. e.* for about three months and a half. The Boarding House will, of course, make the necessary reduction in the staff. All the same it will be perhaps impossible to conduct the institution for this period without any deficit. A solution will have to be found for this state of things. The average number of boarders on the roll and the average attendance were 67 and 59 as against the same figures of the last year.

5. The boarders were made every morning to go through some kind of physical exercise when the gymnasium teacher used to be present. The boarders appeared to have a special liking for Malkhamb and parallel bars. The Boarding House has begun to subscribe to a few periodicals suitable for boys. Occasional trips were arranged to interesting places like the Sinhagad Fort, the Shindya's Chhatri and others. The new

play-ground of the school has materially solved the standing question of a play-ground for the Boarding House

6. I give below the usual statistical tables.

TABLE I.

Religion or Caste of Students.

1.	Konkanastha Brahmins	...	...	8
2.	Deshastha Brahmins	...	...	15
3.	Karhada Brahmins	...	...	0
4.	Saraswat Brahmins	...	...	3
5.	Prabhus	...	...	5
6.	Marathas	...	...	8
7.	Gujaratis	...	...	1
8.	Lingayats	...	...	1
9.	Jains	...	...	0
10.	Sindhis	...	...	0
11.	Dipressed Classes	...	...	0
12.	Other Hindus	...	...	4
13.	Mahomedans	...	...	1
14.	Parsis	...	...	0
15.	Christians	...	...	0
Total				46

TABLE II.

How the Boarding House is fed.

Poona	...	...	2	Bhor State	...	...	1
Satara	...	...	3	Miraj (Senior) State	...	...	2
Sholapur	...	...	2	Kolhapur State	...	...	2
Ahmednagar	...	...	2	Mudhol State	...	...	2
Nasik	...	...	2	Berar & Central Provinces	...	...	5
E. Khandesh	...	...	2	Indore State	...	...	3
Thana	...	...	3	Baroda State	...	...	3
Kolaba	...	...	2	Nizam's Dominions	...	...	4
Bombay	...	...	2	Dewas State	...	...	1
Belgaum	...	...	1	Gwalior State	...	...	1
Dharwar	...	...	1				
Total				...	22	Total		...	24
Grand Total				...	46				

TABLE III.

Marriage and Age.

A—Marriage.

No. of Students married	...	...	2
No. of Students unmarried	...	...	44
			<hr/>
Total	...	...	46

B—Age.

Below 10	...	...	...	1
From 10 to 12	...	...	...	1
From 12 to 14	...	...	...	9
From 14 to 16	...	...	...	17
From 16 to 18	...	...	...	14
From 18 to 20	...	...	...	4
				<hr/>
Total	...	...	...	46

TABLE IV.

Annual Income of Parents or Guardians.

Below Rs. 100	...	...	...	0
From Rs. 100 to 300	...	...	...	0
„ 300 to 500	...	...	...	0
„ 500 to 1000	...	...	...	4
„ 1000 to 2000	...	...	...	16
„ 2000 to 3000	...	...	...	14
„ 3000 to 6000	...	...	...	11
Above Rs. 6000	...	...	...	1
				<hr/>
Total	...	...	...	46

TABLE V.

Occupation of Parents or Guardians.

Government Servants ...	11	Landlords & Agriculturists	10
State Servants ...	7		
Private Servants...	3	Lawyers ...	7
Jahagirdars & Inamdars...	6	Merchants ...	2
Total ...	37	Total ...	9
Grand Total ...	46		

Lastly I wish to express my perfect satisfaction with the services of Mr. D. W. Bhate to the Boarding House and endorse the appreciating remarks made by Prof. Bhate regarding the same in his annual report for the year 1910-11.

I have the honour to be,

Sir,

Your most obedient servant

G. V. TULPULE,

Superintendent.

Appendices.

APPENDIX A.

I a.

List of Endowments.

With the Deccan Education Society, Poona.

Serial No	Year.	Name of Endow- ment.	Name of the Donor.	Amount.	How utilised.		How invested.	Amount of interest.	
					Name of the Insti- tution.	Object.			
1	1883	Kagal Prize.	Shrimant Abasaheb Ghatage, Chief of Kagal, Kagal.	500	N. E. S. Poona.	General. <i>Matric.</i>	Post Office Savings Bank. 3½ p. c.—Govt. Pro. Notes.	17	8 0
2	1884	Fergusson ,,	Sir James Fergus- son, England.	1300	Fergus- son Col- lege.	General. <i>P.E.Class</i>	Do. Do.	45	8 0
3	1885	Kirane ,,	Gangadhar Ram- krishna Kirane Esq., State Engi- neer, Sangli.	1500	Do.	Mathe- matics.	Do. Do.	52	8 0

4	1885	Ś. V. Patwardhan,	R. B. S. V. Patwardhan, Poona.	500	N. E. S. Poona.	Do. <i>Matric.</i>	Do.	Do.	17	8	0
5	1886	Keshav Bapat	R. S. Bhalchandra Trimbak Bapat, Poona.	500	Do.	Science. <i>Matric.</i>	Do.	Do.	17	8	0
6	1886	Gulve	Vithoba Khandappa Gulve Esq., Panwel.	500	Ferguson College.	Mathematics. <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. <i>Matric.</i>	Do.	Do.	10	8	0
8	1890-91	Lord Reay	Lord Reay, England.	1000	Do.	Good conduct. <i>Matric.</i>	Do.	Do.	35	0	0
9	1892-93	G. K. Bhatvadekar	Sir Bhalchandra Krishna Bhatvadekar, Bombay.	1000	Ferguson College.	General <i>I. E. Class.</i>	Port Trust Bonds		40	0	0
10	1892-93	C. N. Apte, Prizes	V. N. Apte Esq, Poona.	1000	Do.	General <i>I. E. & 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. 3½ p. c. Govt. Pro. Notes.	42	0 0
12	1896-97	Janardan Gopal Pr.ze.	Janardhan 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. 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 Studentship.	Shrimant Narayan Rao Govind <i>alias</i> Babasaheb Ghorpade, Chief of Ichalkaranji.	5600	Do.	General.	Rs. 2100. Fixed Deposit Indian Specie Bank. Rs. 1400 Deccan Bank and Rs. 2100 P. O. S. B 3½ p.c. Govt. P. N.	259 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.		Rs.	A	P.
20	1909-10	Nimkar Scholarships.	Vasudeo Anant Nimkar, Esq., Kolhapur.	4,257	Do.	General.	1968-12 Fixed Deposit Indian Specie Bank. 981-4-0 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 Poonā.	General 3rd Standard.	Post Office Savings Bank. 3½ p. c. Govt. Pro. Notes.	3	8	0

23	1911-12	Saraswatibai Dravid Scholar ship.	Ganesh Vyankatesh Dravid Esq., Yeotmal.	6000	Dravid High School, Wai.	General.	Fixed Deposit Indian Specie Bank, Poona.	300	0	0
24	1912-13	Balkrishna } Yeshodabai } Laxmibai } Sarasvatibai } Narayan Balkrishna } Brahme Prize.	Narayan Balkri- shna Brahme Esq, retired Sub-Judge, Poona.	15,000	Fergus- son Col- lege.	Do.	Post Office Sav- ings Bank, 3½ p c. Govt: Pro. Notes.	525	0	0
25	1912-13	Mahadecrao Limaye Scholarship.	Dr. Chintaman Mahadeo Limaye, Kelhapur.	1,500	Do	General <i>P. E.</i> <i>Class.</i>	Port Trust Bonds	60	0	0
26	1912-13	Halbe Science Apparatus.	Narayan Laxman Shastri Halbe Esq. Wai.	500	Dravid High School, Wai.	Science Appara- tus.	Post Office Sav- ings Bank 3½ p c. Govt: Pro. Notes.	17	8	0
27	1912-13	S. V. Patwardhan Free Studentships	Rao Bahadur S. V. Patwardhan, Poona.	500	N. E. S. Poona.	Free Stu- dentship.	Do.	17	8	0

Serial No	Year.	Name of Endow- ment.	Name of the Donor.	Amount.	How utilised		How invested.	Amount of Interest.		
					Name of the Insti- tution.	Object.				
28	1912-13	Durgabai Apte Prize	Shankar Ravji Apte Esq., Hubli.	1,450	Fergus- son Col- lege.	<i>I. E Girl Student. General.</i>	Post office Sav- ings Bank. $3\frac{1}{2}$ p. c. Govt : Pro. Notes.	50	12	0
29	1912-15	K. R. Godbole Fund.	The Hon'ble Divan Bahadur K. R. Godbole, Poona.	10,000	Navin M. Shale, Poona.	Poor students	Do.	350	0	0
30	1913-14	Raghunath Mahadeo Kelkar Scholar- ship.	Rao Bahadur Raghunath Mahadeo Kelkar, Baroda.	300 (Part of as endow- ment of Rs 2500.)	Fergus- son Col- lege.	General.	Do.	10	8	

31	1914-15	Science and Arts Library.	Narayan Bal-krishna Bra' m. Esq Poona	15,000	Ferguson Col- legs.	Science Litera- ture.	Do.	525	8	0
32	Do.	Haribhau Babaji Bhapkar Prize.	Haribhau Babaji Bhapkar, Bombay.	1600	Do.	Maratha Student P E Class.	3½ p c. Govt : G. P. Notes.	35	0	0
33	Do.	Ramabai Chapekar. Prize.	Narayan Govind Chapekar, Dhulia	1000	Do.	I.E. Girl Student, General	Do.	35	0	0
34	Do.	Saraswatibai Joglekar Scholarship.	Mrs. Saraswatibai. Joglekar, Poona.	700	Dravid High School, Wai.	Poor Student	Post Office Sav- ings Bank. 3½ p c. Gov. Pro : Notes.	24	8	0
35	Do.	G. D. Thatto. Prize.	G. D. Thatte, Esq British East Africa.	250	Do.	Sanskrit Litera- ture.	Do.	8	12	0

Serial No.	Year.	Name of Endowment.	Name of the Donor.	Amount.	How utilised.		How invested.	Amount of Interest.		
					Name of the Institution.	Object.				
26	1915-16	Rao Bahadur Ichharam, Scholarship.	Rao Bahadur Ichharambhai B. Poona.	5000	Ferguson College.	General. P. E.	D. E. Society's Debentures at 4 p. c	180	0	0
37	Do.	Rao Bahadur Ichharam Prize.	Do.		N. E. S. Poona.	General. <i>Matric.</i>	Do.	20	0	0
38	Do.	G. R. Bapat, Scholarship.	G. R. Bapat, Esq., Dhulia.		2400	Ferguson College.	P. E.	2½ p. c G. P. Notes.	84	0	0
Total...				108942				4157	10	0

Appendix A.

I a.

Abstract of Investments.

Rs.	63,073	4	0	...	Post Office Savings Bank 3½ p. c.
					Govt. Pro: Notes.
,,	16,000	0	0	...	Port Trust Bonds.
,,	8,000	0	0	...	3 p. c. Govt. Pro: Notes.
,,	4,400	0	0	...	3½ p. c. Govt. Pro. Notes.
,,	10,068	12	0	...	Fixed Deposit Indian Specie Bank.
,,	5,000	0	0	...	D. E. Society Debentures.
,,	1,400	0	0	...	Deposit Deccan Bank.
,,	1,000	0	0	...	2 Shares, Deccan Paper Mills.
<hr/>					
Rs.	1,08,942	0	0		

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 Rambhaji Rao Mahadik.	6000	N. E. S. Poona.	Sanskrit, and Marathi.	175	0 0	
3	1905-06	Vadadekar Scholarship.	Rambhau Vadadekar Esq., Poona.	1100	Ferguson College.	General	38	8 0	

Serial No.	Year.	Name of Endow- ment.	Name of the Donor.	Amount.	How utilised.		Amount of Interest received.			Remarks.
					Name of the Insti- tution.	Object.				
4	1906-07	Khatav Makhanji Prise.	Shet Govardhandas Khatav Makhanji, Bombay.	2500	Do.	General P. E. Class.	150	0	0	
5	1906-07	M. G Ranade Fund.	The Hon. Mr. Jus- tice M.G. Ranade.	1000	N. E. S. 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, Jamkhindi.	...	Ferguson College.	General P. E. Class.	60	0	0	
2	1905-06	Vinchoorkar Scholarship	Sirdar Vithal Rao alias Nana Saheb Vinchurkar, Vinchur.	2500	Do.	General B. A. Class.	150	0	0	
3	1908-09	G. B. Limaye S.olarships.	Ganesh Balwant Limaye, Poona.	...	N. E. S. Poona.	Manual Training	60	0	0	

Appendix A I c.

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.	Ganesh Balwant Limaye Esq., Poona.	...	Ferguson College.	Workshop.	60	0	0		
5	1910-11	Ganesh Venkatesh Dravid Fund.	Ganesh Venkatesh Dravid Esq., Yeotmal.	...	Dravid High School, Wai.	General.	1000	0	0		
6	1913-14	Joshi German Scholarships.	Krishnaji Pandurang Joshi Esq., Athani.	18000	Ferguson College.	German Scholarship.	720	0	0		
							Total ...	2050	0	0	

APPENDIX II.

Contributions received during the year 1915-16

Total amount received from Contributors up to 31st March 1916.	Names of Contributors.	Sub-Total.		Grand-Tot.	
		Rs.	a p.	Rs.	a p.
	Ahmedabad.				
3,000	Sir Chinubhai M. Ranchhoddas ...	3,000			
				3,000	0
	Akola.				
100	R. D. Jog Esq. B. A	50	0 0		
				50	0
	Bagalkot.				
200	D. R. Patwardhan Esq. B. A. I.L. B. ...	50	0 0		
				50	0
	Bandra.				
200	H. V. Date Esq. Minamlatdar ...	50	0 0		
				50	0
	Baroda.				
12,000	H. H. Sir Sayaji Rao Maharaja Gaikwad of Baroda ...	5,000	0 0		
1,000	V. P. Madhavrao Esq., Divan of Baroda.	1,000	0 0		
1,000	Sardar N. E. Ghorpado. (for New quarters F. C.)	1,000	0 0		
500	Prince Jayasing Rao Gaikwad.	500	0 0		
200	Sardar G. P. Rodey.	200	0 0		
200	G. S. Apte Esq.	200	0 0		
200	L. G. Ghanekar Esq.	200	0 0		

Contributions received during the year 1915-16 (*Continued*).

Total amount received from Contributors up to 31st March 1916	Names of Contributors.	Sub-Total.			Grand-Total		
		Rs.	a.	p.	R.	a.	p.
	Baroda (<i>Continued</i>)						
200	G. R. Nimbalkar Esq. ...	200	0	0			
160	Ganesh Anant Lele Esq. ...	160	0	0			
100	M. G. Gaikwad Esq. ...	100	0	0			
100	Hargovinddas D. Kantawala Esq.	100	0	0			
100	G. B. Sane Esq. B.A.LL.B.	100	0	0			
100	G. D. Parikh Esq. B. A. LL. B.	100	0	0			
100	Mrs. Malatibai Vasanttrao Kashal- kar.	100	0	0			
100	V. D. Sataghare Esq.	100	0	0			
100	J. J. Savant Esq. L. C. E.	100	0	0			
100	Raoji R. Shirguonkar Esq.	100	0	0			
70	M. M. Shitole Esq.	70	0	0			
50	B. N. Patkar Esq.	50	0	0			
50	Dr. Dhanjishah Metha.	50	0	0			
50	Khaserao B. Jadbav Esq. -	50	0	0			
50	Shankarrao Shastri Esq.	50	0	0			
50	M. K. Nadkarni Esq.	50	0	0			
50	R. K. Jadhav Esq.	50	0	0			
30	Sardar S. S. Puranik.	30	0	0			
30	A. G. Gaikwad Esq.	30	0	0			
30	K. V. Sarangpani Esq.	30	0	0			
25	Sardar A. Y. Morey.	25	0	0			

Contributions received during the year 1915-16 (*Continued*).

Total amount received from Contributors up to 31st March 1916.	Names of Contributors.	Sub-Total.			Grand Total.		
		Rs.	s.	p.	Rs.	s.	p.
Baroda (Continued).							
25	P. B. Joshi Esq. ...	25	0	0			
25	G. R. Palkar Esq. ...	25	0	0			
25	B. V. Punekar Esq. ...	25	0	0			
25	K. B. Pandit Esq. ...	25	0	0			
25	R. D. Phadke Esq. ...	25	0	0			
25	H. Kothawala Esq. ...	25	0	0			
25	Lt. J. Nimbalkar ...	25	0	0			
20	Dr. T. R. Pandya ...	20	0	0			
20	J. S. Kudalkar Esq. ...	20	0	0			
5	K. D. Dalal Esq. ...	5	0	0			
1	J. G. Gune Esq. ...	1	0	0			
1	S. G. Herlekar Esq. ...	1	0	0			
					9967	0	0
Bhinwalla (Marwar)							
8	Govind Narayan Paradkar Esq. ...	8	0	0			
					8	0	0
Bijapur.							
75	B. V. Dharwadkar Esq. ...	5	0	0			
					5	0	0
Bombay.							
12000	Sir Shapurji B. Broacha (for Students' Reading Room and Library.) ...	10000	0	0			
1000	Shantidas Askuram Esq. (for New Quarters F. C.) ...	1000	0	0			

Contributions received during the year 1915-16 (Continued)

Total amount received from Contributors up to 31st March 1916.	Names of Contributors.	Sub-Total.			Grand-T		
		Rs.	a.	p.	Rs.	a.	p.
	Bombay (Continued).						
200	Hiralal M. Shaba Esq. ...	200	0	0			
51-14-6	A Symphiser "D" ...	51	14	6			
50	Krishnarao H. Goregaonkar Esq.,...	50	0	0			
200	A. V. Thakar Esq. ...	25	0	0			
					11326	14	6
	Delhi						
2	V. K. Pendse Esq. ...	2	0	0			
	Dhulia.						
30	S. B. Upasani Esq. ...	30	0	0			
	Etawah (U. P.)						
410	V. N. Mehta Esq. I. C. E. ...	120	0	0			
	Gajendragad.						
800	Sardar BhujangRao Yeshwant Rao alias Appasaheb Ghorpade (for New Quarters F. C.) ..	800	0	0			
	Hubli						
150	Vishwanath Narayan Joshi Esq. ...	50	0	0			
	Hyderabad (Sind)						
150	A Sindhi Elphistonian ...	150	0	0			
					150	0	0

Contributions received during the year 1915-16. (Continued).

Total amount received from Contributors up to 31st-March 1915.	Names of Contributors.	Sub-Total,			Grand-Total		
		Rs.	a.	p.	Rs.	a.	p.
	Indore.						
21,000	H. H. Sawai Tukoji Rao III Maharaja Holkar of Indore. ... (For Biological Laboratory)	20,000	0	0			
220	Dr. Prabhakar R. Bhandarkar. ...	200	0	0			
60	S. B. Hudlikar Esq. ...	60	0	0			
					20,260	0	0
	Junagad.						
25	Anant Sadashiv Tambe Esq. ...	25	0	0			
					25	0	0
	Madha.						
125	R. L. Deshmukh Esq. B.A. LL.B.	25	0	0			
					25	0	0
	Mahad.						
150	Shet Natha Narayan Gujar. ...	50	0	0			
					50	0	0
	Morshi.						
10	T. R. Pingle Esq. ...	10	0	0			
					10	0	0
	Myingyan (Burma).						
200	Ganesh Hari Karmarkar Esq. ...	200	0	0			
					200	0	0
	Nagpur.						
190	V. D. Sathaye Esq. ...	60	0	0			
					60	0	0

Contributions received during the year 1915-16. (Continued).

Total amount received from Contributors up to 31st March 1916.	Names of contributors.	Sub-Total.		Grand-Total	
		Rs.	a. p.	Rss	a. p.
	Poona.				
8000	Trustees of a Private Fund. ...	8,000	0 0		
2700	Balak Ram Esq. I. C. S. ...	375	0 0		
300	A. S. Dalvi Esq. M.A. ...	300	0 0		
750	Shrimant Shridharrao Vithal Natu. ...	250	0 0		
200	V. T. Agasho Esq. L.C.E. ...	200	0 0		
500	Vinayakrao N. Natu Esq. ...	200	0 0		
140	Krishnaji Hari Gokhale Esq. ...	140	0 0		
100	Rao Bahadur V. N. Khopkar. ...	100	0 0		
100	Vasudeo R. Gupte Esq. B. A. LL.B. ...	100	0 0		
100	Ganesh Ramkrishna Datar Esq. 1st Class Sub-judge. ...	100	0 0		
100	Sardar Trimbak Narhar Rajmachikar... ...	100	0 0		
100	T. G. P. Ayer Esq. ...	50	0 0		
1,000	M. S. Kulkarni Esq. ...	25	0 0		
				9,940	0 0
	Roha.				
500	Shrimant Vasudeo Balkrishna Mehendale. ...	500	0 0		
250	R. M. Gangal Esq. ...	250	0 0		
100	Messrs. Luxman Kerushet & Co. ...	100	0 0		
100	R. H. Gangal Esq. ...	100	0 0		
100	S. N. Bartakke Esq. ...	100	0 0		
50	D. G. Deshmukh Esq. ...	50	0 0		

Contributions received during the year 1915-16 (Continued).

Total amount received from Contributors up to 31st March 1916.	Names of Contributors.	Sub-Total.			Grand Total		
		Rs.	s.	p.	Rs.	s.	p.
	Roha (Continued).						
25	N. B. Athavale Esq. ...	25	0	0	1125	0	0
	Satara.						
2200	Rao Saheb Raoji R. Kale B.A.L.L.B.	2000	0	0			
100	Ramchandra Ganesh Soman Esq. B.A.L.L.B.	100	0	0			
50	Dr. Vishnu Balvant Bhide ...	25	0	0			
40	Waman Hari Mavlankar Esq. ...	20	0	0	2145	0	0
	Sholapur.						
200	Dr. V. V. Mulye L. M. & S. ...	50	0	0			
300	G. N. Gokhale Esq., L. C. E. ...	20	0	0	70	0	0
	Simla.						
200	A past Student ...	200	0	0	200	0	0
	Thana.						
400	Vinayak Hari Dongre Esq. ...	100	0	0			
200	N. L. Phadke Esq. B.A. ...	100	0	0			
190	Balkrishna Vaman Kharkar Esq. ...	60	0	0			
50	Keshav Appaji Padhye Esq. B.A.L.L.B.	15	0	0	275	0	0
	Vinchur.						
300	Shrimant R. K. Vinchurkar. ...	150	0	0			
480	Shrimant S. R. Vinchurkar B. A. ...	165	0	0			
					315	0	0
	Grand Total	60,308	14	6			

Abstract of Contributions received during the year 1915-16.

Serial No.	Names of Places.	Sub-Total.			Rs. a p.
		Rs.	a	p.	
1	Ahmedabad	3000	0	0	
2	Akola... ..	50	0	0	
3	Bagalkot	50	0	0	
4	Bandra	50	0	0	
5	Baroda... ..	9967	0	0	
6	Bhinwalia (Marwar)	8	0	0	
7	Bijapur	5	0	0	
8	Bombay	11,326	14	6	
9	Delhi	2	0	0	
10	Dhulia... ..	30	0	0	
11	Etawah... ..	120	0	0	
12	Gajendragad	800	0	0	
13	Hubli... ..	50	0	0	
14	Hyderabad (Sind)	150	0	0	
15	Indore... ..	20,260	0	0	
16	Junagad	25	0	0	
17	Madha... ..	25	0	6	
18	Mahad... ..	50	0	0	
19	Morshi	10	0	0	
20	Myingyan (Burma)	200	0	0	
21	Nagpur	60	0	0	
22	Poona	9,940	0	0	
23	Roha	1,125	0	0	
24	Satara	2,145	0	0	
25	Sholapur	70	0	0	
26	Simla	200	0	0	
27	Thana	275	0	0	
28	Vinchar	315	0	0	
	Grand Total.....	60,308	14	6	

APPENDIX A

III

Abstract Account of the Pension Fund of the Deccan
Education Society, Poona, for the year 1915-16.

RECEIPTS.

Item No.	Particulars.	Sub-Total.			Grand-Total.		
		Rs.	a.	p.	Rs.	a.	p.
1	<i>Opening Balance</i>						
	(1) Govt. Securities with Accountant General Post Offices, Calcutta	17,500	0	0			
	(2) Post Office Savings Bank, Sadashiv Peth, Account No. 65360	7,875	15	4			
	(3) With the Secretary	0	0	5			
					25,375	15	9
2	<i>Pension Fund Contributions from:-</i>						
	(1) Fergusson College, Poona...	3,650	0	0			
	(2) New English School, Poona	1,962	0	0			
	(3) New English School, Satara	504	15	4			
	(4) N. M. Shala, Poona	240	0	0			
	(5) D. E. Society, Poona	180	0	0			
	(6) Dravid High School, Wai...	43	3	3			
	(7) N. E. S. Boarding House...	36	0	0			
					6,616	2	7
3	<i>Interest on:-</i>						
	(1) Govt. Securities						
	June 1915	354	12	7			
	December 1915	448	12	5			
	(2) Current for 1914-15	123	1	7			
4	<i>Discount in purchasing</i>				926	10	7
	Govt. Securities through Post Office				674	4	0
						
	<i>Total for the year...</i>	8,217	1	2			
	Grand Total				33,593	0	11

III

Abstract Account of the Pension Fund of the Deccan
Education Society, Poona, for the year 1915-16.

EXPENDITURE.

Item No.	Particulars.	Sub-Total.			Grand Total.		
		Rs.	a.	p.	Rs.	a.	p.
1	<i>Pensions paid to--</i>						
	(i) Life-members :-						
	(1) Prof. C. G. Bhanu, B.A. ...	480	0	0			
	(2) Prof. G. V. Lele, B.A. ...	480	0	0			
	(3) Prof. D. K. Karve, E.A. ...	480	0	0			
					1 440	0	0
	(ii) Permanent Servants :-						
	(4) Mr. G. R. Nandargikar ...	216	0	0			
	(5) Mr. N. J. Bapat ...	190	0	0			
	(6) Mr. H. T. Ambdekar ...	120	0	0			
	(8) Mr. G. G. Dikshit ...	150	0	0			
	(7) Mr. S. R. Munshi ...	120	0	0			
	(9) Mr. Krishna Rama Waikar.	40	0	0			
					836	0	0
2	<i>Balance :-</i>						
	(1) Govt. Securities with the Accountant General Post Office, Calcutta ...	26,800	0	0			
	(2) Post Office Savings Bank, Sadashiv Peth, Poona City, Account No. 65360 ...	4,517	0	11			
					31,317	0	11
	Grand Total ...				33,593	0	11

APPENDIX A.

IV

Abstract Account of the Permanent Fund of the Deccan
Education Society, Poona, for the year 1915-16.
RECEIPTS.

No.	Particulars.	Sub-Total.		Grand-Total.	
		Rs.	a. p.	a.	p.
1	Opening Balance,			139085	13
2	Contributions :-				
	(i) General	60,308	14 6		
	(ii) Special from Mr. S. G. Ban- ker, Bombay	50	0 0		6
				60,358	14
3	Endowments :-				
	Ganpa'rao Ramkrishna Bapat Esq., Dhulia	2,400	0 0		
	Rao Bahadur Ichbaram Poona	5,000	0 0		
	D. B. K. R. Godbole, Poona ..	2,000	0 0		
	Vasudev Anant Nimkar Esq. Kolhapur	1,307	0 0		
				10,707	0 0
4	Imperial Grant for 1915-16.			11,250	0 0
5	Loans from :-				
	Mrs. Kashibai Deodhar, Indore.	1,000	0 0		
	Dr. K. K. Joshi, Poona	500	0 0		
	Mrs. Jankibai Ganpule, Poona.	300	0 0		
	R. K. Bhide Esq., Nasik	250	0 0		
				2,050	0 0
6	Foreign Travel, advance recovered			1,051	11 4
7	Students' Fund.			229	14 0
8	Discount in purchasing Govt. Secu- rities through Post Office.			1,595	13 6
	Debentures	39,500	0 0		
	Part Payment	1,000	0 0	40,500	6 0
10	Ramanbag - Rs. 500 for this year and Rs. 500 for 1914-15.			1,000	0 0
11	Deposit from :-				
	(1) Mr. K. R. Sathe for Build- ings in the form of Govt. Pro. Note	1,000	0 0		

IV

Abstract Account of the Permanent Fund of the Deccan Education Society,
Poona, for the year 1915-16.

EXPENDITURE.

No.	Particulars.	Sub-Total.			Grand-To tal		
		Rs.	a.	p.	Rs.	a.	p.
1	<i>New Buildings :—</i>						
	(1) New Quarters	20,858	7	6			
	(2) Physical Laboratory	21,957	0	9			
	(3) Chemical Laboratory	11,268	13	6			
	(4) Biological Laboratory	10,158	15	0			
	(5) N. E. S., Satara Rooms	4 750	0	0			
	(6) Nana Wada Engineer's charges	2,000	0	0			
	(7) Wire Fencing to Survey No. 116 Bhamburda	529	7	2			
	(8) Godbole Wada	499	6	0			
	(9) Raman Bag	507	8	0			
	(10) Reading Room & Library, F. O.	95	1	6			
2	<i>New Property :—</i>				72,624	11	5
	Survey No. 94 Sadashiv Peth Poona City	4,291	10	5			
	Survey No. 221, Bhamburda	1,075	15	0			
					5,367	9	5
3	<i>Water Supply to Fergusson College</i>				4,288	2	9
4	<i>Loans paid back :—</i>						
	Messrs. Gune and Kale	8,000	0	0			
	R. B. Ichharam	5,000	0	0			
	R. S. R. R. Kale	2,000	0	0			
	Prof. K. R. Kanitkar	1,000	0	0			
	Mr. N. R. aNaravne	1,000	0	0			
	Bombay B nking Co.	196	6	0			
					17,196	6	0
5	<i>Deposit returned to Mr. K. R. Sathe</i>				2,000	0	0
6	<i>New Furniture for F. C. Quarters</i>				1,650	0	0
7	<i>Expenses in collecting Subscriptions</i>				156	13	9
8	<i>Repairs to Gadra Wada.</i>				310	8	0
	<i>Total for the year...</i>	103594	3	4			
9	<i>Closing Balance—</i>						
	(a) Securities				44,000	0	0
	(b) With the Trustees of the Donor.						
	(i) Sangli Treasury	6,000	0	0			
	(ii) Trustees of Shrimant Ram bhajirao Mahadik	6,000	0	0			

XXVII

IV

Abstract Account of the Permanent Fund of the Deccan
Education Society, Poona, for the year 1915-16.

RECEIPTS.

Item No.	Particulars.	Sub-Total.			Grand-Total.		
		Rs.	a.	p.	Rs.	a.	p.
	(2) Mr. Balaji Narayan Wagh for Buildings in the form of Society's Debenture ...	1,000	0	0			
	(3) Fergusson College, Poona ...	4,000	0	0			
	(4) Dravid High School, Wai..	938	12	9			
	(5) Messrs. K.R. Sathe and Ba- loba Wagh for Buildings...	600	0	0			
	(6) Through Prof. H.G. Limaye	550	0	0			
	(7) Current Fund	5,100	0	0			
					13,186	12	9
12	<i>Foreign Scholarship Fund interest.</i>	66	14	4			
13	<i>Permanent Fund interest</i>	311	11	9			
					1,098	10	1
	<i>Total for the year...</i>	14,238	12	2			
	Grand Total ...				28,139	10	0

XXVIII

IV

Abstract Account of the Permanent Fund of the Deccan Education Society,
Poona, for the year 1915-16.
EXPENDITURE.

No.	Particulars.	Sub-Total.			Grand Total.		
		Rs.	a.	p.	Rs.	a.	p.
	(iii) Shet Govardhandas Kha- tav	2,500	0	0			
	(iv) Trustees of the late Mr. Justice M. G. Ranaric ..	1,000	0	0			
					15,500	0	0
	(c) Bank of Bombay						
	(i) Fixed Deposit receipt ...	25,000	0	0			
	(ii) Current Account... ..	743	15	7			
					25,743	15	7
	(d) Deccan Bank, Poona						
	(i) Fixed Deposit receipt ...	4,400	0	0			
	(ii) Current Account... ..	8	6	5			
					4,408	6	5
	(e) Indian Specie Bank F. D. R				8,568	12	0
	(f) Bombay Banking Co.						
	(i) Fixed Deposit	112	8	0			
	(ii) Current Account... ..	753	4	0			
					865	12	0
	(g) P. O. S. B. (No. 65359 Endowment Fund)						
	(i) Postal securities	64,100	0	0			
	(ii) Current Account... ..	3,310	11	10			
					67,410	11	10
	(h) P. O. S. B. (No. 65358 Permanent Fund)						
	(i) Postal Securities... ..	6,800	0	0			
	(ii) Current Account... ..	262	13	1			
					7,062	13	1
	(i) P. O. S. B. (No. 64390 Student's Fund)						
	(i) Postal Securities	3,380	0	0			
	(ii) Current Account... ..	167	2	0			
					3,547	2	0
	(j) P. O. S. B. (No. 70678 Foreign Scholarship Fund)						
	(i) Postal Securities	500	0	0			
	(ii) Current Account... ..	135	10	2			
					635	10	2
	(k) With the Secretary.				57	3	7
	Total Balance	177,800	6	8			
	Grand Total				281,394	10	0

K. J. Patankar,
Auditor.

H. G. Limaye,
Secretary.

APPENDIX A.

V

Abstract Account of the Current Fund of the Deccan Education
Society, Poona, for the year 1915-16.

RECEIPTS.

No.	Particulars.	Sub-Total.		Grand-Total.	
		Rs.	a. p.	Rs.	a. p.
1	<i>Opening Balance</i>			89	10 9
2	<i>Interest for the year 1915-16.</i>			4,370	11 7
3	<i>Rent on Society's property :—</i>				
	(1) Fergusson College Poona ...	9,785	1 0		
	(2) New English School, Satara...	2,200	0 0		
	(3) N. E. School, Poona ...	920	0 0		
	(4) N. E. S. Boarding House ...	900	0 0		
	(5) N. M. Shala, Poona ...	184	0 0		
	(6) Gajanan Choubal Lodge ...	157	0 0		
	(7) Godbole Wada ...	144	0 0		
	(8) M. T. Gadre Esq. (For Water pipe)	2	0 0		
				14,292	1 0
4	<i>Discount on Building Insurance Premia</i>			662	0 0
	<i>Total for the year...</i>	19,324	12 7		
	<i>Grand Total ...</i>			19,414	7 4

K. J. Patankar,
Auditor.

H. G. Limaye,
Secretary.

Abstract Account of the Current Fund of the Deccan Education
Society Poona, for the year of 1915-16.

EXPENDITURE.

No.	Particulars.	Sub-Total.		Grand-Total.	
		Rs.	a. p.	Rs.	a. p.
1	Interest on <i>Endowments paid to</i> :-				
	(a) Fergusson College, Poona ...	2,644	8 0		
	(b) New English School, Poona ...	368	0 0		
	(c) N. M. Shala, Poona ...	178	8 0	3,191	0 0
2	Interest paid on :-				
	(a) Special Contributions ...	435	0 0		
	(b) Loans ...	1,551	3 6		
	(c) Debentures ...	888	9 8	2,874	13 2
3	Contributions paid to :-				
	(a) N. M. Shala, Poona ...	3,600	0 0		
	(b) N. E. School, Satara ...	2,200	0 0		
	(c) F. C. Magazine ...	900	0 0		
	(i) General 400 } (ii) Special 500 }				
	(d) N. E. S. Boarding House ...	200	0 0	6,900	
4	Contingencies :-				
	(a) Printing ...	189	8 0		
	(b) Miscellaneous ...	184	11 1		
	(c) Postage, Telegrams &c. ...	127	4 6		
	(d) Carriage hire ...	45	2 6	546	10 1
5	Rent and Taxes :-			22	5 0
6	Deposit with the Permanent Fund			5,100	0 0
	Total for the year ...	18,634	12 3		
	Closing balance ...			779	11 1
	Grand Total ...			19,414	7 4

K. J. Patankar,
Auditor.

H. G. Limaye,
Secretary.

Abstract Account of the Fergusson College, Poona, for the
Year—1915-16.

RECEIPTS.

Item No.	Particulars.	Sub-Total.		Grand-Total.	
		Rs.	a. p.	Rs.	a. p.
1	Opening Balance			5354	5 7
2	Fees and Fines				
	(a) College Fees	70352	8 0		
	(b) Special Fees for Science ...	2859	0 0		
	(c) Special Fees for Science (P.E.)	5802	0 0		
	(d) First year Examination fees	5290	0 0		
	(e) Fines	173	4 0		
				84476	12 0
3	Government Grant				
	(a) Efficiency	10000	0 0		
	(b) For Dakshina Fellowships...	1800	0 0		
				11800	0 0
4	Room Rent				
				4913	0 0
5	Miscellaneous				
				261	13 0
6	Endowments				
	(A) Prizes.				
	(a) Apte V. N.	50	0 0		
	(b) Apte Durgabai	50	0 0		
	(c) Bhatavadekar	35	0 0		
	(d) Brahme	45	0 0		
	(e) Bhide N. B.	50	0 0		
	(f) Fergusson	45	8 0		
	(g) Gulve	17	8 0		
	(h) Janardhan Gopal	60	0 0		
		353	0 0		
	Carried forward..			106805	14 7

Abstract Account of the Fergusson College, Poona, for the
Year 1915-16.

EXPENDITURE.

Item No.	Particulars.	Sub-Total.			Grand-Total.		
		Rs.	a.	p.	Rs.	a.	p.
1	<i>Payments</i> ...						
	(a) Life-members ...	25,849	15	0			
	(b) Other Professors ...	7,835	5	8			
	(c) Dakshina Fellows ...	1,800	0	0			
	(d) Establishment ...	6,724	12	2			
	(e) Pension fund contribution ...	3,650	0	0			
	(f) Life Insurance Policies ...	2,181	7	0			
	(g) Income tax ...	496	14	0			
	(h) Carriage hire ...	4,066	8	0			
					52,604	13	10
2	<i>Scholarships</i> ...				1,949	4	0
3	<i>Rent and Taxes</i> ...						
	(a) Main building rent ...	5,785	1	0			
	(b) New quarters ,, ...	4,009	0	0			
	(c) Ground rent ...	570	0	0			
	(d) Water Rates ...	275	8	0			
					10,630	9	0
4	<i>Library</i> ...				2,506	15	0
5	<i>Laboratory</i> ...						
	(a) Chemical ...	3,088	10	1			
	(b) Physical (including work-shop) ...	4,293	2	4			
	(c) Biology (including garden) ...	2,000	0	7			
					9,381	13	0
6	<i>New furniture</i> ...				703	0	0
7	<i>Contingency</i> ...				2,000	0	0
8	<i>Dispensary</i> ...				299	15	3
9	<i>Lighting</i> ...				344	5	9
10	<i>Miscellaneous</i> ...				423	3	3
11	<i>Repairs and Renewals</i> ...						
	(a) Building ...	817	8	9			
	(b) Roads and gutters ...	657	14	8			
	(c) Water works ...	498	9	6			
	Carried forward...				80,843	15	1

RECEIPTS. (Continued).

Item No.	Particulars.	Sub-Total.		Grand-Total.	
		Rs.	a. p.	Rs.	a. p.
	Brought Forward ...			1,06,805	14 7
	<i>(B) Scholarships.</i>				
	(a) Annapurnabai Chitale ...	144	0 0		
	(b) Bhagawat Yadneshawar ...	42	0 0		
	(c) Bhagirthibai Dravid ...	120	0 0		
	(d) Brahme ...	480	0 0		
	(e) Dorabji Padumji ...	120	0 0		
	(f) Govind Hari ...	210	0 0		
	(g) Ichalkaranji ...	180	0 0		
	(h) Ichharam Bhai... ..	135	0 0		
	(i) Janakibai Limaye ...	15	0 0		
	(j) Kirsne ...	52	8 0		
	(k) Joshi K. P. ...	480	0 0		
	(l) Joshi N. A. ...	60	0 0		
	(m) Limaye Mahadeo ...	60	0 0		
	(n) Mankar ...	120	0 0		
	(o) Nene ...	72	0 0		
	(p) Nimkar ...	60	0 0		
	(q) Pali (from Baroda State) ...	600	0 0		
	(r) Patwardhan S. V. ...	120	0 0		
	(s) Ramchandra Bhikaji ...	60	0 0		
	(t) Vadadekar ...	37	8 2		
	(u) Vinchurkar ...	150	0 0		
	(v) Vishveshwar Ayya ...	120	0 0		
		3438	0 2		
				3,791	0 5
	Carried forward ...			1,10,596	14 4

EXPENDITURE. (Continued).

Item No.	Particulars.	Sub-Total.		Grand-Total.	
		Rs.	a. p.	Rs.	a. p.
	Brought forward...			80,843	15 1
	(d) Furniture ...	512	4 3		
	(e) Miscellaneous ...	1,311	3 3		
12	Endowments			3,797	8 5
	(A) Prizes.				
	(a) Bhide N. B. ...	50	0 0		
	(b) Fergusson ...	45	8 0		
	(B) Scholarships.	95	8 0		
	(a) Annapurnabai Ohtale ...	120	0 0		
	(b) Bhagwat Yadneshwar ...	35	0 0		
	(c) Bhagirtibai Dravid ...	100	0 0		
	(d) Brahme ...	420	0 0		
	(e) Govind Hari ...	175	0 0		
	(f) Ichalkaranji ...	180	0 0		
	(g) Ichharam Bhai... ..	135	0 0		
	(h) Janakibai Limaye ...	50	0 0		
	(i) Kirane ...	43	12 1		
	(j) Joshi K. P. ...	400	0 0		
	(k) Joshi N. A. ...	32	0 0		
	(l) Limaye Mahadeo ...	20	0 0		
	(m) Mankar ...	100	0 0		
	(n) Nene ...	60	0 0		
	(o) Nimkar ...	60	0 0		
	(p) Pali (from Baroda State) ...	600	0 0		
	(q) Patwardhan S. V. ...	100	0 0		
	(r) Ramchandra Bhikaji ...	50	0 0		
	(s) Vadadekar ...	30	0 0		
	(t) Vinchurkar ...	125	0 0		
	(u) Vishaveshwar Aya ...	100	0 0		
		2,935	12 0		
13	Outside Scholarships			3,331	4 0
	(a) Alfred ...	192	13 0		
	(b) Aundh ...	225	0 0		
	Carried forward...			87,872	11 6

RECEIPTS. (Continued)

Item No.	Particulars.	Sub-Total.			Grand-Total.		
		Rs.	s.	p.	Rs.	s.	p.
	Brought Forward ...				1,10,596	14	8
7	Outside Scholarships ...						
	(a) Alfred ...	178	0	0			
	(b) Anundh ...	225	0	0			
	(c) Baroda (State) ...	204	0	0			
	(d) Dabholkar ...	720	0	0			
	(e) High School ...	150	0	0			
	(f) Hyderabad (State) ...	466	12	11			
	(g) Jamkhindi ...	19	12	0			
	(h) Kazi Shahabuddin ...	720	0	0			
	(i) Lingayet ...	3,958	0	0			
	(j) Miraj ...	493	5	4			
	(k) Mysore ...	120	0	0			
	(l) University (Bhagavandas) ...	514	0	0			
	(m) " (Chatfield) ...	288	0	0			
	(n) " (Duke of Edinburgh) ...	360	0	0			
	(o) " (Gangubai Bhat) ...	156	0	0			
	(p) " (Gangadas Rangildas) ...	400	0	0			
	(q) " (Pralhad Sitaram) ...	300	0	0			
	(r) " (Sir Jasavatsingji) ...	120	0	0			
	(s) " (Rao Sir Pragmalji) ...	73	8	0			
					9,465	12	
3	Gymkhana ...				6,331	0	
	Total for the year...	121039	5	5			
	Grand Total...				1,26,393	11	

EXPENDITURE. (Continued.)

Item No.	Particulars.	Sub-Total.			Grand-Total.		
		Rs.	a.	p.	Rs.	a.	p.
	Brought forward...				87,672	11	6
	(c) Baroda	204	0	0			
	(d) Brahman Vidyarthi Sahayak Mandali	40	8	0			
	(e) Dabholkar	720	0	0			
	(f) High School	150	0	0			
	(g) Hyderabad	466	2	11			
	(h) Jamkhandi	19	12	0			
	(i) Kazi Shahabuddin	780	0	0			
	(j) Lady Hardinge	60	0	0			
	(k) Lingayat	3,958	0	0			
	(l) Miraj	416	10	8			
	(m) Mysore	120	0	0			
	(n) University (Bhagvandas)	514	0	0			
	(o) " (Chatfield)	288	0	0			
	(p) " (Duke of Eninburgh)	360	0	0			
	(q) " (Gangubai bhat)	156	0	0			
	(r) " (Gagadas Rangildas)	400	0	0			
	(s) " (Pralhad Sitanam)	300	0	0			
	(t) " (Sir Jasavantsing)	120	0	0			
	(u) " (Rao Sir Pragmalji)	78	8	0			
					9,564	6	7
14	Building Insurance				287	8	0
15	Anniversary				594	9	6
16	First Year Examination				418	9	3
17	Deposit for reserve fund				10,290	0	0
18	Special for urinals				740	11	3
29	Special for furniture				2,990	0	3
20	Water Supply				362	8	6
21	Gymkhana				5,747	8	9
	Total for the year	118,668	9	7			
	Closing Balance						
	(a) Endowments	944	14	10			
	(b) Gymkhana	849	0	9			
	(c) Outside Scholarships	76	10	8			
	(d) Collge proper	5,854	7	2	7,725	1	5
	Grand Total				1,26,393	11	0

APPENDIX A.

VII

New English School, Poona, Abstract Account for the year 1915-16.

RECEIPTS.

Item No.	Particulars.	Sub-Total.		Grand-Total	
		Rs.	a. p.	Rs.	a. p.
1	Opening Balance			2,048	5 1
2	Fees and Fines				
	(a) School fees	27,759	4 0		
	(b) Play-ground fees	1,059	0 0		
	(c) Entrance fees	487	0 0		
	(d) Arrears of fees	617	15 3		
	(e) Fines	109	10 9		
	(f) Workshop fees	68	0 0		
				30,110	14 0
3	Reading Room fees			778	10 0
4	Government grant				
	(a) School proper	11,090	0 0		
	(b) Furniture	812	0 0		
	(c) Drawing	208	0 0		
	(d) Extraordinary	1,985	0 0		
				14,095	0 0
5	Valuation Increment			2,140	0 0
6	Endowments				
	(a) Mahadik Scholarships	175	0 0		
	(b) Justice Ranade Fund	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) Damis-Chiplunkar Prize	10	8 0		

VII

New English School, Poona, Abstract Account for the year 1915-16.
EXPENDITURE.

Item No.	Particulars	Sub-Total.			Grand Total		
		Rs.	a.	p.	Rs.	a.	p.
1	Payments						
	(a) Life-members	3,815	0	0			
	(b) Valuation Increment	2,140	0	0			
	(c) Life Insurance	263	1	0			
	(d) Income-Tax	145	1	9			
	(e) Teachers	26,673	10	3			
	(f) Clerks	1,030	15	6			
	(g) Establishment	1,866	15	6			
	(h) Pension Fund	1,962	0	0			
					37,896	12	0
2	Rent and Taxes				1,235	3	0
3	Contingencies						
	(a) Printing	618	11	0			
	(b) Ordinary	628	0	6			
					1,246	11	6
4	Books and Prizes						
	i Library						
	(a) New Books	452	0	0			
	(b) Binding charges etc....	46	3	6			
	ii Reading Room						
	(a) New Books	214	9	0			
	(b) Binding charges	28	0	0			
	iii Class books	104	10	6			
	iv Prizes						
	(a) School	286	5	3			
	(b) Sports	0	0	0			
	(c) Endowed	94	0	0			
					1,225	12	3
5	Repairs to Building				258	8	9
6	Furniture (dead-stock)						
	(a) New furniture	138	3	0			
	(b) Repairs... ..	234	5	6			
					372	8	6
7	Laboratory						
	(a) New Apparatus	320	1	9			
	(b) Current expenses	73	14	0			
					393	15	9
8	Gynkhana						
	(a) New Apparatus	123	11	6			
	(b) Current Expenditure	1,250	14	3			
					1,374	9	9
	Carried forward...				44,004	1	6

New English School, Poona, Abstract Account for the year 1915-16

RECEIPTS. (Contd.)

Item No	Particulars.	Sub-Total.			Grand-Total		
		Rs.	s.	p.	Rs.	s.	p.
	(A) G. B. Limaye Scholarship ...	60	0	0			
	(i) Chief of Ichalkaranji... ..	10	0	0			
					378	0	0
7	Scholarships						
	(a) Government	156	0	0			
	(b) Others	110	0	0			
					266	0	
8	Miscellaneous				304	8	5
9	Poor Boys' Fund				386	11	6
	<i>Total for the year ...</i>	48,459	11	11			
	Grand Total...				50,508	1	0

New English School, Poona, Abstract Account for the year 191-516.

EXPENDITURE. (Contd.).

Item No.	Particulars.	Sub-Total.			Grand Total.		
		Rs.	a.	p.	Rs.	a.	p.
	Brought over...				44,004	1	6
9	Workshop						
	(a) Few Apparatus	23	9	0			
	(b) Current Expenditure	333	2	4	356	11	4
10	Garden				325	8	0
11	Drawing				17	8	6
12	Fire Insurance				565	0	0
13	Scholarships						
	(a) Government	156	0	0			
	(b) Endowed	235	0	0			
	(c) Others	110	0	0	501	0	0
14	Miscellaneous				613	0	9
15	Poor Boys' Fund				466	9	6
16	New Building				500	0	0
	<i>Total for the year...</i>	47,349	7	7			
17	Closing Balance						
	(a) School proper. 2562-1-5						
	(b) Poor Boys Fund 244-13-6						
	(c) Scholarships 243-2-9						
	(d) Prizes 108-8-0						
	Grand Total...				3,158	9	5
					50,508	1	0

APPENDIX A.

VIII

Abstract Account of the New English School, Satara.
for the year 1915-16.

RECEIPTS.

Items No.	Particulars.	Sub-Total.			Grand Total		
		Rs.	a.	p.	Rs.	a.	
1	<i>Opening Balance</i>				2506	11	4
2	<i>Fees & Fines</i>						
	(a) School Fees.	6105	7	6			
	(b) Reading, Singing, and Gymnasium	263	4	0			
	(c) Entrance	114	0	0			
	(d) Arrears	56	0	0			
	(e) Fines	10	10	0			
					6549	5	6
3	<i>Government Grant</i>				3918	0	0
4	<i>Valuation Increment</i>				790	4	0
5	<i>Contribution from the Society</i>				2200	0	0
6	<i>Other Sources</i>				149	5	7
7	<i>Poor Boys' Fund</i>				30	8	0
8	<i>Scholarships</i>				228	0	0
	<i>Total for the year...</i>	13865	7	1			
	Grand Total...				16872	2	5

VIII

Abstract Account of the New English School, Satara,
for the year 1915-16.

EXPENDITURE.

Item No.	Particulars.	Sub-Total.			Grand Total		
		Rs.	a.	p.	Rs.	a.	p.
1	<i>Payment</i>						
	(a) Life member	1500	0	0			
	(b) Valuation increment	790	4	0			
	(c) Life insurance	78	8	0			
	(d) Income-tax	31	4	0			
	(e) Teachers	5131	12	6			
	(f) Establishment	710	1	3			
	(g) Pension fund contribution	504	15	4			
					8846	13	1
2	<i>Rent</i>				2200	0	0
3	<i>Contingencies</i>				307	11	3
4	<i>Books & prizes</i>				325	8	6
5	<i>Repairs & renewals</i>				405	7	10
6	<i>Furniture</i>				854	8	3
7	<i>Scholarships</i>				228	0	0
	<i>Total for the year...</i>	13,168	0	11			
8	<i>Closing Balance</i>						
	(a) Permanent Fund	2000	0	0			
	(b) Reserve Fund	1150	0	0			
	(c) Poor boys' Fund.	30	8	0			
	(d) School Proper	23	9	6			
					3,204	1	6
	<i>Grand Total...</i>				16,372	2	5

APPENDIX A.

IX

Abstract Account of the Navin Marathi Shala, Poona
for the year 1915-16.

RECEIPTS.

Item No.	Particulars.	Sub-Total.		Grand Total	
		Rs.	a. p.	Rs.	a. p.
1	Opening balance.			614	15 0
2	Fees & fines.				
	(a) School fees	1,357	8 0		
	(b) Entrance	45	4 0		
	(c) Arrears	30	8 0	1,433	4 0
3	Government grant.				
	(a) School grant... ..	2,121	0 0		
	(b) Furniture grant	45	0 0	2,166	0 0
4	Contribution from D. E. Society.			3,600	0 0
5	Valuation salary.			360	0 0
6	Miscellaneous.			1	14 3
7	Special contributions.			770	4 0
8	Interest.			178	8 0
	(a) Interest on the Hon. Diwan Bahadur Godbole's Endowment	175	0 0		
	(b) Janardan Prize	3	8 0	178	8 0
	Total for year...	8,509	14 3		
	Grand Total...			9,124	13 3

IX
Abstract Account of the Navin Marathi Shala, Poona
for the year 1915-16.
EXPENDITURE.

Item No.	Particular.	Sub-Total.			Grand Total		
		Rs.	a.	p.	Rs.	a.	p.
1	<i>Payment:</i>						
	(a) Valuation increment ...	360	0	0			
	(b) Teachers	4,688	11	4			
	(c) Establishment	369	4	0			
	(d) Pension fund	240	0	0			
					5,657	15	4
2	<i>Rent & taxes.</i>				526	0	0
3	<i>Books & prizes.</i>						
	(a) Library books	466	7	6			
	(b) Class books	4	7	0			
	(c) Books for prizes	10	7	9			
					481	6	3
4	<i>Ground.</i>				394	6	3
5	<i>Urinals.</i>				126	0	0
6	<i>New furniture.</i>				220	12	9
7	<i>Contingencies & printing.</i>				472	10	0
8	<i>Object Lessons & Manual Training.</i>				4	2	9
9	<i>Miscellaneous.</i>				39	14	0
10	<i>Repairs to building.</i>				220	1	0
	<i>Total for the year</i> ...	8,143	4	4			
	<i>Closing balance.</i>				981	8	11
	<i>Grand total</i> ...				9,124	13	3

APPENDIX A.

X

Abstract Account of the N. E. S. Boarding House, Poona,
for the Year 1915-16.

RECEIPTS.

Item No.	Particulars.	Sub-Total.		Grand-Total.	
		Rs.	a. p.	Rs.	a. p.
1	Opening Balance:—			1,211	2 6
2	Fees.				
	(a) Actual receipts	8,693	9 0		
	(b) Dues to be recovered	904	13 9		
				9,598	6 9
3	Entrance Fees.			275	0 0
4	Recoveries of dues from boarders for the year 1914-1915			969	9 3
5*	Deposits from boarders.			290	0 0
6	Miscellaneous.			47	0 3
7	Contribution.			200	0 0
8§	Boarders' balance with the House.			126	13 0
9	Loan.			399	7 0
	Total for the year ...	11,906	4 3		
	Grand Total ...			13,117	6 9

* In addition to Rs. 305 of the previous year making in all Rs. 595, out of which Rs. 365 being paid, there remains a balance of Rs. 230.

§ In addition to Rs. 933-2-6 of the previous year making in all Rs. 1059-15-6.

Abstract Account of the N. E. S. Boarding House, Poona,
for the year 1915-16.

EXPENDITURE.

Item No.	Particulars.	Sub-Total			Grand-Total.		
		Rs.	a.	p.	Rs.	a.	p.
1	<i>Food.</i>						
	(a) Corn etc....	3,001	3	9			
	(b) Vegetables ...	421	5	3			
	(c) Milk, Ghee etc. ...	1,670	2	3			
	(d) Fuel ...	615	1	3			
					5,717	12	6
2	<i>Establishment.</i>				1,747	7	6
3	<i>Accommodation.</i>						
	(a) House rent and Taxes ...	1,183	0	0			
	(b) Repairs ...	483	12	6			
	(c) Lighting ...	327	14	3			
					1,994	10	9
4	<i>Contingency and miscellaneous</i>				326	11	10
5	<i>Library and Museum</i>				52	10	0
6	<i>Dead stock.</i>				197	7	3
7	<i>Dues to be recovered from boarders for the year:—</i>						
	1914-15 ...	8	0				
	1915-16 ...	904	13	9			
					912	13	9
8	<i>Deposits returned to boarders.</i>				365	0	0
					14	6	6
9							
	<i>Total for the year...</i>	11,329	0	1			
	<i>Closing Balance.</i>						
	(a) Provisions ...	1,0970	1	6			
	(b) Bombay Banking Co. Poona Bank (in liquidation) ...	249	0	2			
	(c) Post Office Saving Bank, Poona City... ..	50	0	0			
	(d) Reserve fund ...	165	0	0			
	(e) With the Superintendent ...	217	5	0	1,788	6	8
	<i>Grand Total ...</i>				13,117	6	9

Appendix B.

PATRONS AND FELLOWS.

Names of gentlemen who have become Patrons and Fellows
during the year 1915-16.

No.	Name.	Station.
Patrons.		
1	Shantidas Askuram Esq.	Bombay.
2	Rao Sahab Raoji Ramchandra Kale	Satara.
3	V. P. Madhav Rao Esq.	Baroda.
4	Sardar N. R. Ghorpade	"
5	Mahadeorao Shridhar Kulkarni Esq.	Poona.
6	Sir Chinubhai M. Ranchhodas,	Ahmedabad.
Fellows.		
1	D. R. Patwardhan Esq. B. A., LL. B.	Bagalkot.
2	Hiralal M. Shah Esq.	Bombay.
3	A. V. Thakar Esq. L.C.E.	"
4	H. V. Date Esq. Mamlatdar	Bandra.
5	Dr. V. V. Mule, L. M. & S.	Sholapur.
6	N. L. Phadke Esq. B. A.	Thana.
7	Shrimant R. K. Vinchurkar	Vinchur.
8	Ganesh Shridhar Apte Esq.	Baroda.
9	L. G. Ghanekar Esq.	"
10	G. R. Nimbalkar	"
11	Prince Jaysing Rao Gaikwad	"
12	Sardar G. P. Rodey	"
13	A. S. Dalvi Esq. M.A.	Poona.
14	V. T. Agashe Esq. L. C. E.	"
15	Vasudeo Balkrishna Mehendale Esq.	Roha.
16	Rango Moreshwar Gangai	"
17	Dr. Prabhakar Ramkrishna Bhandarkar.	Indore.
18	Ganesh Hari Karmarkar Esq.	Myingyan, (Burma)

Appendix C.

I

LIST OF STAFF OF THE

Fergusson College, Poona.

- | | |
|---|--|
| *1. The Hon. Mr. Raghunath Purushottam Paranjpye, B. Sc. (Bom.), M. A., (Cantab), Principal and Professor of Mathematics. | *14. Mahadeo Ramchandra Paranjpe, M. A., B. Sc., Professor of Physics and Chemistry. |
| *2. Wasudeo Balwant Patwardhan, B. A., Vice-Principal and Professor of English | *15. Ganesh Hari Kelkar, M. A., Professor of English. |
| Govind Chinnaji Bhat, M. A., Professor of Logic and Moral Philosophy | *16. Mahadeo Krishnaji Joshi, M. A., Professor of Chemistry |
| *4. Hari Govind Limaye, M. A., Professor of History. | *17. Vishnu Dattatreya Gokhale, M. A., Professor of Mathematics. |
| *5. Keshao Ramchandra Kanitkar, M. A., B. Sc., Professor of Physics. | *18. Ramchandra Dattatraya Ranade, M. A., Professor of Logic and Moral Philosophy. |
| *6. Krishnaji Nilkanth Dravid, M. A., Professor of English and Sanskrit. | *19. Shridhar Bhikaji Bonda, M. A., Professor of Mathematics |
| *7. Vaman Govind Kale, M. A., Professor of History and Political Economy. | *20. Vasudeo Gopal Paranjpe, M. A., LL. B., Professor of English and Sanskrit. |
| *8. Vishwanath Balwant Naik, M. A., Professor of Mathematics. | *21. Shankar Ramchandra Kanitkar M. A., Professor of History |
| *9. Gopal Balkrishna Kolhatkar, M. A., Professor of Chemistry. | *22. Krishnaji Mahadeo Khadye, M. A., Professor of English. |
| *10. Pandurang Damodhar Gune, M. A., Ph. D., Professor of Sanskrit. | *23. Vishwanath Keshao Joag, M. A., Professor of Logic and Moral Philosophy. |
| *11. Dhundiraj Laxman Dixit, B. A., Professor of Botany and Zoology. | †24. Wasudeo Shastri Abhyankar, Sanskrit Shastri. |
| *12. Gopal Vishnu Tulpule, M. A., Professor of English. | †25. Mahamadkhan Munshi, Professor of Persian. |
| *13. Krishnaji Keshao Joshi, M. A., Ph. D., Professor of German. | 26. Dharmarand Kaushambi, Professor of Pali. |
| | 27. Vishwas Gangadhar Bhat, B. A., Lecturer in English Composition. |
| | 28. Mahadeo Ramchandra Bhat, B. A., Lecturer in English Composition. |

DEMONSTRATORS.

(A) PHYSICS.

- | | |
|---|--------------------------------------|
| 1. Sadashiva Narayan Datar, B. A., B. Sc. | 4. Shripad Sadashiva Marathe, B. A., |
| 2. Narayan Mahadeo Athawale, B. A., | 5. Ganesh Narayan Bhade, B. A. |
| 3. Govind Ganesh Maishe, B. A. | 6. D. G. Deokar, B. A. |

(B) BIOLOGY.

1. Trimbak Ganesh Yeolekar, B. A., B. Sc.

* Life-Member.

† Permanent servant.

DAKSHINA FELLOWS.

- | | |
|-----------------------------------|---------------------------------|
| 1. Nagindas Manojikal Shah, B. A. | 3. Mohiniraj Lakman Chandrasena |
| 2. G. G. Kewalramani, B. A. | B. A. |

Clerks.

- | | |
|------------------------|-------------------------------|
| †1 Gopal Raoji Damle. | †3. Dattatraya Narayan Maikar |
| †2 Vinayak Hari Soman. | 4. Gojanan Limbaji Pansse. |

II

New English School, Poona.

STAFF OF TEACHERS.

- | | |
|--|--|
| *1 Prof. Vishwanath Balvant Naik,
M. A., (Superintendent). | †24 Mr. Krishnaji Govind Kinare,
Matic. |
| *2 „ Mahadeo Krishna Joshi, M. A.,
S. T. C. D., (Asst. Supdt.). | †25 „ Narayan Yeshwant Dhavale,
Matic. |
| *3 „ Gopal Vishnu Tulpule, M. A., | †26 „ M. V. Sane, 3rd year Trained.
Matic. |
| *4 Dr. Krishnaji Keshao Joshi, M. A.,
Ph. D. | †27 „ Ramchandra Mahadeo Limaye,
Matic, S. T. C. |
| *5 Prof. Vishnu Dattatraya Gokhale,
M. A. | †28 „ Govind Narayan Phatak,
Matic, S. T. C. |
| *6 „ Shridhar Bhikaji Bondale,
M. A. | †29 „ Gopal Waman Bhide, Matic,
S. T. C. |
| *7 „ Shankar Ramchandra Kanitkar,
M. A. | †30 „ Waman Wasudeo Limaye,
Matic S. T. C. |
| *8 „ Krishnaji Mahadeo Khadye,
M. A. | †31 „ Chintaman Ramchandra Dharap,
Matic, S. T. C. |
| *9 „ Vishnu Narayan Kumbhare,
M. A. S. T. C. | †32 „ Chintaman Wasudeo Kanitkar,
Matic, S. T. C. |
| †10 Mr. Sadashive Krishna Athalye,
M. A. | †33 „ Shriram Atmaram Ambardekar
Verna. 3rd year Trained. |
| †11 „ Mahadeo Hari Gokhale, M. A. | †34 „ Vishnu Balvant Gadgil, 3rd
Grade Drawing. |
| †12 „ Nagesh Keshao Jog, B. A. | †35 „ Vyankatesh Ramchandra Pat-
wari, 3rd Grade Drawing. |
| †13 „ Shivram Trimbak Apte, B. A. | †36 „ Ganesh Bhikaji Datar, certified
Gymnast. |
| †14 „ Narayan Sakharan Belwalkar,
I. E. S. T. C. | 37 „ V. K. Jog, M. A. |
| †15 „ Govind Krishna Modak, I. E. | 38 „ Shripad Mahadeo Mate, M. A. |
| †16 „ Vinayak Shridhar Karandikar,
P. E. | 39 „ Mahadeo Damodar Sathe, M. A. |
| †17 „ Kashinath Balkrishna Apte,
P. E. | 40 „ Sadashiv Govind Abhyankar
B. A., |
| †18 „ S brao Vyankatesh Datar, P. E.
S. T. C. | 41 „ Ganesh Vyankatesh Dhavalikar
B. A. |
| †19 „ Ramchandra Bhikaji Joshi,
Matic. | 42 „ Shridhar Govind Kale, B. A. |
| †20 „ Ganesh Sakharan Vaze, Mat-
ric. | 43 „ Kaloo Krishna Sahasrabudhe
B. A. |
| †21 „ Hari Vinayak Patwardhan,
Matic | 44 „ Vishwanath Atmaram Apte
B. A. |
| †22 „ Ramchandra Sidheshwar Deo,
Matic. | 45 „ Chintaman Vinayak Joshi, B. A. |
| †23 „ Mahadeo Pandurang Oak,
Matic. | 46 „ Ramchandra Purushotar
Shintre, B. A. |

Life-Members.

† Permanent Servant.

- | | |
|---|---|
| 47 Mr. Damodar Govind Joshi, B. A. | 61 Mr. Waman Vasudeo Kulkarni, Matric. |
| 48 ,, Ramchandra Hari Kelkar, B. A. | 62 ,, Shankar Keshao Kanetkar, Matric. |
| 49 ,, Dattatraya Ranganath Valimbe, B. A. | 63 ,, Shankar Vaman Oka, Matric. |
| 50 ,, N. G. Joshi, B. A. | 64 ,, Narhar Laxman Mulay, " |
| 51 ,, N. V. Karandikar, B. A. | 65 ,, B. V. Devdhar, " |
| 52 ,, Rajaram Balvant Mundle, B. A. | 66 ,, G. M. Dabke, " |
| 53 ,, Parashuram Laxman Vaidya, I. E. | 67 ,, M. Janardan Nagerkar, " |
| 54 ,, Shankar Dattatraya Mate, I. E. | 68 ,, Mahadeo Ganesh Ranade, " |
| 55 ,, N. S. Kapre, I. E. | 69 ,, Laxman Wasudeo Joshi, Shastri |
| 56 ,, Bhaaskar Balvant Watve, I. E. S. E. | 70 ,, Dattatraya Hari Purohit, Carpenter teacher. |
| 57 ,, Vinayak Ganesh Gadgil, P. E. S. T. C. | 71 ,, Ganesh Balvant Dixit, Drill Master. |
| 58 ,, Vinayak Shankar Agashe, P. E. | 72 ,, Sadashiv Narayan Phatak, Drill Master. |
| 59 ,, Shankar Narayan Phatak, P. E. | |
| 60 ,, Vishwanath Vajjanath Barve, Matric. | |

III

D. E. Society's New English School, Satara.

STAFF OF TEACHERS.

- | | |
|--|---|
| * 1 Mr. Sitaram Ganesh Devadhar, B. A., Superintendent. | † 9 ,, Gopal Shankar Dixit, B. A. |
| † 2 ,, Laxman Gopal Mehendale, B. A., S. T. C. | 10 ,, Waman Ramchandra Gadgil, B. Ag. |
| † 3 ,, Narayan Dhondo Palekar, I. E. S. T. C. | 11 ,, Wasudeo Anant Pandit, P. E. |
| † 4 ,, Pandharinath Waman Ghane- kar, I. E. | 12 ,, Damodar Janardan Pendse, Matric. |
| † 5 ,, Govardhan Vyankatesh Gujar, P. E. S. T. C. | 13 ,, Hari Atmaram Agate, U. S. F. |
| † 6 ,, Wasudeo Sitaram Chitale, Matric, S. T. C. | 14 ,, Vinayak Ganesh Kolatkar, U. S. F. |
| † 7 ,, Hari Ramchandra Joshi, 3rd Grade Art Ex. Certificate. | 15 ,, Vishwanath Sadashiv Athalye, U. S. F. |
| † 8 ,, Keshao Narayan Matange, Music Teacher. | 16 ,, Ramchandra Govind Ranade, U. S. F. |
| | 17 ,, Damodar Balvant Bhide, Certified Gymnasium teacher. |

IV

Navin Marathi Shala.

- | | |
|--|---|
| * 1 Prof. Keshav Ramchandra Kanit- kar, M. A. B. Sc., Superintendent | † 6 Mr. Shivaram Krishna Deshpande P. T. C. Cer. 15 |
| † 2 Mr. Ghansham Balkrishna Chip- lunkar, P. T. C. Cert 20 on leave. | † 7 ,, Gangadhar Ramchandra, Tha- kur P. T. C. Cer. 12. |
| † 3 ,, Bhikaji Vithal Mahajan, P. T. C. Cer. 20 | † 8 ,, Krishnaji Govind Joshi, P. T. C. Cer. 12. |
| † 4 ,, Ramchandra Bapuji Potekar P. T. C. Cer 20. | 9 ,, Bapu Kashinath Bhide, Vet. Final Cer. |
| † 5 ,, Vishnu Rangnath Kale, P. T. C. Cer. 15. | 10 ,, Kondo Waman Prabhune, P. T. C. Cer. 12. |

* Life-Member.

† Permanent Secretary

II

- | | |
|---|---|
| 11 Mr. Ganesh Waman Dharu, Ver.
Final Cer. | 18 Mr. Nilkhanth Sakharām Gokhale,
Ver. Final Cer. |
| 12 „ Mahadeo Ramchandra Wartikar,
P. T. C. (Nizam State.) | 19 „ Ramchandra Laxman Khare. |
| 13 „ Nauraji Waman Patil, Ver.
Final Cer. | 20 „ Tanaji Mahadev Kothekar,
Ver. Final Cer. |
| 14 „ Shankar Balyant Vartak. | 21 „ Ramkrishna Vithal Tikhe. |
| 15 „ Murlidhar Ramkrishna Dev,
3rd Grade Art School, Cer. | 22 „ Krishnaji Vyanktesh Subnis,
P. T. C. Cer. 12. |
| 16 „ Krishnaji Govind Athawale,
Ver. Final Cer. | 23 „ Ramkrishna Vithal Joshi, P.
T. C. Cer. 15. |
| 17 „ Dattatraya Bhikaji Harshe,
Vernacular Final, 3rd Grade
Art School. | 24 „ Vishnu Govind Joshi, Ver.
Final Cer. |

V

N. E. S. Boarding House, Poona.

- | | |
|---|---|
| * 1 Prof. Gopal Vishnu Tulpule, M. A.
Superintendent. | † 3 Mr. Dinkar Wasudeo Bhatē,
Matic. |
| * 2 „ Govind Chinnaji Bhatē, M.A.
in charge of Accounts. | 4 „ D. M. Tungare, I. E. |
| | 5 „ G. G. Joshi, Matic. |

Appendix D. UNIVERSITY RESULTS.

List of Successful Candidates. 1915.

(Supplementary Examinations)
FERGUSSON COLLEGE.

M. A. Examination.

Second Class.

HISTORY.

- 1 Padhye Pralhad Govind.
PHILOSOPHY.
- 1 Jog Vishwanth Keshao.
CHEMISTRY.
- 1 Kotibhaskar Moreshwar Ganesh
Pass Class.
ENGLISH AND MARATHI.

First Class.

HISTORY.

- 1 Adhye Keshao Pandurang.
- 2 Mohoni Dattatraya Krishna.
ENGLISH AND SANSKRIT.
- 1 Saldasai Vaman Narhar.
PHILOSOPHY.
- 1 Sathe Mahadeo Damodhar.
MATHEMATICS (Group A).
- 1 Chandrachud Abaji Govind.
CHEMISTRY.
- 1 Udeshi Mohanlal Gokuldas.

B. Sc. Examination.

Pass Class.

CHEMISTRY AND GEOLOGY.

- 1 Kotibhaskar Moreshwar Ganesh.
PHYSICS AND ZOOLOGY.
- 1 Malshe Govind Ganesh.

I Sc. Examination.

(New rules).

First Class.

MATHEMATICS, PHYSICS & CHEMISTRY

- 1 Joshi Krishnaji Bapuji.

Second Class.

MATHEMATICS, PHYSICS & CHEMISTRY

- 1 Javali Revanappa Lingappa.
- 2 Joshi Bhaskar Mahadeo.
- 3 Sathe Damodhar Krishna.

Pass Class.

MATHEMATICS, PHYSICS & CHEMISTRY

- 1 Amingad Annaji Krishnaji.
- 2 Ghate Laxman Balwant.
- 3 Sohoni Mahadev Venkatesh.

I. Sc. Examination.

(Old rules).

Not Classed.

MATHEMATICS & BIOLOGY.

- 1 Apte Sakharam Vinayak.

B. A. Examination.

Honours.

Second Class

PHILOSOPHY (Honours).

- 1 Phadke Dinkar Gopal.

Pass Class (Honours)

SANSKRIT (Honours) & ENGLISH

- 1 Joshi Narhar Ganesh.
- 2 Nagpurkar Govind Balwant.

HISTORY & ECONOMICS (Honours).

- 1 Altekar Madhav Damodhar.

PHILOSOPHY (Honours).

- 1 Deogaumkar Govind Mahadeo.
- 2 Phadke More-hwar Sadasheo.
- 3 Thakurdesai Krishnaji Sitaram.

Pass Class (Pass course).

ENGLISH AND SANSKRIT.

- 1 Ajinkya Gajanan Narayan.
- 2 Bhandri Madhusudan Shrikrishna.
- 3 Khadikar Kashinath Hari.
- 4 Kulkarni Virupax Bisto.

MATHEMATICS.

- 1 Masurguppi Apparao Venkatrao.

HISTORY & ECONOMICS.

- 1 Chitnis Ramchandra Dattatraya.
- 2 Gogte Waman Anant.
- 3 Kelkar Gangadhar Wasudeo.
- 4 Saligram Subbarao Narayanrao

PHILOSOPHY.

- 1 Jamkhindi Hanumant Gopal.
- 2 Modak Vishwanath Abaji.
- 3 Savant Balkrishna Ganpatrao.

PHILOSOPHY & CHEMISTRY.

- 1 Joshi Sadashiv Govind.

B. A. Examination.

(Old Rules).

Pass Class.

LOGIC & MORAL PHILOSOPHY.

- 1 Atre Gopal Mahadeo.
- 2 Doshi Popatlal Sukhalal.
- 3 Inamdar Tribhuvan Jibhai.
- 4 Sant Krishnaji Ramchandra.
- 5 Subhadar Jagannath Shankarrao.

- 6 Umbargi Gurusantappa Shankarappa.
 7 Yidwans Wasuedo Vishwanath.
 PHYSICS & CHEMISTRY.
 1 Apte Anant Vitthal.
 2 Gharpure Govind Vinayak.
 NATURAL SCIENCE.
 1 Kulkarni Gangadhar Dattatraya.
 HISTORY.
 1 Bhagwat Sitaram Anant.
 I. E. Examination.
 Pass Class,
 Logic Section.
 1 Albai Revapa Basappa.
 2 Antarkar Shridhar Balkrishna.
 3 Bhave Wasudeo Krishna.
 4 Eyatmal Narsingrao Venkatrao.
 5 Dani Bhikaji Ramchandra.
 6 Gadgoli Martand Khando.
 7 Gai Krishnaji Swamirao.
 8 Gami Chimanlal Narayandas.
 9 Garud Keshao Raghunath.
 10 Ghaisas Krishnaji Ganesh.
 11 Gokhale Sitaram Ramchandra.
 12 Jajatdar Vinayak Sadasheo.
 13 Jogalekar Ganesh Balwant.
 14 Joshi Kesho Ramkrishna.
 15 Joshi Venkatesh Gundo.
 16 Karandikar Ganesh Keshao.
 17 Karandikar Krishnaji Wasudeo.
 18 Kaulgud Shamji Shrinivas.
 19 Khaeris Shrinivas Hanumat.
 20 Kinker Nilkanth Wasudeo.
 21 Kirpekar Ramchandra Jayakrishna.
 22 Kulkarni Digamber Madhav.
 23 Kurwad Keshao Govind.
 24 Kurvati Chantabasappa Basappa.
 25 Mahabal Ganesh Parashram.
 26 Mahamuni Dattatraya Laxman.
 27 Mute Shankar Dattatraya.
 28 Mokashi Moreshwar Rajaram.
 29 Naralgund Praibad Venkatrao.
 30 Padhye Dattatraya Moreshwar.
 21 Sali Ramchandra Subrao.
 32 Shende Dinkar Vinayak.
 33 Shirvalkar Wasudeo Balkrishna.
 34 Thakar Chhabilal Jats Shankar.
 MATHEMATICS SECTION.
 1 Atre Trimbeck Pandurang.
 2 Butchawal Bindo Narayan.
 3 Bhide Dhondo Gopal.
 4 Bokil Digamber Keshao.
 5 Dhalgaonker Dattatray Ramchand.
 6 Ghate Shankar Yeshwant.
 7 Kaulgikar Vinyak Ramchandra.
 8 Kelkar Anant Vitthal.
 9 Kelkar Vinayak Chintaman.
 10 Malavalli Nasrinhayya.
 11 Modak Yeshwant Gopal.
 12 Mujumdar Govind Jivaji.
 13 Phadke Ramchandra Laxman.
 14 Ranade Manoramabai.
 15 Ranade Sharatchandra Vaman.
 PERSIAN AND LOGIC.
 1 Barchiwale Mahamadsabed Dada-
 miya.
 2 Deshpande Dwarkanath Khan-
 derao.
 PERSIAN AND MATHEMATICS.
 1 Karajker Ganesh Balwant.
 2 Khan Ibrahimkhan Abdullakhan.
 3 Nowkhandalewalla Bansilal Kri-
 shnadas.

First Year Examination.

- 2nd Class.
 1 Bapat Trimbeck Sadasheo.
 2 Belvi Ramchandra Dattatraya.
 3 Brahme Narayan Shanker.
 4 Deorukhakar Bapu Tukaram.
 5 Deosthale Bapu Tukaram.
 6 Gadgil Keshao Narayan.
 7 Godbole Dattatraya Ganesh.
 8 Harolikar Venkatesh Balwant.
 9 Isloorkar Mangesh Ganeshrao.
 10 Joshi Narhar Gangadhar.
 11 Joshi Wasudeo Vinayak.
 12 Kane Keshao Narayan.
 13 Kardi'e Anant Bhasker.
 14 Karigauder Basangouda Devan-
 gouda.
 15 Kelkar Govind Waman.
 16 Keskar Keshao Bapuji.
 17 Khadilkar Dattatraya Balwant.
 18 Kothary Khushalchand Nemchand.
 19 Lalsingi Basavantappa Prabhappa.
 20 Lele Sadarheo Dattatraya.
 21 Marathe Shanker Govind.
 22 Pappu Subaji Tamaji.
 23 Ranade Mahadeo Govind.
 24 Sabnis Kashinath Dinkar.
 25 Sathe Balwant Trimbeck.
 26 Shah Revashanker Zaverchand.

PERSIAN.

- 27 Kazi Sayad Amruddin Bhauddin.
 28 Raddy Ramalinga.
 29 Sayad Ashrofalli Hasanali.
Pass Class.
 1 Acharya Mukundlal Harishanker.
 2 Alwandi Shanker Annaji.
 3 Anantpur V. N.
 4 Anikhindi Shanker Shambhuro.
 5 Apte Yeshwant Vithal.
 6 Ayachit Moreswar Yeshvant.
 7 Bapat Ganesh Trimback.
 8 Bapat Narayan Laxman.
 9 *Bapat Satyavatisai.*
 10 Barve Mahadeo Keshao.
 11 Badre Mukund Govindrao.
 12 Bendre Dattatraya Ramchandra.
 13 Bendre Dattatraya Vinayak.
 14 Bendre Vinayak Narayan.
 15 Bettigiri Krishnaji Govind.
 16 Bhandiwad Ramchandra Venka-
 tesh.
 17 Bhide Vinayak Pandurang.
 18 Bindanganwalle Krishna Iyengar.
 19 Chaphekar Shankar Nilkanth.
 20 Chipplunkar Trimback Ram-
 chandra.
 21 Chitale Krishnaji Waman.
 22 Chitale Purushottam Narhar.
 23 Chitnis Anand Ramchandra.
 24 Dani Trimback Seetaram.
 25 Dastane Murlidhar Vithal.
 26 Date Gajanan Gangadhar.
 27 Deo Ganesh Ramchandra.
 28 Deo Gopal Bhaskar.
 29 Deo Gopal Balkrishna.
 30 Deo Moreswar Gajanan.
 31 Desai Narayanji Khushalbai.
 32 Desai Ramchandra Virupax.
 33 Desai Shrinivas Raghavendra.
 34 Deshmukh Pralhad Ramchandra.
 35 Deshmukh Sakharan Hari.
 36 Deshpande Wasudeo Narayan.
 37 Deshpande Venkatesh Ganpatrao.
 38 Deuskar Govind Yeshwant.
 39 Dhaneshwar Ganesh Trimback.
 40 Dhaneshwar Gopal Trimback.
 41 Dhopeswarkar Dattatraya Jairam.
 42 Dixit Kashinath Krishna.
 43 Dixit Purushottam Krishna.
 44 Ekbote Narayan Krishna.
 45 Eliezir Eli Ruben.
 46 Gadre Damodhar Krishna.
 47 Gadre Keshao Gangadhar.
 48 Ghanekar Ramchandra Waman.
 49 Ghate Balkrishna Narayan.
 50 Giriapamwar Virupax Chand-
 basapa.
 51 Godbole Krishnaji Nilkanth.
 52 Gokhale Narsinha Chintaman.
 53 Gokhale Waman Govind.
 54 Govitrikar Waman Wasudeo.
 55 Gupte Parashram Sakharan.
 56 Hadimani Parapa Sidappa.
 57 Hasamnis Wasudeo Govind.
 58 Harve Pralhad Waman.
 59 Inamdar Venkatesh Ramchandra.
 60 Jagalpure Ekanath Laxman-
 61 Jogdeo Mahadeo Vithal.
 62 *Joshi Chhabubai.*
 63 Joshi Dattatraya Malhar.
 64 Joshi Prabhakar Vishnoo.
 65 Joshi Purushottam Trimback.
 66 Joshi Vishnoo Bhikaji.
 67 Joshi Vishnoo Ganesh.
 68 Junnarkar Yeshwant Raghunath.
 69 Kalkeri Venkatesh Govind.
 70 Kanitkar Ramchandra Kashi-
 nath.
 71 Kanitkar Vishnoo Mahadeo.
 72 Karandikar Sadasheo Ram-
 chandra.
 73 Karkhanis Shreekrishna Dhondo.
 74 Karmarkar Raghunath Purusho-
 ttam.
 75 Kelkar Bhalchandra Prabhakar.
 76 Kelkar Naryan Balkrishna.
 77 Khadilker Purushottam Vishnoo.
 78 Khasnis Govind Venkatesh.
 79 Khale Moreswar Bapuji.
 80 Killawalla Madhaolal Dayabhai.
 81 Kittur Ramchandra Shamji.
 82 Kulkarni Chandbasappa Kurvat-
 appa.
 83 Kulkarni Ganesh Amrit.
 84 Kulkarni Gopal Annaji.
 85 Kulkarni Lingo Shankar.
 86 Kulkarni Ranganath Madhaora.
 87 Kulkarni Ramchandra Gund-
 pant.
 88 Kundgol Laxmipati Nagesh.
 89 Lagu Hari Ganesh.
 90 Lakhote Nilkanth Shankar.
 91 Lele Shankar Laxman.
 92 Magal Narayan Ramchandra.
 93 Mahajan Bapu Mahadeo.
 94 Malebinnur Laxman Venkatesh.
 95 Marathe Ramchandra Mahadeo.
 96 Math Mahantaya Nagayya.
 97 Miraj Hanmant Venkatrao.
 98 Mudholkar Shreekrishna Shrimi-
 was.
 99 Mutalik Narhar Hanumant.
 100 Nanjangad Laxminarayan Guru-
 venkatacharya.
 101 Natu Ramchandra Pandurang.

102 Navare Nilkanth Shankar.	135 Sohoni Hari Venkatesh
103 Neurgaonker Gangadhar Daji.	136 Sontakke Digamber Anant.
104 Nigudker Narayan Gopal.	137 Subandh Vithal Laxman.
105 Nitsure Gajanan Mahadeo.	138 Suryavanshi Gangadhar Maruti-
106 Nulkar Krishna Anant.	100.
107 Orpe Ganesh Keshao.	139 Tilak Hari Govind.
108 Pai Balkrishna Janardhan.	140 Tilak Ramchandra Balwant.
109 Pandit Dattatraya Narayan.	141 Tilak Shridhar Balwant.
110 Pandit Dattatraya Purushottam.	142 Torvi Rango Ramchandra.
111 Pandit Shreekrishna Vishwambhar.	143 Utgiker Shridhar Bapuji.
112 Pandya Balashanker Prabha-	144 Vaidya Dattatraya Narhar.
shankar.	145 Vaidya Nagesh Vishnoo.
113 Panse Sadasheo Govind.	146 Vaidya Shreenivas Keshao.
114 Paranjpe Bhikaji Ramchandra.	147 Yartak Narhar Govind.
115 Paranjpe Yeshwant Vithal.	148 Venkatadri Bangalore.
116 Patanker Venubai.	149 Vyas Trimbucknath Shivnath.
117 Patki Narayan Dattatraya.	150 Wadiyar Chanvirswamy.
118 Phadke Anant Sadasheo.	151 Walimbe Parashram Krishna.
119 Phadnis Shankar Vishnoo.	r52 Wasgadkar Keshao Bhidesh.
120 Phatak Shanker Raghunath.	153 Yardi Ranguath Krishna.
121 Pitambare Yeshwant Shivram.	PERSIAN.
122 Pradhan Yeshwant Ramchandra.	154 Deshpande Gopal Wasudeo
123 Purandare Anant Balkrishna.	155 Deshpande Gundo Sadasheo.
124 Puranik Ganesh Hari	356 Gokhale Sadasheo Ganesh,
125 Puranik Vishweshwar Basava-	167 Korbu Maniruddin Balan.
prabhu.	158 Pattihal Balwant Virupax
126 Raddy Laxmikant Rangacharya.	159 Raghavendra Rao C.
127 Sankal Gurunath Danappa.	160 Rajurkar Govind Venkatesh.
128 Sardar Vishnoo Mahadeo.	161 Shukla Shivprasad Dayaahanker.
129 Sathe Gopal Trimbuck.	162 Sundke Jamsaheeb Alisaheeb.
130 Shah Ratanal Khopdidas.	163 Suraya Valabhadas Popat.
131 Sharangpani Trimbuck Anant.	164 Kadri Gaisuddin Mainuddin.
132 Shenvi Janardhan Purushottam.	PALI.
133 Shinde Varubai.	165 Huliyar Sidapeth Basappa.
134 Sirdeshmukh Dattatraya Pandu-	166 Nadgouda Krishnaji Ramchandra
rang.	

II

New English School, Poona.

MATRICULATION EXAMINATION.

1 Anpat Ramchandra Kondiba.	10 Naidu Vyankatkri Shrayya N.
2 Apte Waman Trimbak.	11 Thakore Mukundrai Balvantrai.
3 Ghonekar Vithal Waman.	EX STUDENTS.
4 Gupte Laxman Sitaram.	1 Ambegaonkar Gopinath Ganesh.
5 Jahagirdar Govindram.	2 Bavikar Pandurang Ganesh.
6 Kane Vishwanath Vinayak.	3 Bharadwaj Krishnaswami S.
7 Kamitkar Laxman Shankar.	4 Bhatavdekar Narayan Dattatraya
8 Karve Dinkar Dhondo.	5 Bhide Ramchandra Trimbak.
9 Lele Vishwanath Krishnaji.	6 Bhopie Gangadhar Balkrishna.

7	Chitgope Sheshrao Pandurang.	31	Kolshe Vinayak Dada.
8	Datar Sadashiv Keshao.	32	Kulkarni Ganesh Laxman.
9	Desai Shaunaak Shantaram.	33	Lele Yeshwant Gangadhar.
10	Deshmane Shankar Balappa.	34	Limaye Vishwanth Narayan.
11	Deshpande Anant Narayan.	35	Mahajan Ramchandra Balvant.
12	Deshpanhe Balaji Anand.	36	Matapurkar Govind Raghunath.
13	Deshpande Sakharan Govind.	37	Nagarkar Gajanan Waman.
14	Gokhale Sadashiv Gangadhar.	38	Narwelkar Govind Mukund.
15	Inamdar Krishnaji Nilkanth.	39	Nene Shripad Gopal.
16	Jahagirdar Anant Ramchandra.	40	Oka Dinkar Vishnu.
17	Jejurikar Trimbak Krishnaji.	41	Oka Purushottam Chintaman.
18	Joshi Balkrishna Shankar.	42	Panse Ganesh Shripad.
19	Joshi Dattatraya Waman.	43	Pardeshii Jaswantsinh Mohansinh.
20	Joshi Mahadeo Krishna.	44	Patil Mathu Narayan.
21	Joshi Purushottam Prabhakar.	45	Pilkhane Govind Balkrishna.
22	Joshi Vasudeo Hari.	46	Pilkhane Madhav Balkrishna.
23	Kadam Ramchandra Krishnaji.	47	Purohit Dattatraya Sakharan.
24	Kapshe Vinayak Purushottam.	48	Sane Govind Balkrishna.
25	Karandikar Anant Gopal.	49	Savkar Waman Sitaram.
26	Karandikar Gopal Mahadeo.	50	Shevde Shankar Balkrishna.
27	Karandikar Shridhar Waman.	51	Shinde Govind Bapuji.
28	Katkar Revatsbar.	52	Sudame Keshao Narayan.
29	Knare Gangadhar Ganes.	53	Tani Kushaba Barku.
30	Kirpekar Laxman Hari.	54	Vani Sadashiv Nagesh.

SCHOOL FINAL.

EX-STUDENTS.		3	Jog Ganesh Narayan.
1	Deshpande Anant Narayan.	4	Kadam Ramchandra Krishnaji.
2	Gandhi Moreshwar Bhaskar.	5	Sathaye Parashuram Bhikaji.

NEW ENGLISH SCHOOL, SATARA.

MATRICULATION EXAMINATION.

1	Alate Dattatrya Abaji.	4	Moghe Anant Nilkanth.
2	Kale Sadashiv Narayan.	5	Patankar Sitaram Dattatraya.
3	Mehandale Shankar Anant.	6	Phanashe Krishnaji Sakharan.
	7	Vaidya Ramchandra Narayan.	

School Final.

1	Maoatri Jayvant Balvant.	2	Phadke Dattatraya Mahadeo.
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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 in 1915-16.		Value by the end of 1915-16.	
		Sub-Total.	Grand-Total.	Sub-Total.	Grand-Total.	Sub-Total.	Grand-Total.
1	Fergusson College, Poona						
	(a) Main Building						
	(b) Sir Bhagwatsinhji Students Quarters						
	(c) Additional Quarters						
	(d) Club Rooms (4)						
	(e) Bath Room						
	(f) Latrins						
	(g) Servants Quarters						
	(h) Principals's Bungalow with out-houses						
	(i) Rain Water Drainage		1,502				1,502
	(j) Urinals		1,526				1,526
	(k) Kane Laboratory		14,172				14,172
	(l) New Class Rooms (2)		22,400				22,400
	(m) Physical Laboratory & extension.		27,799				27,799
	(n) Agarkar's Bungalow		1,100				1,100
			165,587				165,587

	(o) Lady Students Quarters	3,768				3,768	
	(p) Gymkhana Pavilion	5,848				5,848	
	(q) N. M. Wadia Amphitheatre	75,828				75,828	
	(r) Rachapa Nili Lingayat Mess Rooms	3,310				3,310	
	(s) Gajanana Chobal Lodge	5,693				5,693	
	(t) New Students Quarters in S. No. 116	60,984		20,858		81,842	
	(u) Chemical Laboratory Extension			11,269		11,269	
	(v) Biological Laboratory			10,159		10,159	
	(w) Students' Reading Room and Library			95		95	
	(x) Bhamburda Survey No. 116	12,151				12,151	
	(y) Bhamburda Survey No. 221		4,01,668	1,076	43,457	1,076	4,45,125
2	Poona Sadashiv Peth S. No. 94						
3	Deosthale Bukhal	3,180		4,292		4,292	
4	Chaudhari Bukhal	493				3,180	
5	Gadre Wada, Poona	40,000				493	
6	Nana Wada Buildings	142,268				40,000	
7	Khabutarkhana, Poona	8,900				142,268	
8	Ramanbag, Poona	18,813				8,900	
9	Drill Sheds near Shanwar Wada, Poona	1,980				18,813	
10	Untawala Bukhal	2,946				1,980	
11	Godbole Wada, Poona	2,500		499		2,946	
12	N. E. S. Satara Buildings	49,250		2,500		2,999	
				2,250		54,000	
13	Dumbell Shed, N. E. S. Satara	510				510	
14	Lumber Sheds, N. E. S. Satara	526				526	
15	Additional pieces of grounds (2) N. E. S. Satara	2,377				2,377	
			2,73,743		9,541		2,83,284
	<i>Grand Total</i>		6,75,411		52,998		7,28,409

Schedule B.

Movable Property belonging to the Deccan Education Society, Poona.

Serial No.	Description of Property.	Value by the end of 1914-15.		Additions during 1915-16.		Total value by the end of 1915-16.	
		Sub-Total.	Grand-Total.	Sub-Total.	Grand-Total.	Sub-T	o Grand-Total.
1	Libraries :-						
	(a) Fergusson College						
	(i) College Library	23,660		2,332		25,992	
	(ii) Mandlik Library	30,000		...		30,000	
	(b) New English School, Poona ...	6,349		452		6,801	
	(c) New English School, Satara ...	4,026		326		4,352	
(d) Navin Marathi Shala, Poona ...	566		86		652		
(e) N. E. S. Boarding House, Poona.	142		...		142		
			64,743		3,196		67,939
2	Laboratories or Scientific and other apparatus						
	(a) Fergusson College						
	(i) Physics	40,137		2,885		43,022	

	(ii) Chemistry	6,574	335	6,909	
	(iii) Biology	18,266	950	19,216	
	(b) New English School, Poona ...	10,750	320	11,070	
	(c) New English School, Satara ...	3,269	...	3,269	
	(d) Navin Marathi Shala, Poona ...	491	...	491	
			79,487		83,977
				4,490	
3	Furniture.				
	(a) Fergusson College	30,434	3,200	33,634	
	(b) N. E. School, Poona	22,755	161	22,916	
	(c) N. E. School, Satara	6,431	855	7,286	
	(d) N. M. Shala, Poona	2,428	98	2,526	
	(e) N. E. S. Boarding House ...	3,148	85	3,233	
			65		69,595
				4,399	
	<i>Grand Total</i> ...		209,426	12,065	2,21,511

Schedule C.

Liabilities of the Society.

Statement of Loans taken by the Society up to 31st March 1916.

No.	Name of Creditor.	Amount of Loan	Date of Loan.
1	Rao Sahab R. R. Kale, Satara.	12,000	20th November 1907
2	Trustees of a Private Fund ...	10,000	15th January 1913
	Do.	3,000	31st March 1914
3	Mr. G. R. Kale, Satara	5,000	1st September 1908
4	Mr. B. K. Bhide, Nasik	6,500	1st October 1915
5	Prof. K. R. Kanitkar Poona ...	1,000	3rd November 1914
	Do.	1,000	17th " "
	Do.	1,500	23rd " "
6	Prof. M. B. Paranjpe, Poona...	3,000	31st March 1915
7	Mr. N. R. Naravane, Wai. ...	1,900	2nd November 1914
8	Mr. C. P. Killawala, Poona ...	2,000	21st December 1915
9	Mr. S. N. Barve,	1,000	27th January 1915
10	Dr. K. K. Joshi, Poona ...	500	10th May 1915
11	Mrs. Kasibai Deodhar, Indore.	500	8th July 1915
	Do.	500	11th December 1915
12	Mrs. Jankibai wife of Laxmn Trimbak Ganpule, Poona...	300	20th October 1915
	Grand Total ...	49,700	

APPENDIX F.

No. 674 of 1915-16

New English School,

Poona, 12th November 1915.

To,

The Inspector of Science Teaching,

Bombay Presidency,

Poona.

Sir,

With reference to your inspection remarks forwarded along with your No. 936 dated 14th September 1915 I have the honour to make the following observations with a view to make my position in the matter of adapting the teaching of Science in this school to the Departmental scheme, quite clear to you.

You say in the course of your remarks :—

“ During past years a certain amount of practical work has been done of a standard perhaps rather higher than usual in Indian High Schools. On the strength of this, there is a tendency not to come into line with the Departmental requirements of Science.”

The Department has outlined courses of study in all subjects for the various Anglo-Vernacular Standards. These as I take it, embody the Departmental requirements as such and I have not the least idea of departing from these.

While outlining these courses, the Department has all along left the fullest possible latitude to head masters and teachers in the matter of selections of suitable text-books, methods of teaching, the arrangement of lessons, the writing of notes &c. In the interest of efficient and intelligent-teaching, it is but proper that head-masters, and teachers who are in direct touch with the various and ever-changing requirements of the learners, should have a free hand in all these matters and nothing could be more detrimental to the true education of boys than making these things

run in a set groove. The Department, fully conscious I believe, of the truth of this principle has never till now interfered with the actual teaching of the various subjects beyond making suggestions.

I, therefore, beg to point out that my attitude is not a tendency to depart from the departmental requirements but I am unwilling to consent to a modification in the nature of the relation of the Department to the aided schools so far as the imparting of instruction in detail is concerned. The use of any particular text book or note book, the order of lessons or experiments, the apparatus and material to be used to bring out or illustrate a given fact, the exact time to be devoted to a certain subject, all these are surely matters in which it is the duty and privilege of the head master and his colleagues to take the initiative and which the former from his more intimate knowledge of the conditions of instruction is expected to direct in an efficient and intelligent manner. To expect head masters to be guided in these matters by the Departmental Inspectors would be educationally unsound, and would amount to an unjustifiable encroachment on their proper function. Such matters do not come, except in a general way, within the bounds of Departmental requirements.

In the course of our conversation during your visit, I objected in particular to your insistence upon 4 points —

- (1) The use of the Science text-books prepared by the Department.
- (2) The use of the note-books prepared by the Oxford University Press.
- (3) The sending of all note-books to you at the end of each school term.
- (4) The getting of a certificate every year of efficiency in Science teaching.

1 The Departmental text-books are good in their own way. They are not however without defects, nor is the order and arrangement of experiments an ideal one. The lists of corrections and additions sent to us clearly prove this. Some defects were personally pointed out to you and discussed. Our own experience in science teaching in the past has suggested to us a different order and

arrangement of experiments covering however the same ground. In the course of time even this may be modified. But the requirements of the Department and the University will in no way be disregarded by the use of a different order of procedure.

2 The note books follow the order of experiments in the science text-books. They are perfectly unsuited for our purposes. They are unnecessary, costly and the printed matter which probably make them so, is not quite indispensable. Moreover, they are printed in English. In my school, the subject is taught in Marathi even up to the 6th standard and the notes are written in Marathi. In view of the good results it seems undesirable to change the practice.

3 The sending of all note books to the Inspector at the end of a term is distinctly objectionable whether ordinary or regulation note-books are used, allowance will have to be made for a certain amount of carelessness, want of uniformity and method. Away from the boys and the teacher, and ignorant of the level of the class, the Inspector can hardly form a just estimate of the character of the work done, by going through a few out of thousands of note books. The proper course would be for the Inspector to inspect the note books of the boys in the class when he pays his annual visit.

4 As to certificate of efficiency, the best course would be to first warn and then disqualify the schools which do not teach Science properly. To make every school apply for such a certificate every year is something incompatible with the dignity of schools. On this point you agreed with me, assuring me that I might look upon this only as a temporary requirement.

In this school the importance of instruction in science was recognised, and the subject introduced long before the University and the Department made it compulsory. There are subjects no less important than science and all the care usually bestowed upon these will not fail to be bestowed upon science. It is quite necessary that science teachers should be free to vary the order and arrangement of experiments, to substitute new ones in their place and to make other changes suited to the immediate needs of the

pupils provided they go over the course outlined by the Department. If any subject is more unfit for stereotyped work than others, it is science and whatever might be the case with schools which have only recently begun to teach that subject, I am naturally unwilling to forego all the advantages which I believe this school enjoys by reason of the long experience of science teaching and of the facilities for obtaining sound advice by having College Professors to direct the teaching. Apart from this, however, there remains the fact that a new principle of interference with the proper school authorities will be introduced by following your detailed instructions which ought really to come in the form of suggestions.

I hope you will kindly give your most sympathetic consideration to the above representation.

I have the honour to be

Sir,

Your most obedient servant

V. B. NAIK,

Superintendent.

INDIAN UNIVERSITIES COMMISSION

LETTERS

ADDRESSED TO *THE TIMES OF INDIA*

ON

THE VICE-CHANCELLOR'S VINDICATION

OF ITS

RECOMMENDATIONS

BY

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

Fellow and Syndic, Bombay University

BOMBAY

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1903

NOTE.

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

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

* * * * *

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

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

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

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

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

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

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

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

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

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

C. H. S.

May 1903.

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

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

C. H. S.

May 1903.

INDIAN UNIVERSITIES COMMISSION.

A REPLY TO DR. MACKICHAN.

I

23rd Feb. 1903.

TO THE EDITOR OF THE TIMES OF INDIA.

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

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

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

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

CHIMANLAL H. SETALVAD.

II

26th Feb. 1903

TO THE EDITOR OF THE TIMES OF INDIA.

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

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

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

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

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

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

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

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

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

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

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

CHIMANLAL H. SETALVAD.

TO THE EDITOR OF THE TIMES OF INDIA.

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

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

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

from the School division. But above all, what is the history of the Wilson College over which the Vice-Chancellor so worthily presides now? It began life as the school designated the Free General Assembly's Institution and in 1861, says our University Calendar, the higher section was affiliated to the University and the Institution was recognised as teaching the entire Arts course. Its old habitation was in the somewhat unhealthy district of Khetwadi and it was only in 1882 that Dr. Mackichan being on furlough was authorised to obtain subscriptions towards the erection of a building for the College department which would be separately known as Wilson College. The present site in Chowpatty and a grant of Rs. 85,000 from Government enabled him to complete the present College buildings which were formally opened by Lord Reay in 1889. The history of the other Arts Colleges in the Presidency, the Gujrat College, the Baroda College, the Rajaram College, the Fergusson College is the same. The history of the Dayaram Jethmal Sindh College is specially instructive. A large committee of public-spirited Indians succeeded by hard canvassing in raising a sum of Rs. 1,00,000 besides promises of Rs. 25,000 towards the annual income of the College, to which Government agreed to contribute Rs. 10,000, Sind Municipalities Rs. 11,000, and Sindh Local Boards Rs. 7,000. Even then, it could be opened only and was recognised up to the First B A. Examination only. What a misfortune it would have been for Sindh, so detached from the rest of the Presidency, had the promoters of the College waited till they had raised funds for such a fully equipped First-grade College as the Commission have now fallen in love with? I venture to say that, it is through Second-grade Colleges that the benefits of full First-grade Colleges have been realised for the Presidency and it would be an evil hour for the progress of education in this Presidency, if the possibilities of such development were closed for ever. A little less of the talk about efficiency and a great and more of practical recognition of the practical necessities of a progressive country, would have enabled the Commission to see what immense mischief would result from their proposals about secondary Colleges. I do not deny that in allowing free growth to Second-grade Colleges a door may be opened to the establishment of cheap and comparatively inefficient institutions, but the check on them should arise, not from their abolition but from a system of well-regulated University examinations; and after all I am not ashamed to advocate as wide an expanse of knowledge, if I may use the words of the Educational despatch of 1854, though not of the highest order.

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

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

CHIMANLAL H. SETALVAD.

IV

14th Mar. 1909.

TO THE EDITOR OF THE TIMES OF INDIA.

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

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

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

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

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

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

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

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

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

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

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

APPENDIX I.

BOMBAY UNIVERSITY SENATE.

UNIVERSITIES COMMISSION REPORT.

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

(SENATE MEETING 14TH FEBRUARY, 1903.)

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

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

PROMOTION OF GENERAL EDUCATION.

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

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

SPLENDID OUTBURSTS OF LOYALTY.

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

RECOMMENDATIONS OF THE COMMISSION.

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

THE NOMINATION OF FELLOWS.

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

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

A MATTER OF INTENSE WONDER.

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

APPENDIX II.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. That the Senate is of opinion that the test of efficiency propounded by the Commission is misleading, and it strongly thinks that the measures recommended by the Commission, which will have the result of narrowing the popular basis of higher education, would be highly detrimental to the best interests of this country.

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

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

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

THE INDIAN
UNIVERSITY OF RESEARCH.

REPORT

By

PROFESSOR WILLIAM RAMSAY, PH. D., F. R. S.

A.2, 8^{NO9}
D.C.

457.

**REPORT ON AN INSTITUTION
TO BE NAMED
THE INDIAN INSTITUTE OF RESEARCH.**

His Excellency the Viceroy, in his reply to a deputation which waited on him on January 2nd, 1899, representing the Provisional Committee for carrying out Mr. Tata's Scheme of an Imperial University for the development of post-graduate education, is reported to have asked "if the Committee were satisfied that when they had got together a number of professors with high salaries, there would be a sufficient number of pupils for them to teach." Also:—"Were the Committee satisfied that after a number of qualified Chemists and Scientists had been trained in the proposed institution, posts would be available for them?" (See Pamphlet "A Provisional Scheme," p 12).

I have spent two months in India, visiting educational and technical institutions, and inspecting a certain number of industries at Bombay, Poona, Bangalore, Madras, Calcutta, Patna, Benares, Allahabad, Cawnpore, Roorkee, Lucknow, Agra, Delhi, and Baroda; and I have interviewed English and Native educational and technical officials, managers of works, etc., with the object of placing myself in a position to give a definite answer to Lord Curzon's questions. The number of persons who have aided me in this quest precludes the possibility of conveying my thanks to each individually; and I desire to take this opportunity of expressing to them the deep obligations I bear to them for the uniform kindness and courtesy with which each and all placed their time and information at my service.

Taking Lord Curzon's first question:—The degrees of B. A. and B. Sc. in the Universities of Bombay, Madras, and Bengal, so far as science is concerned, are given almost entirely for book work. It is true that a little practical chemistry and physics

are taught; but even for the M. A. degree it amounts to little more than a smattering, and cannot be seriously considered. Indeed the examinational tests imposed by these Universities are a bar to advanced practical work in physical and chemical science. The degree of D. Sc. has been founded so recently in Calcutta that it is impossible to draw any conclusions regarding the state of preparedness of the holders for research-work. In Allahabad and in Lahore, so far as I am able to judge, the instruction given to the candidates is of a more advanced character; but at Lucknow alone have I seen any sign of imbuing students with an idea of, and a desire to carry out, research. I was told, however, that there are two research-students at Calcutta, supported by the newly created fellowships.

I have been informed that if scholarships or studentships of the value of Rs. 40-50 a month are offered,
 Available numbers. there will be no lack of applicants.

Almost every head of an institution I have seen is certain of this; it may therefore be taken as certain that at least 80 to 100 young men will be available annually—young men selected from among graduates in science by the Principal of the Institute or College, after consultation with his staff. Such young men will, in almost all cases, require further training, before they are able to grapple with problems of research.

In answer to Lord Curzon's second question, I am sorry
 Chances of employment. to be obliged to state that there is no opening for more than a very limited number of such young men. Some would, no doubt, become teachers in colleges, Government or private; some would fill scientific posts under Government, should any such be available; but in India, the openings, professional and industrial, which are so numerous in England, on the Continent of Europe, and in America, simply do not exist. A few of the cotton-mills employ dyers; but these are more of the nature of foremen, than of investigators. In the Kolar Gold-fields a considerable number of English assayers are employed. The

Bengal iron-works do not employ more than two or three men who have any claim to be called scientific; and there is no other industry on a sufficiently large scale to require or employ scientific advisers. I do not mean to say that there is not ample room for such men; the manufacture of vitriol, as carried out at Benares and at Cawnpore, is most wasteful; the soap-works do not utilise their glycerine; the small bazaar glass-makers, although skilled in mechanical manipulation, are unable to make glass of even mediocre quality. Elsewhere, in order to be able to afford to employ men of inventive power and scientific ability, the manufacture must be on a sufficiently large scale; but in India, there are no large works or factories, except those already alluded to. Hence there is no outlet for scientifically trained men in India. It is futile to suppose that men trained in India could obtain employment in Europe or Japan, or even in the British Colonies; for the competition is already a keen one among the natives of these countries.

But the difficulty is not insuperable. It is, in my opinion, possible to *create industries*, while training young men to take part in them as proprietors, or part-proprietors, and managers, sub-managers, and scientific consultants, and scientific operatives.

To give an idea of the positions which such young men should fill, I will quote two examples; one from Industries to be created. England, and one from Germany. Mr. Mond, of the firm of Brunner and Mond, is of German extraction, and was a student at Heidelberg, under Bunsen. He obtained employment as a chemist in a manufactory in Lancashire. Having perfected a process for manufacturing alkali, he along with his partner, Sir J. Brunner, is now head of one of the largest and most remunerative businesses in the world, and he employs some 50 chemists and electricians as heads of departments and advisers.

The large firm named the "Badische Anilin u Soda-fabrik" has its head-quarters at Ludwigshafen, near Mannheim, on the Rhine. It is managed by Dr. Brunck, himself a University trained chemist, and a large shareholder; it employs over 350

chemists as heads of departments, investigators, and consultants, most of whom have been trained in German Universities; and its operatives number 5,000, and they and their families form a town (belonging to the firm) of nearly 20,000 inhabitants.

Both of these firms utilise raw material, obtainable on the spot; the English firm has its works in Cheshire, and pumps from below-ground the brine it requires for its manufacture; while the German firm is within easy reach of gas-works from which it draws its supplies of coal tar—the material which is converted into colours and exported to all parts of the world.

India is rich in raw material, minerals, ores, and vegetable products. A glance at Dr. Watt's dictionary will convince any one of the truth of this statement; but they are for the most part undeveloped, and if utilised, are merely mined or gathered, and exported.

The site of the Institute should have reference to the situation of such raw products; its climate should be such that it is possible to work with energy during the greater part of the year; it should, if possible, be near some source of power, e. g. a coal-field, or a source of electric power; and, if possible, it should not be in a very large centre of population, else social and administrative occupations, from which it is so difficult to escape in any large city, would necessarily absorb the attention of the staff from their more immediate duties.

Taking such premises into consideration, I unreservedly select Bangalore as an ideal site for such an institution. The State of Mysore is rich in mineral products; it contains large deposits of pure iron ore; the Kolar gold-fields—I imagine the largest industry in India—are on its borders; there are large deposits of magnesite, manganese ore, and corundum; it is probable that a little search would reveal deposits of bauxite, the "ore" of aluminium; for laterite, a very similar mineral, is common; and considerable quantities of sugar cane and opium-poppy are grown in its territories.

Climate. The climate of Bangalore is temperate for nearly all the year ; it is not too hot for Europeans, nor too cold for natives ; it is within easy reach of Ootacamund, the most bracing climate of India ; and it is accessible from Bombay and Madras, and within reach of Chota-Nagpur, a district rich in mineral products.

Source of Power. The Government of Mysore have recently concluded an arrangement whereby 4,000 horse-power (electric) will be conveyed from the Cauvery Falls to the Kolar Gold-fields. It is believed that "for eight months of the year at least 100,000 H. P. can be developed ;" and it is estimated that by utilising the 4,000 H. P. mentioned the Mysore Government will in 10 years gain 80 lakhs of rupees. This line, which is 90 miles in length, passes within 7 miles of Bangalore ; hence that town may become one of the largest owners of power in the world ; and it is to be anticipated that many large manufactories will develop in its near proximity. By the courtesy of Capt. de Lotbiniere, I was allowed to read all papers connected with the scheme, the initial stages of which are now past, for the works are in process of construction.

The town of Bangalore does not present the same distractions as Bombay, Calcutta, or Madras ; but it is the seat of a Geological Survey, of an agricultural station, and of a Government college ; and these would furnish a certain nucleus of scientific society, which could not fail to be congenial both to the staff and the students of the new Institute.

I have visited all the other proposed sites for the Institute, with exception of Nassik ; but no one of them appears to me to combine the advantages above alluded to.

But there are additional reasons for choosing Bangalore as a site. The Mysore Government have offered a piece of land, 300 acres in extent, triangular in shape, rising in a very gentle slope to an eminence—the highest point in Bangalore—affording capital foundations without digging, quarrying, or blasting, for it consists of an argillaceous rock of 40 feet in depth, resting on

granite ; this plot is bounded on one side by the gardens of the Maharajah's palace ; at one corner, by the gardens of the Dewan's house ; there is a large tank within 100 yards of it ; and a public road runs throughout its length. I was informed by Messrs. Chettiar and Rao that in their opinion, no difficulty would be raised to making over this land to the Government of India— a politic step, in gaining the support of the rulers of other native States, and one which meets with some analogy in the internationalisation of the site of the *Bureau des Poids et Mesures* at Sèvres, near Paris. The Mysore Government, moreover, are in possession of a sum of Rs. 18,000 a year, which, I understand, they would be willing to make over to the Institute, on condition that it is employed in such a way as to benefit the people of the State of Mysore. Lastly, there appears a reasonable prospect that this State would defray at least a large part of the cost of erecting buildings ; and that they would be willing, considering the great advantages to be derived by them from this centre of enterprise being in their midst, to afford substantial help by adding to the annual income.

The Indian Government has undertaken the training of men to take positions connected with three of the most important needs of the country,

Engineering.

These are :—(1) Training of Engineers in Engineering Colleges at Poona, Madras, Calcutta, Bombay, and especially at Roorkee. The Canals, Railways, Government works, and various private enterprises afford a field of labour for men thus trained, in all ranks of the profession (2).

Agricultural and Bacteriological Training. Agricultural schools, in which men who have afterwards to administer locally, shall gain some knowledge of the problems and needs of agriculture, and shall be able to introduce some improvements into the primitive methods of the natives. (3) Of late the Government have devised a scheme for educating a certain number of medical men in the elements of bacteriology, so that they may be better able to cope with the diseases which periodically infest the country. But while these occupations follow naturally on enterprises which it

is the legitimate function of the Central Government to promote and encourage, it does not appear that chemical and technical industries can be directly promoted with the aid of State endowments, although the education of men to engage in them might well form part of the function of the Government, as is the case on the Continent of Europe.

The successful creation of industries depends on the men
 who can be induced to devote their time
 and labour to this end. Such men are
 rare ; they are not to be secured by advertisement ; but they exist,
 and are to be found.

First.—As the industries to be promoted will all have a
 chemical basis, a competent chemist must
 be secured. I have not seen, nor can I
 hear of any man in India at present, who possesses the requisite
 qualification. Such a man need not be a manufacturer ; indeed it
 would be hopeless to attempt to induce a successful manufacturer
 to take such a post ; and an unsuccessful one is undesirable. The
 holder of such a chair, moreover, must be a man of originality,
 and must have shown his capacity for investigating new problems.
 These problems need not have a technical bearing ; for the
methods of re-search are the same, whether applied to scientific or to
 technical problems. He must also have shown capacity for
 organising ; and he must have administrative and social qualities.

The erection of metallurgical and chemical works requires
 an engineer ; but one with special experi-
 ence and training is necessary. Men
 of this type are very few in number, and they are all the
 more valuable when found. Again, to attempt to secure
 such a man by advertisement would be hopeless. The few
 men on the Continent, and in England and America who have
 a reputation for successfully grappling with such chemico-
 engineering problems are in receipt of large incomes, and could not
 be induced to come to India, save for some particular job, and
 then only for high remuneration ; while to select an untried
 young man would be a great risk. I think, however, that such

a man can be found in India. His title in the Institute would be "Professor of Technology." From him students would learn the designing of plant, the uses of the steam-engine and dynamo as auxiliaries, and the taking out specifications; and in general the commercial aspects of the problems to be attacked. The methods of disposal of sewage in India are at present arousing much attention, and small attempts to introduce so-called "bacteriological" methods for its destruction are being made in various places. As a member of the English *Royal Commission on Sewage Disposal*, I have done my best to dissuade the public bodies of India, during my trip, from embarking on any untried scheme, or from initiating English methods of sewage disposal, without exhaustive experiments in India. The conditions as regards temperature, rain fall, the habits of the people, and possibly also the nature of the bacteria are so different in India from those which obtain in England; and the problem is itself so far from having reached a satisfactory solution in England and America, that it would be rash in the extreme to embark on any scheme of Sewage disposal without a thorough investigation of all the methods on a moderate scale. The problem is a chemico-bacteriological one, and requires the co-operation of a chemist and a bacteriologist.

For this reason I would strongly urge the appointment of a competent bacteriologist. There are no fewer than five employed by the English Royal Commission, who work in collaboration with four chemists; and the work has already lasted for nearly three years, and is likely to last for at least two more.

Various other problems, moreover, await solution by the bacteriologist. The maturing of tobacco; methods of tanning leather; the production of butter; and the development of fermentation-industries, including the growth of suitable vines, and the cultivation of these ferments which produce wines of good flavour and keeping qualities, are all problems which await solution in India, and might all form subjects of study by the Bacteriologist and his students. In conjunction with the

engineer various problems of sanitation could be attacked, other than the disposal of sewage.

The vast electric power which will be available at Bangalore will ultimately offer facilities for the employment of men trained in electric technology. Such a subject, however, is intimately connected with general physics; and indeed, it cannot be understood without a knowledge of other branches of physics. For that reason, the fourth member of the staff should be a physicist; and he should be a man who has had practical training in a large electrical work, such as Siemen's or Crompton's. A man of inventive power must necessarily also be chosen.

The Staff, then, to begin with, should consist of the following :—

One Professor of General Chemistry in all its branches.

One Professor of Engineering Technology.

One Professor of Industrial Bacteriology.

One Lecturer on Physics, who should have the promise of a chair, should he justify his appointment.

Besides these men, a number of junior men should be appointed, as necessity arises. At first, their number might be limited, and I should suggest the following, in all, five for first appointment :—

One Sewage Specialist—a Chemist.

Two Chemists who have had experience in works.

One Electrician, also with works' experience.

One assistant to the Professor of Bacteriology.

(I will not specify the names of the gentlemen whom I should select to fill these appointments in the general report; they will be discussed in a confidential appendix.)

One of these gentlemen should hold the office of Director of the Institute.

As a general principle, I should not recommend that any definite salary be attached to a chair. Let each case, on the occasion of a re-appointment be treated on its own merits. Some arrangement, agreeable both to the Court of the Institute, and to the selected candidate can be found. This is the plan adopted in Germany, and it appears to be satisfactory both to the Universities, and to the incumbents of chairs. It is the plan always adopted in private business concerns in engaging managers and employes, and there appears no reason why it should not be successfully adopted here.

Judging from the Draft Bill, it appears to be intended that the chairs shall be held as long as the incumbents care to retain them, or in the old phrase, *aut vitam aut culpam*.

So far as the first occupants of the four chief chairs are concerned, I am sure that the Court may safely follow this course. But circumstances may alter the case; and I am disposed to recommend that room should be left for varying the practice, should it be found expedient. An engagement for a period of years, say 7, terminable by three months' written notice on either side would be an alternative. But permanency of tenure would somewhat lower the necessary rate of pay, or what is the same thing, secure a better man for the same money, while a temporary engagement would necessarily cost the Institute more. Members of the junior staff, however, might well be offered a six-years' engagement; I do not anticipate any difficulty in securing their services on these terms.

If the Institute is situated at Bangalore, the vacation would occur in April, May, and June. The actual extent of the vacation might be left to the Professorial Council to determine, but it should not exceed three months. Short holidays might be given at Christmas, not exceeding a fortnight's duration.

As, however, it is very important that the members of staff should not feel entirely isolated from scientific society, I strongly recommend occasional lengthened holidays in order that a visit to Europe,

America, or Japan may be possible. The easiest way of arranging such lengthened furlough appears to me to be to allow each member of the Senior Staff to add, every third year, three months to his ordinary vacation, thus securing six consecutive months of leave. This would give ample time to come into touch with the scientific Society of the European Capitals, and yet not too long for time to hang heavy on their hands. By starting in April and returning in September, the most convenient and agreeable time of year would be spent in Europe.

No definite arrangements need be made for a lengthened furlough for the members of the junior staff. From the sequel, it will appear that it is proposed, should occasion arise, to send special missions, with a commercial or scientific object to those parts of the world where valuable information can be obtained. Such missions would secure occasional breaks in the time of service of members of the junior staff.

The immediate management of the Institute would naturally fall on the Director, who would constantly consult his colleagues. I strongly advise leaving those gentlemen as free a hand as possible. The only restriction which I should make obligatory is that under no circumstances should they act as examiners for any of the degrees of the Universities of India, with an exception:—that is, that if any one of them is asked to pronounce on the merits of candidates for the D. Sc. degree, they should be allowed to do so, receiving, of course, the usual remuneration. I think the occupants of chairs would themselves be the first to agree with me as regards the necessity of this stipulation.

It is an advantage to promote and maintain a close relation between the senior staff, and the industries of the country. I should therefore place no restriction on any of the members of the Senior Staff taking consultation business, except this:—that before accepting any engagements from the Government or from private firms or persons, they should place the matter before the

Professorial Council, and obtain the authorisation of that body. Members of the Junior Staff should obtain leave from the members of the Senior Staff before engaging in any private business. Any person engaging under these conditions, in private business, should, of course, be authorised to accept the usual remuneration for such work.

The statutes dealing with the appointment of Professors and assistant-professors are laid down in the Bill. I will only add here an argument to justify the alteration which I have made in the original draft-Bill; it is this :—the interest of the staff is to secure the best man *for their purpose*. The conditions in England and on the Continent are so different from those which obtain in India that it is impossible for a European Committee to select the most qualified man, for they cannot have full knowledge of all the circumstances. But they can be trusted to

*Method of appointment
to chairs.*

furnish a list of men, any one of whom would not do discredit to the chair. If this list is placed before the Professorial Council, (who might be given power to make suggestions of their own to the European Committee), they, knowing all the conditions and circumstances which the future incumbent will have to face, may be trusted to place the names in the order of what they consider to be suitability. Placing the final appointment in the hands of the President, *i. e.*, of the Viceroy, removes the appointment beyond the possibility of being a “hole and corner” affair. It is certain, that as in Germany, he would not, unless serious reason were shown, revoke the choice of the Professorial Council.

There must, at the same time, be engaged several men of the standing of mechanics, who should make apparatus, and who should teach the students to use their own hands.

Bought apparatus is seldom satisfactory, and is very expensive; it is little exaggeration to say that all progress in science involves the construction of apparatus by the investigator, or under his immediate superintendence.

To facilitate this, I suggest :—

That two men should be engaged ; one a mechanician, able to work in brass and iron ; and one a glass-blower. It might be well to procure these men from the laboratory of Professor Kamerlingh Onnes, of Leiden, in Holland, where they are trained. The scheme which works so admirably in Onnes' laboratory might be copied. Boys of 14-16 years of age might be taken from the bazaars, and apprenticed to these men for a period of years—say 5. They should receive a small wage, say 2-5 Rs. a month, to induce them to come ; and they should be trained by the mechanicians in their trades. Each mechanician might begin with 4 or 5 apprentices. Such lads would develop into skilled workmen, and as the work of the Institute increases, they will be available in constructing apparatus and machinery. Should they wish to leave at the end of their training, they could obtain employment with mechanical and optical firms in the large cities, or they might establish themselves in the bazaars. I may add that Col. Clibborn has adopted the same scheme on a small scale at Roorkee, and with success. I regard a system of this kind as essential to good work in the Institute, for these lads, after a year or two, will be able to do useful jobs, and to construct those parts of apparatus for which less skill is required ; and as their stay lengthens, their skill will increase ; so that at the end of their apprenticeship they may be regarded as skilled workmen, and deserving of good pay. I have seen several such men in India ; one man was grinding excellent rock-sections ; another, at Lucknow, was able to make really excellent physical apparatus, scales, divided circles, etc. ; in fact to carry out work that no European mechanician need have been ashamed of.

The students of the Institute will be selected from the colleges of India. Should they have been educated at one of the recognised colleges, which prepare for the University examinations, they must already have graduated in Science. On the other hand, should they

come from Engineering Colleges, it will not be deemed essential that they shall have taken a degree.

There will be no entrance examination to the Institute, unless it is thought desirable to make certain that the candidates for admission have sufficient colloquial and written acquaintance with the English language; for of necessity all instruction will be given in English.

The candidates for the admission to the Institute will be nominated by the Principal of the College at which they have studied, in consultation with the Science members of his staff. A letter, such as the following, should be sent to the heads of the colleges, from the Court of the Institute :—

“ SIR,

“ I am directed to inform you that the Court of the Indian Institute of Research has resolved to place at your disposal the nomination of (one or) students who will receive education for three years at the Institute. The nominee must be a graduate in Science. (This to be omitted in the case of the Engineering Colleges.) You are requested to consult your colleagues in making the selection; and as far as possible to choose a man with a practical turn, and strength of character. The nominees of the various colleges must submit a record of their careers; and among them, a certain number, not exceeding 30, will be selected. These men will receive education for 3 months, and a certain number, probably not exceeding 20, will be permanently retained as students. During this period of probation, the candidates will receive pay at the rate of Rs. per month; and the railway expenses (.....Class) of those who are unsuccessful will be defrayed.

“ I am desired to point out to you that the prospects of those students who receive education at the Institute are likely to be

good ; and that opportunity will be offered to young men of practical ability to secure useful and remunerative positions in after life.

I am, etc.

Secretary.”

The students will thus accumulate at the rate of 15 to 20 a year ; and the total number in the Institute will not exceed 60. This number may appear small ; but there are two weighty arguments in favour of thus restricting the number.

First :—It must be remembered that these students, after a year or a year-and-a-half of training, will be engaged in research. Now taking the whole staff of the Institute as already named, it will amount to nine persons. If we divide the number of students, say 50, by the number of members of staff, 9, the quotient gives the number of students to each teacher—between 5 and 6. If each student were engaged on a separate research, and each teacher also so engaged, it would mean that each teacher would need to keep 6 or 7 problems going at once. There are few men who have ability to hold so many threads in their hands ; and indeed 2 or 3 such problems are amply sufficient. Hence the necessity for limiting numbers.

Second :—It is quality not quantity which is aimed at. Were the object of the Institute to train foremen or artizans, its number might be increased indefinitely, but the success of the enterprise is absolutely dependent on the closest personal contact between teacher and taught ; and with large numbers, this is impossible. The instruction, I take it, will not be by lectures (though I should leave perfect liberty to each member of the staff to choose his own methods) but by conversational classes, and in the laboratories ; in this way, I hope, a “ scientific atmosphere ” may be created, the effect of which is found to be so stimulating in German laboratories where every one knows, is interested in, and discusses what every one else is doing, and so acquires

knowledge of many subjects other than the one with which he himself is specially concerned.

By this method of selection I hope that the cream of the youth of India may be gathered together, and that the training, which I shall next consider, may result in the establishment of manufacturing industries in India.

The three months' probation, to be given to all students on entry, will enable the Staff to form some idea of their capacity, and of the amount of preliminary work necessary for them to do before they can be entrusted with the carrying out of research. It will also help them to form some estimate of the individual tastes of each student. I think it very doubtful, from what I have seen during my travels, that any student on entry will be ripe for research; it appears to me that at least one year will have to be spent in preliminary work. However, there may be one or two exceptions.

I would suggest that each assistant professor choose one of the problems which await solution—problems of which some mention has been made in my remarks on the advantage of Bangalore as a site—and that he associate with him one or more of the students in the investigation of the problems on the scale which is possible in a laboratory. To render my meaning clear, I will take an example. Let us suppose that the problem is to develop the iron-industry. The assistant professor (or if necessary, more than one) together with one or two students, after acquiring all information from published sources, and by letter, concerning the deposits, their locality, their nature, whether they have been worked before, and with what result, the proximity of coal, of lime deposits, etc., and preparing a preliminary monograph on the subject, should visit the district, and collect samples of ore, of coal, of lime; should examine the district with a view to establish the best locality for erecting a work, and should return to the Institute with a collection of samples, which would require analysis. This would occupy the attention of the small body of men for some time. Should the results of these suggest

that well-known methods could be advantageously employed *e.g.*, a blast furnace, a visit to the Bengal iron-works would be advantageous. Should, however, some new method of extraction appear to be justified by, say, the purity of the ore, then a small furnace might be erected on the Institute's land, and the process carried out on a small scale, say with half-a-ton. Such an experiment would of necessity be costly, and the source of the money required for it will be considered later. By carrying it out, however, two most valuable objects will be gained; the education of the students, and the overcoming of initial difficulties.

Development of Industry.

Having overcome these difficulties, the next step is to place the scheme on a commercial basis. Leaving for the moment the means of achieving this, let us consider the part to be played by the assistant professor and his students, supposing that it is resolved to start the industry on a large scale. The connection of the assistant professor with the Institute should cease as soon as he is engaged in actual industry. His salary, share of profits, etc., would be a matter of arrangement between him and his employers. He would be the directing manager of the work, and he would take with him, as assistant managers, chemists, engineers, etc., the contingent of students who had assisted him in developing the industry, and would no doubt be obliged to secure a further number from among the students of the Institute. This would secure for them permanent and remunerative employment, and for the work the services of a number of thoroughly competent, energetic young men. Should the development of such an industry require a longer time than that at the normal disposal of the student, it would be well to continue his scholarship, with increased pay, and to term it a "fellowship."

The Assistant Professor would be replaced, either from Europe, or from among the abler of the natives of India—by a man who showed the requisite qualities of initiative and "grit." Although not directly an affair of the Institute, it may be of interest to follow the career of the Career of industrial students. European managing-director. He will

doubtless settle for a term of years in his district, and in all probability, many. Like other Europeans in India, he will wish from time to time to visit "home." He will delegate his work to one of his subordinates, who will be responsible for the manufacture in his absence. On his return, he will be able to judge of the efficiency of his substitute. Among his subordinates, it is to be hoped and expected that some one may be found, who can carry on his work after he has retired. The manufacture would then naturally in course of time drop into native hands, and India would be richer by the possession of an industry under the management of her own people.

Not all the students would have inclination to follow out an industrial career. Some, as at home, would certainly wish to follow out unremunerative lines of research; while some would acquire special skill in routine-work. Such men could be trusted to find positions as teachers, or in Government service. It is to be hoped, however, that the teachers would be satisfied at first to hold junior posts. These are too few in the Educational service of India; it is, unfortunately, the custom to promote a senior student directly to the charge of a department. This is unfair to the student; it involves him in responsibilities too great for him, without gradual initiation; and it is unfair to his pupils; for he experiments on them, to their disadvantage, if he has any originality; or if he has none, he is content to confine his instructions to bare book-work. The system which holds elsewhere, that young men should hold positions as assistants for some years before being promoted to more responsible positions, should be introduced into India; and it would be well for the country if the young men educated at the Institute could be induced to hold such posts for a few years, before becoming candidates for higher ones. It would bring its own reward in greater ease of work, and almost certainly in reputation, at a later period of life.

Needless to say, the influence of the Staff of the Institute would be exerted in favour of those of its students, capable of holding such posts, and qualified to accept them.

The title of "Fellow of the Institute of India" would be bestowed on those students who had passed through the Institute, and who had done sufficient work to merit the title. As before remarked, it might in certain circumstances, where it proved desirable to retain the services of a past student either for academical or for industrial purposes, be advisable to remunerate him for his services. He would then fill an endowed Fellowship. But I am against instituting any definite number of such endowed Fellowships; for nothing is more disappointing than to be obliged to bestow such an honour when there is no candidate worthy to receive it; and it might well be left to the discretion of the Professorial Council to recommend young men for endowed Fellowships when circumstances render it desirable.

The bestowal of a Fellowship, either endowed or honorary, need not follow immediately on the student leaving the Institute: it might well happen that in after life, a tour might justify the bestowal of the title, whose work at the Institute was not all that could be desired. Again, it would be well to reserve power to award the title of "Fellow" to certain distinguished men, in the same way as in Europe. Such men are elected to the Royal Society, the Institute of France, or the academies of Berlin, St. Petersburg, or Stockholm. To have a few, (though not many) supremely eminent even on the list would strengthen the position, and would confer honour on the Institute. But the number of such honorary Fellows might well be limited to 20.

This appears a suitable opportunity to explain why in my opinion the word "Institute," the substitution of the word "Court" for "Senate," of "President" for "Chancellor," and so on, is preferable to using the usual nomenclature of a University.

The reason is this:—Such work as is here proposed is not, so far as I am aware, carried on at any University. It to some extent resembles the work of a German *Polytechnikum*, though the latter deals with

a junior type of student : It is not "universal"—i. e., it does not cover research in all branches of knowledge, at least at present : and lastly, it is the work which, in my opinion, the Imperial Institute in London might have reasonably been expected to do for the Empire. It provides for research with direct bearing on Industry. But a Central Institute in London is too far removed from the localities where new industries have to be introduced to be of much use to them ; and a real Institute of Research in India may be expected to be more productive of useful results.

Moreover I have ascertained that opposition will be aroused in the minds of some members of the staff of at least three Government colleges, if the name "University" is chosen ; and it appears to me, not without reason. And lastly, the name "University," in India, is associated with the idea of an examining board ; and the purpose of the Institute would probably be misunderstood, were the word "University" retained. For these reasons, I strongly urge that the word "Institute" be substituted for the word "University," as the title of this place of research, and that the corresponding changes in nomenclature, suggested in the Draft-Bill, as I have amended it, be also adopted.

It is probable that from time to time students may present themselves, whose interest is more in biological than physico-chemical or technical problems ; but it is not likely that such men will appear in sufficient numbers to make it necessary to start biological departments, at all events at first. I suggest that men of this class be given a grounding for a year in physics, chemistry and bacteriology ; and if they display sufficient ability and initiative, that advantage be taken of other institutions where they may acquire further training. For example, a botanist might be attached to Major Praine's Laboratory at Calcutta, or to Prof. Bourne's at Madras ; a zoologist would also be welcomed by Mr. Bourne ; and a geologist would be willingly taken on by Mr. Smeeth at Bangalore. These men, thus drafted into other institutions, would continue to receive scholarships,

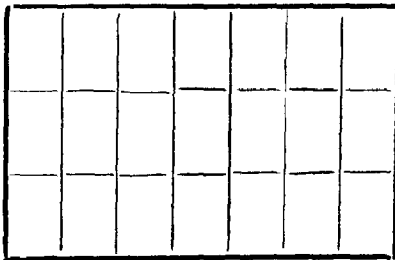
so long as they were well reported on; and the final title of fellow would depend on their careers at the Institutions to which they were drafted, but would be adjudged by the Professorial Council, after consultation with the specialist with whom they had worked.

I should not like to conclude this branch of my report without expressing the hope that at a future date subjects not directly scientific in character, or at least, not directly connected with industry may be introduced. I have been making enquiries in connection with the possibility of collecting together a certain number of men interested in the languages, the literatures and the antiquities of India. I am informed by several learned natives that a small number of enthusiasts—one places the number as high as 10—who possess means and leisure, would be glad to work at such subjects under the direction of some leading European Orientalist. There is no doubt that many European Orientalists would jump at an opportunity of spending some years in India in direct touch with natives interested in his subjects; and if even a very moderate endowment were offered I have no doubt that the services of an eminent man could be secured. He would doubtless introduce the system of instruction in a “Seminar”—a sort of literary laboratory; and naturally he would require to be within easy reach of his lads—manuscripts and books. I do not wish to urge that any immediate attempt should be made to realise this suggestion, but merely place it on record, as a possible development of the function of the Institute.

Similar schemes might be developed in connection with the subjects of Economical Science and Statistics; but they too must wait.

It is a great economy of time, and tends to promote good-fellowship and unity of purpose, if the members of such an Institute both teachers and taught, live near each other, and live near their work. This is so strongly realised in Germany, that the laboratories and the houses of the Professors are usually situated

close together—often in the same building. For that reason, I recommend that bungalows be erected for the staff and for the assistant staff and that dwellings be also placed at the disposal of the students. At Bangalore there appears to be an excellent site along the road which borders the south side of the land at the disposal of the Institute. As regards the residences of the staff, I have little to say, and shall reserve my remarks till later; but as regards students, I would remark :—that it is to be hoped that the men turned out will occupy high positions in Indian Society ; and that it is desirable to show them an example in neatness and orderliness. I suggest, therefore, that each student shall have three rooms at his disposal ; one a sitting-room, facing the front, behind that a bedroom ; and behind that, a bathroom ; the arrangement would resemble that often seen in Indian hotels. A rough sketch will make the idea clear :—



Bathrooms.

Bedrooms.

Sitting-rooms.

These rooms should be furnished with necessary fittings, the
 Furnishing bedrooms with a bed and a cupboard or
 chest of drawers ; the sitting-room with
 a table, a desk, and a small book-case with some lockers.

The kitchens might stand behind the row of dwelling-houses, and the latrines at some distance on one side ; indeed, a visit to Roorkee would show an admirable arrangement which merely requires to be copied, with such alterations as different circumstances' might suggest.

I am informed on all sides that students may be left to
 Feeding, make their own arrangement as regards
 food and cooking. But this should be

borne in mind:—that it is possible that some students who have others depending on them may be tempted to economise in food—a process very antagonistic to good work, whether physical or mental; and also, that it is cheaper to buy provisions on a large than on a small scale. Therefore I suggest that when it is found what the students want, and how much, the provisions should be bought wholesale, and distributed according to their needs; taking the utmost care, of course, that no caste-rules are infringed. The cost of provisions can be divided *pro rata* among the students.

It appears to be advantageous to give all facilities for games,
 and to adopt college colours; these tend
 Games. to establish *esprit de corps* among the
 students, and to develop their physical powers.

Before passing to the financial part of the question, I have one suggestion to offer: it is that a small printing-press should be established at an early date, so that the Proceedings of the Institute may be regularly published. This is done at Roorkee with great advantage, and is not costly; and it ensures rapidity and accuracy in making the work of the Institute known. Here again, help could be easily obtained from Roorkee as regards the necessary steps to be taken in establishing a press.

FINANCE.

I estimate the expenses as follows:—But I must guard myself by stating that my knowledge of Indian work is very defective. Still I give the estimate for what it is worth.

Expenditure.

INITIAL.		CURRENT.	
	R.		R.
Chemical buildings	45,000	<i>Salaries.</i>	
Fittings	22,500	Chemistry ...	15,000
	<u>67,500</u>	Physics ...	15,000
Physical buildings	22,500	Technology ...	15,000
Fittings	30,000	Bacteriology...	15,000
	<u>52,500</u>	5 Assistants...	37,000
Engineering build- ings	15,000	Principal	
Fittings	45,000	(as such) ...	15,000
	<u>60,000</u>	Mechanicians	6,000
		Secretary ...	3,000
			<u>1,21,500</u>
<i>Residences.</i>		Apparatus ...	24,000
1 Principal ...	15,000	Office	6,000
3 Professors ...	30,000	Library	3,000
5 Assistants ...	40,000		<u>33,000</u>
Students ...	40,000		
	<u>1,25,000</u>		
Hall	75,000	Total	<u>1,44,500</u>
Library	30,000		
	<u>4,10,000</u>	{ With pensions. ...	30,000 }
			<u>1,74,500</u> }

I have omitted all reference to travelling expenses and scholarships; and I have also placed "pensions" in brackets, for they will not form a first charge; but they must be allowed for. *

From what I was told at Bangalore, I am inclined to think the estimate for buildings is a liberal one. It is not necessary to erect a hall at first; but in as much as it will be necessary to pump water from the tank, and to have a head of water, the tower attached to the Hall might be built on the highest point of land on the site, and utilised as a water-tank; this would

* In a private letter to Mr. Tata, dated Feb. 8, 1901, Professor Ramssy says: "Moreover, I do not think it would be of much use to start with less than an income of Rs. 2,10,000."

give ample pressure in all the laboratories. A height of 60 feet would be ample for the tower, if it is to fulfil this purpose of utility. The library might perhaps be made part of the Hall.

As there is no gas in Bangalore, oil-gas should be made on the spot. The Mansfield oil-gas plant appears to work admirably at the College at Bangalore, at Agra, and elsewhere; its total cost including erection does not, I am told, exceed Rs. 5,000. This might be made a first charge on the annual grant for apparatus.

I have estimated the salaries of the staff; but I would refer to a preceding paragraph where I advocate an individual management with each member; the estimate is given merely in order to obtain some idea of the expenses of running the Institute.

If the Institute is, as I recommend, placed at Bangalore, I think that the Mysore Government might well be asked to erect the buildings; I imagine when they offered to pay one quarter of the cost of the buildings,* they did not realise that the total cost would barely exceed four lakhs. I have also not included in the income the sum of Rs. 18,000 a year, which the Mysore Government has at its disposal; for I regard that as "ear-marked" for purposes connected with the prosperity of that State. It might, however, be utilised for travelling, as well as for the erection of experimental works.

Again, I have made no allowance for scholarships. If, as I anticipate, a larger number of candidates will offer themselves than can be received, were the Institute to offer scholarships, I think that a circular might be addressed to the various Universities, Colleges, and Institutions likely to provide students, as well as to the Corporation of the Towns in which such colleges exist, and to the local Governments of the districts, and to Native Princes who are interested in the matter, asking them, in the event of one of their candidates being selected, to

* The firm offer of the Mysore Government is much more generous than Professor Ramsay appears to have understood.

support him during his stay, by a scholarship of Rs. 40-50 a month. It is a curious fact, but one which must be considered, that if a door is shut, every one is anxious to enter. That is Col. Clibborn's experience at Roorkee; and I have no doubt, that if a strict regard is paid to selection of only first class men, there will be no lack of candidates for admission.

Should the funds of the Institute allow of it, it would much help science education in India, if small sums, say of 750-1000 Rs. a year were granted to those teachers in the laboratories of the India Colleges, who are able to send up competent men to the Institute. This would ensure better preparation for the students entering the Institute, and would, beside, encourage teachers in colleges to prepare candidates. The gift need not necessarily be an annual one; but if possible, it should be made so. The teachers of science in India are much overworked with work which should be done by a junior assistant or by a servant, and it is to pay for the services of such a man, that an annual contribution to their funds would be useful. The grant should be made a *personal one to the teachers*, and not allocated to the laboratories as such.

Mr. Tata's benefaction, he tells me, yields an income of Rs. 1,20,000 a year.* But an additional sum of more than half a lakh is at least necessary, before a start can be made on the very moderate scale sketched out. I cannot, of course, write with any certainty, but I hope that the Central Government would be willing to contribute at least that sum † annually for a term of years. His Excellency the Viceroy, Sir Ed. Law, Mr. Ramage, and Mr. Rivaz, all thought favourably of the project, as I verbally sketched it to them; and they promised favourable consideration, on seeing the completed scheme. My view of course may be a prejudiced one; but I cannot but state that I can imagine few ways in which a contribution from the State is likely to have such substantial and far-reaching results on the prosperity of the whole people. For the establishment of

* This is burdened with the charge of sending one Parsi student to Europe annually.

† Professor Ramsay meant £ 5,000.

industries would result not merely in giving employment to the small number of experts for whom this Institute is designed, but to a vast army of clerks, artisans, workmen, and also merchants, whose object would be the disposal of the manufactured articles produced from the raw materials existing in the country ; whereas, by exporting the raw materials as such, the country is impoverished ; for their extraction gives employment only to navvies, and to the railway companies.

Inasmuch as the Institute is to be situated at Bangalore, the Mysore Government might well be asked to contribute an annual grant, for it is the natural products of Mysore which will naturally first claim attention. But if they provide a site and buildings, their generosity may stimulate the Central Government to contribute towards the working expenses. The minimum sum required for a start is $1\frac{3}{4}$ lakhs of rupees. It would be folly to start with less. Hence unless the Committee obtain a substantial addition to Mr. Tata's donation, I think Mr. Tata would be well advised to withdraw his offer and to attempt to establish manufactures privately, and at his own risk, and drawing the returns which the successful establishment of these will undoubtedly yield.

I am, Gentlemen,
Your obedient servant,
WILLIAM RAMSAY.

“UNREST IN INDIA

A MESSAGE TO HIS OLD STUDENTS

FROM

WILLIAM MILLER,

D.D., LL.D., C.I.E.

*To Former Students and Other Friends of the
Madras Christian College, present at the Public
Meeting on College Day, 27th December, 1907.*

GENTLEMEN,

Many years have now gone by since the College Day Celebration was begun. I think I have taken part in some way in all celebrations of the Day since that time. On most occasions, I have been present and have said something by word of mouth to my assembled friends. On the few occasions when I have been unable to attend, I have always, I think, sent some kind of communication. I wish to make an attempt to do something of the kind this year. It is indeed more difficult for me than it has ever been before to put any thoughts that I may have into a shape suitable for presentation to such as may gather together during the approaching holidays, for the purpose of renewing the old ties of their student-days and of forming new ties with those who have been sent out into the world either before or after themselves by the College to which I am sure that all who may listen to my words feel some sincere and I hope also a constantly deepening attachment. But I shall not enlarge on this subject. No doubt you all know the condition of semi-blindness in which I am. I leave others to give you whatever may be the latest information concerning myself, at the date of this year's College Day. If

spared till then, you may be sure that I shall be thinking much about all my old students whether present at the celebration or not, and if I live to hear of it, I shall be glad to know that those present on the occasion have been reminded of pleasant days in years now swiftly rolling away into the past by the words that I shall now attempt to put upon paper. Whatever else these words may do, at least they will serve to show you that I desire to keep in touch with you and with your country to the very small extent which is all that I can hope for now.

What then shall I take as the subject of the present communication? Some people in this country, and I suppose most of you young men, (though some of you are becoming old men now), are thinking and talking a great deal about what seems to be popularly called the "UNREST IN INDIA." I do not claim that I have anything very new or important to say on that subject. I am disposed, however, to believe that there may be a fair number of you who would like to hear what I have to say about it all, and who may perhaps be disposed to attach some little importance to my views upon this whole subject. Therefore I mean to tell you in a general way what these views are and I hope you will have patience to listen to them.

The first thing I have to say is that I am heartily glad that there is unrest in India. No doubt, you and I and in fact all men have a strong natural dislike to being disturbed. Rest and sleep are naturally very pleasant things to all of us when we are allowed quietly to enjoy them. Yet it is part of the plan of the world that some kind of unrest should be the introduction to everything that is most helpful and beneficial.

Probably most of you have heard me dwell on the principle that the course of things in external Nature, if only it be understood, is a guide to the understanding of the deepest principles on which the moral and spiritual world is governed. Now just call to mind how the setting in of the rains, which are needful for the support of every form of life and of all that makes natural life enjoyable, is always preceded by storms or other forms of atmospheric disturbance. I shall not discuss the question of whether there is any absolutely necessary connexion between such disturbances and the good results which all men expect to follow them and which, in most cases, do actually follow them. It is enough to say that in fact the disturbances and the benefits are found in connexion with one another and that the former precede the latter. All History shows that the general principle which thus holds good in the material world, holds equally good in the world of men considered as rational, moral and spiritual beings. Some of you will call to mind how Tennyson says,

“ This is true till Time shall close
That principles are rained in blood,”—

not necessarily, indeed, blood in its literal sense, but containings of some kind whereof blood is the appropriate poetic symbol. Thus you see that there is full consistency between ideas which I have often set before some of you and my saying now that I am glad that there is “ Unrest in India.”

My general statement does not indeed necessarily mean that the existing unrest is of the exact kind which I should most desire, if it were in my power to direct the course of history in India. Perhaps if I had had the choice, I

should have preferred an unrest concerning itself chiefly with the economical, the moral, the social, or most of all the religious condition of your country, to an unrest concerning itself mainly with things political. But you see it has not been put in my power or in any man's power to select the particular kind of storm and tempest that may be expected to herald the benefits that are yet to come, as the storm at the commencement of the monsoon heralds the rains which are to produce the abundant and gladsome harvest. Possibly the Meteorological Department might wish for some kind of natural storm differing in many respects from the storms that actually arrive : but then the Meteorological Department has just to take what comes, and all men have just to make the best they can of it all. The case is exactly similar with those who take an interest in the moral and spiritual development and the highest prosperity in every direction of India, or any other country. We have just to take things as they come and it may well turn out in the end that the way in which they come being in wiser hands than ours, is really better than anything that we, in our fancied wisdom, could have devised. At any rate, it is not difficult to see that the course which this unrest is following, even if it be not the best that might be conceived, is, at least, extremely natural. Political matters, however abstruse and difficult they may be in reality, have superficially the appearance of being easily intelligible to everyone, and it is easy to get up interest and excitement about them throughout the widest bounds of any community that possesses a fair amount of education and intelligence. You know that when any germ of life, such as the living cell which is going to develop into a tree, bursts the husk which surrounds it, the place of its bursting forth is that where the husk is

thinnest and most readily pierced. In the same way, it is only natural that the healthy unrest which is at work in the educated community of your country, should come forth at the point where its passage into light and air seems to be easiest. I hope and I believe that unrest along such other lines as I have just referred to, is at work among you all already and that, as the development of India proceeds, it will manifest itself not only in reference to politics but along all the paths which it must follow if India is to become what you and I desire that it should be in the future.

Now what am I to say about the particular form of unrest which concerns itself with affairs political, because these are somewhat mistakenly, though very naturally, supposed to be the easiest for intelligent men to grapple with ?

The present disturbance or tendency towards disturbance pretty plainly connects itself with the aspirations which find utterance in the two words "Swadeshi" and "Swaraj,"—both of which were tolerably current before I left your shores, and which appear to have come still more prominently to the front since then. About the former of these two terms little need be said. Everyone is in sympathy with the ends at which the movement expressed by that term aims. No doubt, means of which no right-judging person can approve have been used in some places for the gaining of those ends. That, however, is a question that stands by itself. It is by no means an unprecedented thing in History that utterly mistaken methods have been used, even by well-meaning men, to accomplish purposes which are excellent in themselves. Of course, the danger is always great, that the use of such mistaken methods may retard the accomplishment of the

good ends in view or even defeat them altogether. I am glad to understand that in our Southern India this danger has scarcely so much as raised its head ; and I have the fullest confidence that it will never become formidable in any of the far-extending regions in which men who represent the University of Madras are engaged in doing the work of their lives. That is all that I wish to say to you about the desires and aspirations summed up in the term "Swadeshi."

The second of the two terms calls for somewhat fuller consideration. A like danger connects itself with the aspirations which this term expresses, *viz.*, that, however excellent the object in view may be, its success may be compromised by the use, on the part of those who aim at it, of unwise and unfitting means. I am certain that very few, if any, of those who will listen to what I say will have so much as an inclination to deny that such unwise and unfitting means have actually been employed. I am glad to be aware that this has been repeatedly pointed out in wise words spoken by some of those whose characters have been formed by our own College,—very possibly by some who may be prominent at the meeting to which my observations may be read. I am sure that those present at your meeting have been all along in hearty sympathy with the words of wisdom and moderation which several of yourselves have spoken. I could wish, however, that more of you and of those like you who see the danger to which I am now adverting, would have the courage to speak out openly and emphatically, as a few, but too few, have done. Let me remind you that men who keep silence in times of trouble or of danger, whether the trouble and danger be great or small, are as certainly responsible for whatever evil may ensue, as those whose proceedings are the immediate cause of the evil.

I suppose that the desire for what is called "Swaraj" means the desire that those Indians who are fitted for the task should have a larger share than at present, and a share steadily becoming larger as years roll on, in the management of all the affairs of India, so that India may some day be fitted to be an organic and more or less separate member of a free and far extended Empire, or fitted even to stand by itself among the nations, if such independence should at any future time be found to be desirable. I am convinced that this or something like this is a definition of "Swaraj," that will be accepted by you all. To most of you I need hardly say that if this is the meaning of "Swaraj," I cordially sympathise with it. But if anything like this be the ideal aimed at, sensible men will set themselves to enquire what means must be employed, what difficulties must be overcome, and what time must be expected to elapse before the ideal can be attained. It certainly can never be attained through mere aspiration for it, or mere talk about it, however eloquent or exciting that talk may be. The laws by which the world is governed must be taken into account by those who wish to gain any end in actual practice.

Let me illustrate this point. For long ages before History dawned, man earnestly wished to subject the sea to his dominion. When History began, it was but very imperfectly that that element had become subject to his sway; and even yet with all the wonderful advances made during a long succession of centuries, his power over the ocean is very far from perfect. Similarly a century and a half have gone by since man began to aim definitely at navigating the air, as he had already acquired to some extent the art of navigating the sea. You have but to read the current

papers of the day, if you wish to learn how small his success along this latter line has hitherto been and how distant is still the prospect of such success being complete. The main point, however, in connexion with man's efforts to attain those two descriptions of dominion is not the length of time that has been, or that may be, necessary before he arrives at the success for which he longs. The chief point to be noticed is the method by which he has gained the amount of success with which his efforts have hitherto been crowned. It has always been by patiently investigating the inmost nature of the objects with which he dealt, by patiently grappling with each new difficulty as it rose before him, by passing thus with slow and toilsome step from stage to stage, of which each one brought him just a little nearer to the goal of his desires. Thus, and never otherwise has anything great been wrought out on this earth : thus, and never otherwise will any truly great thing be achieved in any day that is to come. It is useless to complain of, or to strive against the fundamental laws by which everything in this world is regulated. These will never be set aside by the most eloquent words or the most passionate desires. It is only by studying these laws and patiently submitting to them that power to do anything that is great can be acquired by any of us. Now, for a community to become capable of managing all its own affairs, or in other words, to become self-governing, without being self-destroying, is one of the most difficult tasks which men have ever set themselves to perform. That difficulty becomes greater, as it were, by geometrical progression, when the community that seeks to attain this end is very vast and varied.

A good many of you ought to know something by experience about how difficult it is to develop and main-

tain self-government even upon the smallest scale. It has always been among the distinctive aims of your College to implant some rudimentary notion of self-government in the minds of those whose characters it has tried to form. For a very long time now, debating-societies and clubs and unions of various kinds have been a very distinctive feature of our College life. In the organisation of all such societies, there has been a sustained effort to secure that their management shall be conducted by their own members, with just a minimum of supervision or help from outside. I think I may say without flattering either the students or the authorities of the College that success in this direction has been greater among us than probably in any other similar institution in India. And yet you have only to recall the experiences of your College days, in order to feel how limited such success has been and with how many difficulties and drawbacks even that small success has been attended. Some not inconsiderable percentage of you may also call to mind a still better example of the slowness and the difficulty with which the spirit essential to self-government can be awakened and maintained, in what you know about the Hostels connected with your College, either from personal experience or from hearing about them from students whose years at College have been more recent than your own. Many of you must know what deliberate and sustained efforts have been made to secure that these Hostels shall be largely and increasingly self-governing. I am heartily glad of the extent to which this system of Hostels, first set agoing among us, has been adopted all over Southern India. I do not know, however, that our example of practically teaching the rudiments of self-government in College Hostels has as yet been

followed elsewhere. It is to be hoped that those who have followed our example by founding College Hostels, will in due time follow it still further, so that all such Hostels may be nurseries of the spirit of self-government in those who must, in after years, become leaders of the community. The success of the experiment which has been going on in our Hostels for more than twenty years, has been sufficient to warrant an endeavour to carry out the same experiment in other places : and yet, as some of you can remember well, our measure of success is by no means excessively great and has been reached with no little difficulty. No small amount of care and tact and patience on the part of managers and superintendents has been required in order to arrive at any success at all. If you will think of these things, and will call to mind how small matters are the types of great, in the moral and social world, exactly as in the natural world, you will form some realised conception of the enormous difficulty with which a vast and varied community can reach that condition of beneficial self-government, which we all admit to be the best and healthiest form of social organisation, when once it can be put into proper working-order. When those who, as students, were members of our Hostels, recall the experiences of those earlier days, I am sure they will admit now, though perhaps they would not have admitted it at the time, that there would have been no success at all without the guidance and the help that were given from time to time by managers and superintendents. Similarly, there is no hope that the ten thousand-fold more difficult development of self-government to which educated India is beginning to aspire, can be brought into working order without similar efficient guidance from without. At all events, if History has any meaning, there is

not even the possibility that such a state of matters can be reached without this external guidance, unless indeed such generations and centuries of insurrections and civil wars and revolutions are to follow one another, as have ordinarily been the indispensable concomitants of the development of self-government in every land where there is any measure of it now. No sane man, surely, can wish that its development in India should have such concomitants throughout centuries or generations.

A further consideration ought to be added here. It is perfectly true that we people of the West, whose prevalent desire is, I can assure you, to help India to its full development along political as well as other lines, have defects and faults of our own which render the task we have undertaken more difficult than it would be if such defects and faults were absent. Similarly, the managers and superintendents of our Hostels have always had no inconsiderable amount of failure in character and temper which has lessened their success. I, at all events, confess such failure in myself. In spite of these faults and defects, however, there has been some success, and I maintain, whoever may deny it, that without the help of those confessedly faulty superintendents, there would have been no success at all. I have great sympathy with those who hold that there is much in the character of those who come to India from the West which tends greatly to retard the realisation of the hopes they cherish in respect to the full development of social and political reform among you. I have no wish to deny what some few among you say and many more of you think and feel, as to all classes of us being far too ready to manifest a hardness and aloofness of demeanour; a supercilious assumption of superiority and a distant

and icy coldness, in our intercourse and dealings with the people of your land. This accusation must be admitted to have in it too large an element of truth, when it is brought against any class of those who represent western culture in the East,—whether it be the class of administrators or judges, of lawyers, merchants, missionaries, or any other that may be singled out for animadversion. I can see that such charges can be not only plausibly but accurately levelled against every one of us, with a greater or smaller measure of truth. I can also see that these features of character are an obstacle to our helping you forward in the path toward that self-government to which you are beginning to aspire. One point, however, in connexion with this matter I would ask you carefully to consider. Are there not classes among yourselves who display in their dealings with those whom rightly or wrongly they consider their inferiors, pretty much the same defects which you are ready to reprobate in us? I think that on consideration you will not deny that a hardness of demeanour, a supercilious assumption of superiority and the like, may be found by any one whose eyes are open in certain classes, castes, or sets of people in your own Indian community. Are you inclined perhaps to get angry at this insinuation? Well, if you are angry, I am far enough away to be safe from the demonstrations of your anger, and you know that, even if I were among you, demonstrations of anger would have little effect upon me when I know that I am saying what is true. But I do not anticipate that you will be angry at what I have said. I think I know what will happen. Each one of you will admit that the description I have given applies to some one class or other among you,—while stoutly denying that the description applies to the class to

which he himself belongs. Each of you will declare that the cap fits the head of some other set of people, while declaring with equal vehemence that it does not at all fit the head of his own set. Well, then, supposing it to be admitted that some people to whom the description really applies, may be found somewhere or other among the natives of India themselves, I ask you to consider further whether you do not find it possible to get on fairly well upon the whole even with people of that kind. I think you find that even those people, if you set to work with them in the right way, may not only be endured and may not only be credited with tolerably good intentions but may come to be regarded as being, in spite of their faults, fairly good fellows upon the whole. You have no right to expect that any class of people, whether they be Indian or European, or anything else, shall be altogether what they ought to be, or if you are foolish enough to expect this, you will most assuredly be grievously disappointed. I only wish that you should look upon us who are your visitors from the West with the same kind of tolerance which you are ready to shew to such classes of your own countrymen as you cannot but see to be not wholly agreeable to you. By all means recognize our failings, but recognize also that it is quite possible to get on well with those who have many failings and that, if you take things on the proper side, men may be found to be fairly good fellows on the whole, who do not, in all respects, command your approval.

I would have you regard this whole question from yet another point of view, and when I have said what I have to say upon this point I shall bring my prelection to a close. In all such matters as I have been thus discussing, I hope you will learn more and more to take long and large views. Do not lay too much stress upon the ferments, or

troubles or mistakes of a single year, or of any other short period of time. Regard rather the general trend and progress of events. Temporary troubles and mistakes there must be among those who are really earnest on any side or aspect of an important question. These things pass away and the general course of events is by and by resumed. To take but a single example :—I learn from the papers that some of you, some very probably who may be present at your meeting, are strongly of opinion that the Indian Administration has got unnecessarily frightened and has begun to legislate in a panic. I should entirely agree with this opinion, if I confined my attention to Southern India. I am convinced that nothing exceptional is called for in the administration of the Madras Presidency. Whether anything exceptional is required or not in other parts of India is a question on which I do not form an opinion, because I have no sufficient grounds for a judgment of any kind about the matter. Moreover, I venture to submit that you also in our settled and sensible southern land are perhaps not fully qualified to form a judgment about this, any more than I am. But, however this may be, the thing that I wish you chiefly to lay to heart is, that even if what some of you say about panic-struck legislation be correct, it is not a thing that ought to be regarded as very portentous or even as very strange. If the clock is to be kept going steadily the pendulum will never remain exactly perpendicular. After it has gone a little to one side, it will come back and go a little to the other. Have patience, and keep steadily in mind that it is a great and a remote result towards which the present unrest is tending, if it is to have any good result at all. Oscillations and perturbations will not seem ruinous to those who regard all present politics as only a small part

of that long-drawn-out History which is tending towards a distant goal.

Some of you will be ready to say that you cannot be expected to keep your heads in judging of current events, or even to take much interest in them, if the goal be so distant as I am telling you now it is and as I have told some of you many a time in years gone by. This, however, is a mistaken way of looking at things. To those who have learnt that there is a meaning and a purpose in the History of mankind however difficult it may be to give an accurate definition of that purpose in the meantime, to those in fact who heartily believe that there is,—

“One far-off divine event,

To which the whole Creation moves,”

there will be real interest, and in fact equal interest, in every stage of the growth that leads towards that event, and not only in its consummation. No gardener who is worth his salt, will admit that he has no interest in the plants which he is cultivating until their flowers are full-blown or their fruits are ripe. He will tell you that the plant is interesting to him at every stage, and the plain fact is that his being interested in it at every stage is an indispensable condition of its ever producing either flowers or fruit. I think you ought to learn to apply this parable to all things in which the organic development of human society is concerned, to everything, in fact, about which there either is, or ought to be, “Unrest in India,” whether the unrest be political or social, or moral or religious, or whatever else you please.

I have finished my message to you now. I have somewhat exhausted my own strength in writing, or I should rather say, in dictating it. Perhaps I have also

exhausted your patience, though I have sufficient confidence in your politeness to be sure that you will not say so. Anyhow, you must excuse, as best you can, not only the length of this communication but its deficiency in coherence. You must not expect great coherence from one who is unable to read or write even a syllable for himself.

Now, I must bid you farewell and I do so with no little sorrow. There is scarcely the glimmer of a hope that you will ever see me in your midst again. The prospect rather is that this is the last time I shall have any connexion either direct or indirect with your assembly on a College Day. Nevertheless, even when present shadows close finally around me, I have the hope that I will be remembered for a time by some of you. I ask you to remember me in coming years as one who knows well that he has not done all that he should have done, or been altogether what he might have been among you ; but also as one who has tried to do the work which he felt fitted and called to do for your good and for the good of India.

BURGO PARK
 BRIDGE OF ALLAN,
 SCOTLAND.
3rd December 1907.

W. M.

Foreign & Classical Languages:

THE SYSTEMATIC TEACHING
OF LANGUAGES

ON THE

"SERIES METHOD

IN CONJUNCTION WITH
THE USE OF

MENTAL VISUALISATION

AND

Symbolic Grammar.

History of the Movement since its Introduction
into England in 1892.

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1895

The Systematic Teaching of Languages on the "Series Method."

A CENTRAL INSTITUTION for the promotion of improved methods of teaching, based upon recent investigations in educational science, has been established in Arundel-street, Temple, London, by Howard Swan and Victor Bétis, introducers of the "Series Method" of teaching languages into England, translators of the works of the author of this method—M. François Gouin of Paris—and joint authors of various works on education.

This institution, which is both a school for the practical study of languages and a training school or normal college for teachers of languages, has since 1892 exerted a wide influence on the public by the popularisation of the study of languages on rational methods, and perhaps a still more important influence through the aid of teachers trained on the method by demonstrating the possibility of introducing this vivid, interesting and successful method of class-teaching for languages in the schools and colleges of Great Britain.

The publication of the English translation of the work of M. Gouin, "The Art of Teaching and Studying Languages," was taken as a starting point in a reform in the pedagogics of language teaching—supplying as it does a means for practical oral class-teaching, carefully organised upon a scientific and logical basis.

The system set forth in that book can, however, be judged, not alone by its theoretical aspect, but by its practical results. On the publication of the book Mr. Stead, the well-known editor of the *Review of Reviews*, went so far as to offer his whole family to be taught for six months on the Series Method by M. Bétis, who carried out this interesting and memorable experiment with a result sufficient to completely demonstrate the success that may be obtained with a sound and well organised system. Since then, the method

has been still further developed and organised into a complete and practical system, principally for modern but applicable also to classical languages and for the study of literature.

The effect of that experiment, published in Jan. 1893, was to give the system great publicity over the whole world. The "Art of Teaching and Studying Languages" attained its sixth edition in 1894—within two years of its publication (an event probably quite unique in the history of education for a book treating on educational science). More than 300 professors and teachers of languages from all parts of the world came to be initiated into the practice of the method in the different training courses given at the Central School. The effect was reflected back into France, where the Paris Municipal Council, not wishing to be distanced by English enterprise, founded an experimental *École Pratique des Langues Vivantes* in September 1893, under the direction of M. Gouin.

M. Gouin's discovery—if he may be allowed the term—consists principally in the five following points: (1) the organisation of the "Series"; (2) the use of the imagination—*i.e.*, the visualising or representative faculty; (3) the use of "interlocutory phrases" for teaching in class; (4) a new organisation of the grammar; and (5) a suggestion as to the way of studying literature.

The "Series," from which the method receives its name, really constitutes the invention of a new kind of Dictionary of Phrases, arranged not alphabetically, but psychologically, and in scenes. The use which is made at the Central School of the imaginative faculty is the conscious application in an organised manner of an enormous educational power; the use which is made of conversational phrases gives an organised means of teaching idiomatic sentences rapidly to students; and the "art of grammar" when practised as suggested by Gouin, is a powerful aid to progress (as opposed to the dreariness of learning grammar rules) from the stimulation of the mental powers which it induces.

The suggestions given by Gouin have been greatly developed. The "symbolic" grammar employed is, for the conjugations, a novel one, worked out, not on a philological, but on a *psychological* basis. This grammar has been embodied in a novel series of symbolic grammar charts. The method of studying literature is the beginning of an attempt to deal from the first with the language in literature from the author's—the literary artist's—point of view rather than from the grammarian's and commentator's standpoint. Explanation of the last two most important and more advanced stages of the method must be left on one side here, as discussion of the

principles adopted in the grammar teaching and the study of the art of literature, interesting as it may be, would take too much space in a pamphlet such as this.* The method needs an active, sympathetic, and intelligent teacher, possessed of powers of dramatic expression and vivid imagination as well as full, fluent and grammatical knowledge of the language.

The idea of the organisation of the Series may be indicated thus: If we take a dictionary of the English or any other language, we shall find, if it consists of, say, 30,000 words, that these words may be divided into strata, so to speak, as follows: (1) there are a certain number (for the sake of argument let us say, roughly, 10,000) which are not used by the average educated man at all—they are technical, obsolete or highly literary words. Of the remaining words of the language, one portion, less than one half, would be known and recognised by a fairly educated boy of fourteen in the mother tongue; and the other portion will be only known by a well-educated adult. Let us suppose (which is probably excessive) that there are 6,000 or 7,000 words known or recognised by the boy—this we will call the “basic language”—the language known and used by educated natives in the various ordinary occasions of life. If we examine the words constituting this “basic language” amongst themselves, we shall find, as Gouin points out, two great divisions: first, words of external fact—such as chair, table, blacksmith, forge, bee, swim, sail, etc., etc., which belong to the objective language; and, second, words—such as hope, fear, wish, angry, sorry, mistaken—which belong to the inner mental life—the subjective language. This division is an important factor in the organisation adopted in the Series Method.

Let us now take this first half, the objective language (consisting, roughly, of 3,000 or 4,000 words) and compare the words among themselves. We shall find a certain number—such as smith, iron, anvil, red-hot, forge, strike, horseshoe, etc.—which belong to the Blacksmith Series: certain others—like ship, launch, sail, wind, steer, rudder, cast, net, etc.—which belong to the life of a fisher at sea; and others—as flow, bubble, froth, stream, spring, fountain, etc.—which belong to the actions of water; and so forth until we have, perhaps, fifty or more divisions embracing the whole of the scenes of the primitive life of mankind into which the words can be naturally and psychologically disposed. Some words will be seen in several groups, but a large number have only one place into which to

* See, however, “Grammar Chart,” published by Philip and Son, 32 Fleet Street. Price 6d. Also lectures on the “Inner Art of Literature,” announced.

fall. So much, however (in its essence), is not necessarily novel, nor absolutely methodical.

But Gouin further points out that the best organisation of this mass of words is into *complete sentences expressive of complete actions*—such, for instance, as “The blacksmith forges a horseshoe” or “The fisherman casts his net”; and, further, that the best organisation of these sentences themselves is into a connected sequence, or “Series,” descriptive of the habitual life and action of a given person. Thus we should have a sequence of sentences which, though not absolutely mathematical in its arrangement, approaches the strictness of a mathematical development in its sequences—sentences logically linked together somewhat as follows:

“The fisherman first launches his boat,
 then hoists sail,
 then he sets sail;
 the wind catches the sail,
 and the boat sails out to sea.
 The fisherman puts his hand to the helm,
 and steers the boat;
 the boat answers to the helm,” . . .

and so forth until the whole ordinary action of sailing a boat or of fishing at sea is described in words and phrases consecrated by the genius of the language to these normal facts of life. And in organising such a “Series” we should take care that the whole of the words and phrases ordinarily employed *were* found in the “Series.”

It will be at once noticed that these phrases are not “exercises” in the ordinary sense of the word; they are the basis of the language itself—they *are* the language. Further, the meaning of each sentence can be seen clearly in the mind as a distinct mental picture. In teaching a foreign language the corresponding sentences can be associated orally, by proper means, directly with such pictures, and not with the English words. It needs a certain dramatic art and careful analysis of the progressing needs of the student, together with some previous training, to do this; but it can be very successfully accomplished in a recognised minimum of time for a class of average students.

This organisation into Series not only enables the phrases to be thoroughly learnt and dramatically appreciated, but the logical arrangement adopted will enable *the totality of phrases to be worked through within a given time*; and it forms, as was before remarked, a novel kind of vocabulary, arranged, not word by word and alphabetically, but sentence by sentence and psychologically.

This is, in brief, the idea of the "Series." In practice it is found that a number varying from twenty to fifty sentences, according to the stage of the learner, can be thoroughly taught by the trained teacher within the hour, and this from the very commencement.

Perhaps this is the place to say a word about the "natural method." M. Gouin may have been made to appear to contradict himself upon these words. He especially states, however, that his is not a "natural *method*." A *method* cannot be natural, he says, though it may be based upon a natural *art*—the art of the child and the mother. There is an element of naturalness about the arrangement which leads one occasionally to employ this qualificative of "natural"; but the method as a method is necessarily artificial, though specially organised to imitate, rival, and even out-do nature. In the one place, therefore, Gouin wishes to indicate that the method is based upon the operations of nature, and, in the other, that the exercises on the method do not and cannot occur before the child exactly as they do in nature.

Let us now pass to the Interlocutory phrases—a most important part of the Series Method. The subjective language consists, as already mentioned, of such words as hope, wish, fear, pity, sorrow, shame, &c. The phrases in which such words can be embodied are such as the following: "I hope you are able to . . . I wish you would . . . I fear you cannot . . . It is a great pity that . . . I am sorry to see that . . ." and so forth through all the moods.

These phrases are quite distinct in their character from the phrases of the Series. The Series sentences express facts; the subjective phrases express judgment or feelings—in a word, the reflections of a human mind upon a situation; and their peculiarity is that they can be used in relation to *any* fact of life—*e.g.*, "I wish you would go to the forge; I wish you would steer straight; I wish you would pronounce this word correctly."

Out of all the thousands of situations that might be taken, Gouin chooses one, the situation before the class—*viz.*, that of learning a foreign language; and the teachers use the phrases in class upon the motives which arise, such as:

"I hope you will be able to conjugate this verb. I am sorry to see that you have made a mistake."

Used thus in relation to the lesson in hand, Gouin names these phrases "relative phrases" (see chapter on "The Subjective Language"); but the special point to notice in the "method" is that these phrases should be not only used, but organised and employed in an ordered manner to express real or imaginary dramatic situations.

It is easy to see how all the variations of person, tense, etc. can be embodied in these phrases and used (not as mere exercises only) in turn by teacher and pupil—*e.g.*, “I shall be sorry, or, we should be sorry . . . I hope no one will be (or would be) misled . . . One should be careful to be accurate and endeavour not to mislead,” etc., etc., as occasion may present.

These two languages, objective and subjective, are interwoven in the actual class lessons on the Series Method, and it will be recognised that we may have in this organisation an admirable means for the better and more systematic teaching of the idiomatic terms of expression and their shades of meaning for all the “basic” language of life. This basic language would, four hours a week, occupy a first year’s course: the second year could be then profitably employed in studying the more exclusively literary words and expressions in the works of the authors themselves; and, as the students are, at the end of the year, capable of speaking fairly well and of understanding a native, the second year’s course is taken entirely in the language studied. Even at the end of a few weeks the lesson, explanation and all, is often carried on entirely in French or German, as the case may be, during the first year’s course, for schools which have adopted the method under a competent instructor.

The grammar, it may be added, is taught in and upon these phrases, and from the very first day, and continuously, it is both used practically in class and is taught theoretically and systematically—the reading and writing always following oral work.

The main point in the Series Method, therefore, is this: that, to obtain logical sequence, a series of sentences which express a *sequence* of connected actions of every-day life are taken as exercises (instead of the usual mixture of nonsense sentences). These are taught first orally, exercising the imagination of the pupil, and so “linking sounds to mental pictures,” the subject-matter being always the facts of development of a human individuality. The reading and writing come after the meaning and pronunciation are thoroughly known. The grammar is reorganised on the basis of psychology, and is given always in a concrete form by practice and not in abstract rules; the forms being finally united in a certain number of symbolic diagrams of novel arrangement—clock-face and others—which greatly aid and develop the instinctive use of the grammar.

To sum up, the Series Method “is not a variation of the ordinary collection of exercises. That which is therein presented consists of the expression of the real facts of life itself; not accidental facts merely, but those every-day facts which everyone has lived, is now living—

external and internal phenomena, deeply imprinted upon the mental background of every human being. And these facts are not seen at hazard ; they are grouped, analysed, organised, studied in the exact order of succession which is marked out by nature. These facts are lived over again, as it were, a second time by remembrance ; they are reconstituted as a part of the individuality of the student, who again learns to express them, but this time in a foreign language. Our common life is once more begun at the mother's knee, and lived through with the rapidity of thought ; and the conscious knowledge of self thus acquired, is obtained as well as the mastery of a foreign language."

METHOD OF TEACHING.

It has long been felt that the generally accepted method of teaching languages is unnatural, tedious and illogical, and that the results obtained are very far from satisfactory. The reasons for this lie almost entirely in the abstract nature of the teaching and in the want of arrangement in the exercises themselves, and not in a lack of the "gift for languages" in individuals. The wrong psychological order in which the various stages of learning are taken is to blame for their failure, not any incapacity in the students for learning foreign languages. Indeed, it is often the more intelligent who experience the greatest difficulty in learning on illogical methods, for the reason that their minds rebel more strongly than others against the want of reason and order in the teaching. A comparison between the old systems and the new will serve to point out the many errors of the ordinary systems.

The ordinary classical teaching sets the student (1) to read from a book what he does not yet know how to pronounce ; (2) to connect the printed word in one language with another printed word in another language ; (3) therefore, to perceive the sense of the foreign language, always through the intermediary of his own language, *i.e.*, by translation, and not as a native, by direct association ; (4) more often than not, the class exercises given are void of real sense or signification—a set of more or less absurd, illogical (and *untrue*) statements, having no application whatever to the learner's own individuality, are used for exercises, introduced solely to employ the vocabulary and to illustrate the rules of grammar ; lastly, the whole process is throughout abstract and arbitrary, resting on no other foundation than the fancy of the compiler.

To this process the Series Method is opposed in almost every particular. (1) The learner has for exercises sentences which bear a distinct and sensible meaning, and are true in substance

and in fact ; these are linked together in the logical sequence of the development of their action, forming separate and simple dramatic scenes of every-day life, giving rise, naturally, to good literary expressions. (2) The learner has the significance of the word or phrase always given to him or called up as a picture in his mind *before* he is introduced to the foreign word or phrase which expresses it ; (3) the association of the foreign word or phrase is thus not with an English word, but with the actual fact or mental picture which the English word only stands for and expresses ; (4) he is given the pronunciation orally first, and *before* he sees the printed form, and this several times successively and methodically, until it is engraven on his memory ; (5) only after he thoroughly knows the meaning and pronunciation is he allowed to see the written or printed word ; and lastly, no rule of grammar, no word, no expression, is given in an abstract condition, but always as depending on some concrete fact previously known and directly applying to the student's own individuality.

In a word, the older methods have been organised on the idea that it was better first to teach children lists of words and the rules which govern sentences, so as to facilitate the construction and acquirement of other sentences. But according to Gouin, experience abundantly shows that, granted the proper method, *it is easier to teach a child thousands of expressions* and from these to let him with a little aid deduce the rules himself, than to make him learn the rules and afterwards construct by their use.

Present methods take it for granted that it is difficult for a child to learn a language. But the difficulty consists almost entirely in the employment of *wrong methods*. Gouin maintains : " Learning a language for a child is as easy as learning to fly is for a bird."

The teaching of languages, it has been proved, can be and is made on this method "as easy and amusing as a game." In the present pamphlet are reproduced extracts from a few of the most interesting articles published on the system, illustrating its different principles and advantages, and the developments which have taken place by the establishment of a Central School in England.

ADVANTAGES.

The claim made for the method is, that being based on the normal needs of the human mind, it is interesting to learn ; further, that by this system students can learn a foreign language so as to speak it fluently, understand it when they hear it spoken, construct grammatically, and read it easily after six months' teaching at two

hours a day, or—if preferred, for a year at one hour a day (for adults, four hours a week).

It has been asked, “But could this not be done under the existing methods, by a person possessed of diligence and a gift for languages?” This is doubtful; and it is certainly not approached at most schools on the present system, even after three or four hours a week for several years. The marvel of the Series Method, however, is that “a scholar ordinarily dull can learn it almost as easily as the smartest, and that, instead of the acquisition of the language being a disagreeable penance, it becomes as easy and pleasant as visiting a panorama or playing games of amusement.”

Mr. Stead, in reviewing M. Gouin’s book, in an article entitled “How to Learn a Language in Six Months” published in the *Review of Reviews* for May, 1892, says:—

“On reading the book I found not only that it was brief, but that the gist of it could be abbreviated still further so as to compress its essence without difficulty into a few columns of this REVIEW. For it is simply a lucid and interesting disquisition with practical illustrations and applications of the ancient text, ‘A little child shall lead them.’ The schoolmasters must sit at the feet of their scholars; out of the mouths of babes and sucklings cometh not only praise but principles for pedagogues.

“At this moment in millions of homes all over the world there are children of two years and two and a-half who can no more speak their mother tongue than you can speak Chinese. They cannot speak any language beyond the semi-articulate monosyllables by which they call for their nurse or their parents. By Michaelmas all these children, no matter how dull or stupid they may be, will have learned to talk fluently, with good pronunciation. These millions of three-year-olds, then, will between them learn all languages under heaven. Each will pick up a language in the next six months—which language it is depends entirely upon the accident of his location. If we were to imagine that a thousand English three-year-olds were exchanged for a set of a thousand judiciously assorted three-year-olds born in twenty different countries, the judiciously assorted collection would all speak English at Michaelmas, while the thousand English children would be speaking twenty different languages. Six months would do the work for them. Every little child acquires what is to him an entirely new language in six months. He does not, of course, know the whole language, but he knows the basis. He does not learn the grammar, he does not even master the alphabet, he cannot spell—but he can talk; he can understand.

" Now if the stupidest child can thus learn his own language in six months, why cannot the grown-up person learn a foreign language in the same time? The answer of this book is that he can [together with much necessary grammar that the child only learns later in life], without the least difficulty, if he will but condescend to do as the child does.

" And how does the child do? That is the question which is answered in this book. The answer is simply this: The child learns sounds by the ear, and fits them to pictures which it sees with the eye. That is the fundamental difference between the way in which a child learns and that in which grown-up people try to learn. The child sees actions and hears sounds; it associates the two together, and learns to speak and to understand what is spoken. The adult endeavours to learn by reversing this process. He tries to fix the image not of the thing but of the word on the memory by the eye, and the ear plays little part in the process. He never sees a picture of the thing in his mind; therefore, as a rule, he does not learn the language. He only tries to do so; and, after wasting years in the attempt, at last abandons it in despair. The child, on the other hand, always succeeds. Stupid or wise—in a year he will learn to speak a language of which he previously knew absolutely nothing.

" The author of the ' Art of Teaching and Studying Languages ' applied himself to the careful study and observation of the way in which children learn to speak, and arrived at certain definite conclusions, which he has used as the basis for his system with signal success.

" His first fundamental proposition is that children learn languages not by words, but by sentences.

" From this his second proposition is the necessary corollary, that if we are to learn languages in series of sentences instead of in disconnected words it is on the verb and not on the substantive that attention must be centred, for ' the verb is the soul of the sentence.'

" The third proposition—I am arranging them in my own order, not in that of the book—is that the child, in order to remember a series of sentences, always pictures the actions in his mind in consecutive order corresponding strictly to their natural succession in time.

" On these three propositions hang all the law and the prophets of this new dispensation.

" The whole gist and essence of this new royal road to foreign tongues lies in the assertion that it is just as easy to learn a foreign tongue as it is to learn our own if we will but have the good

sense to humble ourselves so far as to take lessons from the nursery, and learn French, Latin, German or Greek in the same simple way that we learnt English—by using the mind to see the mental picture and the ear to hear the word, and impressing the words upon our memory by the natural association of succession in time and of means to an end.”

HOW THE SECRET WAS DISCOVERED.

The Frenchman, M. Gouin, who rediscovered this open secret of the nursery, gives us in his book a very lively account of his Herculean efforts to learn German by the approved classical and then by the popular Ollendorffian system, and his total failure. After completing his studies he had become a teacher at Caen University, where he distinguished himself sufficiently to be sent to Germany by his professors to take a course of lectures at Berlin University. He fondly imagined that he could soon master the language. Procuring a grammar before he left France, on his arrival at Hamburg he divided it into seven or eight portions, and in one week, he says, he had assimilated it, with the exception of the irregular verbs, which took him two days more. “In ten days I had mastered the basis of the grammar of the German language!”

Alas! when he presented himself at the Academy at Hamburg he could not follow the lectures of the professors. He could not even recognise one of the irregular verbs which he had so laboriously committed to memory. So he bethought him of the need of studying the roots of the language, and after some trouble succeeded in discovering a Jesuit treatise which arranged 1,000 German roots in alphabetical order. In four days he had committed the thousand roots to memory, and he then took four days more to go over again his irregular verbs and his grammar. “Now,” he thought, “I have at least learned something. This time I thought I really possessed the foundation of the language, as well as the laws and the secrets of its forms, regular and irregular.” Once more he was cruelly undeceived. His roots availed him as little as his grammar, and he felt stupefied when on again presenting himself at the lecture-room he found he understood no more than he did at first.

Abandoning for the time this severely classical method of study, with a view to understanding conversation, he betook himself to the barber's shop and spent hours trying to pick up phrases from the customers. He picked up a few phrases indeed, but they were few, conventional, and haphazard, and he eventually abandoned a proceeding which seemed so illogical and tedious. He then applied him-

self to the translation of Goethe and Schiller with the aid of the dictionary. But this also was of no avail—it did not teach him the first necessity, the language of ordinary life. He abandoned translation in disgust. His bookseller gave him Ollendorf's fifty-fourth edition, and for a time he thought he was on the right track. In four weeks he mastered the whole of Ollendorf, but when he had finished all the exercises he was almost as much at a loss for conversation as he was when he began. "Having represented throughout the book nothing but written words, having never in reality translated any of the perceptions or conceptions proper to myself, when I wished to express these, all the words learnt by heart immediately took flight." He afterwards applied himself to Jacotot and Robertson with the same negative result.

He then went to Berlin, and attended classes for a whole week without understanding a single sentence, so, waxing desperate, he decided to learn the dictionary by heart! 'He got by heart 1,000 words a day, and in thirty days had committed to memory the whole dictionary! But on going to the University he was as much at a loss as ever to understand the lectures. He went over the dictionary again until he knew it so thoroughly that he could "repass the whole of it in two hours."

The usual failure followed. He says :—

Alas! it all depended on a very small error. I had simply mistaken the organ. The organ of language—ask the little child—is not the eye; it is the ear. The eye is made for colors, and not for sounds and words. Now all I had hitherto learnt I had learnt by the eye. The word was in my eye and not in my ear. The fact expressed by it had not penetrated to, was not graven upon, my intellectual substance, had never been received by my faculty of representation. I had set myself to represent printed characters instead of representing real facts and living ideas. I had wearied my arms to strengthen my legs.

This tension, continuous and contrary to Nature, of the organ of sight, this forced precipitancy of the visual act, produced what it was bound to produce, a disease of the eyesight. My left eye was first attacked and refused service, then my right eye also became affected, and the doctor condemned me to remain blind for a month. This was quite time enough for me to forget most of my vocabulary, which resided, as I have said, essentially in my eye; and for words thus organically without true memory, not having the wherewithal to "retain" them.

As soon as I had recovered sight I opened my dictionary, and for the third time I passed its contents under my eye. After which my ardour moderated.

As I ought not, however, to allow the seed thus sown at the expense of so many efforts to perish, I made the resolution to recite the seventh part only of the dictionary every day, so to look it through at least once a week. And because matters would not take place differently, I simply waited patiently for time to fructify my labours.

They did not fructify, and after ten months' almost fruitless effort of study and translation he returned to France. When he reached home he found the key he had been seeking so arduously with such little result.

Here is the story of his discovery, and the way in which it enabled him to solve the difficulty:—

In taking leave of home ten months before, I had kissed good-bye to one of my little nephews, a child of two and a half years, who was beginning to run about, but could not yet talk. When I entered the house on my return, he began chatting with me about all sorts of things quite like a little man. It was impossible not to make a comparison at once between the child and myself, his process and my own.

How happy should I be if I could talk German as this little child could talk French; if I could express in German the simple facts which came to his tongue so instantaneously and so spontaneously, and this without seeking either words or rules to construct his sentences.

He made the resolution to watch the child when learning to express some new fact of life—

One day the mother said to the child, "Would you like to come along with me? I am going to the mill, you have never seen a mill; it will amuse you." I was present; I heard the proposition; and the words "you have never seen a mill" recalled my watchword to me.

The little lad went along with his mother. He went over the mill from top to bottom. He wanted to see everything, to hear the name of everything, to understand about everything. Everything had to be explained to him. He went up everywhere, went into every corner, listening long in mute astonishment. . . .

He came away deafened, stunned, astounded, and went back home absorbed in thought. I kept my eyes upon him, wondering what could be passing within him, what use he was going to make of this newly-acquired knowledge, and, above all, how he was going to express it.

At the end of an hour he had shaken off his burden. Speech returned. He manifested an immense desire to recount to everybody what he had seen. So he told his story, and told it again and again ten times over, always with variants, forgetting some of the details, returning on his track to repair his forgetfulness, and passing from fact to fact, from phrase to phrase, by the same familiar transition, "and then . . . and then . . ." He was still digesting, but now it was on his own account; I mean he did not stay to think any further over his perception; he was conceiving it, putting it in order, moulding it in a conception of his own.

After the discourse came the action; after Saying came Doing. He tormented his mother till she had made him half a dozen little sacks; he tormented his uncle till he had built him a mill.

When the mill was definitely mounted and set a-going, the little miller filled his sacks with sand, loaded them on his shoulder, then carried his grain to the mill, shot it out and ground it, so reproducing the scene of the real mill—not as he had seen it, but as he had afterwards "conceived" it to himself, as he had "generalised" it.

Whilst doing all this, he expressed all his acts aloud, dwelling most particularly upon one word—and this word was the “verb,” always the verb. The other terms came and tumbled about as they might. Ten times the same sack was emptied, re-filled, carried to the mill, and its contents ground in imagination.

It was during the course of this operation, carried out again and again without ceasing, “repeated aloud,” that a flash of light suddenly shot across my mind, and I exclaimed softly to myself, “I have found it! Now I understand!” And following with a fresh interest this precious operation, by means of which I had caught a glimpse of the secret so long sought after, I caught sight of a fresh art, that of learning a language.

While before the mill, the child’s mind had taken a passive and entirely receptive attitude; but after the hour of “intellectual digestion” he had changed the part he played, and assumed the attitude, first of the reflection, then of the conception. In other terms, he no longer saw in reality; he “saw in the mind’s eye;” he represented.

“‘To see in the mind’s eye’—let us not forget the importance of this psychological fact. This is the point of departure of Nature’s method; it will be the first basis of our linguistic method. We shall not commence either by declining or conjugating verbs, nor by the recitation of abstract rules, nor by mumbling over scores of roots or columns of a vocabulary. We shall commence by representing to ourselves—seeing in the mind’s eye—real and tangible facts—facts that we have already lived and made part of our own individuality.” M. Gouin continues:—

“The child conceives, that is, sets each of its perceptions in order. What is the rule followed by a child when it organises and mentally sets one of its complex perceptions in order?”

“Psychology acknowledges six or seven various relationships by which the mind of man associates ideas one with another. Among these relationships is that of ‘succession or contiguity in time.’ It was this that the child observed by me had adopted. He classed in his imagination all the facts relative to a mill, which he had been taken to visit, according to their order in succession of time, attaining by this means the most profound, the most logical of all relationships—that of cause and effect.

SERIES OF ACTIONS.

- “First, he filled his little sacks with grain;
- “then he hoisted them on his shoulder;
- “then he carried them to the mill;
- “then he emptied them to be ground in an imaginary mill;
- “meantime the water flowed along the millrace;

" then it fell on the wheel,
 " the wheel turned,
 " the mill ground the corn,
 " the flour was sifted,
 " the flour put into sacks, etc., etc.....

" Perception of the relation of succession in time, perception of the relation of means to an end—these are the instruments of logic with which Nature has provided childhood ; these are the loom and shuttle which elaborate the marvellous web of language, and by it the individuality of each one of us."

The alternate repetition of and repose in his game by the child, is the means by which he thoroughly assimilates the new expressions.

" Let us keep well before us these three articles of the natural method—relationship of succession in time, relationship of means to an end, and the assimilation. Let us place these carefully on one side; they should form also the basis of our artificial system.....

" I had therefore at last discovered the logic of Nature, the logic of the little child. What a light it threw upon all my learned proceedings!

" The child had proceeded from one 'complex' perception to another 'complex' perception, and I from one abstract word to another abstract word, from one abstract phrase to another abstract phrase. The child had transformed its perceptions and conceptions, and I had travestied the living word in characters purely typographic. The child sets its conceptions in order in its mind, while I remembered by sight the letters of words. I had therefore taken exactly the opposite course to that of Nature. I had worked on a system exactly contrary to Nature's ; and thus I had arrived at a point which Nature never approaches.

" My intuition could not rest simply here. I could not but remark that the child, in going from one fact to another fact, proceeded not from one word to another word, but from one sentence to another sentence. This was a revelation of the highest importance, which condemned the ancient system, together with the course of declensions and dictionary, and opened out to pedagogic science a new path with a new horizon.

" In the school of Nature the child never spells isolated words. It knows, understands, and enounces nothing but complete sentences.

"The child going from act to act, articulated either aloud or softly to himself the expression of this act; and this expression was necessarily the Verb. This was the last revelation (or the last but one), and perhaps the most important.".....

The further "revelation" alluded to was this: that the child in playing used a number of expressions such as—"That's it"; "don't you think we'd better"; "no, that's not right"; "now it's all right"; "let me try"; "I wish...," "I hope...," "I think that...," etc. These expressions M. Gouin classes in a category entirely distinct from those expressing the facts of the mill. He calls the language of fact the Objective Language, and the language of thought the Subjective Language. The subjective phrases, such as those mentioned above, are never used by themselves, but always as *related* to something else; he calls them, therefore, "Relative Phrases." These two kinds of expression are the warp and woof of language.

The interesting investigation above briefly mentioned was ultimately reduced to a method. All the phrases of objective life are arranged in "series"—in scenes of life, such as: life in the house; the life of the shepherd, the woodman, the farmer; of the bird, fish, insect; the voyage, games, trades, etc.; in fact, the full story of the life of man from the cradle to the grave. The relative phrases are used in conversations relative (not in the case of students to the mill) but to the lessons in hand which are being learnt, the grammar being worked out and thoroughly illustrated on these phrases. Such, in brief, is the basis of the Series Method. By its means a language can be mastered for all practical purposes in six months, or within a year at the outside.

M. Gouin insists that no language can be learned from books alone, and that no one should ever allow his eye to rest on a word until his ear has heard the pronunciation, and his mind's eye has seen the picture of the idea which it expresses.

Subjoined is a series lesson in six languages:—

The incident chosen is one of the simplest and most familiar, a girl bringing water from a spring. Bringing water from a spring seems to supply but little material for many mental pictures. But in the series it is broken into twelve distinct acts, each with its appropriate picture,* and corresponding sentences in English, German, French, Italian, Spanish, and Greek.

* Given in the *Fall Mail Budget* of July 23, 1892.



1

The woman takes the bucket,
 Die Frau nimmt den Eimer,
 La emme prend le seau,
 La donna prende la secchia,
 La mujer toma el cubo,
 Ἡ ὑπηρέτρια λαμβάνει τὸν κάδον,



2

and goes away to the spring.
 und geht an die Quelle.
 et se rend à la fontaine.
 e si reca alla fontana.
 y va á la fuente,
 καὶ ὑπάγει εἰς τὴν πηγὴν.



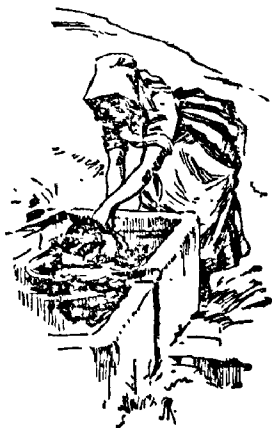
3

She bends over the brink,
 Sie beugt sich über den Rand,
 Elle se penche au bord de la fontaine,
 Si china sull' orlo della vasca,
 Se inclina al borde,
 σκύπτει εἰς τὸ χῆλος.



4

and dips the bucket in the water.
 und taucht den Eimer in das Wasser
 et plonge le seau dans l'eau.
 ed immerge la secchia nell'acqua,
 y hunde el cubo en el agua.
 καὶ βυθίζει τὸν κάδον εἰς τὸ νερό.



5

The water rushes into the bucket.
Das Wasser schieszt in den Eimer.
L'eau se précipite dans le seau.
L'acqua si precipita nella secchia.
El agua se precipita en el cubo.

τὸ νερὸ ὄρμα ἐντὸς τοῦ κάδου.



6

The girl draws the bucket out of the spring.
Sie hebt den Eimer aus der Quelle.
La femme tire le seau de la fontaine.
La ragazza ritira la secchia dalla fontana.
La muchacha saca el cubo de la fuente.

ἡ κόρη σύρει τὸν κάδον ἔξω ἀπὸ τὴν πηγὴν.



7

The water streams down the side of the bucket.
Das Wasser läuft an den Seiten des Eimers herunter.
L'eau ruisselle du seau.
L'acqua trabocca dalla secchia.
El agua chorrea por los lados del cubo.
τὸ νερὸ τρέχει κάτω ἀπὸ τὰ πλευρὰ τοῦ κάδου.



8

She sets down the bucket on the brink.
Sie stellt den Eimer auf den Rand.
La femme pose le seau sur le bord.
La ragazza depona la secchia sul parapetto della fontana.
Coloca el cubo en el borde.

ἡ κόρη ἀκουμπεῖ τὸν κάδον εἰς τὸ χεῖλος



9

Finally she catches hold of the handle
of the bucket with one hand,
Schliesslich fasst sie den Henkel des
Eimers mit der einen Hand an,
Enfin elle saisit le seau d'une main,
Ποι piglia la secchia pel manico,
Por fin cogee con una mano el cubo por
el asa,
τέλος πιάνει τὴν λαβὴν τοῦ κάδου με
τὴν μίαν χεῖρα.



10

takes up the bucket,
nimmt den Eimer hoch,
lève le seau,
alza la secchia,
levanta el cubo,
σηκώνει τὸν κάδον,



11

leans her body over to the left,
neigt sich nach links über,
penche son corps à gauche,
si piega sul fianco sinistro,
inclina el cuerpo à la izquierda,
κλίνει τὸ σῶμά της εἰς τὰ ἀριστερά,



12

and carries the water to the kitchen.
und trägt das Wasser in die Küche.
et porte le seau à la cuisine.
e porta l'acqua in cucina.
y lleva el agua à la cocina.
καὶ φέρει τὸ νερὸ εἰς τὸ μαγειρεῖον.

It must not, of course, be thought that several languages are learnt at the same time—the above sentences have been given in several languages for the sake of interest and comparison. Nor are actual pictures usually employed, but rather the personal mental pictures of each individual. The “Series,” also, are only one part, and that not the largest, of the complete method.

TIME REQUIRED TO LEARN A LANGUAGE.

“It requires, according to M. Gouin, 900 hours to learn a language perfectly by this system. In 900 hours, say 300 lessons of three hours each, you can acquire not only 10,000 words, but these words compounded into 100,000 sentences, and you will have mastered not only the whole language but much science and history besides. But the ordinary man does not want to master a whole language. To know enough French to feel at home in France, to be able to go about Paris without ever being at a loss to understand what is said in the street, or in the café, or on the railway, to read a French newspaper with ease, and to talk with French accent—all this Mr. Swan maintains can be acquired thoroughly in six months’ daily lessons of two hours each.” The mass of the language of ordinary life should be learnt therefore on this system in about 250 hours.

A PUBLIC EXPERIMENT.

It is very easy to promise success, but less easy to prove it. As a demonstration, Mr. Stead offered M. Bétis his family to experiment upon. “Here are five children,” he said, “excluding the youngest, who is now learning her own language on Nature’s own method. If they can be taught French in six months, I will be well content. They have been learning it—the elder ones, at least—for some years without being at home in it; and the youngest, Jack, has not even begun. They vary from seventeen to eight—four boys and one girl, the latter aged twelve. They shall begin on the Series Method after Easter, and if by November they can talk with good accent and with ease in French, Mr. Swan will have proved his case, and I shall be ready to admit that he has some ground for believing that the Series system of using the ear only to learn with, and confining the eye to the duty of seeing pictures of the idea which the sound of the words conveys to the ear, may yet revolutionise pedagogy. It is about time,” adds Mr. Stead, “it was revolutionised.”

THE PRELIMINARY REPORT.

This article on “How to Learn a Language” in the *Review of Reviews* at once created a very wide feeling of interest in England,

and many inquiries were received from all parts of Great Britain as well as from America and elsewhere as to the progress being made in their instructions by Mr. Stead's family.

M. Bétis began his experiment on May 15th, 1892. In August, a preliminary examination was held to judge of the progress made during the three months' course of instruction. This had been given for one hour a day in the case of Jack (eight years old), and two hours a day in the case of his older brothers, the latter having, however, been taught on the ancient system some time, but without being able to speak.

Monsieur A. C. Poiré (French master at Huddersfield College) after a visit of inspection, wrote to Mr. Stead, under date August 19th, 1893 :—

“If, before reading the book, before having it thoroughly explained to me, and before attending the lessons, I had heard the children speak French, I certainly could not have believed that only three months had been needed to attain such results. Honesty compels me to make here a very humiliating confession. My own pupils, taught by the old method, cannot do after years of hard tedious work what Jack can do after three months of interesting play.

“Two examples will show what results may be expected. Jack could repeat, at my request, an episode in the life of the shepherd, containing at least twenty-five sentences, many of them idiomatic, and that in perfect French. Not only could his brothers do the same for a piece which they studied six weeks ago and never saw or heard since, but they did what I—a Frenchman—could not have done; they heard half a column of the *Petit Journal*, which I had brought, read by the professor in the tone in which he would have read it to French listeners, and the young English listeners repeated it almost *word for word in perfect French*. Let those who have tried to study a foreign language say whether I was justified in using the words—wonderful! incredible! Monsieur Bétis seems to have done in three months what he had undertaken to do in six, and I am now quite convinced that English children can be taught in a year, at one hour a day or five hours a week, to *speak* fluently and correctly in French, German, or indeed any other language, and not only to speak but also vastly to increase their thinking power and reasoning faculties.

“Two things also struck me during the lesson given in my presence to your children :—(1) Not a single word of English was spoken by master or pupil from beginning to end, and the pupils

understood perfectly all the explanations given ; and (2) Jack's power of forming pictures in his mind, of seeing clearly and quickly the logical succession of actions described, and the astonishing rapidity with which he repeated the verb expressing each action, and afterwards the sentences constructed on those verbs."

Mr. Swan claimed that in six months' teaching on the Series Method it would be possible to take a boy of average intelligence, and by a series of lessons, which would be as amusing as a pastime, enable him to think in French, to read with ease any ordinary French newspaper or romance, to carry on a conversation with any Frenchman, to intelligently follow any lecture, sermon, or debate, and in short to have a thorough grasp of the language and grammar as an instrument of thought and of communication with his fellows. The advocates of the system did not claim in that space of time to give a high literary command of French, but for all practical purposes they undertake that pupils trained on this system would be able to find their way about France without difficulty, and hold their own with French people.

EXAMINATION.

After six months' study, an examination of Mr. Stead's children was held for the purpose of proving that the pupils were able to understand spoken French and speak it with a good accent, to express *all their own thoughts* and those of others in good straightforward idiomatic French as used by French people themselves in the intercourse of every-day life ; to feel at home in France under any ordinary circumstances ; to read any French newspaper or novel, quickly and with interest ; to write an ordinary letter in French ; to be able to translate *viva voce* from or into the French language. The examination was rather a long one ; but long as it was, it was impossible in the time to go through the very exhaustive programme which had been drawn up by M. Bétis for the purpose of testing the capacity of his pupils. "The questions," said Mr. Swan, who prefaced the examination by a few words, "are to test whether or not the pupils, who have had six months' lessons, of two hours a day of five days a week, are able to do the following :—

1. To give in French the names of objects shown to them, or point out objects whose names are given in the foreign tongue.
2. To describe in French the gestures which are made before them, or make the gestures which they are told to do in French.
3. To express in French the surrounding circumstances of any fact of life (that is to repeat a Series in French).

4. To repeat in French a story which they have just heard in French.
5. To recount personal facts which have occurred to them at any moment of their lives.
6. To read an article from a French newspaper, or a page from an ordinary novel, and repeat it in French.
7. To give, in French, the explanations necessary to make themselves understood, if they lack the proper word in French.
8. To ask, in French, sufficient explanation to understand the meaning of a French word which they do not recognise.
9. To consult a French dictionary, as used in France, when they meet with any French word which they do not understand.
10. To repeat immediately in French a fact recounted in English by one of the persons present, or taken from a newspaper, or an English book.
11. To recount, in French, what they would do in France under any given circumstance.
12. To explain and recount in French a series of pictures without titles.
13. To improvise immediately, in French, the end of a story of which they have been told the beginning.
14. To sum up this story in a few words.
15. To recount in French the same story twice over in different terms.
16. To calculate in French.
17. To explain in French what are the ideas which spring up in their mind when hearing a word or a phrase.
18. To explain in French the reason of the forms of conjugation employed by a French author in any extract (newspaper or book).
19. To act as interpreter.
20. To repeat in French a conversation held by persons present at the examination, or answer in French questions addressed to them in that language.
21. To understand completely a lesson in science or literature given in French.
22. Themselves to teach a French Series to others.
23. To explain a grammatical table.
24. To write an ordinary letter, not technical.

This, it must be confessed, was a sufficiently comprehensive programme. Mr. Stead thus sums up the result:—

“To do the first was, of course, comparatively easy. Each one present selected an object in turn, which was then correctly named. The second was not quite so satisfactorily gone through. Several gestures were correctly expressed, but they did not know the French equivalent of three gestures—to tickle, to sneeze, and to wipe one’s nose. [M. Bétis had thought these expressions too “shocking” for English ears!] The third, which was to repeat a French series, was taken by all the children. The elder boys described the taking of a ticket at the railway station. Jack and Emma had their turn with the series of a cat, which describes the catching and eating of a mouse. This, however, was but the rehearsing of lessons which had previously been gone through, the Series Method studying all these facts as par

of the individuality of the student. The first important test was the fourth, which was to recount in French a story which they had just heard in French. M. Poiré repeated in French a variant upon the story of the shipwreck and rescue from an iceberg, described in a recent Christmas Number, which was then repeated in French, but in their own rendering, by two of the elder boys. Jack then had his turn with a story improvised for the occasion by Madame de Leeuw, going through his task with the utmost *sang froid* and success.

"The fifth test was to recount personal facts which had occurred to them during any portion of their life. The elder boys recounted, in French, incidents in their travels abroad. Jack gave an account of how he hurt his fingers in the chain of his brother's bicycle.

"This brought us to the sixth question. They had to read an article from a French newspaper. A bundle of that day's French papers were laid upon the table, and the following passage, selected at random, was taken from the *Petit Journal* :—

A L'INSTRUCTION.—Un petit garçon de six à sept ans,—brun, les yeux relevés à la chinoise,—jouait samedi dans le couloir sur lequel s'ouvrent les cabinets des juges d'instruction de la troisième galerie.

De temps à autre, le petit s'élançait dans la galerie, tapait de sa petite main sur le bureau du garçon qui, en riant, le menaçait du doigt.

L'enfant se sauvait, enhanté, et se réfugiait auprès d'une jeune femme,—une gouvernante—qui essayait en vain de le faire tenir tranquille.

Un prévenu qu'accompagnait un garde républicain arriva; le petit garçon lui sauta au cou en criant :

—Bonjour, mon papa !

L'homme tenait le petit dans ses bras, des sanglots soulevaient sa poitrine; le prisonnier était M. Pedro de San-Luna, l'artiste-peintre qui, le 22 septembre dernier, dans un accès de fureur jalouse avait tiré des coups de revolver sur sa belle-mère et son-beau-frère, M. Pardo de Tavera.

—Viens-tu, papa ? demandait l'enfant.

—Tout à l'heure, répondit le malheureux homme.

Et il entra chez M. Pasques, juge d'instruction.

L'enfant partit avec sa bonne.

"One of the boys read this out aloud, and then, handing the paper to M. Bétis, repeated in his own words the story which he had just read. The only word which he boggled at was 'prévenu,' which necessitated the reference to a French—not a French-English—dictionary in order to discover its meaning. Departing from the strict order of the programme, M. Bétis then asked the boys to explain in French the true reasons of the forms of the conjugations employed in the narrative that had just been read—for instance: Why 'demandait l'enfant,' but 'répondit l'homme,' etc.? This they

did for all quite correctly, except for one verb, which was corrected by one of the other boys. The tenth was a stiff test—to repeat immediately in French a fact recounted in English. A gory tale was told concerning a mortal combat between a cock and a cat, with dire results to the cat. It was a comical story, which was improvised for the moment, and was satisfactorily rendered into French.

“One of those present then suggested that it would be well to have a passage in English written out and translated textually. To this M. Bétis objected on principle. Textual ‘translation’ was opposed to the essence of the Series Method. He was perfectly willing to take any passage that should be submitted from any English author, and the boys would render it in French in their own language, but the textual translation, phrase by phrase, was exactly the kind of thing against which M. Gouin set his face as preventing the pupil to think in French. Translation in which the exact phrase was reproduced belonged to literary, not colloquial French, and it ought not to be undertaken except for examination purposes. All that M. Gouin claimed to do at the end of six months’ tuition was to enable his pupils to give accurately and clearly the exact sense, and to express clearly the details said or written by an English author or speaker; but textual translation, phrase by phrase—no, they would have none of it! To prove, however, that the objection was not taken on the score of inability, he consented to put the following passage from *Answers*, sentence by sentence:—

NOT MADE BY LAW.

Three years ago I was travelling in Cumberland in a full carriage. One side of the compartment was occupied by four portly farmers.

At a wayside station a thin, cadaverous man got in and tried to wedge himself in between two of the aforesaid farmers.

Not obtaining a comfortable position, he turned to the biggest farmer and said:—

“Excuse me, sir. The Act of Parliament allows you to occupy thirty inches. I think you are occupying more.”

“Confound you, sir!” roared the farmer. “I’d have you to know I was not manufactured by Act of Parliament.”

“This the boys rendered in French with a slight difficulty about the French equivalents for ‘wedged in’ and ‘cadaverous,’ while ‘confound you’ they judiciously left untranslated, or rather replaced by an astonished ‘Monsieur!’”

“They were then asked to recount *in French* what they would do in France under any given circumstance. This was done; the circumstance chosen by those present being for the elder that of having lost the train at Amiens, and being without money. Jack

described what he would do if he lost his purse when sent out to make purchases. The next ordeal was to describe and explain in French pictures submitted to them without explanation. The first, from the *Graphic*, was somewhat simple—a party going to play golf; then came one from the illustrated Supplement of the *Petit Journal*, portraying the triumphal march of the French into Abomey. Then Jack had his turn with a series of pictures from the *Imagerie Artistique* series, representing the anger of a concierge when mocked by naughty children. At first he was somewhat bothered about the first picture of the concierge, who might have been any old man sitting in a chair holding in his hand anything between a fishing rod and a whip, but which is supposed to be a bell rope. Afterwards Jack went on all right. Thirteen, fourteen, fifteen, and sixteen were omitted, as the time was rapidly passing. Seventeen was the explanation in French of the ideas which arose before their minds on hearing a word or a phrase. The words chosen were 'tache,' 'courageux,' 'respectable,' 'libraire,' 'actuel,' and 'larron.' Respectability driving its gig did not arise before the minds of the pupils, but only a person well dressed or very well dressed. 'Larron' was a word they did not know, and this led them to hark back to the eighth head, in which they had to ask in French for sufficient explanation to enable them to understand that 'larron' in colloquial or modern French was 'un voleur'—a word quite familiar to them.

"We then had first one and then another of the boys employed as interpreters between a Frenchman and an Englishman present who were supposed not to know each other's language. This was gone through very satisfactorily. Upon this, I," says Mr. Stead, "can speak with authority, as it is one of the few parts of the examination upon which I am entitled to have a voice. The subjects selected were the best way to go to Biarritz, and a supposed business interview for the bargaining for an indefinite number of animals of various sizes and descriptions. The subjects were selected by those present.

"Then came the crucial test to prove whether the scholars could understand ordinary quickly spoken French. M. Bétis and M. Poiré began a very rapid conversation in French concerning their intended visit to France, which was continued for some little time. The substance of it was then given in French by the boys. One took the part of M. Bétis and the other of M. Poiré, to the complete satisfaction of those whose conversation they undertook to repeat."

The elder boys then acted as interpreter in a supposed short business interview between M. Poiré and Mr. Stead. Jack acted as interpreter—correctly, but with some mistakes in the conjugation—(remember that Jack had had *one* hour a day five days a week for the six months) between two of the ladies present with reference to obtaining rooms in Paris.

The elder boys next repeated in French the discussion held previously in English between Mr. Storr, Mr. Swan and M. Bétis on the utility or otherwise of translation phrase by phrase, instead of rethinking the whole in French.

Harry Stead then gave part of one of the lessons of "The Angler" to his sister.

The subject given for "an ordinary letter to be written in French" was an inquiry addressed to a friend, about a flat of five rooms wanted near the Louvre. This was written in excellent French phraseology. There was one mistake in using the word "appartement" for "pièce," in one of the letters; with the omission of a circumflex accent on the verb "coûte," in the other; and in the last letter, with the addition of an "s" to the adverb "cher," taken for the adjective "cher." This test was done in a few minutes amid general conversation of the persons present.

"No. 21 was passed over for lack of time—the Examination had already lasted more than three hours—greatly to the disappointment of M. Bétis, who was most anxious to prove that the boys could understand a lesson given either in science or literature in the French language. [This has often been done with other pupils after the same number of hours of teaching.] Jack then read fluently an extract from the fairy story of 'Le Petit Poucet,' and his sister described one of the pictures. The examination then closed."

COMMENTS AND OPINIONS.

"The net result of it all on my mind," says Mr. Stead, "was that whatever else had been done or had not been done, the Series Method had taught my children to think in French. That is to say, the French language had become to them a vehicle of thought. They were not glib, and as they have never been to school, but always under private tutorship, they had not the free decided manner of recitation that is acquired when set pieces are learned by heart and repeated in class. Although they hesitated sometimes in getting the facts grasped in their minds before giving the French sentences, they had *unquestionably got hold of the instrument and were able to use it for all practical purposes.*"

The result, Mr. Stead concludes, "*fully justified what Mr. Swan had claimed when he came to me six months ago.*"

OTHER TESTIMONY.

The following are letters received from some of those who were present at the examination :—

18, Portland Place, Halifax.

Dec. 20, 1892.

Having had the privilege of being one of the examiners on the 19th December, I am glad to state that the boys gave proof of a thorough and wide knowledge of what one may call simple French ; and by that I mean the ordinary straightforward language used by French people themselves in the intercourse of life, enabling them to express all their own thoughts and the thoughts of others.

Of course there was occasional hesitation, which may be easily understood if we remember that everything had to be done on the spur of the moment (and even in their mother-tongue they would probably have done the same).

There were also some mistakes of genders. In the few rare cases of inaccuracy of tense, the right form was given after the simple indication that a mistake had been made.

1. I was particularly struck, as a Frenchman and a teacher, by the way in which they repeated, with astonishing accuracy, a conversation between M. Bétis and myself, in the course of which I purposely spoke more quickly than we generally do, never waiting a second to give them time to think. And let it be remembered that the pupils did not repeat after each sentence, but only when the conversation was over ; that is, they thought in French, they did not translate.

2. By the facility with which they repeated a short story, which I rapidly improvised in French on a theme given by another person.

3. By the repetition, in excellent French, of a discussion which had taken place, in English, half an hour or so before, which they did not know they would be asked to repeat, and which one might think they had forgotten, occupied as they were with the questions put to them between the discussion and the repetition of it.

4. By their repeating, almost word for word, an article from a French newspaper read quickly to them.

5. By their explanation (in French) of the true reasons for the use of all moods and tenses in the article read—an explanation much clearer than that generally found in grammars—a very remarkable feat, if we remember that the method does not avowedly take grammar as its basis.

6. By the excellent manner in which one of the boys gave a lesson to his sister, with the necessary explanations, insisting, when needed, on the value of certain words, and explaining their meaning (the whole in French).

7. By the admirable manner in which Jack recounted his experiences (in French), and acted as an interpreter between an American lady and a French lady, a result in keeping with his attainments last August.

These tests—and others—have proved to me that although we had not time to submit the boys to the last test—that of listening to a lecture in French, and reporting it in English—the wide knowledge of French they manifested would have enabled them to do it.

A. C. POIRÉ,

French Master at the Huddersfield College.

MADAME ALIDA E. DE LEEUW.

December 20th, 1892.

Much as I expected from the Series Method, and Messrs. Swan's and Bétis's application of it, I was quite struck by the result shown yesterday. The clear and correct pronunciation gave evidence of careful training. The facility with which even the boy of nine could act as interpreter, and the wonderful ease with which the elder ones rendered in idiomatic French a most difficult passage, chosen at random from an English daily paper, showed conclusively that they had gained a mastery over the language which will enable them to converse with any Frenchman on any topic short of distinctively "special" subjects. The manner in which the questions on the use of the tenses were answered ought to convince any one that this is indeed "French made easy," the explanations being perfectly simple, intelligible, and easy of application.

The Kingsley School, Wimbledon.

ALIDA E. DE LEEUW.

28, Woburn Place, Russell Square, W.C.

Dear Sir,—I now take the opportunity, which I did not get on Monday, of thanking you for allowing me to be present at the examination of your children according to the new system of teaching languages. I was pleased and satisfied beyond expectation.

That the natural method of teaching languages is the best, and that this particular method is more natural than the others now in use, will be readily admitted by every unprejudiced educationist. The only problem to be solved was: "Could the method in question, be carried out efficiently?"

I think that this problem was undoubtedly proved by the examination at your house. The pupils were tried by every possible test, and they stood every test most satisfactorily. They were thoroughly at home in the subject. On the various occasions when they were asked to describe an object, it was evident that they were not putting their description into English, and then translating it word for word into French, but that they were looking at the object with the mind's eye, and allowing the object to suggest the French words. In every imaginable position in which they were placed they were always able to find some language to describe their ideas. Of course they were not always fluent and correct. But even French children in similar circumstances would have occasionally hesitated and made some grammatical mistake. Even English adults, if set on the spur of the moment to describe an object in their own language, would not have been absolutely without a mistake. In fact, I could not help noticing that the keenest critic present at the examination, while drawing up an English passage to be translated into French, made a slight error which he afterwards corrected.

On these grounds I think that M. Bétis and Mr. Swan ought to be congratulated on the success of their experiment.

I am, yours very sincerely,

December 22nd, 1892.

DAVID PRYDE, LL.D.

Late Principal of the Edinburgh Ladies' College.

99, Gower Street, London, W.C.

Dec. 24th, 1892.

Dear Mr. Stead,—I had read, in the *American Review of Reviews* of July last, your paper on the Series Method of teaching languages before I left America, and since I have been in London I have taken every means at my disposal of seeing the theory applied to practice. Consequently I was glad to witness the examination of Monday last, and I take pleasure in expressing my satisfaction with the result of the six months' test.

The fact that the young people really *possessed* their French, and were able to use it for practical purposes, and that they did so use it, was what first impressed me. The quickening and stimulating effect of this method of studying upon the imagination was also evident, and it would, I should say, have its effect on study in other directions as well as in languages.

The reproductions in French of conversations and of stories read or repeated in English, showed this quickness of mental energy and also the mental attitude which this method aims to secure.

It was evident that a distinct picture was conveyed to each brain, and that the variations, when there were many, were caused by the individual colouring which the same picture may take in different minds. I have never seen results gained by six months of instruction which could compare favourably with what your children did on Monday. The ground covered, and the thoughtful, intelligent manner in which the work was done, were alike gratifying. As soon as the facts or ideas presented in English took shape in the brain the response in French was prompt and confident.

The incidents which you termed "Autobiographical family reminiscences" were clearly and pleasantly told.

I was, however, even more interested in Jack as an interpreter. Nothing could be more satisfactory than the simple and direct manner in which he translated my English questions about apartments in Paris to Madame Leeuw, or than the clearness with which he rendered her French replies to me in English. It was something I have never seen accomplished by an adult after the same amount of instruction.

It was, I think, during some general discussion, that Miss Emma came to my side and told me the story of a series of pictures in one of the papers that I took from the table. I had seen the paper brought in, and from its date I was sure that it was new to her. No test of her powers to shape her own thoughts in French could have been more complete.

I have seen many students making literal translations, that is, substituting one word or phrase for another, and it is done by some who have not the power to express a thought in a foreign language. It bears the same relation to thinking and speaking as the theory of swimming does to the actual practice. One may know very well how it should be done without ever plunging into the water. Your children have certainly made the plunge, and I earnestly hope that their success may give confidence to those who are waiting on the shore. I expect to see the Series Method widely adopted in America.

Again thanking you for the pleasure of seeing the examination,—
I am,

Very sincerely yours,

ADELE M. GARRIGUES.

(of Washington, U.S.A.)

It will be seen from the weight of testimony adduced that the students on the Series Method are really taught to think in French. Such training is entirely different from that given by translating word by word and learning grammar rules—the system upon which

the present examination system rests. It has been hitherto tacitly admitted that it is a practical impossibility to give ordinary students real command of spoken French—thought direct in the language; and it is for this reason that so much of the examination work in schools bears upon pure technicalities of grammar and philology, avoiding practical tests which might show the full grasp of French as an instrument of thought.

There is thus no doubt of the ability of the Series Method to convey a full knowledge of colloquial as well as of the written and printed French. It should give into the possession of the English nation generally a new vehicle of thought.

RESULTS OF THE USE OF THE SYSTEM.

Use of the system is spreading far and wide; letters are received from all over Europe, from America, Australia, India, Japan, &c., expressing great appreciation, and wishing for information. It is now in practice in many English schools; and with the best results. The accent of students is excellent, and the lessons are found so interesting that no punishment or keeping in is needed—the children with this method, like Oliver, even “ask for more!” Some of the reports from principals of schools are appended:

BOYS AT NORTH BERWICK.

Mr. Richard W. Waddy, M.A., head-master of the Abbey School, North Berwick, says (January, 1893):—

“As to the system, so far as I have got, I feel able to say this:—

“1. It has interested all the boys, both the clever and the dull, and is, perhaps, the most popular branch of study at present in the school. This may be set down to novelty, perhaps, but the interest seems to grow, and not to abate.

“2. It has won the goodwill of the boys for the subjects to which the system is applied. This goodwill, which is sought for on the old systems in many ways (Horace says the teachers, when kind-hearted, gave the boys cakes to make them wish to learn!), is half the battle, and that the method seems to secure.

“3. The boys show their interest by repeating the Series at home, much to the delight of the parents. Several parents have spoken to me about this, and said how pleased they were. When did boys ever repeat anything of their own accord under the old *régime*?

“4. The absence of detention has made the school both happier and healthier; the strain of detention work, both for master and

boys, when the time-table is already long, being very injurious. Last year, under the old system, my own health suffered from staying in with the boys. Nearly every day some one stayed in to learn French grammar. This absence of detention (which I never knew before how to bring about) is one of the things which has made the system popular with us. I think this is a fair, and not a meretricious, popularity.

"5. One of the most striking things is the way in which the dull boys, who were incurable laggards before, have picked up courage and taken fresh heart under the new system. The levelling effect of the system upon the classes is really surprising.

"A little boarder who came this term (I must say he is a very intelligent and clever child of nine years), and who was called out of school to see his father and mother, who were so anxious about his happiness in the new school that they came early the first Saturday of term to see how he was, expecting to find him home-sick and dull; this little chap rushed into the study, and the first words he said were: 'Oh, the French is delightful!' 'Fancy,' said his father to me, 'that was the first thing the child said to me!' I suppose he expected to be implored to take him away, or something like that, and this was what he heard.

"6. It is a delightful system to teach. It is such fun! And then the delight of having no junior exercises to correct, and the pleasure of hearing French read fluently from the 'Series,' and not stumbled over from a reading-book.

"I find the classes wonderfully equal. For instance, some new arrivals do just as well as the older fellows, and the slower boys are plucking up courage in consequence. I think this is a most striking thing. Personally my work is far happier, the disappearance of detention is delightful to every one, and school atmosphere far happier all round. I am doing Latin as much as possible on these lines, with good results. I have been using the plan of reconstructing the sentences, recommended in the chapter on classics, with admirable result. It keeps the whole class employed, and gets the lesson into their heads so well that it is learnt by heart by all the clever boys, and well known by the rest."

GIRLS IN LONDON.

Miss N. C. Pryde, of the Bedford Park High School, who has been the first in London to put the system into regular use, writes as follows:—

"I am sure you will be pleased to hear that the new method of teaching French has been a great success in this school. A class of beginners started under the new system on the 1st October, and in ten weeks the pupils have learnt more than other classes, working according to the old method, learnt in ten months. The pronunciation of the former also is much better than that of the latter.

"The most remarkable result, however, of the new method is the interest it awakens in the pupils. They are sorry when the French lesson is done, and beg the mistress to give them another. We overheard them going through the Series by themselves; and sometimes during the English lesson when they are at a loss for an expression, they involuntarily use a French phrase. About three weeks after the commencement of the new method, I was printing some papers on the typograph, and some children of eight or nine years, pupils of the newly started French class was looking on. I heard them expressing all my actions in French to themselves, each one trying to name them first.

"One of the great advantages of this new system is that it does away with the necessity of home preparation. If this could be accomplished in other subjects, it would be a great relief, not only to the pupils, but to their parents.

"Some people say that this method, while it may be useful for children, cannot be successful with adults. In refutation of this I may state that I had a German class for adults, and the results were wonderful. The pupils themselves were very much surprised at the progress they had made."

REPORT OF A GOVERNMENT INSPECTOR.

The following later letter from Mr. Richard W. Waddy, M.A., of the Abbey School, North Berwick, will be read with interest by those who are inquiring as to the usefulness of the method when conjoined with the present examination system. Mr. Waddy says:—

"(1). I hold to all I said before as to the pleasantness and interest of the system both for teacher and taught. It rendered our school work distinctly livelier, happier, and more instinct with the real pleasure of learning. There was a sense of freedom from the numbness of dead books, and rules, and exercises that was felt and enjoyed from the first to the last. Personally I never had so pleasant a spell of work.

"(2). In the next place, I can say now, what was not in my power before, that the system can be used confidently, even where Government inspectors have to be faced, and examinations prepared

for in which written papers only are required, and not conversational facility—though, of course, more attention must be paid to the grammar in this case.

“ In French—exclusive of a small class of very little boys for whom the teachers constructed easy ‘ Series,’ which they learned with great pleasure and success — we had three classes under instruction, aged $11\frac{1}{2}$, $13\frac{1}{2}$, and $14\frac{1}{2}$ years respectively.

“ In all these classes the *amount* of work done compared favourably with that of former years, whilst the *accent* in all three was distinctly and decidedly improved. In the youngest class, a boy who had learned no French before was constantly at the head of the form, though some of the other boys had been in French for one or two years previously. In the middle class, a little boy of nine was well to the front, though he knew little or no French before joining, and was put in the class for his acquirements in Latin. I consider these two cases, and the fact that in the Senior Class new-comers easily held their own, good instances of the equalising effect of the method amongst boys of unequal age and attainment. In the two younger classes no translation was done, but in addition to a large number of series, formal grammar to the usual amount was easily acquired, and better understood.

“ The Government Inspector reports that the facility of the classes in these Series was ‘ *remarkable*,’ and in the class-room he used, of one class, the word ‘ *incredible*.’ After the first three months little English was used in class, even in the youngest, and the examination, except in formal grammar drill, was conducted in French also. In the Senior Class ($14\frac{1}{2}$ years)—with the exception of one lesson a week in French literature to three boys preparing for the Government Leaving Certificate Examination—only Series were studied, the three candidates, however, writing exercises in continuous French prose.

“ During May and the first half of June the three candidates prepared formal grammar, and the Series were revised by the rest of the class, and some French was translated. With this preparation, two of the three candidates obtained leaving certificates in French (lower grade) in June. I may add that I used to read aloud to this class Mrs. Hugh Bell’s little book of French plays, which were found very amusing by the boys, who afterwards translated them into English.

“ John Kerr, LL.D., H.M. Senior Inspector of Schools in Scotland, examined the school in July, and reported as follows to ‘ my lords ’ :—‘ French is taught on the Gouin Series Method to the whole

school. The system is new to me, and I do not feel warranted in giving a decided opinion as to its merits, especially as it is necessarily, in the circumstances, only partially carried out, and has been in operation only one session. I may say, however, that it seems to me the natural way of acquiring conversational facility in the use of a language, and that it is certainly interesting to the pupils. Even in the preparatory class (average age eight) the accuracy of pronunciation and the ready use of simple common phrases was remarkable. Sentences increasing in number and difficulty are taught from the lowest class upwards, till in the highest a very considerable vocabulary is acquired."

Mr. Waddy continues: "The question of time is, to my mind, the only difficulty in the matter. Granted a sufficiency of time each day, and that a boy can learn a language well and soon after this method, I have no doubt. But so long as a boy is permitted to potter away at two or three languages without devoting time enough for tangible results to any one of them, no rapid or real progress can be hoped for. One language at a time, and plenty of it, during a year, is what will be sought for in vain in time-tables constructed for average boys, who are trying to learn several foreign tongues in their own land, in the way by which we have, until the present, understood the learning of languages. It is just this plan of learning languages, one at a time effectually, and not two or three at a time to no purpose, that seems to me a cardinal truth made very plain by M. Gounin."

LANGUAGE CLASSES ON THE SERIES METHOD.

At the language classes in London there are morning, afternoon and evening courses in French, German, Spanish, Italian, Russian, Hindustani, Turkish, and Greek (ancient and modern), for students or beginners, given by a staff of trained native teachers (in lessons of two hours twice a week), at various stages.

These classes are to enable students not knowing a word of the language to understand, speak, and write it grammatically at the end of a year. There are also daily classes for those who wish to learn a language in the shortest time possible.

The persons who desire to attend Courses for the study of a foreign tongue can thus be classified:—

I. Those who, not knowing a word of the language and having the time to take a lesson every day, wish to become capable of speaking, understanding and writing it in the shortest time possible.

II. Those who, not knowing the language, but having only two days a week at their disposal, wish to be able to speak, read and write within a period not exceeding a year.

III. Those who, having studied by the ordinary methods (consisting especially of private work by the means of written grammatical exercises and translation), are not able to understand the spoken language or to converse in the foreign tongue.

IV. Those who, being already familiarised with the spoken language, seek the opportunity of perfecting their knowledge.

For these four classes of students the language classes at the Central School offer suitable instruction.

A TRAINING SCHOOL FOR LANGUAGE TEACHERS.

The first holiday course was formed in July, 1892, and was held for three weeks in London, for the purpose of training teachers and demonstrating the practice of the Series Method. A class of between twenty and thirty persons was formed, consisting mostly of teachers, head-masters, and professors of languages. This class was exceedingly successful, as would appear from the testimonial sent in at the end, signed by those in attendance. Some 100 or more exercises were worked through in class on the system, the matter of the lessons being scenes ("in series" of idiomatic sentences) expressive of the life around the family in the house, dressing, the toilet, the housework of a day, the breakfast and cooking, and the life of a shepherd, giving the expressions of mankind in simple primitive life. These lessons were interspersed with lectures on the great part the imagination may be made to play in language teaching; on the gift for languages—in what it really consists, and how it may be acquired; on the importance of the verb in the phrase; on the organisation of language into that expressive of the objective facts of life and that expressive of subjective thoughts; on the method of training the memory by logical association; and on the organisation of grammar teaching on a more interesting and psychological basis. Demonstrations were also given in class on a number of children, and a course of German was carried on. Not the least interesting were the specimen lessons in unknown languages, such as Spanish and Norwegian, and the suggested application by Mr. Swan and M. Bétis of the use of "mental representation," so greatly used in the system, to the teaching of geometry, the multiplication table, the alphabet, science, history, geography, music, and literature.

At the conclusion of the course, a vote of satisfaction in the results of the course was moved by Mr. Richard Waddy, M.A., of the Abbey School, North Berwick (who said he came convinced of the theoretical value, and was now equally convinced of the practical possibilities of M. Gouin's work), and was seconded by Mr. Guy M. Campbell, of the Royal Normal College for the Blind (who said he had come prejudiced against the system, but now remained an earnest adherent). The following letter was signed by those in class on the last day, and was forwarded to M. Gouin:—

“ 34, John Street, Bedford Row, London, W.C.

“ August 19th, 1892.

“ To Monsieur François Gouin, Paris.

“ Dear Sir,—This address proceeds from the students and teachers of languages who have attended here during the past three weeks, to acquire, under the guidance of Messrs. Howard Swan and Victor Bétis, a practical knowledge of your ‘Series Method.’

“ The recent publication in England of your book on ‘The Art of Teaching and Studying Languages,’ awakened in those who read it an ardent desire to know more of a method that seemed so full of hope. Accordingly, we gladly availed ourselves of the holiday class opened by your representatives, and now we feel ourselves in a position to judge, from actual experience, of the merits of the new system. Briefly, then, we came, we saw, and we were conquered! We, one and all, intend to adopt and spread your method so far as in us lies.

“ Before separating we wish to send to you, into whose labours we have entered, this expression of our thanks, and to bid you God-speed on the work you have in hand. And, lastly, we would congratulate you on having secured such able exponents of your opinions. It is impossible to remain unkindled by their enthusiasm, or unconvinced by the earnestness and lucidity of their teaching.”

HOLIDAY COURSES.

During the usual school holidays these Training Courses for teachers are continued, and are also given in various provincial centres.

The following is the syllabus of the course for teachers or parents who already know the language well:—

I. GENERAL IDEA OF THE METHOD.—Importance of M. Gouin's discovery; futility of mere book methods; Nature's successful

process ; the gift for languages and in what it consists. The lesson in its three aspects : oral part, reading, and writing.—**MENTAL VISUALISATION**, “seeing in the mind’s eye” ; association of sound with mental image. Analysis of speaking and hearing. Clear and blurred mental pictures. Difference between a child’s process and an adult’s. A first foreign language lesson and how to give it.

II. THE POWER OF THE VERB AND OF THE ORDER OF SUCCESSION IN TIME.—Life is action ; action is expressed by the verb ; the verb is the soul of the sentence, in grammar and in signification. The power of the memory ; how trained and utilised. How to teach complete sentences. Relationships expressed by prepositions.

III. THE SERIES.—The facts of life expressed in a series of actions ; effect of natural forces : the idea of Series and its utility in teaching ; expression of complete human individuality ; the life of the day, month, year, and life-time—the man, animal, insect, fish, plant, etc. End and means.—Time required to study a language. Simple and complex language ; simple acts of mankind and their expression.—“Domestic Series” and Rural Series.—Importance of the third person singular.—**PRONUNCIATION AND SPELLING**, how acquired in the Series Method. The true value of Phonetics.

IV. THE SUBJECTIVE LANGUAGE.—Life in the class ; mental attitudes and states of mind and how expressed. Practice of subjective language in class. Idiomatic sentences and how used in “ordered conversation” ; training children to speak and not only to understand. Importance of stress and tone accent ; living sentences and their inner significance.—Equality of intellects, disparity of experience, temperament, and will ; backward boys ; measure of children’s attention ; length of lessons ; relaxation instead of punishment.

V. THE GRAMMAR.—Intuitive grammar ; the personal pronouns *tutoiement*. — Conjugations — the time units ; simple indicative ; mental representation of time ; past indefinite and past perfect ; visualising the conjugation and practice on the Series.—Rational tables of Conjugation ; their true value. Universal Symbolic Grammar.

VI. THE LITERATURE.—Difference between colloquial and literary style ; metaphors ; literary expressions in the Series. Study of language in the literature.—The study of English literature in English schools. Mental visualisation and literary expression.

VII. STUDY OF CLASSICAL AUTHORS.—Practical demonstration on French literary works. Simple literature ; higher literature.

VIII.—ADVANCED GRAMMAR.—Practice of Conjugations by means of the subjective language. Compound tenses—different manners of regarding actions expressed in the conjugation.—ORGANISATION OF A LESSON.—Construction of Series; idiomatic expressions and their place in the Series; futility of book translation; thinking in the language; bad organisation of dictionaries.—Abrogation of correction of exercises; real importance of reading and writing; typographic form of school books; true value of illustrations; utility of lessons in after-life.

IX. LANGUAGES HAVING DECLENSIONS.—Declensions like prepositions—importance of declensions in the phrase. Rational tables of declensions for German. Dead languages. Irregular verbs.

X. THE QUESTION OF EXAMINATIONS.—Oral *versus* written examinations; specimens. Other considerations: How historical, technical, and scientific Series might be given.—RESEARCH FOR FURTHER REFORM in pedagogic science. Advantage to education of true psychological principles. Other applications of new principles to the teaching of alphabets, geometry, mathematics, music, etc. Central School Association.

After the Lectures opportunity for personal training is given to the teachers, who are able to practically demonstrate their efficiency and grasp of the system in its various stages by means of specimen lessons.

Application by those who wish to attend these courses should be made in advance.

OPENINGS FOR TRAINED TEACHERS.

The greatest need at the present time would seem to be a supply of fully trained teachers. This need has been only in part supplied by the training courses given up to the present. Those attending were for the most part natives, or else English people already speaking the language well, and were also, in nearly all cases, already in positions of their own; so that, although more than 250 teachers have been trained in London and Paris, there are still very few available for new openings. The movement having been widely taken up, has created a suitable opportunity for the consideration of an important question—that of ameliorating the position or status of the modern language teacher, and especially that of the modern language governess. The governess, left to her own resources, often without scientific training in the practice of education, is subject to much difficulty in maintaining a recognised and remunerative position.

One great means towards the raising of the status of such teachers will be the possession of training in teaching, which will enable them to achieve a well determined result, such as has been shown possible in this system. It is evident, then, that the question of the training of teachers will continue for some time, at least, the principal one to be considered.

France has already acknowledged this ; and on the wide recognition in this country of the importance of its principles, due greatly to the publicity given to the system as taught at the Central School, the Municipality of Paris has undertaken to establish experimentally a training school for language teachers, with M. Gouin as nominal director. It is possible, therefore, that in a few years the schools of France will be equipped with trained teachers able to produce satisfactory results. England will not be behindhand, in a practical age when every progress is tested and then utilised. The public require better teaching ; the schools must supply it, and a thoroughly organised training school for language teachers would seem to be a necessity.

The teachers who instruct in foreign languages may be divided into two great classes—foreign and English. The first consists of those who already know the language well, but are often sadly lacking in pedagogic science. The second comprises a few who are both well acquainted with the language and also with teaching ; but still the greater proportion speak a little, though not enough to teach properly by an oral method, even if text books were published. An adequate training school should, therefore, aim at giving not only training in teaching, but a thorough knowledge of the language to be taught as well. Such a training school is one of the departments of the Central School, and the most important. The courses extend over months or years, as the case may be, for those who, not knowing a word of the language, wish to be able eventually to teach it. Students can learn the languages, French and German or Greek thoroughly. Such a course embraces full personal training ; first, as student, and then as teacher, and those who pass through it with success are able to take both the oral and grammatical written language-teaching, and even the higher literature in a modern language class, if their later studies were fully carried out.

GREEK AND LATIN.

To the classes in various languages being already held at the Central School has been added one for instruction in Greek by a qualified native Athenian professor. The language of Homer, Plato,

and St. Paul is taught as a living tongue—as it is spoken at the present day in the streets at Athens and the National University of Greece. So far from the practical knowledge of the language thus gained being a hindrance to the scientific study of classical Greek, it has been found to be of the greatest service. To those about to travel in Greece, Turkey, Asia Minor, the South of Russia, Syria, Egypt, etc., the importance of a colloquial knowledge of modern Greek can hardly be overrated, while for classical students, as advocated by Professor Blackie, a knowledge of Greek, as it is now spoken, is the best possible introduction to the study of the ancient Greek classical authors. The proof of this is that a well-educated Greek can understand and read the ancient classics without much study, just as we understand and read Shakespeare and Chaucer.

Classes for Latin will also be held eventually.

Classes in Ancient Greek, morning and evening, for the study of classical authors and the Greek Testament, are also formed, in which, after a few months, the whole lecture is carried on in Greek.

ORIENTAL LANGUAGES.

Many persons have thought that the principles of the method apply only to European languages, but this is certainly not the case, as expressly set forth in the larger book. The principles are perfectly applicable to Oriental languages. The Oriental people see in their minds mental pictures, which, for them as for us, constitute the "meaning" of their words; *they* live a human life composed of a series of actions which can be expressed in sentences; *they* use intuitively, as we do, the power of the verb; they use the objective and the subjective language, and they associate their word-sounds with their thoughts, as we do; with them the word-signs (writing) are learnt after the sounds and the meaning are known, and they apply intuitively the laws of their grammar. Where is the impossibility of applying the method to Eastern languages?

The proof that the Series Method can be adapted to Oriental languages is already apparent. Letters have come from Turkey, Syria, India, and even Japan, stating that it has been tentatively adopted with success and pleasure.

At the training courses at the Central School, specimens have already been given in Slavonic and Oriental languages—Russian and Hungarian, for instance, and Burmese; and there would seem to be no need of spending much more time on these languages than on French or German. The children in those lands learn to

speak in approximately the same time—none later than at four or five years of age. As French or German is taught at an hour a day in a year, so Hindustani or Arabic can be taught in a similar time.

A Hindustani class on the system has now been started under a qualified educated native professor.

TEACHING ENGLISH IN INDIA.

But, for Englishmen, perhaps, after their own and their neighbours' languages, those of the natives of India are the most interesting. A problem which has long troubled our authorities in India is a double one—not only is the means required to teach the native languages to English residents, but more especially to implant English in India alongside the native tongues. This has been extremely difficult to accomplish by the old methods of teaching with grammar and vocabulary, and several native correspondents have written urging the speedy introduction of the new method into native schools. The establishment of a training school in London may enable this great problem to be solved successfully. English persons intending to go to India, and desirous of adopting the method, might first obtain the training required, if courses in Hindustani—Urdu, Tamil, etc.—(or equally Persian and Arabic) were there given. In this way it would be possible to thoroughly train teachers, who could at once introduce the method for teaching English successfully in native colleges.

FREE LECTURES.

From time to time Free Lectures are given at the School to demonstrate the advantages of the system. Due notice is given of such lectures in the daily press, and admission is to be obtained by sending name and address to the Directors.

ADVANTAGES TO TEACHERS AND STUDENTS.

To those who intend to make teaching their profession the Training Classes are valuable, and it is hoped that the certificate of training (given by the Directors of the Central School to those who have followed the complete Course and satisfied them of their capacity to teach) will rank with the diplomas and certificates granted by other educational bodies.

Many parents object, on the score of expense or for other reasons, to send their children abroad to learn a language, and many business men cannot afford the time to travel. The full and

colloquial knowledge of languages, which it was imagined was only to be obtained by this residence abroad, is now within the reach of all at the school; and not the least advantage is that the knowledge can be gained easily, quickly, and without interruption of the other avocations of life.

PUBLICATIONS.

The works already published are "*The Art of Teaching and Studying Languages*," by F. GOUIN (translated by Howard Swan and Victor Bétis), to be obtained of G. Philip & Son, 32 Fleet Street. Price 7s. 6d.

"*The First Lesson in French*," by F. GOUIN. This book forms the first step in the practical application of the Series Method of Teaching Languages. It is divided into two sections, the first of which illustrates the manner in which an early lesson should be given, and the second contains a brief review of the principles of M. Gouin's method as compared with those accepted in the present classical process. Price 2s. 8d., post free.

"*The Universal Symbolic Grammar*," by Messrs. BÉTIS & SWAN. This work is an attempt to change the present ideas of linguists and language masters relative to the grammar—its psychological basis and the manner of teaching. It comprises symbolic grammar charts in the various languages on entirely novel lines, and is a book of transition between the ideas at present received and those set forth by M. Gouin. At the same time this work, when finished, will eventually form (so at least the authors hope) a practical collection in symbolic form of the grammatical laws governing all languages, ancient or modern.

Many attempts have been made to construct a universal grammar, but without success, for the reason that hitherto the words and not the inner meanings of the words have been taken as the material to be organised. The main idea is founded on Gouin's suggestions for the organisation of Grammar.

The authors have studied the question carefully, without confining themselves to any special method of teaching. By adopting an entirely new idea of "symbolic representation" for the psychological conceptions which lead, in any language, to the choice of conjugations, they have been able to construct Symbolic Grammar Charts applicable in the same form to all languages, and capable of being used with any method of language-teaching.

The first of these Charts, for the French Simple Indicative Mood, is now issued in size suitable for class teaching, with explanatory

treatise, forming the first part of a Universal Symbolic Grammar. Prices: large wall size, 6s., small chart, 6d., post free. Others will follow.

"*The Series*" in the various languages will eventually be published. They are at present, to safeguard the success of the Method, only placed fully in the hands of duly qualified teachers who understand the practice of the Method in all its branches—oral, grammatical and literary.

Handbooks for the use of teachers on the method and on the grammar are in preparation, and when ready will be announced in the educational papers.

A pamphlet on the "Series Method" for French, by Mons. A. C. Poiré, is published, price 4d., post free 5d. Also a "Reply" to objections, by H. Swan, price 1d. post free.

FURTHER INVESTIGATIONS.

Several works are in preparation on the attempted investigation of the development of "gifts" in gifted individuals for various other branches of education. The first of these will be on "Calculating Prodigies" and on the "Inner Art of the French Short Story-writers," by V. Bétis; and on "Shakespeare's Sonnets and the Art of Poetry therein Displayed," by Howard Swan. Other works will follow in due course.

PRESS NOTICES

ON THE ENGLISH TRANSLATION OF M. GOUIN'S WORK, "THE ART
OF TEACHING AND STUDYING LANGUAGES."

From the *Daily Telegraph*, May 18th, 1892.

"Much improvement, no doubt, is possible in our customary modes of instruction in languages, and for this, as well as for intrinsic reasons, M. Gouin's treatise, just published by George Philip and Son, is worth some attention. In 'The Art of Teaching and Studying Languages' the author claims to have developed the hints of Pestalozzi and Fröbel, and to have based his system strictly on psychological laws. Ordinarily, the student learns a word without knowing either how to pronounce it or how to connect it with his own primitive stock of ideas; but M. Gouin desires to educate the imagination in the first place, and make the word follow the scene, picture, or object of which it is the symbol. Grammar is thus relieved of its abstractness, and in learning a foreign tongue we are not with wearisome iteration attempting to substitute a symbol in our own language for one in another, but connecting both with the concrete event or experience to which they both refer. The treatise deserves close study from all teachers and schoolmasters."

From the *Daily Chronicle*, May 17th, 1892.

"It is written by Professor François Gouin, who is one of the most eminent, as he certainly is the most practical, of the many modern teachers of languages, and is the result of long, arduous and rather painful experience. It was, of course, composed originally in French, and is written with a *brio*, a buoyancy, and exhilarating enthusiasm that makes it almost as irresistible, if the comparison is allowable, as the great Richmond Roy was to most of his contemporaries . . . Delightfully interesting pages, which we cordially commend to the attention of both experts and neophytes in philosophy. . . . The touch of the original French is brightly conveyed by Mr. Howard Swan and M. Victor Bétis, and the charm of the book loses nothing of its natural freshness in an alien tongue."

From the *Scotsman*, May 23rd, 1892.

‘Those who are interested in linguistic studies will welcome the appearance of an English translation of M. François Gouin’s work, ‘The Art of Teaching and Studying Languages.’ Whether the system it sets forth is the best ever discovered or not, need not now be inquired into. The certificates published in the book show that it has been practically successful, and the exposition M. Gouin gives of it is profoundly interesting to anyone who is able to appreciate the real difficulties of the matter. M. Gouin’s method is (if so slight an indication of its scope be not inadequate) to reconstruct the inner experience of childhood, to make his learners do in their minds in learning German what English children do in their minds in learning English. On this natural basis he builds up series after series of linguistic layers adapted to the different periods of young life, and so teaches one to speak a foreign language by teaching him to think in it. The system combines the practical and the philosophic elements of linguistic study in a remarkable way; and English readers ought to be grateful to Mr. Swan and M. Bétis for their translation of the work.’

From the *Liverpool Mercury*, May 18th, 1892.

“The Art of Teaching and Studying Languages,” by François Gouin. Translated from the French by H. Swan and V. Bétis. (London and Liverpool: G. Philip & Son).—“This substantial volume is a revolutionary one, and may lead to such a change in our schools and classes as may relegate to our dealers in second-hand books nearly the whole of our present literature of language learning. The verb takes the primary place instead of the noun—it is attended by its subject and its predicate; the learner’s imagination is kept active; a mental picture is studied instead of a mere word; subordinate words are changed for others, and the modification in the picture is noted; and so the learner is carried forward from concept to concept, while he hears sentences instead of having his thoughts confused by considerations in spelling—in short, he is encouraged to learn as a child learns its mother tongue. Were this book to be perused merely as a mental discipline, it would be found valuable; if, however, we consider what an amount of drudgery this new method professes to spare our young people, one conclusion is inevitable, namely, that the work ought to have the immediate attention of all interested in the study of language.”

From the *Educational Review*.

“This excellent book . . . another convincing proof that the psychological factor is speedily asserting its just importance in language teaching.”

From the *University Extension Journal*.

“The detailed accounts which M. Gouin gives of his efforts to learn German, and his discussion of the causes of his failure, are most suggestive.”

From the School Board Chronicle.

"It is a most convincing book, and, sooner or later, it is pretty certain to put the teaching of languages on a new and very much happier plane."

From the Oxford Review, May 30th, 1892.

"THE ART OF TEACHING AND STUDYING LANGUAGES.—As long as there has been anything to teach, the art of teaching and of study has engaged the attention of old and young, and, in connection with 'varsity life,' the subject should have a special interest, for here the unfinished fabric of the young man's education is supposed to be completed—as far, at least, as it is possible to complete education by oral or written teaching, for in the school of experience a man is a student all his life. There have been propounded many methods and systems of imparting education, and in the lingual department perhaps more than in any other. Mankind has long passed from the stage in which speech is used for the mere expression of physical facts and desires, to that in which language is employed 'as the highest tool within the grasp to paint the pictures of poetic imagination, and sway a world-wide audience to noble thoughts and deeds.' Not alone to satisfy the necessities of travellers in foreign countries has the study of languages been ever desirable; to enable the curious and studious also to penetrate the spirit and genius of Homer, Virgil, Goethe, Dante, and others, in a degree only possible in their own tongue, it has become a necessity in the curriculum of a liberal education. The volume, 'The Art of Teaching and Studying Languages,' now under notice, sets forth François Gouin's method, which has been translated from the French by Mr. Howard Swan and Mons. Victor Bétis. M. Gouin's book, which extends over 400 pages, institutes a new departure in the art of teaching and studying languages, proceeding upon a method which it claims to be psychological, and based upon a close observation of nature—in this case of the child learning its native tongue. We can recommend the perusal of M. Gouin's work to all who are interested in the subject, for they cannot fail to be benefited by the author's ideas and deductions, even though they may not always agree with them."

**EXTRACTS FROM HEADMASTERS' AND
TEACHERS' LETTERS.**

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Professor BLACKIE writes:

"October 19th, 1894.

"GENTLEMEN,—I cannot deny myself the pleasure of congratulating you on the wise step you have taken in teaching Greek as a living language. In this, as in other matters of practical significance, Nature and Common Sense, though they may have a hard fight, are sure to triumph in the end against the morbid conceits of pedants, prigs, and pedagogues.—Sincerely yours,

"JOHN S. BLACKIE."

From TRENT COLLEGE, NOTTS, February 26th, 1894.

"The lowest form at this college has been taught French for the last six months under the Gouin's series system.

"The class has been introduced to a vocabulary sufficient for the expression of all the ordinary facts of everyday life, and the boys are making rapid strides towards the acquisition of the power to make use of the vocabulary.

"They are all able to understand a lesson given entirely in French. Boys from whom the old methods of teaching had failed to elicit any intelligent thought at all, have been taught under this system to think—and to think in French. To translate thoughts is the secret of all real scholarship; and I am therefore of opinion that a boy of average intelligence, having obtained a practical knowledge of a language (as is undoubtedly possible by this system) before—but followed by—an analytical study, cannot fail to attain to a degree of real scholarship utterly unattainable on the old lines, on which ninety-nine boys out of every hundred never get beyond a knowledge of the grammar (without the language), and so leave school, having spent many years on the acquisition of that which is of no use to them whatever.

"WILFRED H. ISAACS,

"Head Master."

From Mons. A. C. POIRÉ, 18 Portland Place, Halifax.

"I have now conducted large classes for the study of French by the 'Series Method' since Sept. 1892, and am glad to say the results have been most satisfactory. I have found that after three months (at four hours a week) my pupils understood all my explanations and remarks in French, and I seldom found it necessary to speak any English. They could also understand stories rapidly told in French.

"After six months' teaching there is never any need for English words, and the pupils are then able to understand rapidly-spoken French. They can also read a French book (though they might not know every word and idiomatic expression).

"Comparing with other methods which I have been using, I find that I can obtain four or five times as much in a given time by the 'Series Method'; moreover, the pupils (children and adults) do not get wearied of the lessons. Several have said to me that, after a hard day's work, it was a kind of recreation to have two hours of French literature or tales or series; and it is only natural that it should be so, considering that we do not make our pupils work, but appeal to the one faculty which has been idle most of the day, viz., imagination.

"The percentage of successful pupils is enormously increased (I should say ninety per cent., as against ten or fifteen per cent. at most by the old method).

"As an instance of success, I may say that two of my pupils, who did not know a word of French before, went to Paris after eight months' teaching, and never experienced the least difficulty in under-

standing or in expressing themselves. One of them now does all the foreign correspondence of the firm in very good French—and those are by no means exceptional pupils.”

From Miss A. M. GRAY, Ellerlie, Bromsgrove.

“The progress made by our pupils under the ‘Series Method,’ is in every way most satisfactory, and especially so for beginners, who enjoy their lesson the whole time.”

From Miss ROWNTREE, Frankbarrow, Burgess Hill, Sussex.

“My pupils all thoroughly enjoy their lessons, and always try to talk in French during the lesson. I consider that they have made infinitely greater progress than they would have done with ordinary methods.”

From Miss K. E. KAY, Henderson Row, Edinburgh.

“I may say that I find the system immensely successful, and feel sure that my pupils have done more in two months than they could in twelve on the old lines.”

Miss ALICE M. HUISE writes (in a letter to Herr DRABIG, German Professor at the Central School):

“Of course, I shall adopt the ‘Series Method,’ for I believe better results can be obtained by this system than by any other. I have a fairly wide knowledge of the results obtained by the ordinary methods of language-teaching in our Girls’ Schools, and my experience is that girls who have been studying French or German four or five hours a week for six years, are often totally incapable of carrying on the simplest conversation in the language. I have myself a poor verbal memory, and find the learning of languages very difficult. The result of seven years’ study of French at school is, that I can read it with ease, but speak and understand it very badly. I certainly should not feel quite at home in a French family, understand all that was going on, and take part in conversation, as I have been able to do in a German family, after only about a hundred lessons in German with you on the system. If only our High Schools would adopt the Series method, that crying evil, excessive home-work—which spoils the home life and ruins the health of so many of our girls—might be done away with. Then, I am convinced that the constant ‘picturing’ which the method demands, gives valuable mental training, whilst the increased clearness of conception so obtained should lead to greater clearness of expression. Perhaps not the least merit of the system is that it demands a good deal of the teacher. We cannot all have the genius, power of word-painting, and unflinching tact which have made your lessons some of the happiest hours of my life, but we must have a thorough knowledge of our subject, sympathy and enthusiasm.”

*From the Report for 1874 of the SIDCOT SCHOOL (OF THE
SOCIETY OF FRIENDS) :*

"During the last six months, French has been taught to the upper classes of girls on the 'Gouin Series Method,' Sarah Bradley having attended a training course given by Messrs Swan and Bétis, at the Central School of Foreign Tongues, in London. The method aims at enabling pupils to learn a language as a child picks up its mother-tongue, laying stress on the logical sequence of actions and the formation of mental pictures. These lessons have aroused great enthusiasm."

The method has also been introduced in the Ackworth Friends' School with similar success.

Several of the Girls' Public Day Schools have introduced the "Series Method," and many High Schools, amongst others those of Bedford Park, Richmond, Notting Hill, and Sheffield.

From JOHN SUTHERLAND, Esq.,

Central School, New Deer, nr. Aberdeen.

"Reporting on the result of my teaching of French according to the Series Method, H. M. Inspector of Schools for Aberdeenshire, Mr. White, says :

" 'Some excellent passes are registered in the advanced stages of French. The Series Method has been adopted; and certainly the facility the children show in speaking and understanding ordinary conversational French is a long way above the average of the district.'

"I may mention that there were three Inspectors present, all of whom were very much interested in the System, and wished to understand the working of it. This I endeavoured as best I could to demonstrate by giving a lesson in their presence, with which they were highly delighted.

"The experience I have had this year justifies me in the expectation that next year my results will be even more satisfactory."

From MISS L. HAHNEMANN.

"My pupils have till now taken German grammar and translation only, for we have to work for the Cambridge Examinations here; but I find that since they have been taught by your Method they have tried to speak, and they understand any easy conversation addressed to them:

1. "I am particularly struck by the far greater interest my pupils now take in their lessons. They never seem to weary of them, whilst formerly it was difficult to keep their attention fixed on the Grammar."

From MRS WILSON, *Rathgar, Dublin.*

"For the last ten months after my training-course with you in London the Method has been gradually becoming more and more successful and popular here, and my pupils steadily increasing in number. Their progress has been, in every case, more satisfactory and rapid than ever could have happened in treble the time learning upon any other existing method. The lessons are pleasant to the teacher, because successful; and apparently delightful to the pupils, as well as satisfactory.

"As for the method itself, I find it excellent."

From MADEMOISELLE BUSOGANY,

65 Andrassy Strasse, Budapest.

"March 1st, 1894.

"I received the paper from the Central School just when I was about to write you concerning the Method, which I was so fortunate as to study at one of your Training Courses during my sojourn in London last year.

"I may call it a fortune indeed, as I am teaching English on the principles of the Series Method at the Government Training College and High School for Girls, where I find it very successful.

"I have four classes of beginners.....The pupils of my classes are so interested in learning English as they have never been before in any foreign language, and they are getting on so well that the *Directrice* of the school asked the teachers of German and French to try the same way of teaching."

From J. B. BRIGHT, Esq., *National Liberal Club.*

"22nd April, 1894.

"The more I see and learn of the Series System, the more convinced I am that it is *the* educational system of the future—and, I believe, the immediate future.

"Those who can render themselves worthy practitioners of the art and apostles of the cause are entering upon an excellent social work, as well as securing for themselves a reasonably certain and most honourable livelihood in whatever part of the civilized world their lot may be cast."

From Miss M. BRUCE, *Girls' Proprietary School,*

Baynard Castle, Gravesend.

"I find I have taught very much more by this method in these six months than I ever taught before in twice the time. . . . As regards grammar, my pupils have made great progress; they learn more easily and surely by this method than by the old one. . . . I have a delightful class of Kindergarten children every afternoon for only twenty minutes, and they get on wonderfully."

MISS BRUCE reported further, after a year's trial of the method for
French and German:

"I find the Gouin Series Method works excellently for children under or about the age of twelve, or who have not studied the language in question on the old lines. If the girls are much over twelve they think they are going backwards, and that the Series are too easy; but, at the same time, they have a great difficulty in pronouncing the words they have read a hundred times, and find themselves outdistanced in talking and reading by much younger children who have never learnt on any other method. With adults, of course, it is different; they—most of them, at least—understand that if they want to speak a foreign language well, they must begin at first like children.

"Apart from other considerations, the method first of all trains the imagination, the ear, and the memory. Most children have plenty of imagination—more than is good for them sometimes; but it requires training and putting in its proper place. The repetition of the lessons by the teacher before the pupils see the words written is invaluable, as it trains the ear to catch the sound and makes the pupil pick up the right accent. Without the training of the ear, how can one indeed expect to understand a foreign language when spoken?

"Then, as regards the memory, the natural sequence of the Series—I mean the regular following of events in their due order—assists the memory greatly.

"Next to these, I count the great advantage of having the children interested in their work. The lesson is no longer a trial, but a pleasure. Of all my classes, I find the Third Form most interested; they are learning French, and making most excellent progress. I have sometimes been asked to go on for another hour, or not to mind the bell which rang for recreation! It is difficult to say what they like best, the Series, the Stories, or the Verbs. It is the first class I ever taught that was enthusiastic about French verbs! They watch with breathless interest while one of their number writes the tenses of a verb in their proper places in the clock faces on the blackboard, on the alert to correct should a mistake be made. They learn very quickly to make the subject and predicate agree in number and person, and the adjective with the noun in gender and number. This class has been working with me for seven months; they can ask for anything they require in school hours in French, and they understand the grammar lesson given entirely in French.

"All children will not *speak* equally well, perhaps even after years; but they will all understand; and those who have facility in talking and wish to talk, have at least the chance of doing so; I am not writing exclusively of children of highly-educated people or of children who are themselves gifted. I need not point out the advantage of learning a foreign language in these days, when everyone goes abroad, but I must mention the fact that children delight in taking part in the conversation and in making use of the idiomatic expressions they learn. The younger they are the more easily as a rule do they acquire the correct accent.

"In preparing these notes I divided my paper equally in two, and wrote the arguments 'for' in one column, and 'against' in the other. When the 'for' side was quite filled up, I turned to the 'against,' and, after long consideration, was obliged to leave it blank, except for the two lines: 'Hard work for the Teacher,' and 'The question of Examinations.'

"The method is distinctly hard work for the teacher, especially at first. The continued talking involved by the Series is trying *at first*, but one quickly becomes used to it. But this drawback is amply compensated for by the advantages. It is just as pleasant for the teacher to give an interesting lesson as it is for the pupil to listen to it; and I, for myself, much prefer the method to the old way of yards of rules and miles of exercises. The progress made by the pupils is visible and most encouraging.

"Now for the vexed question of examinations. Examinations in modern languages as they are now imposed are a great hindrance to thorough knowledge of a language. So much translation is required, and the pupil, instead of working gradually up to the classics, must needs dash through into something he cannot understand and cannot enjoy. One only begins to be at home in a language when one ceases to translate word for word. On the Series Method, one ought never to begin such translation; it is just what you do not wish the children to do. Still, if after reading a story, say in French, the pupils are asked to tell that story in English, they are able to do so at once, not translating word for word, possibly, but giving practically the full expression of the story in their own words, which is enough to pass a pupil at the ordinary examinations. The same with English into French, of which there is *not much set in the present examinations*. I do not see why, in the second year of the method, a class should not be able to pass the junior examinations with great ease. The technical grammar required could in that time easily be mastered. The cry raised so often by the enemies of the method that grammar is not taught on the method is more than absurd; I have taught more grammar, and taught it more effectually, by this method than I ever did before in the same time. Especially is this the case in German.

"I find it advisable to give a certain amount of dictation. Copying the Series alone is not enough, for children at least. With the experience I have had, I should give some dictation, dictating a short story, which would include the vocabulary of the Series just learnt.

"In a final summing-up, I find that (1) more grammar is learnt and that it is better understood; (2) that the Series give an excellent vocabulary; (3) that the pupils read more fluently, and with a better accent; and (4) that the training is in every way excellent for the pupils."

TESTIMONY OF PUPILS AND PUBLIC.

From Miss CONSTANCE BIGGS, Hamburg.

(This lady, not knowing a word of German, attended the daily class at the Central School for two-and-a-half months only—the full course being six months, including literature teaching.)

“Since coming to Hamburg I have realised how splendidly the lessons have prepared me for it, not only in the language but in a knowledge of the people and their ways. I have not learned as much German as in one week in London,—but I can use what I already knew with much greater ease.”

“Everyone is impressed by the speed with which I have learned—and so am I—by the marvellous way in which I have been taught exactly what has been most useful. I can manage shopping magnificently, and really get on much better than ever I expected in the point of language.

“Herr L. is intensely interested in the System, and means to visit Arundel Street when in London. Frau L. is still more taken up with my progress, thinks it wonderful, and is so surprised at the knowledge of German life, manners and language I have gained: one needs to come to Germany to realise what an amount we have been taught. *I have never yet been quite at a loss either how to express myself or be understood.*”

From B. J. MALLIAS, B.A.,

49 Grosvenor Road, Dublin.

“It gives me pleasure to be able to say that I am quite satisfied with my progress of the last three months. Having previously known nothing of German, I already find it comparatively easy to follow long conversations carried on the rate of ordinary speech.”

From Mrs. M. E. BENNETT,

13 Garville Avenue, Rathgar, Dublin.

“I have learned far more of the German language, grammatically and otherwise, during the past few months, than I did even when residing for six months in Germany some years ago.”

From Mr. JOHN RUMMELL,

218 East 15th Street, New York, U.S.A.

“I have been deeply impressed by what I have read of this Method of teaching, and I have had some gratifying results in my attempt to use the System in teaching French in one of the best private schools in this City. I wish therefore to become more familiar with the work, and to spend the coming summer studying, if there are classes during that time.”

The following letters were published in the *Weekly Sun* in the course of a discussion on language teaching in February, 1894 :

From MME. ADRIANI HAHN.

"Having successfully taught both French and German after this method, I am in a position to compare the results obtained thereby with those obtained by the former grammatical methods.

"To mention only one fact among many others: The pupils of a class averaging between eleven and twelve years of age have already [after six months' teaching] completely overcome that timidity so characteristic of the English where foreign speech is concerned, and the lessons give them so much pleasure that the end always comes to them as an unpleasant surprise, and calls forth a chorus of 'Oh, déjà!'"

"SIR,—I have now attended for six weeks a German course at Howard House, and certainly find the two evenings a week I spend there 'a labour of love,' and a real recreation after my day's work. I would not miss one of them for any entertainment offered to me.

"I might mention that writing is not left until 'everything is known orally,' but that in each lesson the sentences are first given orally, then read aloud, and finally written, which is quite a different thing.

"A student either writing or reading a word in a foreign language is bound to pronounce it according to his native tongue unless he hears it correctly pronounced first. A vocabulary of 'words' is rarely helpful for conversation, as M. Gouin himself found after having committed various grammars and a dictionary to memory.—

"46, Pembroke-road, W.

"Yours faithfully,

"ELEANOR ROWE."

"SIR,—Some five months back I was fortunate enough to hear a lecture on Gouin's series system, and at once joined the class for French. My only knowledge of the language was a dim recollection of my school-boy experiences, seen through the mist of fifteen years, when I was reluctantly dragged through the conjugations of the irregular verbs (laboriously learnt and promptly forgotten) and translations (so dear to the English schoolmaster) of 'Have you the pens, ink, and paper?' and other highly interesting domestic details, not very useful from either a linguistic or practical point of view.

"Under M. Gouin's system, after less than five months' tuition, the whole of the lessons are conducted entirely in French, and are intelligently understood by the pupils. I think that the system is now so well known that it is unnecessary for me to enter into the matter in detail; but I should like to say a few words on some slight inaccuracies of your correspondents. One says that the grammar is not taught under the system. This, I think, is hardly cor-

ct, as it is taught, indirectly, from the first lesson. The 'series' is usually (if not invariably) in the present tense, but after each time the pupils recapitulate, altering the tenses of the verbs, and thus one obtains a knowledge of the various conjugations, not merely 'grinding,' but in an intelligent way.

"Another correspondent remarks that the pupils obtain a knowledge of colloquial French, as if this were a fault of the system. My own opinion is that this knowledge is immensely useful, in fact there is a continuous conversation among the pupils of 'every-day' expressions, with the best possible results as regards accent and idioms.

"I think one point not to be overlooked is the good fellowship and amusement continually in evidence in the classes, so that the work is really a pleasure rather than a labour, as is usually the case in learning a foreign language.

"I feel strongly that the system is a thoroughly good one, and that Messrs. Swan and Bétis's promise that they can teach a language in a year can be fully justified by the result.—I am, Sir, yours truly,

"Victoria-street, S.W.

"R. S. AYLING."

"SIR,—In your issue of January 21, I read with much interest an article headed 'Give us Good Teaching.' From long experience as a student and teacher of modern languages, I know, alas! that what you say of the futile result of most of our methods is only too true. . . .

"But there is a better way now open for the student of the future, and the vision of that happy day when most English boys and girls shall be able to speak naturally in five or six languages may yet be realised by means of the method as expounded and taught at Howard House, Arundel Street, Temple, by Mr. Swan and Messrs. Bétis. An account of this method may be found in the *Review of Reviews* for May, 1892, and January and November, 1893, also in the *Educational Times* for July, 1893. It is not, like many other methods, just a variation of old systems; it is based on different principles, and aims at teaching the foreign language by mental pictures and a logical sequence of actions, in the same manner that a child learns its mother tongue. The earlier lessons deal entirely with the ordinary language of life; the study of literature comes later, and is dealt with in such a manner as to create an enthusiastic love of the works studied, and to leave on the mind undying pictures and beautiful images.

"In a sceptical frame of mind I went in December to attend a teachers' course of lectures on the Series method at Howard House. Like many others, I came away a complete convert, delighted with the method, and feeling that the half had not been told me. I have started teaching on the system, and my classes are delighted with the work in which they take an intelligent interest, and are already making progress that would have been impossible on the old method.

"Any of your readers wishing to learn a modern language quickly and satisfactorily cannot do better than attend the classes now being regularly held at Howard House.

"Weston-super-Mare, Feb. 3.

"S. M. B."

The following testimony by the well-known Fabian lecturer and musical critic, Mr. G. BERNARD SHAW, who has been learning German on the "Series Method," under Herr Drabig, will be read with interest

"There can, I think, be no reasonable doubt that Gouin is quite right in his explanation of the natural method of acquiring language. But the moral of it is the old one, that a language can only be learnt by living where it is in daily use. The ordinary teacher, living in a country foreign to him, and reading or uttering passages of his own language, not because he feels or means what he utters, but merely for purposes of display to a pupil, teaches the pupil only a *dead* language, in which, when put to the test, he can no more communicate with a native than Jowett could have chatted with Plato. The first railway porter who shouts at an Englishman to get out of his way at Cologne, teaches him more real live German than a professor can by reading a hundred pages of Goethe with him in Bloomsbury.

"Gouin or no Gouin, I do not believe that German can be learnt out of Germany except when the teacher has, not only a knowledge of the language, but the gift and skill of an accomplished comedian in the bargain. In short, he must be able to *act* his lesson to the life. When this rare combination of knowledge and special personal talent cannot be found, the Gouin system, unless I am greatly mistaken, will not succeed better than other systems. The combination has, however, undoubtedly been found in your case, and that is the true secret of your remarkable success.

"G. BERNARD SHAW."

From A. BEATRICE ANDERTON, B.A., (Lond.),

Priory House School, Clapton Common, N.E.

"November 24th, 1894.

"I am anxious you should know of what great service I have found the method in my French teaching. I have used it now for some time in my younger classes, and find that it awakens a very keen interest in the subject. It trains the ear first, and thereby obviates the bad pronunciation which comes from undue eye-work; it cultivates the imagination and memory, and that in a most interesting way; while at the same time the reading, writing, and grammar associated with the oral work make the latter accurate and serviceable. Further, I like the system because it is scientific from a psychological point of view, chiefly through its insistence on the grasp of the action of a sentence, and also because of the order and development of experience in the new language.

"The grammar and exercises become many times more interesting because of the Gouin *Séries* lessons."

School of Foreign Tongues, Edinburgh.

SERIES METHOD.

A SCHOOL OF FOREIGN TONGUES has been established in Edinburgh on a similar basis to the School in London, for the full application of the Series Method and its various improvements and developments, both for students and teachers. This School will aim at providing a thorough training in all branches of the foreign languages studied—oral, idiomatic, grammatical;—reading, writing, composition; as well as study of simple and advanced literature—the advanced lessons being given in the languages studied.

A special feature will be made of the training of teachers who wish to teach languages on the Series Method. The classes will be conducted by competent trained teachers, each teaching their native tongue, and the general management will be in association with the London School, the directors of which will hold occasional special courses for teachers on the Method.

The following testimony has been kindly given by PROF. GEDDES and the RECTOR OF THE EDINBURGH ACADEMY, with regard to the value of the method :

From PROFESSOR PATRICK GEDDES, *Edinburgh.*

University Hall,

Edinburgh.—21st Feb. 1895.

DEAR MR. SWAN,

I have now had the pleasure of hearing more than one of your lessons, and have great pleasure in stating my conviction that your marked success was due not merely to your personal qualities as a teacher, but to your system and method. Without presuming to review this in detail, I think there can be no doubt that your vivid dramatic and imaginative method, and the unity and graduation of the Series, are not only important contributions to the better teaching of languages among us, but are thoroughly in line with that Educational Revolution which is happily everywhere in progress and of which the method must ever be synthetic and vital, instead of analytic of words and things dead.

I am, yours faithfully,

P. GEDDES.

From THE RECTOR OF THE EDINBURGH ACADEMY.

Edinburgh.—18th Feb. 1895.

DEAR MR. SWAN,

It will no doubt be in your memory that I was one of those who attended the French class which you held in Edinburgh last summer for the illustration of the teaching of languages according to the Series Method, and as I understand you are engaged upon various plans for the development of your school in Edinburgh for the teaching of languages according to this method, I should like to say how much I value it. It must, perhaps, be admitted that it makes a greater demand upon the ability of the teacher than any other system; but, given an instructor who is able to maintain discipline, who is possessed of the art of conversation in the language in question, and has the dramatic faculty, I know of no method which gives nearly such a rapid entrance into a language or which so interests and vivifies the mind.

With regard to the application of the method to schools, the great difficulty is to find teachers who have the above-mentioned powers. As, however, I understand that one of the main objects of the school you are starting is to supply this deficiency, I have only furnished you with an additional argument for the development of your school.

With the best wishes for your success in this most interesting venture,

Very faithfully yours,

R. J. MACKENZIE,

Rector of the Edinburgh Academy.

References are also kindly permitted to Dr. MARSHALL, Rector of the Edinburgh Royal High School; Dr. PRYDE, late Head Master of the Edinburgh Ladies' College; and other well-known authorities have signified their support of the movement.

The Greek classes have received the personal encouragement of the late Prof. BLACKIE, who at the time of his death was in communication with the directors with the object of extending the teaching of Greek on this system.

CLASSES are at present carried on in French, German, and Italian; and it is proposed to establish classes in Greek (Ancient and Modern), and also Hindustani and Persian, if these are required.

For further particulars apply—

THE SECRETARY,

SCHOOL OF FOREIGN TONGUES,

122 GEORGE STREET, EDINBURGH.

Central School of Foreign Tongues.

Directors: H. SWAN and V. BÉTIS.

HOWARD HOUSE, ARUNDEL STREET, TEMPLE, W.C.

SYLLABUS OF LANGUAGE COURSES. SERIES METHOD.

Life lived through in imagination in the foreign tongue from childhood to age. No homework (except a little copying).

Oral lessons at all stages; the same lesson is given in French four times a day: 10.30 a.m., 4.15, 6.15 and 7 p.m.

The **FACTS OF LIFE** studied in the foreign tongue: idiomatic, conversation, and symbolic grammar. Literature from the author's point of view.

The following Courses are carried on in classes held twice a week:

INITIATION. Simplest series of actions. Explanations in English.

ELEMENTARY. Meals, home, and pastoral life. Mostly in French.

INTERMEDIATE. Travelling, animal life, country life. Entirely in French.

FIRST ADVANCED. Rural and town life. Debates, readings, commercial correspondence and conversations, and lessons in history, etc., given in French.

SECOND ADVANCED. Social Series and Easy Literature explained in French.

CONTEMPORARY LITERATURE. Biographical, and analysis of works; study of difficult passages.

LECTURES ON LITERATURE. English and foreign: on the inner art and technique of literature and poetry. Special course in English (occasionally in French, German, Italian or Greek).

GERMAN.—Similar sequence of lessons in German:—Elementary, intermediate, advanced, and study of literature.

Courses in the following languages are also carried on by native professors:

ITALIAN, SPANISH, GREEK (Modern), GREEK (Ancient), RUSSIAN and HINDUSTANI.

Tickets for Single Lessons. Course ^{one month} ~~(16 hours)~~ of ~~Eight Lessons,~~ Twenty ~~one~~ Shillings.

GREEK, RUSSIAN and HINDUSTANI a Guinea and a Half.

TRAINING COURSES FOR TEACHERS.—Daily, weekly, or during the usual school holidays.

Prospectus, Time Tables, and all information can be obtained from the SECRETARY.

THE HINDU . . .

. . . UNIVERSITY

OF

BENARES



Why it is wanted

AND

What it aims at



MADAN MOHAN MALAVIYA

OPINIONS.

"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*.)

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.

PRINTED BY PANCH KORY MITTRA AT THE INDIAN PRESS, ,
ALIAHABAD

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 Mankā 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, magniferous 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 caste 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 Hindu 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 individuals 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 branch 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 Krishnath 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 Bpinga.

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*h :

मुनीनां दश साहस्रं योऽन्नपानादिपोषयात् ।

अध्यापयति विप्रर्षिरसौ कुलपतिः स्मृतः ॥

“That Brahman sage is called a *Kulapati*h 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 Ramachandra. 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 श्रुति कर्मसु ।
 भविष्यतीत्येव मनः कृत्वा सततमव्ययैः ॥

“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.

