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SELECTIONS

FROM MY

RECENT NOTES

ON THE

INDIAN EMPIRE

By

DINSHAH ARDESHIR TALEYARKHAN

LATE SECRETARY TO THE ASSOCIATION OF THE CHIEFS OF KATTYWAR, NOW MUNICIPAL COMMISSIONER FOR HIS HIGHNESS THE GUICWAB'S TERRITORIES; AUTHOR OF TRAVELS IN SOUTHERN INDIA, THE BARODA REVOLUTION, THE BRITISH POLICY AND INDIAN FAMINES, REPRESENTATION ON KATTYWAR AFFAIRS, THE FORCES OF THE NATIVE STATES, AFFAIRS IN AFGHANISTAN, THE NATIVE PRINCES' OWN BOOK

&c.,

&c.,

&c.

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THIS WORK

IS

RESPECTFULLY DEDICATED,

WITH PERMISSION,

To

THE RIGHT HON'BLE

LORD RANDOLPH CHURCHILL, M.P., C.I.E.,

LATE SECRETARY OF STATE FOR INDIA

AND NOW

CHANCELLOR OF THE EXCHEQUER & LEADER OF THE HOUSE OF COMMONS,

SC.

SC.

SC.

By

His most Dutiful Servant,

THE AUTHOR

THE RIGHT HON'BLE

LORD RANDOLPH CHURCHILL, M.P., C.I.E.,

&c.,

&c.,

&c.

May it please your Lordship,

I am much obliged to your Lordship for condescending to accept the Dedication of this my humble Work.

As your Lordship is aware, I have not ventured to solicit this indulgence at your Lordship's hands till I had reason to believe that, though not expected to admit all that I wrote and had the privilege of submitting, your Lordship had, nevertheless, thought that my proposals and elucidations on the questions of the day deserved the practical consideration of Statesmen.

Thus kindly encouraged, it has given me great honor and pleasure to propose the Dedication to one who recently pleased all India with a sustained and historical visit, and subsequently with the valuable services rendered to our country as its Administrational Head.

It would be presumptuous on my part if I attempted to make this note a flattering one to your Lordship: all I would, therefore, say with due deference is, that it is your Lordship's singular and constitutional freedom from party conventionalism, prejudices, and stiffness which has always inspired in me hopes of your Lordship being able, in some near future, to deal with the affairs of Great Britain, its Dependencies, and Colonies in a manner which, while really raising them individually from time to time in the estimation of the civilized world, would also strengthen and purify their ties with Her Most Gracious Majesty's benign and world-wide Empire.

I beg to remain,

Your Lordship's most Dutiful Servant,

DINSHAH ARDESHIR.

Baroda, 28th July, 1886.

INTRODUCTION.

THE present work is mostly composed of some of my recent contributions on the leading questions of the day referring to the interests of this country.

The original circulation of these papers having been limited, it is deemed desirable on several public grounds to collect them in the present form, which is likely to obtain the required circulation.

So many interests vital to my countrymen are now-a-days cropping up that I am, perhaps, not wrong in assuming that my quarter of a century's treatment of practical questions affecting the advancement and welfare of India may secure to me the privilege of speaking to them with some authority on the subject-matter of this work.

Those of my readers who are accustomed to the writings of the rising writers and the sentiments of the extreme patriots who are now being formed—I of course exclude from this category those who rest on a higher platform—may not generally be prepared for an endorsement of all that I have here advocated.

I do not, however, doubt that I will carry with me the sympathetic approval of the most experienced and practical portion of my countrymen, as also of those who have to deal directly with Indian matters and warmly interest themselves in the well-being of this country.

The very fact that careful readers will find in the work much of what I have maintained as being actually borne out

either by subsequent events or the adoption of identical views, suggestions, or proposals, will, I hope, secure the indulgence of the younger generations who, too, now form the brightest hopes for the social and political regeneration of India.

I hope this work, in due proportion to its scope and merits, may be able to demonstrate one of its intrinsic objects, that the task of rendering real, sustained, and permanent service to the country is indefinitely more difficult than an indiscriminate advocacy of our rights as sons of the soil, or a similar condemnation of the apparent factors which are held as actuating the impoverishment of the country, the party aims directed towards an uncompromising contention for effecting every unqualified good or restraining all durable influences in regard to the welfare of India, and the patriotic activity which, while finding a plentiful play in a plain and seemingly smiling region of operations, is yet lying fallow, in a concrete sense, in those thick and impenetrable forests of the social, political, economic, and religious sciences, as applied to native India, in which now lie buried the rays and splendour of the Mazdiasni-Christian Light, which alone can free our country from the unethical and effeminate shackles of countless ages, for working out a vigorous civilization within itself, and inspiring amelioration and freedom in the East in general.

In regard to the get up of the work, I cannot help observing that it is defective in several respects, as I could only attend to it during the scanty leisure which my heavy official duties would afford. Though I have rendered the arrangement of the various papers and essays pretty consistent, I have not allowed the links which mark the progress and

development of thoughts, sentiments, actions, and events, for the period in which they have appeared, to be marred, so that the principles which have guided me, and may well guide those interested in the good of our country and in the stability and progress of Her Majesty's Rule, may be placed in full relief.

I shall now pass on to a consideration of some significant portion of a practical plan on which our patriots may base their future line of action, and which may also serve to show how any earnest and impartial efforts to be exercised in behalf of India are besetted with the difficulties to which I have above alluded : dreary and forbidding though these difficulties may be, they are still calculated to open up real prospects of a humane emancipation before us, as these difficulties are systematically and single-mindedly encountered.

The present period in the Indian history is very extraordinary. The fate of the vast majority of the people of India is but slightly better than a wretched one. They are not capable of much exertions, and even if they did exert much, they could not place themselves in a position above the most common wants of life. Devoid of capital, or of much intelligence and genius, the earnings of many millions are not enough to build them up to any degree of prosperity. The populations grow, and their wants grow too. The demands growing out of these indefinitely increase, but the supply does not equally become abundant. The crucial point of such an aggravation is reached when a famine or other calamities occur. The starvation and death of millions then take place. The British Government have, no doubt, done their best to mitigate these frightful human disasters to an extent and in a manner which no Native Government ever did.

The Native Press still teems with expressions of disaffection, and the patriots of the country systematically inveigh

against the present system of the British Government. The Native Journals and the Native Associations constantly maintain that the Government is not all what it should be to the people of India, and that the lower, the middle and the upper classes are all being more or less impoverished and demoralized. The reasons assigned are the refusal of the Government to reduce the civil and military expenditures, to substitute native agencies in various administrations, and to grant more extensive and more sincere self-government to the country. Another general reason assigned for the prevalent popular disaffection is the tendency of the Government to go to war for annexation and other purposes which inflict ruining expenditures on India and vitiate its capacity for internal development and progress.

The notes published in this work serve to show in what manner and how far have we been influenced by these early clamours in India, which so inadequately come upon the surface. These clamours I recognize as being early, because the mass of the people are not so far civilized as to raise them for themselves, and those who have so deservedly elected themselves as their representatives have neither sufficient leisure nor all commanding resources to invest their advocacy with that truth, weight and dignity, the fullest amount of which alone can tell on a powerful Government like the British. The contest in which the leaders of Native India are engaged is often based on personal grounds, and there is the most valid excuse for this being so. They are drawn by the Western spirit, while the influence of wealth and power in India is hardly allied with the germs of public spirit, nor shines very considerably on those graced with education and culture. Much, therefore, of the patriotism in the Indian cause lacks in genuine strength and irresistible fulness of sincerity and sympathies which can only meet those who, while influential in wealth, power, and high intellectual capacity, are also animated by an earnest desire to see large measures of amelioration planned and enforced, not in the interests of any small section of society, but in the interests of vast populations.

The grave shortcomings of the Indian leaders do not of course aid the efforts of the Government in righting itself with the people. If it is not able to consult their interests fully, and in all matters, the labours of the leaders, which are only occasionally opportune or pointed, or the uncompromising hostility displayed by some of the younger educated generations, furnish the rulers with sufficient excuse to maintain a conservative and frigid policy which, no doubt, has good deal to do with the continuance of our public miseries. Any real reforms in Indian affairs will considerably depend upon the correct and adequate ability displayed by native politicians, both of a patriotic and administrative character.

I shall here attempt to show how the Government may be induced to initiate a reformed and national policy for the general and specific good of India. In thus forecasting, I may assume that the Indian leaders will generally follow the line of action which I have denoted.

(a) Every province in India must constitute a large assembly of educated and practical persons, which should regularly assemble once or more a month, and hold public debates on all matters concerning the public finances and their disposal.

The object of these debates should be to point out the irregularities of expenditures, the sources of legitimate, and the hardships of illegitimate, revenues, and the best methods of disbursements which would conduce to the prosperity and happiness of the people. The debates and representations should be systematic and untiring, and conducted with so much of practical knowledge, skill, and moderate force, that the competency of such debators to become Legislators and Executive Members of the Government would become self-evident.

(b) These Presidential and Provincial Assemblies should, to a certain extent, be fed by secondary Assemblies which should be established in district municipal towns or the chief cities in the districts. The debating powers should be widely cultivated, and no question should be taken up without collecting the utmost possible information thereon. Each important centre should have a capable Journal to publish the

debates *in extenso* and assist the objects of the Assemblies from time to time. After either a measure of reform, or an important proceeding of the Assembly is well discussed, and its general propriety fully recognized, the Assemblies should not rest till the Government has been induced to accept the recommendations made.

(c) One of the primary objects of these Assemblies should be to return members for District and City Municipalities and for the Government Councils. Before, however, attempts are made in this direction, members of the Assemblies should fit themselves for the said administrative functions by exercising and displaying their abilities in the Assemblies, which would be the training Schools for Politicians, as well as effectual agencies to publish the transactions of the Government as they may affect the moral and material condition of the people.

(d) The merits of all new appointments and vacancies should be regularly discussed in these Assemblies with a view to reduce expenditures and increase the number of appointments held by the natives of the country. The eligibility of all natives who are fit by experience and character to fill up responsible district and city appointments should be constantly discussed, while the claims of really able natives to appointments of Executive and Legislative Members should be systematically and sedulously pointed out.

(e) The number of members for each Assembly should be higher according to the extent and importance of the tract of the country it may represent. A Presidential Assembly should consist of a far larger number of representatives than a Town Assembly, as the number of popular and other members should be higher in a Government Council than in a Town or District Municipal Board. Each Assembly should, therefore, contain not only members sufficient for its own business, but also for its Municipalities and the Government Council according to the proportional numbers needed in each of such institutions.

(f) Every Assembly must command the services of a large number of members, for very great portions of them

will be absorbed in the Council and the Municipalities. Though a practical voting action cannot have much freedom at the outset, every Government will be aided in commanding the services of a large number of representatives capable of discussing public questions in State meetings.

(g) The Viceregal Council will contain the largest number of popular and nominated members, as it must represent every province of the Indian Empire. The principal Assembly of a Presidency will be entitled to send its representatives to the Supreme Council from its own body and from the members with a Governor's Council. Any Government will further be at liberty to nominate certain number of members, either from the people at large or from the Assemblies.

(b) The Assembly at the seat of the Chief Government in India may be termed the Chief Indian Assembly, which must be composed of the largest number of representatives, and to which every Presidential Assembly will be entitled to return a certain number of its own representatives.

(i) The Chief Indian Assembly will also have its corresponding Assembly in London composed of such number as may be possible to send there. The Chief Indian Assembly will be entitled to depute some of their members to the India Council, these being much fewer than those appointed to the Viceroy's Council, the India Office nominating Government members from the Assembly just mentioned, or directly from the people.

(j) The public meetings of the Governors', the Viceroy's and the Secretary of State's Councils may be held every three months, the Budget quarter being considered the more important of the rest. The popular or the nominated members will be entitled to put questions to the Government, in reference to any of its actions, or those of its servants, and elicit the necessary information thereon. All records or minutes of the Government will be open to the inspection of any member, who will also be entitled to bring forward, sufficiently early, any legislative or administrative measure which may be deemed by him or the public essential in the public interests.

(*k*) The early constitution of a popular representation allied with any Government need not be held absolute. The majority of a Government will, therefore, be empowered on the basis of good faith to throw out any measure or censure passed by a larger majority till such time as a responsible popular representation is tentatively introduced. The Viceroy's or the Secretary of State's Council will be at liberty to take cognizance of any such proceedings, either voluntarily, or at the instance of any subordinate popular Assembly, and decide on the merits of such a case.

(*l*) No proceedings of any Council will be held secretly unless the great majority, or an authorized minority wish it to be so.

(*m*) Members of any of the People's Assemblies, or of the Government Councils, excepting officials, will be entitled to appear as candidates for the British Parliament.

(*n*) At the outset India should be represented in the British Parliament by as many of its representatives as may harmonize with the number of its chief British Administrators. Each group of Native States may also return their representatives, if they can afford to do so. Any Native Prince who has granted some measure of self-government to his subjects will be entitled to a seat in the Council in the same manner as any ordinary member is returned or nominated.

The scheme that I have here somewhat roughly laid down should aim at creating at least 5,000 capable spokesmen for India, to influence the institutions of self-government and the Executive Governments, both here and in England. The larger number the better, for the purely popular Assemblies may, indeed, need numerous members to bring on for open discussion every village, district, city, provincial or State question affecting the people, financially, politically, socially, morally, or commercially. These thorough and fearless discussions abroad and prior to the holding of the Council and National Meetings will greatly help governmental proceedings and lay out a clear road for the popular members to follow and to confirm.

The labors of our public men and public bodies are much wasted, because they do not follow some intelligible and

consistent line of action as above briefly laid down. The 5,000 leaders required to follow one grand plan—composed of a set of well-joined constituents—are, by no means, a large number for India, and yet we cannot do with any much less number. We cannot create any large number as if by magic. Even in respect of securing a minimum number, we have to follow some consistent plan with uniform energy and perseverance throughout India. The Princes and wealthy classes should assist the present few leaders with funds, so that by the means of Associations and other methods they may succeed in adding to the present ranks of patriotic debators and writers. Some of the principal persons should travel throughout the country and encourage their countrymen to identify themselves with public affairs and open debating assemblies to discuss and place them in suitable forms before the Government.

It must be admitted with regret that a prominent portion of our patriotic labors is based on mere sentiment. While we should work out such a practical political scheme as I have here explained, we should also engage ourselves in other practical directions as I have elsewhere pointed out. It must be taken as an undoubted fact that, unless considerable new wealth is created in India, there is no hope for a better and more extended self-government, and a more sympathetic and congenial Imperial policy. The Indian leaders have, therefore, another urgent task before them, which they cannot neglect a year further. Instead of frittering away their ability and resources in less practical matters, they have to exert in getting a broad Imperial policy created for the various popular instructions of the masses—such as I have already indicated. Let them apply themselves sedulously to pointing out to Government how they might spare 5 or 6 crores a year in the cause of the Arts, Industries and Professions of the country. A complete exploration of the now hidden, but vast and inexhaustible, resources of the country is also a subject to which they should strive to direct the most practical attention of the Government. But the following pages treat of these and other questions fully.

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APPENDICES

As this work was printed before the Governments of India and Bombay issued their Notes on the important question dealt with in the present Appendix, the Author is unable to explain how far his efforts in relation thereto have borne fruit. He may, however, be allowed to quote one of the several testimonies which he has had the honour of receiving from practical Statesmen, if it can be held that the proposals put forth by the Author are calculated to lead to a wide and radical change in the State policy in respect of the sort of Technical Education which India now sorely needs. Here is one of the kind testimonies just alluded to :—

*“ * * * can only say at present that your treatise on Technical Education, which he has perused with interest and pleasure, is evidently written with thoughtful care and knowledge of the subject, and contains suggestions likely to prove of great value to those whose duty it will be to endeavor to solve the difficult problem which it helps to elucidate. ——— cannot suppose that you expect him to critically examine in detail opinions and suggestions which you have manifestly every right to put forward with the authority due to practical experience and long study of the subject.”*

HOW TO INTRODUCE
NATIONAL TECHNICAL EDUCATION
IN INDIA

BY

DINSHAH ARDESHIR TALEYARKHAN



*"The invention all perceived,
And each wonder'd how he to the inventor miss'd,
So plain it seem'd once found—which yet unfound,
Men would have thought impossible."*

Bombay:
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I WAS led to write out the main part of this pamphlet (p. 13 to p. 29) in consequence of the laudable desire of His Highness the Máhá Rájá of Baroda to adopt some mode of technical instruction for his subjects. The question suggested to me received my ready sympathies, as I was, perhaps, the earliest native writer who placed the evil of the dearth of trades and occupations in India in some specific light. Some years after this, when the Chiefs of Kattywar appointed me as their representative in charge of their intermutual and foreign relations, I embraced the opportunity of the lamentable assassination of Earl Mayo to induce the native rulers of that province to establish a Fund, commemorative of his memory, which recognized, and provided remedies for, the absence of popular arts and industries and the exploration of the physical resources of that country. The best of counsels not having prevailed throughout the course of that negotiation, the very large Fund, which already had been subscribed, was intercepted in its progress. The project was also conveyed to the notice of some of the best men in Bombay. It gratifies me, however, to observe here that the name of another esteemed Viceroy, and a later one, is to be associated with a Technical College, which will be the first of its kind established in the Bombay Presidency. The resolve made by the energetic and philanthropic Ruler of Baroda points in the same direction. The real and urgent want of the country will, however, be far from being met by limited efforts of this character; and it is to point out the practical and dire urgency of the broad, the comprehensive and the national measure, not yet taken in hand, that I have ventured to explain in these pages. And I trust they may successfully invite the earnest and sustained attention of our worthy Rulers, as well as create an irresistible desire among our countrymen to contend for the widespread, industrial, and economic reform of India which I have here delineated, and which is destined to open the brightest page of history for our country.

D. A. T.



To

HIS EXCELLENCY THE RIGHT HON'BLE
LORD REAY, LL.D., C.I.E.,

Governor and President in Council.

&c., &c., &c.,

Bombay.

MAY IT PLEASE YOUR EXCELLENCY,

When I last had the honour and pleasure of seeing and conversing with your Lordship on some subjects of importance to India, I learnt with gratification that you were deeply interested in the social and educational condition of Her Majesty the Queen-Empress' numerous subjects in the Bombay Presidency, whose immediate ruler She has been pleased to nominate you.

Besides the high opinion I had already formed of your Excellency's sterling qualities and attainments, the recent conversation that I was privileged to hold with you have convinced me of your noble earnestness in advancing the moral and material cause of the natives of the Bombay Presidency, so many of whom have the good fortune of being placed under your Excellency's highly enlightened and benevolent administration.

Among the works written by me, and which you have been pleased to express a desire to see, is a paper describing a practical scheme how to introduce National Technical Education in India written by me so far back as August '84. Your Excellency's gracious desire to be acquainted with native thoughts and aspirations on subjects like this, and the very learned and encouraging address lately delivered by one of your Excellency's ablest and most experienced Councillors, induce me to place this scheme before you in Council, with a hope that before your departure from India your Excellency may be able, as you so well desire, to so modify the educational system for the natives of this Presidency as may lay the seeds of their moral and material regeneration for which they are so well prepared under the earnest and vigorous administration of statesmen like yourself and our Viceregal head.

It is eminently satisfactory to infer from the Hon'ble Mr. Peile's speech, that your Excellency's Government is deeply cognizant of the growing

needs of introducing a system of technical education in public schools and collegés. Your Lordship has more than once expressed your personal sympathy in this cause which has led me to directly solicit your Lordship to lay the foundation-stone of that altered system of public instruction which the now growing day in India may shortly render resplendent by the means of those all-pervading genial rays of the practical and sustained learning and culture of which your Lordship is so eminent a master.

The moral and material depression of the natives of India, noble Lord, has past that tinkering of a cure which might well have answered in days past. A well-concentrated attack against the edifice of our national education, which has so well stood upon its early foundations, has, allow me to submit, become inevitable. The whole edifice has to be altered with the skill and labour of thousands of masons and workmen as it were, and this work must be unhesitatingly started in the present bright dawn of our lives.

With the growing age of the world, India appears to be one of those unfortunate countries on the plains of which no streams rest and fertilize the land, howsoever much the Heavens, in their mercy, send down their blessed showers. With its teeming millions and endless resources, India suffers for the want of varied and lucrative occupations, and thus constantly borders on the verge of anarchy, famine and wholesale destruction.

Even learned England has not long tolerated the dull, misty and antiquated system of instruction; peaceful and practical India can no longer have sympathy with that system which yearly throws out dangerously increasing numbers of students of over-wrought brains, impractical temperament, and worthless, disaffected tendencies. I have, my noble Lord, reflected upon this evil and sought its remedy for a period of 20 years, and stated my convictions and plans when hardly a thought was bestowed on the question. I may, therefore, hope that whatever I may venture to confidently suggest may not be considered chimerical or unsuited for a practical treatment.

The most stringent necessity, in my opinion, exists to break up the present single and monotonous course of education, commencing with the primary and ending with the final University course. Having demonstrated in the following paper how the National educational edifice is a plain, huge, and sparsely sympathetic block, that edifice should be entirely reconstructed with a thousand varieties in its design which still may

present one useful and harmonious whole. The edifice now resembles in expression very much like the few primary words which were employed by the primeval nations of the ancient world. When the edifice is rebuilt it would have the same expression as the present expansion and fruitfulness of the earliest language.

The extreme difficulty and the striking development and elaboration of the task which I propose to the Government with every deference, cannot, my noble Lord, be under-estimated for a moment. But it is difficult to perceive how this task, herculean though it be, can be avoided by the Imperial Government with safety or credit. Reflect, my noble Lord, on the unlimited wealth of poor India expended in merely two out of the numerous ways which have come into existence for the last half a century or more: I refer to the expenditures on roads, bridges, buildings, and stores purchased, and services and pensions paid for in England. And how many crores more have been wasted in jobberies and illicit withdrawals from the country, which of course no Government in the world, nor Providence itself could have prevented. I mention this circumstance with the dearest intentions towards the Paramount Government, with the sole object of pointing out the least defensible waste of India's money which cannot be but England's wealth also. Are not the nations of India and England paying crores of rupees every year in liquidating the claims of the enormous national debt very much on account of this very unjustifiable waste? And yet the most urgent work of national salvation—almost of the same urgency as the prevention of famines—has been neglected and never thought of in the one direction it ought to be. I would, therefore, earnestly submit that the expenditure on a reconstructed system of national education should be second only to that on the Public Works. The normal expenditure on national education—till the communities have been influenced to take to it themselves—ought to be ten or twelve times larger than it now is. It is far better that innocuous taxes should be enhanced, or imposed where they do not exist already, some of the unproductive expenditures abolished, and the educational fees recast in harmony with the value or the rarity of the instruction imparted with a view to obtain the enhanced funds, rather than that millions should be born in the country without having before them the very elementary aims of their lives.

The very construction of the immensely developed, radically altered, and elaborately diversified system of national instruction and culture, which we

may now form in our mind's eye, will be the most difficult thing to devise. But the work will be half done as soon as it is successfully devised, and practical measures have been indicated to provide for it. I have pointed out in the following pages what rudimental statistics and information will be needed before the wants, characteristics, and capacity of each village, town, or district can be ascertained. An Administrational, Political, Educational, Scientific, Technical and Professional Conference should then be constituted, with a statesman-like general administrative member as President. Practical masters of various arts, sciences, professions, laboratories, factories, museums and exhibitions should be imported from Germany, France, America, England, Switzerland, Italy, and any other places in Europe or Asia where arts and industries flourish, and provide occupations and profits to various classes of populations forming millions in the aggregate. The Conference should be moving about from one place to another to explore its resources and emphasise its wants and capabilities, with experienced natives of the required qualifications as their guides. The instructional books should all be reformed and re-written and divided into eleven grand and rough divisions, (1) professional, (2) agricultural, (3) physical, (4) technical, (5) mercantile, (6) administrative, (7) literary, (8) religious, (9) philosophical, (10) classical and (11) linguistic. There is, again, an undoubted necessity for hundreds of native pupils, variously graded in general education, being sent at once from India to various parts of Europe and America to be brought up as masters of various arts and trades and the practical processes of pure and applied sciences which would be of immediate assistance to thousands who may desire to become traders or artisans in a thousand directions. As earth, brick, mortar, cement, stone and various metals are more or less, and in various descriptions, necessary in raising the several portions of a perfect, elaborate, architectural and artistic building, so the varied classes of education, instruction and culture should be allied with the teachings of well-sifted, well-graded, and gradually swelling primary, literary, religious, and general elements of human knowledge and experience. Can any one, my Lord, pick out from the present chaos and debris of the educational institutions of the country the simple foundations, the plinth, the columns, the body-walls, the wall-plates, the tie-beams, the roofs, even the main openings for air and ventilation, the prominent facade, or the rear presentment, the crowning, the relieving, or the subservient decorations, or, still further, the leading and the dependent

objects of the said structure? If any of these parts, elements, and characteristics of a structural body can, in this instance, be procured, my Lord, I may confidently leave your Excellency to consider if they are all that is ordinarily wanted; and, if it be so, whether they are located in the places and the positions they ought to be. If one were to place himself in the position of an intelligent child, he must at once be cross with the parents who have placed the parts and fittings of his toys in helpless confusion, and removed many of their integral portions and jointures altogether out of his reach and vision.

It would be most discouraging and heart-breaking, my Lord, if the question of introducing technical instruction were attempted in much the same way as a Prince or Governor would distribute prizes, found occasional scholarships, order a special grant for personal allowances or office stationery, or direct an exceptional public building to be constructed. It would be somewhat mimicking the extreme urgency of the great national labor and intensity, now due in the interests of the Supreme Reform this small work denotes, if I suggested to leave the question to philanthropic societies, or to the casual working of the government agencies. I respectfully trust that our present all-seeing Viceroy, to whom I would humbly prefer this appeal through your Lordship, will permit no unfavourable tradition to stand in the way of sanctioning the measure described as one of the primary imperio-national policies which may in a short period spread in the country, like its admirable network of canals, railways and roads, or of its police, magisterial, judiciary, or the custom stations. No set of statesmen ruling us in India and from England can better demonstrate than our present Rulers that if the indirect result of the operation of the British Government be to extract much visible wealth from poor India every year, they are at the same time able enough to open up the ten-thousand channels of industry which would set to work millions of trade-wheels to benefit this and other countries.

I cannot deny that the want of adequate funds will be one of the great difficulties in planning out and adopting the entirely revolutionized system that I advocate. But the prime necessity for a practical settlement of my plan, as being the first action, cannot well be avoided. It will be a great gain to settle upon a practical design of this order. The mastering of the character of our resources, our needs, and the present and future capabilities, is laying down the ground-plan, the elevation, and the various work-

ing sections of the building contemplated. Not only a comprehensive and exhaustively-framed scheme of the character described by me should be framed, but finances should be found to work it out. I would rather, as I beg leave to submit, wish that the salt-tax be enhanced, the import duties reimposed, the income-tax popularly universalized, the fat farmers and landlords, who pay, or do not pay at all, some antiquated State dues, be sufficiently taxed, and that also some newly-devised birth, succession, marriage and feast taxes be imposed, rather than every year allow thousands of boys and girls to be brought up in the hot-house of brain and mind pulverization, and thrown upon the world as semi-excrecences of aimless, exasperated and tempestuous knowledge of slight personal gain but a dead loss to the world at large, at a moment when it directly wants to be activated, to be replenished, and to be beautified and glorified as one of the lustrous perfect planets of the Universe, and not as a demoniacal skeleton of poverty, sedition, semi-vile barbarism, famine, war, extirpation. It were far better that the merchants, landlords and officials, who earn thousands of pounds a year, had a fraction of their enormous profits cut off ; that rich pensioners contributed to the public funds ; that inferior stores were purchased in India at a less cost ; that costly palaces and huge buildings were discontinued ; that the civil and criminal authorities were satisfied with smaller houses ; that doubtful sanitary and public works, even secondary works, were held in abeyance. But to be stinted in the important expenditures to be incurred in annually turning out millions in India proficient in the arts and professions which secure ordinary prosperity to a modern country and uplift it from the horrible mire of moral, mental and intellectual refuse and disgrace, would be most deplorable and calamitous. It is when the State has commenced vigorously to work on the lines I have ventured to indicate, that we may also expect the several communities to voluntarily move in similar directions for themselves, and thus lighten the extended responsibilities of the Government. But no such signs of national enthusiasm will appear unless the State has itself taken a full and powerful initiative. I venture to think, your Excellency, that your shrewd Vice-Chancellor of the Bombay University softly indicated the mere outline of what is really due on the part of the Government when he said in his last Convocation speech:—

“ I venture to think that an institution in memory of the man who stirred in so many million hearts the ambition to share in the duties and responsibilities of local Government should be content with nothing less than a wide-reaching endeavour to

guide those impulses to this practical end, stimulating into action the authorities who now control communal and Municipal expenditure, and imparting knowledge and assistance to all centres of population in Western India, by subsidies, by opening artisans' evening classes and model technical schools, by distributing mechanical appliances and objects of art, by promoting museums and art collections."

That a monument so grateful to the people of India, commemorative of the name of one of their best favourites, will be raised during your *regimé*, which is destined to take the first ranks in the cause of our public amelioration, I would be one of the first to admit. But I must go further, and beg that your Lordship, to whom the redress of public wrongs, the world-wide development of popular instruction and the higher culture, and the task of accelerating the moral and material prosperity of your subjects is so dear, will impart a full scope to your efforts to reach—almost in a microscopic, and yet all-grasping, manner—the moral and material condition of every community under your rule, the majority of whom are wallowing in the dregs of demoralized, depressed, untutored and vacant lives. The efforts to restore the millions to their normal intellectual brilliancy, activity and contentment will have to be no less than those which were employed in establishing the original security and order in India. Such efforts cannot but evoke the most widespread blessings of the countless people of India, as I cannot but sincerely feel so while addressing noblemen like yourself and those who now, and will hereafter, preside over the destinies of India and England. I will also not fail to respectfully bring this representation to the notice of my own august master, His Highness Sayaji Rao, Maha-Raja of Baroda, whose ready liberal instincts on administrative questions of this sort are well-known.

While closing this, my Lord, I cannot help being reminded of the weighty words with which your Councillor concluded the last Convocation speech, which will show what harmless philanthropy, and how healthy, noble and humane a statesmanship are now urgently needed in the widespread and unsectarian interests of the 250 millions of India :—

"Science and art, applied to invention and production, pay no regard to distinctions of nationality or clime. They choose as their most honoured agents those who are best educated, whose natural taste and aptitude have been best cultivated for the work to be done. The competition in the world's industrial school gives the prize to those results of labour which derive the highest excellence from enlightened skill and the fine artistic sense, and to the peoples who most assiduously cultivate those

faculties. There is no room then for the assertion of an equality which cannot prove itself by facts and achievements. That arena is quite apart from baseless jealousies of class and race, their passions and profitless strife. The competition is waged under conditions likely to promote the modesty which is an element of wisdom and the reverence which Goethe calls the soul of all religion."

Soliciting your Lordship's kind attention to these pages,

I remain,

with respects,

Your Excellency's obedient Servant,

DINSHAH ARDESHIR

Baroda, 1st February 1886





How to Introduce National Technical Education in India



I HAVE marked for upwards of twenty years, that the system of British education has not answered many of the urgent modern needs of the Indian population.

2 I advisedly use the word "population." The education imparted in British territories, or in Native States, is fit for little more than *Sircary* service, and at most for general purposes which for want of enterprise and wealth are looked upon with very little favour.

3 The uniformity and crushing pressure of the present national education in India has always struck me most. The most striking feature of the prevailing system is involved in a general, literary and classical education, and in theories of physics, mathematics, mechanics, and a few other abstract sciences and knowledge which hardly one in a hundred students can practically apply when thrown upon the world.

4 There is no branch of education which would be worthy of any effect unless both its theory and practice have been learnt. To a limited extent, practical knowledge is taught in the medical and legal branches, but it is even much less so in the engineering.

5 The stage of national education and culture that we have now reached is, therefore, nothing more than preliminary, and that merely touching the thin borderland of the British and Native India populations.

6 Take any of the countries of Europe, excepting Russia, and we shall find many instances of States being directly instrumental in introducing elementary education throughout whole populations, and a varied character of technical and professional education, directly providing the millions with wages and wealth, which are as greater than the earnings of public service as the number of public servants is usually considerably less than that employed in various trades and professions of a country at large. It is not merely juveniles,—millions and millions of them—who are thus brought up, but

elderly artisans and traders and merchants and mechanics in charge of workshops, warehouses and factories, also attend the technological schools, laboratories and museums to discover improvements and introduce perfections in the arts and trades followed by them as business. In our country of about 250 millions of population, even the primary education, merely pointing out the *names* of a few things, is extended to some lacs of people only.

7 Though England is far advanced in practical and popular results in the departments of the fine arts and of metallurgy, mineralogy, mechanics, engineering, medicines, chemicals as displayed in its numerous colleges and its extensive working mines, workshops, manufactories, &c., attention has lately been effectually drawn to the deficiencies existing in the number and character of its technical schools, laboratories and museums, including of course the Colleges where the rarer arts and sciences are taught. It has been authoritatively admitted in England, that the special education of the labourers employed in the manufactories, and of the managers and manufacturers themselves, are much behind that marked in Germany, France and other countries of Europe. And, accordingly, a great movement is set on foot in England not to allow other countries, which preliminarily benefited from the example of England, to outbid her in the most modern advances made in the industrial pursuits of the millions.

8 We cannot then have a better example to follow than that set by the subjects of our own Queen, the Empress of half the world.

9 The questions are: how to change the system of education followed in India,—a system which requires a radical, and at the same time, an harmonious change? how to broaden and nationalize the basis of the present education? what are the technical schools fit for the State? and how are they to be organized and inserted into the body of the educational institutions? The practical settlement of these and auxiliary questions is difficult to arrive at. But a practical solution must be found for administrative purposes as the Government are now anxious to introduce technical instruction in the country.

10 Anything to be devised ought to be developed, as much as possible, out of the state of things prevailing in our towns and cities. Foreign agency will be indispensable, but the soil to be experimented upon should be our own, *i.e.*, the objects of our own needs should primarily be looked after.

11 I would first propose to have the statistical statement of the cities, towns and villages, pointing out—

- (1) Number of male inhabitants
- (2) „ Elderly males
- (3) „ „ females
- (4) „ Boys
- (5) „ Girls
- (6) „ Boys receiving education
- (7) „ Girls receiving education
- (8) „ Farmers
- (9) „ Agricultural laborers
- (10) „ Each class of artisans
- (11) „ Each class of traders and professionals
- (12) „ The unemployed (of what castes)
- (13) „ Literary and religious classes
- (14) „ Mendicants (of what castes)
- (15) Character of manufactories, &c., (if there be any)
- (16) Do. any old trade or industry now extinct

12 A second statistical return should embrace the following information for each place as aforesaid :—

(1) ARTICLES OF GENERAL FOOD OF THE INHABITANTS

- (a) Description of each article of food, medicines, &c.
- (b) Probable quantity of each article used
- (c) Quantity received from abroad, of course approximate
- (d) Quantity produced at home and elsewhere
- (e) Estimated value of each item (of course one year's calculation to apply in every instance)

The term food means every article of human and animal consumption, whether of general or limited use.

(2) ARTICLES OF GENERAL USE BY THE INHABITANTS

- (a) These articles should also be classified and indicated as above
- (b) These articles, perishable and non-perishable, to be those which are employed in trade or commerce along with those brought into use by populations, sects, or individuals, in each place.
- (3) Each of the articles for consumption, every-day use, trade-use, or manufacturers' use, should indicate the source from which

it is obtained, for example, produce of the land, mineral kingdom, forest, workshop, or other sources, as the case may be.

(4) If special facilities exist in any town or village to produce any articles now imported from abroad, and which may be produced or manufactured at less rates, then these articles should be specially mentioned, with a practical explanation as to the possibility of creating the produce, the handiwork, the manufacture, or any other outturn, as the case may be.

(5) The area of each city, town, or village should, for the purposes of these statistical returns, comprise certain well calculated areas of the country, or the city, so that the different localised items may reflect the wants and capacity of each of the divisible tracts of the country.

13 Proceeding on these essentially preliminary and fundamental lines of researches and ascertainment, we might be able to know the character and value of the articles of consumption at each place, their source of production, the character and amount of human skill, or the physical, mechanical or chemical resources required for their production. We shall know what stock we have there: to supply those articles natural, handiwork, or otherwise; or what force we have at present of manual, mechanical, engineering, chemical, medical, administrative, legal, &c., agencies, as may exist more or less or not, in each territorial division, for industrial and educational purposes.

14 The knowledge of what articles are in use in each of the distinct tracts, must also lead us to an important inference as to the probability of further articles, more or less in conformity with those already used, or even distinct from those in use, being imported in the course of time, some of these articles again being already used in the more advanced of the Indian towns and cities.

15 If we eventually see our way towards systematising and enhancing our present stock of skill and resources of certain parts of the country, it is not unlikely that other parts could be tapped to the advantage of the country in general.

16 To officially recognize, remodel, and multiply the existing or the non-apparent skill and resources, so as to be the all-governing forces of the distant future, will be a difficult task indeed for any Government in India to undertake, in the broad and comprehensive spirit here indicated. But the task is one which no Government should please neglect for a single year more.

17 The groundwork of all general, technical, or industrial instruction is primary education. The spirit of the times is so far changed that every section of the population, even the lowest, ought to be compulsorily subject to the necessary amount of education as applicable to each industrial or professional section. The elementary knowledge gained by the meanest artisan or labourer is a distinct gain to the country. Our artisans already possessing the inherited skill of various crafts of a practical character, their faculties would be considerably stimulated when a regular training, based on both theoretic and practical principles, is introduced among them from the earliest age.

18 Primary education might be made compulsory among the populations which do not now avail of it. Every village of note should have facilities for imparting primary education, either by aided or unaided, Government or semi-Government, agencies.

19 The primary educational system in a village or town, to be all-embracing and successful, should be elastic. Banish the brittle, hard uniformity of a village or town school, whether of a low or high standard. The present system is good deal meaningless. Break a school into various classes, to suit the different geniuses, callings and leisure of the various classes of the people living in the centre where that school exists.

20 Construct each class, so that it may specially suit the calling and leisure of a special class of the population. The school series should be so remodelled that, as far as possible, it should impart the knowledge of the art, trade, or industry, which may be followed by the boys attending a particular class. A double object will thus be attained: with a wider spread of the elementary knowledge, the education of the different sects of populations will proceed on the lines in sympathy with their varied business and professions, which ought now to form the *ultima thule* of their future careers.

21 No boys, save those of the humblest classes, should receive any education gratis. The fees leviable from boys ought to be graded, the scale rising according to the lucriveness of a trade or art taught. Those desirous of attaining high culture, such as may be needed for the highest branches of administration, or the highest walks of commerce or other business, should, as much as possible, be made to pay the highest possible fees, of course not prohibitory. It is a downright error in a State altogether ignoring the principle of pecuniary business which is applicable to the educational services according to their respective cost. Don't try to recover any

interest on the money spent, from time to time, but the major part of the expenses incurred should at least be recouped as early as it could be. The spread of primary education among the masses is now an urgent necessity, but that of culture and the highest knowledge of sciences and arts among them is necessarily not so, except among the much nobler families likely to render best the high services demanded of them. But those who would pay for acquiring the higher capacities may bring about any desired multiplication of the superior classes. I will not apply the same principle to the initiatory stages of higher instructions, when special measures may be due. Any system of public instruction developed on the lines here shown must, of course, be much costlier than the present system, in which technical researches, agencies, laboratories, or other practical methods are almost entirely absent.

22 The revised systems of national education should aim at imparting to a student so much as may be needed for his own concern in after-life ; and that only which he probably needs, as either inherited by him, or his own personal inclinations may favour, or the tract, town, village, or the special necessities of individuals, or of commonwealth, may impose on him. A student for matriculation, or the higher courses, who desires Government service, ought not to be half killed by drilling him into the elaborations of higher literature, mathematics, classics, physics, chemistry, or philosophies. As much as possible, the mastering of any of these branches should only be confined to those by whom their principles are likely to be employed in actual business. Those desirous of wider and general studies during their course in a High School, College, or an University, should not be tampered with by anything more than simple expositions of the leading principles of the more important of the pure sciences and arts. That would be quite enough, when it is considered that the aim of each of the defined sets of boys ought not to be aimless and scattered in the overwhelming pressure of the mere frigid, insoluble outlines of an indefinite sort of knowledge. When it is considered, too, that the aim of each class of boys, primarily, would be to master any one knowledge, science, or art, which they are most likely to follow in the practical concerns of their lives, what earthly use is there to grind the growing brains under the heavy mill of euclid or astronomy—there are so many other like grinders of the young intellect!—when such boys, the most of them, are hardly likely to think of them in their business-life? The system is as clumsy as antiquated ; it simply sucks out the unripe oranges of most

of its vital fluid, killing much of the energies when business-life wants them most. I suspect we are all but following the obsolete system observed by the philosophic teachers of ancient Greece, to whom a proficiency in the rapid theories of learning was so congenial, but any practical application of them mean and hateful! Are we all, then, not still following the Brahmanical ferocity of exclusion of the most backward ages of the world?—that the boys should not be taught what would be of some practical use to them in struggling against the endless miseries of the world?—that they should be half-demented before launched on its tempestuous waves and half-illusory shores?

23 The students, whose object may be to pass in general knowledge, may well be versed in the general outlines above hinted, and in the knowledge in regard to the principal peoples of the Indian provinces, and in the various administrative systems under which they are governed, showing the social, material, financial, and political results pertaining to the same. I would not exclude from the curriculum of higher studies an outline of the commercial and economic conditions of various parts of India. Practical subjects of immediate use are likely to be much more intelligent, and, therefore, easier to the students, than the abstruse and ridiculously unwieldy theories and problems in which their powers are now wasted.

24 The very difficult questions have here to be put and answered: what precisely is the technical education that we require? and how are we to give effect to it? There is no doubt that we often suffer from the dearth of ordinary artisans; if we had more of them we should save much money by bringing their wages lower, and secure better work by making them humbler and more skilful, which now they by no means are. Who are our superior artisans mostly in request? They are:—(1) carpenters, (2) blacksmiths, (3) bricklayers, (4) stonemasons, (5) brick, tile and mortar makers, (6) shoe makers, (7) worker on handlooms, (8) dyers, (9) potters, (10) goldsmiths, (11) copper smiths, (12) jewellers, (13) matters, (14) engravers, (15) painters, (16) sculptors, (17) glass and lamp makers, (18) paper makers, (19) lacers, (20) embroiderers, (21) tailors, (22) toy makers, (23) banglers, (24) carriage and furniture makers, (25) gold and silver leaf makers, (26) bone and ivory workers, (27) gold and silver sorters, (28) cane workers, (29) carpet makers, (30) gunsmiths, (31) sword makers, (32) watch makers, (33) compositors, (34) printers, (35) lithographers, (36) photographers, (37) mechanics, (38) engine drivers, (39) divers, (40) boatmen, (41) shipmen, (42) clerks,

(43) accountants, (44) bankers, (45) soap makers, (46) cloth printers, (47) dye-makers, (48) gardeners, (49) tanners, (50) dairymen, (51) musicians, (52) mintmen, (53) spinners, (54) weavers, (55) firemen, (56) sanitary and road inspectors, (57) roofers, (58) oilmen, (59) metal polishers, (60) bead and hooka makers, (61) comb makers, (62) musical instrument makers, (63) snuff-makers, (64) attar makers, (65) turners, (66) agricultural implement makers, (67) saddle and harness makers, (68) electroplaters, (69) rope and basket makers, (70) cask makers. I mention these names at random and from memory, which is sufficient for my purpose.

25 Somehow or other, for thousands of years, the line of most of these artisans has been religiously kept up by them in our towns. Supposing that separate classes were opened in connection with the public schools, where some of the more important of the above handicrafts could be taught, one thing is clear, that many more will be naturally ready to learn, if the resources for the purpose were organized in a statesmanlike manner. The crafts, for the present, cannot be learnt, except by those who have inherited them, or who can be initiated into them by chance or favour. If the crafts are, however, universally taught by easy and perfect methods, the attractions for those who would otherwise not be inclined to follow a new line of business, will only be much greater.

26 The statistical statements above suggested will serve to point out the approximate demand in each place for particular artisans, &c. On this information the constitution of the local schools should be based—other practical, though novel, technical instructions also being provided for.

27 By opening artisans' and traders' classes as affiliated with ordinary schools, we may at best multiply their numbers which would only be a boon so far that increased employment for various classes may result in course of time, pressure on particular services may be lessened, and public inconvenience may be somewhat reduced. But very little of intrinsic improvement is likely to follow in respect of arts and manufactures, in the absence of a knowledge of better methods and scientifically trained and practical technical agents, such as have helped in universalizing the most important trades and manufactories in almost every country in Europe.

28 In the first place, no technical education can be imparted to the people without the aid of technical agents, who possess much more than a book knowledge of principles, and who have actually seen those principles

at work in laboratories, workshops, or manufactories. Secondly, if any professional, handicraft, or chemical knowledge is to be taught in specific directions, the students should have actual work to practise in a workhouse where the requisite apparatuses and even machinery should be found. I have come across graduates who with their knowledge of things, their objects and their relative connections, and so forth, as crammed in from the books which they were taught in colleges, were naturally unable to show much aptitude in practically applying their knowledge of theories, without gaining experience under practical masters. However much theories may be learnt in schools, they are of no practical use unless they are learnt with special reference to their practical application. In no country in Europe, if I mistake not, is the slightest faith placed in the acquirement of mere book theories. There classes are attached to schools and colleges, where the articles, their compositions, their analysis, and their various manipulations, with actual results, are to be seen and felt, skilful technological masters guiding the operations, and training the young intellect as well as the old. The young are the would-be lower and higher artisans whom owners of factories, workshops, &c., would be glad to employ as soon as they have passed the required standards which would suffice for their business. The elderly people are those who attend the laboratories, museums, and the principal houses of learning, to discover any defects existing in the working of their manufactories, or workshops, or to learn any modifications or advances made, either in pure or applied sciences at home or abroad, or any novel manufactures or staple articles introduced in any part of Europe, Asia or America.

29 We cannot copy the technical system of any country unless we are prepared to convert that copy into a natural graft. The principle of this grafting should be distinctly borne in mind. I have, therefore, tried to lay down what should be the early processes of this grafting. First of all we try and discover the articles produced, imported and consumed in each of the representative tracts. Secondly, we ascertain what trading and professional classes exist in that tract, and what more could be introduced in union with them, as much as this may be possible. We would thus lay down the first basis of our operations as may be really existing by knowing the popular wants and the resources at work in supplying them. The wants could then be improved and stimulated, while the agencies for meeting them could be methodically organized and multiplied.

30 I have already pointed out that any technical instruction, to be systematic and effectual, should be taught practically, at the same time that it is taught theoretically. Many of the crafts of which I have given a list are indigenous to our country. However practical they appear so far, a systematic and enlightened method to teach them does not exist. The manner in which the indigenous artisans and professionals have been supplied to us so quietly and surely, from time to time, is something peculiar. We might well admire the beautiful economical processes in vogue for centuries, though our pinching modern requirements inevitably demand their vast development and extension. The difficulty is to know how to develop and extend the existing crafts and industries, and to establish those not existing, and which could flourish in conformity with the needs and geniuses of the communities, as may be discovered by the methods pointed out. The difficulty can be gradually surmounted by the adoption and carrying out of certain earnest measures, which I would now explain.

31 Trained masters will be required for artisans', mechanics', manufacturers' and traders' classes. No manuals or manual teachers can ever do the work which a practical teacher could do. How could such teachers be trained up, these being rarely found in India? A feasible method would be to attach substantial scholarships of various classes and grades to fit in with the differentiating standards of general education, or with the different graded schools and colleges. The students who may be appointed to receive the scholarships should receive general education, generally, as far only as may be essential for learning the theory of the craft or profession for which the scholarships may be intended. Those holding the State scholarships for mastering any art, trade, or industry, should be sent either to England, Germany, Switzerland, France, or to any other country in which any of the professions for which the scholars may be intended are best taught.

32 To render art and professional teaching at once successful and popular, it should be as much as possible in handiwork, and all that is turned out of small and simple machineries and apparatuses. I would not apply this restriction to matters pertaining to such workshops and manufactories as are more or less extant in India. If these, where existing, are accessible to us, it is best to arrange for a practical tuition in them as attached to the concerned State schools, which may have classes for such practical teaching. This method would also claim the recommendation of

avoiding the over-pressure of driftless general education, which would so beneficially give way to special education.

33 A systematic administrative department should be founded for a rapid diffusion of technical education throughout the country. No schoolmaster, or a director of education, can, without the aid of technical agents, perform the task of organizing technical institutions. The task evidently needs something more than general administrative ability.

34 The most advanced of the countries in Europe have not hesitated to send abroad their ministers, or other agents, to inspect and study any instructional institutions or manufactories which may have attained perfection there. Even amateurs have been sent to be trained in them. If technical education, on some popular scale, is to be introduced in India, one of the unavoidable measures would be to depute a proper administrator to visit the countries most famous for universal trades and industries established by the means of practical teachings in arts and sciences, whether applied or pure. If a practical and sagacious man of organizing ability can be had for this touring purpose, I am sure, in his visits to model farms and manufactories, he will pick up much useful knowledge and examples, which can be well applied in organizing an influential technical department.

35 The *executive* head of the technical department should, for some years to come, be a practised technological master brought out from England, or any other country known to be superior to England in training up artisans, foremen, and managers for industrial factories. Great care will have to be exercised in selecting a really first class man. A fatal mistake can be easily made in mistaking a technically scientific agent as a practical director. A mistake of this kind would vitiate the whole department, unless such a director be a well-known genius. He should be a thorough master of mineralogy, metallurgy, chemical, mechanical and engineering sciences, including the physics and botany. He must have organized laboratories and museums, watched various works in mines and manufactories, discovered better scientific methods for their guidance, and have been the general referee of workshop managers and manufacturers. He must be thoroughly grounded in the theories of natural philosophy and physical and mechanical sciences and the rest, as a philosopher in all these branches ought to be, while he must be a practical demonstrator in technical classes, where things are not taught merely by

names, but by the means of actual objects brought together, and as acting upon each other, as if things were actually manufactured, or ready for sale. The Government will thus be fortunate if it should be able to secure the services of such a scientifico-worker and demonstrator for its technical schools and colleges. Not only will he lay down the exact principles of practical instruction, but he can be sent out to hills, valleys, rivers and forests, for conducting geological, mining, metallic, botanical and forest explorations. He will also be most useful in testing and expositating on the quality of various soils and such tracts as have been lying waste. Any large amount spent in securing the services of such an agent for the first ten years at least, will, indeed, be well spent. In Europe, the best of such functionaries would easily earn as much as £2,000 per annum. So we can guess what wages would have to be paid to such a specialist when brought out to India, if a really eminent man could be induced to come out. When a competent agent is secured, we may expect to secure, through him, a few efficient assistants.

36 It won't do to wait till training masters have been brought up here or in England. The technological directors may probably secure indigenous agents pursuing different crafts and trades, which would be very desirable. I am sure a demand will arise even for a tentative training established in this manner, especially when superintended by a learned, skilled and experienced person.

37 The various teachings in arts, sciences, manufactures, trades and professions, should be graded according to the merits, value and standing of each. Let each of these grades be affiliated to a standard of general education, which would just suffice for the acquirement of the graded technology. Even if, at the outset, there should be little better than indigenous training, both the technical training and the general education will induce many more students to take advantage of them than a mere unmixed and unsympathetic system of general education now attracts.

38 It would be desirable to render the workshops, laboratories, &c., attached to classes which may be self-paying and even profitable to the State, as much as this may be possible. The various departments of a State always need furniture, stationery, &c., and various State works building materials of many descriptions. So nothing would be lost what is spent on the technical *karkhanas*, excepting of course all outlays on trials. From inquiries it will be found that the supply of various artisans, what our cities and towns

can supply, frequently fall short of the demand. By the means of technical classes it may be fairly expected that this unsatisfactory state of things, will gradually cease.

39 It is also possible to invite, from various parts of India, men whose knowledge of certain crafts has descended from many generations, and is unique and popularly admired throughout the country. For instance, we have various artists in the North-west who have rendered themselves very famous, and so is it in Cutch, Southern India, and in almost all noted parts of India, as being specialities in various branches of handicrafts and trade, which excite admiration even in the civilized West. It would comparatively be an easy task to collect for different territories the various higher orders of artisans well versed in their respective industries and set them to initiate our own art-scholars in them,—these industries being founded on business-like principles—the object being to create new trades in articles of domestic, ornamental and general use, and start a busy life for thousands of people, always taking care, wherever it may be possible, to select local materials with healthy combinations of local and foreign characteristics or designs.

40 One of the great features of our technical schools should be the multiplication of simple hand-machines and other like apparatuses, not involving elaborate machineries, excepting, of course, large workshops, foundries, or manufactories. Even in agricultural farms this should be their singular feature. The technological masters should not only select hand-machines and tools from Europe, but collecting them from various parts of India they should be improved in accord with the more scientific or more effectual methods and principles of the present times. One element of success in technical education would lie in the simplicity and inexpensiveness of appliances and preparations consistent with the results to be obtained.

41 One important principle which my humble design for technical education would aim at, is to regulate the number of students aspiring after the general degrees, and who mostly besiege the political and administrative paths of a State. By establishing sober diversities in public instruction, the preponderating influence in one particular direction must be considerably diminished, while the educational influences thus spared would be utilized in those walks of life, the present impoverished state of which cannot be sufficiently deplored. I would discourage many of the students competing for the entrance examination, or that relating to the F.A., B.A., or M.A.

degrees, by diverting the intellect and genius of the learning youth to the graded provinces of technology, each of which will have to be appropriately defined. We shall have the higher standards of general education virtually open to those who would go in for law, medicines, or political, economical, or religious sciences, or engineering, or who may be specially inclined to master the higher theories of pure and applied sciences, besides the domains of classics and extra languages. Even in respect of the latter students, I would let some of the abstruse subjects drop, substituting for them subjects of immediate importance, whether they refer to the educational line, or to administration and statecraft. Thus, even those who aspire after a general education may study with definite aims of value to the State.

42 An obligation should be gradually enforced on parents, or students, to declare at the earliest opportunity what ultimate department of instruction they would like to enter, and then, as much as possible, they may be confined to that department unless they subsequently change their mind, and the curriculum of their studies would permit a change. The scale of fees, as I have already observed, should be, as far as possible, high or low according to the graded value of the craft or profession taught, an elastic method of transfers from one branch to another being always observed, except where it radically could not be. I would not omit from the list of the various independent departments of public instruction which I have mentioned, one department for training tutors or directors for the various schools.

43 Technical education of sorts may be imparted to numerous students if various State wants were taken advantage of, and provisional workshops and manufactories established to meet them. A great necessity exists for these, in that when successfully established they are likely to prove a source of savings to the State. The principal parts of Presidencies and States may be made the culminating points of arts, industrial and scientific institutions which may gradually attract many students of higher stamina from the interior and remote corners of such divisions of the Empire. Among the practical researches desirable to undertake as defined in the preceding pages, I would mention one more. A complete history of each of the indigenous arts, industries, trades and professions, followed by the various industrial classes of every definable district, should be prepared, for I have been often struck with the time-honoured skill, patient labour, and very ingenious, though

sometimes crude, appliances so modestly employed by these classes for many generations in pursuance of their business; and that without attempting any appreciable changes in the institutions handed them with almost a religious inviolability.

44 I would now summarize the measures explained in the foregoing pages:—

(a) Statistical information referring to the character and extent of the population of each town, village, or any other separatable tract of a division, or a province, to be obtained.

(b) Also statistical information referring to the character and quantity of indigenous and foreign produces of all sorts in use in each such place, and the character and extent of the local agencies existing for the getting up of the various indigenous articles in use.

(c) Rudimentary education should be in some degree compulsorily enforced among all classes of the populations.

(d) General education in schools, colleges and universities to be so qualified and graded, as to suffice in each case for the purposes of a technical class to be attached to each of the representative schools, colleges, &c.

(e) Each representative school, &c., to consist of the elements of general, as well as technical, education in specific sympathy with the crafts, wants and genius of the classes represented by that school.

(f) The scale of fees for the various educational institutions or classes should be regulated, as far as possible, according to the value of the profession or science taught.

(g) It should be obligatory, as far as possible, on every student to declare at the outset the line of learning which he would choose for himself.

(h) Substantial scholarships to be founded for arts, mechanical, agricultural, and chemical students, also for those meant for mining, mineralogy, &c., to enable them to proceed to Europe to master the said arts, &c. Scholarships should also be opened for attending the practical schools wherever they may exist, and for any rare studies, or industries found in any district.

(i) Departmental heads for general and technical education should be appointed and deputed to Europe to study the technical

schools and colleges, laboratories, museums, workshops, manufactories, model farms, mining, mineral works, &c.

(j) First class European technological superintendents, indigenous artisans and other industrial agents should be nominated.

(k) Simple hand machines and apparatuses, both indigenous and European, to be collected and adopted as one great feature of technical education, a thorough and popular use of these simple and inexpensive agencies being a great national want. They should also be constantly invented.

(l) Laboratories and museums to be opened, existing workshops and manufactories for teaching purposes, being recognized as may be arranged by the superintendents.

(m) Technological superintendents should be deputed to the districts to explore the various resources of soil, hills, streams and rivers, forests, and the depths of the earth.

(n) A systematic history to be prepared of the resources, crafts and industries indigenous to each district as referring to the past and the present, and explaining origin, character, method of execution, scope, &c.

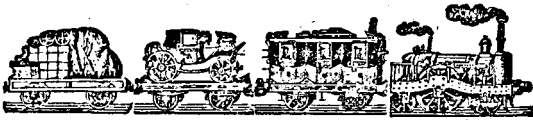
(o) Every Capital in the country to be made the centre of teaching all higher arts, philosophies, sciences and industries.

(p) The affiliation, in various grades, of general with technical education to be devised. The reduction of matriculated students, B.As. and M.As. to be brought about in proportion to the increased number of students of specific training. A reduction should also be carried out in the theoretic crudities of college students, to render them practical for the administrative, financial, commercial, economical, &c., branches of the country's affairs.

45. These are all merely heads of measures as proposed: their specification above attempted should be critically read if they are to be put to a practical test. It is evident, that to put them all in practice, rendering them into one connective and sympathetic system of national education, as I have ventured, joint by joint, to illustrate, will be a work of time and much patient labour and perseverance allied with the highest genius that can be commanded for the purpose. It is the chronic disease and debility of the educational administration of the country we have to hit; while all the remedies, the amendments, the amplifications, and

the developments that we may attempt, should all be based on existing and contemporary lines of affairs, to be sedulously sought out of the thickness of the overpowering obscurities, and then arranged and brought together in harmonious figures, colours and hues, which a generation hence might excite the wonder of all, why, in the name of goodness, there was so much delay and hesitation in building up a national system of life-blood, which, an exhaustive policy of national education and amelioration and culture like the one here unfolded, denotes.

BARODA,
12th August, 1884



B

The Educational Manifesto of Lord Dufferin at Allahabad.



A SHORT time ago the accomplished Viceroy of India, accepting the request of Sir Alfred Lyall, Lieutenant-Governor in the North-West, unveiled the statue of Sir William Muir, and declared the College building open in which that statue was erected, and which was founded by Sir William when Governor in those Provinces. The Hon'ble Mr. Justice Terrell read an interesting address in which the origin of the institution was explained.

We natives ought to take the fact as remarkable that, though the Allahabad College is mostly the product of the generosity of Native Chiefs and Noblemen, the moral impetus by which this beautiful, imposing and highly costly building has been raised is entirely due to European pluck and initiation. The fact is not remarkable in this light, that the national and absolutely evidential instruction of the Indian masses is entirely due to British. But we wish the fact to be striking to us in this wise: that grand institution is not solely the creation of native gentry and native nobility. The prime cause of the institution is *English*, and it is *English* gentlemen who have led the native promoters to the accomplishment of this work. We must take this fact to heart in a spirit of very active emulation. We should like to see our own people and our own gentry initiating various educational measures for India, now that the author of *How to Introduce National Technical Education into India* has placed a broad, comprehensive and original design before the country. The national conviction is now complete, or is being completed, that technical education should be as wide-spread as the canal, railway, road or postal system of the country: every town, district, or village maintaining technical, industrial and professional institutions, beautifully and carefully blended with graduated general education. The Hon'ble Mr. Peile, in

his last able speech at one of the educational institutions at Bombay, has maintained this view in the new and broad directions now perceived, and we have reasons to believe that His Excellency Lord Reay is deliberating upon some policy—not a hand and mouth affair surely. The speeches which we have now great pleasure to review as delivered by Sir Alfred Lyall and Lord Dufferin, light in us such hopes as we sincerely desire to see realized in the régime of these and other Indian statesmen who have ventured to question the present rigidity and disgusting opaqueness and sameness of the national system of our education. We know that the author of the pamphlet has received expressions from many influential quarters which go a great way in clothing the first visionary design with promising substance and abiding color.

But to return to the point we desire to bring home to the educated and aristocratic classes of the country : come forward voluntarily yourselves, and open the fountain-source of your sympathies, wealth and influence in the cause of creating national trades and industries. We can only be much amused at the cavilling of many writers in the Press at the attitude of the Indian authorities towards higher and particular systems of national education. Our heart is full both for higher and every other education. But while the general cry is decidedly want of employment, and the woful absence of trades and arts, don't seek to swamp it by crying out that Government intends placing its foot upon higher education. It will do nothing of the kind ; it can never do it even if it wished it. The highest and the broadest and the brightest prospects of academical sciences and literature have been most commendably and most unreservedly placed before us by the voluntary efforts of this very Government, and we cannot help being amused at the ill-thought fears so widely expressed by our brethren. What we all have to do now is to incite monied and cultured men to enlarge the foundations and superstructure of the educational and instructional edifice of Native India. Let British statesmen tell us frankly all the unsavoury truths which they may have to say on this question. The writer of the pamphlet has not heard from all sides, what would only apparently be congenial to his hopes and feelings ; but the following communication from a very influential Administrator in the Foreign Department, well known for his high practical ability and experience, may well induce us to think that we

should not lag behind in endeavouring earnestly to realize the spirit with which some of our illustrious correspondents are animated ; we are sure our readers will fully see between the lines :—

“ I desire to acknowledge, with sincere thanks, your pamphlet on the introduction of national technical education into India.

“ I am satisfied that in technical instruction and the consequent development of the industrial arts, industries and professions, lies the best hope for the future for educated Indians, who now look to Government to find them employment and who must be largely disappointed, owing to the excess of the supply over the demand.

“ I think that your attracting attention to this subject may be of great advantage to your countrymen, the more especially as it is to them that we must look for the provision of the higher educational machinery. The princes, gentry and wealthy merchants of Bombay and Calcutta should come forward and endow institutions for technical instruction. The Government cannot be expected, in a country like India, to supply other than a modest share of the educational acquirements of the country.

“ I often, in native papers, see comparisons drawn between the proportional amount spent on education from the revenues of England and India, but the writers forget that India is in so low a phase of development and is so unprovided with the raw material of civilization, that the Government cannot afford to spend its money on educational luxuries. It can indeed do little more than offer elementary instruction to those too poor to obtain it themselves ; the rest must be done by the native community itself. 100 or 200 years hence, when India has been supplied with the ordinary paraphernalia of civilization, in railways, roads, canals and public buildings, the Government may be able to find spare money for higher technical education. Till then Hindus must be content to put their ridiculous caste prejudices in their pocket and obtain technical training in England. Japan is twice as far from England as India, yet numerous Japanese are to be found in London and Paris, preparing themselves by a technical training, for useful employment in their native country, and if Hindus are to gain a high place in the modern industrial world, they must act in a similar manner.”

We may venture to say to this eminent Politician that, acknowledging as we do with no common regret, that the Hindus should lack the very spirit which would renovate their physique, their homes and their mental and moral condition, we cannot possibly ignore the fact which nothing can displace, that in respect of technical education, as in regard to other public improvements already established in India, the Paramount Power *must* first come to the rescue of the nations of India which have been rendered invalid under foreign treatment. The Government has to play the part of an incendiary—in such instances such exceedingly welcome incendiaries—and then the rest will surely follow. In spite of this our conviction, we are ashamed to see our countrymen not buckling up

in forcing the *niats* to ridicule the really "ridiculous prejudices" which have made them cowards and nonentities. Look ye countrymen to this dismal fact : it is the existence of these your prejudices which prompts this distinguished writer to believe, that India is still to take a hundred or two hundred years, even to complete the first preliminaries of its civilization !. Such encouraging prospects really !

But to come to our notice of the speeches at Allahabad. No one could deny the gratification expressed by the Lieutenant-Governor in being able to be present at the opening of the College, when, as he said, it is remembered how changes are constant and official vicissitudes many in India. In asking the Viceroy to declare the College—the foundation-stone of which was laid by Lord Northbrook—open, Sir Alfred did indeed allude to what was due to the extension of higher education, and in a manner which must disabuse the public mind of the unfounded misgivings entertained :—

" I hope your Lordship will be pleased to accede to the request of our Committee, and to do us the honour of opening a building that is, I think, remarkable for its character and design, and that is in a high degree interesting to us in these Provinces, not only for what it commemorates, but also for what it may seem to promise, and, so to speak, to foreshadow. The building commemorates, my Lord, the liberality and public spirit of those who so freely contributed to the original fund, and who spared no pains to promote the work. It also commemorates the firm, earnest, and statesman-like trust placed by Sir William Muir and other leading personages—the principal Chiefs and the most enlightened representatives of different classes in our society—the trust placed by them in the sure and certain progress and spread of higher education in this part of India ; their belief in its great public advantage, and in its promise and potency of future development."

If Sir Alfred has but expressed the policy of the British Government in the eloquent and decisive language that he has employed, the entire misconstruction placed upon the intents of Lord Dufferin becomes self-evident. We cannot help maintaining that Sir Lyall has done nothing else but expressed the views of the Government of India itself. But the highly sagacious and learned Lieutenant-Governor emphasises this policy by endeavouring to enter into the deepest depth of this earnestness, and it must become at once a pleasure and privilege to be acquainted with his lucid and glowing views on the question :—

" And if we may pretend to reach a meaning in the style and proportion, and design of the architecture of this College, we may say that it foreshadows and anticipates the speedy expansion of high education under the combined impulses of Eastern and Western ideas and traditions, and

the advancement of learning to a greater dignity and more imposing position among us. Now that we have taken to erecting for our students a hall like this in which we are assembled, with cool colonades, domes and towers, spacious lecture-rooms and libraries, we have set up an outward visible sign of the spirit in which our generation regards education. We are giving expression, not only to the modern principle that we are all bound to aid, publicly and privately, in throwing open the gates of the Temple of Knowledge, but also to the much more ancient feeling that architecture may play a great part in education, and that knowledge, like other powerful influences, should have a fitting seat and sanctuary. My Lord, I have spoken of this building as complete, and so it is in the sense that the plan of the architect, so far as we have it in detail, has been entirely carried out, and that the College fulfils our present need and purpose. Nevertheless the plan provides for future extensions and larger accommodation hereafter. And, as with the building, so with the institution and the educational design, we look forward to a larger development, and our ulterior views go beyond the establishment of a Central College."

We may fairly presume with the author of the treatise on technical education, that the real proportions and magnitude of national education in India are now being clearly perceived. Sir Alfred so well walks close to the author's path which he thinks has been laid out through forests from end to end, that it would be agreeable to him to quote the identical passage from his tract. In submitting the tract to His Excellency Lord Reay, he thus argues in his dedicatory note :—

"The most stringent necessity, in my opinion, exists to break up the present single and monotonous course of education, commencing with the primary and ending with the final University course. Having demonstrated in the following paper how the national educational edifice is a plain, huge, and sparsely sympathetic block, that edifice should be entirely reconstructed with a thousand varieties in its design which still may present one useful and harmonious whole. The edifice now resembles in expression very much like the few primary words which were employed by the primæval nations of the ancient world. When the edifice is rebuilt, it would have the same expression as the present expansion and fruitfulness of the earliest language.

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"As earth, brick, cement, stone, and various metals are more or less necessary in raising the several portions of a perfect, elaborate, architectural and artistic building, so the various stages of education, instruction and culture should be allied with the teachings of well-sifted, well-graded, and gradually swelling primary, literary, religious, and general elements of human knowledge and experience. Can any one, my Lord, pick out from the present chaos and debris of the educational institutions of the country, the simple foundation, the plinth, the columns, the body-walks, the wall-plates, the tie-beams, the roofs, even the main openings for air and ventilation, the prominent facade, or the rear presentment, the crowning, the relieving, or the subser-vient decorations, or, still further, the leading and the dependant objects of the said structure? If any of these parts, elements, and characteristics of a structural body can, in this instance, be procured, my Lord, I may confidently leave your Excellency to consider if they are all that is

ordinarily wanted ; and, if it be so, whether they are located in the places and the positions they ought to be. If one were to place himself in the position of an intelligent child, he must at once be cross with the parents who have placed the parts and fittings of his toys in helpless confusion, and removed many of their integral portions and jointures altogether out of his reach and vision."

Sir Alfred Lyall has shown the educational edifice in a more hopeful and re-assuring manner, and the simile of building, architecture and design, His Honor—it would be superfluous to say—has been able to put much more neatly and eloquently than ourselves.

The next speech was, of course, the Viceroy's. His Lordship is now widely known throughout India as a very agreeable speaker, soothing with plenty of honied words all those who go to him with requests or expectations. It is difficult to say why a statesman wielding great functions should not study to please his subjects : if he has little to give them he can at least soothe them with pleasing diction, and encourage them by generous counsel. But it is not likely that this policy, however essential it is, no doubt, to pursue it, will go long to inspire abiding confidence in the people. The public will some day have to admit that Lord Dufferin's career has been earnest ; that he has secured for India great and permanent advantages which a stern and unerring foresight alone could have secured : whatever the present unpopularity of his measures. And in this same manner is the Earl expected to establish an entirely renovated educational policy. He may not be able to carry it out in its entirety, but that the full groundwork may be prepared during His Excellency's régime, all those who wish his rule well and are anxious for the removal of the gross dangers existing in the way of India's prosperity may well desire.

The Viceroy opened his speech by a series of well-turned and sonorous sentences, in which he discharged his high privilege of passing eulogium on those who helped to found the institution :—

"This vast and noble structure, so graceful in outline, so rich in ornamentation, and so happily combining the spirit of the purest style of Oriental architecture with the requirement of modern utility, is as striking a proof of Sir William Muir's triumphant exertions in the cause which he had so much at heart as it is destined to prove an enduring monument of his fame and name ; and glad am I to think that his gallant son should be present here to-day to witness the honest and enthusiastic manner in which all of us now assembled beneath this roof desire to acknowledge his distinguished father's merits. Nor in honouring him, who was the author of the enterprise, must we forget what is due to those public-spirited and

patriotic princes, nobles, and gentlemen, who by their personal exertions, as by the exhibition of a liberality which seems inexhaustible in India when any really good work has been set on foot, have enabled the original idea of the founder of your College to be translated into solid stone and a substantial existence. The great tower rising above us appropriately commemorates the name of the late Maharaja of Vizianagram, who, I am told, by a single stroke of the pen, gifted the Executive Committee with no less than a lakh of rupees. In the same generous manner the Nawab of Rampur, himself an author, a poet, and a scholar, together with a large number of other noblemen and gentlemen, contributed to the building fund of the college; and I now seize the opportunity of assuring them that their conduct on the occasion has not failed of due appreciation at the hands of the Government, as well as of all their fellow-subjects, whether European or Indian."

Such a sincere Viceregal tribute as the above will, no doubt, stimulate the generous and useful sentiments of the Indian aristocracy of wealth and intelligence, as it well should.

We feel thankful that his Lordship gave some indication of his educational policy, though in the absence of a thorough study of the whole question he desired only to subordinate his remarks to the learned utterances of the Lieutenant-Governor, whom he so aptly described as "one of the most refined and distinguished scholars of the day." The Earl thus set forth the objects of the Government in imparting education to the Indians :—

"I will therefore content myself with briefly observing that the education of a people ought to produce three results. It should make them better, wiser, and richer than ever they were before. For the accomplishment of the first we must rely on the study of moral philosophy and of the Divine order of the world; for the second, on a comprehensive acquaintance with general literature; and for the third, on the prosecution of the arts and sciences, and more especially on a wide and extensive diffusion amongst all classes of a technical education. To such an audience as that which I see around me I do not think there is any need for my making any special recommendation of the first of these two branches; but with regard to the third the case is somewhat different, and a few words may perhaps be said on it with advantage."

His Lordship narrated from his experience derived from his visits to schools and colleges, that the general desire among the students was to seek Government service after their curriculum was completed; and His Excellency gave an interesting example to illustrate his own former impressions on the subject. He then proceeded to point out the evil and its remedy :—

"But, as Mr. Grant Duff has most justly observed in his remarkable address, and as must be obvious to every one, even supposing that the doors of the Civil Service were opened ever so wide to our young Indian aspirants, only a tithe of the class to whom I am referring could be so absorbed. The promising young student I saw at Benares represented at the most the

turn of a single year of only one of many similar establishments; but the manufacture of similar claimants for Government employment, the great majority of whom must of necessity be doomed to disappointment and discomfiture, is going on at hundreds of other seats of learning all over the country. Would it not then be more useful to the nation, as well as better for themselves, if other and more independent walks of life were opened up to them? To a considerable number the Bar, and what are known as the liberal professions, will offer an honourable alternative, but even to these the avenues are already sufficiently crowded and their present variety is extremely limited. But as the Governor of Madras has pointed out, there are a great number of other careers which in Europe are thought eminently worthy to be followed by gentlemen of birth and breeding, but which can scarcely be said to exist in India, principally for the reason that they require a previous technical education for their successful and remunerative pursuit. It is to supply this want that the exertions of the Government and the attention of the community at large should be principally directed. The co-operation of both is equally necessary; and, so far as I am personally concerned, I need only say that nothing would give me greater pleasure than to be instrumental in extending and enlarging the scope of our educational efforts in the special direction to which I have referred."

The observations of the Governor-General, as far as they go, are right enough, and indeed indicate the wide area to which technical instruction should be applied in India. We quite admit that this is a question in which the co-operation of the community will also be desirable. We fear, however, that the Earl of Dufferin is not yet prepared to grasp the question with that vigorous line of policy in which he is unsurpassable—whenever he perceives the whole truth and is determined to act upon it with his whole heart and soul. Can we, a humble public writer, who has devoted a quarter of a century to the reform of Indian affairs, venture to tell the Earl that, however solid his administrative work in India promises to be, his Lordship will fail in securing any permanent and adequate popularity unless, before his return to England, he so turns his promised attention to the question that every district may secure a budget estimate of its varied educational and instructional wants, on the scientific and comprehensive method already laid before the public. This alone will not be sufficient. For, we do hope that the Viceroy may be able to arrange to send hundreds of students to study the practical crafts and professions which may be selected from a mass of them as being the most principal ones, and to introduce the leading European technological agencies into the country, both to construct the practical classes and investigate the material resources abounding in India with a view to collect raw materials for the establishment of popular arts and industries. It would be most deplorable if ever the question of funds were raised in this great cause of

improving and enhancing the very life-blood of the country. We cannot have stronger and wiser men than Lords Dufferin, Reay, Sir Alfred Lyall and Mr. Grant Duff in overcoming the financial difficulties which are certainly to be encountered in laying the basis for a complete national policy for the introduction of a full technical system into the country. We cannot for a moment doubt that this will imperishably remain as the real crowning work of British social and political organization and benevolence in India. In the same manner as the British Government has initiated railway and public works, and established the postal system of the country, will it be necessary for that Government to found the national technical policy through every imperial and local agency available. No hope is susceptible of being more speedily blighted than that reposed in the people of India that *they* could first do anything significant in this direction. It is the united and statesmanlike effort of the Government itself which the task so imperatively needs. No one can know better than the good Earl himself, that to wait till the community of India comes to his aid, will be to let the miserable Indian cart stick in the mud till Hercules descends from the skies to extricate it. A great policy has to be devised and launched which that fruitful genius, that keen perception, that unbroken resolution, and that warm ardor and enthusiastic humanity, of which the Earl of Dufferin may be said to be a matchless master in Oriental Asia, can almost intuitively perceive. And this is a task which—at the outset at least—the British Government has to handle with complete earnestness and alacrity. May we hope that this grand and national, most blessed work may be devised and founded in the régime of a Viceroy as great a master in the arts of firmness as of patriotic benevolence and humanity. His Lordship cannot rely upon worthier compatriots than Lord Reay and the others whom we have mentioned.—*9th May, 1886.*

C

Details of a Polytechnic Academy proposed for Surat.



We have to thank Mr. Tribhuvandas Kalyandas Gajjar, M.A., whom we have not the pleasure of knowing personally, for a copy of his paper named "A Proposal for a Polytechnic Academy for Surat." Mr. Tribhuvandas submits to us some definite proposal for one particular place, and in doing so he has kept in view some of the leading principles enunciated in our pamphlet, explaining the grand scheme of how national technical education can be introduced into India. Mr. Tribhuvan prefaces his paper by a passage from M. Dumas on the triumphs of science, but he has more practically quoted from the speech of the Bombay Vice-Chancellor delivered at the last Convocation of the Bombay University :—

"The upholding hand of the State may properly transfer itself from that side of national education, where it planted both a demand for teaching and the knowledge how to supply it, to help in its turn another side, where at present there is little either of knowledge or demand. That side is Technical Education."

Mr. Tribhuvandas is encouraged to suggest the formation of a Technical Academy for Surat owing to a Government Resolution of October last in which "they have expressed their desire of establishing at least one additional Training College." We would rather not make much of a casual Government Resolution especially as the Government of Lord Reay are desirous of giving their best attention to the question of a broad administrative policy instead of continuing the stray and distracted action which has hitherto marked the proceedings of all Governments in India on the subject of technical education. The writer would have Surat to emulate the examples set by Ahmedabad and Poona, which have several colleges, while Surat has none. To say the truth, we do not think too much of these colleges in special reference to the progress of

teachings on popular trades and sciences. The genuine institutions in the technical line are wanting everywhere. The academical writer himself says that the apprentices brought up by native workmen are better than the students turned out at the Surat Parekh School of Art. We cannot, therefore, have much faith in the sort of institutions which now-a-days pass as technical schools and colleges. The writer admits that "the drawing and agricultural classes [at Surat] are attended by some few students of the High School to which these classes are attached; and considering how only the elements of these arts are taught there, it is no wonder that they are not attended in larger numbers by the students than they now are." And yet it is to stray funds, such as the Surat Hindu Charity Fund, and to individuals and the Local Funds that he looks for the organization of durable technical institutions. Lord Reay can now intuitively feel the scope and spirit which have been ruling the domain of the so-called technical instruction in the Bombay Presidency.

Mr. Tribhuvandas gives an outline of a Polytechnic Academy which he proposes for Surat. We fear he has not been able to grasp the genius which would render such an institution a practical success, for throughout the curriculum which he proposes for all the sections of a Polytechnic Academy—though he is influenced by the cardinal principle of instruction which we have suggested for its reformation and development—there is suggested a bewildering series of ponderous, indefinite and multifarious studies which, no doubt, the old associations connected with the time-honored educational system of the country must yet suggest.

The writer thinks that scientific and practical instructions could be introduced into primary schools by "scientific teachers" brought up by academical professors. The result would be no better than that marked in the Parukh School of Art, or in the various theoretic, cumbersome and opaque classes attached to some of our High Schools and Colleges. Mr. Tribhuvandas fits up the Academy with a museum, laboratory, workshop, physical cabinet and library, capable, as he thinks, of giving every assistance as respects chemical analysis, industry, commerce, agriculture, &c. Our scholarly scribes are apt to think that a Technical Academy is only to be personated by learned men filled with theoretic crudities, and stocked with conventional books and apparatuses; and thus industries and trades will crop up among the people of the character and extent desired.

Mr. Tribhuvandas' Academy, we find, is a jumble of every conceivable art and industry in a thin theory, and is likely to be worse than the middle school, high school, college, or university of the present times. The features of the Academy are all exotic and transported bodily from a radically different situation, and hardly bear vital relations with those actual circumstances and conditions of towns and districts and their various classes of inhabitants with different means and occupations which we have taken special pains to point out in relation to all the practical action and amelioration that could possibly be attempted. Mr. Tribhuvandas has tried to catch the idea of adapting every section of a school to a course of study according to the wants and requirements of that section, but the very preparatory course of one year which he suggests for students to fit themselves for the Academy, as also the course of general studies which all sections will have to commonly follow, are at once so complicated and prohibitive, that a plain Collegiate or University man will be less of a wearied, impracticable and pedantic fellow than the fully baked creature which Mr. Gajjar's Academy is likely to bring forth. He would have a student who wishes to be either a common trader or an artist to pass in the following subjects after he has had his primary education :—The Gujrati and English languages, Indian Geography with detailed geography of Gujerat, Arithmetic, Geometry, Natural History, including preliminary notions of Zoology, Botany and Geology, Drawing and Caligraphy. Mr. Gajjar divides the Academy into five sections and prescribes a four years' course to each section. Again, for each year's course he has certain subjects of instruction common to all sections and special ones for each section. It is an appalling curriculum which he precribes for every one of the sections. For the very first year the common subjects are :—The Gujrati and English languages, History of India, Geography of the World, Arithmetic, Algebra, Geometry, Natural History, including Zoology, Botany, Geology and Physical Geography, Physics experimental, including general Physics, Heat and Meteorology, Chemistry—inorganic and metalloids, Drawing, Caligraphy, Commercial accounts and Book-keeping. The special subjects for Section I the first year will be :—The higher Algebra, Plane Trigonometry, Practical Geometry, Organic, Agricultural and Analytical Chemistry, Vegetable Anatomy and Physiology, Anatomy and Physiology of Domestic

Animals, Mineralogy and Geology in relation to Agriculture. And this is the list for the students "who desire to devote themselves exclusively to the study of agriculture and farming." Look again to the special course for Section 1 in the third year:—Theory of Machinery and Mechanical designing of course in reference to Agriculture, Meteorology, Theory and Practice of Agriculture, Study of the Rearing of Animals, Theory of Farming, Rural and Forest Economy, Rural Architecture, Technology of branches of Industry connected with Agriculture, Agricultural accounts and Book-keeping.

It is not necessary for a person wishing to be a cultivator to master Universal History, Jurisprudence, Astronomy, or Human Physiology. Nor much of this could be useful to a common painter, sculptor, soap-maker, or one who wishes to accept service. Why should any of these have to learn Physics or Integral Calculus to turn out successful in the world? Why should Mineralogy, Geology or Zoology be indispensable for Section 2?

Mr. Tribhuvandas has earned the thanks of the public for boldly expressing his own views as to what a Polytechnic Academy should be like. He has done his duty, and it is certainly no fault of his, if he could only suggest, but could not comprehend, what a practical grasp of the question ought to be. His instance must serve to point out to Lord Reay what the result would be should the Educational Department alone be asked to prepare a scheme for polytechnic training. Such a scheme would only be most crude. Instead of aiming to prepare practical men capable of being engaged in various arts and industries, the students brought up under a purely or mostly academical system will be as discontented and impracticable a lot as the present outturn of our schools and colleges. There would be too much of raw learning crammed in which must necessarily wither every special faculty and every special genius. To ally the most difficult orders of sciences and literature with the mere outside fringe of a general trade or profession is the most unsuccessful method of bringing up a student in his proper avocation. The programme drawn up by the writer is, no doubt, attractive, but it must excite our sincere pity if it were to be taken into more practical account than would suffice for the purpose of creating a set of refined professors—such grand exemplars of theories and inaction and the self-contented eulogists of silent universe. It

to pure Academicians that the work of designing for the national-industrial-instructional policy could be entrusted with any safety. Here we are forcibly reminded of the Conference already suggested for preparing such a design, in the pamphlet already referred to. The Conference would be represented by the strongest members of several services and the communities which need not now be mentioned. Besides missing the urgency of being acquainted with the conditions which should influence the formation of specific schools and academies, Mr. Tribhuvandas altogether fails to understand what agencies would be successful for their practical working. He is himself a good example of a learned and worthy theorist in science, but if all were to be brought up according to his model, we should have perfectly exhausted creatures fit for nothing in particular in the directions where our warmest sympathies lie. Let us say at once how fatal would be the blunder of basing our common policy on the highly proficient systems which have come into existence in Germany, France or England, after a patient and hereditary progress and development of upwards of a century. To say that an imitation of grown-up and hereditary Academies will remove Indian miseries, is to clothe the Brahmins in the costumes of British workmen and manufacturers, and take them as the industrial and mercantile classes of Europe. We must go to the root of the evil as it exists in the different representative parts of India and apply the remedies exactly suited to them. The great policy of sincere and direct research of native well-fitted appreciation, and of acute specific organizations, which the treatise included in this work aims at indicating, is altogether different from the plain single-bladed fruition of a general Educational Department which will not easily yield in being mercilessly broken up in all directions to befit itself to the modern actualities of human existence which alone have the strongest claims on our immediate and keenest sympathies.—16th May, 1886.

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requisite good to India by adding to its resources of prosperity and safety by a reasonable conciliation of all the great rival parties and classes which make up this Democratic—Conservative Empire. The pride and selfishness of all classes, when they crop up too much, have to be restrained and squared for mutual benefit ; while the poorer classes deserve the highest and most earnest statesmen's labors by which they may quietly get into self-acting paths leading to more knowledge and forgetfulness of pinching poverty and straitened occupations. To do equable justice and good between the various races inhabiting India, is the most difficult problem which the Earl will have to solve. While solving that problem, and acting upon it, His Excellency will probably not betray himself into a pronounced position, either in undue favour of, or against, any particular population of India. The most skilful manipulation of practical considerations will be essential as soon as the Earl acts upon the very upright and very soothing theory touching the very core of the formidable Indian difficulty, that whether a question relates to the interests and privileges of the ruled or the rulers, they are substantially identical, and none of them need be opposed to the interests of England or India. We do not remember just here the exact words of our present Viceroy, but do not think we have misapprehended his real spirit. As we have already said, the real difficulty would lie in rendering the Native and European problems identical in practice. The magnitude of each interest will probably influence the course of action of the Viceroy in each case. That would form the real truce between India and England of mutual good and safety.—4th Jan., 1885.

A village elder when he grew old and was near dying was asked what was it that he desired most after his death. He was very fond of children in all his lifetime and all the children of the place dearly loved him. He used to go about in the streets, daily, his pocket filled with bits of sweetmeat ; and as he went along he distributed these bits among the children who gathered round him, each being addressed in appropriate words of advice and affection. His answer to the question put to him was that he liked nothing more before his death than that the people should say on his death that the children of the village shed tears having lost him, none of them having proved the worse for the affection he had showed and the caressing words of advice he had given them.

⁴The Eulogistic Literature of the Tombstone.

given away was reduced, but certainly not taken off. A native judge will thus be a check on a jury of arbitrary tendencies. If any large number of natives really desired to have the right of calling a jury for themselves, it will probably be accorded to them. If the concession has been overridden by the new privileges granted, where is the harm done to large interests that it has still left such a bitter feeling behind, and to which *The Times* has again given vent ?

The secret, however, of Lord Ripon's lasting calumny in *The Times* is not far to seek. Why should he have preached at all that Natives have equal rights with Europeans in India, when it is known, as a matter of course, that the former cannot now be made governors or commissioners, and that if the right of equality in law is admitted, though it cannot possibly be in respect of expediency, there would be no reason why the English should not transfer their power to the Baboos of Bengal and quit India ? The accusation made against Lord Ripon that, in granting a very small concession, he imported general principles covering far wider and more perilous innovations, is not correct. The bitter opposition of Anglo-Indians against a very small rational measure of justice was really the cause of the exposition which has always annoyed our revered contemporary in London. Lord Ripon was no doubt guilty of operating—to a very slight extent however—upon his doctrines of English Liberalism, in a backward country like India ; and here is the real gravamen of *The Times'* charge against Lord Ripon. But we may deferentially ask our contemporary, where is the evil of Lord Ripon having honestly and cautiously avowed his professions which, as put into practice by him, were only "ludicrously inadequate" ? It is true that "Lord Ripon's practice, as compared with his principle, was extremely deficient." That he should have so slowly put his principle into practice, illustrates the moderation with which he worked in India in giving effect to measures of freedom and progress. The circumstance reflects credit on him, and not discredit. No legislative measure can be brought forward without explaining the policy and principle of the government on which it is based. The more such a measure is discussed and agitated upon, the better is such a policy exposed to light. It is contended that he raised dangerous aspirations, knowing that it would be impossible to fulfil them, merely that a vain sentiment of a handful of native civilians may be gratified. If such a sentiment existed and was gratified, then surely the other, one logically following it, according

that they have conquered half the world. Supposing a sanguinary conflict ensued in Afghanistan and Herat to-morrow, who are the princes and noblemen of India who would think of abandoning their ease and luxury, and lead a brave army against the Russians, or the hostile tribes and Sirdars who are bent, once more on producing anarchy in Afghanistan? We may call upon our Government to induce some of our noblemen to share in the military glories, whether of peace or of war. And we may also call upon our aristocracy to come forward and boldly ask the Government to take them into their military ranks. It is a matter of deep shame to this country that it cannot repose a little faith in the best of its valiant sons to direct the tactics of the smallest English column in the time of a battle. Lord Northbrook stated from a true conviction that the policy followed by Lord Ripon in India was not only one which he cordially approved, but was also essentially one which all statesmen, to whatever creed they belonged, ought implicitly to follow. The fact that Lord Northbrook ruled India on the mixed principles of the two great parties in England lends much weight to his utterance. Whatever the ways of applying these principles by different statesmen on different occasions, none of them, unless hopelessly incompetent, can ever lose from his sight the great object of Providence in entrusting the destinies of India to the most favoured nation of the world. It is a matter of sincere congratulation that a nobleman has succeeded Lord Ripon in India who is sure to make a name in achieving both moral and material ends in binding together and strengthening the straggling nations of India, always to be illumined by the light from England, till that light is for ever blended with the light of the East.

Sir William Harcourt replied to the toast of "the Government" given by the Earl of Cowper. He took credit for the Government for the work done by Lord Ripon in India as being a truly "imperial" one, differing from the imperialism "meant in the bastard notion of modern times," and expressed the sense of gratitude and admiration felt by the Government to one "who has been their trusted colleague and who is my friend of many years, for the great services which he has rendered to this country in the imperial task which he had so long discharged." Sir William proceeded to explain the true import of imperialism such as would befit England of present times:—

I use the word Imperial task advisedly. I know it is sometimes charged against the Liberal party that they have no Imperial sympathies, that they are incapable of the Imperial

ment of India who have, through their Minister, at least vouchsafed to us a free and full explanation on this one of the most vital points of our present finances.

Sir Auckland maintains that the Famine Insurance Fund cannot be *religiously* used as such under *all* conditions. We sympathize with him to a certain extent. Supposing we had no famine for some time, and had an extraordinary expenditure come over us, should we prefer a grievous taxation to the appropriation of this Fund so accessible? This is the main issue which we are called upon to solve, and we may attempt to solve it further on. A fund raised on statutory principles cannot be so raised unless those principles could be observed. But under dire conditions even such principles should be subject to relaxation, while the responsible authorities would be bound to restore the statutory condition as quickly as may be possible. By subjecting any new revenue obtained for a particular purpose to a specific statute, the State is bound to relinquish that revenue as soon as the purpose for which it is levied cease to exist. If Government were to continue the said levy, under whatever pretence, such a proceeding could no doubt be termed dishonest. But while the revenue functions of the Government have not been developed, nor the administrations placed in full swing, the Government cannot, in the ordinary run of things, raise a fresh revenue within the four corners of a closely built Statute. Very strict Statutes of pecuniary obligations are usually applicable to highly constitutional governments presiding over the affairs of highly enlightened and independent communities. The condition of India, in each of these two respects, falling below this standard, we consider Sir John Strachey to have been cautious when he said in the Viceregal Council in 1877 :—

“ In saying this I should explain that we do not contemplate the constitution of any separate statutory fund, as such a course would be attended with many useless inconvenient complications, without giving us any real security. Unless, then, it should be proved hereafter by experience that the annual appropriation of a smaller sum from our revenues will give to the country the protection which it requires, we consider that the estimates of every year ought to make provision for religiously applying the sum I have mentioned to this sole purpose, and I hope that no desire to carry out any administrative improvement, however urgent, or any fiscal reform, however wise, will tempt the Government to neglect this sacred trust.”

Though new taxes were raised in the time of Sir John Strachey to meet the deficits which the irregularities of the revenues and expenditures and occurrence of unexpected famines caused, that Financier, we know, did

not admit that any Province had any special right on the new funds, though realized in that province, except when it was actually attacked by a famine, or it chanced to secure famine protective works. It is desirable to see how he arrived at this conclusion :—

“The intention of the Government is to obtain the means of meeting the charges that arise in all parts of India on account of the relief of famine, whenever such calamities occur. This could not be done if the additional income obtained were specially allocated for expenditure in the provinces where it is raised, and there never was any such intention. At the same time it is held to be desirable to employ the Provincial Government in obtaining the funds, and in supervising their application so far as it takes the form of an investment in useful works of a remunerative character. It is with this exclusive object that it has been proposed to make the new taxes provincial, so that the best possible agency shall be secured for their collection and for administering their outlay in detail. I will not attempt to state in detail the reasons why the persons responsible for the administration of the finances reject separate funds of all kinds unless under very special circumstances, as productive of confusion and complication without any counterbalancing advantage. It will be enough, probably, after what I have already said on this point, to reconcile the Council and the public to the decision of the Government, not in the present case, to create any separate funds, if I point out that any other determination might lead to results probably not contemplated by those who have suggested the establishment of a separate fund ; I mean that this might involve the necessity for imposing more taxation. Suppose, for instance, that the produce of new taxes were by law strictly set apart from the general revenues and paid into a separate fund only to be applied to specified purposes. If, then, any sudden change of circumstances arose, calling for seriously increased expenditure, or causing a considerable falling off in the revenue, we should have to choose between the imposition of fresh taxes and the abrogation of the law constituting the fund ; for I set aside the idea of meeting ordinary charges by borrowing as a course financially inadmissible. This dilemma might arise, though the pressure was likely to be only temporary ; nor can any one say that such a contingency would be at all improbable, or that it might not occur any moment.”

Sir John Strachey's ruling—confirmed by the present Minister—would rather dangerously strike at the root of equitable divisions of revenues for the purposes of equitable expenditures as applied to the different provinces, according to the respective financial capacity of each, laid under tribute by the Empire at large. In no decade will some provinces get what they gave, while the rest had received what was their due, and perhaps even more. A chaotic system of exactions and disbursements is apt to generate a deleterious unequableness, both in the system of administration as in a due development of communal life and interests. If technical adjustments of assets and liabilities have been in the way, we should like to know if other adjustments have been kept in view, and these are serious enough. Province *a* has absorbed in a decade what Province *b* has produced, what compensation has been afforded to the latter? And if Province *c*



WORKS BY

DINSHAH ARDESHIR TALEYARKHAN,

Late Secretary to the CHIEF RAJASTHANI SABHA of the Chiefs of Kattywar, and now the State Municipal Commissioner under HIS HIGHNESS THE GUICWAR'S GOVERNMENT.

The Author has a few copies of his following works for sale :—

Travels in Southern India ; Review of the Parsi Social Question of 1870 ; Review of the Bombay Taxation Discussion of 1871 ; Review of Baroda Affairs in 1871 ; Criticisms of Indian Journals on the works on Baroda Affairs ; The Political Situation in Baroda ; The Impending Revolution at Baroda, 1873-74 ; The Riots of 1874, their true History and Philosophy ; British Policy respecting Famines in India ; The Revolution at Baroda, 1874-75 ; Representation to His Excellency Sir P. E. Wodehouse, K.C.B., Governor of Bombay, on Native States in Kattywar ; The Forces of the Native States of India, considered in relation to the Defence of the Indian Empire ; Letters on Afghan Affairs in 1880 ; Native Princes' Own Book printed but subject to revision and additions.

The Author now desires to publish Selections from his writings mainly on Provincial, Imperial, Social and Religious Questions, which have appeared and have been written between 1860 and 1884, with a view to give them a wider publicity, provided that sufficient subscribers are forthcoming. The Selections will probably occupy about six volumes of the same size as Sir Richard Temple's Work on "India in 1880," and may be consecutively published as the means secured for the purpose may permit.

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