

EDUCATION COMMISSION.

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REPORT

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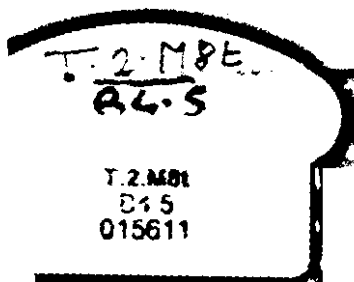
THE MADRAS PROVINCIAL COMMITTEE.

WITH

EVIDENCE TAKEN BEFORE THE COMMITTEE.

AND

MEMORIALS ADDRESSED TO THE EDUCATION COMMISSION.

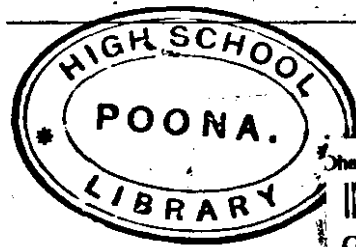


CALCUTTA:

PRINTED BY THE SUPERINTENDENT OF GOVERNMENT PRINTING, INDIA.

1884.

EDUCATION COMMISSION.



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This Report is drafted on the lines laid down in the following "Instruction" issued by the Commission.

OUTLINE OF THE REPORTS OF PROVINCIAL COMMITTEES.

I. A short sketch of Education previous to 1854, or to the formation of an Education Department in pursuance of the orders contained in the Educational despatch of that year.

II. A statement of the progress of education—

1. During the period from 1854 (or from the date when the Education Department was formed under the Educational despatch of 1854) to 1871,
2. During the period from the 1st April 1871 to the 31st March 1881;

drawn up so as to show the extent to which the objects indicated in the several despatches from the Secretary of State have been attained, and the causes which may have prevented any sections of the Native community from availing themselves of the departmental system of education. A brief account should be given of any legislation which has reference to education.

III. A description of the actual state of education in each province on the 31st of March 1882, prefaced by summary statistics of its area and population according to the census of 1881, its physical characteristics, the social condition of the people, and the languages spoken by them. This description should be arranged in sections under the following heads, and should include, where necessary, a comparison with the corresponding state in 1871. The statement of facts contained in each section should be followed by any recommendations for the future which the Committees may wish to make upon the facts set forth. All such recommendations should have exclusive regard to the circumstances of the province with which the report deals, and the terms of the Resolution by which the Commission was constituted.

SECTION A.—*Instruction in Indigenous Schools independent of departmental aid or inspection: (a) Elementary instruction: (b) Advanced instruction.*

1. Its definition.
2. Its extent; the number of schools and scholars should be supplied when possible.
3. Different classes of indigenous schools.
4. Methods of instruction, and the languages and subjects in which such instruction is imparted.
5. How indigenous schools have been affected by the operations of the Education Department.
6. Fees or other sources of income.

SECTION B.—*Primary Instruction recognised by the Department.*

1. Its definition.
2. Its extent.
3. Primary schools, Government, aided and unaided.
4. Subjects of instruction; the number of pupils learning each language, so far as it can be ascertained; and the text-books in use.

5. Departmental standards of examination, either prescribed in accordance with the Resolution of the Government of India, No. 217, dated 6th January 1879, or adopted by the Local Departments of Public Instruction in those provinces in which boys have passed beyond the upper primary standard but have not entered upon a course of education terminating in an examination of equal difficulty with the matriculation examination: together with a statement of the number of pupils passed in each of such standards.
6. School libraries and apparatus.
7. School accommodation, with special reference to light, ventilation and furniture.
8. Method of registration of attendance, and the means adopted to ensure honest returns.
9. Arrangements for the training of teachers; the total number of teachers, trained and untrained; their pay and prospects.
10. Expenditure from all sources, arranged under the heads shown in General Form 3 as modified by the Commission.
11. Fees; their rates, and exemptions from payment; how they are credited and accounted for.
12. Scholarships and prizes.

SECTION C.—*Secondary Instruction*—(a) *Middle Schools*; (b) *High Schools*.

1-12. As under Section B, *mutatis mutandis*.

- [3. Add.—The special measures adopted for the education of (a) sons of Native chiefs, (b) Muhammadans, (c) Peasants.]

SECTION D.—*Collegiate Instruction*—

1. Government, aided, and unaided arts colleges, and the number of students reading in them (the statistics of each college to be given separately). For the purpose of comparing collegiate education in 1882 with collegiate education in 1871, a return should be given of the number of colleges which, having existed in 1871, exist no longer; the causes which led to their extinction; and the number of students in them (a) who were sent up for University examinations, (b) who passed those examinations.
2. The race or caste of the pupils, divided into Europeans or Eurasians, Native Christians, Hindus, Muhammadans and others; together with any facts that can be obtained bearing on the social position of the pupils, the wealth of the families to which they belong, and the professions followed by their parents or guardians.
3. Results of University examinations in arts with a return showing the various languages taught as second languages, and the number of students learning such languages.
4. The number of students graduating in a literary and in a scientific course respectively, in those Universities in which such a distinction exists.
5. College libraries, and the extent to which they are used.
6. Laboratories and apparatus for instruction.
7. Income and expenditure from all sources; showing the staff of each college and the salary attached to each professorship.
8. Fees, their rates, and exemptions from payment; how they are credited and accounted for.
9. Scholarships, together with a specification of the various sources of income from which they are paid.
10. An estimate of the number of graduates from collegiate institutions (Government, aided and unaided) who, between 1871 and 1882, have joined (a) the public service; or in a private capacity, (b) the legal, (c) the medical, (d) the civil engineering professions.
11. The effect of collegiate instruction on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent *employés*.

SECTION E.—Female Education.

1. Its extent.
2. Government, aided and unaided schools and colleges.
3. Mixed schools.
4. Subjects of instruction, and text-books in use.
5. Zenana instruction, and existing agencies other than schools, for promoting female education.
6. Results of departmental, University, or other recognised examinations.
7. Arrangements for the training of teachers, male and female; the relative efficiency and advantage of each class of teachers; the means taken to increase the supply of female teachers.
8. Income and expenditure from all sources.
9. Fee.
10. Prizes.
11. Scholarships.

SECTION F.—The supply and distribution of text-books.**SECTION G.—Provisions for physical and moral training.****SECTION H.—Grants-in-Aid.**

1. Different systems, and their relative advantages.
2. Rules of administering each system.
3. The amount of the grants payable in institutions of each class, with reference to their sufficiency, especially in the case of girls' schools.

SECTION I.—Inspection and control:—

1. Nature of the agency, whether consisting of—
 - (a) officers of the Department;
 - (b) other Government officers;
 - (c) school committees;
 - (d) other agencies.
2. Character of the inspection, with special reference to (a) average area, and number of schools assigned to each Inspecting Educational Officer of the Department, together with the average number of scholars; (b) average duration and extent of the annual tour of each class of Inspecting Educational Officers; (c) code or rules for guidance of inspecting officers, whether departmental or extra-departmental, with especial reference to the method of conducting examinations.
3. The employment of inspecting officers of the Department when at head-quarters.
4. Cost of inspection and control.

SECTION J.—District and branch committees or local fund boards.—The actual extent of their powers in (1) preparing budgets, (2) sanctioning expenditure, (3) controlling education; and the possibility of extending those powers.**SECTION K.—Functions of municipal bodies with regard to the maintenance and control of schools.****SECTION L.—Withdrawal of Government from the direct management of schools or colleges.**

1. by transfer to private bodies.

2. when in competition with private schools or colleges ;
3. when from any cause, no longer necessary.

SECTION M.—*General relations of departmental officers to private schools or colleges in competition with—*

- (1) Government schools or colleges.
- (2) Other private schools or colleges.

IV. Tabular Statements containing information regarding—

- i. Arts colleges, schools, and scholars in General Form I, as modified by the Commission.
- ii. Schools and scholars in General Form II, as modified by the Commission.
- iii. Expenditure on educational establishments in General Form III, as modified by the Commission.
- iv. The results of prescribed examinations, General Form IV, as modified by the Commission.
- v. Aided schools and grants in form prescribed by Commission.

These statements may be accompanied by any detailed explanation of facts which will elucidate their meaning, and by any comments which they may suggest, or which the Committees think necessary to offer.

- V. General Summary and recommendations. The Commission will be glad to receive any remarks on the subject of placing the educational system on a legislative basis.

—in other words to an aided provincial school. Whether this be sufficient or not we shall not say, but its sufficiency may be assumed for the present. Now if so, we submit that the Rs. 450 which he assigns to a completely developed college in Madras is quite inadequate.

It is possible to estimate approximately the comparative expense of a partially-developed and a fully-developed college by comparing the expense of the two classes of institutions as managed for Government by the Director himself. We have done this in Appendix No. II. From the table there it appears that the expense of the fully-developed college in Madras is 9·4 times the average expense of a provincial school. If therefore Rs. 200 be the proper grant to an aided and partially-developed college, the proper grant to this—the only fully-developed aided college now under consideration—ought to be, not Rs. 450, but Rs. 1,880 monthly. This seems the fair inference from what the Director himself lays down; and whatever deductions may be fairly made on account of want of funds or any other grounds, the Rs. 450 the Director would assign us is surely an inadequate composition for the Rs. 1,880 to which his principles entitle us.

6. In conclusion we submit that the Madras Christian College has both a history and a position, as the acknowledged centre of one leading branch of aided education, that should exempt it from being treated with such disfavour as is proposed by the Director. It is the avowed policy and intention of Government to encourage aided schools wherever they can be healthily established, but nothing will so discourage them as that extinction of the chief aided college in Southern India which may be expected to result from the carrying out of the proposed reduction of its grants. The college has been carried on till now under the greatest pecuniary difficulties on account of the smallness of the aid it has received. The withdrawal of even so small a sum comparatively as Rs. 2,847 per annum will make all the difference between a work that is possible though extremely difficult, and one that is quite impossible.

We do not wish to exaggerate in this matter. There is one way by which the college may be still maintained. The authorities of the Free Church of Scotland, from whom the college draws its chief support, may decide that rather than permit its extinction they will divert to its maintenance funds now devoted to education in country districts and to the support of female schools. We have no present means of knowing whether they will do so or not. But we can see no other hope than this of maintaining the college on its present footing; and if this mode of preserving it from extinction be adopted, we believe it will cause regret to Government as well as injury to the community at large.

7. For reasons such as these, we venture, through you, most earnestly to petition His Grace the Governor in Council (a) that the present grant to the Christian College be continued till new rules come in force, and (b) that these new rules be so devised and so administered that this college may be placed on a footing not less advantageous than other aided institutions of the same class with regard to the grants bestowed by Government.

APPENDIX NO. I.

Table showing Proportion hitherto borne by Government of whole Expense of the Aided Schools mentioned in the Proposal of the Director.

(Taken from Report for 1876-77, the latest procurable authority.)

School.	Total Expense. Rs.	Grant. Rs.	Per cent.
Pacheappah's High School	23,000	6,222	27 (a)
S. P. G. School, <i>Vepery</i>	12,000	5,400	45
Church of Scotland School	15,500	5,394	35
London Mission School	8,200	4,101	50
Wesleyan Mission School	9,200	2,917	32
Govindu Naidu's School	9,600	3,394	35
Town School, <i>Cumbaconum</i>	8,700	3,491	40
S. P. G. School, <i>Trichinopoly</i>	13,400	6,194	46
S. P. G. School, <i>Tanjore</i>	12,400	5,510	45
High School, <i>Coimbatore</i>	14,900	5,581	37
		10,392	

Average borne by Government for the ten schools = 39·2.

Statement of Aid to Free Church Institution for 1878.

Total Expense last year.	Grant.	Per cent.
Rs. 52,000	Rs. 10,047	19·3.

(a) It is known that since 1876 the expense of this school has been reduced but not the grant. If this be taken into account, the average aid from Government may be reckoned at 40 per cent. of the entire expenses of a school.

APPENDIX No. II.

Table showing Comparative Expense of a Provincial School and a fully developed College from Director's Report for 1876-77.

Provincial Schools.	Annual Expense. Rs.
Rajamundry	6,308
Bellary	6,496
Calicut	7,955
Mangalore	6,323
	4)27,082
Average annual expenditure of a provincial school (college department only)	Rs. 6,770
Annual expense of Presidency College (college department only)	Rs. 64,094, or 9.4 times that of a Government provincial school.
Grant to an aided provincial school	Rs. 200 9.4

Proper grant for a fully developed college in Madras Rs. 1,880 *per mentem*.

APPENDIX No. III.

Table showing Comparative Support afforded by the New Proposals to this and to other aided Colleges.

As schools can now, in favourable circumstances, be made very largely self-supporting, no comparison between the grant allowed to a school and that allowed to a college would be suitable.

There are, however, three partially-developed colleges in the list of institutions affected by the proposed changes, *viz* :—

Institution.	Total Expense. Rs.	Proposed Grant. Rs.	Per cent.
1. S. P. G. School, Trichinopoly	13,400	4,200	31
2. S. P. G. School, Tanjore	12,400	4,200	34
3. High School, Coimbatore	14,900	4,200	28
		3)93	31

that is, the Director proposes that Government shall henceforth bear 31 per cent. of the whole expense of these collegiate institutions. But while the entire expense of the Christian College for 1878 was Rs. 52,000, it is proposed that the grant to it be Rs. 7,200, or less than 14 per cent. of the expense.

Again, the collegiate departments alone may be compared as follows :—

Institution.	Expense of College Department in 1876-77. Rs.	Proposed Grant. Rs.	Per cent.
1. S. P. G. School, Trichinopoly	4,096	2,400	59
2. S. P. G. School, Tanjore	5,109	2,400	47
3. High School, Coimbatore	3,965	2,400	60
		3) 166	55

that is, the Director proposes that Government shall henceforth bear on the average 55 per cent. of the entire expense of the college departments at Trichinopoly, Tanjore, and Coimbatore.

The expense of the college department alone of the Madras Christian College cannot be set down as less than Rs. 28,000, and according to the mode of separating school from college expenses that the Director seems to prefer, it would be at least Rs. 32,000. Taking the medium sum of Rs. 30,000, the result is as follows :—Rs. 5,400 being the grant proposed to the college alone, Government will bear only 18 per cent. of its entire expense.

It is admitted that the fully-developed college must be much more expensive than the provincial school (9.4 times more expensive in the hands of the Director himself); and it seems hard to see why 55 per cent. should be bestowed on the class of institution that is easily maintained, and only 18 per cent. on that whose maintenance is extremely difficult.

(B.)

From the Managing Council of the Madras Christian College, to C. G. MASTER, Esq., Acting Chief Secretary to Government,—dated 12th August 1879.

SIR,—We have the honour to ask the attention of His Grace the Governor in Council to the following remarks on the reply of the Director of Public Instruction, of date 20th May 1879, to our memorial; of date 3rd March 1879.

We respectfully submit that the Director puts the arguments by which the prayer of our memorial is supported in an altogether wrong light, and that what he says is likely to leave the impression that our prayer was unreasonable and vexatious. This impression we feel constrained to beg for permission to remove.

The following are some of the points in which we feel that injustice has been done us by the remarks of the Director:—

I. In paragraph 10 the Director represents us as claiming “a total annual grant of Rs. 22,560 against an expenditure of Rs. 24,720-6-4. In other words the whole cost of the college would be borne by Government with the exception of Rs. 2,166-6-4; and as the fees amount to Rs. 7,093-14-0, the mission bodies by which the institution is supported would make an annual profit on the college of Rs. 4,933-7-8.”

We asked for nothing so preposterous. We merely showed that on principles laid down by the Director the grant *might* amount to Rs. 1,880 monthly, provided the expenditure was proportionate. We were quite aware that grants must depend on the amount expended. We merely pointed out that if expense increased, Government would be *warranted* in aiding the college (on the Director's own principles) up to the limit of Rs. 1,880 monthly. We added that, this being so, a grant of Rs. 450 per mensem was much below what might be looked for in aid of our present expenditure.

II. In the same paragraph the Director represents us as instituting a comparison between a provincial school and a fully-developed college, and then as selecting the Presidency College, “because it is known to be an institution of an exceptionally expensive character.” He seems thus to suggest that we made a comparison that was intentionally misleading. He proceeds to state distinctly that the comparison ought to have been made between the expenses of a provincial school and those of a college like the colleges at Coimbatonum and Rajahmundry. We shall not dwell on what seems to us the unfairness of omitting to mention that twice in the memorial we have spoken of the comparative expense of a provincial school and of a college “*in Madras.*” We would remark, however, that the expense of the Presidency College, even if it be “exceptional,” necessitates somewhat similar expenditure in any college that aims at existing by its side. It needs no proof that if the Christian College were equipped as these colleges in country districts are, students would at once desert it for the more efficiently organized Presidency College. It is not necessary that the outlay on this college should be as great as on the Government college beside it. In point of fact, it is less than half. But plainly our college cannot exist unless its staff and equipment be somewhat commensurate with those of the Government college. For such equipment the expenditure on the colleges at Coimbatonum and Rajahmundry is so plainly inadequate that if it were adopted as our proper standard, the extinction of our college could not be very long delayed.

III. In paragraph 11 the Director gives the reasons, in detail that have led him to fix on Rs. 450 monthly as a suitable grant for our college. He says he has been mainly guided (a) by the grant drawn at present by our college department and by the fact that Government has repeatedly refused to increase this grant; (b) by keeping in view the grants made to colleges in Bengal; (c) by similarly keeping in view the grants to colleges in Bombay. On these points we beg leave to remark separately.

(a) The Director omits to mention that the refusals to increase the grant have been always based, either implicitly or explicitly, on the want of funds. Such refusals are, therefore, no reason for refusing to increase the grants when funds have become available. In the present case funds are plainly available, if from no other source at least from the grants withdrawn from our own school department—a withdrawal of which we have made no complaint. Our memorial asked simply that the grant withdrawn from the school should be given to the college. No increase of the grant to the whole institution was applied for. The refusal of Government to increase grants seems not a sufficient reason for reducing them. The fact that obstacles have hitherto stood in the way of our receiving the aid to which the rules entitle us, is no good reason for refusing such aid when these obstacles are removed.

(b) We submit that by the omission of important particulars an erroneous impression has been given of the way in which the grants to colleges in Calcutta bear on our case. We do not doubt that the highest grant to any college there is, as the Director says, Rs. 5,520 per annum,

which is very little more than the Rs. 5,400 which he allows to us. But he does not mention that the Madras Christian College represents no less than four of the colleges which receive grants in Calcutta. The Madras College is accepted as the college of four distinct bodies which have each a separate college in Calcutta; and to these four colleges the Bengal Government, as the Director's paper shows, contribute a sum of Rs. 17,536 per annum.

We think that when a comparison was instituted at all, it should have been shown that this large sum is contributed by Government in Calcutta to the support of that kind of education to which the Director assigns only Rs. 5,400 in Madras. When Government contributes to the support of many colleges, it is natural that it should give less to each than when it is asked to aid in the support of only one. If the four colleges in Calcutta coalesced into one, as is the case in Madras, we apprehend that the one would receive a considerably larger grant than Rs. 5,520.

(c) With regard to Bombay we do not doubt that "the two aided colleges received between them Rs. 1,800 in 1877-78." It should have been added, however, that the Bombay system of grants is to pay in proportion to the number of students that pass examinations, and that the two colleges in question are extremely weak. When colleges have very few pupils, grants according to the Bombay system must be small. In order to get any light from Bombay on the grant that should be given to this college, the first step should have been to inquire what grant a college like this would receive if it were located in Bombay. To the best of our belief this institution, if the Bombay rules were applied to it, would be in receipt this year of a sum of Rs. 7,500 for the college department as against the Rs. 5,403 assigned to us, and of at least Rs. 6,000 in aid of the school department instead of the Rs. 1,800 to which our grant has been reduced. Thus, our total grant under the Bombay rules would, as appears to us, be between Rs. 13,000 and Rs. 14,000, instead of the Rs. 7,200 which the Director fixes. We are not, however, in possession of the information needed for making this calculation absolutely reliable. No doubt the Director had full means of obtaining all information necessary for this purpose; and we submit that the amount which the Bombay Government would give to our college should have been calculated if the matter were in any way referred to. We do not regard the Bombay system as a suitable one upon the whole; but when brought in at all it should have been brought in fairly.

Further, in regard to both Calcutta and Bombay it should have been stated that the fee of the Government college is in the former Rs. 12, and in the latter certainly not less than Rs. 10 per mensem, while no aided college is required to charge more than Rs. 5. In Madras the monthly fee at the Presidency College is Rs. 5, while the Madras Christian College is required to charge Rs. 3-8. It thus appears how much more easily a non-Government college can exist at either of the other Presidency seats than at Madras. Even if it were right to put the Madras Christian College on the same footing as a single one of the aided colleges in Calcutta, we might expect it to be placed in circumstances as favourable for maintaining itself as those existing in Calcutta.

IV. In paragraph 12 the Director refers to St. Joseph's College, Negapatam, and seems to say that our college is more liberally treated than that institution. Here again an erroneous impression is left by an incomplete statement of the facts. It is a fundamental principle of the rules that grants are to be proportionate to the total outlay. Yet, this is quite overlooked by the Director. St. Joseph's College costs, according to the latest information we can find, Rs. 11,751-2-3 yearly. The Christian College is shown in the returns recently submitted to cost Rs. 54,923-11-11. Or again, to state the matter differently, the net expense borne by the Managers of St. Joseph's College (deducting grants and fees) is Rs. 5,050-2-11, while the net expense borne by the Managers of the Madras Christian College is Rs. 25,392-5-11. Is it seriously meant that the grant to the former ought to be as large as the grant to the latter?

We do not say that Rs. 250 per mensem is a sufficient grant for St. Joseph's College. We should be glad to see it increased. Still, the fact remains that while that college has till now been receiving 26 per cent. of its total outlay, the Christian College has been receiving only 18 per cent. The 26 per cent. remains untouched. The 18 per cent. is reduced to 13.

V. In paragraph 13 the Director expresses himself in a way that is fitted, though we cannot suppose it is intended, to suggest that our memorial does not state the outlay on our college fairly. He says: "The memorialists give, in Appendix No. I, a statement showing that the cost of the institution in 1878 was Rs. 52,000, and the grant Rs. 10,047, being 19.3 per cent. Apparently the calendar year is referred to, and I have no returns showing how these figures have been arrived at. If the total of Rs. 52,000 includes Government scholarships, the amount received for these scholarships should have been added to the grant. According to the returns for 1877-78 the total expenditure was Rs. 45,028-1-11, or, deducting Rs. 1,510 for scholarships, Rs. 43,518-1-11; so that the grant was during that year at the rate of 23 per cent."

We have the honour to state that the total of Rs. 52,000 does not include Government scholarships, and that in the estimate of Rs. 52,000 the actual expense is considerably understated.

The estimate is for the calendar year 1878. During that year it became necessary to add to the outlay; and for the financial year 1878-79, when this addition had taken full effect, the gross expenditure amounts, as stated above, to Rs. 54,923-11-11. This was detailed in the annual returns that were forwarded in the month of April. We are ready to substantiate these returns if their accuracy be challenged; but we do not think that the Director meant to leave the impression which his words unfortunately convey. Thus, while our memorial states that we were formerly in receipt of 19·3 per cent. of our expenditure, and that the grant is now to be reduced to 14 per cent., more accurate figures would have been 18 per cent. and 13 per cent., respectively.

VI. In paragraph 14 the Director shows that the proportion of the old grant withdrawn from this college is not so great as that withdrawn from some other institutions. We submit that the whole paragraph is irrelevant to the matter at issue. We might point out (a) that if the proportion withdrawn from the Christian College is less than in the case of seven of the institutions affected, it is greater than in the case of five of them: or (b) that the total sum withdrawn from this college is greater than has been withdrawn from eight out of these twelve institutions: or (c) that some of the institutions that have suffered least are precisely those that can best bear reduction on account of favourable local circumstances, and on account of the education that they give being less expensive than the education can be which is afforded by a fully-developed college in Madras.

We do not, however, dwell on these points, because, though we think that fairness required them to be stated, yet the whole paragraph of the Director's remarks seems quite beside the point. If the institutions affected stood at first on an equal footing, it might be fair to reduce them in equal proportions all round. But when other institutions were receiving from Government two-fifths on the average of their entire expense, and this college was receiving less than one-fifth, no inference of any real value can be made from the mere percentage of grant that has been withdrawn. Unless there had been something like equality to begin with, a reference to the percentage of the original grant that has been left can do nothing but confuse the question.

The general result is that while the reduction leaves to the other institutions support from Government amounting on the average to between 22 and 23 per cent. of their entire outlay, this institution is cut down to 13 per cent. This disproportion is very marked; but it becomes still more so when it is remembered how fully the Director admits that the education given in our institution cannot in the very nature of the case be made so self-supporting as that which is given in the others: from which it would seem to follow that, instead of getting less than the average percentage of support, it ought to receive greatly more. In the view of this general result it is surely irrelevant to inquire into the proportion of the original grant that has been left or withdrawn.

These are some of the points—though by no means all—on which we think that false issues have been raised in the Director's reply to our memorial. We feel compelled to notice them because, if unopposed, his paper must leave the impression that our memorial is an untrustworthy document, and must thus raise an obstacle to our college being put on the same footing as other institutions at any future time.

We do not, however, ask for reconsideration of the decision that has been come to. Since our memorial was sent in, His Grace the Governor in Council has laid us and others under great obligation by communicating the grant-in-aid rules which the Director proposes to substitute for those now in force. We are glad to be able to approve of these rules very cordially upon the whole. If the few amendments be adopted which the representatives of aided education have proposed, we believe that all difficulties about grants-in-aid will cease for a long time to come. The proposed rules do indeed reduce grants, but they do so upon principles that are fair to all; and we are sensible that a reduction of grants has become inevitable. With the adoption of a general scheme of reduction the arbitrary restrictions we have complained of will cease as a matter of course. We have, therefore, determined to make every effort to maintain the Christian College on the reduced grant till such time as the new rules come into operation. We are confident that His Grace the Governor in Council does not mean this college to be treated with exceptional disfavour. We trust, therefore, that by the introduction of new rules providing for general reduction it will very soon be placed on the same fair footing as other institutions, without any reversal of the decision that has in the meantime been arrived at.

(C.)

From the Rev. W. MILLER, M.A., Secretary to the Council of the Madras Christian College, to R. DAVIDSON, Esq., C.S.I., Chief Secretary to the Government of Fort St. George,—dated 27th April 1880.

SIR,—I have the honour, as instructed by the Managing Council of the Madras Christian College, to lay the accompanying application for an educational grant-in-aid before His Grace the Governor in Council. The application is made under the new grant-in-aid code, which came in force on the 1st of the present month, "in supersession of all existing rules."

2. The application was sent through J. T. Fowler, Esq., Inspector of Schools, to the Director of Public Instruction, with the request that he would lay it before Government. It will be seen from the Director's reply, of which I have the honour to enclose a copy, that he has declined to do so on the following grounds: (1) that the grants to the Christian College have been permanently reduced to Rs. 600 per mensem, and (2) that the matter now rests with the Secretary of State for India.

3. I have to state (1) that the College Council has not been informed that the reduction of its grants was to be permanent, and, on the contrary, that when all existing rules are expressly superseded, it seems that the restriction in question is necessarily at an end; (2) that the present application is thus a new one under new rules, and is a question entirely different from any that is now before the Secretary of State. An appeal against the temporary reduction was made, not by the College Council in Madras, but by the Secretary of the Foreign Missions of the Free Church of Scotland in Edinburgh. The College Council, on the contrary, informed His Grace the Governor in Council, in their letters of the 12th August 1879 and 24th December 1879, that they submitted to the decision of Government, and "would make every effort to maintain the Christian College on the reduced grant till such time as the new rules came into operation."

4. The new code having now come in force and all previous rules being superseded, I have only to request that the code be applied to the Christian College as to other colleges and schools. It will be seen from the schedule forwarded to the Director of Public Instruction and now enclosed, that the College Council consider that the rules entitle the college to a grant of Rs. 1,125-6-8. This, however, is but an approximate calculation. The proper method of applying the new rules to some of the professors and teachers mentioned in the schedule is not quite clear. Some of them are, perhaps, entitled only to smaller grants than are here applied for. I would not therefore be understood as applying for the exact sum mentioned, but rather for so much as it may be found after careful examination that the college is entitled to by the code which is henceforth to regulate all grants-in-aid.

5. I have the honour to ask attention to some of the main points bearing on the present application—

(a) Even if the college be found entitled to the full grant now applied for, its managers will still have to spend Rs. 18,000 yearly on its maintenance, exclusive of the necessary outlay on repairs of buildings and other miscellaneous charges, amounting in the aggregate to several thousands of rupees per annum.

(b) If considered with regard to either the total or the net expense, the amount applied for is a moderate proportion of the total outlay. In the case of the college department, it is about 30 per cent. of the gross expense, and about 40 per cent. of the net expense; that is, of the expense after the deduction of the fees. In the case of the school department it is but 18·5 of the total, and certainly not more than 50 per cent. of the net expenditure.

(c) If compared with the grants to other colleges and schools doing anything approaching to the same work, the proportion of the outlay now asked is also very moderate. To say nothing of the liberal support extended by Government to the Presidency College and similar institutions, the proportion now asked is less than is usually bestowed even on aided institutions.

There are four such institutions which have been repeatedly brought into comparison with the Christian College since its grants were reduced in 1879. They are the Tanjore College, the Trichinopoly College, the Coimbatore College, and St. Joseph's College, Negapatam. I give in a tabular form the proportion between the grant drawn by each of these, and the total and net expense of the institutions and of their college and school departments respectively—

	COLLEGE DEPARTMENT.		SCHOOL DEPARTMENT.		BOTH DEPARTMENTS TOGETHER.	
	Proportion of Grant to Total Expense.	Proportion of Grant to Net Expense.	Proportion of Grant to Total Expense.	Proportion of Grant to Net Expense.	Proportion of Grant to Total Expense.	Proportion of Grant to Net Expense.
Tanjore College	47	56·4	24·6	97·6	33·8	69
Trichinopoly College	53·5	67·7	19·3	118	31·3	82·9
Coimbatore College	60	66	16·4	50	28	58
St. Joseph's College	25·7	29·6	18	29·4	21·7	29·5
Grant applied for in behalf of the Christian College.	30·6	40·8	18·5	50	26	42·8

The figures for the four colleges referred to may perhaps not be perfectly accurate at present; because, except in the case of St. Joseph's College, I have no access to statements of their expense for any later year than 1876-77. Probably changes have been made in the proportions of the grants assigned to the college and the school departments in some of these institutions. Still, these figures give a substantially correct account of the aid received by each from Government up to the 31st March 1880, and which they will undoubtedly continue to receive under the new code. The proportionate amount now applied for on behalf of the Madras Christian College is upon the whole greatly less than is enjoyed by any one of the above institutions except St. Joseph's College. That college will no doubt be soon raised to an equality with the others; and I trust there will be no difficulty about similarly improving the condition of the Christian College, which, on account of its well-known history and the difficulty in maintaining itself which its circumstances necessarily impose, seems to have special claims on the liberality of Government.

6. The only reason that has ever been assigned for the small aid hitherto given to the Madras Christian College is the want of funds. I would respectfully submit that now, when very large sums have been set free by a general reduction of grants, this reason can apply no longer. I trust, therefore, that the grant applied for, or so much of it as Government may find on examination that the code entitles us to receive, may be bestowed on this institution. Should it, however, be decided that the Madras Christian College is alone to be deprived of the benefit of the new code, and that in no circumstances is its grant to exceed 14 per cent. of its expense, to which it has lately been reduced, I would humbly beg to be informed of the reason why this institution should be treated so much less favourably than institutions which are placed in far more advantageous circumstances and which can be maintained at greatly less expense.

(D.)

To

THE MOST HONOURABLE THE MARQUIS OF RIPON, K.G.P.C., G.M.S.L.,
VICEROY AND GOVERNOR GENERAL IN COUNCIL.

The following Memorial from the Council
of the Madras Christian College

HUMBLY SHEWETH,

Your memorialists are the managing body of the institution that initiated the work of English education among the Natives of Southern India. The institution was founded in 1837 by the General Assembly of the Church of Scotland, and until the Government of Fort St. George established in 1841 the High School, which has since developed into the Presidency College, continued to be the only place where a liberal education for natives of India was provided in Madras. For many years the institution was supported and managed by the Free Church of Scotland alone, but it has now been adopted by most of the Protestant Missions in the Madras Presidency as the centre for the higher education of their students, and is known accordingly as the Madras Christian College.

2. Although the managers of the institution welcomed the issue of the great Educational Despatch of 1854, yet from a variety of causes the institution did not receive any material aid from Government for several years. In 1863-64, however, a grant of Rs. 2,477 was received towards a total expenditure of Rs. 10,197, and from that date the institution has entered on a course of steady development. Its staff and appliances, its educational success, and therefore its outlay, have been year by year increasing.

3. In the year 1864-65 the progress of the institution necessitated an increase of nearly 50 per cent. in the expenditure. An increased grant was accordingly received amounting to Rs. 5,125, or about 30 per cent. of the entire cost. The Government continued for some years to give similar aid in bearing the increasing outlay, in accordance with the usual rules for grants-in-aid obtaining in this Presidency, which then provided that the Government should contribute half the salary of all duly certificated teachers who taught for a certain number of hours daily. It will be seen from the schedule which accompanies this memorial (see Enclosure A) that in the years from 1865-66 to 1870-71 inclusive a grant bearing about the same ratio of 30 per cent. of the whole expenditure was annually made.

4. In and after 1871-72, the Government refused to sanction a grant bearing this proportion to the increasing expenditure, but continued to afford the institution the assistance given in 1870-71. The first refusal of the Government to observe the rule for contributing half the salary of duly certificated instructors occurred on the application of the managers for aid for the salary of a professor

of mathematics. The ground of the refusal was that the large demands for grants-in-aid from districts in which education was less advanced than in Madras, prohibited the Government from adding to the expenditure on high and middle class education in the Presidency Town. The policy of the Government gradually to throw upon parents a due proportion of the cost of education had been steadily kept in view by this institution. The income from fees had accordingly increased so much (as shown in the schedule) that the managers were able to inform the Government that it was possible for them to dispense with any additional assistance for the school department, but they pressed that additional assistance should be granted to the college department. In no part of India can the expenses of a college department be met by fees, and if a comparison be made between the cost to Government of aided colleges and Government colleges of the same standing, the enormous excess of the cost of the latter, as well in respect of pensions as of salaries, explains the policy of the Despatch of 1854, in that a much larger number of aided than of Government colleges can be provided at the same expense. In respect, therefore, of the college department it was asked that it should be placed in the same position as other aided institutions, and should receive the benefit of the rules intended to be of general application. It was also pointed out that the college was attended by students from all parts of Southern India, and ought not to be made liable to restrictions that might bear properly upon the Presidency Town.

5. These representations were ineffectual, but by great exertions the funds necessary for the development of the college were otherwise obtained, the general result being that by the year 1878-79 the expense of the whole institution (*i.e.* the college and the school together) had risen, as shown in the schedule, to Rs. 54,812, but that the aid received from Government was less than 19 per cent. of this expenditure. Meanwhile ten other colleges and schools, which stood in somewhat the same general position, though none of them doing nearly so much educational work, were in receipt of aid amounting on the average to 39 per cent. of their expenditure.

6. In January 1879 orders were issued by which the grants to this institution and to these ten other colleges and schools were reduced; but in the reductions no account was taken of the fact that the aid given to this institution was already proportionately so small. The general effect of the scheme of reduction was that while Government continued to give to three collegiate institutions, which alone could be fairly compared with the Christian College, an average of 31 per cent. of their outlay, the allowance to the latter was brought down to less than 14 per cent.

7. Your memorialists represented the inequality of this procedure in a paper, dated 3rd March 1879; but this paper, having been commented on by the Director of Public Instruction, received an unfavourable reply in a Government Order, dated 20th May 1879.

8. Your memorialists pointed out, in a paper dated 12th August 1879, the ways in which the Director of Public Instruction seemed to them to have misapprehended the case, but intimated at the same time that, as new rules for grants-in-aid were soon to be issued, they would endeavour to keep up the college for the time, trusting that arbitrary restrictions would be removed, and that their institution would receive the same fair treatment as others under the new code.

The Director's reply to this paper was communicated to your memorialists in a Government Order, dated 14th October 1879.

9. The new code came into force on the 1st April 1880, and was expressly stated to be "in supersession of all existing rules," and on the 27th April 1880 your memorialists having first applied in vain to the Director, addressed the Government of Fort St. George, soliciting the grant to which the institution seemed to them to be entitled under the new Rules. This grant they estimated at Rs. 818-6-8 per mensem for the college department and Rs. 307 per mensem for the school department, or Rs. 1,125-6-8 for the entire institution, instead of Rs. 600 per mensem to which the grant had been reduced. Your memorialists humbly requested at the same time that if their application were not granted, they should be informed of the reason why this institution should be refused the benefit of the new code, and particularly why its grant should be less than 14 per cent. of its expenditure, while other aided colleges, though more favourably situated and more easily maintained, were still to receive upon the average 30 per cent. of theirs. This application was commented on by the Director of Public Instruction in a paper dated 9th June 1880, and in a Government Order, dated 23rd August 1880, the application was refused, no reason being assigned for the inequality to which attention had been invited.

10. Your memorialists are thus constrained to lay the whole case before Your Excellency in Council, and to pray that this institution may now receive a grant of Rs. 1,125-6-8 per mensem, or of such portion of that sum as it may be found after examination that the grant-in-aid rules now in force render it eligible for.

11. Your memorialists having received no information of the grounds on which this institu-

tion is treated with apparently exceptional disfavour, are precluded from saying much in support of their appeal, but they venture, in conclusion, on the few following remarks :—

- (a) The only reason which seems valid to your memorialists for the refusal of the aid which this institution so greatly needs, namely, the want of funds, can no longer be assigned. The recently introduced code has so reduced the outlay for grants-in-aid that considerable sums are doubtless available at present.
- (b) Most of the topics introduced into the discussion by the late Director of Public Instruction seem to your memorialists to be quite irrelevant, but some seem amply to confirm their position. For example, in paragraph 4 of his paper dated 9th June 1880, the late Director adduces the following reason for refusing the benefit of the new code to the Madras Christian College :—“The institutions of which the grants have been reduced have not sustained any appreciable injury. Not one of them has been closed. It is not alleged that any of them is doing less than it did before. On the contrary several of them are more flourishing than ever, and two have actually raised their standard.” When it is remembered that the whole contention of your memorialists is that grants have been reduced in such a way as to throw this college *alone* into difficulty, and that their only prayer is to be put on a par with other colleges, it is hard to see how this is any argument against them. Your memorialists will be satisfied if they receive from Government the same proportion of their outlay as the other colleges whose grants have been reduced are still receiving.
- (c) If the outlay on the Christian College were alleged to be excessive, your memorialists could understand why they should receive a smaller portion of their outlay than other colleges receive, or than the code provides for. This, however, is not alleged. On the contrary, the work of the Christian College is most economically carried on. This appears from the fact that the outlay on the college department of the Presidency College (the only college in Madras of the same standing as the Christian College) amounts to more than Rs. 60,000 per annum, exclusive of allowances for pension, while the college department of the Christian College does the same educational work for a somewhat larger number of students at a total outlay varying from Rs. 32,000 to Rs. 33,000 per annum. Of the outlay on the Presidency College, 80 per cent. of the ordinary expense and the whole of the pension allowances are contributed by Government. All that your memorialists ask for the college department of the Christian College, is about 80 per cent. of its modest outlay. The cheapness of the college, combined with its universally admitted efficiency, seems to make it reasonable that it should receive all the aid that the Rules provide for. The comparative cost of the Presidency and Madras Christian Colleges will best appear from the following figures taken from the official report for the year 1878-79 :—

	Total No. of students.	Total Cost.	Cost to Government.	Average annual cost of each student.			Average annual cost to Govt. of each student.		
		Rs.	Rs.	Rs.	A.	P.	Rs.	A.	P.
Presidency College	163	60,255	48,846	378	15	5	307	3	4
Madras Christian College	201	33,150	4,737	177	4	4	25	5	4

- (d) Your memorialists have already exhausted all sources of income that they can at present have recourse to. They will gladly avail themselves of any new means of increasing their funds that new circumstances may place within their reach, but in the meantime they are not only prevented from duly developing the college but are driven to take steps that must tend to diminish the efficiency it has already reached. Since the grants were reduced, the college has been carried on by painful effort. One of its assistant professorships has been abolished. The remaining professors have thus had much heavier duties thrown on them than they can be reasonably expected to discharge or than the code contemplates. Other difficult measures of severe economy have had to be resorted to, and the college has been compelled to do as best it can without many things which are indispensable to its well-being. This is particularly trying at a time when University standards are being raised and the range of optional subjects being steadily increased.
- (e) The Madras Christian College is by far the largest and most important aided college in Southern India. If it be closed, or its efficiency destroyed, efforts for the opening or developing of institutions for higher education are little likely to continue, and the whole burden of supplying it will soon come to rest on Government alone.

The community at large will regard the refusal of support to this college as a sign that aided colleges are not to be encouraged, and the effect on the development of the whole scheme of education sketched out in the Despatch of 1854 will certainly be most disastrous.

For these reasons and many others that might be adduced, your memorialists trust that such measures will be adopted as will make it possible for them to maintain the Madras Christian College in full efficiency; and, in particular, that they will receive that proportion of their outlay which the rules now in force may be found to sanction, and which other aided colleges are at present actually receiving. Your memorialists cannot believe that reasonable aid will be permanently refused to an institution which was the means of introducing English education among the natives of Southern India, which has expended for the welfare of the community such large and increasing contributions from private sources, and which has made so good a use of whatever public funds have been hitherto bestowed upon it.

And your memorialists will ever pray.

MADRAS, 10th January 1881.

SCHEDULE A.

Year.	Expenditure.	Government Grant.	Outlay by Managers.	Fees.	NUMBER ATTENDING.	
					School.	College.
	Rs.	Rs.	Rs.	Rs.		
1863-64	10,197	2,477	6,688	1,062	409	
1864-65	15,279	5,125 ^a	8,600	1,554 ^c	511	
1865-66	17,214	6,789 ^a	7,199	3,226	640	
1866-67	18,374	4,966	9,616	3,792	737	
1867-68	23,987	6,217	12,358	5,412	885	72 ^d
1868-69	26,359	7,984	12,553	5,822	727	51
1869-70	28,554	10,401 ^a	10,008	8,145 ^c	777	70
1870-71	26,669	10,047	7,843	8,779	762	73
1871-72	30,853	10,033	10,869	9,951 ^c	753	71
1872-73	32,826	9,979	10,570	12,277	692	86
1873-74	33,886	10,047	11,092	12,247	729	108
1874-75	36,336	12,206 ^a	10,402	13,728	773	153
1875-76	35,521	10,047	9,480	15,994	792	179
1876-77	42,455	11,377 ^a	14,894	16,184	844	245
1877-78	45,028	11,557 ^a	14,586	18,885 ^c	847	233
1878-79	54,924	10,047	25,392	19,485	834	201
1879-80	54,612	8,149 ^b	25,339	21,124	834	237

a. All grants marked with an asterisk include special grants for extras. The real grant from 1869-70 to 1878-79 inclusive was Rs. 10,047-yearly; and the variations from this are due partly to sums belonging to one year being paid in another, and partly to special grants for furniture, books, &c.

b. The reduction of grants took effect partly in this year. The grant is now reduced to Rs. 7,200 per annum.

c. The rate of fee was enhanced in the years 1864-65, 1869-70, 1871-72, and 1877-78.

d. No distinction was made in official returns between school and college attendance prior to 1867-68.

(E.)

GOVERNMENT OF MADRAS. EDUCATIONAL DEPARTMENT.

20th October 1881, No. 342.

Grants-in-Aid.

Read the following papers:—

From the REV. W. MILLER, M.A., Secretary to the Council of the Madras Christian College, to the Chief Secretary to Government, dated Madras, 29th January 1881.

I have the honour to send with this a duly signed copy and fifteen spare copies of a memorial from the Council of this College to the Most Honorable the Viceroy and Governor-General in Council. I have to request that the memorial may be duly forwarded, unless, indeed, it should be found possible to grant its prayer without further reference.

ENCLOSURE No. 1.

[Here follows the Memorial given above as "II. D."]

No. 256.

Referred to the Director of Public Instruction for his remarks.

(Signed) C. D. MACLEAN,
Under-Secretary to Government.

MADRAS, 8th March 1881.

Despatch from the Most Honourable the Secretary of State for India, ^{Public (Education)} _[No. 5 Current No. 180], dated India Office, London, 31st March 1881.

SIR,—I have to acknowledge the receipt of the letters of Your Excellency's predecessor in Council, noted in the margin, in reply to Lord Cranbrook's Despatch of 18th December 1879 on the subject of certain reductions made by your predecessor's Government in their grant-in-aid to the Madras Christian College, which took effect on the 1st April 1879, so as to diminish its amount from Rs. 10,047 to Rs. 7,200 per annum.

2. This reduction is complained of by the managers of the college in question, and on their behalf by the committee of foreign missions of the Free Church of Scotland, who aver that, whereas the grant was never fully or fitly proportioned to their needs, it has now been reduced in unfair proportions to reductions in the grants to other institutions.

3. To this the late Director of Public Instruction has replied that the grant to the Madras Christian College was always excessive as compared with grants to similar institutions in other parts of India; that, while the fees received by the college had increased from Rs. 8,980 in 1870-71 to Rs. 19,485 in 1878-79, it was unreasonable that the large grant of Rs. 10,047 per annum should remain unreduced; that the managers of other institutions were already disposed to complain of the comparative indulgence shown to the Christian College, and notably so inclined was the manager of the Madras Roman Catholic College; and, lastly, that the amount reduced had not been withdrawn from education, or from Christian education, but had been applied to a pressing and urgent purpose, the improvement of mission schools out of Madras, hitherto neglected in favour of such schools in Madras.

4. Your predecessor's Government approved of the course taken by the late Director of Public Instruction.

5. I observe that the managers of the Madras Christian College who memorialised your predecessor on the subject of these proceedings, and Dr. Smith, who, on the part of the Free Church committee for foreign missions, addressed Lord Cranbrook in this country, have used expressions from which I gather that, while they acquiesce for the present in the reduction made in the grant in question, they anticipate, under the operation of the latest rules on the subject, some more satisfactory conditions than now exist in their relations with your Government. They say that they "do not ask for reconsideration of the decision that has been come to." They remark that new rules have been proposed by the late Director of Public Instruction for the regulation of

* See their memorial to your Government dated 12th August 1879.

See also Dr. Smith's letter to Lord Cranbrook, dated 31st October 1879.

grants-in-aid, of which, on the whole, they approve, believing that, with a few suggested alterations they will work well; and that, though they will "reduce grants-in-aid, they will do so on principles that are fair to all," and "we are sensible," they say, "that a reduction of grant has become inevitable."*

6. Since the date of these letters the new rules alluded to have come into use, and I shall be glad to learn that under their operations the reasonable expectations of the memorialists have not been disappointed. I would particularly draw Your Excellency's attention to one of the memorialists' suggestions, of which I think favourably, and of which no notice seems yet to have been taken, that the fees required at the Government Presidency College might be increased, so as more nearly to approach the Calcutta standard of Government college fees, and thus the aided colleges might be enabled to raise their fees also, and so make up in some measure for that diminution of their grants-in-aid which they do not deny to be to some extent necessary. At the Calcutta Presidency College, as you are no doubt aware, a fee of Rs. 12 per mensem is demanded for a course of education similar to that which, in the Madras Presidency College, is given for Rs. 5 per mensem, and I know of no reason for so great a difference.

7. I perceive, from the copies of your Proceedings which accompanied your letter,† that a long and unsatisfactory discussion has been carried on between the managers of the Madras Christian College and your late

† No. 2, 13th March 1880.

Director of Public Instruction upon a matter very wide of the subject of the present correspondence, and not necessarily connected with it; no less, indeed, than the whole question of the policy of the Government under the Education Despatch of 1854 in all parts of India. And this discussion, unfortunately, as I cannot but think, begun by the managers, has not been made more conducive to good purpose by the somewhat controversial spirit in which it has been met by your late Director.

8. You will have observed that in the letter of Dr. Smith to Lord Cranbrook, which is the basis of the present correspondence, all questions of this nature are expressly set aside and avoided. I am, therefore, not now called upon to discuss them; and I gladly, on this occasion, pass them by. For, whatever may be the unavoidable varieties of opinion as to some details of the policy of 1854, all must agree that it has operated to produce among differing, but equally zealous and equally benevolent agencies working for the same good ends, a greater harmony of co-operation, and therefore a larger harvest of beneficent results than had ever before been attained in India. I should regret that this great work, so important to the people, yet so delicate and difficult in some of its aspects, should be impeded and interrupted by harsh and ill-timed discussions, especially while it is evident that full time has not yet elapsed to allow of any sound and judicious conclusion as to its ultimate effects through the vast theatre of its operations.

I have, &c.,

(Signed) HARTINGTON,

To His Excellency the Right Honourable
The Governor in Council, Fort St. George.

No. 821.

Referred to the Director of Public Instruction in continuation of endorsement No. 456, dated 8th March 1881.

OOTACAMUND, 6th May 1881,

(Signed) R. DAVIDSON,

Chief Secretary.

From H. B. GRIGG, Esq., M.A., Director of Public Instruction, Madras, to the Chief Secretary to Government, No. 2352, dated Madras, 20th May 1881.

I have the honour to return, with my remarks, the petition of the Council of the Madras Christian College, referred to me under endorsement, No. 456, dated 8th March 1881, and also the despatch of the Secretary of State referred to me by endorsement No. 821, dated 6th May 1881.

2. The views expressed in paragraphs 7 and 8 of the above despatch relieve me from the neces-

Institutions,	Proposed Grants.			Reductions.		
	Rs.	As.	P.	Rs.	As.	P.
Free Church Institution	7,200	0	0	2,847	0	0
Patcheappah's High School, Madras	2,400	0	0	3,822	4	1
S. P. G. High School, Vepery	2,400	0	0	3,000	0	0
Church of Scotland Mission School, Madras	2,400	0	0	2,994	0	0
London Mission School, Madras	2,400	0	0	1,701	8	0
Wesleyan Mission School, Madras	2,400	0	0	517	12	8
Govindu Naldu's Primary School, Madras	1,200	0	0	2,194	8	5
Free Church Mission Branch School, Madras	1,200	0	0	60	0	0
Town School, Cumbaconam	2,400	0	0	1,091	10	0
S. P. G. College Trichinopoly	4,200	0	0	1,512	8	0
Do. do. Tanjore	4,200	0	0	1,310	6	11
Coimbatore College	4,200	0	0	1,381	10	8

should or should not be dealt with in a manner similar to that which may be decided on in regard to the former institution.

sity of entering upon the discussion of the present position of education in this Presidency in relation to the policy of Government enunciated in the Despatch of 1854. Nor do I think any advantage is to be gained by my detailing the history of the controversy which ensued on the reduction of grants in consequence of the orders of Government, dated 24th December 1878, No. 529. I, therefore, confine myself entirely to the question whether or not the grant withdrawn from the Christian College by Government in consequence of their Order, dated 24th December 1878, No. 529, should be restored, and if so, to what extent and subject to what restrictions; and, further, whether any or all of the institutions noted in the margin

3. To decide this question, it seems to me necessary to ascertain (1) whether it was the intention of Government when withdrawing the grant to deal with the schools exceptionally after the introduction of the revised code (this code came into force on the first April 1880, and was declared by notification to supersede all existing rules); (2) whether it is necessary, in the interests of education generally, that these institutions should be excluded from the ordinary operations of the code.

4. As to the first question, it seems to me that the words of the order of Government of 24th December 1878 above referred to clearly indicate that the Government had no such intention. The order runs: "Pending the issue of final orders on the revised scheme of salary grants now before Government, His Grace in Council will view with approval any reductions which Colonel Macdonald can make, under the authority vested in him under the existing rules, in the grants now made to the institutions noted by him, and to others, if such there be, similarly circumstanced, in order to provide funds to meet the expenditure on other objects now under his consideration." I submit that the natural interpretation to be put on this order is that the reductions which were approved were such as might be made in ordinary course after the revised code was passed, and that the terms do not suggest any special restrictions after the passing of the code: and further that these reductions were permitted to meet the special expenditure noted by Colonel Macdonald in the letter upon which that order was passed, *viz.*, (1) building grants to aided schools; (2) increase in the grant to the school of the Church of Scotland, Vellore; (3) new grants to girls' schools; (4) provision for the appointment of an Inspectress of Girls' Schools.

5. When, however, after the revised code had been issued the Christian College Council sought to benefit by its provisions their appeal was rejected, the Government considering that the reasons which led to the reduction of the grant are unaffected by the new rules (G. O., dated 23rd August 1880, No. 317). This order, however, refers only to the Free Church Institution, and has no reference to the other institutions concerned. But I have thought it undesirable to dispose of applications in the case of two or three institutions until the whole question had again been under the consideration of Government.

6. I proceed to the second question, whether the restriction should be maintained.

I would premise that the Government have, under rule 1 of the grant-in-aid code, which provides that grants shall be made "with due consideration of the requirements of each locality and of the funds at the disposal of Government," ample power to withhold the increase of the grants in question if they deem it desirable; but, as a general question, I would submit for the consideration of Government, whether on grounds of public policy it is desirable to maintain special restrictions, outside the purview of the code, which are intended to be of a permanent character, instead of inserting such restrictions in the body of the code, so that all interested may understand the extent and object of such restrictions. The restrictions, moreover, which it has been inferred were approved by Government in their order of December 1878, refer, as I will explain later, to matters of detail, which certainly do not seem to fall conveniently within the scope of such a general provision.

7. The first reason assigned by my predecessor for the withdrawal of the grants (*vide* his letter printed in G. O., dated 24th December 1878), was that so much Government money was swallowed up in the town of Madras that funds were not available for carrying out the objects mentioned above, and he noted, although he did not propose any special means of giving effect to that policy, that nothing had been done to carry out the policy indicated in G. O. No. 1024, dated 18th July 1878. He also pointed out that in the case of four schools in the mofussil the aid received from the State was unnecessarily high. He accordingly proposed reductions aggregating 24,550 rupees, thus reducing the grants to those institutions from 61,150 to 36,600 rupees. By these reductions the Madras schools named above lost Rs. 19,260, the schools in the mofussil Rs. 5,290. In the redistribution of grants in Madras under the new code carried out mainly by myself, a further net reduction of Rs. 11,000 annually has been effected, consequently the net reduction in the aid of the State to Madras schools of all grades has amounted to above Rs. 30,000, or approximately 48 per cent. of the grants drawn two years ago, excluding schools for Europeans and Eurasians. It speaks well, I submit, for the public spirit and good feeling of the managers of Madras schools, that so sudden and large reductions have been borne so patiently and the interests of schools permitted to suffer so little thereby.

8. It seems to me to follow from the above statement, that if the Government intended in December 1878 to withdraw aid only in anticipation of the introduction of the revised code, the schools affected which need help for their efficient working should have the benefit of the subsequent reductions, either up to the limit of the original reduction, or to that to which they are entitled under the rules. But it may be said that the schools in Madras concerned are well able to bear the double fine, and that unless they are so treated it is impossible for Government to carry out the objects which it had in view in making those reductions.

9. Now, in dealing with this question, I would lay down as axioms that it is expedient that if the State gives aid at all, it should give it to the extent of its means, and the claims of other institutions, in a measure calculated to produce high efficiency at a minimum cost to the State; secondly, that, subject to these conditions, it should aid institutions already doing efficient work, and still needing help, in preference to untried institutions; thirdly, that it should give aid, whether it be to different branches of education or merely grades of instruction in the same branch of education, where it is most needed; and, fourthly, that the aid should be given subject to restrictions calculated to induce managers to exert themselves to make an institution self-supporting.

10. The objects for which the reductions were made were of two kinds, the first definite, *viz.*, the increased grant to the Church of Scotland School, Vellore, and the appointment of an Inspectress of Girls' Schools; the second indefinite—building grants to aided schools and new grants to girls' schools. Have these reductions sufficed to meet the definite charges, and so far to meet indefinite also? To this I must reply in the affirmative; in fact, the first reduction more than sufficed for present demands, and also went towards meeting the additional cost of Government institutions, so that when the general redistribution of grants took place last year, yielding savings which amounted to about Rs. 40,000, although my predecessor and I had let it be known that the department was prepared to consider all fresh applications for aid, permanent, or for a special object, comparatively small demands for additional aid were made, so that at the close of last year there will probably be found to have been a net saving in the redistribution of salary grants, even after debiting *building* expenditure, *Government* and private, against this head, of some Rs. 25,000. In fact, I regret to say, as noticed in my letter submitting the budget for the current year, recorded in G.O., dated 3rd December 1880, No. 2251, the savings, with those effected under G.O., dated 24th December 1878, and those in the redistribution of grants recently effected, aggregating about Rs. 40,000, have been more than swallowed up by the increased cost of Government agency, the probable net increase under those main heads being as follows, according to the actuals of 1878-79, 1879-80, the regular estimate of 1880-81, and the estimate of 1881-82:—

	1878-79.	1879-80.	1880-81.	1881-82.
	Rs.	Rs.	Rs.	Rs.
Inspection	1,73,104	1,84,031	1,91,180	1,97,000
Government Arts Colleges and Schools	3,86,556	3,98,176	4,11,840	4,23,600
			6,03,020	6,20,600
Deduct estimated increase in fees . . . . .	...	...	9,060	13,740
Net Cost	5,59,660	5,77,207	5,93,960	6,06,860

whilst, on the other hand, the grants-in-aid from provincial funds for boys' and girls' schools of all kinds have fallen from Rs. 2,86,974 in 1878-79 to Rs. 2,69,036 in 1879-80, whilst the regular estimate for 1880-81 was Rs. 2,71,490. From the annexed statement it will be observed that in Madras alone the expenditure on Government institutions rose from Rs. 77,992 in 1878-79 to Rs. 87,469 in 1880-81, while the grants-in-aid have fallen from Rs. 92,051 to Rs. 67,581:—

Expenditure from Provincial Funds.	1878-79.		1879-80.		1880-81.	
	Government Institutions.	Aided Institutions.	Government Institutions.	Aided Institutions.	Government Institutions.	Aided Institutions.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	48,846	9,094	52,715	9,915	56,259	9,734
High Schools	12,611	24,963	12,700	21,071	12,505	15,080
Middle do.	8,217	28,931	8,364	21,278	10,851	13,817
Primary do.	8,318	29,063	7,338	29,307	7,854	29,000
TOTAL	77,992	92,051	82,117	81,571	87,469	67,581

11. As three out of the four objects in view when the reductions were ordered fall under the grant-in-aid allotment, it is manifest that, with the exception of the expenditure on the Inspectress of Girls' Schools, which came into force last year only, the savings effected have gone to meet increased expenditure on State agency, and not for promoting the special or general objects, with one exception, which the Government had in view when it sanctioned the first reduction, and subsequently sanctioned the lower rates of aid to private institutions in the revised grant-in-aid code. Were it not for the estimated increase in the revenue from Government arts colleges and schools, as shown in the marginal statement, there would be no balance available for promoting these objects.

		Rs.
Actuals	{ 1878-79	1,20,754
	{ 1879-80	1,19,756
Estimates	{ 1880-81	1,28,770
	{ 1881-82	1,34,150

12. But, although this permanent deviation in the appropriation of the savings must be regretted, yet it does not of itself constitute a reason for removing the restriction complained of, for aid cannot be given if funds are not available, and this in some measure is now the case; but I would observe that in consequence of the probable excess in the fee revenue it was found possible in the budget for the current year to provide about Rs. 9,000 under the allotment for salary grants for boys' schools, for such grants to schools still unaided, or for increasing grants to schools, deserving more help, already aided under this system. The number of applications for grants under the salary system from schools not already aided has been but four, the grants sanctioned aggregating Rs. 172-12-11, whilst the applications for increased grants in schools already aided outside those now under consideration have not been many. So that practically a sum of about Rs. 5,000 will probably be available towards meeting the demands, which will be made by some of the institutions under restriction, and of that of the Free Church Institution, if that restriction be removed. This money, although it would ultimately so be used, is not immediately required for meeting any of the objects contemplated when the reductions were made, as ample provision has been made for results grants to elementary boys' schools, to girls' schools, and in the building fund budget, for such building grants to private schools as have been sanctioned. But it is probable that the sum available will not fully suffice to give the maximum aid to which, it may be found on inquiry, the schools are entitled. If this be so, I think funds should be provided by savings, wherever practicable, under heads of expenditure, and from any available excess over estimate in items of receipt.

13. I now proceed to deal with the specific restrictions and to suggest their removal, substituting, however, others which strike me as necessary. These restrictions are those which formed the basis on which Colonel Macdonald carried out the reductions in the schools named, and are given in his letter of the 13th December 1878, printed in the Proceedings of Government, dated 24th December 1878. It will be seen that he laid down a certain maximum grant for schools and colleges which the aggregate of individual grants should not exceed, as follows:—

Rs.	100	per mensem for middle class schools.
"	200	do. for higher class schools.
"	350	do. for second grade colleges (i.e., Rs. 200 for the college plus 150 for the school department).
"	600	for first grade colleges (i.e., Rs. 150 for the school department plus 450 for the college department).

These maxima were, so far as middle and high schools are concerned, based upon the proportion which the receipts from fees might be expected to bear to the expenditure upon the teaching staff. No calculation, however, was made of the probable fee-revenue in second grade colleges, whilst the proportion of fee-revenue to cost of establishment in fully developed colleges was utterly ignored.

14. Now, it will be observed that the Government have not expressed either at the time, or since, any opinion on the propriety of restricting aid under this scheme; but, although such opinion has not been expressed, and although these restrictions find no place in the revised grant-in-aid code, yet the order of Government has been held, and is generally believed, to restrict the Director of Public Instruction from granting aid to schools beyond these limits.

15. The scheme, however, seems to me to be open to such grave objections as to render its formal cancellation absolutely necessary; for in the first place, whilst proceeding on a fee basis, it makes no distinction in the relative claims to aid of schools, situated in Madras and those in mofussil towns, or between mofussil towns of the first and those of the second and third grades, although, as the Government are aware by notification published under G. O. No. 290, dated 23d July 1877, fixing the scale of school-fees, a considerable difference exists in the rates. How inequitable such a maximum is in the case of a high school in Madras and a first grade mofussil town appears from the following. According to the fee receipts given in paragraph 7 of Colonel Macdonald's letter above-quoted, the total receipts at Madras rates would be Rs. 400 in a Madras

school, and only Rs. 3-15 in a first grade mofussil town, *i.e.*, a mofussil school would earn above 22 per cent. less in fees. So that whilst the maximum aggregate grant is the same, the maximum fee incomes differ greatly, and thus the mofussil schools, apart from the fact that in many parts of the Presidency the average remuneration of teachers, especially of superior grades, is higher than in Madras, are at a disadvantage. In mofussil towns of the second grade the proportionate disadvantage would be greater as the fee scale is lower.

16. Again, the restrictions seem to me to be open to the objections urged against lump grants, for when the maximum is reached the grant is practically a lump grant.

17. Another objection is that the limit fixed bears no relation to the proportion which the income of a school or of each department of a school bears to the expenditure in the whole school or in each department; consequently, one school or one department of a school may get much more than its needs, whilst another more deserving of aid may get less. A grant of Rs. 200 a month to a school, with an outlay of Rs. 2,000, is a very different thing from the same grant to a school with an expenditure of Rs. 1,000. Again, no allowance is made for schools with small attendance, or schools with classes of varying strength, the calculation being based on a maximum class average of 40. Such an omission is most prejudicial to schools in the mofussil, many of which have a small attendance, especially in their upper classes, the very classes in which the expenditure on teaching power is naturally the highest.

18. So far the restrictions would not be inequitable to Madras schools, because in the efficient institutions among them the attendance in the high and subordinate departments is large, whilst teachers' salaries are moderate; but when the restrictions are viewed in relation to colleges, it will be seen that they tell, not only hardly on mofussil institutions, but also on those in Madras.

19. The grant to a second grade college is fixed at Rs. 350, *i.e.*, Rs. 200 is allowed for the college and Rs. 150 for the school department, which in effect is a grant of Rs. 150 to the college department or one-third of a maximum teaching charge of Rs. 450. Taking the average strength of the college or F.A. departments in private 2nd grade colleges in the mofussil at 17 and the fee at Rs. 3, the receipt from fees can only amount to about Rs. 51, making the income approximately Rs. 200 against an expenditure of Rs. 450, leaving thus considerably over 50 per cent. to be made good by the managers, whilst according to the general principle laid down in the grant-in-aid code an efficient staff should receive one-third of salaries. Further, I do not hesitate to state that, except in colleges entirely managed by Natives, Rs. 450 is too low a sum to allow for an efficient staff including munshis. For small colleges with only 15 or 20 students, the cost of an efficient staff cannot be fixed below Rs. 600 if one European graduate is employed. But the restriction is, it seems to me, quite unreasonable in the case of large colleges with an expensive European staff. This, however, will appear more clearly in dealing with a first grade, or fully equipped college.

20. Here the rule limits the grant to Rs. 450 per mensem *plus* Rs. 150 for the school department, or Rs. 600 in all, or Rs. 250 in excess of the maximum grant allowed to a second grade college.

21. Now, it seems to me that if a college, and more especially a fully-equipped college, is to exist at all, it is essential that its teaching power should be of the highest order obtainable in the country, or by importation, whether the institution be Government or private. This principle has been kept in view in organising the two first grade State colleges, and is also being applied, as far as means will admit, to the newly constituted second grade Government colleges. If it is expedient that the State should adopt this principle as regards its own agency, it seems to follow unquestionably that in so far as it leaves the highest education to private agency, it should to the extent of its means, act on the same principle. It is not to the interest of the country that graduates should be produced who have not been subject to the highest culture and civilising influence possible. It matters not whether that culture is conveyed by private or Government agency, the end being the same, the supply to the country and the public service of a class of highly educated men. To cripple by parsimonious policy the efficiency of such institutions is, I venture to think, a political mistake. Such being the position, the question follows—Is the State affording to such private institutions aid sufficient under adequate guarantees? I submit that it is not.

22. I think it will be admitted that if a college is to be a highly efficient means of imparting Western knowledge, it is necessary that the staff should mainly consist of highly-educated professors from Europe. The Government have so equipped all the great State colleges in the three Presidencies. Now, taking the attendance at a college at, say, 200, the average number of students attending the three chief first grade colleges in this Presidency, I would fix the staff and its pay as shown below. The salaries are fixed at very low rates for superior European and

Native service, as will appear from a comparison with those given in the Presidency College, although they closely approximate the salaries paid in the Madras Christian College :—

<i>Presidency College.</i>		Rs.			Rs.
Principal and Professor of English		1,250	Principal and Professor of English (Europe)		600
Professor of Philosophy		850	Professor of Philosophy (Europe)		450
Do. of Mathematics		850	Do. of Mathematics (Europe)		450
Do. of Natural Science		750	Do. of Natural Science (Europe)		350
Do. of History		600	Do. of History (Europe)		350
Do. of Sanskrit		850	Do. of Vernacular Literature		200
Pandits (approximately)		240	Two Pandits		100
		5,390			2,400
	Per annum	64,680		Or annually	28,800

Now, assuming that fees are levied from all students at the highest rate fixed for aided institutions, the income would be Rs. $3\frac{1}{2} \times 200$ or Rs. 700 a month, or if levied at the rate fixed in the Presidency College, Rs. 5, Rs. 1,000 monthly, thus leaving at the first rate Rs. 1,700 monthly to be provided by the managers, or at the Government rates Rs. 1,400 to be so provided. Now, but for the maximum restriction, an institution with such a staff might receive a maximum grant of one-third the charge for salaries, assuming each of the professors to receive the maximum aid which may be granted under Rule 27, or Rs. 800 monthly, thus leaving it to the managers at the present rate of fees to supply a balance of Rs. 900 a month, or at Government rates a balance of Rs. 600 only. It seems to me that the demand on the managers is already too heavy under the ordinary operation of the rules without enhancing it by the aggregate limit which is fixed without any reference to the expenditure incurred.

23. But it may be urged that this arrangement would be too expensive to the State. This question can only be answered by reference to the sum which Government pays in the Presidency College for the education of graduates. This according to the returns was Rs. 56,260 or Rs. 70,320 if 25 per cent. for the authorized pension liability is added, but leaving out of account the capital sunk in buildings, *viz.*, Rs. 2,50,000. The University course extends over four years; consequently the present cost to the State of each graduate educated at this college is Rs. 1,800; and if the fact be taken into consideration that probably not more than 50 per cent. of the matriculated students who continue their studies for the degree examination pass the first examination in arts, and not more than 50 per cent. of these finally obtain a degree, the real cost to the State may be estimated at, roughly, Rs. 7,200.

24. Now, how would the matter stand in the hypothetical case given above. The maximum grant claimable is Rs. 800 or Rs. 9,600 per annum. As there are 200 students, this gives the annual cost to Government for each as Rs. 48, or a total cost for the four years' course Rs. 192; and if this be quadrupled to allow for 50 per cent. of failures in the F.A., 50 per cent. in the B.A. examinations, the total cost to the State is only Rs. 738 against Rs. 7,200 at the Presidency College, that is, by one agency the State pays for practically the same article nearly ten times as much as by the other.

But whilst pointing out this fact, I do not wish it to be implied that I think the State agency can with advantage to the country for years to come be dispensed with, although I consider the present cost excessive.

Now, the case which I have stated as a hypothetical one is very analogous to the existing state of things in regard to the Christian College.

Professor of English	Rs.	450
Do. of Mathematics		450
Do. of Philosophy		450
Do. of Natural Science		365
Do. of History		365
Do. of Vernacular Literature		175
Four Pandits on Rs. 40		160
		2,415

The gross cost of this staff was Rs. 31,214, including contingent and other charges.

It had an average attendance of 203 pupils, from whom it received a fee income of Rs. 7,722, leaving the net cost of each pupil to the institution Rs. 116, or to Government Rs. 35. Thus, if the present restriction is to be maintained, presuming the institution continues on its present footing, the country would be provided with graduates without allowing for failures at a total cost of 140 rupees against Rs. 100 (F.A.) + Rs. 175 (B.A.), or Rs. 275, the total results grant claimable for each graduate by an aided institution under the Bombay system. I trust the

Government will hold on the facts above stated that it is inexpedient to maintain the restriction on the College Department of the Free Church Institution.

25. Of the other institutions the Patcheappah's School has since become a college; but, though it is still receiving the grant to which it is entitled, subject to the restriction, as a high school only, I see no reason why the above institutions, as well as the second grade colleges at Trichinopoly and Coimbatore should any longer be restricted, except in so far as the following proposals will affect the grants they may receive for their lower departments.

26. The restrictions which, if approved by Government, I would introduce as rules into the grant-in-aid code are as follows:—

- (1) That no aid shall be given by Government to the primary department of any collegiate institution.
- (2) That in no case shall the aid given by Government to the middle and superior departments of a college, or to any department of a high school, exceed in a department the difference between the income from fees in that department, calculated at Government rates according to the Notification of 1877, plus the proceeds of any endowment, and the cost of the department.
- (3) That, if at the close of a year it be found so to have exceeded in any one department, that excess shall be deducted from the grant to that department in the following year.
- (4) That in Madras no boys' school, not being for Europeans and Eurasians, for Muhammadans or the poorer Hindus and Native Christians, shall receive aid for teachers in any class below the lower fourth class.
- (5) That an allowance shall be made for free scholars not exceeding 5 per cent. of the average strength of a class.

27. The present grant-in-aid code contains no restrictions beyond those connected with the grade of the teacher and the claims of the locality and the funds at the disposal of Government. The consequence is that schools receive aid for departments for which aid is not required or stint one department of its proper teaching staff, in order to utilise the savings for some other department, especially a higher department. I think such a course very objectionable, and believe it of the highest importance that the teaching staff of each department should be complete in its way, and that the aid of the State should only be given to meet this object.

28. I have fixed the fee-revenue at Government rates, because I think managers should be encouraged to equalise their rates with Government rates, and because it seems very desirable that a small margin should be fixed in each school to allow of private liberality. So long as managers are at liberty to charge favourable rates of fees, where there is no Government competition, the tendency is for them to do so at the expense of the State.

29. I propose to grant no aid throughout the Presidency for primary classes in collegiate institutions; for apart from the consideration that provincial funds are ordinarily only responsible for the highest primary standard, i.e., the fourth (2nd class), the other standards being paid for from local and municipal funds, I believe that the popular estimation of the efficiency of the primary classes in large institutions is so high, that these classes can always be made self-supporting.

30. In the town of Madras, I think it unnecessary to aid classes below the lower fourth, for Government competition with private schools only begins at this point, the lowest class in the Presidency College being the lower fourth. The restriction may gradually be applied to the mofussil, but I would not at present deal with this restriction in the rules, but leave its gradual introduction to the discretion of the Director.

31. In the advanced parts of the Presidency, the high and middle departments in Hindu schools are gradually becoming self-supporting, even at the present rates of fees in aided schools, as the following table shows:—

DISTRICTS.	1879-80.			
	Grants from General Revenue.	Fees, &c.	Other sources.	TOTAL.
	Rs.	Rs.	Rs.	Rs.
Tanjore	15,413	29,504	3,794	49,471
Coimbatore	3,648	7,489	—997	10,140
Godavari	8,657	9,052	4,386	22,151
Madras	23,562	50,154	17,953	96,877
TOTAL	51,280	96,199	25,136	1,78,639

It will appear from this statement that the Government grant is about 50 per cent. of the fee-revenue, and that grant double the sum provided from other sources, so that if the fee-revenue were increased to Government rates, which, deducting endowments, would come to about 25 per cent. on the total shown under fees, and the grants remain unchanged, the demand on "Other sources" might cease, or the Government grant be proportionately reduced.

32. The case, however, in colleges is different, and I am of opinion that the Government should encourage the one or two superior institutions that exist to employ highly efficient *European* agency by allowing, in special cases, to graduates of good universities in Europe, as in the case of poor schools, a grant of 50 per cent. of salary instead of 33 per cent. Such an indulgence would mitigate the limitations which I have proposed above, whilst the savings which may accrue under these limitations would probably suffice to meet the difference between the 33 per cent. and 50 per cent. grants which would naturally only be given in a few cases, as the importation of high-class teachers from Europe is necessarily very rare.

33. Assuming, however, that the proposals which I have made above are approved, the grant to the Christian College and other institutions concerned will be approximately as follows:—

Institutions.	COLLEGE DEPARTMENT.		HIGH SCHOOL.	MIDDLE SCHOOL.	TOTAL.		Present Grant.
	Grant at one-third of the Salaries.	Grant at 50 per cent. of Salaries to European Professors.	Grant at one-third of the Salaries.	Grant at one-third of the Salaries.	Grant at one-third of the Salaries.	Grant at 50 per cent. of Salaries to European Professors.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras Christian College	8,800	12,560	...	...	8,800	12,560	7,200
Patcheappah's College	2,500	3,300	...	...	2,500	3,300	2,400
Trichinopoly College (S.P.G.)	1,800	2,500	...	...	1,800	2,500	4,200
Tanjore College (S.P.G.)	3,800	4,700	...	...	3,800	4,700	4,200
Coimbatore College	2,080	2,080	960	...	3,040	3,040	4,200
Vepery High School (S.P.G.) . . . . .	...	...	1,760	...	1,760	1,760	2,400
Church of Scotland Mission High School . . . . .	...	...	1,800	...	1,800	1,800	2,400
Wesleyan Mission High School, Royapet . . . . .	...	...	1,480	...	1,480	1,480	2,400
London Mission High School, Madras . . . . .	...	...	1,700	...	1,700	1,700	2,400
TOTAL	18,980	25,140	7,700	...	26,680	32,340	31,800

It will be seen from this statement that even if the maximum rate of grant be fixed at 50 per cent. for European professors, the increased charge on provincial funds would be trifling but I am hopeful that the restrictions proposed, if approved by Government, will lead to the employment of superior teaching agency in all departments, which would result in increased demand for aid. In the inferior institutions above mentioned, a change in this direction is much needed.

34. It remains now for me simply to remark upon the Secretary of State's suggestion that the fees in the Madras Presidency College should be raised, so that aided colleges might be enabled to raise their fees also, and so make up in some measure for that diminution of their grants-in-aid which they do not deny to be in some measure necessary. The fees have been raised three times during the last twelve years—first in 1868-69, then in 1871-72, and lastly towards the end of 1877-78. The scale now in force is that sanctioned in G. O., dated 23rd July 1877, No. 290.

35. The following table shows the financial results and attendance:—

Years.	GOVERNMENT SCHOOLS.		LOCAL FUND AND MUNICIPAL SCHOOLS.		PRIVATE SCHOOLS.	
	Attendance.	Fees.	Attendance.	Fees.	Attendance.	Fees.
		Rs.		Rs.		Rs.
1868-69	10,563	63,506	...	...	75,994	1,56,894
1869-70	9,899	70,242	...	...	95,035	2,45,116
1870-71	10,284	73,050	...	...	1,04,401	2,51,569
1871-72	8,783	89,311	8,067	7,822	1,17,778	2,32,742
1872-73	9,039	97,553	10,631	10,552	1,72,080	4,26,403
1873-74	9,548	1,01,867	15,662	14,998	2,05,155	4,87,714
1874-75	10,232	1,04,669	19,292	22,072	2,25,770	5,37,150
1875-76	10,637	1,12,313	26,808	30,001	2,46,572	5,53,167
1876-77	9,773	1,13,007	...	...	2,44,622	5,45,237
1877-78	10,378	1,11,644	...	...	2,17,913	4,69,747
1878-79	10,545	1,19,801	29,688	34,189	1,96,871	4,80,193
1879-80	10,630	1,17,479	39,765	40,318	2,17,310	5,18,599

From the figures under Government schools alone can any safe inference be drawn of the effect of the increase in the fees, for under private schools are included many small schools in which fees are not levied, or if levied do not appear in the accounts. From the Government school returns I think it may be safely inferred that the increase in the fee rates has had no retarding effect whatever.

There had been a falling off in 1876-77 and 1877-78, which was due to the famine, but the attendance actually rose with increased fees in 1872-73 and in 1878-79.

86. In the following table the attendance during the last twelve years in the Presidency College and the Madras Christian College in classes above the second class is exhibited:—

YEARS.	PRESIDENCY COLLEGE.			MADRAS CHRISTIAN COLLEGE.				
	College Department.	SCHOOL DEPT.		TOTAL.	College Department.	SCHOOL DEPT.		TOTAL.
		High School.	Middle School.			High School.	Middle School.	
1868-69	127	144		271	51	727		778
1869-70 (fees raised)	143	144		287	70	777		847
1870-71	135	159		294	73	762		835
1871-72	116	119		235	71	753		824
1872-73 (fees raised, Sept. 1872)	115	166		281	86	692		778
1873-74	112	131		243	108	729		837
1874-75	129	137		266	153	773		926
1875-76	165	144	77	386	179	180	385	744
1876-77	154	142	72	368	245	195	398	838
1877-78	196	140	65	401	233	190	377	800
1878-79 (fees raised, Jan. 1879)	163	123	64	350	201	224	339	764
1879-80	182	135	71	388	237	192	352	781
1880-81	193	137	81	411	301	200	428	929

N.B.—The returns from 1869-69 to 1874-75 show the total strength of the school department in a lump, and the strength of the High, Middle, and Primary Departments cannot be distinguished.

This table shows that the first two increases did not affect at all the attendance in the Presidency College, but that it fell temporarily on the third increase; that of the Christian College fell after the second increase temporarily, and again after the third increase in the same way, although the decrease in 1878-79 and 1879-80 had probably more to do with the general distress of the country than the fee-rate, but that in both institutions last year the attendance figure recorded was the highest ever reached by these institutions.

I am, therefore, inclined to think that, so far as these two institutions are concerned, a moderate increase in the scale of fees in the existing ratio between aided and Government schools might be introduced without any prejudicial effects; but whilst holding this view I am fully persuaded that it would be in the highest degree prejudicial to the interests of these institutions, and to education generally, that the fees should be increased in them only without a suitable increase, in the fee rates throughout the Presidency, or, I would rather say, in most parts of the Presidency. In any change which it may be necessary to make, I apprehend that it will be found expedient to reduce the difference between the mofussil rates and the Madras rates in several districts, and in one or two equalise them altogether. Madras schools at present strike me as very unfairly handicapped. Not only is the cost of living in Madras much higher than in many districts, but the fee rates are 25 per cent. more or less higher. It is right and proper that backward and poor districts should be able to educate their children at less cost than in more advanced and wealthy districts, but why the rich townsmen of Cumbaconum, of Tanjore, of Calicut, of Cocanada, should be able to educate their sons at cheaper rates than a townsman of Madras I fail to comprehend. Take Cumbaconum for example. The people are well-to-do, the cost of living is very low, and the teaching is of high order, and yet a boy in Cumbaconum receives his teaching at 25 per cent. less than his fellow-student in Madras. Moreover, I think in the interests of education throughout the Presidency that the youth of the country, when in the last stage, and perhaps even in the first state of their academic course, should be encouraged to come to Madras and receive their final teaching in institutions having European teachers in the chief branches of study. The present system is directly opposed to such a practice. But whilst I consider changes in the direction of the raising of fees generally may be made, I do not think that it would be at all expedient to raise the scale greatly or suddenly. A rise of 20 per cent. in the fee rate would add nearly Rs. 1,50,000 to the fee-revenue of Government and private schools, of which about Rs. 90,000 would appertain to Government. Such enhancement, together with a reclassification of mofussil towns which enjoy favourable rates, might be introduced at the close of the current official year, or on the 1st January 1883, *i.e.*, five years from the last rise, with advantage. In

any revised scale, I am of opinion, for reasons not necessary to detail here, that term fees should in college classes take the place of monthly fees, as in the Medical College, and, further, that a scale of penal fees should be introduced, and the scale of entrance fees revised.

37. Should the Government approve, I will submit a revised scale for consideration after consulting departmentally the principal Government officers and heads of private schools.

ORDER THEREON, 20TH OCTOBER 1881, No. 342.

The memorial read above is addressed to the Government of India. The memorialists will be informed that, as no appeal lies in such matters to the Government of India from the decisions of this Government, the memorial has been treated as an application to this Government for a reconsideration of the subject.

2. As regards the different points raised by the Director of Public Instruction, the Government record the following observations.

3. With reference to the Director's remarks in paragraphs 6, 9, and 21 regarding the general course of policy which should be followed, it must at once be stated that the ability of Government to adopt what they may be satisfied is on general principles an advisable policy is limited narrowly by their means. It is not in their power to make a larger allotment of provincial funds for educational purposes than at present, unless from some additional departmental income newly raised. The present proportion of the whole provincial income allotted for educational purposes is close upon 10 per cent. and is in excess of the assignment for this service from imperial funds. Whether the distribution of the amount can be improved is a different matter, and one on which the Government look to the Director for suggestions.

4. As to the intention of the orders of 24th December 1878 and 23rd August 1880 in regard to the reduced grants to certain specified institutions, the Government observe that these orders were passed in the belief that the reduced grants-in-aid were as much as these institutions were entitled to "with due consideration of the requirements of each locality and of the funds at the disposal of Government." It was considered that the time had at length arrived when these institutions, most of which had been in receipt of exceptional State aid for a considerable number of years, might reasonably be left in a greater degree to their own resources, while the savings thus affected were applied to other educational objects, for which funds were urgently needed. As regards the question "whether on grounds of public policy it is desirable to maintain restrictions outside the purview of the code, which are intended to be of a permanent character," the Government observe that it is only by maintaining such special restrictions that effect can be given to the provision of the code already quoted, a provision which under present circumstances is indispensable.

5. The Government are not, however, unwilling to reconsider the amounts of the grants under discussion, provided Mr. Grigg can show that the reductions made were destitute of principle, or improper in amount, and that it is in the power of Government to make larger grants with due consideration to the claims of others and to the needs of the locality concerned in each case. Mr. Grigg's argument in paragraph 15 of his letter regarding the fee basis, on which the present restrictions are founded, is fair enough, but it is observed that the scheme of the late Director was intended to apply only to schools and colleges in Madras and in mofussil towns of the *first* grade, and that the comparison between the two in no way supports the allegation of grievance on the part of the Madras institutions.

6. The argument in paragraph 19 the Government are unable to follow. The grant for the school department of a college was purposely fixed at a lower rate than that for an independent higher class school, on the ground that the salaries of the teachers employed would be considerably lower in the former than in the latter case. Granting, however, that the practical result would be to reduce the grant for the college from Rs. 200 to Rs. 150, the latter amount would still be one-third of a total charge of Rs. 450, while the real grant of Rs. 200 would correspond with a maximum teaching charge of Rs. 600.

7. The reasoning of paragraph 21 is beside the mark. It is not a question of what would be best with unlimited means, but what is best to be done with the means at present existing.

8. Mr. Grigg's arguments in paragraphs 23 and 24 are apparently unsound. The comparison is of dissimilar things. The cost to the State of a graduate at a State college and at a private college does *not* show the relative cost at which "the country is provided with graduates" in either case. It may be, and perhaps is, the case that the State college article is the more expensive, but this is not proved by taking the private college article simply at the cost of the Government grant-in-aid on his account. The calculation in paragraph 23 cannot be checked in the absence of complete data.

9. It remains to consider Mr. Grigg's proposals, and without dissenting from his propositions as to what is desirable if an abstract college is to be developed to the pitch of perfection and as to the non-necessity of discussing the relation of existing educational practice to the policy enunciated in 1854, the Government consider that that policy must so far guide their practice as to bar increased State expenditure on the higher education, so long as the means available are inadequate to meet the demands of the masses for elementary education. The Government must, therefore, at once state their inability to adopt the proposal that the State should grant 50 per cent. of the cost of highly efficient European agents in colleges instead of the 33 per cent. maximum of the rules. Mr. Grigg says that this would not lead to much immediate increase of provincial expenditure, but he is "hopeful" that it would ere long result "in increased demand for aid." No doubt it would, but there would be no funds with which to meet it. The Government observe that in the case of the Christian College it would raise the State grant-in-aid at once to Rs. 12,560 yearly as compared with Rs. 10,047, the grant in 1877-78 before the reduction, Rs. 7,200 the reduced grant, and Rs. 8,800 the maximum allowable under the rules at one-third of the salaries. The case of the Trichinopoly College (S.P.G.) seems to call for further explanation. The grant in 1877-78 was Rs. 5,712. This was reduced to Rs. 4,200, while the proposed grant at one-third of the salaries is only Rs. 1,800. The high schools have apparently been treated on somewhat similar and uniform principles, but the case of the Trichinopoly College seems to have been exceptionally dealt with. The Government repeat that, while they cannot contemplate any increase of expenditure from provincial funds, they are in no way opposed to improvements in the distribution of the funds available.

10. If it be the case that the financial position of the Education Department is such that it is not necessary in any case to restrict grants-in-aid beyond the requirements of the rules, the Government have no objection to the withdrawal of such unnecessary restrictions; but they cannot admit the force of Mr. Grigg's arguments, and they are by no means satisfied that the demands for the secular education of the lower classes have been so completely satisfied in this Presidency that there are surplus funds allowing of increased aid to higher education up to the maximum allowed by the rules, and still less in excess of that limit.

11. The new conditions for grants-in-aid, which Mr. Grigg proposes in paragraph 26, seem reasonable and unobjectionable, and the Government do not object on these conditions, to relax the restrictions which were specially imposed on the specified institutions, so as to give them the benefit of the revised rules, if Mr. Grigg is prepared to say that he can afford it in justice to others, and without increased provisional expenditure.

12. The Government are ready to further consider the rates of fees in college classes, State and private, Presidency and mofussil. A reasonable increase would be only in accordance with the avowed policy of Government as regards aid to higher and lower class education respectively; but care must be taken not to force the Natives of the country from Government colleges into missionary institutions. The ratio between the scales of fees at State and private colleges should be discussed, and it should be stated how far this agrees in this Presidency with what is observed in such cases in Bengal and Bombay. At present the Government are inclined to believe that, in proportion to means, aid is given at a far higher rate in this Presidency than elsewhere.

(True Extract.)

E. DAVIDSON,
Chief Secretary.

Enclosure III.

From the Executive Missionary Education Committee, to the General Council on Education in India.

ANSWERS TO QUERIES.

1.—Are the Education Despatches of 1854 and 1859 being carried out in your district in such a way as most effectually to overtake the education of the "great mass of the people?"

1. This question must be answered decidedly in the negative. How the facts stand with reference to the education of the mass of the people, appears fully in a paper by the Rev. James Cooling, of the Wesleyan Mission, Madras, a copy of which I send you. We need mention here only this fact that in 1879-80 there were, according to the Director's Report, 247,771 pupils in primary schools and 20,608 in secondary and higher institutions, or 268,379 in all in a population of 31,308,379, or 1 to every 117 of the population.

2.—Does the system of *permanently* maintaining Government schools and colleges tend—

(a) To discourage the origination and maintenance of aided or unaided institutions by Natives or others?

(2a.) The permanent maintenance of Government schools and colleges does tend in our opinion to discourage the establishment of independent institutions. When first established, Government institutions were no doubt required in most places where they were set up, and have done much, along with aided institutions, in fostering education and begetting a general appreciation of it throughout Southern India. It is now, however, so far advanced and so generally valued that were the Government institutions to be given up, independent institutions would, at least in the Tamil districts, immediately take their place. The statement is borne out by the number of aided colleges and schools which at present exist. (1) Apart from mission colleges, there are five other independent colleges in the Presidency—Pacheappah's College, Madras; the Hindu College, Vizagapatam; the Hindu College, Tinnevely; the Zamorin's College, Calicut; and Coimbatore College. (2) Besides mission schools there are at least a dozen high schools established and maintained by Natives throughout the Presidency. Were Government to withdraw from direct effort in accordance with the principles of the Despatch, we do not think there would be any difficulty in transferring their institutions to Native management.

(b) To the diminution or withdrawal of grants-in-aid from private institutions which come into competition with those of Government?

(b) Throughout this Presidency there are not many cases in which private institutions come into direct competition with those of Government. But when it does happen, and where especially the Government institution is hard pressed by the aided institution, the natural tendency of the Educational Department is to help the former by reducing the grant to the latter. The plainest and most notable instance is that of the Christian College, Madras. As soon as it became a serious rival to the Presidency College, a cry of alarm was raised by the latter, and various means were taken to strengthen it. Besides other steps, a legitimate increase of grants was on various occasions refused to the Christian College when applied for—(on one of these occasions the Acting Director of Public Instruction was the Principal of the Presidency College), and by and by an opportunity was found to reduce the grant from Rs. 10,000 to Rs. 7,200.

The Principal of the Zamorin's College, Calicut, writes:—"I believe that the existence of the Government college here did lead to our being refused a grant."

Notwithstanding the avowed policy of the Despatch, it seems to us hopeless to expect that the Educational Department will ever foster aided institutions that enter into serious competition with Government institutions. The tendency of the department is rather to foster the latter at the expense of the former.

(c) To the framing of rules which make the receiving of grants-in-aid or local scholarships needlessly difficult or embarrassing?

(c) The grant-in-aid rules (with the mass of forms and returns required) are excessively troublesome and embarrassing, but how far their complicated character is connected with the maintenance of the Government system we cannot venture an opinion.

(d) To partiality towards Government institutions on the part of inspectors, &c.

(d) We believe that the cases in which Government inspectors manifest conscious partiality are very few, if any.

Yet it cannot be doubted that the maintenance of the Government system affects independent institutions prejudicially in two ways. First, the Government Educational Department with its directing, inspecting, and teaching agency is one united whole, and the interests of every official are bound up with the interests of the whole department. It cannot, therefore, be expected, human nature being such as it is, that the Government Educational officials should not have a favourable regard for the system of which each forms a part, and with which his interests are identified. They cannot be expected, on the other hand, to take so warm an interest in the welfare of institutions that lie outside the department, and may in some respects be regarded as antagonistic to it.

Secondly, the standard by which all schools are judged is that laid down in the Standing Orders for Government schools. Wherever a private school deviates from a Government school in organisation, mode of teaching, or general management, that is regarded as a defect, and noted accordingly. The rules for the middle school examination have been framed on the supposition that the curriculum in Government schools is universal, and those schools which do not follow it are placed at a disadvantage. The Director then, in his report on the examination, draws a comparison between Government and aided schools. The tendency is more and more to repress independence and reduce all schools to one rigid Procrustean form after a Government model. One inspector lately went the length of issuing an order to the schools in his district to use only the Government books. In one mission school the order was treated as waste paper, but in others more respect might be paid to it; and the issuing of the order illustrates the tendency.

3.—Can you suggest any practical improvement on the present administration of educational business, or any change in the allotment of educational funds?

3. With reference to the present educational administration in this Presidency, what we regard as the main evil is the tendency to bring all educational activity under a hard-and-fast mechanical system, and thus to reduce to a minimum the independence of private institutions. For example, Government schools are organised with a curriculum of seven classes I, II, III, Lower IV, Upper IV, V, VI. The last, or highest, is prepared for the entrance examination of the University. All aided institutions are expected to be organised in exactly the same way. Then there are three Government examinations laid down for all schools, and made compulsory for aided as well as Government institutions. The first class must pass the lower primary examination; the second the upper primary examination, and the upper fourth the middle school examination. The two primary examinations may be conducted by the head masters or managers of the schools, provided that the school reaches a stage higher than the examination,—that is, the head master (or mistress) of an upper primary school may conduct the lower primary examination, or the head of a middle school the upper primary. In the other cases the examinations must be conducted by the Government inspectors. But in all cases the marks obtained by each pupil in each subject must be sent in to the Director, and the names of those who pass are published in the Government Gazette! The middle school examination, again, to which all upper fourth classes are subjected, is conducted by outside examiners appointed by the Commissioner for the Uncovenanted Civil Service Examinations (who is the Director of Public Instruction) by means of printed papers. Those who pass are duly published in the Gazette, and none who fail in any subject can be promoted to the fifth class without the special grace of the Director. Further, as if these examinations were not enough, the Director lately invited aided schools to submit their lower fourth and fifth classes to a comparative examination with Government schools, and to bind themselves to make promotions to the upper fourth and sixth classes according to the results. Most mission schools, we believe, politely declined the invitation. Thus, it will be seen that the internal economy of even aided schools is to a very large extent taken out of the hands of the managers and put into the hands of Government officials.

Further, the subjects for all these examinations are prescribed by Government, and in many cases the very books. The standards, moreover, are screwed up to as high a point as possible, and it puts a strain upon both teachers and pupils to read up to the standard within the time allowed. But, of course, in a scheme laid down by Government, no place is allowed for any religious instruction, and you may understand the difficulty with such high and rigid standards of making a place for it. Pupils of aided schools are plainly put at a disadvantage in their competition with Government schools.

It is readily acknowledged that this organising and centralising activity on the part of the Government Educational Department has had some good results. Aided schools are no doubt a very varied and heterogeneous class, and where the management was bad and the education unsound, the interference of Government at so many stages has produced some good effect. But on really good and well managed schools it naturally produces a different effect. It infringes the legitimate freedom of managers, cramps the whole internal economy of the schools, tends to squeeze out religious instruction from the course, tends to reduce all education to one dead level, and inflicts injustice on many individual pupils. Under such a hard-and-fast system, the parish schools of Scotland, it is unnecessary to say, could never have produced their best results.

Now, as to the remedy,—we believe it is hopeless to expect any improvement so long as the Director of Public Instruction has Government schools to administer directly. All schools must be made as much Government schools as possible, and all improvement in Government schools is to be attained by the multiplication of rules or Standing Orders. (The book of Standing Orders for Government schools is a volume of 152 octavo pages.) With the bureaucratic system that universally prevails in India the evil will grow, so long as the Director feels himself responsible in Government schools for every detail of school management. There would be a hope of some freedom if Government schools were given up, a broader and more liberal policy would have a chance, and a Director might arise who would see it to be his duty in accordance with the principles of the Despatch to “foster a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation.”

As to the second point—the allotment of educational funds,—the withdrawal of Government from direct education, especially of the higher kind, would set free a large sum which might be devoted partly to grants-in-aid and partly to aid municipalities and local fund boards in extending primary and secondary education.

To show the expenditure on education in this Presidency, we quote the following from the Government Order on the Director's last published Report:—

“The entire expenditure on education in 1879-80 was Rs. 28,23,473, of which Rs. 10,36,063 came from provincial revenues and the Educational Building Fund, Rs. 3,53,788 from local funds, Rs. 58,799 from municipal funds, and Rs. 13,74,838 from endowments, fees, and other sources. * The percentage spent on superintendance was 10.55;

* The fees amounted to Rs. 6,91,727, and of the remaining Rs. 6,83,111 the larger portion is contribution by managers of aided schools.

on primary instruction 45·24; on secondary instruction 21·91; and on superior general instruction 7·66. The remainder was spent on miscellaneous charges, special instruction, &c."

But of the above total expenditure, the only portion over which the Government Educational Department has direct control is Rs. 10,36,053 from provincial revenues and the Educational Building Fund. This was allotted as follows:—

	Rs.	Per cent.
Direction and Inspection	2,24,605	= 21·68
Arts Colleges	1,08,204	= 10·44
High Schools	49,946	= 4·82
Middle "	53,407	= 5·15
Primary Schools	82,129	= 7·93
Special Colleges and Schools (Arts, Medical, Engineering, Normal)	1,40,270	= 13·64
Scholarships	23,245	= 2·24
Buildings (Government)	69,713	= 6·73
Miscellaneous	20,057	= 1·94
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	7,71,576	= 74·47
Deduct profit on the University	7,156	= ·11
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	7,70,420	= 74·36
Grant-in-Aid	2,65,633	= 25·64
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	Rs. 10,36,053	= 100·

The arts colleges had an average daily attendance of 460 students, so that each cost Government Rs. 235-3-7. In the high schools there were 960 pupils, so that each cost Government a little over Rs. 52, and in the middle schools there were 3,512 pupils, each costing Rs. 15-3-3. The corresponding cost to Government of pupils in aided institutions was—college Rs. 63-5-3; high schools Rs. 21-7-5; middle schools Rs. 9-1-9. The above analysis is sufficient to show (1) how comparatively small a proportion of provincial revenues—25·64 per cent.—is expended in grants-in-aid, and (2) how expensive are the higher Government institutions. It is manifest that if the money at present devoted to these were devoted to aided and primary education, there would be at once an immense saving and a great extension of education. Further, were Government colleges and high schools abolished, independent institutions would be able to raise their fees, and so effect a saving which would naturally go to the further extension of education.

4.—What importance do you attach to the carrying out of paragraphs 62 and 86 of the Despatch of 1854 for the "abolition" or "transference" of Government institutions, especially those of the higher class, and can you suggest any way in which it can be done without injustice to the natives, injury to the institutions themselves or to the higher education?

4. The foregoing remarks show the importance we attach to the carrying-out of the paragraphs referred to. We believe that an honest adherence to the policy there laid down is the one chief measure required to put education in this Presidency on a sound footing. We do not of course plead for a hasty and ruthless abolition and transference of all Government colleges and high schools. The policy must be carried out judiciously. The Government have three first class colleges. The most important is the Presidency College. So large an institution can hardly be closed at a moment's notice, but the steps recently taken for extending it might be at once reversed and at no distant date the college might be removed without the smallest injury to education. If only such support as the rules at present in force entitle them to were given to Pacheappah's and the Christian College, these institutions would be fully competent for all the work. Combaconum College might be transferred without much difficulty to Native management. Rajahmundry College is in a more doubtful position.

In Combaconum a small step has already been taken in this direction with the best result. The high school in connection with the college has been abolished, and there are now *three* high schools in Combaconum, two of which are entirely self-supporting without even Government aid, and the third with small Government aid makes a profit.

5.—Are there any unaided indigenous schools in your district of such a character as to benefit the people, and can you suggest any way in which the growing desire for education can be met without undue strain on the Government revenue or too severe pressure on local resources?

5. There are numerous indigenous schools throughout the Presidency, known as pial schools. Many of these are now being improved and developed by local fund boards and municipalities. This mode of action can be carried on indefinitely, if only there are sufficient local resources. The taxes for this object cannot be indefinitely increased, but aid could be afforded out of the present allotment to education from provincial revenues if the policy laid down in the despatch were carried out.

6.—Can you give any facts or well-grounded opinions illustrating the effects of the higher education of the youth of India in Government or aided institutions—

- (a) In fitting them for the right discharge of the practical duties of life?
- (b) On their moral character and conduct?
- (c) On their social and political relations to society and to the State?

6. To this question we cannot venture a reply for two reasons:—(1) it would be too much an estimate of the influence of our own work as compared with that of others, and (2) neither the Government nor the Christian system manifest their fruits in their purity and simplicity, as the students trained in each have intercourse with and thereby influence each other.

7.—To what extent do you consider Natives of India competent and suited for employment in the Educational Department?

7. Natives of India are very largely employed in the Educational Department, even in some of the highest offices—the whole staff of Combaconum College is Native—but for the best educational results there must always be a considerable number of Europeans engaged in colleges and superintending schools.

WILLIAM MILLER.

EDWARD SELL.

J. MURDOCH.

JAMES COOLING.

D. SINCLAIR.

J. COOK.

WILLIAM STEVENSON, *Secretary.*

Members.

MADRAS, September 28th, 1881.

(II.)—LETTER FROM THE EXECUTIVE MISSIONARY EDUCATION COMMITTEE OF MADRAS.

From the Executive Missionary Education Committee, Madras, to the Honourable W. W. HUNTER, C.I.E., LL.D.,
President of the Education Commission.

In the month of February last we had the honour, through the Secretary to the Government of India, Home Department, of laying before you certain papers bearing on the administration of educational affairs in this Presidency. Those papers were chiefly a memorial to the Madras Government with a correspondence which arose out of it, and a memorial to the Right Honourable the Secretary of State for India, together with a correspondence respecting the Madras Christian College. The main question discussed in those papers is whether the educational policy laid down in the Despatch of 1854 has hitherto been carried out in this Presidency, and especially whether aided education has received that encouragement and support to which by the principles of the despatch it is entitled.

2. Since then the Commission has visited Madras, and has obtained a large amount of information on this and other educational subjects, from witnesses representing all classes of the community and all branches of educational work. The committee is of opinion that the evidence thus obtained strongly supports the main contention in their memorials, *viz.*, that the time has arrived when a beginning may safely be made in carrying out those principles of the Despatch of 1854 which have not yet been put in force. The evidence also points out various reforms necessary in the details of administration. To these two points the committee would briefly call the attention of the Commission.

3. In the public prints and in some of the evidence which has been given before the Commission, it has been stated that missionaries, in urging as they have done the full carrying out of the principles of the Despatch of 1854, are aiming at restricting higher education, and at getting it into their own hands. As there are representatives of all the Protestant Missionary Societies engaged in educational work in South India on our committee, we may to some extent claim to speak for them, and, in so far as we can do so, we emphatically deny any such aims, and protest against our being charged with them. We appreciate to the full the advantages which the higher education has brought to the Natives of this country, we are endeavouring from day to day to extend it, we believe it to be for the interests of our special work as missionaries that it should extend, and we deprecate any restriction of it as strongly as those who now charge us with attempting to bring such restriction about. It is true we have advocated and still do advocate the *gradual* withdrawal of Government from the *direct* control of colleges, but one of our chief reasons for doing so is, because we believe that such a step will greatly advance

the cause of higher education, as only by such means is there likely to be that multiplication of high schools and colleges which the extension of primary education will, we trust, ere long make necessary.

As for seeking the closing of Government schools or their transfer to local bodies in order that the Natives of this country may be compelled to attend mission schools, nothing could be further from our aims. There are very few places, if any, in this Presidency in which Government schools now exist, where, if the Government school were closed, the Natives would be obliged to go to a mission school. No enlightened Government would ever be guilty of perpetrating the injustice of compelling any class of the people to send their children to schools to which they have a conscientious objection, and for missionaries to try to bring this about in order to advance the cause of Christianity would be the most unwise policy they could possibly adopt. But we do not need to defend ourselves from this charge, for we are glad to find that the Government of India in its resolution appointing the Commission has clearly defined the "local bodies" to whom it is prepared to hand over its own colleges or schools as "bodies of Native gentlemen," thus expressly excluding European missionaries.

4. The two leading principles of the Despatch of 1854 which have not yet been applied in this Presidency, are the extension of education to the mass of the people (paragraph 41) and the gradual withdrawal of Government from the direct control of higher education, (paragraph 62).

With reference to primary education there was an unanimity of opinion among all the witnesses, that a wide extension of it is immediately possible. There are some of the very lowest classes of society who have no desire for education, and there are others a grade higher in the social scale, *viz.*, the agricultural labourers, whose masters would raise difficulties in the way of anything that tended to their social improvement; yet, leaving these classes out of account altogether, there is still a work waiting to be entered upon that will tax the efforts of Government and all local agencies for many years to come. As to the means for carrying out this various suggestions have been made, the relative merits of which it is not necessary for us to discuss. We would simply note that in all there is the recognition of the following principles,—that primary instruction should be as far as possible entrusted to local administration, that the end to be aimed at is the establishment of a system of village schools which shall eventually become self-supporting, that this result can best be brought about by a system of grants-in-aid so administered as to awaken an interest in education in the village communities themselves, and that the present indigenous schools should not be swept away, but improved and utilized.

5. With regard to the closing of Government institutions of the higher order, or their transference to the management of local bodies under the control of and aided by the State, contemplated in para. 62 of the Despatch of 1854, we beg especially to call your attention to the facts brought out in evidence. All the witnesses who discussed the subject, with one exception, were agreed that with certain restrictions the time might be looked forward to, when the supply of higher education should depend entirely upon indigenous non-Government agencies.*

There was an equal unanimity that, whatever means are used to bring about this end, nothing should be done which would in the least check the cause of progress. As to the steps which are immediately practicable, there was ample evidence that in the most advanced districts school education up to the matriculation standard has become almost self-supporting from fee-revenue alone. In Combaconum it has become actually so, and the present Director of Public Instruction, recognising this, has closed the high school department of the Government college, and withdrawn the grants-in-aid from the aided institutions of the town. The effect upon the growth of a spirit of self-reliance upon local exertions which this withdrawal has had, and the effect which a similar policy is likely to have in other towns is so well expressed in the evidence of the Principal of the Presidency College that we beg to quote it. He says (Answer 37): "In a town like Combaconum, where there is a large population eagerly desirous of instruction, the withdrawal of Government from precollegiate instruction has given the people an opportunity of showing how readily they can combine for local purposes. It has also shown that a school teaching up to the matriculation standard can support itself by fees without a grant-in-aid. In most of the large towns of this Presidency where there is anything like a similar demand for education, not only might Government withdraw from its own precollegiate schools, but grants-in-aid might also cease."

This committee believes that these facts indicate the course to be adopted. The school education of the most advanced towns in the Presidency may at once be safely handed over under proper regulations to private local bodies, and in course of time the schools in other towns should follow. Whether those private bodies should continue to receive grants-in-aid after the withdrawal of

* *Vide, e.g.*, Cross-examination of Dr. Duncan, p. 31, Ans. 17 and 18.
Cross-examination of Dr. W. H. Wilson, p. 20, Ans. 2.
Evidence-in-chief of Mr. Justice Muttusawmi Iyer, p. 11, Ans. 36.
Cross-examination of Mr. Justice Muttusawmi Iyer, p. 17, Ans. 3.

Government from the direct management of schools, is a question which would have to be decided for each town separately. A few towns perhaps are as favourably situated as Combaconum, but others are not so, and would need for some time the continuance of a grant-in-aid.

The case of colleges is different, for in them the revenue from fees bears a much smaller proportion to their total cost than in schools. The evidence* shows that some second-grade colleges, as Salem and Cuddalore, are clearly unnecessary, and we therefore are of opinion that they should be closed. Such importance, however, do we attach to the cultivation of a spirit of self-reliance on local resources, that before that is done, we think the people of those towns should have the matter put before them, and if they are willing to carry them on as aided institutions, we should favour their being encouraged to do so. In the case of the other second grade colleges, steps might at once be taken by the Director of Public Instruction, which would ere long lead to the formation of competent boards of management provided with the necessary funds; into whose hands the entire control might eventually be given. The maintenance of first-grade colleges is much more difficult, and it would perhaps be well not to take measures for their transference until the result of the action in the case of those of the second-grade is fully seen.

6. So long as Government retains the direct management of colleges, there is one subject which we earnestly wish to see added to the curriculum of study, and that is some more definite teaching of morality than is now given. All witnesses—Government professors, missionaries and Hindus alike—were agreed that the cultivation of the moral powers is a matter of the highest importance, and that no education can be complete that wholly neglects it. The only point in dispute is the mode in which this moral teaching should be given. We have no doubt that the professors and teachers in Government institutions frequently embrace the opportunities which other lessons afford them of inculcating moral truths, and we are certain that their own example is a powerful influence for good upon their students. Still, we cannot help thinking that greater good might be done, if, in addition to this incidental teaching and this constant example, there were added such definite and precise instruction as would be given if this subject were included in the prescribed course of study. What we believe to be practicable is that in every college, one of the professors should lecture once or twice a week on the duties of a man and of a citizen. In the case of schools, it might be insisted upon that the reading-books from the lowest to the highest standard, both in the vernaculars and in English, should contain lessons on moral duties.

7. It was admitted by all who were practically acquainted with the details of the Education Department that reforms are necessary in regard to:

- (a.) The number of public examinations that pupils of schools must undergo.† A boy in a Government school six times in his seven years' school career has to submit to a public examination. A further evil is that promotion from class to class is made entirely to depend upon passing these examinations.
- (b.) The multiplicity of returns and forms which managers of aided schools are required to fill up. It was stated that in many instances a large portion of the time of the inspecting schoolmaster is occupied in getting the necessary information for these returns, whilst managers of several schools are obliged to employ a clerk specially for this purpose.‡
- (c.) The standards of examination for results-grants, especially those of the fifth and sixth.
- (d.) Female education where the most pressing reforms are:—
 - (1) More liberal grants to aided female normal schools.
 - (2) A relaxation of the rule that gives to a male teacher employed in a girls' school only the same grant that he would receive if employed in a boys' school.
 - (3) A modification of the curriculum for girls' schools, especially with reference to the lowering of the standards for the upper primary examination. For that examination the Government of India has prescribed *four* subjects, but the Madras Government prescribes *six*, and as it does not include sewing among the subjects to be brought up, it necessitates the teaching of *seven*, or nearly double the requirements of the Government of India.
 - (4) An adaptation of the examinations for results-grants to the requirements of girls' schools. The arithmetic in most of the standards is too high, and no provision is made in the fifth and sixth standards for pupils not knowing English.
 - (5) Salary-grants for servants. Women to conduct the girls to and from school are a necessity, and under the old code grants were allowed to them.

* *Vide, e.g.*, Dr. Bradshaw's evidence, Ana. 16.

" " Dr. Duncan's evidence.

† *Vide, e.g.*, the evidence of Mr. V. Krishnamachariar and the evidence of Dr. Duncan, Ana. 62.

‡ *Vide, e.g.*, the evidence of Rev. B. Græter and the evidence of the Rev. W. Stevenson, Ana. 70.

8. The committee would urge upon the Commission the strong opinion they have that the educational policy of Government should be embodied in legislation. An Education Act they believe to be necessary to ensure that the intentions of Government shall be actually carried out. Nothing less than an enactment of the very highest authority is likely to prevent a recurrence of what has of late years taken place in this Presidency, *viz.*, the avowed policy of Government being one thing and its actual administration the reverse. In view, too, of the probable transfer of Government institutions of the higher order to local bodies, and the consequent need for enlisting the sympathy and help of private individuals in educational affairs to a much larger extent than heretofore, it seems especially necessary that *legal* rights should be given to all private educational enterprise. The lack of such security has undoubtedly in the past checked the development of aided education in this Presidency. With the Despatch of 1854 as the avowed policy of the Government of India, with a local Director of Public Instruction (Colonel Macdonald) administering the educational affairs of this Presidency in direct contravention of that policy, and scarcely attempting to conceal that he was doing so, and with a local Government one day stating that the Despatch of 1844 is the charter by which its policy is regulated, and the next day sanctioning the acts of its minister in direct opposition to that policy, it is not to be wondered at that private individuals should be in doubt as to what the Government education policy is, and that this doubt should be a hindrance to the development of private enterprise.

MADRAS, 1st December 1882.

(III.)—MEMORIAL FROM THE ROMAN CATHOLIC BISHOPS OF SOUTHERN INDIA.

Memorial from the Roman Catholic Bishops of Southern India, to the Honourable the President and Members of the Education Commission, dated Catholic Cathedral, Trichinopoly, the 31st May 1882.

MR. PRESIDENT AND GENTLEMEN,—In reference to the "Outline of the Reports of Provincial Committees," we have the honour to submit some observations on the following points for your consideration.

I. Section L. "Withdrawal of Government from the direct management of schools and colleges."

We desire to deal with this question at some length, as being, in our opinion, one of vital importance for the future of education in India.

The word "withdrawal," as used here, may be taken to mean either a *total* withdrawal, or a withdrawal *to a large extent*, or a withdrawal from certain schools and colleges only, *viz.*, from those in which Government management has become no longer necessary.

A.—A *total* withdrawal from the direct management of schools and colleges was never, for aught we know, contemplated by the Government of India, not even in paragraph 62 of the Despatch of 1854, which we beg to quote here in its entirety: "We look forward to the time when any general system of education entirely provided by Government may be discontinued with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we therefore entirely confide in your discretion and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in the different parts of India."

Viewing the question of a *total* withdrawal of Government from the direct management of schools and colleges in itself, we entertain a strong opinion that such a step would always, and in every case, prove most detrimental to the cause of education in India.

The question is not one which admits only of being considered in the abstract. We have seen the educational machinery working in this country now for more than a quarter of a century under the guiding care of Government, aided by the co-operation of private agencies of every sort, and we are all certainly agreed that the results obtained in the past are most satisfactory. Government institutions, far from having been an obstacle to the rise and development of other institutions, have everywhere enkindled a generous emulation. Hundreds of schools or colleges have arisen, often existing side by side and competing successfully with Government schools and colleges. The number of these latter increases every year; and it would seem as if we may now look forward to a not far distant time when they will meet all the educational wants

of this immense country. It cannot therefore be reasonably apprehended that a system of education which has produced such good results in the past will not be equally efficacious for the same in the future. For ourselves, not only have we no such apprehension, but we feel assured that it is only by Government institutions being allowed to continue as the basis of the educational system, by their being permitted to continue the impulse they have hitherto initiated and directed, that education in this country cannot merely hope to rise to a higher level, but be even preserved from deterioration.

On the other hand, we consider that no agency can efficiently replace the State establishments in promoting education in India. We entertain a decided opinion that any institution which Government handed over to a private agency, be that agency what it may, could not but lose, in most cases, in point of efficiency, and in all cases in point of stability. As a rule, in such cases, that which the authors of the despatch of 1854 were anxious to prevent, would, in our opinion, take place: education would deteriorate. We apprehend further that if Government withdrew from a direct share in the work of education, the balance, which its action now maintains among the other agencies, would be destroyed. The most powerful agency would gradually obtain the monopoly of education, which might then be easily diverted from its true end, and converted into a means of extending some private influence, fostering propagandism, &c.

In a word, the maintenance by the State of its institutions, with full liberty given to other agencies to have their own; the distribution with impartiality by the State among the latter of all the assistance in its power, with the reservation to itself of the right of inspecting and controlling their work, seems to us to be the best, the only safe and progressive system of education in a country like India.

We are confirmed in this view by other reasons to which we shall have occasion to advert in considering the second question, *viz.*, whether it be expedient that Government should withdraw to a large extent from the direct management of schools and colleges.

B.—We do not deny that the Court of Directors, in paragraph 62, above quoted, of the despatch of 1854, anticipated a time when it would be possible for Government to withdraw to a large extent from the direct management of higher education. But in our opinion that time is not yet come, nor even near.

The withdrawal by Government to any large extent would mean either that Government institutions now existing would to a large extent be simply closed or handed over to other agencies. That existing Government institutions cannot at present be simply closed to any large extent, so as to come within the meaning of the words "safely closed" of the despatch, is, we think, beyond all question. We have therefore only to consider the other alternative of handing over Government institutions to other agencies, in reference to which Government, in its Resolution of the 3rd February 1882, paragraph 8, speaks only of its willingness "to hand over any of its own colleges or schools in suitable cases to bodies of Native gentlemen, who will undertake to manage them satisfactorily as aided institutions." Considering, then, this mode of withdrawing, and having in view a withdrawal to a large extent, we ask ourselves: 1.—Will Native gentlemen be found willing to accept such a legacy? 2.—Is it to be expected that the present Government institutions will continue to prosper under such change of management?

We do not think that the first question can be answered in the affirmative. As far as we know of the dispositions of Native gentlemen, we exceedingly doubt if any, in whose hands the institutions could be more safely placed, will readily respond to the Government invitation. Such gentlemen obtain at present the same educational advantages without much trouble or expense to themselves. The elements of public spirit and independence, which alone could make them desirous of relieving Government of this trouble and expense, are certainly not as yet sufficiently developed in this country to allow us to suppose that these considerations would move them to undertake the responsibility, and we do not see what else could. We fear that the only Natives who would be likely readily to come forward to take the management of Government schools and colleges would be men not wholly disinterested, men who would associate hope of profit for themselves with the management of Government institutions, and think more of their own interest than of the progress of education.

Admitting, however, what seems to us improbable, that Government find Native gentlemen truly devoted to the cause of education, to whom it may entrust its institutions, even then another very important question remains open, *viz.*, whether the Native gentlemen are likely to succeed in carrying out the work committed to them, so as to maintain education on its previous footing, and prevent deterioration.

It is far from our mind, in saying this, to depreciate the abilities of Native gentlemen. Experience has shown that they can be very good masters, after being very excellent pupils. But if Native agency is to replace that of the State, much more than this is required; skill in management, power of organisation, long experience, a thorough acquaintance with Western knowledge and Western systems of education, are absolutely essential. Now, it is our opinion,

and we may add the common opinion of those who have had good opportunities of seeing natives at work in schools and colleges [see Appendix I], that they are comparatively deficient in these qualities. Not only do we think therefore that if Government institutions were made over to Native bodies, the educational level of these institutions would fall, but that they would do so notably, and would always be inferior to institutions under European management. If it be urged that this inferiority might be partly redeemed by the employment of able European masters, we would reply that though we might admit the partial efficacy of the remedy, we extremely doubt, first, that Native managers would resort to it,—naturally they would prefer to fill their chairs with Native men who would be satisfied with far smaller salaries than Europeans would require; and, secondly, that it will be always easy to find really able European professors to accept office under Native control.

Thus much in respect to handing over Government schools and colleges to Native management. But if, in the very probable case, as we think, of Native gentlemen being slow to accept the legacy Government proposes to offer them, the Government, contrary to its first intention, were to make over its institutions to any managers who would be willing to take charge of them, we see only the Protestant Missionary Societies who are in a position to command men and resources in sufficient quantity to accept the inheritance of Government, and we have grave reasons to fear that in such case education would become, or at least run a serious risk of becoming, a monopoly in the hands of a class; and it would then be easy to pervert the present object of Government education, and convert schools and colleges into engines of propagandism.

But this is not all. There is yet another reason for our feeling that the time for Government to withdraw to any large extent has not yet arrived, and to which, though it is one that affects Catholics personally, we hope due weight will be given.

We beg to observe, first, that Catholics, and especially Catholic Missionaries, are by no means indifferent to the progress of education in general, or to that of the children of their own persuasion in particular. Any one acquainted with the modicity of the resources at their command cannot fail to be surprised that, with such scanty means, they have founded and succeeded in maintaining so many schools, and even colleges, in which they offer a liberal education to people of all denominations. Would that this want of money were their only difficulty! but at times, when they are willing to strain their resources to the utmost for the benefit of education, they find themselves hampered by opposition which it is not always in their power to overcome. Secondly, while protesting this our earnest desire to contribute as much as lies in our power to the spread of education, we are compelled to confess that neither the means at our disposal nor the extent of country over which the Catholic population is scattered (see Appendix II) admit of our supplying with schools all the towns and villages where Catholics dwell. In all such places where no Catholic institution exists, and they are very numerous, the only schools to which Catholics can, as a rule, send their children, are Government schools. Many reasons, which may, we hope, be readily guessed without our making any express mention of them, and which we may perhaps sum up by saying that schools under Native management do not inspire Catholic parents with confidence, dissuade them from sending their children to them. Still less can they consent to send them to schools conducted by Protestant Societies, where instruction in the various Protestant creeds is given "*ex professo*," often made compulsory, and which must in all cases pervade the whole teaching. Now Catholic parents cannot allow, and we their ecclesiastical superiors cannot, and therefore will not, permit their young children to receive religious instruction which is in direct opposition to Catholic belief. We trust the Commission will appreciate the force of these motives of conscience, as Government did when it pledged itself solemnly to religious neutrality in its own institutions. So long as that religious neutrality is faithfully observed in Government schools and colleges, Catholics can consent to have their children educated in them, and as they are the only institutions to which Catholics can commit the instruction of their children in the many places in which they cannot afford to have a school of their own, it is evident that so far from advocating a withdrawal of Government to a large extent, they would hail with gratitude the establishment of Government schools in such places.

C.—If, however, it be proposed merely to suppress Government schools in localities in which a Government school has become unnecessary, owing to the wants of the population in general, and of its different sections having been fully provided for by the other institutions of the place; if, in other words, not a withdrawal at large, but a withdrawal from some schools in some special cases be meant, we have no objection to offer.

We cannot conclude this consideration without adding a few words *apropos* of certain charges brought against Government institutions.

We are told first that Government absorbs for its own schools and colleges an enormous portion of the Educational Budget. May be. But we do not think it is fair to judge of Government institutions from their expenses alone. The results obtained should be chiefly considered. Now few will, we think, be prepared to pronounce it evident at least, that, on the whole, more

satisfactory results would have been gained, had the money expended on Government schools been given to aided schools. Moreover, unless one wishes to condemn Government schools *a priori*, he cannot fail to see that such schools, having no private funds for their support, must necessarily draw a larger share of the public funds than aided schools. Such, it seems, has been the condition of Government schools in the past; but we do not see what is to prevent them from identifying themselves more with aided schools in this respect in the future, either by increasing their fees, and so making their schools more self-supporting, or by gradually introducing a system of foundations. Surely none have greater facilities for collecting funds of this kind than Government. An appeal to the generosity of wealthy Natives, whose interest in the maintenance of Government schools cannot be denied, would, if suitably urged, probably suffice. The fact that some Government institutions have become self-supporting, shows what may be done in this direction.

Nor are we more impressed with the justice of the other reproach cast by some at Government institutions, *viz.*, that they are educating the rising generation to be unbelievers. We think that aided institutions especially should be careful how they utter such a charge, lest it should be retorted on them. We are afraid that compulsory instruction in the Bible, for instance, the truth of which Hindu and Muhammadan pupils cannot but question, while it forces them to dispute or reject what they have been taught in point of religion, is as likely to foster unbelief as religious neutrality. Not to insist longer on this point, let Government, we would say, but commit the instruction of the youth who attend its institutions to good men—and none but good men should be selected for such high and important work—and Government pupils will prove inferior to none in point of morality. Good masters, without giving their pupils any formal instruction in the tenets of this or that sect, without allotting any fixed hours to the teaching of religion, will find occasions of reminding their pupils of Almighty God's existence and essential attributes, of man's dependence on Him and accountability to Him, and similar fundamental principles of morality, which pupils will not question, and which all Government masters can proclaim without any breach of that religious neutrality to which Government has pledged itself. We are far from wishing to be understood as approving of religious neutrality in the abstract: but, given the existing circumstances of this country, and the necessity for Government schools, we deem religious neutrality an unavoidable necessity in Government institutions. At the same time, while we think that the fundamental principles of religion and morality may well be inculcated, *occasione data* by Government masters in Government schools, we think also that all notorious atheistic or materialistic, &c., teaching, that calls in question the most essential principles of morality, as the spirituality and immortality of man's soul, and which, there is reason to fear, has now and then crept in, should be excluded from Government institutions. It would be as much a breach of religious neutrality to tolerate such teaching, as it would be to admit the teaching of any religious sect.

II. We beg now to submit a few suggestions on some other points noticed in the "Outline" which seem to call for remark.

A.—Section B, No. 9; "Arrangements for the training of masters."—It is not to be denied that, as a rule, efficiency in masters and mistresses presupposes anterior training. We fully concur therefore in the opinion that normal schools are necessary, and we have made up our minds, counting upon the assistance of Government, to incur the expenditure to provide our schools with a sufficient number of these nurseries. There are, however, in our opinion, some persons for whom a course of normal school training would be a needless waste of time. Old and practised teachers, whom long experience, united to native ability, qualifies for teaching much better than any normal school course in the absence of aptitude for teaching, cannot be reasonably expected to go through a course of training, nor ought they on that account to be placed at a disadvantage in respect of grants.

Again, just as no previous training can secure efficiency in teaching to one who has not to a certain extent the gift of teaching inborn, so, on the other hand, are instances to be found, nor are they so rare as some might suppose, of young persons who possess a natural gift of imparting instruction, and who, with a little direction, prove excellent masters or mistresses. It is hard, therefore, in our opinion, and injurious in some respects to the interests of education, to impose the same unbending rule on all alike. We think that in cases of masters such as we have mentioned, the certificate of their manager, sanctioned by their inspector, who might and should test their abilities, ought to suffice to entitle them to the same privileges as holders of normal certificates are entitled to.

Whilst advocating the institution of aided normal schools, we would observe that it would contribute greatly to secure the requisite uniformity for the training of teachers, and facilitate the attainment of the object for which normal schools are instituted, if a sort of *Ratio docendi* or standard manual were drawn up and published under the direction of Government for the use of head masters in such institutions. We venture also to express our confident hope that Government will adopt due measures to secure to the managers of schools for a given period, which

should not, in our opinion, be less than eight or ten years, the services of the masters they have trained. It would be well, at the same time, if some scheme could be considered and given effect to, by which the profession of schoolmaster would be more sought after, and valued by the natives of India. At present it is too often taken up by passed candidates, not as a profession, but as a kind of a stop-gap, till an opening in the Government service presents itself.

B.—With reference to grants-in-aid mentioned under Section H, we would remark that, while there is no essential objection to either system, whether salary or result, viewed in itself, we think it well to make some observations on both. The latter is by its very nature well calculated to excite the zeal of masters and the industry of pupils, and well adapted to the character of primary and middle schools. It is true that perfect impartiality on the part of the inspector and special attention to test by a careful examination the efficiency not only of the school, but also of each class, and even of each pupil, are two conditions indispensable for the well-working of this system of remuneration; but it affords us pleasure to say that these conditions are generally fulfilled to our satisfaction. There is, however, one point which we ought to mention, *viz.*, the difficulty which managers of schools too often meet with when seeking to have their schools placed on the result system. We think that all applications should meet with a more ready response, and that when a thorough inspection of the buildings and all accessories has left no doubt about the efficiency of the school, be more easily complied with. On the other hand, the efficiency of the school once ascertained, not only the grant should be allotted, but its amount be such as to afford the necessary assistance to schools: some grants fall short of this.

As regards the salary grant, we think that new regulations ought to be framed, or at least the present regulations be modified, with a view to correct the inconsistency and arbitrariness which at present seem to characterise it in this Presidency. We see, for example, some schools receiving a grant which covers nearly one-half of their total expenditure, while others are receiving less than one-sixth. In the grant-in-aid code it is explicitly laid down that a certain grant will be given on certain definite conditions expressed in the code, which seems to mean clearly that, provided the conditions be satisfied, the grant will follow. But the fact is not so, at least for some colleges where a grant is limited to a *maximum*—in reality it is a very *minimum*—which they are not allowed to exceed. Instances also might be added of grants refused on vain, as it seems to us, or insufficient pretexts. Is not all this both inconsistent and arbitrary? Nor can we abstain from criticising some of the conditions upon which the allotment of salary-grants depends, inasmuch as in some cases they preclude merit from meeting its due reward. In vain, *e.g.*, does real learning, the fruit of hard study, and long experience, or devotedness for years to the hard task of teaching, together with uncommon abilities for the discharge of that duty, recommend a European master to the liberality of Government, unless in accordance with the requirements of the code he has a University degree or a normal certificate ready to back him. Now no old European master, who had not these qualifications already, could be expected to provide them; and in his case, as it seems to us, these qualifications should be no more necessary to him than a certificate of valour for an old soldier who bears on his brow the scars of honourable wounds received in his country's service. We deem a thorough revision of that portion of our grant-in-aid code, and the introduction of simpler and more equitable conditions, altogether necessary.

C.—If by scholarships, in Section B, No. 12, are meant Government scholarships, we must confess that, in this Presidency, they are so few in number, and of these so many are restricted either to some locality or particular branch of study, as to be of little service to the general progress of education. As regards Catholic youths in particular, who form a comparatively small section of the community, their chances of gaining any of these prizes are of course very small. As a proof of this we may instance the result of the last University examinations where the two first candidates on the F.A. list, and the first candidate on the matriculation list, the last a Catholic, were disqualified by some restriction from obtaining the scholarships that would otherwise have fallen to their lot.

Were it not for the boarding-schools which have been established for Catholics in which a certain number of children are received and educated at a charge to their parents which, on an average, is a trifle over the ordinary school-fees, many of the most hopeful of our children would in most cases be deprived of all hope of prosecuting their studies up to the University examinations. The children thus received are, as a rule, born of very indigent parents, in small villages, where often only elementary schools are to be found. They are selected for their good conduct and abilities, and their continuance in the boarding-school is made dependent on a continuance of their good conduct and industry. By this means, a good number of such pupils have gone through a complete course of study, and some have obtained the highest University honours, Catholic institutions of this kind, in our Presidency, are to be found at Madras, Vizagapatam, Cuddalore, Negapatam, &c. But this entails on our missions an expense which for every 100 pupils amounts to about Rs. 480 per month over and above what they pay. The Catholic College of Negapatam educates about 200 such pupils.

In this way we have endeavoured to make up for the disadvantage at which Catholic children are placed as regards the attainment of scholarships; and we think it the more necessary to draw attention to this point, as we regret to say that the sacrifices and efforts of Catholic missionaries to afford these educational facilities to pupils who would otherwise be debarred from prosecuting their studies, have hitherto been almost unnoticed by Government. The Outline itself makes no mention of boarding-schools. We think, however, their object deserves to be viewed favourably, and that Government should inform itself of the expenditure incurred for their maintenance, and take them into consideration in distributing their grants. If they provide, as they do, advantages to Native Catholics which a hundred scholarships could hardly suffice to provide, it is but just that Government should not merely encourage them, but afford them some material assistance. We say this with the greater confidence, as it is not to be lost sight of, that though our boarding-schools are chiefly, but not always, for Catholic children only, they are always annexed to buildings, and indeed are often the same buildings which are open in school-hours to scholars of every creed, showing that Catholics act on no exclusive principle, but are happy to work for the diffusion of instruction among all classes and sections of the population. In addition to Catholic boarding-schools may be mentioned Catholic orphanages, whose number is much more considerable, in which boys and girls destitute of parents are entertained at the cost of Catholic missions, and not only trained in arts and professions which will enable them in time to earn their daily bread, but often also receive, in a school annexed to the orphanage, the instruction in reading, writing, and counting which is given in primary schools.

D.—A few words only concerning Nos. 10 & 11 in Section B. Our schools are generally very far from being self-supporting. Great expenses have been incurred for their establishment; new expenses have to be added yearly, often to the amount of several thousands of rupees for their maintenance, nor do the grants we receive, and for which we are very thankful, help to defray more than a very small portion of the expenses.

The extreme poverty of the places where our schools are, or of the parents who send their children to them, generally compels us to be satisfied with the lowest possible fees, and not seldom, especially in the case of girls' schools, to dispense with them entirely. On this point we think great latitude should, for the present, be left to managers. There are places in which the exacting of any fees, however small, would at once empty the school. Nor is dispensing with fees always a successful means to attract to school children whose parents are accustomed to make use of them in their daily labours as soon as they are of a school-going age.

E.—In reference to No. 4 of Section B, we think that one of the best means of making primary or elementary instruction popular in the places where till now it has been the reverse, would be to lower the standard of instruction, and at the same time to introduce subjects of practical utility, which may attract those who at present are otherwise unable to appreciate the value of instruction. For instance, the sons of the poor peasantry and their parents see little or no value in instruction in history and geography, but would appreciate it in reading, writing and arithmetic, provided the latter be taught according to the Native method—the only method indeed of practical use to them. The following passage in a recent periodical on educational systems seems to us so much to the point that we venture to quote it: "Men will not be at pains to acquire knowledge which they cannot put to use, and knowledge which men will not acquire, it is useless to offer them." The school-hours, moreover, in the circumstances above adverted to, might be shorter and so arranged as not to interfere with the children being able to assist their parents in their daily avocations, which is, at present, one great obstacle to their sending them to school.

F.—As regards text-books, Section F. If we may be allowed to offer an opinion on the text-books which are appointed by our University, or by the Government for public examinations, we would strongly recommend the exclusion of books, or parts of books, which are either directly offensive to morality, or contain such matters as a master cannot decently explain to children and young persons, as, for example, amatory pieces. We would hope also to see excluded such books as cannot fail to be distasteful to any particular section of the scholastic community.

In regard to the last point, we would only ask that Government, or our Syndicate, should show to Catholics the same deference which they show towards Muhammadans in general; and as they would never prescribe as a text-book a work in which either Islamism or Brahminism are attacked and ridiculed, let them also spare Catholic youths the distasteful task of reading books written in a very anti-Catholic spirit, such as "The Rise of the Dutch Republic" appointed by the Syndicate of Madras for the F.A. examination, 1882. The field of English literature, both prose and poetry, is so extensive and teeming with such variety that only a little attention is needed—for we do not mean to question the intention—to make such a selection as will be agreeable to all.

No less care is, in our opinion, necessary in the selection of text-books for primary and middle schools. Let it be borne in mind that such books are not read once, but again and again, are most carefully explained by the master, and large portions of them committed to memory. There should not be a single word in them the full meaning of which a master would have the least scruple to explain. They should contain nothing which savours of the tenets or the spirit of a particular sect. Text-books should be such as to afford pleasure to their young readers, and at the same time impart to them useful instruction, acquaint them with their duties, and inspire them with the love of virtue. Books possessed of all these qualities will not be found easily in our vernaculars. It might be well to leave the choice to the heads of institutions themselves, but as there might be an objection to this, we would at least urge that they should be consulted on the subject before the books are finally decided upon.

G.—Female Education. We are prepared to second the efforts of Government to spread female education. Catholic girls' schools are increasing every year. We hope to provide them with mistresses trained in our normal schools, and entirely devoted to the instruction of young girls. But there is another point in connection with this subject that demands our notice. It seems to us, considering the present state of profound ignorance of native women in general, that female education should be very gradually attempted, that it would not be wise to impart to native girls an education such, for example, as is given to European girls in a corresponding station of life. We would propose, then, a very elementary education for native girls, instruction of a kind only as will be useful to them in after-life as mothers of families. Great care should be taken, while forming their minds, to guard them from anything that may in the slightest degree sully their purity of feeling, such as may easily happen, for example, from reading of prose or verse which is not carefully expurgated of all language having an immoral or licentious tendency. Special vernacular books will therefore have to be composed, having this particular end in view, for use in girls' schools. As to mixed schools of boys and girls, setting aside the difficulties of custom and prejudice, which would be seen to encounter the introduction of such a measure in parts of this country, we must say that we are ourselves no advocates of this system, and are far more impressed by the inconveniences than attracted by the advantages which attend the mixture of boys and girls in the same school.

H.—Referring to Section K. We would express a hope that the establishment of ragged or poor schools may receive the attention of our municipalities in places where they do not at present exist, and that special care be taken to observe in them the spirit of religious neutrality provided for in Government schools.

I.—A word about Section D, No. 11, before concluding. It is a common complaint, and, as we believe, not unfounded, that the number of malcontents grows with the increase of matriculates and graduates; nor do we see how Government can, without discouraging higher education, prevent that growth. We think, however, that nothing is more calculated to foster it than attracting country youths to the large towns for study. For there they find themselves left very much to their own devices to spend their leisure moments, and often without any parent or guardian to guide and control them with advice. Experience shows that in such circumstances their native simplicity soon gives place to pretensions above their deserts. For this reason, as well as because we think that public morality cannot fail to suffer from such agglomerations, in fairness also to collegiate institutions in the mofussil, which are thereby deprived of many good pupils, we are unable to concur in the opinion of those who think that young men are to be attracted to large centres to complete their collegiate career. This subject recalls also a remark and suggestion we have made elsewhere. As discontent generally arises from the difficulty of finding suitable employment, we think it would help towards calming it to devise some scheme which would make the profession of a teacher more valued by the Natives of India, and this we think would be sufficiently effected if, for example, Government were to hold out some premium to men who had devoted a notable portion of their life to teaching. If successful, the scheme would find occupation for a large number of educated men in primary and middle schools.

APPENDIX I.

When it became known that the Government of India was about to nominate a Commission to enquire into the working of the Indian educational system with special reference to the despatch of 1854, the "General Council on Education in India" sent a schedule of queries to a number of the agents of all the Missionary Societies in India, men of long and intimate experience in educational work in various parts of India, with a request to be favoured with replies thereto. The seventh of these queries was as follows:

VII.—To what extent do you consider natives of India competent and suited for employment in the educational department?

* * * * *

To this the following replies were obtained, and published in a pamphlet form for private circu-

lation, entitled, "Answers to Queries on the working of the Education Despatch of 1854 sent out by the General Council on Education in India."

The answers were as follow:—

By the Madras Executive Missionary Education Committee composed of—

The REV. W. MILLER, M.A., *Principal, Christian College.*

The REV. EDWARD SELL, M.A., *Secretary, Church Missionary Society.*

J. MURDOCK, Esq., LL.D., *Superintendent, C. V. E. Society.*

REV. JAMES COOLING, *Wesleyan Missionary Society.*

D. SINCLAIR, Esq., M.A., *Professor, Church of Scotland Institution.*

J. COOK, Esq., M.A., *Principal, Doveton College,*

REV. W. STEVENSON, M.A., *Superintendent, Free Church Institution.*

Natives of India are very largely employed in the Educational Department, even in some of the highest offices—the whole staff of Combaconum College is Native—but for the best educational results there must always be a considerable number of Europeans engaged in colleges and superintending schools.

MADRAS, 28th September 1881.

By the Rev. J. H. WALTON, Bangalore.

Hindus make good teachers when trained and carefully superintended. They might also be trained for inspectors. But at present they are utterly unsuited for the principals of high schools and for directors of instruction.

24th October 1881.

By the Rev. F. N. ALEXANDER, Ellore.

I think the better educated Natives that I have seen either as inspectors or teachers are quite competent for such employ.

By the Rev. MAURICE PHILLIPS, Salem.

They are competent to teach up to the B.A., if not higher. Some Natives have distinguished themselves as principals of colleges. I think they can be employed more extensively as head masters of schools and principals of provincial colleges, and thus save much expense to Government.

16th September 1881.

By the Rev. J. DUTHIE, Nagercoil.

Many of them undoubtedly well able to teach in schools and colleges. But in colleges and high schools the language, natural science, and philosophy professors ought to be from Britain.

29th September 1881.

By the Rev. GEO. SHIRT, Hyderabad, Sindh.

I think them capable of teaching all subjects, English included; but they are lacking in power to stamp character upon their pupils.

By the Rev. J. G. HAWKER, Belgaum, supplemented by the Rev. J. SMITH, Manager of L. M. S. School.

Hindus are good crammers; they teach well, carefully appointed lessons, but generally want a leader. Except in exceptional cases, every high school has a European superintendent, otherwise the work of the school will be mere cramming, not education.

By Mr. W. F. MELVIN, Bombay.

They make very fair assistant teachers, but only in exceptional cases should they be made heads of high schools, otherwise English will be but poorly taught, and in grant-in-aid schools the temptation to sharp practice will be almost too great for them.

20th October 1881.

By JAMES SOMMERVILLE, L.R.C.P. Ed., and L.F.P.S. Ed., Rajputana.

They should, I think, be employed in all subordinate posts, and in all cases where the vernaculars are the medium of instruction. Besides making efficient teachers in these, they make also good district inspectors, while they may be entrusted with the teaching of natural science; moral philosophy and allied subjects should be entrusted to Europeans only at present. Europeans only should be employed in the higher departments of English tuition, and where much organisation or large responsibility is involved.

By the Rev. WM. HARPER, Sealkote.

With the exception of the moral philosophy and highest English classics in *colleges*, I consider the Natives of India competent and suited for all the active teaching appointments in *all* educational institutions. What they are deficient in is organisation and perseverance. They need the general experience of European inspectors and managers. Few of them are fitted to act as permanent inspectors and managers. They are fitted to carry out the work of sub-inspectors. Native teachers and sub-inspectors are usually far too highly paid. They are paid far in excess of their needs and mode of life. Comparatively, teachers in Scotland are starved and overworked. I do not mean to say that native servants in the Educational Department are paid more highly than in other departments, in all of which native salaries are absurdly high.

By the Rev. JOHN W. YOUNGSON, Gujarat, Punjab.

Thoroughly competent to teach certain subjects, *e.g.*, mathematics, especially if the amount of their salaries depend on the number of boys they pass.

15th October 1881.

By Rev. B. DAVIS, Benares.

There is no doubt that under suitable guidance the natives of India are well fitted for the work of secular education; many of them work hard and intelligently in teaching their classes.

10th September 1881.

By the Rev. W. C. FYFE, Calcutta.

I know many men, Christian and non-Christian, in Bengal, the North-West Provinces and the Punjab, whom I consider are well qualified for employment in the Educational Department. Some of these Christian men would grace the highest offices in the Department.

By the Rev. KEDAR NATH DE, Ordained Missionary and Head of the Free Church Educational Institution, Chinsurah, Bengal.

Some are already creditably filling up high and responsible posts in the Educational Department, such as professors and lecturers in Government colleges, inspectors and joint inspectors of schools, &c. One is acting as the first-grade inspector of schools, and I believe he can, with credit fill up even the highest post in the Educational Department.

31st October 1881.

By the Rev. J. D. BHATTACHARYA, Senior Ordained Native Missionary of the Free Church, Bengal (selected by LORD NORTHBROOK to be sent to England to give evidence before a Parliamentary Commission on the state of the people of Bengal).

Many of the natives are quite competent to hold high posts in the Education Department as professors and teachers. There is no branch of education in which a Native cannot distinguish himself as professor or teacher as efficiently as a European, except in the classics.

The four papers which follow are of special interest, and with one exception of great value, as coming from a class of men from whom we should not presume to solicit answers to our unofficial enquiries, and whose personal interests and prepossessions would naturally be on the side of the order of things by which they have risen, and through which they might rise higher. We give them with much satisfaction as samples of not a few in their position, only wishing that more had reached us, while grateful that even these have spoken so freely out. Nothing but deep conviction and a generous impulse could have led three of these gentlemen to rise so far above official reserve and the influences of their order, and speak out as they have done. As for the other, who has favoured us with the routine view with which official reports are filled, we let him speak for himself as an average example of his class.

No. I.

The following Answers to Queries on page 1 are by one who has filled the highest offices in the Government Education Department, whose name, if we felt at liberty to give it, would command the confidence of all who know his services to the cause of education in all its branches. The original document, with his signature, will, however, be transmitted to the Viceroy in confidence.

To Question VII

In the Educational as in the other Departments, natives are well suited for employment in all branches in which their course is definitely laid down. They are good mathematical teachers,

and from text-books can teach anything, provided they are under strict supervision or are driven to exertion by the *angusta res domi*. When not carefully watched they become lazy and corrupt, especially if they do not belong to the higher classes, which have to preserve their traditional honour. They will never insist on the execution of rules if placed in independent positions, for the best among them cannot resist appeals for mercy from their own co-religionists or caste-fellows especially, whilst the average merely look on a rule as a means to obtain money or influence by its evasion. A maulvi or pundit is generally restrained by religious feeling, a chief by his pride, a native of the new school only by his interests, which therefore renders supervision indispensable. Personal gratitude cannot exist as a rule in the last-named class, as it considers the education or other benefits conferred to be the merest sop for being deprived of the power of ruling the country, which it looks upon as its birth-right, because Native of India, as well as its moral right, because educated. There are not many among the "educated" Natives that would not lie, forge, perjure themselves, and betray their trust, or entrap others into difficulties. Their genius for intrigue, always proverbial, has been sharpened by the modern weapons of education. At the same time there is a growing sense of patriotism among them beyond the traditional trammels of caste or religion. This is engendered by the common sense of disappointment and disaffection, which induces them to stand by one another even if recourse should be had to the most fraudulent means. I have had hundreds of Natives under me in various capacities, as pupils, clerks, teachers, &c., and for 17 years I have considered it to be my duty—and still consider it to be such—to help them both individually and as a nation, in every way in my power, but I have rarely found one, unless he belonged to a high family or was a member of the priestly classes, who did not return evil for good if he had an opportunity. The uneducated Natives, however, are often gentlemen born; the peasantry in some parts of the Punjab are patterns of manliness; even the domestics who belong to good castes may be implicitly trusted, but the Native who has *only* received an English education has no moral moorings whatever. Of course there are brilliant exceptions, and it is possible that the second or third generation of English-speaking Natives may become more or less successful imitations of English probity and truthfulness. Whilst their number, however, must ever remain, comparatively speaking, small, the remaining Native society will have been shaken to its foundation, and will have become an easy prey to unscrupulous agitators, who are supposed to possess the key to the secrets of Government owing to their knowledge of English. Far better would it be to develop all that is good in indigenous thought and nature, and to combine with it whatever may be suitable in our own civilisation.

No. III.

Everywhere in *schools*. There should be, however, a European head master in high schools where English is taught. In *colleges* it is better to have honours men if possible, if it is an object to obtain the best results. Native graduates, however, make capital lecturers. For teaching Oriental classics only Natives are suited.

APPENDIX II.

The following statistics are extracted from a table at p. 185 of the Madras Catholic Directory for 1882, and show approximate results of the educational efforts of Catholic missions scattered over the wide territories embraced by the entire Madras Presidency, and including Travancore and Cochin on the south, Mysore in the centre, and Nagpur and Hyderabad territories to the north. The smallest vicariate of all, in point of territory, is far ahead of the other vicariates as to the number of its schools, which amount to 606, or considerably more than half of the entire number of schools throughout the 10 vicariates enumerated: of these, 600 are vernacular schools, and "six English schools (p. 184) under local Government supervision, attended by more than 600 pupils." These six schools do not appear at p. 185 of the Directory, but they have been added to complete the information at our command.

Vicariate Apostollo of	Catholic Population.	Children calculated at 7 per cent.	Catholic schools.	Children of all denominations attending.
Madras	52,060	3,644	51	3,615
Hyderabad	10,300	721	16	500
Vizagapatam	13,000*	910	36	2,704
Pondicherry	184,362	12,906	58	4,550
Mysore	26,800	1,876	39	1,674
Coimbatore	24,027	1,681	37	1,275
Madura	183,487	12,844	135	4,650
Quilon	87,710	6,139	78	2,954
Veerapoly	294,600	20,622	606	9,875
Mangalore	77,420	5,412	46	2,650
TOTAL	953,766	66,765	1,102	34,447

Now, if we omit the statistics of the vicariate of Veerapoly, the narrow limits of which place it in a peculiar position, a truer approximation of the actual state of educational opportunities for our Catholic people will be found, and it will be seen,—allowing that two-thirds of the children attending school are Catholics, which is about the average,—that the average of Catholic pupils in each school is about 83, while the proportion of schools to the children of a school-going age, computed at 7 per cent. of the entire Catholic population, is one school to every 93·2 children. In other words, so scattered are our people that we are unable with all our efforts to provide schools for nearly two-thirds of our children. Unless there are Government schools, therefore, which these can attend, they must go without any instruction whatever.

(IV.)—REPLIES TO CIRCULAR ON THE RESULTS OF EDUCATION IN PREPARING FOR THE ORDINARY DUTIES OF LIFE.

MEMORANDUM.

In connection with Section D, Subdivision 11, of the "Outline of the Reports of Provincial Committees,"—that is, *the effect of collegiate education on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent employes*,—the Madras Provincial Committee issued the following circular:—

During the sitting of the Education Commission here, it was suggested that some benefit might result from consulting a few of the gentlemen who have in their employment considerable numbers of the young men who go out from the various colleges and schools. The suggestion was cordially welcomed. I have the honour accordingly to request that you would be good enough to furnish the Commission with a short statement of the views that experience has led you to form concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency.

The Commission intentionally abstains from putting any definite questions to you. It believes that your most valuable suggestions as to deficiencies in the present scheme of education, or possible improvements on it, will be those that occur most readily and naturally to your own mind. Anything you may deem it appropriate to say regarding the fitness or unfitness, intellectually, morally, or in any way, of educated natives for the duties devolving on them in the office or offices under your care, will be welcomed by the Commission and will receive their careful consideration.

This was addressed to—

- (1) The Accountant General, Madras.
- (2) The Agent and Manager, Madras Railway.
- (3) The Agent and Manager, South Indian Railway.
- (4) The Bank of Madras (Secretary).
- (5) The Board of Revenue (Secretary).
- (6) The Chamber of Commerce (Secretary).
- (7) The Commissary General, Madras.
- (8) P. P. Hutchins, Esq., M.C.S., Civil and Sessions Judge, Madura.
- (9) The Post-Master General, Madras.
- (10) The President of the Madras Municipality.
- (11) J. Lee-Warner, Esq., M.C.S., Collector and Magistrate, Nellore.

Replies have been received from all but Nos. 2, 5, and 9, as follow:—

From H. CLOSTON, Esq., Accountant General, Madras, to the Secretary to the Madras Sessions of the Educational Commission,—dated 15th November 1882.

In acknowledging the receipt of your letter of the 31st October, requesting me to furnish the Education Commission with a short statement of the views that experience has led me to form concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency, I have the honour to state that I have in my office a considerable number of clerks who have taken degrees or who have matriculated at the University, and I find that, as far as official duties are concerned, these men are markedly superior to the great majority of men in this office who have not obtained this higher education. Their superiority is evident not only at the commencement of service, when the matriculate or B.A. or M.A. is fresh from his duties, but is maintained and increased as time goes on, and is conspicuous in every branch of work. As regards the moral qualities of

those educated in our higher schools and colleges, I have not the intimate acquaintance with their private lives which would enable me to give any other than a general opinion; but in all spheres of duty in which I have come in contact with them, I have found the generality to be honourable men actuated by a high sense of duty. That the higher education has influenced their moral characters for the worse, is a supposition which, if it exists at all, I, from my limited experience, certainly hold to be groundless.

From WILLIAMS BETTS, Esq., Agent, South Indian Railway, to the Secretary to the Madras Sessions of the Educational Commission,—dated 22nd November 1882.

In the Locomotive and Carriage Department the bulk of the employés are mechanics and artisans and labourers employed to assist skilled workmen.

In this Department, therefore, one scarcely finds any product whatever of the present system of education. Concerning his staff the Locomotive Superintendent thus reports:—

“As far as I am able to observe, education given in this Presidency hardly touches the artizan class, with whom I have most largely to do.

“It is a matter of great difficulty, if not of impossibility, to get natives who have any knowledge of English worth speaking of to train for mechanics. They seem to prefer earning Rs. 10 a month as clerks, when they have sufficient education to fit them for it, to earning twice, or even four times, that sum as engine-drivers or fitters.

“We have now thirteen native apprentices, who can all speak and write English a little; but these are chiefly lads who, from want of funds or want of ability, have been unable to train for clerks or Government servants.

“We have generally two probationers in our office who, rather than earn a good livelihood at a trade, prefer to wait an indefinite length of time for the chance of earning a pittance as clerks.

“Only one of our native drivers, of whom we have 26, can read and write English; none of the rest can write at all, and very few can speak it well.”

Owing to absence from his head-quarters, the Chief Engineer, who is travelling on the line, has not yet been able to send me a memorandum of his views. I think it better, however, not to detain longer my reply to your circular letter.

In continuation of my letter No. 9952-1324, dated the 22nd instant, I have to inform you that this Company's Chief Engineer reports as follows:—

“Since coming to this part of India, now more than 24 years ago, it has often occurred to me that one great deficiency in the system of general education is the absence of the study of physics from the course prescribed.

“The native character is, according to our view, wanting in practicalness and thoroughness, in habits of exactitude of statement and directness in action. As there is no effect without a cause, and reasoning from analogies in other parts of the world, it may safely be concluded that this state of affairs has come about from causes which conduce to it.

“Prior to the British occupation, centuries of oppression and misrule made deceit and intrigue the weapons of offence and defence, and impoverished the land. In an impoverished land the extreme primitiveness and simplicity of the national life in respect of its material wants allowed little or no scope for the sciences or the arts and manufactures in the general education of the people. Nothing remained for the national mind, but in the higher or privileged classes introspection and speculation, in the toiling millions superstition and the extravagancies and exaggerations of the Hindu legends and mythologies.

“In the West we have seen, allowing for difference of race and climate, a similar state of matters yield in due time to a treatment which would doubtless have similar results here: a firm and settled government and the study and rapid progress of a knowledge of the natural laws by which we are governed.

“We have now firm and settled government in India—Western knowledge is advancing; the country is being traversed by railways—mills and factories and other industrial establishments are being multiplied and fostered by Government, and the opportunity seems to have arrived when the introduction of the study of the natural sciences may be vastly extended, so as to enter into general education.

“I feel convinced that this study would prove a powerful agent in training the people to habits of observation and exactitude, and consequently of more practical-mindedness. Let boys at school and colleges, for instance, be taught the elements of botany, or of natural history, or of geology, physiology, physiography, the principles of agriculture, sanitation, and cognate subjects. With practical applications suitable to the localities in which the students live, the localities themselves would afford the specimens, the laboratories, the plant, so to speak, requisite for such elementary studies.

“I am aware that a great deal has to be done before much can be achieved in this direction,—teachers must be taught and trained to impart this knowledge, and the public mind must be awakened to an appreciation of its value; but this is only what had, and has still, to be encountered in much more civilised countries, and is all the greater reason for strenuous efforts being at once made to achieve the ends in view.

“I know that there is nothing new or original in the foregoing few remarks, and I merely offer them in the hope that they may add to the like testimony of others more qualified to enlarge on the subject.”

From—D. A. G. CROMBIE, Esq., Secy. and Treasurer, Bank of Madras, to the Secretary to the Madras Sessions of the Educational Commission,—No. 1246, dated 20th November 1882.

Briefly, the young men who join us are all more or less deficient in simple *arithmetic*. Very few of them are called upon to compose letters, but from what we have seen they are all deficient

in *English composition*. The principal work that is expected of them at first is copying, and with regard to *writing* there is no great fault to be found. In fact, when a vacancy occurs in this office, we have a large number of applications, and the specimens of penmanship are sometimes excellent.

The behaviour of the young Natives and East Indians in this office is very good, and they are regular in attendance. They are, however, as a rule, extremely impecunious, and this is greatly owing to their inattention to the commonest principles of economy, and to the marriage laws and family charities which hamper many natives with debt from their earliest start in life.

From—C. SIMPSON, Esq., Chairman, Chamber of Commerce, Madras, to the Honorary Secretary, Education Commission, Madras Provincial Committee, Calcutta,—dated 21st December 1882.

Your letter of the 31st October has been laid before the members of this Chamber, and I have now the pleasure to communicate to you, for the information of the Education Commission, a summary of the opinions expressed by various banks and mercantile houses "concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency."

Messrs. Arbuthnot and Co.'s report may be thus summarised :

"An educated Native thinks mercantile work, or rather the salary which his qualifications would deserve, beneath him. We want men who have a decent knowledge of arithmetic, can write a good hand, and can compose a simple letter in intelligible English. Very few of the candidates for employment come up to this standard. One of our smartest Native clerks was educated at the normal school and passed the uncovenanted civil service examination. One very useful man was plucked for his F.A. We have several Native clerks who were educated at Pat-cheappah's School, and they are the best "all round" men we have. We have no "graduates" in our employ. The chief want for our work is a sound schooling in Anglo-vernacular schools, with special attention paid to arithmetic, good handwriting, and English composition." Finally, it is suggested as worth consideration by the Education Commission whether a commercial test examination might not be instituted with advantage, requiring candidates to qualify thoroughly in arithmetic, handwriting and English composition, and allowing short-hand writing and French or German as extra subjects. It is thought that not much useful acquaintance with book-keeping could be attained apart from practical work."

Messrs. Binny and Co. report that they experience difficulty in obtaining young clerks who can write a good legible hand or compose a plain English letter.

The Agent of the Chartered Mercantile Bank makes the same complaint as Messrs. Binny and Co., and adds that he has difficulty in finding men who can make a simple arithmetical calculation.

Messrs. Dymes and Co. confirm the opinion of Messrs. Binny and Co., and add: "Educated Natives will not begin at the bottom of the office, and they are quite useless in any other position."

Messrs. T. A. Taylor and Co. express an opinion that Natives only apply for employment in mercantile offices after all chance of getting Government employment has failed. They prefer to go as volunteers in Government offices to accepting a small salary at once in a mercantile office, and for the reason that in the Government service they may look forward to a pension.

The Agent of the Oriental Bank prefers Natives to East Indians for general office work, but considers that the native clerks "have still much to learn to fit them for their duties."

Messrs. H. M. A. Badsha Sahib and Co. report that educated Natives do not like employment in mercantile offices, chiefly because such a wide field is open to them in the Government service for the display of their abilities, and because they think the prospects of that service brighter. It is only those men who have not had the benefit of a good education, and do not possess the necessary qualifications for serving under Government, look elsewhere for employment. It is among such men are found those who are unable to write a legible hand, to make an arithmetical calculation, or compose a simple letter in intelligible English. All this is attributable to the deficient education they have received at the schools and colleges where they have been taught, and where, in the generality of cases, the pupils are taught with very little regard to their future practical usefulness. Some subjects which are of the most practical importance, and which are at present excluded from the generality of schools in this country, might be introduced with very great advantage both to the pupils themselves and to the interests of the public and private offices where they may be employed afterwards.

The result of the Chamber's enquiries on the subject-matter of your letter has, as you will observe, been to show that few, if any, of the highly educated Natives seek for employment in

banks or mercantile offices, while those who do find employment in such offices receive no special school preparation for their work.

From COLONEL E. A. MOORE, Officiating Commissary General, Madras, to the Secretary to the Madras Sessions of the Education Commission,—No. 6851, dated 8th November 1882.

In reply to your letter dated 3rd November 1882, I beg to state that the young men who present themselves at this office to be entertained as clerks, having passed the uncovenanted civil service examination or the matriculation examination, and handwriting test, are often found, on undergoing the departmental examination, to write bad hands and to be bad accountants.

It frequently happens that men who have not passed are much better qualified for appointment in both these particulars.

I may add that the departmental examination is an exceedingly simple one. The candidates are required to write out a long passage from a printed page, containing about 780 words; and to calculate a victualling bill containing eight simple sums of this kind—

8,673 lbs. of beef. @ 11 $\frac{3}{8}$ lbs. per rupee.

This simple examination half the passed candidates examined fail to pass.

From P. P. HUTCHINS, Esq., Madras, to the Secretary to the Madras Sessions of the Education Commission,—dated the 15th November 1882.

I can say nothing but good of the results of the present system of education, as exemplified in the young men to whom I have been able to give employment. Perhaps this may be partly due to my being very careful, and even slow, about the original selection of candidates; but those whom I have selected I have almost invariably found exceedingly useful, and most of them seem to have acquired a certain amount of self-respect which has, I believe, kept them straight and honest. That it would have this effect if they were not properly looked after and promptly called to account for anything suspicious, is more than I would venture to say; but I believe there is a far higher moral tone than formerly both in the superior and in the subordinate ranks of the public service. I attribute it in a great measure to education, but even more to the better pay which is now given and the many lucrative appointments to which any man may now look forward.

I think I may say the same of the vakils; but here, again, I have been very cautious, until the new Legal Practitioners Act and the rules made under it swamped my Court with men of whom I know nothing and, I am almost tempted to say, care less; but the fact is that I was preparing to leave this Court when the Act first came into force, so it is not likely I should feel much personal interest in the new comers.

I have, of course, come across a few graduates "puffed up with their own conceits," and a few more to whom no education could have imparted virtue; but that was, I think, the fault of the men, and not of the system. I should be glad to point out deficiencies in the system as exhibited in its products if I could, but I can only think of one, and that is the poor way in which the vernaculars seem to be taught. My translators render Tamil into English far better than English into Tamil, and colloquially they are often at fault with the rustic population.

From A. T. ARUNDEL, Esq., President, Municipal Commission, Madras, to the Secretary to the Madras Sessions of the Educational Commission,—dated 21st November 1882.

I have the pleasure to reply to your letter of the 31st October. In my capacity of Magistrate, Revenue and Settlement Officer, and finally as President of the Municipality in Madras, I have had many opportunities of forming an opinion as to the capabilities of educated natives for administrative duties.

At the outset I may say that I consider the educated Native,—that is to say, a man who has received a fair college education, but not necessarily a graduate,—as on the whole, and allowing for exceptions, very greatly the superior of the old type of Native official in straightforwardness, integrity, freedom from caste superstition and general capacity. There is, however, one point of importance in which the comparison is not to the advantage of the educated natives, or at any rate there is no marked superiority over his uneducated predecessor. I refer to powers of observation, acquaintance with out-door life and duties, and general adaptability in administrative work of this kind. Goethe's dictum, that "life is an action and not a thought," is reversed in this country. The natural bias of the Hindu mind is to thought rather than to action, and the present educational system does not sufficiently counteract this tendency. An illustration will

perhaps make my meaning clearer. The English boy takes naturally to concrete activity; he has a mechanical turn, and makes kites, toys, traps, &c., or he wanders in search of birds' eggs; moths, butterflies, fish, orchids, and interests himself generally in things animate and inanimate around him, or, at the least, he will learn some local geography in paper chases, and will strengthen all his bodily powers in this way and by cricket and other active games. What he chiefly needs is to be led out of these things, or, better still, *through* them to books and abstract study. With the Hindu youth there seems to be no such natural attraction to out-door life and pursuits; he takes readily to books and to study, and to a quiet in-door life. A complete system of education should lead him out of this, or, better still, *through* to the physical activities he stands in need of. It seems probable that the prolonged study needed for success in University and other examinations renders the lads still more disinclined for out-door pursuits, or at any rate leaves little or no time to be given thereto. The old public servants usually belonged to the class of landholders; and, as such, they were from boyhood acquainted with the details of ordinary agricultural pursuits, knew a good deal about the village irrigation works, were present when breaches occurred in the channel or reservoir banks, and brought their own farm labourers to assist in the common efforts of the village to repair the injury.

School and college studies allow no time for these things now, and moreover the lads are brought to centres of educational activity altogether removed from such scenes.

The remedy for these defects seems to me to lie, first, in the *practical* study of physical sciences, botany, zoology, chemistry, &c.; and, second, in making physical training, including out-door games, gymnastics, and so forth, as essential a part of the system of education as the study of English or mathematics.

From J. LEE-WARNEE, Esq., M.C.S., Nellore, to the Secretary to the Madras Sessions of the Education Commission,—dated 8th November 1882.

My opinion is asked regarding the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the present-day system of education followed in this Presidency.

Fitness may be treated from the intellectual, moral, physical, and social point of view.

As regards the intellectual abilities of the young men with whom my work brings me into contact, I consider them as a class quicker at picking up the manifold duties of office than their prototypes of twenty years ago. It must be the improved education which has sharpened their faculties, as I have not noticed any changes in their home life and its surroundings to account otherwise for it. No doubt under the old system there were to be found now and again surprisingly clever men, who had picked up an education anyhow; but the superiority for which I am now contending extends through the rank and file. And it is difficult to see what other result could be expected from comparing the education which is so easily procured now-a-days with the inferior teaching of former years.

The faults which I do find with the present men are—

Their want of training in their own mother-tongue.
The surface nature of their English education.

It may sound in a measure paradoxical to say so; but I trace both these defects, among other causes, to the absence of sound vernacular curricula. Under the present system a boy is taken from the cradle to school, where, before he has an idea of his own, which he can adequately express in his native language, he is put upon English. Till very recently, classics furnished an almost exclusive field for the mental development of nearly all English boys of the upper and upper-middle classes, but no head master of any public school ever dreamed of undervaluing the importance of his pupils correctly rendering a passage well selected from standard English prose into its Latin or Greek equivalent. Bradley of Marlborough carried this to very high perfection. His pupils well remember how his lectures on prose translation were real exercises of the mind. But what is the practice here? The vernaculars are practically ignored—I do not say that there is not good reason for it, but they *are* ignored—and thus this most important branch of school exercise is lost to the boys; and “paraphrasing” becomes the miserable substitute with which schoolmasters replace translation. Surely there can be nothing sound in a system of instruction which leaves a boy at the conclusion of its course unable to express accurately either his own, or the thoughts which are given to him, in *his own* language. Yet, from the imperfect and slovenly manner in which clerks ordinarily translate, it is clear that they have not been taught to seek and obtain a mastery of the right use of words.

The system of test examinations is, in my opinion, a fruitful source of the superficial acquirements of the young men. I cannot understand why all lower and upper primary tests are not abolished; and promotion into the middle school left to follow class examinations. I am not even sure that I would retain the middle school examination: so-averse am I to setting a