

S E L E C T I O N S
FROM
THE RECORDS
OF
THE MADRAS GOVERNMENT.

Published by Authority.

No. II.

PAPERS RELATING
TO
PUBLIC INSTRUCTION,

COMPRISING

A MEMORANDUM OF THE PROCEEDINGS OF THE MADRAS GOVERNMENT
IN THE DEPARTMENT OF PUBLIC INSTRUCTION,

WITH AN APPENDIX,

CONTAINING ALL THE MORE IMPORTANT PAPERS RECORDED ON THE SUBJECT

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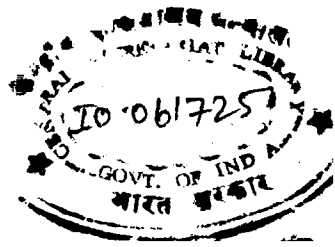
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MADRAS CIVIL SERVICE.

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1855.



C O N T E N T S.

MEMORANDUM.

CHAPTER I.

	Page.
Sir T. Munro's Minute of the 25th June 1822, proposing that information should be called for regarding the existing state of Native Education; Remarks of the Court of Directors on the Governor's Minute; Returns of the Collectors; Mr. A. D. Campbell's Report on the Native schools in the Bellary District; Applicability of the above to the present state of things; Sir Thomas Munro's scheme for the establishment of Collectorate and Tahsildaree Schools; Appointment of a Committee of Public Instruction, directions given to the Committee; Organization of the Central School at the College; Class of Collectorate Students formed; Course of Instruction laid down; Tahsildaree Schools established in the Provinces and at the Presidency; Instructions of the Committee to the Authorities in the Provinces	1

CHAPTER II.

Despatch of the Court of Directors under date the 11th April 1828; Necessity for an efficient system of supervision over the Schools in the Provinces urged by the Court; Unsatisfactory progress of the Tahsildaree Schools; Remedies suggested by the Board of Public Instruction; Resolution of Government, calling upon the Collectors to superintend the Schools; Incompetency of the Teachers; their inferiority to the common Village School-masters; Reports of the Collectors on the state of the Schools; Report of the Principal Collector of Tanjore; Report of the Collector of Trichinopoly; Ill success of the measures taken for the establishment of Collectorate Schools; Injudicious selection of Candidates for the Masterships in these Schools; Small progress made by them in the Central School...	10
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

CHAPTER III.

General Department of the Central School; Superiority of the General Students to the Stipendiary Students; Course of Instruction altogether elementary; Despatch of the Court of Directors under date the 29th December 1830; Principle laid down that the operations of the Government in the Educational Department should be directed to the instruction of the higher classes in European Literature and Science, combined with instruction in the vernacular languages; Difficulties anticipated by the Board of Public Instruction in raising the standard; Establishment of Model Schools at the Presidency suggested by	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	Page.
<p>the Government ; Schéme proposed by the Board under date the 6th December 1834, for the establishment of an improved system of Public Instruction ; involving the re-organization of the Central School and its restriction to the purpose of training Teachers, the establishment of a separate English School and of twenty Vernacular Schools at the Presidency, the endowment of a Literary Fund for the preparation of class books, the improvement of the indigenous Schools in the Provinces by means of Government inspection and encouragement, and the abolition of the existing Collectorate Schools ; Similarity of the scheme to that afterwards recommended by Mr. Adam in Bengal ; Omission of any provision for the instruction of Candidates for employment in the Public Service, in the higher branches of Literature and Science</p>	18

CHAPTER IV.

<p>The scheme of the Board of Public Instruction referred to the Government of India for the opinion of the General Committee of Public Instruction at Calcutta ; Previous discussions on the subject of Public Instruction in Bengal ; Instruction given in the Government Seminaries in that Presidency up to 1835, almost entirely Oriental ; Useful knowledge not imparted ; Difference of opinion in the General Committee ; Mr. Macaulay's Minute ; Lord William Bentick's Resolution of the 7th March 1835 ; Educational Funds to be appropriated to the promotion of European Literature and Science, without prejudice to existing Oriental Institutions when resorted to ; Unfavorable opinion of the Calcutta Committee on the scheme of the Madras Board ; Expediency of confining the Government expenditure to a few Seminaries of a high grade urged ; Establishment of one English College at Madras and of the Provincial Colleges suggested by the Calcutta Committee at an annual expenditure of Rupees 90,000 ; This amount of expenditure objected to by the Government of India ; Concentration of the available funds in the foundation of an English College at Madras, and in providing Masters for Schools at a few of the principal stations in the Mofussil recommended by the Supreme Government ; Abolition of the Tahsildaree and Collectorate Schools ; Separation of the Board of Public Instruction from the College Board, and re-organization of the former under the designation of the Committee for Native Education ; Reasons for the measure ; New Committee instructed to devise measures for the establishment of a Normal School at Madras ; Plan of the Committee for Native Education</p>	26
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

CHAPTER V.

<p>Propositions of the Committee for Native Education not noticed by the Government until 1839 ; Educational proceedings of the Bengal Government during the interval ; Exclusion of the vernacular languages as a medium of education in the Government</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	Page.
Schools not intended; Lord Auckland's Minute of the 24th November 1839; Lord Elphinstone's scheme for the establishment of a Collegiate Institution or University at Madras and of a set of Provincial Colleges and Schools in connection with it; His disapproval of the plan of the Committee for Native Education; Rules proposed for the projected University; Abolition of the Committee for Native Education; Appointment of the University Board; Dependence upon Native co-operation one of the principal features of Lord Elphinstone's plan.....	35

CHAPTER VI.

Mr. Norton appointed President of the New Board; His views on the subject of Native Education; Concurred in by Lord Elphinstone; Scheme for the formation of four Provincial Schools; Course of instruction laid down; Ambiguity of the opinion propounded by Lord Elphinstone as to the introduction of Vernacular instruction into the Provincial Schools; Orders of the Court of Directors on the point; Mr. Norton's Minute on the formation of four Provincial Schools; Approved by Government and orders issued for the immediate establishment of the Schools; Appointment of Collegiate Boards at the four stations named; Eleemosynary instruction denounced; Discussions regarding the rate of School fee to be exacted; Estimates of the cost of the Schools submitted to Government; Recommendation that the expenditure on account of the Provincial Schools should be carried to a separate fund from the annual grant of Rupees 50,000; Refusal of Government to sanction the estimates; Representation of the Board on the subject; Sanction granted; Despatch of the Court of Directors of the 30th December 1842, expressing their concurrence in Lord Elphinstone's views, but enjoining the gradual organization of the Provincial Schools and the development in the first instance of the Madras High School; Difficulties experienced in procuring Head Masters for the Provincial Schools; Application to Government to sanction salaries of Rupees 250 per mensem; Refusal of the Marquis of Tweeddale to sanction the increased salaries without authority from the Court of Directors; Reference to that body; Court's Despatch of the 18th October 1843; Further application from the University Board; Court's Despatch of the 30th August 1844; Remarks thereon by the University Board; Further reference to the Court; Court's Despatch of 8th October 1845; Appointment of a Council of Education under date 28th June 1845; Proposed establishment of nine Provincial Schools, course of instruction to include a Bible class for those who might think fit to attend it; Scheme approved by Government and Council authorized to engage Head Masters on salaries not exceeding Rupees 400 per mensem; Proposition to establish Bible classes referred to the Court of Directors; Establishment of the Schools deferred by the Council pending the Court's orders; Court's Despatch March 1847 prohibiting the introduction of religious instruc-

	Page.
tion into the Government Schools ; Measures for the establishment of Provincial Schools suspended until 1852 ; First Provincial School opened at Cuddalore on the 1st July 1853 ; Another opened at Rajahmundry on the 16th January 1854 ; Course of instruction laid down ; Cost of the schools.....	46

CHAPTER VII.

The University Board instructed to devise measures for establishing Educational Test Examinations for Candidates for public Employment ; Necessity of such Examinations previously urged by the Calcutta Committee of Public Instruction ; Plan submitted by the University Board ; Right of preference to Employment to be conferred on those passing the Examination, if not inferior to other Candidates in other respects and upon the whole ; Rules to have effect in the first instance only in Madras ; Standard of qualification ; Privileges proposed for the proficients and graduates of the University ; Difference of opinion in the University Board as to the expediency of the proposed rules ; Rules approved by Lord Elphinstone ; Mr. Trevelyan's opinion on the subject quoted by Lord Elphinstone ; Mr. Bird opposed to the Rules : Subject referred by Lord Tweeddale to the Court of Directors ; Court's Despatch of the 30th December 1843 ; Representation of the University Board ; Board directed to confine their operations to the development of the University ; Lord Hardinge's Resolution communicated to the Madras Government ; Its application to this Presidency considered premature ; Modified scheme promulgated by the Madras Government ; Appointment of a Council of Education separate from the University Board ; Council dissolved by order of the Courts of Directors in 1847 ; Objections of the Court to Lord Hardinge's resolution ; Revised rules submitted by the University Board ; University Board re-organized in 1852 ; Rules further revised ; Pronounced by Government unsuited to the existing state of Education ; Annual Examination for pecuniary rewards re-established.....	61
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

CHAPTER VIII.

Opening of the High School department of the University ; Appointment of the Head Master ; Previous establishment of a Preparatory School ; Course of instruction laid down for the High School ; Rapid progress of some of the Scholars ; Slow increase of numbers : Causes assigned for the paucity of the Scholars ; High rate of fee assigned as one of the causes ; Objections of the President and other members of the Board to any reduction ; Supposed impression on the part of the Native Community that Lord Tweeddale's Government was hostile to the University ; Causes assigned for such an impression ; Suspension by the Government of several measures proposed by the Board ; Decrease in the number of Scholars ; Representations of the University Board ; Difference among the Members	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

CONTENTS.

v

of the Government as to the causes of the ill-success of the School ; Lord Tweeddale's Minute ; Mr. Chamier's Minute ; Mr. Bird's Minute ; Opinion of the Court of Directors regarding the propositions of the University Board ; Reply of the Board to the remarks of the Honorable Court ; Correspondence between the Government and the Board regarding the wording of the 3d Annual Report ; Report revised by Government and printed in its revised form under the signature of the Secretary ; Similar correspondence regarding the 5th Annual Report ; Abolition of the Council of Education by order of the Court of Directors.....

Page.

75

CHAPTER IX.

State of the Education question on the arrival of Sir H. Pottinger ; Sir H. Pottinger's Minute ; His proposal to appoint a new Council of Education including the President and Members of the University Board with a Member of the Government as President ; Views of Sir Henry Pottinger as to the establishment of Provincial Schools and the character of instruction to be imparted in them. ; Importance of vernacular instruction. Mr. Thomas' Minute ; Mr. Elliott's Minute ; Sir Henry Pottinger abandons his plan of appointing a Council of Education and re-organizes the University Board ; Minute of the University Board under date the 2d July 1852 ; Orders of Government of the 22d June and 1st November 1852 ; Resignation of the President and five Members of the Board. Board's letter of the 10th December 1852 ; Opinion of the Members of the Government thereon ; Establishment of a Collegiate Department and Primary School ; Reduction of the fee in the University ; Value of the instruction imparted in it. ; Success of the Proficients ; Vernacular Department ; Concluding remarks on the present state of Education.....

89

APPENDICES.

- Appendix A.—Minute by Sir Thomas Munro dated 25th June 1822 proposing an enquiry into the state of education in the Provinces under the Madras Presidency..... iii
- Appendix B.—Extract of a letter from the Court of Directors to the Government of Madras dated 18th May 1825, conveying their remarks on Sir Thomas Munro's Minute. iv
- Appendix C.—Letter from the Secretary to the Board of Revenue dated 21st February 1825, submitting the Returns called for in the foregoing Minute..... v
- Appendix D.—Letter from Mr. A. D. Campbell, Collector of Bellary dated the 17th August 1823 reporting on the state of education in that District..... xiii
- Appendix E.—Minute by Sir Thomas Munro dated the 10th March 1826 proposing the appointment of a Committee

	Page.
of Public Instruction and the establishment of a Central School for the education of Teachers, with a view to the eventual establishment of Collectorate and Tahsildaree Schools throughout the Presidency.....	
Appendix F.—Extract of a letter from the Court of Directors and the Government of Madras dated the 16th April 1828, conveying their orders and observations on the arrangements made for the extension of Education and sanctioning the appropriation of the Annual sum of Rupees 50,000 for that purpose.....	xxiii
Appendix G.—Letter from the Court of Directors to the Government of Madras dated 29th September 1830, calling for a general report on the subject of public instruction, and directing the adoption of measures for placing within reach of the higher classes of Natives instruction in the English Language and in European Science and Literature.....	xxvii
Extract letter from the Court of Directors to the Governor General of India in Council, dated 5th September 1827, reviewing the Proceedings of the Government of Bengal in the Department of Public Instruction.....	xxix
Letters from the Court of Directors to the Governor General of India in Council, dated 29th September 1830, on the same subject.....	xxxvi
Appendix H.—Extract from the Minutes of Consultation communicating the foregoing letter to the Board for Public Instruction.....	xliv
Appendix I.—Letter from the Secretary to the Board of Public Instruction to the Chief Secretary to Government, submitting a report of the progress made in carrying out the measures for the improvement of Native Education.	xliv
Appendix J.—Letter from the Court of Directors to the Government of Madras dated 5th February 1834, directing the submission by the Board for Public Instruction of an annual report of their proceedings, and urging the necessity of a more efficient system of supervision over the Schools under their Government.....	li
Appendix K.—Extract from the Minute of Consultation dated 21st November 1834, communicating the foregoing despatch to the Board for Public Instruction.....	lv
Appendix L.—Letter from the Board for Public Instruction dated 6th December 1834, to the Governor in Council reporting on the state of the Government schools at the Presidency and in the interior, and suggesting a scheme for the more efficient superintendence of public seminaries, whether supported by Government or by private contributions.....	lvi

	Page.
Appendix M.—Minute by Mr. Macaulay dated 2d February 1835, on the question whether the character of the instruction imparted in the Government Schools, and Colleges in India should be: Oriental or European.....	lxxiv
Appendix N.—Lord William Bentinck's Resolution dated 7th March 1835, deciding that the funds appropriated for the purposes of Education should in future be employed in the promotion of European literature and science among the Natives of India.....	lxxxi
Appendix O.—Letter from the Secretary to the Government of India to the Chief Secretary to the Government of Madras, forwarding a letter from the Secretary to the General Committee of Public Instruction at Calcutta, conveying the opinion of that body in the scheme submitted by the Board for Public Instruction at Madras in their letter of the 6th December 1834.....	lxxxiv
Appendix P.—Extract from the Minutes of Consultation dated the 18th May 1836, appointing a new Committee of Public Instruction under the designation of "the Committee for Native Education," distinct from the College Board, and directing them to submit detailed rules and arrangements for the establishment of a Normal School for training Teachers at Madras.....	xcii
Appendix Q.—Letter from the acting Secretary to the Committee for Native Education to the Chief Secretary to Government recommending 1st, the immediate establishment of four Schools in different parts of Madras—2d, the eventual establishment of a Normal class at the best taught School at the Presidency whether a Government School or not—3d, the eventual establishment of a College—4th, the engagement of a well qualified person at the College to teach the Normal class, as well as to exercise a general superintendence over all the schools; 5th, the holding out premiums to the teachers of the best conducted school and 6th, the distribution of prizes at the periodical examinations of the school and the foundation of scholarships at the College.....	xcix
Appendix R.—Minute by Lord Auckland on the subject of Native Education dated 24th November 1839.....	ciii
Appendix S.—Minute by Lord Elphinstone, dated 12th December 1839, proposing the establishment of a University at Madras, composing a High school and Collegiate Department.....	cxxii
Appendix T.—Extract from a Minute by Lord Elphinstone dated 12th February 1841, proposing the establishment of four Provincial schools.....	cxxxvii
Appendix U.—Letter from the Court of Directors dated 28th	

	Page.
April 1841, intimating their approval of the establishment of the Madras University.....	cxxxviii
Appendix V. —Minute by the Board of Governors of the Madras University dated 26th July 1841, on the preparation of class-books.....	cxxxix
Appendix W. —Minute by the President of the University Board dated 15th August 1841, on the establishment and management of Provincial Schools.....	cxl
Appendix X. —Minute by the President of the University Board dated 6th October 1854 on the establishment of educational tests of qualification for Candidates for employed in the Uncovenanted branch of the Public Service.....	cxliv
Appendix Y. —Scheme for the organization of a Medical class in the Madras University dated 8th January 1842.....	cxlv
Appendix Z. —Minute by Colonel Sim dated January 1852 on the formation of a School for Civil Engineering to be attached to the Madras University.....	cxlvi
Appendix A. A. —Extract from the Minutes of Consultation dated 23d July 1842, communicating to the University Board a Minute by Lord Elphinstone dated the 13th May 1842, and in accordance with the views recorded therein sanctioning the adoption of the rules proposed by the University Board for the examination of candidates for employment in the public service; for the establishment of Provincial schools; and for the organization of Medical and Civil Engineering classes, and directing that they should be carried out.....	cxlvv
Appendix B. B. —Letter from the Acting Secretary to the University Board to the Secretary to Government in the Public Department dated the 3d September 1842, submitting the details of the arrangements proposed for carrying out the several measures adverted to in the preceding papers, with the exception of the Medical College.....	cxlvviii
Appendix C. C. —Extract from the Minutes of Consultation dated the 8th November 1842, directing that as the measures adverted to in the foregoing letter would involve an expenditure beyond that allowed for the promotion of Education under this Presidency, the subject should be referred for the consideration and orders of the Court of Directors.....	cxlvvii
Appendix D. D. —Letter from the Secretary to the University Board to the Secretary to Government in the Public Department dated the 14th November 1842, submitting the details of the scheme proposed by them for the organization of a Medical College to be attached to the University.....	cxlvviii

	Page.
Appendix E. E.—Letter from the Secretary to the University Board to the Secretary to Government in the Public Department dated 18th November 1842, submitting for the consideration of Government a Minute by the President of the Board, and requesting permission to employ a portion of the available balance of the Annual Educational Grant in laying the foundation of the various schemes submitted by them.....	cxc
Appendix F. F.—Letter from the Court of Directors to the Government of Madras dated 30th December 1847, communicating their approval of the proposal to establish Government Provincial schools of a superior character, but deprecating the entire abandonment of elementary schools.....	cxcvi
Appendix G. G.—Letter from the President of the University Board to the Secretary to Government in the Public Department dated 5th June 1843, bringing to notice the depressed condition of the High school and the want of a suitable building, and requesting sanction for the establishment of scholarships and for the appointment of a second master on a salary of Rupees 350 per mensem.....	
Appendix H. H.—Minute by the Marquis of Tweeddale dated 28th August 1843, recording his views on the foregoing letter.....	cci
Appendix I. I.—Minute by Mr. Chamier dated 4th September 1843, recommending that the suggestions of the University Board except those for the erection of a building and for the examination of candidates for employment in the public service, should be at once carried out.	ccx
Appendix J. J.—Minute by Mr. Bird, dated 6th September 1843, recommending that all the propositions of the University Board, except that for the erection of a new building, should be at once sanctioned	ccxiv
Appendix K. K.—Minute by the Marquis of Tweeddale dated 2d October 1843, replying to the foregoing Minutes	ccxv
Appendix L. L.—Extract from the Minutes of Consultation dated 13th January 1844, communicating to the University Board a despatch from the Court of Directors dated 18th October, 1843, directing that the establishment of examination of candidates for employment in the public service, and of Medical and Civil Engineering Colleges should be left for future consideration	ccxviii
Appendix M. M.—Letter from the President of the University Board to the Chief Secretary to Government dated 2d March 1844, submitting the observations of the Board on the foregoing Despatch.....	ccxxii
Appendix N. N.—Extract from the Minutes of Consultation dated 20th November 1844, communicating to the Uni-	

	Page.
<p>versity Board a Despatch from the Court of Directors dated 28th August last 1844, sanctioning the endowment of scholarships in the High School, and expressing their opinion that the formation of the Provincial Schools should be delayed until competent Teachers could be procured at Madras or Bombay.....</p>	ccxxxii
<p>Appendix O. O.—Extract from the Minutes of Consultation dated 15th January 1845, communicating to the University Board Sir Henry Hardinge's Resolution to the effect that a preference to public employment should invariably be given to educated candidates, and calling for the opinion of the Board on the plan proposed by the Marquis of Tweeddale for carrying out in this Presidency the principle laid down in the Governor General's Resolution.....</p>	ccxxxvi
<p>Appendix P. P.—Letter from the Secretary to the Madras University to the Secretary to Government in the Public Department dated 5th March 1845, submitting an Extract from the proceedings of the University Board conveying their opinion on the subject referred to in the foregoing Extract from the Minutes of Consultation.....</p>	ccxxxix
<p>Appendix Q. Q.—Extract from the Minutes of Consultation dated 28th June 1845, directing the institution of annual examinations of candidates for employment in the public service ; offering for competition five appointments annually and three pecuniary rewards, and appointing a Council of Education to carry out the examinations in question</p>	ccxli
<p>Appendix R. R.—Extract from the Minutes of Consultation dated 2d January 1846, communicating to the University Board Extract of a letter from the Court of Directors dated 2d March 1844, directing that the full development of the High School for the present be the exclusive object of attention.....</p>	ccxlvii
<p>Appendix S. S.—Letter from the Secretary to the Council of Education to the Chief Secretary to Government dated 14th July 1846, recommending the establishment of nine Provincial Schools, in which the study of the Bible should be permitted as an optional study.....</p>	ccxlviii
<p>Appendix T. T.—Minute by the Marquis of Tweeddale dated 24th August 1846, expressing his approval of the Council's proposition, and proposing that the sanction of the Court of Directors should be applied for the introduction of the study of the Bible as an optional study in the Provincial Schools, as well as in the Madras University.....</p>	ccxlix
<p>Appendix U. U.—Extract from the Minutes of Consultation dated 14th September 1846, authorizing the establishment of six Provincial Schools, but directing that previous to the introduction of the Bible into those Schools the in-</p>	

	Page.
structions of the Court of Directors should be solicited as to the desirableness of the measure, as well as to its application to the University.....	cclii
Appendix V. V.—Extract from the Minutes of Consultation dated 12th May 1847, communicating to the Council of Education a Despatch from the Court of Directors demurring to the immediate establishment of the six Provincial Schools upon the scale proposed by the Council of Education, and prohibiting the introduction of the study of the Bible into the Government educational institutions.....	ccliii
Appendix W. W.—Letter from the Secretary to the Council of Education to the Chief Secretary to Government dated 28th July 1847, submitting remarks on the comments contained in the foregoing Despatch, on the proposition previously submitted by them for the establishment of Provincial Schools	cclv
Appendix X. X.—Letter from the Chief Secretary to Government to the President and Governors of the Madras University, communicating to them a Despatch dated the 9th June 1847, and informing them that the Council of Education have been dissolved, and the duties hitherto entrusted to them transferred to the University Board.....	cclix
Appendix Y. Y.—Minute by Sir Henry Pottinger dated 6th June 1851, stating his views on Native Education and proposing the appointment of a new Council of Education.	cclxii
Appendix Z. Z.—Minute by Mr. Thomas dated 26th June 1851, on the same subject	ccxxi
Appendix A. A. A.—Minute by Mr. D. Elliott on the same subject.	ccxxvii
Appendix B. B. B.—Extract from the Minutes of Consultation dated 12th April 1852, re-organizing the University Board	ccxcvi
Appendix C. C. C.—Minute by the University Board submitting for the consideration of Government certain measures for the promotion of Education.....	ccxcvii
Appendix D. D. D.—Letter from the Secretary to the University Board to the Chief Secretary to Government dated the 14th October 1852, submitting a Circular Letter proposed to be addressed to the principal Officers of Government in the Provinces, requesting information as to the existing state of Education in their respective Districts with a view to the introduction of the system of Grants-in-Aid	cccvii
Memorandum by Major Balfour proposing the introduction of the Grant-in-Aid system	cccxiii
Appendix E. E. E.—Extract from the Minutes of Consultation dated 22d June 1852, recording the views of Government on the various propositions submitted from time to time by the University Board	ccc xv
Appendix F. F. F.—Extract from the Minutes of Consultation	

	Page.
dated 1st November 1852, conveying the observations and orders of Government on the University Board's Minute of the 2d July 1852, and requesting the Board to submit a revised estimate of expenditure	cccix
Appendix G. G. G.—Letter from the Secretary to the University Board to the Chief Secretary to Government dated the 10th December 1852, submitting a revised estimate of Educational expenditure; proposing the establishment of a Collegiate Department and Primary School in connexion with the Madras University, and of five Government Provincial Schools.....	cccxxvi
Appendix H. H. H.—Minute by Sir Henry Pottinger dated the 18th December 1852, expressing his concurrence in the propositions submitted in the foregoing letter.....	cccxl
Appendix I. I. I.—Minute by Mr. Eliott dated 10th December 1852 objecting to the large amount of the available funds proposed by the Board to be expended on the Presidency Institution, as well as to the immediate establishment of the Collegiate Department.....	cccxli
Appendix J. J. J.—Minute by Mr. Thomas dated 20th December 1852, expressing his concurrence with Mr. Eliott as to the inexpediency of establishing the Collegiate Department until a larger number of Students shall be available, prepared to enter upon a Collegiate course of instruction.....	cccxlvi
Appendix K. K. K.—Minute by Sir Henry Pottinger dated 24th December 1852 deferring to the objections urged by the Members of Council to the immediate establishment of the Collegiate Department.....	cccxlviii
Appendix L. L. L.—Extract from the Minutes of Consultation dated 7th January 1853, communicating to the University Board the order passed upon the foregoing Minutes.....	cccxliv
Appendix M. M. M.—Letter from the Secretary to the University Board to the Chief Secretary to Government dated the 26th January 1853, urging a re-consideration of the propositions submitted with their Letter of the 16th December 1852.....	cccxlvii
Appendix N. N. N.—Minute by Sir Henry Pottinger dated 31st January 1853, expressing his readiness to authorize the adoption of the several measures proposed by the Board on his own responsibility.....	cccl
Appendix O. O. O.—Minute by Mr. D. Eliott, dated the 2d February 1853, recording his opinion on the arguments urged in the Board's letter of the 26th January 1853.	cccli
Appendix P. P. P.—Minute by Mr. Thomas, dated 4th February 1853, on the same subject.....	cccliv
Appendix Q. Q. Q.—Extract from the Minutes of Consultation dated 11th February 1853, sanctioning the establishment of the Collegiate Department.....	cccliv

A MEMORANDUM

OF THE PROCEEDINGS OF THE MADRAS GOVERNMENT

IN THE

DEPARTMENT OF PUBLIC INSTRUCTION,

COMPILED FROM OFFICIAL DOCUMENTS.

CHAPTER I.

CONTENTS.

Sir T. Munro's Minute of the 25th June 1822, proposing that information should be called for regarding the existing state of Native Education—Remarks of the Court of Directors on the Governor's Minute—Returns of the Collectors—Mr. A. D. Campbell's Report on the Native Schools in the Bellary District—Applicability of the above to the present state of things—Sir Thomas Munro's scheme for the establishment of Collectorate and Tahsildaree Schools—Appointment of a Committee of Public Instruction—Directions given to the Committee—Organization of the Central School at the College—Class of Collectorate Students formed—Course of instruction laid down—Tahsildaree Schools established in the Provinces and at the Presidency—Instructions of the Committee to the Authorities in the Provinces.

The earliest measures of the Madras Government, in the Department of Public Instruction, originated in a Minute recorded by Sir Thomas Munro on the 25th June 1822,* in which he suggested as an object of interest and importance that the best information should be obtained of the actual state of education throughout the country, by calling upon the several Collectors to furnish lists of the schools in which reading and writing were taught in their respective Districts, showing the number of scholars in each and the caste to which they belonged, the names of the books generally read, the time the scholars usually continued under instruction, the monthly or yearly payments made by them, whether any of the schools were endowed by the public

* Appendix A.

and if so the nature of the fund. He does not appear to have contemplated any extensive measures, nor indeed any alterations in the system of instruction then in force; and his Minute concludes with the remark that it was not his intention to recommend any interference whatever in the native schools, that every thing of this kind ought to be carefully avoided and the people left to manage their schools in their own way. "All we ought to do," he said, "is to facilitate the operation of those schools by restoring any funds that may have been diverted from them and perhaps granting additional ones when it may appear advisable." This principle of leaving every thing to the people, to which may in a great measure be attributed the failure of the original arrangements, attracted the immediate attention of the Court of Directors,* who, while giving credit to Sir Thomas Munro for having originated the enquiry, observed that "it was proper to caution the Collectors against exciting any fear in the people that their freedom of choice in matters of education would be interfered with," but that "it would be equally wrong to fortify them in the absurd opinion that their own rude institutions of education were so perfect as not to admit of improvement."

Upwards of two years elapsed before the reports of the Collectors were received. The lists submitted by them exhibited an aggregate of 12,498 schools containing 188,650 scholars, of whom 184,110 were males and 4,540 females. From these figures Sir Thomas Munro calculated† that the number of boys taught amounted to $\frac{1}{4}$ th or including boys receiving instruction at home to nearly $\frac{3}{4}$ d of the number of teachable youths—the entire population being estimated at 128,50,941 and the male part of it at one half, or 6,42,5000, one ninth of whom, or 7,13,888, might be supposed to be of a teachable age.

The returns showed that the schools then existing were for the most part supported by the payments of the people who sent their children to them for instruction; the rate of payment for each scholar varying in different Districts and according to the different circumstances of the parents of the pupils from one anna to four rupees per mensem; the ordinary rate among the poorer classes being generally about four annas and seldom exceeding half a rupee.

The report of the collector of Bellary‡ Mr. A. D. Campbell was the only one which gave any information as to the nature of the instruc-

* Letter to Madras 18th May 1825, Appendix B.

† Minute 10th March 1826, Appendix C.

‡ Appendix D.

tion given. It appears from this report that all the books in use in the Telugu and Canarese schools, which were the most numerous in that District, were in verse and in a dialect quite distinct from that of conversation and of business. "The alphabets," says Mr. Campbell, "of the two dialects are the same, and he who reads one, can read, but not understand the other also. The natives therefore read these (to them unintelligible) books to acquire the power of reading letters in the common dialects of business; but the poetical is quite different from the prose dialect which they speak and write, and though they read these books, it is to the pronunciation of the syllables, not the meaning or construction of the words, that they attend. Indeed few teachers can explain, and still fewer scholars understand the purport of the numerous books they thus learn to repeat from memory. Every school boy can repeat verbatim a vast number of verses, of the meaning of which he knows no more than the parrot which has been taught to utter certain words. Accordingly from studies in which he has spent many a day of laborious, but fruitless toil, the native scholar gains no improvement, except the exercise of memory and the power to read and write on the common business of life. He makes no addition to his stock of useful knowledge and acquires no moral impressions. He has spent his youth in reading syllables, not words, and on entering into life he meets with hundreds and thousands of words, of the meaning of which he cannot form even the most distant conjecture; and as to the declension of a noun or the conjugation of a verb he knows no more than of the most abstruse problem in Euclid."

The foregoing picture, it is to be feared, is still applicable to the quality of the instruction imparted in a large proportion of the present native schools, and from the following extract from a letter from the Collector of North Arcot under date the 13th August 1853, it would seem that but little improvement has taken place during the thirty years which have passed since Mr. Campbell wrote.

Mr. Brett writes as follows of the nature of the instruction imparted in most of the schools in the District of North Arcot. "In the common village schools the place at which instruction is given is generally a verandah belonging to the Head man or to some of the most influential inhabitants of the village. The teachers are generally indigent Brahmins. They are selected usually on account of some

“ personal influence, without reference to qualifications, and are for the most part very incompetent. The class books are usually poetical works, the study of which seldom or never extends beyond the mere repeating of the verses. In addition to this the children are taught a little arithmetic and are instructed in writing, generally on cadjans, but education is never carried beyond these points. After remaining in the school for seven or eight years the boys have learnt no more than to read and write in an imperfect manner and perhaps have acquired the first rudiments of arithmetic. Nothing is done towards improving the minds of the boys, nor are the present teachers capable of attempting instruction of this kind. The children of the public servants may be better instructed in reading and writing by means of private tuition, but in point of intellect these children are generally no better than the children of the rest of the people.”

Sir Thomas Munro attributed the low state of education, as shewn by the Collectors' returns, to the absence of any sufficient encouragement, in consequence of there being but little demand for it, and to the poverty of the people. “ These difficulties,” he observed, “ might be gradually surmounted. The hindrance which is given to education by the poverty of the people may in a great degree be removed by the endowment of schools throughout the country by Government, and the want of encouragement will be remedied by good education being rendered more easy and general and by the preference which will naturally be given to well educated men in all the Public Offices.”

As however no progress could be made without a body of better instructed teachers than those at the time available, he proposed that a school should be established at the Presidency for the purpose of educating teachers for employment in the Government schools, of which he suggested that two principal schools should be founded in each Collectorate, one for Hindoos and the other for Mahomedans, and eventually an inferior school in each Tahsildarree. The Masters of the Collectorate schools were to receive a salary of Rupees fifteen per mensem, and those of Tahsildarree schools Rupees nine per mensem, with liberty to add to their income by the fees of the Scholars.

The number of Tahsildarrees being calculated at about fifteen on an average to each Collectorate, the scheme provided for the eventual establishment of forty Collectorate and three hundred Tahsildarree schools

involving an annual expenditure of about Rupees 45,600.* To meet this expenditure it was proposed that an application should be made to the Court of Directors for an annual grant of Rupees 50,000 to be applied to educational purposes; Sir T. Munro observing that “whatever expense Government may incur in the education of the people would be amply repaid by the improvement of the country; for the general diffusion of knowledge is inseparably followed by more orderly habits by increasing industry by a taste for the comforts of life, by exertion to acquire them and by the growing prosperity of the people.” He had evidently become alive to the necessity of more active measures than he had originally anticipated, and of not restricting the operations of the Government to the mere restoration of such endowments as had been alienated, or the grant of additional ones, where they might be required.

Sir T. Munro’s proposal having been concurred in by the other Members of the Government, a Committee of Public Instruction was appointed, consisting of one of the Civil Members of Council as President and three Gentlemen of the Civil Service as Members, with a Medical Officer as their Secretary, who were informed that the object of their appointment was “the general improvement of the education of the people in the territories subject to this Presidency,” and were directed to inform themselves fully of the actual state of education, to consider the best means of improving it and to report to the Government from time to time the results of their enquiries and deliberations. It was at the same time intimated to them that their labors were not to be confined to the consideration and suggestion of the means by which the important interests connected with public instruction might be most effectually promoted, but that it was also intended to commit to them the duty of directing and superintending the conduct of the measures which it might be deemed proper to adopt. The Committee, which was shortly afterwards amalgamated with the College Board, at once proceeded to organize a School for teachers, for which accommodation was provided in the building used by the College Board for the examinations of the Junior Civil Servants and for other purposes. An English Head Master was retained on

* School for teachers,.....	Rupees 500 per mensem.
Collectorate Schools, 40 at Rs. 15.....	” 600
300 Tahsildarry schools at Rs. 9.....	” 2,700
	3,800
	12
	45,600

a salary of Rupees 300 a month, and an arrangement was made by which the services of the Head Masters in the Oriental and Vernacular languages employed under the College Board were rendered available to the Committee at a trifling cost. Having made their arrangements for organizing the teaching department, the next step taken by the Committee was to procure forty students to be trained at the Central School as teachers for the projected Collectorate schools. It was considered desirable that the candidates for these situations should be procured from the Districts in which they were intended to serve, and the Committee accordingly entered into communication with the principal Civil Authorities in the Provinces and requested them to select two youths from each District, one Hindoo and one Mahomedan, and to send them to the Central School to be prepared for the situation of Collectorate teacher. To each of these students during the period of their studentship a stipend was assigned of Rupees fifteen per mensem, being the full amount of salary they were eventually to receive as Teachers; the Committee being of opinion that this sum was the lowest, which with reference to the expense of repairing to the Presidency and the increased cost of living there would induce respectable Natives to join the Institution. In regard to the selection of candidates it was suggested that the persons to be chosen should be respectably connected, about the age of eighteen years, and distinguished for good natural talents. In the case of Hindoo candidates a preference was to be given to Brahmins.

The course of instruction to be pursued by the Collectorate students was laid down as follows. For the Hindoos the vernacular language of the province to which each belonged, to be taught on grammatical principles. For the Mahomedans, Hindoostani, Persian and Arabic; provision being made for the instruction of *all* in the English language and in the elements of the European Literature and Science.

In the plan proposed by Sir T. Munro it had not been contemplated that any schools, either Collectorate or Tahsildarree, should be set on foot, until competent teachers should have been provided for them at the Central school. What the original intentions of the Committee were on this point does not very clearly appear. In the first report addressed by them to Government they stated their intention of deferring the adoption of any immediate steps respecting the Tahsildarree Schools until the result of the arrangement made by them for training

up a set of Collectorate Teachers should have been ascertained, but suggested that some of the students in the Law classes of the College might, while waiting for a vacancy in the situation of Law Officer, be usefully employed as Tahsildarree Teachers in some of the principal towns in the Provinces; and this arrangement was shortly afterwards carried out, and was speedily followed by the establishment of other schools of a similar description at the rate of about three to each district; the Committee being of opinion that to delay the establishment of these schools until the class of Collectorate Teachers had been "formed, would be to withhold from the people many of the advantages contemplated by Government," and that although "it might not be expedient to establish the full number until the superior class of teachers who were to superintend the whole had been formed a few teachers might with great advantage be employed."

It would seem from the above that the Committee had not entertained the plan of training teachers at the Presidency for the Tahsildarree Schools, but that they looked entirely to the superintendence of the future Collectorate Teachers as the means of introducing the necessary improvements into the inferior schools. The teachers in the latter schools were to be chosen in a "manner calculated to give the people confidence in the nature, and an interest in the objects, of the institution," and with this view they were "to be selected from among the best qualified to be found in the town in which their schools were to be founded, to teach upon grammatical rules the vernacular language and arithmetic." In the event of persons fully qualified not being procurable it was provided that those at first selected should be required to qualify themselves, and that in default of doing so within a moderate period they should be replaced by others, as soon as persons perfectly competent might be found.

How in the absence of any means of training, the necessary qualifications were to be attained, and a set of untrained and ill instructed teachers were to be converted into competent teachers, does not seem to have entered into the consideration of the Committee.

In all their communications both to the Government and to the Provincial Authorities, the Committee laid great stress upon the necessity of securing the sympathy and co-operation of the people. "Whatever system might be formed to facilitate the education and mental improvement of the population, success in its operation must," they

observed, “ in a great measure depend, as much on a coincidence of “ feeling on the part of the people, as on the munificence of the Govern-
 “ ment itself;” and with reference to the arrangements to be adopted, they urged that it should be invariably kept in mind, that no measures could be pursued, whatever other advantages they might offer, “ which were “ at variance with the customs and prejudices of the people.” “ Such obstacles,” they remarked, “ must be carefully avoided. Every measure “ must as much as possible be divested of the odium of innovation, and “ be such as to induce the people to go along with the Government in “ its undertaking.”

With this view of securing the co-operation of the people the selection of the masters was left to the principal inhabitants of the towns;—a measure which resulted in the appointment of a number of very incompetent persons, inferior to the generality of the village school masters, and who had nothing to recommend them but their influence with those to whom the election was entrusted, and their inability to provide for themselves in any other way.

The salary of the Tahsildarree Teachers was fixed at nine Rupees a month,—the amount originally proposed by Sir T. Munro; and on the ground that “ the object was to give the inhabitants a good education and to “ enable them to get it cheaper than they formerly did,” the teachers were restricted from receiving from their scholars any fixed payments beyond “ the usual voluntary fees and presents,” and were directed to afford gratuitous instruction to such as might be considered to require this indulgence; the decision of this point being left with those members of the village communities who were selected to superintend the schools. There are no returns on record of the amount of fees paid, but from the reports of the Collectors there is reason to suppose that the payments received by the masters in addition to their salaries were trifling; the schools, which were open to all classes, being principally resorted to by the poorer orders of the community. The policy of entrusting the schools principally to native superintendence was based on the theory of inspiring the principal inhabitants with a sense of personal importance and so inducing them to take a personal interest in the success of the institution under their charge.

In addition to the Tahsildarry Schools in the Provinces, of which sixty-one were eventually established, nine schools under a similar designation were organized in the town and suburbs of Madras, under teachers

trained for the purpose in the Central School. These schools were subjected to the monthly inspection of the Native Head Masters at the College, and they appear to have been attended with very tolerable success. In them, as in the Tahsildarree schools in the provinces, the instruction imparted was entirely Vernacular, the study of English being reserved for the central Collectorate schools.

CHAPTER II.

CONTENTS.

Despatch of the Court of Directors under date the 11th April 1828—Necessity for an efficient system of supervision over the schools in the Provinces urged by the Court—Unsatisfactory progress of the Tahsildarree schools—Remedies suggested by the Board of Public Instruction—Resolution of Government, calling upon the Collectors to superintend the schools—Incompetency of the Teachers—Their inferiority to the common village Schoolmasters—Reports of the Collectors on the state of the schools—Report of the Principal Collector of Tanjore—Report of the Collector of Trichinopoly—Ill success of the measures taken for the establishment of Collectorate schools—Injudicious selection of candidates for the masterships in these schools—Small progress made by them in the Central School.

While the foregoing arrangements were in progress, a despatch* was received from the Court of Directors, in which they expressed their approval of the measures adopted by the Government on Sir T. Munro's suggestion and sanctioned the appropriation of the annual sum of Rs. 50,000 for educational purposes. The Court appear to have been fully alive to the necessity of improving the qualifications of the teachers to be appointed to the projected schools, and of a more vigilant and efficient supervision of the schools, when brought into operation, than could be expected from the Natives themselves.

“ It is to be expected,” observed the Honorable Court, “ that in “ the first instance there will be great difficulty in obtaining properly “ qualified teachers. When once the system is fairly set on foot it “ will raise up teachers for itself. In order to provide masters for the “ commencement you propose to establish a school at the Presidency “ for that purpose expressly. This was clearly your wisest course; but “ it is obvious that the success of the whole plan depends in a great “ degree upon the qualifications which you may succeed in imparting to “ those who are educated at this institution.”

* Despatch of the Court of Directors—16th April 1828, Appendix F.

“ The most difficult part of your task for a long time will be the
 “ business of superintendence. For, although the dependence of a
 “ great part of the teacher’s reward upon the fees of his pupils,
 “ is, in general, a strong incentive to the diligent performance of his
 “ duty, so few of the natives are as yet qualified, especially in the dis-
 “ tant Collectorates, to form a correct estimate of the quality of the
 “ instruction which their children will receive, that we cannot doubt
 “ the necessity of a vigilant supervision on the part of better judges
 “ than themselves. A general superintendence may be exercised at all
 “ times by the Collectors; but periodical examinations, conducted either
 “ by the local officers or by persons sent from the Presidency, would be
 “ the most effectual means of compelling the masters to do their duty,
 “ and of encouraging the pupils by opportunities of distinguishing
 “ themselves and of attracting the notice of Government. You will
 “ thus too be enabled to know more effectually than by any other
 “ means, where the fittest instruments for your future plans of education,
 “ and the individuals best qualified to fill public situations, are to be
 “ found. And not only will you know this yourselves, but what per-
 “ haps is almost of equal importance, the natives will be aware that you
 “ know it, and that you give the preference for all public purposes to
 “ the best instructed.”

The results of neglecting the precautions, urged in the foregoing despatch, were not long in manifesting themselves. As early as 1832, the small number of scholars attending the Tahsildarree schools had attracted the attention of the Board of Public Instruction, and the necessity of enforcing a more efficient system of supervision, which at the outset appears to have been entirely overlooked by them, was fully admitted. It appears from a set of returns, submitted by the several Collectors in the year in question, that the total number of scholars in 67 Tahsildarree schools, then in operation, was but 2,272 or an average of 33 scholars to each school, 90 being the largest number, and 7 the smallest, in any one school. In reference to this state of things, the Board remarked, that “ where the advantages of
 “ a free school are slighted by the lower classes amongst a people
 “ who are acquainted with the value of education, there must ne-
 “ cessarily be something defective in the system of education. Either
 “ the teacher is not duly qualified for the office, or he is careless in the
 “ discharge of the duty belonging to it. Much of the inefficiency of

“ these schools, however, the Board must consider attributable to the want of interest, which it is reasonable to presume from these reports, the generality of the Collectors themselves have hitherto felt in the welfare of these institutions; for it can hardly be expected that teachers who are paid by Government, whether they are attentive to their duties or not, will shew much zeal in the cause; and when they see also the local authorities indifferent to the progress of the scholars under their tuition. *Indeed without regular supervision, the Board are of opinion that the Government schools must inevitably languish, as the master himself generally becomes careless, and the scholars, from want of due encouragement, lose all emulation or desire of improving themselves, and quit the school on the first inducement that is held out to them to follow some more certain means of providing for themselves.*” The Board accordingly suggested that the Collectors should be impressed with the importance that attaches to their own immediate supervision of the schools established in their Collectorates, and that they and their subordinates, while on circuit, should hold an examination in the course of each year, of the different schools established in their respective divisions of the district, and distribute small prizes among the most deserving scholars. They also recommended that rules should be framed for the guidance of the teachers and that they should be required to furnish the Collector half-yearly with returns of the number and progress of their scholars. In accordance with these suggestions a resolution was shortly afterwards published by Government in the Official Gazette, calling the attention of the Collectors to the duty of exercising a more effectual supervision over the schools in their several Collectorates. How far these injunctions were attended to, it is not easy to ascertain, but when it is considered, how much of a Collector’s time is taken up by the other, and more pressing, avocations of his office, it may be presumed that in most districts but little improvement was effected by the Government resolution in the degree of supervision exercised over the Mofussil schools.

Another cause, however, existed, which was perfectly sufficient to neutralize any advantages that might have been gained by an improved system of supervision. The teachers as a body, were utterly incompetent, and inferior, in most instances, to those to be found in the schools entirely supported by native funds,—and we accordingly learn from a report addressed to Government by the Board of Public Instruction under date the 6th December 1834, that that Board had at length become sensible of

the grievous error originally committed by them in relying upon native selection for providing masters for the inferior Government schools, instead of deferring their establishment until competent masters had been trained.

In this report the Board account for the failure of the schools in the following terms.

“ In the south of India the natives are peculiarly prone to draw the
 “ most unfounded conclusions from any novel measures adopted by their
 “ rulers, especially when they are connected, even remotely, with their
 “ own established customs. The introduction of Tahsildaree schools into
 “ the provinces, by leaving at first the selection of the masters exclu-
 “ sively in the hands of the people themselves, was intended to prevent
 “ the alarm at innovation, which the interference of Government with
 “ public instruction might otherwise have created, and by thus inducing
 “ the people to draw with the Board in laying the foundation for the
 “ improved education of the natives, it has answered the end in view.
 “ But little other good was expected, or has resulted, from that portion
 “ of the Tahsildaree schools, which was introduced thus prematurely into
 “ the provinces, before a proper class of teachers for them had been formed.”

“ From the very mode in which these teachers have been selected,
 “ it is impossible that they should have been superior to the masters of
 “ the common schools, supported by the voluntary contributions of the
 “ people; for personal or local influence would necessarily often supersede
 “ individual qualifications or merit under such a mode of election, and
 “ the reports of the Collectors accordingly (especially of those who have
 “ given most attention to the subject) treat them as inferior on the
 “ whole to the common village school-masters. They are also, in general,
 “ ignorant of any improved system of tuition, following the usual native
 “ plan. But this Board having directed that the schools should be open
 “ to all classes promiscuously, the higher orders in society have evinced
 “ a natural repugnance to send their children to them; though if the
 “ teachers were of a superior order, it is likely their repugnance would
 “ be overcome, except probably as regards pariahs. The reports of the
 “ Collectors, as to details, vary with the individual interest each has taken
 “ in the subject, but it is obvious that any popularity the Tahsildaree
 “ schools in the interior have occasionally acquired, may be ascribed
 “ to the gratuitous education they afford to the poorer classes of the
 “ people.”

The advantages held out by the schools to the poorer classes of the community, who, previous to their establishment, had been without the means of obtaining for their children any species of instruction, were dwelt on by several of the Collectors; but on this point the opinions were by no means unanimous, and the Principal Collector of Tanjore, whose views appear to have been adopted by the Board, stated distinctly, that bad as the instruction was, it was an error to suppose that it was given to those who would otherwise have none, for he did “not believe that the schools were attended by a single individual, whose parents would not pay for his education elsewhere, were they abolished to-morrow.”

This officer considered the Government schools to be some degrees worse than the common village schools, from which they differed in no respect, except that the master was more careless, from his independence of the scholars, whose parents were content they should get a worse education at a cheaper rate than the sons of their neighbours. Mr. Kindersley attached but little value to any prospects of improvement that were likely to result from a more efficient supervision on the part of the Revenue Authorities. He considered, that if a national system of instruction were established and strictly enforced by the constant supervision of a competent person, with authority to punish and reward the school-masters, according to the progress made by the scholars, the occasional visit of a Collector or other European functionary would have a useful effect, but that it was impossible for a Collector to devote a sufficient portion of his time to the establishment, or enforcement, of such a system, and that under existing circumstances his visits “did nothing more than lend the sanction of his patronage to the worst schools in the district.” Mr. Kindersley’s opinion of the Tahsildarree schools was fully supported by the Collector of the adjoining district.

Mr. Blair wrote :—

“With regard to the success that has attended the establishment of these schools, I am of opinion that the benefit arising from them has hitherto been small;—scarcely commensurate even with the moderate expense incurred. The numbers admitted into the schools, it will be observed, are not considerable; and from the information I have obtained, I am inclined to believe, that of those who have quitted them, there are few who have obtained a tolerably elementary education. The inefficient state of these establishments cannot be a matter

“ of surprise, when it is considered that no supervision of them is provided for, and that the teachers are paid the same, whether the attendance at the schools be large or small, or whether the scholars make progress or not. Under such circumstances it would be contrary to all experience, I apprehend, to expect much zeal or diligence from the teachers in the discharge of their duty.”

“ The want of some regular and efficient superintendence of the Tahsildarree schools is, I think, the chief defect of the system; for, situated as they are in different parts of the district, it is quite out of the power of the Collector, however interested he may feel in the advancement of the object in view, to give that degree of personal attention to them, that would ensure the diligent discharge of their duty by the several teachers. There is scarcely a village in the district, of any size, which does not possess at least one school, and as the system of instruction pursued in the Government school is in no respect superior to that followed in the common village schools, no elementary or other educational books having been supplied to them, the preference is now given to the village schools, by all who can afford to pay the trifling fee demanded by the teacher, from the fact of his being found more diligent in the instruction of his scholars than the Government paid teachers.”

The measures taken by the Board for the establishment of the Collectorate Schools proved equally unsuccessful. The same cause which had led to the selection of the Tahsildarree teachers being left to the people themselves, had induced the Board to leave the selection of the candidates for the office of Collectorate teacher to the several Collectors in the interior;—it being considered desirable, on the introduction of the new system, that the master of the chief school in each district should be a native of the district in which he was to teach, in order that his local connexions might the better enable him to combat local prejudices. From the difficulty experienced in finding competent persons, willing to proceed to the Presidency, on the chance of being eventually appointed to a laborious office, the pay of which was comparatively small, it had followed that the persons selected as candidates for the situation of Collectorate teacher were “ generally those who could obtain nothing else;—the refuse of the expectants on the Collector’s lists.” Many of them, the Board stated, on admission into the College, “ *were ignorant even of the character of their own native tongue*, few possessed any kind of natural talent, and the greater number of them had arrived at too

“ advanced an age to commence the study of two foreign and difficult
 “ languages with any prospect of success. Upon joining the College
 “ they found their pay the same as it would be in the interior, after they
 “ might have qualified themselves as teachers, and as this circumstance
 “ too generally operated as a premium to idleness, their progress in study
 “ had been slow and unsatisfactory.”

The entire number of Collectorate students admitted into the College appears to have been 38, most of whom entered in the institution in 1826.

In 1832 the Board reported that none of these students had attained the requisite qualifications, but recommended the employment of five of them, who, though not by any means fully qualified, had made more progress than their fellow students. Their attainments were thus described.

“ They can speak and read English with fluency, and translate into
 “ it from their own language, with correctness as to the meaning of the
 “ original, but their translations are not altogether free from grammatical
 “ errors. In their vernacular languages, they have been reported fully
 “ qualified “ to become teachers.” “ Their progress in arithmetic is only
 “ sufficient to enable them to give instruction in the first rules of that
 “ science.”

The appointment of these five persons was sanctioned by Government, and in the course of the two following years nine others were appointed, of whose qualifications no detailed information is to be found in the College records. In only three instances do the reports of the Collectors make any mention of the progress of the scholars in the Collectorate schools, or of the efficiency or otherwise of the teachers. Of these the Principal Collector of Tanjore, whose report on the Tahsil-dar's schools has been already noticed, states that “ the school-master
 “ appointed to the Collectorate school in this district is entirely unfit
 “ for the situation, both in natural abilities and literary acquirements” and that “ at least a score of persons might be found in this province, any of whom would fill it with much greater efficiency, who have never had a college education.

Of the Collectorate teacher at Trichinopoly, Mr. Blair reported, that he was “ but imperfectly acquainted with English when he left the
 “ Central School,” that “ his qualifications as a teacher did not extend

“beyond spelling and reading,” that he was “unable himself to write the language either grammatically or idiomatically,” and that “in every other useful branch of education,” he was “utterly deficient.” The number of scholars attending the English school had seldom exceeded eighteen or twenty, and at the time the Collector wrote was reduced to eight or ten.

The Collector of Vizagapatam reported favorably of the exertions of the Mahomedan teacher of the Mahomedan Collectorate school at that station, but entered into no particulars as to the progress of the scholars.

On the whole, however, it is clear that the class of Collectorate students was a most signal failure, and when it is considered that youths of an advanced age were admitted into it as students, ignorant even of the character of their own language, it could scarcely have been expected that the result would have been otherwise.

CHAPTER III.

General Department of the Central School—Superiority of the General Students to the Stipendiary Students—Course of instruction altogether elementary—Despatch of the Court of Directors under date the 29th December 1830—Principle laid down that the operations of the Government in the Educational Department should be directed to the instruction of the higher classes in European Literature and Science, combined with instruction in the Vernacular Languages—Difficulties anticipated by the Board of Public Instruction in raising the standard. Establishment of Model Schools at the Presidency suggested by the Government—Scheme proposed by the Board under date the 6th December 1834 for the establishment of an improved system of public instruction ; involving the re-organization of the Central School and its restriction to the purpose of training teachers, the establishment of a separate English School and of twenty Vernacular Schools at the Presidency, the endowment of a literary fund for the preparation of class books, the improvement of the indigenous schools in the provinces by means of Government inspection and encouragement and the abolition of the existing Collectorate Schools—Similarity of the scheme to that afterwards recommended by Mr. Adam in Bengal—Omission of any provision for the instruction of candidates for employment in the public service, in the higher branches of literature and science.

Besides the classes of Collectorate students and of candidates for the situation of College Moonshes, all of whom, as has been already stated, received stipends from Government during the period of their studentship, a considerable number of general students had been admitted into the Central school at the College, to whom instruction was afforded gratuitously in English, as well as in the Oriental and Vernacular languages taught in the College. All the reports show that the progress of these general students was much greater than that of the stipendiary candidates for the Collectorate teacherships. The greater number of the former are stated, previously to their admission, to have attained a considerable knowledge of the English language, and in the Vernacular classes they were generally at the head of the list. The

instruction imparted, however, in the English classes was quite of an elementary character, nor was the means available for extending it to the higher branches of literature or science; the plan of the Central school, as it was originally constructed, having been entirely directed to the extension of elementary education, with which view the students who were to be trained in it as teachers, were only to be instructed in the elementary acquirements which they were afterwards to teach in the Collectorate schools. The omission of any provision for education of a higher order early attracted the attention of the Honorable Court, and in a despatch* dated the 29th December 1830, referring to the success which had attended the introduction of the study of European literature and science in the educational institutions in Bengal, they directed that a similar course might be adopted in this Presidency. In this despatch, the Court laid down a principle which has had considerable influence on the progress of education throughout India, viz. that the operations of the Government should be confined to the higher classes. "The improvements in education," they observed, "which most effectually contribute to elevate the moral and intellectual condition of a people, are those which concern the education of the higher classes; of persons possessing leisure and influence over the minds of their countrymen. By raising the standard of instruction among these classes you would eventually produce a much greater and more beneficial change in the ideas and feelings of the community, than you can hope to produce by acting directly as the more numerous class." They likewise expressed their anxious desire to have at their disposal a body of natives, qualified by their habits and acquirements to take a larger share and occupy higher situations in the civil administration of the country than had hitherto been the practice under the Indian Governments; and observing that the measures for native education, which had as yet been adopted or planned at this Presidency, had had no tendency to produce such persons, while measures which had been adopted by the Supreme Government "for placing within the reach of the higher classes of natives in the Presidency of Bengal instruction in the English language and in European literature and science had been attended with a degree of success, which, considering the short time during which they had been in operation, was in the highest degree satisfactory, and justified the most sanguine hopes with respect to the practicability of spreading useful knowledge among the natives of India, and diffusing

* Appendix G.

“ among them the ideas and sentiments prevalent in civilized Europe,” they directed that the Madras Government would take into consideration the expediency of enlarging the plan of the Central school for the education of teachers and rendering it a seminary for the instruction of the natives generally in the higher branches of knowledge; and with this view they suggested that an English teacher should be employed, competent not only to give instruction in the English language to such students as might be desirous of acquiring it, but likewise of assisting them in the acquirement of European science.

But while thus advocating the importance of imparting knowledge in the higher branches of literature and science through the medium of the English language, the Court of Directors were fully alive to the impossibility of diffusing education through the masses of the people by any other medium than that of the vernacular languages; and accordingly on the same date on which they addressed the Madras Government on the necessity of extending their plans in the English department, we find them writing to the Bengal Government in the following terms: “ while
 “ we thus approve and sanction the measures which you propose for
 “ diffusing a knowledge of the English language and the study of
 “ European science through its medium, we must at the same time put
 “ you on your guard against a disposition, of which we perceive some
 “ traces in the General Committee, and still more in the local Committee
 “ of Delhi, to underrate the importance of what may be done to spread
 “ useful knowledge among the natives through the medium of books and
 “ oral instruction in their own languages. That more complete education,
 “ which is to commence by a thorough study of the English language,
 “ can be placed within the reach of a very small proportion of the natives
 “ of India; but intelligent natives who have been thus educated, may, as
 “ teachers in College and Schools, or as the writers and translators of
 “ useful books, contribute in an eminent degree to the more general
 “ extension among their countrymen of a portion of the acquirements
 “ which they have themselves gained, and may communicate in some
 “ degree to the native literature and to the minds of the native commu-
 “ nity that improved spirit, which, it is to be hoped, they will themselves
 “ have imbibed from the influence of European ideas and sentiments.
 “ You should cause it to be generally known, that every qualified native
 “ who will zealously devote himself to this task, will be held in high
 “ honor by you; that every assistance and encouragement, pecuniary or

“ otherwise, which the case may require, will be liberally afforded; and
 “ that no service which it is in the power of a native to render to the
 “ British Government, will be more highly acceptable.”

The Board of Public Instruction do not appear to have entered very cordially into the views of the Honorable Court for extending the course of instruction in European literature and science, and upwards of four years were allowed to pass over, before any definite proposition for carrying out this object was laid before Government; nor was this done, until the attention of the Government and of the Board had been again directed to the subject by the Home Authorities. The Board would seem at first to have contemplated serious hindrance to the adoption of measures for extending the course of education, from the difficulty of obtaining competent masters, it being in their opinion essential “ to the
 “ success of any such measures, that the services of a class of men, not
 “ only well versed in European sciences, but possessing some acquaint-
 “ tance with the language and character of the natives of this part of
 “ India, should be secured.” They also anticipated serious difficulties in the apathy of the native character and their unwillingness to pursue their studies after having attained such an amount of knowledge as might qualify them for public employment. It was at the same time admitted that the desire of learning English had become very prevalent among all classes of the community. No definite measures, however, were proposed, until after the receipt of a despatch* from the Court of Directors dated the 5th February 1834, when the attention of the Board was again called to the subject, and they were directed to ascertain, whether competent masters could be obtained at Calcutta or elsewhere in India, or whether it would be desirable that persons possessing the requisite attainments should be sent out from England. The Government proposed,† that when such teachers should have been procured, a large portion of the funds assigned to native education should be applied to the establishment of model schools at the Presidency, which should be open to the inspection of Collectors and Judges and other Provincial officers, as often as business or health might bring them to the Presidency, “ when they
 “ might observe with convenience what the interior of a public school
 “ ought to be, and when they might carry back with them such ideas
 “ of education as would set the business of it afloat throughout the
 “ country.”

* Appendix J. † Appendix K.

Upon the receipt of these orders the Board entered into a detailed review of the various institutions under their charge, the result of which, so far as regards the Tahsildarree and Collectorate schools has been already stated, and is embodied in a report laid before Government on the 6th December 1834.

In this report, which is entered at length in the Appendix,* the Board submitted a detailed plan for the organization of an improved system of public instruction, the main portion of which may be briefly stated as follows.

1st. That the Central school at the Presidency should be remodelled, and devoted to the instruction of candidates for the situation of Collectorate teachers, 100 of whom were to be entertained, to be divided into three classes,—the first of which was to consist of 20 students, receiving stipends of 15 Rupees a month; the 2d of 40 students, receiving Rupees 10 a month, and the 3d of 40 students, receiving Rupees 7;—the whole to be under the management of an English master, qualified to impart instruction in Mathematics, Astronomy, Natural Philosophy, History and European literature in general, and possessed of such experience in the practical tuition of these branches of learning as to act as a general superintendent of public instruction under the Board and to teach the natives an improved system. The Head Master was to receive a salary of 500 Rupees a month, and was to be aided by an assistant, also to be procured from England, on a salary of Rupees 250.

2d. That a separate English school should be established at the Presidency for the gratuitous instruction of general students, under an English master on a salary of Rupees 150 per mensem.

3d. That with the view of providing a class of superior vernacular teachers, the number of Tahsildarree schools at the Presidency should be increased to 20, which should be placed under the inspection of Visitors, consisting of the most respectable native inhabitants of the neighbourhood and such European gentlemen as might be induced to join them, and that all the general students in the Central school, except those studying English, should be transferred to them.

4th. That with a view to the introduction of an improved series of class books, a sum of Rupees 500 per mensem should be placed at the disposal of the Board, as a literary fund, for the purchase and publication of school books both English and Vernacular.

* Appendix L.

5th. That the further extension of the Tahsildarree schools in the interior should be suspended, and that a Provincial Board to consist of the Collector and one or more other European gentlemen, with the principal natives at the Huzoor station, should be established in each district, for the purpose of superintending, with the aid of a native Visitor, the progress of the several schools in the district, whether maintained by private subscription or supported by Government; the object being to improve the efficiency of the indigenous schools, as well as of those endowed by Government, by supplying them with books and imparting to the school Masters improved methods of instruction, by means of the district Visitors, as well as by holding periodical examinations, at which rewards were to be given to the most proficient scholars. The several schools were to be under the immediate superintendence of village Visitors, to be selected by the Provincial Board in communication with the Tahsildars of the Talooks, who were to report from time to time through the district Visitors to the Provincial Board on the progress of the schools in their respective villages. The district Visitor was to visit and examine periodically each school in the district, of whatever description, and to report on them to the Provincial Board;—the interference to be exercised in the case of the indigenous schools being restricted to the examination of the scholars, conferring rewards on the most proficient, and communicating to the masters improved modes of tuition and furnishing them with school books, approved by the Board of Public Instruction, to be used at their option. In schools endowed or supported by Government, the control of the Provincial Board was to extend to the appointment and removal of the masters, and no books were to be used in those schools, except such as were approved of by the Central Board.

The annual expenditure involved in the foregoing plan was as follows:

	Rs.
One General Superintendent in charge of the Normal school at Rupees 500 per mensem.....	6,000
One Deputy at Rupees 250 per mensem.	3,000
20 Collectorate students at Rupees 15 per mensem.....	3,600
40 Do. at Rupees 10.....	4,800
40 Do. at do. 7.....	3,360
Difference when the salaries of the 100 teachers were raised to Rupees 35.....	30,240

Masters of the new English school at the Presidency.....	1,800
Literary Fund.....	6,000
11 Additional Tahsildarree schools.....	1,188
20 District visitors at Rupees 50 per mensem.....	12,000
Medals.....	1,000
Books.....	1,000
	73,988
Deduct Establishment to be abolished.	
10 Paid Students.....	1,200
Existing Collectorate Establishment	6,480
Copyists.....	1,050
	8,730
	65,258
Existing Expenditure to be retained.....	24,920
	90,178

The existing Tahsildarree schools were apparently to be retained, and to be gradually improved, as far as might be possible, by the aid of the district Visitors and by the appointment of masters, trained in the Tahsildarree schools at the Presidency, as vacancies occurred. The Collectorate teachers, who had been already placed in charge of schools, as well as the 22 Candidates, then in the Central school, were to be subjected to an examination, and only such as might be found qualified, were to be retained in the service of Government. It was probable therefore that most of these schools would be suspended, until qualified masters had been trained in the new Central Institution. The measures proposed for organizing a system of supervision and encouragement of the schools supported by the natives themselves are somewhat similar to those afterwards recommended by Mr. Adam in Bengal, and which have been lately introduced into the North West Provinces. The great defect of the plan appears to have been the omission of any provision for the instruction of candidates for employment in the various departments of the public service, in the higher branches of European literature and science. This was, obviously, one of the main objects aimed at by the Court of Directors; but it seems to have been in a great measure overlooked by the Board, for, with the exception of one elementary English school, the only provision made at the Presidency for instruction in that language was restricted to the training of teachers for the Collectorate

schools; and as their acquirements were to be confined to a complete knowledge of English, (that is to say of the language), combined with the *elements* of European science, it was not to be expected that any deficiencies at the Presidency would be compensated by the superiority of the Mofussil schools. At all events whatever was to be the character of the instruction to be imparted to the Collectorate students, it was only for *them* that any thing beyond the most elementary education was designed.

CHAPTER IV.

The scheme of the Board of Public Instruction referred to the Government of India for the opinion of the General Committee of Public Instruction at Calcutta—Previous discussions on the subject of Public Instruction in Bengal—Instruction given in the Government seminaries in that Presidency up to 1835, almost entirely oriental—Useful knowledge not imparted—Difference of opinion in the General Committee—Mr. Macaulay's Minute—Lord William Bentick's Resolution of the 7th March 1835—Educational funds to be appropriated to the promotion of European literature and science, without prejudice to existing oriental institutions when resorted to—Unfavorable opinion of the Calcutta Committee on the scheme of the Madras Board—Expediency of confining the Government expenditure to a few seminaries of a high grade urged—Establishment of one English College at Madras and of the Provincial Colleges suggested by the Calcutta Committee at an annual expenditure of Rupees 90,000—This amount of expenditure objected to by the Government of India—Concentration of the available funds in the foundation of an English College at Madras and in providing Masters for schools at a few of the principal stations in the Mofussil recommended by the Supreme Government—Abolition of the Tahsildarree and Collectorate schools—Separation of the Board of Public Instruction from the College Board and re-organization of the former under the designation of the Committee for Native education—Reasons for the measure—New Committee instructed to devise measures for the establishment of a Normal school at Madras—Plan of the Committee for Native education.

The measures proposed by the Board were referred by the Government of Madras to the Government of Bengal for the opinion of the General Committee of Public Instruction in that Presidency. About the time the reference was made, a discussion of considerable importance had been going on in Bengal as to the medium through which instruction should be imparted in the Government colleges and schools. Previous to 1835 the course of instruction followed in the principal educational establishments, supported by the Bengal Government, had been almost entirely oriental. The languages taught were Sanscrit and Arabic, and to the cultivation of these languages, and of the knowledge to be acquired from them, the studies of the pupils

were almost entirely confined. The principle acted on was that of encouraging Native literature and science and engrafting on them such improvements and such an amount of useful knowledge as could be introduced consistently* with “the necessity of consulting the feelings and conciliating the confidence of those, for whose advantage the measures of Government were designed.” The extent to which the introduction of useful knowledge was sacrificed to the principle of consulting native feelings may be judged of from the fact, that when Bishop Heber visited the Government College at Benares, he found a Professor teaching on Astronomy after the system of Ptolemy and Albinus and the majority of the scholars engaged in the study of Sanscrit Grammar, and on enquiry was informed that it had frequently been proposed to introduce an English Mathematical class and to teach the Newtonian and Copernican system of Astronomy, but that the project had been abandoned, “partly on the plea that it would draw the boys off from their Sanscrit studies, and partly lest it should interfere with the religious prejudices of the Professors.” The greater portion of the educational funds was devoted to the support of these Oriental Colleges, to the payment of stipends to the pupils who attended them, and to the publication of works, both original and translations, in the two languages taught in them. At last a difference of opinion arose among the members of the Committee of Public Instruction as to the propriety of the system followed, and a reference was made to the Government on the subject, which led to a lengthened† review of the question at issue by Mr. Macaulay, and resulted in the following resolution being passed by Lord William Bentinck on the 7th March 1835.

“The Governor General of India in Council has attentively considered the two letters from the Secretary to the Committee dated the 21st and 22d January last and the papers referred to in them.”

“His Lordship in Council is of opinion that the great object of the British Government ought to be the promotion of European literature and science among the natives of India, and that all the funds appropriated for the purposes of education would be best employed on English education alone.”

“But it is not the intention of his Lordship in Council to abolish any college or school of native learning, while the native population

* Report of the General Committee of Public Instruction—December 1831. † Appendix M.

“ shall appear to be inclined to avail themselves of the advantages which it affords ; and his Lordship in Council directs that all the existing professors and students at all the institutions under the superintendence of the Committee shall continue to receive their stipends. But his Lordship in Council decidedly objects to the practice which has hitherto prevailed, of supporting the students during the period of their education. He conceives that the only effect of such a system can be to give artificial encouragement to branches of learning, which, in the natural course of things, would be superseded by more useful studies ; and he directs that no stipend shall be given to any student who may hereafter enter at any of the institutions, and that when any professor of oriental learning shall vacate his situation, the Committee shall report to the Government on the number and state of the class in order that the Government may be able to decide upon the expediency of appointing a successor.”

“ It has come to the knowledge of the Governor General in Council that a large sum has been expended by the Committee in the printing of oriental works. His Lordship in Council directs that no portion of the funds shall hereafter be so employed.”

“ His Lordship in Council directs that all the funds, which these reforms will leave at the disposal of the Committee, be henceforth employed in imparting to the native population a knowledge of English literature and science, through the medium of the English language ; and his Lordship in Council requests the Committee to submit to Government, with all expedition, a plan for the accomplishment of this purpose.”

The terms of the foregoing resolution were interpreted by the Madras Government as prohibiting the use of the Vernacular languages, as media of instruction, in any of the Government schools ; and in the orders subsequently issued, on the receipt of the reply from the Government of India to the reference which had been made to it regarding the propositions of the Board of Public Instruction, the principle of employing all Government funds in English education, to the exclusion of Vernacular education, was distinctly laid down.

The Committee of Public Instruction at Calcutta disapproved generally of the suggestions of the Madras Board. They observed that the Tahsildarree and Collectorate institutions appeared to be mere village

elementary schools, varying only in this, that in the latter rudimental instruction in English was superadded to tuition in the Vernacular dialects and common arithmetic;—a class of seminary with which the Committee had on its earliest institution decided not to interfere, having considered it more expedient to direct its small resources to the support of a few seminaries of a high grade, which, although they could only afford facilities to a limited number of pupils, it was expected would be resorted to by persons of the most influential classes, and by the introduction of an improved system and of sounder knowledge would lead to the improvement of the instruction imparted in the native schools. It had appeared to the Committee, that even if within their means, any attempt to meddle with existing village schools, or the institution of similar rival seminaries, would be injudicious, and that “the effect might be viewed with jealousy and had a tendency to repress the humble, but voluntarily supported, seminaries of the villages.” After recapitulating the several items of the annual outlay proposed by the Madras Board, the Committee remarked that the greatest part of it belonged to the support of mere elementary schools, and that, with reference to the foregoing remarks, they were inclined to question the expediency of the appropriation. One of the main features of the Madras scheme, viz. that of improving and encouraging by Government supervision and rewards the indigenous village schools, which could scarcely be charged with a “tendency to repress the humble but voluntarily supported seminaries of the villages,” seems to have been entirely overlooked.

The Committee likewise doubted the propriety of the suggestion made by the Madras Board that two English seminaries;—a Normal school for training teachers and a distinct English school for general pupils, should be established at Madras. They were of opinion that a single institution under the control of the Board and some of the principal natives would be more efficient. They observed that the graduation of classes in such an institution might, as in the Hindoo College at Calcutta, ascend from the first elements of instruction; for it had been found that the most proficient scholars of the Hindoo College were those who had entered in child-hood, and the rules were framed to encourage early matriculation.

Entertaining these views they suggested that supposing the Madras Board to have at its disposal a yearly income of Rupees 90,000, it should

be applied to the foundation of an English College at the Presidency at an annual cost of Rupees 30,000, and of 10 Provincial Colleges at a total annual cost of Rupees 50,000, leaving an annual sum of Rs. 10,000 for books and appliances.

Either of these schemes involved an annual expenditure, considerably in excess of, and in fact nearly double, what up to that time had been sanctioned for educational purposes in Madras. This the Government of India were not prepared to authorize, and accordingly in communicating to the Madras Government the General Committee's letter, the Governor General in Council, while expressing his regret that the finances of the country would not afford "the large expenditure, involved in the above proposition, stated his concurrence in the opinion of the General Committee," as to the "inexpediency of expending the funds of Government in petty allowances to numerous village school-masters for mere elementary teaching," and suggested that the aid rendered to the Tahsildarree and Collectorate schools should be withdrawn, and that the Madras Board should concentrate all their available funds in the establishment of "an English College at the Presidency, either distinct from the Central school, or in connection with that institution, as might seem to the Right Honorable the Governor in Council most fit and advantageous;" and that "any surplus funds that might remain, should be employed in providing competent English instructors to schools that might be established at principal stations in the interior in communication with the Board of Public Education." Whether these latter schools were also to be founded by Government, or whether it was merely intended that English school-masters should be provided, at the expense of Government, for schools otherwise endowed, does not very clearly appear.

The Bengal* despatch was sent to Madras in July 1835, and after some months further deliberation, it was determined† that the Tahsildarree and Collectorate schools should be at once abolished, and that the department of public instruction should be entrusted to a Board of gentlemen whose other avocations were less onerous than those devolving on most of the members of the College Board. "The union of these two bodies" the Government remarked "did not appear to have been sufficiently considered. Their *general* objects were only so far similar as regarded *instruction in the oriental languages*, but their *par-*

* Appendix O. † Appendix P.

“*ticular* objects were distinct. The College Board was originally instituted, as stated in the Notification by Government dated the 1st May 1812, “for the exclusive purpose of expediting and perfecting the preparation of candidates for those important public offices, which the members of the Civil service are destined to fill.” The Committee of Public Instruction was appointed for the express object of promoting the general improvement of the education of the *people*; and it must be obvious that the qualifications which are essential in a member of a Board constituted for the purpose of affording to the Junior Civil servants of the Government that assistance and encouragement which are necessary to the general and successful study of the native languages, are not of the same character as those which should be looked for in a member of a Committee, appointed to superintend native education and to diffuse general knowledge among the people.”

“In the one, a knowledge of the oriental languages is an indispensable, and in fact almost the only qualification which is necessary, excepting firmness of character and a somewhat rigid enforcement of attention and diligence and a knowledge of the code of regulations; in the other such knowledge is neither indispensable nor requisite.”

“The duties which devolve upon members of the College Board, as examiners, only require attention at particular periods, and they can therefore perform them without inconvenience; but the duties which members of the Committee of Public Instruction should discharge, are such as to require active personal superintendence at all times, not merely of the general progress of those placed in the schools under their charge, but of the conduct of the masters themselves and the whole details of management; and it is scarcely to be expected that gentlemen, having the onerous duties of responsible offices of their own to perform, will always be found disposed to devote their leisure moments to the superintendence of such an institution: although where there is a very fixed sentiment of the high importance of education, zeal, and perhaps some enthusiasm in the cause, arduously employed public servants might find time for most useful co-operation.”

“If the Committee of Public Instruction was merely a sort of Magistracy, whose chief collective duty was that of issuing orders relative to discipline and good order, the necessary qualification for

“ the office would be readily found in every intelligent and well ordered mind; but we should form a very imperfect idea of the functions of the Committee, if we looked for nothing from it but the exercise of a mere collective power. Besides the orders which it may issue in ordinary matters and the moral control which it may exercise, it has a duty to perform, which may properly be considered *scientific*, in the regulation of the studies and of the mode and degree of instruction; and it should know how to modify the latter according to the wants and capacity of the human mind and to keep it constantly at the level of the understanding of those to whom it is addressed. It is not to be expected that that every member of such a Committee will be equally master of the several grand branches of education: each may be highly qualified in that which he has made his particular study, but to give the Committee its proper weight, it is essential that the country should recognize in its decisions the combined result of the scientific acquirements of individuals and the deliberative judgment of a generally well informed body. Thus, in moral and disciplinal control, the action of the Committee will be collective and general; whilst in the direction of particular studies it will be governed by individual care and intelligence.”

A new Committee was accordingly appointed, under the designation of “ the Committee for Native Education,” consisting of five members, with a member of Council as President; the members being one of the Presbyterian Presidency Chaplains, the Mahratta translator to Government, the Deputy Judge Advocate of the Presidency Division—the Honorable Company’s Astronomer and the Honorable Company’s Solicitor. The Secretary to the College Board was directed to continue his services to the Committee for Native Education, who were requested to submit for the consideration of Government “ detailed rules and arrangements for the establishment of a Normal school at Madras,” and to relieve “ the members of the College Board of every part of their duty which was in any way connected with the education of the people.” In the order of Government, notifying the appointment of the new Committee, no mention was made of the English College for the instruction of general students which had been proposed by the Government of India; the only measure named being the establishment of the proposed Normal school, which, like that recommended by the former Board, was to be confined to training teachers. Allusion was made to the prospective formation of English schools in the provinces, so soon as mas-

ters should become properly qualified in the Normal Institution to take charge of them, and it was laid down as a fixed rule that in all the Government schools the English language and European science and literature should alone be taught; but the necessity of providing the means of instruction at the Presidency in the higher branches of education, for others than those destined to train teachers, was again overlooked.

The propositions of the new Committee were in some respects more* comprehensive than the Government plan. They involved, 1st the immediate establishment of four English schools to be located in convenient parts of Black Town, Triplicane and St. Thomé, 2d the establishment of a Normal class for training teachers, as early as practicable, in connexion with the best school at the Presidency, whether a Government school or otherwise—3d, the establishment of a College, as soon as the materials for such an Institution were to be procured, and the engagement of a well qualified person to lecture at the College and teach the Normal class, as well as to exercise a general superintendence over all the Presidency schools—5th, the award of premiums to the teachers of the best conducted schools. The only part of the plan which the Committee considered to be susceptible of immediate adoption was the establishment of the four elementary schools, from which pupils were eventually to be qualified for instruction in the Normal class and in the College. The immediate establishment of either of these latter institutions was considered to be precluded by the depressed state of education at Madras, which was such, that, in the words of the Committee, “there were probably not a dozen natives who were capable of profiting by a College education, or, to express it more definitely, “who were capable of writing half a dozen sentences of idiomatic English on a given subject, or of reading a page of Milton with intelligence.” It was proposed that the four elementary schools should be open to all classes, and so located as least to interfere with the English schools already in existence; that each school should have an European Head master, with a salary of Rupees 130—Rupees 20 for house rent and half the school fees, and a native assistant on a salary of Rupees 50, and that from each pupil a fee should be exacted of half a Rupee per mensem, “to ensure regularity of attendance and keep up an idea of “the value of education and to leave room for competition on the part

* Appendix Q.

“ of enterprising native teachers. The schools were to be so arranged as to admit of the instruction of from eighty to one hundred scholars each. They were to be placed in competition with each other and with other existing schools by periodical public examinations, open to all, at which rewards were to be given to the teacher of the best taught school, whether supported by Government or not, and it was proposed that to the best taught school of whatever description the Normal class should eventually be attached.

The Normal pupils were to receive fixed stipends while under instruction.

With a view to the establishment of an English College the Committee recommended that an European professor of general literature and science should be engaged on a salary of Rs. 400 per mensem, who should in the first instance impart instruction to the Normal pupils, so soon as a class could be formed, and to such general students as might choose to attend. They also proposed that a sum not exceeding Rupees 4,000 per annum should be set apart for scholarships at the college.

CHAPTER V.

Propositions of the Committee for Native Education not noticed by the Government until 1839—Educational proceedings of the Bengal Government during the interval—Exclusion of the vernacular languages as a medium of education in the Government schools not intended—Lord Auckland's Minute of the 24th November 1839—Lord Elphinstone's scheme for the establishment of a Collegiate institution or University at Madras and of a set of Provincial Colleges and schools in connexion with it—His disapproval of the plan of the Committee for Native education—Rules proposed for the projected University—Abolition of the Committee for Native Education—Appointment of the University Board—Dependence upon Native co-operation one of the principal features of Lord Elphinstone's plan.

Upwards of three years elapsed before any notice was taken by Government of the measures suggested by the Committee. In the mean time the Central school at the College, which was continued pending the decision of Government on the propositions of the Committee, was re-modelled, the system of gratuitous instruction being abandoned and each pupil required to pay fees of half a Rupee per mensem and also to purchase his own class-books.

In the Provinces a school was established at Negapatam at an annual cost of Rupees 2,627 for the instruction of a certain number of children of European descent, and at the recommendation of the Principal Collector of Madura a grant of Rupees 3,000 was made to the American Missionaries at that station to enable them to continue the schools under their charge, the funds of which had been seriously reduced from the failure of remittances from America.

With the above exceptions, there was a complete suspension of educational measures until December 1839, when Lord Elphinstone, who had succeeded to the Government shortly after the plans of the Committee of Native education were submitted, brought forward a scheme, conforming more closely to the instructions of the Court of Directors and of the Government of India, and providing for the immediate establishment of one central collegiate institution at Madras and eventually of a set of Provincial colleges and schools in connexion with the central institution.

Before, however, entering upon the details of Lord Elphinstone's plan, it is necessary to advert to certain proceedings of the Government of India, to which frequent reference is made in the subsequent discussion that took place at Madras. The interpretation put by the Madras Government upon Lord William Bentick's Resolution of the 7th March 1835, that it prohibited the continuance of vernacular instruction in any of the Government schools, and that in future the educational funds were to be strictly employed "on English education alone" had likewise been adopted in several quarters in Bengal. It was not however the view of the General Committee of Public Instruction at Calcutta, nor does it appear to have been the intention of the Government of India, that any such entire exclusion of the vernacular languages as a medium of instruction should be enforced; and to obviate all misapprehension on the subject the General Committee made the following remarks in the first Annual Report submitted by them to the Government of India after the promulgation of the Governor General's Resolution.

"We are deeply sensible of the importance of encouraging the cultivation of the vernacular languages. We do not conceive that the order of the 7th March precludes us from doing this, and we have constantly acted on this construction. In the discussion which preceded that order, the claims of the vernacular languages were broadly and prominently admitted by all parties, and the question submitted for the decision of Government only concerned the relative advantages of teaching English on the one side and the eastern languages on the other. We therefore conceive that the phrases 'European literature and science' and 'imparting to the Native population a knowledge of English literature and science through the medium of the English languages' are intended merely to secure the preference to European learning, taught through the medium of the English language, over oriental learning taught through the medium of the Sanscrit and Arabic languages, as regards the instruction of those Natives who receive a learned education at our seminaries."

"These expressions have, as we understand them, no reference to the question, through what inferior medium such instruction as the mass of the people is capable of receiving, is to be conveyed. If English had been rejected and the learned Eastern tongues adopted, the people must equally have received their knowledge through the vernacular dialects. It was therefore unnecessary for the Government,

“ in deciding the question between the rival languages, to take any notice
 “ of the vernacular tongues, and consequently we have thought that noth-
 “ ing could reasonably be inferred from the omission to take such notice.”

“ We conceive the formation of a vernacular literature to be the
 “ ultimate object to which all our efforts must be directed. At present
 “ the extensive cultivation of one foreign language, which is always very
 “ improving to the mind, is rendered indispensable by the almost total
 “ absence of a vernacular literature and the consequent impossibility of
 “ obtaining a tolerable education from that source only. The study of
 “ English, to which many circumstances induce the Natives to give the
 “ preference, and with it the knowledge of the learning of the West is
 “ therefore daily spreading. This, as it appears to us, is the first stage
 “ in the process by which India is to be enlightened. The Natives must
 “ learn before they can teach. The best educated among them must be
 “ placed in possession of our knowledge, before they can transfer it into
 “ their own tongue. We trust that the number of such translations
 “ will now multiply every year. As the superiority of European train-
 “ ing becomes more generally appreciated, the demand for them will no
 “ doubt increase, and we shall be able to encourage any good books which
 “ may be brought out in the Native languages, by adopting them exten-
 “ sively in our seminaries.”

“ A teacher of the vernacular language of the province is already
 “ attached to several of our institutions, and we look to this plan soon be-
 “ coming general. We have also endeavoured to secure the means of
 “ judging for ourselves of the degree of attention which is paid to this
 “ important branch of instruction, by requiring that the best translations
 “ from English into the vernacular language and vice versa should be
 “ sent to us after each annual examination, and if they seem to deserve
 “ it, a pecuniary prize is awarded by us to the authors of them.”

These views were adopted by the Government, and have been acted on throughout India ever since. The controversy, however, which had arisen in Bengal between the advocates of oriental learning on the one hand and of English on the other, which it was the object of Lord W. Bentick's Resolution to determine, had not been set at rest; and it became necessary that the Government of India should prescribe more distinctly the course to be followed in regard to the existing oriental seminaries, the efficiency of which, it was alleged by the advocates of oriental instruction, had been impaired by the alienation of

portion of the funds assigned to them, and their appropriation to the support of English classes under the same roof.

The question at issue was decided by Lord Auckland in a* Minute dated the 24th November 1839, in which he discussed at some length the particular point of controversy and recorded opinions on the subject of Government education generally, the principles of which have been acted on more or less in all the Presidencies up to the present time. In regard to the question raised with reference to the oriental seminaries, as it is one which has never affected the question of public instruction in Madras, it is sufficient to say, that the decision was "to give a decided preference in oriental institutions to the promotion of perfect efficiency in oriental instruction," and that when that object had been completely secured, and not before, any surplus funds, which were not required for this primary purpose, might be devoted to the promotion of English instruction. Lord Auckland was of opinion that the insufficiency of the funds assigned by the State for the purposes of public instruction had been one of the main causes of the disputes which had taken place on the education question; and he accordingly, proposed that the funds previously appropriated to the cultivation of oriental literature should be restored to that object, and that additional funds should be supplied for the promotion of English instruction.

The other questions which Lord Auckland discussed in his Minute viz. the expediency of applying a portion of the Government funds to the elementary instruction of the masses, and the means by which the higher order of instruction, provided for in the Central Colleges, might be most efficiently imparted, are questions which obviously concern the whole of India, and upon the correct solution of which, the success of our educational measures must most materially depend. Allusion has already been made to the third Report of Mr. W. Adam on the state of education in Bengal and Behar. This report, which concludes with a scheme for the extension and improvement of elementary instruction among the masses, was under the consideration of the Government of India when Lord Auckland wrote. The principle of Mr. Adam's plan was to afford encouragement to, and raise the standard of, the existing native schools by the establishment of public periodical examinations of the teachers and scholars and the distributions of rewards to the teachers, proportional to their own qualifications and the

* Appendix R.

attainments of their scholars; the examinations to be conducted and the rewards bestowed by Officers appointed by Government and placed under the authority and control of the General Committee of Public Instruction. It was in many respects similar to the plan proposed by the Madras Board of Public Instruction in 1834. It was based on the low state of instruction among the large masses of the population, and on the maxim that vernacular instruction must be the foundation stone of any sound system of national education; that to secure the benefits which are looked for from the introduction of a higher standard of instruction among the few, the elementary instruction of the many is of paramount importance; that the efficiency of every successive higher grade of institution can only be secured by drawing instructed pupils from the next lower grade, and that "to make the superstructure lofty and firm the foundations must be broad and deep."

Lord Auckland was of opinion that the period had not arrived when the Government could join in attempts at instruction of the masses with reasonable hope of practical good. He considered that the small stock of knowledge which could be given in the elementary schools would of itself do little for the advancement of the people; that the first step must be to diffuse wider information and better sentiments amongst the upper and middle classes; that as a scheme of general instruction could only be perfect as it comprehended a regularly progressive provision for higher tuition, the extension of the plan to the village school must be the last stage in the national progress; and that with a view to the moral and intellectual improvement of the people, the great primary object was the extension among those who had leisure for advanced study, of the most complete education the Government could bestow. "There cannot," he wrote, "be a doubt of the justice of the opinion expressed by the Court of Directors that by raising the standard of instruction among these classes, we would eventually produce a much greater and more beneficial change in the ideas and feelings of the community, than we can hope to produce by acting directly on the more numerous class. It is not to be implied from this, that in my view elementary education for the mass of the people is a thing necessarily to be neglected or postponed for an indefinite period, but it will have been seen that the hope of acting immediately and powerfully on the mass of the poor peasantry of India is certainly far from being strong with me; and the practical question, therefore, to which I would endeavour before all others to give my

“ attention is the mode in which we may hope to communicate a *higher* education with the greatest prospect of success.”

His decision on this point was in confirmation of Lord W. Bentinck's Resolution. He considered that the absence of a vernacular literature and the impossibility of procuring translations within any comparatively moderate period of any thing like a sufficient library of works of general literature, history or philosophy rendered the use of English for imparting instruction in these branches of knowledge a matter of necessity, and fully corroborated the opinion of the Court of Directors “ that the higher tone and better spirit of European literature can produce their full effect only on those who become familiar with them in “ the original language.” He at the same time advocated the combination of instruction in vernacular composition in all the superior Colleges.

In regard to the Zillah or District schools he admitted that the question might well be raised, whether in them the subject-matter of instruction ought not to be conveyed principally through the vernacular, rather than through the English medium, and stated that he would be much in favor of that course, if he saw any solid reason to believe that instruction of a common order would more readily and largely be accepted from the Government in the one mode than in the other. Lord Auckland was of opinion that it would not, and that at all events until a series of good vernacular class books should have been prepared, in these schools, as well as in the superior Colleges, the system of English and vernacular instruction combined should be continued. His Lordship concluded his Minute by suggesting that the Governments of the other Presidencies should be invited to co-operate in the common object of aiding the preparation of a useful and comprehensive set of class books, to be afterwards rendered into the vernacular languages of the several Provinces, and that the Government of Madras should be called upon for information “ as to the present state of education under the direction or “ encouragement of the State within those territories, and as to what proceedings were taken consequent on the expressed desire of the Honorable Court for the foundation of an English College at Madras.” “ The Madras Presidency,” he observed, “ is remarkable in India as being that in which a knowledge of the mere English language is most “ diffused, among all who are attached in public or private capacities to “ European Officers; but comparatively little appears in any reports “ before me to have been done in order to make such a knowledge conducive to moral and intellectual advancement.”

At the time the above Minute was being penned, the Governor of Madras was engaged in preparing his scheme* for the establishment of an English College, which was laid before his Council on the 12th of the following month.

Lord Elphinstone dissented altogether from the recommendations made by the Committee for Native Education, which, he observed, fell far short of the views of the Supreme Government and of the General Committee at Calcutta, if indeed they were not directly opposed to them. He remarked that the principal points urged upon the attention of the Supreme Government and the General Committee were :

1st. The discontinuance of the system of frittering away the sums allowed for educational purposes upon mere elementary schools and upon eleemosynary scholars.

2d. The establishment of a Collegiate Institution at the Presidency upon the plan of the Hindoo College at Calcutta.

3d. The encouragement of native co-operation and confidence by joining the most influential and respectable Natives with Europeans in the management of the Institution.

All these points Lord Elphinstone considered to have been more or less overlooked by the Committee for Native Education.

“ Their attention,” he observed, “ appears to have been almost entirely confined to one point, viz. the establishment of a Normal school or class; to obtain which they propose to begin with endowing four elementary schools in different parts of Madras, these to compete with the schools already established by private subscription, and which are either exclusively for Christian children of various denominations, or else intended for the propagation of Religious Doctrine—the Normal class to be ingrafted on the best school, whether it be one of the four supported by Government or not. It is plain that this proposition falls far short of the views of the Supreme Government and of the recommendations of the General Committee, if indeed it is not directly opposed to them. The latter doubt the advantage of even two English seminaries at Madras, and advocate a single Collegiate Institution as the best means of affording facilities of liberal education to the community; and of supplying properly qualified Native masters for other schools. But there are other objections to the plan proposed by the Madras Committee. The manifest expediency

* Appendix S.

“ and *necessity* of carrying the influential portion of the Natives along
 “ with them, seems to have been entirely overlooked. Although
 “ permitted to associate with themselves any Natives whose co-opera-
 “ tion might be deemed useful or desirable, they do not appear to have
 “ done so in a single instance. The same disregard of Native opinion is
 “ apparent in the recommendation to ingraft the Normal class indiffer-
 “ ently upon a Missionary or a Government school—thus confounding
 “ and blending, as it must appear in their eyes, the objects of both.
 “ Neither does it appear to me the least objectionable part of this
 “ proposition, that the Normal class may thus become a part of an insti-
 “ tution, which is not only removed from the control of Government,
 “ or of any regularly constituted Board or Committee for the superin-
 “ tendence of public education, but subject, possibly, to influences most
 “ distasteful to the natives generally, and which might be fatal to the
 “ very object sought. It is not to be expected that we should have
 “ the cordial co-operation of the natives of influence and respectability
 “ in such a plan as this, and it will not be denied that the success
 “ of any plan of national education must in a great measure depend
 “ upon such co-operation. These are my principal objections to the
 “ suggestions of the Madras Committee. On the other hand, when I
 “ turn to the recommendation of the General Committee at Calcutta,
 “ and the letter of the Supreme Government, I find that my opinions
 “ are perfectly in accordance with them. I consider myself therefore
 “ justified in making them the basis of the plan which I now intend to
 “ propose.”

Having thus stated his reasons for objecting to the proposition then before Government, he proceeded to sketch out his plan for the establishment of a central Collegiate Institution or University, which is embodied in the following rules.

1st. That it is expedient that a central Collegiate Institution or University should be established at Madras.

2d. The Madras University to consist of two principal departments, a College for the higher branches of literature, philosophy and science, and a High School for the cultivation of English literature and of the vernacular languages of India, and the elementary departments of philosophy and science.

3d. The governing body to be denominated the President and Governors.

4th. The College department to be placed under a Principal and Professors. The High School under a Head Master and Tutors.

5th. Members of all creeds and sects shall be admissible; consistently with which primary object, care shall be taken to avoid whatever may tend to violate or offend the religious feelings of any class.

6th. It shall form no part of the design of this Institution to inculcate doctrine of religious faith, or to supply books with any such view.

7th. No pupils shall be admissible in any department, but such as are able to read and write the English language intelligibly.

8th. Pupils shall pay according to such rates as may be hereafter established by the President and Governors.

9th. Should any sums be hereafter bestowed upon the Institution for the purpose of endowing scholarships in the High School or studentships in the College, the students and scholars appointed to them shall be admitted in such manner as may be determined by the President and Governors.

10th. The first President and Governors shall be appointed by the Governor in Council. There shall be fourteen Governors, seven of whom shall be Native Hindoos, or Musselmen, besides the President. The appointment of the President and six of the Governors shall rest permanently with the Governor in Council.

11th. Vacancies shall be effected by any continued absence from the limits of Madras for the space of two years, or by departure for England or for any permanent residence in any other Presidency, or by resignation addressed to the Secretary, or by removal under order of the Governor in Council.

12th. Every donor to the amount of 5,000 Rupees shall, if, and while, resident within the limits of Madras, become a life Governor, and if not resident in Madras, shall have power to appoint a Governor who is so resident (subject to the confirmation of the Governor in Council) to hold on the same terms as the other Governors. But in all cases of persons so becoming life Governors, the Governor in Council may appoint a Governor who is not a Native, in case such life Governor or his Appointee be a Native, and the remaining Governors may elect a Native Governor in case such life Governor or his Appointee be not a Native.

13th. The President and Governors shall frame general rules for conducting the current affairs of the institution, and they shall meet not less than once per month, five forming a quorum.

14th. In all questions to be decided by vote, the President shall have a casting vote.

15th. The first business to be done at all meetings when the President shall happen to be absent, shall be to appoint a Chairman who shall possess a casting vote.

16th. All Rules and Regulations to be made by the President and Governors shall be confirmed within six months by the Governor in Council, in default of which they shall be considered thereafter as annulled.

17th. The Governor in Council shall have power to remove not only any President or Governor, but also all persons holding any office or appointment whatever in the Institution. The President and Governors shall have power to remove all persons holding any office or appointment under them in the Institution.

18th. In case the Governor in Council shall hereafter appoint any Board of Public Instruction, the Members thereof shall be Visitors of this Institution, and shall have power to call for all papers and information. They shall also elect the 8 Governors who are not nominated by the Governor in Council.

19th. The President and Governors should make one Annual Report to be furnished to the Governor in Council, or to the Board of Public Instruction, as the Governor in Council shall direct, which Report shall contain an account of Receipts and Disbursements, a list of Donors and Subscribers, and a general statement of their proceedings, and of the progress of the Institution.

To meet any objections that might be raised as to the extensiveness of the plan proposed, Lord Elphinstone observed that it had been purposely traced on an extensive scale, and that by so doing he hoped to stimulate the exertions of the natives and thus to raise their views to a level with his designs. The Institution, as is stated in the rules, was to be under the management of a President and 14 Governors, of whom seven were to be natives; one of the main features of the plan being that it should principally depend upon the co-operation of the superior classes of the Native community, and should be maintained but in a partial

degree from the Government funds. It was expected that the leading Members of the Native community would be ambitious of a place in the Board of direction, and to induce the wealthier classes to take a share in the expenses of the Institution, it was provided that every donor of Rupees 5,000 should become a life Governor, if resident at the Presidency, or otherwise should have the power to appoint one. This idea of attaching considerable weight to native co-operation, which, with one exception, had influenced all the previous propositions for the extension of education at Madras, was strengthened by an address presented to Lord Elphinstone shortly before the promulgation of his scheme, and bearing the signatures of nearly 70,000 natives, in which they prayed to be allowed some voice and share in the execution of the measures then in contemplation, and stated that "they sought not that education which depended upon charity, but would take a pride in contributing according to their means in so noble a work;" adding that they "looked to the mental improvement of the upper classes of the Native community, who have the leisure and means to pursue the higher branches of study; and that from them it might reasonably be hoped, that the blessings of knowledge would be gradually spread abroad amongst the inferior classes of their fellow subjects."

Lord Elphinstone's scheme involved the dissolution of the Native Education Committee and the abolition of the Central school at the College, and in the course of the following year all the preliminary measures for the establishment of the High School department of the University were carried out.

CHAPTER VI.

Mr. Norton appointed President of the new Board—His views on the subject of Native Education—Concurred in by Lord Elphinstone—Scheme for the formation of four Provincial schools—Course of instruction laid down—Ambiguity of the opinion propounded by Lord Elphinstone as to the introduction of Vernacular instruction into the Provincial schools—Orders of the Court of Directors on this point—Mr. Norton's Minute on the formation of four Provincial schools—Approved by Government and orders issued for the immediate establishment of the schools—Appointment of Collegiate Boards at the four stations named—Eleemosynary instruction denounced—Discussions regarding the rate of school fee to be exacted—Estimates of the cost of the schools submitted to Government—Recommendation that the expenditure on account of the Provincial schools should be carried to a separate fund from the annual grant of Rupees 50,000—Refusal of Government to sanction the estimates—Representation of the Board on the subject—Sanction granted—Despatch of the Court of Directors of the 30th December 1842, expressing their concurrence in Lord Elphinstone's views, but enjoining the gradual organization of the Provincial schools and the development in the first instance of the Madras High School—Difficulties experienced in procuring Head Masters for the Provincial schools—Application to Government to sanction salaries of Rupees 250 per mensem—Refusal of the Marquis of Tweeddale to sanction the increased salaries without authority from the Court of Directors—Reference to that body—Court's Despatch of the 18th October 1843—Further application from the University Board—Court's Dispatch of the 30th August 1844—Remarks thereon by the University Board—Further reference to the Court—Court's Despatch of 8th October 1845—Appointment of a Council of Education under date 28th June 1845—Proposed establishment of nine Provincial schools, course of instruction to include a Bible class for those who might think fit to attend it—Scheme approved by Government and Council authorized to engage Head Masters on salaries not exceeding Rupees 400 per mensem—Proposition to establish Bible classes referred to the Court of Directors—Establishment of the schools deferred by the Council pending the Court's orders—Court's Dispatch of August 1847 prohibiting the introduction of religious instruction into the Government schools—Measures for the establishment

of Provincial schools suspended until 1852—First Provincial school opened at Cuddalore on the 1st July 1853—Another opened at Rajahmundry on the 16th January 1854—Course of instruction laid down—Cost of the schools.

Mr. George Norton, the Advocate General, a gentleman who had paid considerable attention to the question of Native education, was appointed President of the new Board. Mr. Norton was strongly imbued with the necessity of restricting the Government schools in the first instance to the instruction of the higher orders of the Native community, and of deferring the adoption of any direct measures for the education of the masses, until an educated class should have been formed among those who were possessed of means and leisure to prosecute their studies beyond the mere rudiments of literature and science. In the words of the address made by the new Board to Lord Elphinstone on the occasion of the opening of the High school, which was penned by Mr. Norton, he and his colleagues were “conscious that their first efforts must be partial and their success very gradual so long as a general ignorance darkens the face of the land. In the joint feeling and co-operation of the higher orders of the Native community they looked for the most effectual if not the only support; to their intelligence as testified in their last address they made their constant appeal. *The light must touch the mountain tops before it could pierce to the levels and depths.*”

Lord Elphinstone held similar views,* but at the same time expressed his concurrence in the opinion of the Governor General that the elementary education of the mass of the people was not necessarily to be neglected or postponed to an indefinite period. The immediate measure proposed by him for the improvement of education in the interior was the formation at some of the principal towns of superior schools, which might be eventually raised into Colleges and upon the plan traced out by the Governor General become eventually the centre of a circle of Zillah schools, “as the Madras University would be the centre of these Provincial Colleges and of the whole system of education throughout the Presidency.”

The Provincial and Zillah schools were to be connected with the Madras University by the establishment of fellowships in the latter Institution, to be competed for by the most advanced students of the Pro-

* Appendix T.

vincial schools, and by the foundation of scholarships in the Provincial school for the most promising pupils of the Zillah seminaries. In the Provincial schools the English language was to be the medium of instruction, and an acquaintance with it an indispensable qualification for admission, subject to such relaxation at the outset as might be requisite. In regard to the part to be assigned to the vernacular languages in the course of instruction in the several seminaries Lord Elphinstone's intentions were not very clearly expressed. He observed that "the importance of the vernacular languages must not be overlooked. Of these there are a great many in use in the Madras Presidency, and not less than four which are very extensively spoken viz. the Tamil, Telugu, Malayalum and Canarese; and although I am of opinion that in the Provincial Colleges instruction should be given hereafter, solely through the medium of the English language, yet at the first establishment of these seminaries, it may not be possible to insist upon this condition, and even after it shall have been enforced, it may be found on many accounts convenient to the English masters, no less than to the scholars, that they should be so placed as to be resorted to by boys for the most part speaking the same language." He accordingly recommended the establishment of four schools in the first instance at Trichinopoly, Masulipatam, Bellary and Calicut for the benefit of the Tamil, Telugu, Çanarese and Malayalum Districts respectively.

The want of precision in the views enunciated in the foregoing Minute attracted the notice of the Court of Directors when the papers came before them, and they disapproved of that portion of the plan which provided for the eventual abandonment of vernacular instruction in the Provincial schools. "It appears to us,"* they observed, "that you have not yet formed any precise views as to the plan and objects of the establishments you propose to found, and we are therefore unable to appreciate the advantages to be expected from them. In the Minute of your President it is observed, that although in the Provincial schools instruction should be given hereafter, solely through the medium of the English language, yet at the first establishment of these seminaries it may not be possible to insist upon this condition. We are therefore to understand that instruction is first to be given in the dialect of the country, and how this is to prepare the way for instruction in English we are at a loss to comprehend. We entertain no doubt however of

* Appendix F, F.

“ the desirableness of giving superior instruction in one or more of the
 “ native languages in use under the Madras Presidency at the Provin-
 “ cial schools concurrently with English, and we therefore direct that
 “ such instruction be adequately provided for in any plan for the esta-
 “ blishment of the proposed seminaries.” These instructions had been
 in some degree anticipated in the plan which was laid before Govern-
 ment by the University Board for the establishment of the proposed
 schools, and which provided for a course of instruction similar to that
 laid down for the High School department of the University, viz.
 English and Vernacular combined, the latter being restricted to impart-
 ing a knowledge of the mere language, as there were no school books in
 any of the vernaculars by which useful knowledge could be imparted.
 The proposed course of instruction was as follows :—

Grammar,	Natural Philosophy,
Reading Exercise, (English)	Moral Philosophy,
Arithmetic,	Vernacular languages,
Writing,	Translations, (reciprocal)
Morality,	Abridgments, or Abstracts,
History,	Compilations,
Geography,	Compositions,
Mathematics, (including Algebra, plane and spherical Trigonometry, and prin- ciples of Mechanics)	Elocution,

Before proceeding to trace the progress of the University, or rather
 of the High school at Madras, which was the only part of Lord Elphin-
 stone’s scheme that was carried out at the time, it may be as well to give
 a brief outline of what passed on the subject of these four Provincial
 schools.

Upon Lord Elphinstone’s Minute being communicated to the Uni-
 versity Board, the President drew up a plan* for the establishment of a
 school at each of the stations named by his Lordship, to be placed under
 the supervision of a Collegiate Board, consisting of some of the principal
 European and Native gentlemen at the station. Mr. Norton premised
 his remarks by observing that the Board were not called upon to pro-
 pose a *general* scheme of *national instruction*, but that they should confine
 themselves to the tracing out a scheme of branch institutions, similar in
 quality to their own, with a view to the instruction of the superior classes,

* Appendix W.

who were able to pay, and who from their attainments might aspire to the higher avocations in life and in the service of Government; and that a more general scheme of national education, comprising all classes of the native community, would have to be framed upon different data and upon a different scale.

He proposed that each Collegiate Board should in the first instance proceed to ascertain what number of scholars were ready to enter the proposed school, and that on the number of twenty being obtained, a Collegiate High school should be formed; the Provincial Board applying to the University Board for masters and tutors, of whom he considered that one temporary English master on a salary of Rupees 150 per mensem (who would become subsequently the 1st English tutor, whenever the progress of the scholars might render necessary the employment of a master of a higher grade), an English tutor on a salary of Rupees 100, and two native tutors on salaries of Rupees 50 each, would be sufficient.

He dwelt at some length on the difficulties that would be experienced in the Provinces in establishing an efficient system of supervision, and urged the appointment of paid inspectors and the organization of a separate department of Government under a distinct Secretary for directing the entire system of Government education. Mr. Norton's Minute having been concurred in by his colleagues was laid before Government in August 1841, and in July of the following year* orders were issued for the immediate establishment of the four schools proposed.

Four local Boards were accordingly named, and a circular letter was addressed to one member of each of the proposed Boards, intimating the names of the European members selected and requesting their co-operation and the early transmission to the University Board of lists of the scholars prepared to enter the proposed school, and also lists of natives fit to be appointed members of the Collegiate Boards.

In this letter it was stated that the fee to be demanded in the first instance from each scholar was to be Rupees 2 a month, but that discretion would be allowed to the Collegiate Board to lower it in any instance according to circumstances; and that in the event of several members of one family attending the school, the fee should be gradually decreased according to their number.

* Appendix A. A.

The University Board at the same time requested that it might be distinctly understood that eleemosynary instruction could in no instance be granted, and that the principle of demanding fees should never be lost sight of.

At three of the stations named Boards were constituted, and all the preliminary steps taken for the organization of the schools. It was pointed out however, that the rate of fee laid down was too high, and that it would have the effect of restricting the advantages of the schools to a comparatively limited number of scholars. The Bellary Board advocated its reduction to one Rupee a month, and a further reduction to a less sum when there might be several pupils from one family. They observed that all the candidates for admission, named in the the list sent in by them, were the children of the Native Civil Servants of Government, or of the wealthy inhabitants of the place, and that instead of placing the means of education within the reach of all classes, which they presumed was the object in view, many respectable Natives would be debarred from taking advantage of it unless the fee was reduced. The Bellary Board anticipated considerable difficulty both in establishing the school and in conducting it, from the prejudices of the higher castes of Hindoos, it having come to their knowledge that the Brahmin scholars would not only expect to be kept distinct by themselves, but that they would also require a separate room, which would cause much inconvenience.

The Malabar and Masulipatam Boards recommended a reduction of the fee to Rupees 1-8.

The University Board acceded to each of these recommendations, but stated in their reply to the Bellary Board that they did not assent to one of the principles upon which their recommendation was based, viz. the importance of making the projected schools available to all classes of the community; and that "acting upon the principle laid down by the Honorable Court of Directors, that the improvements in education which effectually contribute to elevate the moral and intellectual condition of the people, are those which concern the education of the higher classes,—of the persons possessing leisure and natural influence over the minds of their countrymen," and warned by past experience of the hopelessness of attempting to raise the standard of instruction among those classes, by acting directly upon the great body of their countrymen, they had addressed the scheme of the Provincial

schools, rather to those whose rank and example would tend to promote the diffusion of knowledge through the whole population, and that they had therefore ever repudiated the system of eleemosynary instruction, as well in the central institution as in its affiliated schools.

In regard to the difficulties apprehended at Bellary on the subject of caste, the University Board observed that it was not desirable to be prematurely rigorous in enforcing even right principles of action on any well meaning body of the Native community, and suggested that the local Board should proceed cautiously and gradually in surmounting prejudices of this nature; but that at the same time it should be explained to the natives of that District that every care was already taken at the central institution at Madras "to protect all castes from any possibility of real violation," and that it was not only unreasonable, but was impossible, to keep any school in which the pupils were not to receive instruction in common.

Other difficulties however had in the mean time arisen, which resulted in the entire suspension of the measures then in progress. It was the original intention of the Board to place at the head of each school, on its first establishment, a master of comparatively inferior qualifications, who should eventually take the place of second master, when the progress of the scholars might necessitate the appointment of a person of more extensive attainments. The salary of the temporary head master was accordingly paid at Rupees 100 and the entire expense of each school at the commencement, not calculating school fees, was estimated at Rupees 315* per mensem, involving an aggregate expenditure for the four schools of Rupees 15,120 per annum. In forwarding their estimates to Government, the Board suggested† that the charges to be incurred on account of the Provincial schools should be carried to a separate account, distinct from the annual sum of Rupees 50,000 which had been sanctioned for educational purposes, and which they recommended should be reserved for the exigencies of the central institution at Madras, other estimates at the same time submitted by them for developing the scheme of the University raising the annual expenditure of

	Rs.		Rs.
* First Tutor.....	100	Stationery.....	25
Second do.	70	Servants and Contingencies.	25
Third Native Teachers.....	70		
House rent.....	25		
			315 per mensem.

† Appendix B. B.

that institution to the full amount of the annual grant. The proposition of the Board that the expenses of the Provincial schools should be defrayed from other sources than the annual educational grant was one which the Government could not authorize without the sanction of the Home authorities, and the Board* were consequently informed that as the various measures recommended by them "would involve an expenditure beyond that allowed for the promotion of native education" in this Presidency the subject would be referred for the consideration "and orders of the Honorable Court of Directors." Upon the receipt of this communication the Board represented,† that after allowing for the expenses of the High school, which at the time did not exceed Rupees 20,000 per annum, the available portion of the annual grant was ample for the establishment of the four Provincial schools, and for laying the foundation in some degree of the other schemes proposed by them for the development of the University. They stated that the native community had of late years been much awakened to a sense of the advantages of education; that the recent sanction of Government to the formation of the Provincial schools had naturally tended to strengthen this favorable disposition, and that any delay in carrying the proposed measures into effect could not fail to prove most disastrous, in leading the natives to suppose that Government were no longer favorable to their adoption; and they therefore urged in strong terms that, pending the receipt of orders from the Court of Directors, they should be permitted to proceed with the establishment of the four Provincial schools, and to employ such portion of the balance of the annual grant as might still remain available, in laying the foundation of their other plans for extending the usefulness of the central institution and advancing the cause of education.

It may be mentioned here that these plans involved the formation in the University of Collegiate classes in Medicine and Civil Engineering, and the establishment of periodical public examinations, at which certificates of qualification for admission into the public service were to be granted to the successful candidates.

Upon the Board's representation the Government sanctioned the formation of the four Provincial schools with an establishment for each

* Extract from the Minutes of Consultation under date the 8th November 1842, Appendix C. C.

† Appendix E. E.

to the extent proposed, the expenditure to be defrayed from the educational grant. It was decided that the other measures should lie over until the orders of the Court of Directors had been received. Shortly after this correspondence took place, a despatch was received from the Court of Directors, in which, while expressing their concurrence in the view taken by Lord Elphinstone, that “the object of the Government should be the elevation of the standard of education, and the instruction of those classes which can spare time sufficient to acquire more than mere rudimental learning, rather than the multiplication of mere elementary schools,” they at the same time stated their opinion that “the latter should not be wholly abandoned, and that the judicious encouragement of village schools might also be comprehended in the arrangements adopted for the improvement of native education.

In regard to the four Provincial schools, which it was proposed to establish as a commencement, they observed that the cost of these institutions could not at first add very materially to the outlay for educational purposes; but that it would be prudent before giving them any great extension to mature the organization of the Madras High School, none of the details of which, beyond the appointment of a teacher obtained from England, were yet before them; and that when this institution was fully in action, it would be time enough to extend its ramifications into the Provinces, and the nature of the connexion to be formed between them would be more fully perceived.”

The tenor of this despatch was not considered to offer any bar to the immediate establishment of the four schools already sanctioned; but before any further steps could be taken, it was necessary that competent head masters should be obtained, and such persons, it was soon found, even at the comparatively low standard of qualification, which in the first instance it was deemed necessary to exact, were not to be procured in Madras. An advertisement was issued inviting candidates to come forward, and a few who presented themselves were examined by the head master of the High school, but were found utterly unfit for the situation. It was obvious therefore that higher salaries must be held out, and it then became a question whether it would not be desirable to abandon the temporary arrangement which had been originally proposed, and to proceed at once to secure the services of persons fully qualified to remain permanently at the head of the schools. The Board decided that this was the most expedient course; and as it became

manifest from the enquiries which were made, that there was no prospect of obtaining persons fitted for the office in this Presidency, they applied for authority to procure masters from England or from the other Presidencies, upon salaries not exceeding Rupees 250 per mensem. In support of their application the Board adverted to the experience of the other Presidencies, which, they observed, had shewn the necessity of employing as masters of the Provincial schools, men of ability and liberal attainments, enjoying high consideration in the society in which they were placed, and liberally remunerated for their services. They also referred to the hopelessness of looking for any *practical* superintendence or control over such institutions on the part of the local authorities, as an additional reason for securing the services of masters in whom full confidence could be placed.

Upon the Board's application being laid before Government, some difference of opinion arose as to the course to be pursued. The Marquis of Tweeddale, who had succeeded Lord Elphinstone as Governor shortly after the Board's original estimates for the establishment of the Provincial schools were submitted, considered that "the demand of the Board for so large an increase of salary for teachers ought to be referred to the Honorable Court;" observing that "education must be extended to carry out the views of Government," that "by allowing the demand the expense would be more than doubled, and that though the amount might be small at present," when schools were more general the expense might make them inconvenient" and that it was "desirable that this should not happen without the Honorable Court's authority."

Mr. Chamier had no objection to the matter being referred, but stated his opinion that a well qualified master could not be got for 100 Rupees a month, and that the proposed salary of Rupees 250 was not too much. Mr. Bird recommended that the charge should be sanctioned. The discussion resulted in a reply being sent to the University Board to the effect that the Government did not feel at liberty to sanction so large a salary as that proposed, without the authority of the Honorable Court, and that the subject would therefore be referred for their orders; Mr. Bird recording on the draft order the expression of his regret that sanction had not been granted.

While the application of the Board was under reference to the

Court of Directors, another despatch* was received from that body on the subject of the Provincial schools, written on the receipt of a previous letter from the Madras Government, stating that they had sanctioned the immediate organization of the schools upon the plan and estimates originally submitted by the Board. Upon this the Court observed that it would have been prudent, before incurring the whole cost of a more extensive experiment, to confine the experiment *to those of the four situations* proposed for the establishment of the schools in which there were the most reasonable hopes of success, but that they would not withhold their concurrence in the arrangement which had been made.

The terms of this despatch induced the University Board again to bring† the subject before Government and to repeat their application for authority to engage efficient head masters upon the salaries before suggested. It was also adverted to in the Board's third Annual Report‡ laid before Government on the 21st May 1844; but the Government declined to issue any final orders on the matter until receipt of the orders of the Court of Directors on the reference which had been made to them.

These orders were conveyed in a despatch§ dated the 28th August 1844, in which, referring to the Board's application for permission to engage masters either in England or at the other Presidencies on the rate of salary last proposed by them viz. Rupees 250 per mensem, the Honorable Court questioned the expediency of procuring masters for the Government schools in the Provinces either from England or from the other Presidencies, and recommended that the establishment of the schools should be deferred until competent masters could be trained at Madras. The Court wrote as follows. "It is undoubtedly true that
 " unless masters fully competent to the duty be engaged, little hope
 " of advantage from the formation of the schools can be entertained;

* Appendix L. L.

† Letter from the President under date the 9th March 1844.

‡ The wording of this report was altered in several parts by the Secretary to the University Board acting under instructions from Government and was printed in its revised form with the signature of the Secretary only the Board having declined to adopt the modification ordered by Government.

§ Appendix N. N.

“ and we do not object therefore to the grant of the higher rate of allowance, if the expense can be provided for from the education funds.”

“ But it seems to us,” added the Honorable Court, “ that the difficulty on the score of salary is quite secondary to that of finding competent qualifications. Masters from England, or even from Bengal, unacquainted with the languages and manners of the natives of the Peninsula, cannot, with benefit, be sent amongst them in situations where they have every thing to learn, and where, it appears from the letter of the Governors of the University school, they cannot depend upon any effective aid or support from the local authorities. This circumstance confirms us in the impression that the plan of the Committee in regard to these schools was premature. At Bombay and in Bengal the continued promotion of education through a number of years has reared, and is rearing, at the Presidencies a class of school masters who can safely and profitably be sent into the Provinces. The want of such a nursery at Madras has been felt the moment that school masters are applied for ; but it is there only that fit masters for the Madras Provinces can be provided. We therefore think it will be better to delay the formation of the Provincial schools, until competent teachers can be procured at Madras on the enhanced allowance, if necessary. If four school masters cannot be met with at once, it will be advisable to begin with a smaller number, but we much doubt the expediency of applying either to England or to Bengal for masters who are to lay the foundation of village schools under the Presidency of Fort St. George. Possibly some assistance might be furnished from Bombay.”

Shortly after the receipt of this despatch the Board represented to Government the improbability of a set of efficient masters being procurable from among the alumni of the High school for a long series of years, and again urged the expediency of at once establishing the proposed schools under masters procured from England, whose want of knowledge of the country, the Board observed, was not in their opinion by any means calculated to prove an important bar to their success in the organization and controul of the establishments under their charge, and was a deficiency which time would soon remedy.

The Board were of opinion that though local experience was desirable, the question of attainments was a much more important one, and

they suggested that the Court of Directors, in referring to the Provincial institutions as "village schools," might not have adverted to the quality of the schools to be established, or to the necessity of procuring masters of superior attainments. They represented that the people in the Provinces were as well prepared to profit by such institutions as they ever would be, until the schools were actually set on foot, and had reason to complain of the delay that had occurred in affording to them the opportunities of qualifying themselves for public employment, which were held out to those residing at the Presidency.

The Government replied that adverted to the terms of the Court's recent despatch, pointing out the importance of improving and consolidating the Presidency institution, and to the general tenor of the observations contained in their previous one, the Board's letter must be referred for the orders of the Court and that in the mean time further measures should be postponed.

The result of this reference was an intimation* from the Court of Directors that "for the present the full development of the branch of "the University then established should be the exclusive object of "attention."

The functions of the University Board, as regards the establishment of Provincial schools, having been thus suspended, were shortly afterwards transferred by the Government to a new Educational Board, which was constituted† under date the 28th June 1845, under the designation of the Council of Education. The primary object of the appointment of this new Board was to organize and superintend certain public examinations of candidates for appointments in the public service and pecuniary rewards, a certain number of which were to be annually offered for public competition with a view to the encouragement of education. It was found however that the advantages of these examinations were restricted to the Presidency, and in order that the great body of the people might be enabled in some degree to avail themselves of them, the Council suggested‡ the establishment of nine Provincial schools, which, like those proposed by the University Board, were to be placed under the direction of local Committees. The course of instruction however was to be more elementary than that laid down by the University

* Appendix R. R,

‡ Appendix S. S.

† Appendix Q. Q.

Board, and was to be confined to a sound knowledge of English and of one of the Vernacular languages, Arithmetic and the elements of Geography and History. The exclusion of instruction in the Bible, which formed one of the fundamental rules of all the institutions, either established or proposed by the University authorities, was to be abandoned; and the Bible was to be included in the English course, attendance at the Bible class being left perfectly optional. The expense of each of these schools was estimated at from Rupees 700 to 800 per mensem, the salaries being calculated at from 100 to 400 Rs. per mensem. The scheme was approved by Government,* and the Council were authorized at once to take measures for procuring masters for six of the schools proposed, upon such salaries as they might think proper to offer, not exceeding Rupees 400 per mensem. It was resolved however that previous to the introduction of the Bible into any of the Government schools, the instructions of the Court of Directors should be solicited as to the desirableness of the measure in regard to the Provincial institutions, as well as to its application to the University. In regard to the course of instruction the Government considered it to be under present circumstances judicious, but suggested that in special cases it should be extended to Algebra, Mathematics and Trigonometry and to somewhat more than the elements of Geography and History.

Pending the reference to the Court regarding the Bible class, the Council deemed it expedient to defer the establishment of the schools, and on the receipt of the Court's orders† the project was abandoned, the Court objecting to the plan proposed by the Council, as being likely to involve an expenditure for which the educational funds would be insufficient, and declining to sanction the introduction of religious instruction into any of the Government schools.

The Council of Education having been shortly afterwards dissolved under instructions from the Court of Directors,‡ no further steps were taken for the establishment of Government schools in the Provinces until 1852, when the University Board, which in that year had become reduced to five members, was re-organized,§ and a plan|| submitted for the establishment of five Provincial schools one of which was opened at

* Appendix T. T. and U. U.

† Appendix V. V.

‡ Appendix X. X.

§ Appendix B. B. B.

|| Appendix F. F. F.

Cuddalore on the 1st July 1853, and a second at Rajahmundry on the 16th January of the present year. Arrangements are in progress for the establishment of four other schools so soon as competent masters can be procured.* The principles upon which these schools are being founded, are in most respects similar to those which guided Lord Elphinstone and the original members of the Board, in the scheme drawn up in 1842, the object of the schools being to afford a liberal education to those who resort to them. The extended course of instruction, laid down in the former scheme, is at present precluded by the state of education in the interior, and some time will probably elapse before it can be thoroughly carried out; but all arrangements are made with a view to its gradual extension, and in the course of a few years the advantages offered in these schools will probably be but little inferior to those obtainable at Madras.

In the two schools which have been established, it has been found necessary to fix the school fee at a much lower rate than that originally proposed, and an uniform fee of eight annas per mensem has been fixed upon for the present, subject to increase hereafter, as the course of instruction may be extended. The cost of these schools at present averages something less than Rupees 500 per mensem, the salaries of the Head master having been fixed at Rupees 300. When the present arrangements were under discussion, this latter sum was named by the Government as the net monthly expenditure of each school; but on the representation of the Board, that in the existing state of native education the head masters must be Europeans, the present scale of expenditure was sanctioned, the Government at the same time expressing their hope that for one or more of the schools competent Native head masters might be found, in which case the salaries might be fixed at a lower rate.

* *Note.*—Since the above was written, three Masters have arrived from England to take charge of the Provincial schools, two of whom are graduates of Cambridge, and the third a passed student of the Kneller Hall Training Institution near Twickenham.

CHAPTER VII.

The University Board instructed to devise measures for establishing educational test examinations for candidates for public employment—Necessity of such examination previously urged by the Calcutta Committee of Public Instruction—Plan submitted by the University Board—Right of preference to employment to be conferred on those passing the examination, if not inferior to other candidates in other respects and upon the whole—Rules to have effect in the first instance only in Madras—Standard of qualification—Privileges proposed for the proficient and graduates of the University—Difference of opinion in the University Board as to the expediency of the proposed rules—Rules approved by Lord Elphinstone—Mr. Trevelyan's opinion on the subject quoted by Lord Elphinstone—Mr. Bird opposed to the rules—Subject referred by Lord Tweeddale to the Court of Directors—Court's despatch of the 30th December 1843—Representation of the University Board—Board directed to confine their operations to the development of the University—Lord Harding's Resolution communicated to the Madras Government—Its application to this Presidency considered premature—Modified scheme promulgated by the Madras Government—Appointment of a Council of Education separate from the University Board—Council dissolved by order of the Court of Directors in 1847—Objections of the Court to Lord Harding's resolution—Revised rules submitted by the University Board—University Board re-organized in 1852—Rules further revised—Pronounced by Government unsuited to the existing state of education—Annual examination for primary rewards re-established.

While engaged in the discussion related in the preceding pages, the University Board were not inattentive to the other duties entrusted to them. In addition to the establishment of an University at Madras and of English schools in the Provinces, they were instructed* early in 1841 to place themselves in communication with the Sudder Court, the Board of Revenue and the Heads of other Public Offices in Madras, with the view of considering the “expediency of requiring all natives “and others to pass an educational test examination, before they are “admitted into the Company's service, and the nature of the tests “which it may be proper to establish.” The necessity of some measure of this kind, both with a view of improving the qualifications of the

* Appendix T.

public servants and of making the Government patronage a stimulus and encouragement to education generally, had some time previously been urged by the Education Committee at Calcutta, but no steps had been taken towards carrying it into effect. The plan of the Calcutta Committee was that public examinations should be held annually at each of the great towns in the Bengal and Agra Presidencies by Officers appointed to make the circuit of the country for that purpose; that the examinations should be open to all persons, wherever they might have been educated; that those who acquitted themselves well should be ranked according to their merit, and that a list of them should be sent to the neighbouring functionaries to enable them to fill up from it the situations in their gift, as they became vacant, the further progress of those appointed being dependent on their merits and length of service.

The plan proposed by the Madras Board, which was submitted to Government in a Minute* drafted by the President under date the 8th December 1841 was very similar to the above;—indeed it differed only in one essential point, viz. that while the Bengal plan left the disposal of patronage entirely unfettered, the Madras plan gave the candidates, qualified by having passed the examination, a right of preference to employment over all other candidates, “not possessing superior qualification in other respects and upon the whole.” This preference, however, was only to apply to the first admission into the service. The rules were at the commencement to have effect only in Madras, and were not to be extended to the Provinces, until the establishment of schools throughout the country should justify their more extended adoption. There were to be three standards of qualification, “general,” “superior” and “special.” All persons obtaining a certificate of the “superior” grade, as well as all Proficients of the High school, were to have a preference over other candidates, who might have only obtained a general test certificate, while those who could produce a special test certificate and graduates in any class of the Collegiate department of the University were to be entitled to a preference for any office in those branches of the service, to which the special test certificates or degrees granted to them might specially apply. In the first instance it was proposed that there should be only two classes of certificates,—general and special, and that the scholars of the 4th class of the High school should

* Appendix X.

be entitled to public employment equally with, and Proficients of that institution in preference to, other candidates producing a general test certificate; but this rule was subsequently modified, and in a revised set of rules submitted with the 2d Annual Report of the University Board, the superior standard was added, and the right of preference granted to the scholars of the University was limited to the Proficients of the High school and to the graduates in the Collegiate Department, the former of whom were to have a preference over candidates producing only the general test certificate, and the latter over all candidates for those branches of the services, for which their degrees certified that they had undergone a special course of preparation.

The Governors of the University were not unanimous in regard to the expediency of the proposed scheme of examinations. Two of the Members, Mr. Dent and Colonel Sim, objected to it at the outset, on the ground that it would draw opposition to the University, as having the appearance of unduly favoring the scholars of that institution, and that it was inexpedient to restrict the patronage of the Heads of departments, who are held responsible for the discharge of the duties confided to them. This last ground of objection was taken by two of the Heads of offices who were consulted, Mr. Chamier the Chief Secretary and Mr. Casamajor a Judge of the Sudder Court. The majority of the Board however were strongly in favor of the plan, being impressed with the policy of affording every legitimate encouragement to education, by holding out to the educated classes the prospect of more certain employment and advancement in the public service, and being of opinion that general assurances of the advantages of education would be of no avail, unless accompanied by practical manifestations of its value; that in order to hold out a practical inducement, it was essential that a *right* of preference should be secured to those who might qualify themselves, and that to concede to Heads of offices a discretionary power of rejecting educated candidates in favor of those who were comparatively uneducated, and who were possessed of no superior claims in other respects on the ground of official experience, would be calculated to defeat the object in view, in destroying the security proposed.

The scheme was highly approved by Lord Elphinstone, who considered that it would operate most beneficially, both upon the progress of education and on the condition of the public service, by raising a class of men, qualified for high employment in the civil administration

of India, and so carrying out the object to which, according to the instructions of the Court of Directors, all the educational measures of the Government were intended to refer.

The importance of rendering the patronage of Government subservient in some measure to the advancement of education is forcibly stated in the following extract from Mr. Trevelyan's work on education in India, which was quoted by Lord Elphinstone in support of his views.

“ But this part of the subject has another and perhaps a still more important aspect. The same means which will secure for the Government a body of intelligent and upright native servants, will stimulate the mental activity and improve the morals of the people at large. The Government cannot make public employment the reward of distinguished merit without encouraging merit in all who look forward to public employ ; it cannot open schools for educating servants without diffusing knowledge among all classes of its subjects. Those who take their notions from England, or even from most of the continental nations, can have no conception what an immensely powerful engine, either for good or evil, an Asiatic Government is. In India the Government is every thing. Nearly the whole rental of the country passes into its coffers. Its Civil and Military establishments are on the largest scale. The Mercantile, Medical, Sacerdotal and other professions, which absorb the greater part of an English youth of the middle class, are either held in low esteem, or confined at present to particular castes ; and almost the only idea, which a liberally educated native has of rising in life, is by attaching himself to the public service. The Government therefore, by the powers which it possesses of stimulating and directing the minds of those who look forward to public employ, is able to stimulate and direct the minds of the whole nation. The candidates for situations in the public service comprise the largest and best portion of the educated class ; and the educated class always draws after it the rest of the people.”

These remarks, Lord Elphinstone observed,* applicable as they were to Bengal, were still more so to this Presidency, “ where the field of enterprize being so confined and commerce so much depressed, it may be truly said that there is in fact hardly any other opening” than the public service for an educated man.

* Appendix A. A.

The members of the Government, however, were not unanimous as to the expediency of the measure, and the objections taken by a section of the Board to the right of preference for admission into the public service, which it was proposed to hold out to the educated classes, were shared in by Mr. Bird, who was of opinion that "any pledge of the kind given by Government would be productive of disappointment, because it could not be carried out in practice, and that if it could be enforced, it would be detrimental to the public interests, as tending to exclude from the public service all those who had not been educated on European principles. The measure," he considered, would give great dissatisfaction "in the Provinces generally, and particularly to the old Revenue servants, who had passed their lives in the service of the Company, and who had looked to it, and to it alone, for provision for their sons and relations, who, if the plan could ultimately be carried out to the extent proposed, would be in a great measure excluded from all hopes of employment." Mr. Bird at the same time approved of the plan proposed in Bengal, which left the disposal of appointments to the public service entirely unfettered.

The details of the measure were submitted to Government on the eve of Lord Elphinstone's departure, and as they involved an annual expenditure for the payment of the examiners who were to conduct the examinations, the proposition was referred by Lord Tweeddale for the orders of the Court of Directors. The importance of making the prospect of public employment operate as an encouragement to education appears to have been all along admitted by the Court;* but they were not prepared to go the lengths advocated by the University Board and Lord Elphinstone, and in reviewing† his Lordship's Minute on the subject, they observed, that although it was undeniable that the enforcement of an educational test for candidates for public employment would have a most powerful effect upon the diffusion of education, its imposition required caution and judgment, and the acquirements demanded should always be proportionate to the duties to be discharged. "For instance," they remarked, "it might be an advantage to an individual candidate for an appointment as native Law Officer in one of the Company's Courts that he should be a good

* See Despatch to Bombay April 10th, 1828.

† "We have already expressed our approbation of your views of making the prospect of public employment operate as an inducement to take advantage of the improved means of education now provided."

† Appendix F. F.

“ English scholar, but it would be unreasonable and frequently unjust to insist upon his understanding a language, which of itself can constitute no indispensable qualification for a Hindoo or Mahomedan Lawyer. There are also various grounds upon which a native might highly merit, and be most fit for, the public service, independently of any educational test whatever, and which it would be most inequitable and impolitic to overlook in favor of a pupil of a public seminary, destitute of other claims upon the consideration of the Government Officers.”

On the matter being made the subject of a special reference for their orders, the Court repeated their objections, remarking that “ it would be most unjust to the Native candidates for office to demand of them qualifications, which it is impossible, in the existing state of our educational arrangements, that any except a comparatively limited number should possess, i. e. in other words to demand from them a degree of proficiency in the literature and sciences of the west, which they are utterly destitute of the means of acquiring.” It was accordingly ordered that the question of an educational test should be left for future consideration.”

On receiving these orders the University Board pointed out that the objections taken by the Honorable Court were founded on the impression, that the examination rules were to have the effect of excluding all persons from employment, who might not be possessed of the qualifications specified in them; whereas all that was contended for was, that those who might qualify themselves should have a right of preference over other candidates, provided they were equally fitted in other respects for the situations for which they might apply. Official experience was to have its proper weight; but in the case of youthful candidates, who in this respect were on a par, the test of educational qualification was to give a right of preference, which the Officer appointing might not arbitrarily overlook.

The Board again represented in strong terms the necessity of such a security being held out as an inducement to the Natives to resort to the University, quoting the opinions of the Native Governors and of the Natives generally as being favorable to the immediate introduction of the proposed rules. They at the same time observed that the apprehension of their bearing hardly on those who had no opportunity of

acquiring the requisite qualifications was unfounded; inasmuch as it was proposed to limit their operations to the Presidency Offices, until the more general spread of education might justify their extension to the Provinces.

Notwithstanding this representation the Court of Directors declined to sanction the introduction of the test rules, and directed the Board to confine their attention to the fuller development of the institution under their charge.

While the subject was thus under discussion, the necessity of adopting some such plan as that recommended by the Madras Board for rendering the educational institutions of Government subservient to the improvement of the native uncovenanted service, was beginning to be felt in Bengal. So far back as 1835 the General Committee of Public Instruction at Calcutta had urged the necessity of establishing "some regular channel, through which the most distinguished students might obtain admission into the public service, without having to go through the ordeal of a long attendance at the Courts of Justice and the Revenue Offices, which may oblige them to court the favor of the Ministerial Officers, and often to become dependent on them."

With this view a plan had been adopted of communicating lists of the most deserving students to the Government Officers in the Districts in which the Government schools or colleges were located, but was abandoned after two or three years trial. It was then resolved to award to the best students "certificates of merit," signed by the members of the School Committee, the holders of which, it was supposed, would experience but little difficulty in obtaining employment. This measure, like its predecessor, was attended with but partial success.

The Government at the same time were averse to sanction any more decisive measures in favor of the educated classes, and would permit of no deviation from the general principle that the disposal of patronage should be left entirely unfettered, and that no special preference or monopoly of official employment should be assigned to the students of the Government institutions.

The ill-success however of the minor plans which had been tried, induced Lord Hardinge, shortly after his appointment as Governor General in 1844, to take a more decided step, and to direct that all meritorious students, both of the Government institutions and of other scholastic

establishments, should be entitled to an invariable preference over other candidates for public employment, not possessed of superior qualifications. With this view the Council of Education at Calcutta were instructed to forward to Government an annual return, containing the names of all students, whether educated in the Government institutions or elsewhere, "who might be fitted, according to their several degrees of merit and capacity, for such of the various public offices as with reference to their age, abilities and other circumstances they might be deemed qualified to fill;" and it was resolved that the returns, when received, should "be printed and circulated to the heads of all Government offices, both in and out of Calcutta, with instruction to omit no opportunity of providing for and advancing the candidates thus presented to their notice, and in filling up every situation *in whatever grade in their gift to shew them an invariable preference over others not possessed of superior qualifications.*" It was declared to be the duty of controlling officers, with whom rested the confirmation of appointments made by their subordinates, to see that a sufficient explanation was afforded in every case in which the selection might not have fallen upon an educated candidate, whose name was borne on the printed returns;" and "with a view still further to promote and encourage the diffusion of knowledge among the humbler classes of the people" it was further resolved, that "even in the selection of persons to fill the lowest offices under the Government, respect should be had to the relative acquirements of the candidates, and that in every instance a man who could read or write should be preferred to one who could not."

Lord Hardinge's Resolution went much further than the rules submitted by the Madras University Board, for not only was it declared applicable to all parts of the country, but to all situations of whatever grade, without the reservation in favor of old servants which was proposed by the Madras Board.

The Madras Government were of opinion,* "that it would be premature and detrimental to the public interests, if not unjust, to adopt it in all its fulness in this Presidency, inasmuch as the very limited number of schools at this Presidency, public or private, for the higher branches of education, especially in the Provinces, had precluded, and would for some time to come preclude, the bulk of the most respectable classes from obtaining the requisite educational acquirements." It was there-

* Appendix O. O.

fore decided, in lieu of giving “an invariable preference in filling up every situation to the educated members of native society, to open to them for competition not less than five appointments in the public service annually and three pecuniary rewards, to be paid out of the funds authorized for the purposes of education, and to be granted to successful candidates, after full and careful examination; provided such candidates have severally attained a standard of education which shall embrace a good knowledge of the English language, its science and literature and a grammatical acquaintance with their own vernacular tongue.”

The Government plan, which originally provided for the award of only two appointments to be conferred within the year, one in the Judicial and the other in the Revenue Department, “with as little interference as possible with the claims of others,” having been referred to the University Board for their opinion, was pronounced* by them to be altogether inadequate for the object in view, the omission to provide any security for the employment of any others than the few to whom the proposed prizes were to be awarded, being in the opinion of the Board fatal to the efficiency of the scheme.

The resolution however was promulgated, only so far modified as that five appointments instead of two were offered for competition, and the reservation against interference with the claims of others was omitted. To carry out the scheme a Council of Education was appointed,† separate from the University Board. The proceedings of this Council in connexion with the establishment of Provincial schools have been already adverted to. It only continued in existence until 1847, when it was dissolved under orders from the Court of Directors, on the ground that it was inexpedient to retain two separate and independent Boards for the promotion of education. During the interval which elapsed between the appointment of the Council of Education and its dissolution, two examinations were held, at which pecuniary prizes were awarded but no appointments given, none of the candidates being considered to have attained the prescribed standard of qualification.

The objections advanced by the Court of Directors against the test rules proposed by the University Board appear to have been deemed equally applicable to Lord Hardinge’s Resolution, and the standard of qualification required in the examinations which were held in pursuance of it in Bengal, was pronounced much too high.

* Appendix P. P.

† Appendix Q. Q.

This standard is described in one of the Court's despatches,* as involving "a critical acquaintance with the works of Bacon, Johnson, Milton and Shakespear; a knowledge of ancient and modern History and of the higher branches of Mathematical science, some insight into the elements of Natural History and the principles of Moral Philosophy and Political Economy, together with considerable facility in composition and the power of writing in fluent and idiomatic language an impromptu essay on any given subject of History, Morals or Political Economy."

The Honorable Court observed, that "this high test, instead of promoting, would in effect discourage the general acquisition of the English language; that they were not disposed to regard a high degree of scholastic knowledge as constituting an essential qualification for the public service, and that to require only a moderate and practical knowledge of English, with a thorough command of the vernacular language and testimonials of regularity, steadiness, diligence and good conduct would be, in their opinion, the best way to obtain the largest number of candidates competent to become useful Officers in the different ranks of the Revenue and Judicial Departments; though," they added, "there might be some few appointments, which it might be desirable to bestow as the rewards of greater proficiency in the higher branches of Literature."

They were averse however to insisting throughout India upon even a moderate acquaintance with the English language. "Where from local circumstances the persons whom it would be most desirable to employ are found deficient in that knowledge, we would not on that account peremptorily exclude them from employment; though, other qualifications being equal or nearly so, we would allow a knowledge of the English language to give a claim to preference."

The duties of the Council of Education having been transferred to the University Board, to whom the despatch above quoted was communicated, a revised set of rules for the introduction of test examinations was laid before Government in the course of the following year. These rules were very similar to those before submitted, except that they entered into greater detail regarding the subjects of examination and gave the proficients of the High school certain privileges which had been proposed in the first set of rules, but had been abandoned

* Appendix X. X.

in the second set submitted with the second Annual Report. The privileges proposed were that all proficient of the High school should have a preference in selection for the public service over other candidates who might have only attained a *general* test certificate, and that they should be placed on an equal footing with those persons who might obtain a *superior* test certificate. The proficient of the High school were in fact to be exempted from any further examination than that necessary to the attainment of their degrees, and it was provided, as before, that whenever the Collegiate department of the University should be established, the graduates of the institution should have a preference over all other candidates for employment in those branches of the public service, to which the science or faculty in which they might have graduated should be applicable.

The privileges thus provided for the scholars of the Government institution were strongly objected to by one of the members of the Board, on the ground that they were unfair to other candidates, that the examination for proficient degrees at the High school, being confined to the subjects studied in the school were not so difficult as the public examinations proposed for the superior test, and should not therefore be put on an equality with them, and that, independently of the question of relative difficulty, the Board when acting in the capacity of a Council of Education were not justified in introducing reservations in favor of the institution under their immediate charge.

It was argued on the other hand by the majority of the Board that the examinations for proficient degrees were equally public, and of more difficulty, than those proposed to be required for the superior test; that it was intended that the same public examiners should preside at both; that the institution was open to all, and that there were serious objections to obliging the University scholars to undergo two annual examinations.

Upwards of four years elapsed without any orders being passed regarding the rules submitted by the Board. In the mean time the Board, which had been reduced by resignations and deaths to a President and three members was reorganized, the number of members prescribed by the fundamental rules being increased from fourteen to sixteen, and eleven new members appointed to fill the vacant places. One of the first subjects taken up by the new Board was the establishment of examinations for granting certificates of educational qualifications. The rules sub-

mitted in 1848 were accordingly revised,* and with some modifications were again laid before Government. The principal alteration was the omission from the new rules of the privileges provided for the Proficients of the High school and future graduates of the University. On one point, however, which in fact was the main principle of the scheme viz. the right of preference for employment, there was again a difference of opinion among the members of the Board, four out of fourteen members who voted, being of opinion that the Heads of offices should be left entirely unshackled in their selection of candidates, and that in lieu of conferring on the qualified candidates the right of preference which was proposed, their names should be published periodically in the Official Gazette.

Before the new rules were laid before Government, the Governor in Council had recorded his opinion† on those submitted in 1848, which he declined to sanction. He observed, that “without entering into any discussion of the measure in its bearing on the public service, or of the expediency of making mere educational attainments the avenue to all public employ,” he “must record his entire concurrence in the sentiments of the Honorable Court, ‘that the enforcement of an educational test requires caution and discretion,’ as well as in the opinion (before) pronounced by the Madras Government, that ‘it would be premature and detrimental to the public interests, if not unjust,’ were the Government now to adopt in all its fulness the measures of the Supreme Government emanating from the Resolution of the Governor General Lord Hardinge under date the 10th October 1844.”

“A considerable period has indeed elapsed since the opinions here cited were enunciated, but they appear to the Governor in Council to be as strictly applicable to the present state of public education in this Presidency, as they were at the moment when first expressed; and the utmost that he can admit, is that the modified rules passed by this Government under date the 25th June 1845 be declared still in force and open to all candidates wherever educated.”

“If this measure be adopted, it will be for the Government, in the absence of a Council of Education, to nominate the examiners.”

“The nature of the examination should be such as to afford fair scope to the attainments of all scholars. The works studied at any particular school should not form the basis of the examination, but the award should be in favor of that individual who evinces the most

* Appendix C. C. C.

† Appendix E. E. E.

“ thorough knowledge and mastery of the English language, and possesses the power of transferring passages of solid weight and importance from the best English authors into pure and correct language in his own vernacular tongue, with a fair, but well grounded, acquaintance with general History, Geography, Euclid, and the elements of western science.”

“ The moral education of the candidates will also come within the scope of the examination ; for education alone, without moral character, can form no qualification for offices of trust. The Governor in Council does not attach importance to a minute acquaintance with the peculiar phrases of Shakespear and other refinements of English literature, or to high scientific attainments, which appear to him equally beyond the requirements of the present day.”

“ The tendency of such a system of education appears to him to be to create acute and subtle, but with all superficial, rather than solid, moral and thinking minds, which last are the only foundation of real social progress, and of a vigorous national intellect.”

The foregoing remarks were not communicated to the University Board, until after the receipt of the rules submitted by them in July 1852, which were pronounced* by Government to be “ calculated for a state of education, for which there is no pretence in this Presidency, and accordingly to be open to strong objections.” The Government at the same time expressed their concurrence in the opinion of the minority of the University Board, that “ the Heads of offices should, for the present at least, be left unshackled in the selection of persons for public employment, with this provision for their information, that a list of all candidates, who are found on examination to be qualified, shall be published periodically in the Government Gazette.”

In consequence of these instructions the system of an annual examination for Government rewards was reverted to, and an examination was held at the commencement of the present year upon a plan very similar to that adopted by the late Council of Education, certain fixed subjects being laid down, in which a certain amount of proficiency was required to entitle any candidate to reward, whatever might be his superiority over his competitors. The extent of acquirements demanded in the prescribed subjects involves a fair knowledge of the English language, and of the leading facts of the histories of India and

* Appendix F. F. F.

England of general Geography, Arithmetic and Algebra as far as simple Equations, the 1st four books of Euclid, the leading facts in Astronomy and Mechanics, translations from and into the vernacular languages, and the composition of an English Essay.

In addition to the prescribed subjects, a list of extra subjects is published, with the view of affording to those candidates who may have prosecuted their studies in the higher departments of literature and science, an opportunity of profiting by their acquirements.

The rules for these examinations for Government rewards, as originally promulgated in 1845, provided that five appointments should be offered for competition. This has been omitted from the rules now in force, on the ground that the pecuniary rewards and the publication in the Gazette of the names of the successful competitors, as well as of all who attain a certain standard of qualification in the prescribed subjects, is a sufficient stimulus, and that the interposition of a Government order is not requisite for securing employment for those who are placed at the head of the list; the facility with which the proficient and other advanced scholars of the University have hitherto obtained employment, being such as to afford a tolerably certain assurance that the services of those on whom the Government rewards are conferred, will be readily taken advantage of. This of course only applies to the few more highly educated. It yet remains to be proved whether as regards the mass of the educated classes the design of the examination will be carried out, without the security of a right of preference to employment, which has been so often proposed.

CHAPTER VII.

Opening of the High school department of the University—Appointment of the Head master—Previous establishment of a Preparatory school—Course of instruction laid down for the High school—Rapid progress of some of the scholars—Slow increase of numbers—Causes assigned for the paucity of the scholars—High rate of fee assigned as one of the causes—Objections of the President and other members of the Board to any reduction—Supposed impression on the part of the Native Community that Lord Tweeddale's Government was hostile to the University—Causes assigned for such an impression—Suspension by the Government of several measures proposed by the Board—Decrease in the number of scholars—Representations of the University Board—Difference among the members of the Government as to the causes of the ill-success of the school—Lord Tweeddale's Minute—Mr. Chamier's Minute—Mr. Bird's Minute—Opinion of the Court of Directors regarding the propositions of the University Board—Reply of the Board to the remarks of the Hon'ble Court—Correspondence between the Government and the Board regarding the wording of the 3d Annual Report—Report revised by Government and printed in its revised form under the signature of the Secretary—Similar correspondence regarding the 5th Annual Report—Abolition of the Council of Education by order of the Court of Directors.

Lord Elphinstone's scheme for the establishment of an University, provided for its division into two departments upon the plan followed in the Scotch Universities;—a High school “for the cultivation of English literature and the vernacular languages, and the elementary departments of philosophy and science,” and a Collegiate department for the “higher branches of literature, philosophy and science.” Of these two departments, the first only could be established at the commencement; the then existing state of education at Madras being such as to preclude the expectation of any students being found qualified for entering upon the course of instruction for which the Collegiate department was designed. One of the first measures of the University Board was to procure the services of a competent person to organize the new institution, and the task of selection having been entrusted to Mr. Mounstuart Elphinstone, formerly Governor of Bombay, the present

Principal* of the University, was appointed to the Head mastership of the High school, which was opened on the 14th April 1841. In the course of the preceding year, a Preparatory school had been opened for preparing scholars for admission into the High school, the rules of the latter institution prescribing that an elementary knowledge of the English language should be an essential qualification for admission. The High school commenced with 67 scholars, and with 65 more preparing to enter it in the Preparatory school. A detailed scheme of instruction had been previously laid down, almost identical with that stated in the 6th Chapter, as having been proposed for the Provincial schools. It includes Grammar, History, Geography, Composition, Moral and Mental Philosophy, Mathematics as far as Spherical Trigonometry and the principles of Mechanics, Natural Philosophy and the study of the vernacular languages. The majority of the scholars admitted at the opening were qualified only for the lowest classes. The progress of some of them was very rapid, and in the course of a very few years several had entered upon the subjects originally reserved for the Collegiate course. The number however increased but slowly, and from the commencement much difficulty was experienced in retaining the scholars to enter the higher classes. Out of 148 scholars who were admitted in the course of the first year, 48 left it during that period, and during the following ten years the number on the lists never exceeded 182.

One of the causes assigned for the paucity of scholars was the rate of school fee demanded, viz. Rupees 4 per mensem for each scholar, which was considered by many to be more than the majority of those classes, for whom the school was intended, could afford to pay. On this point there was considerable difference of opinion among the members of the Board. On the one hand it was argued that the rate of fee demanded obstructed the usefulness of the institution in limiting the resort of scholars; on the other, that any reduction would be followed by the ingress of large numbers of the lower classes, who would enter the school for a short period to obtain such elementary instruction as might fit them for inferior situations in the public offices, and would prevent the more respectable classes from resorting to it. The latter was the view of the President and of the majority of the Board, including some of the native members.

* Mr. Powell is a graduate of Pembroke College, Cambridge, and took the degree of Wrangler at the Mathematical Tripos examination of 1840.

By these gentlemen other causes were assigned for the comparative paucity of scholars. One of these was the situation of the school house, the distance of which from the most populous parts of Madras was considered to have the effect of preventing the attendance of many, who would otherwise have resorted to the school. The other was a supposed impression on the part of the native community that the Government was opposed to the institution. The High school had been in existence about a year and a half when Lord Elphinstone left Madras. A few months before, he had sanctioned the adoption of the several plans framed by the University Board for the extension of education, viz. the formation of four Provincial schools, the establishment of educational test examinations, and the establishment of Collegiate classes in Medicine and Civil Engineering in the University. Of these measures the two first had been officially suggested by Lord Elphinstone in his Minutes of the 12th February 1841 and 12th May 1842; and the proposal to establish Medical and Engineering classes at an early date had been adverted to in the address delivered by the Board on the occasion of the opening of the High school, and had met with his full concurrence. Before however any of these measures could be brought into operation, it was necessary that detailed estimates of the expenditure required to carry them out should be framed and sanctioned. The estimates were laid before Government on the eve of Lord Elphinstone's departure, and the disposal of them devolved on his successor. They involved in the aggregate, when added to the expenses of the High school, an expenditure in excess of the sum sanctioned for educational purposes at Madras. The Government of India in their letter of the 15th July 1835 had distinctly intimated that this sum must not be exceeded, and the Government therefore were not competent, without a further reference either to the Government of India or to the Court of Directors, to sanction the scale of expenditure proposed by the Board. At the time the estimates were submitted to Government, the disbursements of the High school amounted to about Rupees 20,000 per annum, which, it was calculated, would eventually increase to Rupees 30,000. The charges of the four Provincial schools were estimated at Rupees 15,000 odd; those of the Medical Collegiate class at Rupees 10,000; those of the Civil Engineering class at Rupees 7,000; while the payment of the examiners who were to conduct the proposed test examinations was calculated at Rupees 3,500 per annum. The aggregate of the estimated expenditure thus amounted to Rupees

65,500 or Rupees 15,500 in excess of the annual* grant. Of this excess, however, it was not probable that the additional Rupees 10,000 for the High school would be required immediately, and if it had been, the available funds were sufficient for carrying out at all events a portion of the general scheme. Either the Collegiate classes might have been established, or the Provincial schools might have been opened, and the test examinations set on foot. Lord Tweeddale however decided that the whole of the estimates should be referred to the Court of Directors. In consequence of the representations made by the Board, the estimates of the Provincial schools were subsequently sanctioned, but when it was found that higher salaries than those originally proposed, would be required for the Head masters, although not more than might have been provided from the annual grant, the necessary sanction was withheld, and the duty of founding Provincial schools was afterwards transferred to another body.

The entire suspension of the several schemes submitted by them, which had been prepared, either under the express instructions, or with the full concurrence, of the former Government, was viewed by the Board as indicating that the institution was discountenanced by the new Government, and a decrease which about the time took place in the number of scholars, was ascribed by them to the circumstance of a similar impression having been contracted by the native public.

As early as the 18th November 1842, in a letter† urging the impolicy of delay in the establishment of the Provincial schools, the University Board represented, that if through any delay in carrying out the proposed measures, the native community “should be led (though “erroneously) to surmise that Government is no longer favorable to their “adoption, they could not but anticipate in the withdrawal of their confidence, results the most disastrous to the cause of native education “under this Presidency.” “If,” they added, “it has been thus shown “that the postponement of one only of the proposed educational measures would hazard results so untoward, the Board cannot but regard “with apprehension the far more extensive evil, to which the suspension “of the other schemes they have submitted, would in all probability

* *Note.*—In addition to the current annual grant, there was a balance to the credit of education amounting at this time (September 1842) to about 150,000 Rupees—see Appendix B. B. the interest of which at 5 per cent. would have amounted to about Rupees 7,500 per annum. A considerable portion however of this balance would, according to the recommendation of the University Board have been absorbed in the erection of a building for the Presidency institution.

† Appendix E. E.

“give rise.” On these grounds they urged the necessity of “avoiding any steps which might seem to indicate a check in their progress,” and requested permission to employ a portion of the balance of the annual grant, which was still available, in laying the foundation of the various schemes submitted by them.

In the course of a few months afterwards, the withdrawal of the senior pupils and a decrease which took place in the number of scholars, induced the Board again to address* the Government on the subject, with a view to the adoption of measures which might serve to revive the confidence of the native community in the stability of the institution. They represented, that among those who had left, were several of the most advanced pupils, who had “prematurely abandoned their further education at the very time when their stay would have been most beneficial to themselves and conducive to the principal objects of the institution;” that the pupils who had recently entered, did not proceed from that class of the community whom it was desired to attract to the school, and that they merely came to qualify themselves for inferior appointments in the public offices. As a temporary remedy for this state of things, and pending the decision of the Court of Directors on the measures which had been referred to them, the Board urged the commencement of a building for the University, as being calculated to attract public confidence and to give stability and popularity to the institution. They also advocated the foundation of Government scholarships in the High school as an encouragement to the most deserving scholars, and an inducement to them to continue their studies.

The members of the Government differed as to the causes to which the comparative ill-success of the High school was to be ascribed. The Marquis of Tweeddale considered† that the measures proposed by the Board were premature, and that a sound practical system of education must be established and received by the native community, before any benefit could be hoped for in the establishment of College classes. He pronounced the small success of the institution in attracting scholars and its early abandonment by those who resorted to it, to be attributable, partly to the apathy of the native community and partly to the existence of other schools at the Presidency. He observed that when the University was established, the natives were expected to support it by sending their children to it and by pecuniary contributions; that in both

* Appendix G. G.

† Appendix H. H.

these expectations the Government had been disappointed, and that in fact such a vital change had taken place in the condition and prospects of the institution, as affected the principle upon which the Court of Directors had sanctioned its establishment. He anticipated no benefit from the erection of a building, that already in use being more than sufficient for the wants of the institution.

Mr. Chamier* on the other hand concurred with the University Board in ascribing the depressed condition of the High school to the delay which had taken place in sanctioning the various measures that had been proposed. "So long," he observed, "as the recommendations of the Board were cordially responded to, and it was seen that the institution enjoyed the undiminished favor of Government, the number of students continued to increase, and doubtless would have gone on increasing; but when the first check was experienced, doubts of the permanence of the advantages held out on the first establishment of the University naturally intruded themselves on the minds of those who had taken an interest in the institution, and were confirmed by the continued omission of Government to notice the Board's recommendations." Mr. Chamier accordingly proposed that all the suggestions of the Board should be at once sanctioned, with the exception of the test examinations and the erection of a building, the former of which he considered to be of doubtful expediency, and the latter not to be immediately required.

Mr. Bird considered† it to be undoubted that "the native community had not supported the University to the extent which the Government had been led to expect," and that the Government would not have been justified, with the limited means at their command, in adopting the propositions for forming the classes in Medicine and Civil Engineering, nor that of carrying into effect the test rules without reference to the Honorable Court of Directors. He agreed with the University Board, that "if those propositions were adopted, there was a prospect of the prosperity of the institution being restored;" and though not approving of the test rules, he had "little doubt that if it should be found that employment in the public service was dependent upon qualifications at the University, that institution would be generally supported, by those at least who were within reach of it, and especially by the natives of the Presidency." Mr. Bird at the

* Appendix I. I.

† Appendix J. J.

same time expressed his conviction that if the University was not warmly and liberally supported by Government, all endeavours to preserve it from failure would be ineffectual, and suggested that doubts on this subject might be the cause of the want of support on the part of the native community brought to notice by the Board.

The discussion resulted in a further reference being made to the Court of Directors on the points noticed in the Board's letter, with the exception of the proposal to found scholarships in the High school, which was referred to the Government of India, and was eventually sanctioned.

The Court of Directors considered the propositions of the University Board to be premature. In a despatch* dated the 18th October 1843, written previous to the receipt of the reference abovementioned, they recorded the following remarks with reference to the proposal to establish Collegiate classes in Medicine and Civil Engineering. "We are fully sensible of the great zeal and activity of the Education Board, and of the advantages likely to follow from the institutions which they recommend, but we must remind you that little more than a year has elapsed since even a school for English literature was founded at your Presidency, and that we now only for the first time receive a report of the results which have attended its institution. Upon referring to the answers of some of the students to the questions proposed to them at the first examination held by the Board, very extraordinary proficiency is manifested by some of the students; but it is evident that whatever progress they may have made during the year, (and we doubt not it was such as to do great credit both to themselves and to their instructors) yet they must have joined the school with highly respectable acquirements, previously attained in other institutions of a similar character. It seems likely too that this high proficiency is confined to a very few individuals, and at any rate it is certain that the school is by no means yet established on a permanent footing, and that the number of its scholars is yet far from being sufficient to render it as effectively influential in the progress of native education, as we hope it will hereafter become."

"As some knowledge of English was made a condition of admission into the High school, the Board established at the same time a

* Appendix L. L.

“ Preparatory school for imparting elementary instruction in the English language. The two schools were opened on the 14th April 1841, when sixty-seven scholars were admitted into the High school and sixty-five into the Preparatory school. These numbers are by no means commensurate with the population of Madras, with the deficient means of instruction there existing, or with the interest manifested by the natives, of whom thousands are described as having congregated to witness the opening of the school.”

“ Nor have the subsequent augmentations of the schools been such as to indicate a rapidly growing popularity: although eighty-one scholars joined the High school during the first year, yet forty-eight quitted it, and at the occurrence of the first annual examination the numbers are reported to be one hundred in the High, and only thirty-five in the Preparatory school,—an aggregate little more than that with which the schools opened. As however the chief falling off is in the Preparatory school, it is to be hoped that it arises principally from the instruction which it afforded, being obtainable on cheaper terms elsewhere. That the elementary knowledge of English requisite for admission into the High school is to be procured without this part of the machinery, may be inferred from the augmentation in the scholars of the High school. The augmentation however is still below our expectations.”

“ We hope and expect that as your plans become developed, the school will be much more resorted to, but we think that any proposals to establish Medical or Civil Engineering Colleges at this moment are unwarranted by the state of preparation in the native community, and that it will be quite time enough when, from amongst some hundreds of native young men, familiar with the use of the English language, and with various important branches of general knowledge, classes can be formed for the cultivation of professional and practical knowledge. At present, in all probability, the pupils qualified to benefit by such tuition would be very few. We are by no means prepared to found a College for Civil Engineers, the pupils of which are to comprehend the Officers of the Madras Army as proposed by the Education Board. This is a subject quite distinct from that of native education, and one on which it is not necessary to say more than that if it is considered essential for the Officers of our Army to study Civil Engineering,

“England and not India, should be the site of their education. With regard to the Medical College of Calcutta, which has in a great measure given rise to the suggestions of the Education Board, we have to observe, that whatever success may have attended its operations, was prepared for by years of previous cultivation, not only of English, but even of Medical science. The Hindoo College, which is analogous in its plan to the High school of Madras, had been in existence for more than twenty years, when the Medical College was founded, and had filled Calcutta with accomplished native scholars; and besides this, European Anatomy, Surgery, and Medicine, had been taught for several years, both at the Sanscrit College, and the Madrissa, and an Hospital and Dispensary had even been attached to the Medical class of the former. All the pupils of the Medical College who first were entitled to diplomas had been distinguished scholars in the Calcutta seminaries. A shorter interval will no doubt be sufficient to prepare the pupils for instruction in the Medical College at Madras, but it is obvious that there cannot be at present, nor for some time to come, an adequate number of well instructed young natives to form such a Medical school, as to justify the expense which it must entail by the benefits which it would disseminate.”

“Looking therefore upon the suggestions of the Education Board as premature, we must withhold our sanction from any attempts to carry them into effect by any other means than those of giving the fullest practicable efficiency to the institution which they have already organized. We have every reason to augur from the judgment and activity of the Board, and from the talents and the zeal of the masters, the ultimate success of the High school and College of Madras, and the extension of similar schools to the principal districts of the Madras Presidency, and we earnestly recommend to you to confine your attention and that of the Board at least for the present to these important and indispensable objects.”

The Court had previously stated their objections to the immediate introduction of the test rules. On receiving the further reference from the Government, forwarding the Board's representation regarding the unsatisfactory condition of the High school, they observed* that the statement then before them confirmed the accuracy of their former opinion, and that it was “manifestly premature to found Colleges for

* Appendix N. N.

“ scientific and professional objects or to establish tests for public employment, while the means which are provided for the indispensable preliminary instruction are so imperfect and so little resorted to by those for whose benefit they were intended.”

“ We are disposed to think,” they added, “ that the alarm indicated by the letter of the Board of the 5th June 1843, is as premature as their anticipations of benefit from the quarters to which they look. The qualifications of the senior pupils fitted them for the duties of active life, and it has been universally found difficult to detain young men in the native seminaries after attaining such qualifications. Some compensation must be held out to them for the advantages they forego by protracting their scholastic studies, such as a scholarship of adequate value, and this is one obvious remedy for the evil complained of. Even the whole number cannot be expected to aim at the highest attainments, and there must always be a large proportion of students who seek only to qualify for inferior appointments in the public offices. It will be sufficient if some few of them are gradually led on to the higher classes until the advantage of such attainments shall be more generally appreciated. There is little reason to fear if the institution be steadily, ably, and above all, patiently fostered.”

“ We observe from the Minute of your President of the 28th August 1843, that his Lordship ascribes the decline of the establishment in some degree to the number of schools existing at Madras, and the habit of the natives to change from one to the other. As many of these schools probably afford gratuitous instruction, a Government institution where a monthly fee is demanded, can scarcely expect to be in very extensive request. It can only attract pupils by offering a better education and by receiving more marked countenance from the Government. With regard to the first, the report of the Board bears such high testimony to the character of the Head master, that it is to be inferred he is fully competent to raise the studies of the school to a level with the best schools at the Presidency. The Governors of the College are desirous of giving him more effective aid, and solicit your sanction to their sending to England for a second master, whose salary shall not be less than 350 Rupees per month. You have called our attention to this request, and we do not object to the sanction being granted, if the prospects of the school still require such additional assistance.”

“ With regard to the second source of attraction,—the countenance of the Government, we fully appreciate the great anxiety manifested by you for the success of the High school, but we are of opinion that it would tend materially to elevate the credit and respectability of the institution, if the prizes which may be awarded at the public examination were presented to the successful candidates by the Governor of Fort Saint George himself, and that on such occasion the attendance of respectable natives were extensively permitted and encouraged. No measures have been found more efficacious in securing popularity to the Native College of Calcutta, than the countenance which it has received in this manner from the successive heads of the Government of Bengal.”

The Board replied at some length to the first of the two despatches above quoted. They pointed out that the majority of the propositions submitted by them had been devised under the express instructions of Government, and that both in regard to the test examinations and the establishment of Collegiate classes, their views had been misapprehended by the Court of Directors. They observed that in proposing the test rules they had not contemplated any *demand* of educational qualifications, or exclusion from employment of those who might either be without the opportunity or might fail to qualify themselves, but merely that a right of preference should be accorded to qualified candidates, and that not absolute, but only over “ other candidates not having such certificates of qualification, and who might not possess superior qualifications in other respects and on the whole.” With reference to the Collegiate classes in Medicine and Civil Engineering, they stated that if the Court of Directors had apprehended that “ they had proposed the establishment of these classes as called for by a community already boasting of any number of scholars of sufficiently refined acquirements to take immediate advantage of them, they had been misconceived,” and that they had merely proposed the establishment of the classes as an experiment.

The Board adhered to their opinion that the slow progress of the institution was attributable to an impression that the Government were unfavorable to it. They observed that “ however prepared the Government may have been, and still may be, to promote the interests of the institution upon the basis of its fundamental rules and principles, and according to such course as Government deem most condu-

“ give to that purpose, yet it cannot but be apprehended that the native
 “ public have contracted an impression to the reverse. Without as-
 “ suming to speculate on the grounds of the impression, which may
 “ have been quite misconceived, yet the Board are at all events convin-
 “ ced that nothing short of the marked countenance and strenuous
 “ support of Government, followed up by every exertion of the Board
 “ to give effect to such encouragement, will suffice to restore or main-
 “ tain that spirit which the Board have often testified as formerly
 “ prevailing, as well in the Provinces as in the Presidency, in the cause
 “ of the institution and of native education in general. It is to be
 “ observed that the natives of this Presidency are unable, either from
 “ any personal experience or from any results they have hitherto
 “ witnessed in others, to appreciate the effect and value of a superior
 “ education. They look to the encouragement and countenance of
 “ Government altogether as the criterion by which they estimate such
 “ pursuits. Extrinsic excitement is necessary in the infancy of such
 “ efforts, and it will not be until some results are seen of the palpable
 “ advancement and superior education of those who have acquired
 “ qualifications by their attainments, that an adequate or true concep-
 “ tion will be gained of their value.”

While the foregoing correspondence was going on, a discussion arose regarding the wording of the 3d Annual Report, to some parts of which the Government took exception on the ground that it represented the suspension of the various measures proposed by the Board as resting with the Government, and not with the Court of Directors to whom they had been referred. The Government accordingly suggested certain alterations, which however the Board declined to adopt, the terms used by them being in their opinion consistent with the information before them when their report was written; while the alterations proposed involved a reference to circumstances of which they had no information. The correspondence ended in the report being published in the revised form proposed by the Government under the signatory of the Board's Secretary and without the signatures of the President and Members, which had been originally affixed to it.

On a subsequent occasion when the 5th Annual Report was laid before Government, the Board were censured for having again called the attention of Government to various points, which, it was observed, had been disposed of by the Court of Directors, and for having com-

mented in it on the proceedings of the Council of Education, and on other matters which had been referred to Government by that body. Their remarks on these topics they were directed to erase and to re-submit the report in a revised form for publication. In carrying out the orders of Government, the Board represented that those orders were the first intimation they had received of the matters adverted to in their report having been either disposed of or withdrawn from their consideration. They pointed out that those propositions which were referred to by Government as having been disposed of by the Court of Directors, had merely been pronounced premature, and that their comments on the proceedings of the Council of Education were confined to such proceedings as had been either expressly communicated to them or to the public at large, and which also bore immediately on the institution under their charge.

These discussions, coupled with the transfer to the Council of Education of a considerable portion of the duties originally entrusted to the Board, served to confirm the impression previously entertained that the proceedings of the latter body were viewed with disfavor by the Government, and the Board were unanimous in attributing in some measure to the impression thus produced, the indisposition evinced by a large body of the natives to take advantage of the Government institution.

The prejudicial effect of having two separate and independent Boards for a similar object had been anticipated by the Court of Directors, and in the course of the same year in which the above correspondence took place, orders* were received for the dissolution of the Council and for the amalgamation of some of its members with the University Board. The Court's orders were as follows—

“ In connection with the subject of native education, you have
 “ thought it necessary to appoint a new Council consisting of a number
 “ of our most respectable Civil and Military servants. We have no
 “ doubt of their ability and zeal, any more than we have of the laudable
 “ motives which prompted this arrangement, and indeed the whole of
 “ your proceedings in this matter; but it does not appear to us that their
 “ services are needed. You have already a Council or Board for the
 “ superintendence of the Madras University,—the only educational insti-
 “ tution immediately connected with Government. The new Council

* Appendix X, X,

“therefore is not required for the conduct of that establishment, and
 “there is no other duty to occupy their time or call for their supervision.
 “You do not propose to employ the members of the Council as exami-
 “ners of the candidates for public employment, and we are at a loss
 “therefore to comprehend what they will have to do. So complex a
 “machinery is more likely to embarrass than advance the progress of
 “education: all that seems to us to be necessary is to strengthen the
 “University Board, and if expedient to enlarge the sphere of its opera-
 “tions. In Bengal the Colleges and schools were managed, not by
 “bodies distinct from the General Committee or Council, but by special
 “Sub-Committees chosen from the general body, by which means the
 “great advantage was secured of unity of design and action. With se-
 “parate and independent Boards for a similar object, difference of opi-
 “nion can scarcely fail to arise, which will only serve to arrest progress
 “and create perplexity. We therefore think it will be advisable that
 “you should reduce the numbers of the proposed Council to such a limit
 “as will admit of its amalgamation with the University Board, to the
 “members of which, as part of the general body, may be delegated the
 “superintendence of the High school or University, in the discharge of
 “which duty, although we may have had reason to think that the plans
 “of the Board were sometimes precipitate, we have always recognized
 “genuine and disinterested zeal, commendable diligence and unquestion-
 “able ability.”

Lord Tweeddale's term of Government was drawing to a close when the above orders were received. The Council of Education was abolished and its records transferred to the University Board, who were directed to conform to the instructions which had been issued to the Council, so far as they did not militate with the orders of the Court. No addition however was made to the members of the Board, the number of which had become reduced to seven, including the President, when Lord Tweeddale left Madras.

CHAPTER IX.

State of the education question on the arrival of Sir H. Pottinger—Sir H. Pottinger's Minute—His proposal to appoint a new Council of Education including the President and Members of the University Board with a Member of the Government as President—Views of Sir Henry Pottinger as to the establishment of Provincial schools and the character of instruction to be imparted in them—Importance of vernacular instruction—Mr. Thomas' Minute—Mr. Elliott's Minute—Sir Henry Pottinger abandons his plan of appointing a Council of Education and re-organizes the University Board—Minute of the University Board under date the 2d July 1852—Orders of Government of the 22d June and 1st November 1852—Resignation of the President and five Members of the Board—Board's letter of the 10th December 1852—Opinion of the Members of the Government thereon—Establishment of a Collegiate department and Primary school—Reduction of the fee in the University—Value of the instruction imparted in it—Success of the Proficients—Vernacular department—Concluding remarks on the present state of education.

Sir Henry Pottinger succeeded to the Government in April 1848. His attention was speedily attracted to the low state of education in this Presidency, and especially to the paucity of scholars at the only Government school.

During the three or four years immediately preceding, there had been a slow, but gradual, increase in the number of scholars at the High school, which then numbered one hundred and seventy. This, as Sir Henry Pottinger observed, was very incommensurate with the wants of the population; and in a speech made by him at the annual meeting for the distribution of prizes, &c. to the scholars of the High school, he intimated his intention of taking the subject of education into his immediate consideration, with the view of devising measures for placing it on a more satisfactory footing. The subject however was new to him; the papers recorded on it were voluminous, and, to use his own words, the question was in a somewhat peculiar position when he arrived at Madras. Shortly before the arrival of his predecessor, a scheme of secular instruction for the higher classes of the community

had been drawn out, and some progress had been made in the arrangement of the necessary details for carrying it into effect. Of the various measures which the scheme involved, only one had been brought into operation, and that, so far as regards the numbers who had taken advantage of it, had met with very limited success. The other measures devised under Lord Elphinstone's Government had either been suspended by the orders of the Home Authorities or had been entrusted to another body, whose views differed on most essential points from the original framers of the scheme.

The University Board had all along advocated, and to some extent had carried out in the senior classes of the High school, a course of instruction in the higher departments of literature and science; and the attainments of their scholars in those branches of knowledge which usually enter into a Collegiate course had been the subject of frequent notice in their annual reports. The Council of Education on the other hand, both in the public examinations held by them and in the scheme proposed by them for the Provincial schools, had adopted a far lower standard of qualification, and had pronounced the attainments of the High school students to be superficial and to be wanting in that solid ground-work which is essential to a sound education. On another point which has been the subject of much discussion in connection with the question of native education, there was a material difference of opinion between the Council and the majority of the Board. According to the latter "it was to form no part of the design of the Government institutions to inculcate doctrines of religious faith or to supply books with any such view." According to the Council of Education to whom the whole of the duties of the University Board as a Board of public instruction were entrusted by Lord Tweeddale, "it was absolutely and morally impossible to impart instruction to natives in the English language and in the science of Europe, and at the same time not to interfere with their religious feelings and sentiments;" and "the effect of the secular system had been to subvert in the minds of the scholars every feeling of respect for their ancestral faith and to form a class of educated natives unrestrained by the principles of any religious faith."

The views of the Council had been in part adopted by Lord Tweeddale, and the establishment of a Bible class, at which the attendance was to be optional, in the Government school, had been proposed

by him, but the measure had been prohibited by the Court of Directors and by their orders the Council had been dissolved. All the Secretaries to Government were members of the late Council, and among the other members were some of the principal officials at Madras.

The Board on the other hand, which was still in existence, and to which, under the orders of the Court, the management of the educational department was in future to be entrusted, was much reduced in number, and had for the past five years been involved in frequent controversies with the Government, to whose proceedings and want of support it ascribed the ill-success of the only institution under its charge. The Court of Directors had suggested that the Board should be re-inforced by the addition of some of the members of the late Council, and that the sphere of its operations should be enlarged; but the difference of opinion which existed between the two bodies on the important questions above adverted to rendered such an amalgamation difficult, if not impossible, and it was no easy matter to select from among the other leading members of European and Native society persons possessed of the requisite qualifications, and of leisure sufficient to enable them to devote themselves to the successful development of the original scheme.

Then as to the scheme itself there was much diversity of opinion. It was not a scheme of national instruction in the proper sense of the term, but was directed solely to the enlightenment of the higher classes of the community by their instruction in the higher branches of literature and science. Its immediate object was to raise up a highly educated class of men for employment in the public service, though whose influence and example the education of the lower classes of the community was to be eventually brought about. It is true that when the scheme was laid down, the provision of elementary education for the mass of the people had been adverted to as "a thing not necessary to be neglected or postponed for an indefinite period." No provision however had as yet been made for it; nor, as far as can be gathered from the correspondence, was any step in this direction contemplated by the Board. The instructions of the Court of Directors on the subject were somewhat contradictory. They had expressed their concurrence in Lord Elphinstone's view that the object of the Government

should be the elevation of the standard of education and the instruction “ of those classes who can spare time sufficient to acquire more than “ mere rudimental learning, rather than the multiplication of mere “ elementary schools,” but in the same despatch* they had stated their opinion that “ the latter should not be wholly abandoned,” and that “ the judicious encouragement of village schools might also be comprehended in the arrangements adopted for the improvement of native “ education.”

Now the funds allotted for educational purposes were utterly insufficient for bringing into operation both of the measures adverted to. The arrangements of the Board for the development of the measures under their immediate consideration involved an expenditure in excess of the annual grant, the whole of which under the arrangements proposed by them was to be absorbed by the Presidency institution. This grant was very incommensurate with the revenues of the Presidency and utterly inadequate to its wants. It was reasonable to expect that the educational department at Madras should be placed on a level with those of the other Presidencies, but even then it would be by no means adequate to the practical and general application of the two schemes advocated by the Court, viz. the provision of a liberal education for the higher classes of the community and the judicious encouragement of village schools. Both measures might be attempted to a limited extent, but for the general application of either throughout the extensive territories subject to this Presidency, a scale of expenditure must be provided, very considerably in excess of any thing that had hitherto been proposed, or was likely to be granted with reference to the depressed condition of the finances of India, when Sir H. Pottinger came to Madras. It was obvious however that the inhabitants of one district were as much entitled as those of another to the benefits of education. All were equally in want of it, and whatever might be the principle carried out, whether the liberal education of the few or the elementary instruction of the masses, it might be argued, that its application should be general, and that with this view a selection should be made of one or other of the measures proposed.

On this point much difference of opinion prevailed. Many persons considered that if a choice were to be made, the elementary instruction of the masses of the community should have the preference, and that

* Appendix F. F.

measures taken with this object would have a more beneficial effect on the moral condition of the people, than any which were merely directed to the instruction of a comparatively limited number in the higher branches of literature and science. The principle of restricting the operations of Government to the higher classes had received the sanction of the Government of India and of the Court of Directors, and was certainly in accordance with the avowed object of their educational measures, viz. the improvement of the qualifications both moral and intellectual of the native employés in the public service. It was evident however from the despatch above quoted, that the importance of providing the means of instruction for the masses was also recognized by the Court, and the question therefore could hardly be considered a settled one.

On the other hand, it might be contended that the pressure of financial difficulties was but temporary; that both measures *must* eventually be carried out; that to raise up a better class of public servants and to produce any palpable effect upon the national mind, the means of obtaining a liberal education must be held out to the higher classes, and that to enable *them* to exercise any beneficial influence over their countrymen, an improved standard of elementary instruction must be provided for the masses; that in fact either measure, if undertaken singly, would be a failure, and that consequently under existing circumstances the wisest course would be to attempt both to a limited extent.

These considerations rendered necessary a very deliberate review of the subject in all its bearings; and it was not until June 1851 that Sir H. Pottinger found himself in a position to place his views before his colleagues. His scheme* provided for the establishment of a Council of Education, consisting of a President, four vice Presidents and twenty Members; the establishment of a Normal school in connexion with the University, and of eight Provincial schools at some of the principal stations in the Mofussil, and the adoption of a system of grants in aid of the subscriptions raised by the inhabitants of populous villages, for the purpose of providing them with school masters and assisting in the erection of school buildings. Sir H. Pottinger expressed his entire dissent from the opinion which had been broached, to the effect that little progress made by the High school had been caused by the lukewarmness, if not opposition, of the Government in regard to the various measures proposed by the University Board. He attributed the failure of the

* Appendix Y. Y.

High school in attracting any considerable number of scholars, entirely to the apathy of the native community, and it was principally on this ground that he proposed the large Council named by him, in the hope that by including among its members gentlemen of every calling and sect, "their advice, and, in some instances, precept would work the desired reformation in the ideas of the natives as to education at the Government institutions." No change was to be made in the plan of the University, of which the Collegiate department was to be brought into operation whenever the advancement of the scholars might be considered to justify it.

For the Provincial schools, however, Sir Henry Pottinger advocated a lower standard of instruction than that originally proposed. "In these institutions," he observed, "useful knowledge and a moderate scale of general education should only be aimed at, without entering on the higher grades of learning and science, or introducing, as a necessary ingredient, the acquirement of refined literature. An education, such as I refer to, may doubtless be partly taught through the medium of English books adapted to that purpose; but my own firm persuasion is, from past personal experience, as well as from enquiry and reading the reports to which I have adverted above, that good and careful translations from English into the vernacular dialects must after all be the chief channel of instruction and of the communication of knowledge to the great body of the population of Southern India."

The views of the other members of the Government as to future operations were not entirely in accordance with Sir H. Pottinger's Minute. Mr. Thomas, who, when Chief Secretary, had been a member of the Council of Education appointed by Lord Tweeddale, advocated* a thorough change in the scheme of instruction in the University, and the restriction of that and of all other Government Seminaries to a more elementary course of instruction than had been hitherto pursued. He also urged the expediency of applying the Government funds to the aid of existing institutions, and of introducing the scriptures as an optional study into the Government schools. On one point he fully concurred with Sir Henry Pottinger, viz. the importance of vernacular education. He was of opinion that the system which had been adopted,

* Appendix Z. Z.

both in this and in the Bengal Presidency, and “ which contemplates
 “ only the imparting a high measure of education to a few, exclusively
 “ through the medium of English, must fail to produce any great or
 “ general effect upon the national mind. It appears to me,” he wrote,
 “ to reverse the natural order of things, and that the attempt to educate
 “ and enlighten a nation through a foreign language, is one opposed
 “ to the experience of all times and countries. English must ever be, in
 “ this land, to the mass, an unknown tongue.”

“ A smattering of English,” he observed, “ may be acquired by a
 “ considerable number about our towns or in immediate communi-
 “ cation with the few English residing in India; but the people (the
 “ women as well as men) will, as a whole, only think and speak and
 “ read in their native tongues, and their general enlightenment or
 “ education must, and I believe, can only be attained through this
 “ channel; and a wide basis therefore of a solid, though limited edu-
 “ cation, through the means of the vernacular languages, must be given
 “ to those classes which now receive education, before anything per-
 “ manent will be effected.”

“ It is upon this broad basis alone, that the superstructure of a
 “ high standard and refined education can, it appears to me, be raised;
 “ and the superior acquirements of the few very highly educated be
 “ made to tell upon and influence society. For let us suppose that
 “ we have some tens or even scores of youths, out of a population of
 “ millions, masters of the higher sciences, well acquainted with all
 “ the beauties of Shakespeare, of Milton and with the learning of
 “ Bacon and with the great master minds of Europe, and the rest of
 “ the people, not the lowest classes alone, left in their hereditary igno-
 “ rance, and that ignorance—Asiatic.”

“ How, I would ask, is this mass, wholly unprepared by even an
 “ elementary education in western learning, to understand and appre-
 “ ciate the acquirements of the highly educated man? or, how is he to
 “ communicate his high attainments in science and literature to them?
 “ and what possible influence would he therefore exercise over them?
 “ In Europe, the bulk of the population who receive an education
 “ have ordinarily some elementary instruction in the higher sciences,—
 “ in Astronomy, Natural Philosophy, &c., and individuals throughout
 “ all grades of society have, some more, some less knowledge of the

“higher sciences, and in many cases a considerable degree of scientific acquirement, which enables and qualifies some in all ranks to appreciate more or less fully the highest discoveries and attainments in science. There is, consequently, a connecting link, running through all society there, which conveys the highest truths of science in an elementary form to all grades, and the acquisitions of the most advanced minds can be, and are, appreciated by those immediately below them, and through them they filter down to the lower grades, who are prepared in their measure, by elementary instruction, to receive them.”

“But what is the case in this country? High acquirements in science or literature will be appreciated and understood by none, but the few alone highly educated. There is a broad, and impassable line between them and all others. I cannot but think it almost certain, therefore, that the only result of a system, which educates a few highly, and leaves the rest of the population without even elementary instruction, is to render all the superior acquirements of that few, (made moreover at an enormous cost to the State) barren and fruitless as to any general influence upon society.

“The youths or men so advanced will exist in a great measure, only as a small isolated class, despising others; and neither appreciated, nor esteemed by their fellow countrymen. This must be, so far as I can see my way, the inevitable consequence of a system which provides only for the superior education of the few, and makes no simultaneous provision upon a large scale for the instruction of the many.”

“It is further to my mind a mistake, as being wholly premature, to found institutions and classes for the highest branches of study, whilst there are no lower institutions in existence, from which the superior minds and tried scholars can be withdrawn, who shall give an assurance, that they are prepared by natural talents, as well as by prior acquirements, to prosecute these higher branches with success. The course now pursued, and advocated by some, appears to me to ensure a waste of time and of funds.”

“This, it is my decided conviction, has been the case in the instance of the present University, where it will be found, that a small class of six or seven ordinary youths have been brought forward in the

“higher branches there taught, at an enormous charge; and I shall add as the result of personal knowledge, without a sufficient solid ground-work. This was found on the general examination before the Council of Education,* when tried with the scholars of other institutions, as

* *Note by the Editor.*—As the correctness of the report of the Council of Education on the result of the examination here referred to was disputed by the University Board, who asserted that the report of the Council was in some respects inconsistent with the reports of the examiners upon which it purported to have been based, it may be as well to insert in this place that part of the report in which the results of the examination are stated and the report of the examiner in the English language, the subject more especially referred to.

Extract from the Report of the Council of Education on the 2nd annual examination of candidates for Government rewards.

“From these reports* it will be seen that the result of this examination has in some particular subjects been highly satisfactory. In Natural Philosophy and Astronomy, History and Geography, the acquirements of one candidate† especially are of a superior order and merit much commendation. He has however failed in answering the elementary questions in Arithmetic and Algebra, and is moreover, in common with all the other competitors, deficient in that solid groundwork in the English and Native languages which has been declared by us to be an indispensable condition, either for admission to the rewards offered by Government, or for examination in other higher branches of literature and science. None of the candidates therefore have established their claim to the appointments or rewards offered by Government. But the attainments of several of them are highly respectable and superior to those of the youths who competed at last year’s examination, and for this reason and as a stimulus to further exertion and improvement, we are induced to bring the three highest proficient to the favorable notice of Government, and to recommend that a minor reward of Rupees 300 be granted to A. Sashiah, who ranks first in order of merit, and that small rewards of Rupees 200 each be conferred respectively on H. Bushnell and G. Chengannah.”

REPORT OF THE EXAMINER ON THE EXAMINATION IN ENGLISH.

To the Secretary to the Council of Education.

“SIR,—I have the honor to send you a report of the examination in English and English composition, held at the College Hall on Wednesday the 24th February.”

“I consider Chengannah, Ramanoojacharry and A. Sashiah to have acquitted themselves best; but James Winckler and William Joyes have also done very creditably.”

“I return herewith the written answers to my paper of questions together with the dictation.”

(Signed) F. G. LUGARD, *Chaplain.*

Statement of marks—total number of marks assigned to the subject, 100.

Names.	No. of marks obtained.
G. Chengannah, High school scholar.....	67—Recommended for reward.
C. Narsingacherry, do do do.....	32
V. Ramanoojacharry, do do.....	62
A. Sashiah do do do.....	67—Recommended for reward.
William Joyes.....	59
James Thomas Winckler.....	62
John Henry Court.....	37
Thomas Martin Scott.....	55
H. Bushnell.....	35—Recommended for reward.
William Williams.....	27
James Wylie.....	30

On referring to the above report and to the reports of the other examiners the University Board addressed a letter to Government as the subject, in which they took exception generally to the Report of the Council of Education, and especially to the exclusion of Ramanoojacharry from the Government rewards. The Council of Education replied that Ramanoojacharry could not be recommended as he had not in the opinion of the Council “attained that well grounded proficiency in the English language and literature which entitled him to even an inferior reward.”

“ scarcely one of the University students was thoroughly master of a
 “ passage in Addison—able to give its full meaning and force in his own
 “ language, and in English, though his scientific acquirements, it might
 “ be, were of a high standard.

“ It is not the young men, but the system, I apprehend, which is in
 “ fault. There could be little or no selection of youths, for they all
 “ come from one very limited school,—the High school or University,
 “ and it is not reasonable to suppose that this one institution could al-
 “ ways furnish youths of very superior natural abilities and of proved
 “ industry, to fit them to undertake and to make solid advances in a
 “ course combining Formaland Physical Astronomy, Conic Sections,
 “ Algebra, Trigonometry, Chemistry, Mental Philosophy, Political
 “ Economy, besides the ordinary acquirements of History, Geography
 “ and general literature in a foreign tongue; these youths moreover
 “ having only learned their A B C a few years before.

“ I must consider all this to be in a great degree, if not wholly,
 “ premature, in the infant state of education at this Presidency, and an
 “ unwise application of the funds applicable to the furtherance of educa-
 “ tion. It will be seen from the report from the late Council of Educa-
 “ tion that the opinion now expressed is not a solitary one; but I
 “ would not rely upon any statement or assertion, but would appeal to
 “ the very nature of things, whether it is not absolutely necessary, in
 “ order to qualify youths for effective study of these varied and higher
 “ branches of learning, to lay a large and solid basis of general elemen-
 “ tary knowledge; to submit them to a course of preparatory study and
 “ training through a series of years. This is the course followed in
 “ England, in Scotland and in all other countries. Youths are there
 “ only qualified to enter the Universities and take up the higher stu-
 “ dies after long and hard training, and the same system must be pur-
 “ sued here, if practical and permanent results are looked for.”

“ This is the system I would counsel. I would therefore at once
 “ suspend the action of the University as such, and would confine it for
 “ a time to the more thorough acquisition of English and the vernacu-
 “ lar languages, and only open a class for the higher branches of Ma-
 “ thematics, Political Economy and other similar studies, when a suffi-
 “ cient body of men has been trained, whether in Madras or in the Pro-
 “ vinces, to allow of selection, to whom admission to such classes in the

“ University should be held out as the reward of superior attainment in the schools.”

“ I need scarcely add, after this statement of my views, that I entirely agree in the importance of a thorough education of the people in their vernacular tongues. It is by this means that they can be taught either to make or understand the translations from western literature, and it is through this channel alone there can be the slightest prospect of reaching the women of the country, for they must, it is beyond question, receive all the knowledge they have time and opportunity to acquire, through their mother tongue. If they are neglected, and they remain wholly uneducated, it may be safely predicted that India will continue, as the rest of Asia, in its semi-barbarous ignorance. I consider therefore instruction in the vernaculars to be essential, and that without it, a scheme of education will be most limited or partial in its effects, and of comparatively little value.”

On the subject of grants in aid of existing institutions and of improving the moral character of the instruction imparted in the Government schools, Mr. Thomas wrote as follows:

“ If the above views be admitted, as to the general character of the education which should now be given in the Government institution, viz. that it should not be of that high flown description hitherto aimed at, but comparatively elementary* and that a thorough knowledge of the vernacular languages should be required, thus laying a solid foundation for future general progress. I would then strongly advocate, as a most important means of furthering the general instruction of the people, that measures should be taken for aiding and regulating private efforts for education.”

“ I think it a mistake for the Government to hold itself aloof from all private efforts and to confine its funds and care to the few Government institutions it has the power of forming. The great cause of education will be far more advanced, I cannot but think, by a judicious and hearty encouragement of those private institutions which give a liberal education, rather than by the exclusive course hitherto followed.”

“ I may here add, to prevent mis-apprehension, that in speaking of the general instruction of the people, I do not refer to schools

* *Note by Mr. Thomas.*—“ This course it appears to me is prescribed by the Honourable Court, para. 12 “ of their despatch 28th August 1843, and also is that recommended by the late Council “ of Education—See their letter to Government.”

“ or instruction in the first elements of their own tongues, adapted to the great bulk of the lower classes ; but to schools established for those large sections of the community, who now receive something of an education, and are by caste and habit prepared to accept and take advantage of any institution which shall qualify them for public employment and thus offer them the prospect of advancement in life.”

“ It must be borne in mind that it is not, in this country, solely the wealthy or the class raised by the possession of property to easy circumstances which constitute the influential classes, or who are the most ready to receive an enlightened education. The poor Brahmin and others of high caste are quite as well prepared and more anxious to enter our schools, and as capable of profiting by them as the wealthiest, and as influential in society. It is therefore a misapprehension, I think, to look upon the wealthy only as the higher classes and as those alone, or even chiefly, prepared for receiving a superior education, or who influence society, as in Europe.”

“ I cannot but also think that it will be right to regulate the position and extent of Government institutions with reference to the existence and character of private efforts in any locality. The principle I would gladly see adopted, would be, that an enlarged and liberal view should be taken, and that all educational institutions be more or less encouraged ; that there shall be no clashing or opposition ; that whilst the Government pursues its own plans and views, it shall not require that all others shall square their views, and see eye to eye with the Government Council, but if it be clear that a sound liberal education is acquired, and the native community themselves readily take advantage of such schools, that they shall receive, if not support, at least no opposition or interference from Government establishments.”

“ I apply these remarks to Missionary educational institutions, as to all others. The Government can withhold, and should do so, any direct connection or support to such institutions, but if the people themselves willingly resort to them, and neither compulsion nor undue influence is used to this end, I can see no good or sufficient ground for opposing or interfering with them by Government establishments. The only consequence of this course will be to constitute the supporters and friends of education, antagonists, rather than fellow-laborers, walking indeed in different paths, but tending to the same end.”

“ There is lastly but one additional point, but that the most important of all, which it seems necessary to notice ;—the necessity of adopting some plan, by which the moral character of the youths under instruction in the Government institutions may be improved. Education without moral culture is probably as often injurious as beneficial to society, and at all events a system like that at present in force, which to a great degree practically overlooks this point, and which makes little or no provision for this most essential part of education, is so radically defective that I feel satisfied that although it may be upheld for a time under special and peculiar influences, it must in the end, fail. And I hold that unless it can be shewn that the people of this Presidency are opposed to receiving moral instruction, combined with intellectual, there is no ground for this palpable practical omission in the existing system.”

“ The fact is, I firmly believe, that there is no such opposition, nor unwillingness on the part of the people in this Presidency ; as shewn by the hundreds who flock to the schools of Missionaries, where, I might say, the larger proportion of time is given, not merely to moral but religious instruction. If then, the people as a whole readily accept this instruction, as they do in large numbers, it is obvious that there can be no truth in, nor foundation for the assertion, that they are unwilling to receive moral instruction even through the Bible, or, that this is opposed to their prejudices or feelings.”

“ Their acts appear to me to prove that they are willing to receive any measure of moral instruction, if combined with intellectual knowledge, and I see no reason therefore, why they should not receive it direct from the only source of morals,—the Scriptures. All other sources are either fallacious, or so shallow and polluted, as to be worth little.”

“ Whilst therefore I would deny to no one the freest exercise of his conscientious convictions, if they led him to refuse to be taught morals from the only fountain of truth, I would not, nor do I see any valid reason in this Presidency, for the present system, which prohibits all instruction from the Scriptures. On the contrary I would sanction their introduction wherever a master or local Committee saw no objection, and it is, at the same time, left optional with the student and his parents to avail himself of this instruction or not.”

“ I am unable to see any force in the objection, that this optional study of the morals of the New Testament could be viewed as a measure specially hostile to the religion of the people. It is palpable that all truth, as well in science as in morals, is not in accordance with Hinduism ; and Hinduism, if not Mahomedanism, is as certain to be undermined by a liberal education in western science and literature, as by adding to it the further enlightenment and benefit which would follow by providing for the really moral as well as intellectual culture of the youths taught in the Government institutions.”

“ I confess that I am unable to understand the utility and propriety of placing before the young mind, instead of the truth, a false system of Ethics,—Smith’s Theory of Moral Sentiments,—a theory characterized even by his biographer Dugald Stewart as erroneous. It is difficult to understand what is proposed to be gained by inculcating error.”

“ Nor do I think that the making Shakespeare a standard book is practically wise, if moral culture is kept in view ; for full as his writings are of beauties and excellencies, they are mixed up with so much that is polluting, that they can scarcely be considered fit to be put into the hands of the young as a common class book.”

“ I offer these remarks to justify the statement made as to the defective character of the moral instruction now imparted : and I look upon it, that one of the most important objects, if not the most important, which can engage the attention of the Council of Education, will be to make better provision for the moral improvement of the students in the Government seminaries,—rendering these institutions truly valuable, from which men, elevated, not by intellectual acquirements alone, but in moral character, may be sent forth to be meet instruments for the just and enlightened Government of the country.”

The other points noticed by Mr. Thomas were the appointment of a Secretary to the Council of Education with no other duties to discharge, and of an executive Sub-Committee from among the members to render it a working Board, the establishment of a separate department for the preparation of school books ; the institution of a public examination open to all and certain immediate employment in the public service to a very limited number, as the reward of proficiency and good conduct, and a provision by scholarships and certain employment with

liberal salaries for school masters, to be employed only after an ample test of their qualifications.

Mr. Elliott, who at Sir H. Pottinger's request had consented to undertake the office of President of the new Council, concurred* with the Governor in the expediency of maintaining the plan of the University unaltered, and of eventually establishing a Collegiate department, "when the people shall avail themselves to the fullest extent of the instruction afforded at the High school, by keeping their sons generally in the institution long enough to admit of their passing through all the classes, and freely consent to allow those who may be considered sufficiently promising, to make it desirable that they should carry their studies beyond the ordinary course, to remain at school a further term for that purpose, and when others not educated at the school shall be ready to enrol themselves with those select students for the object of obtaining instruction of a higher range than is to be had elsewhere."

In the mean time he advocated the necessity of giving the fullest practicable efficiency to the High school according to the fundamental rule "for the cultivation of *English literature* and of the *vernacular languages* of India and the *elementary departments* of philosophy and *science*," and recommended that the Council should be restrained from any departure from this rule, tending to narrow the scope of study or lower the standard of attainments at the school, but that "they should have liberty to make alterations and amendments for the better cultivation of any of those branches of learning, and should have a free discretion to allow the first rank of scholars to pursue their studies beyond the limits contemplated in the rule into what will be eventually the province of the College."

In support of the objections advanced by him against any alteration in the standard of instruction in the High school, as proposed by Mr. Thomas, Mr. Elliott adverted to the despatch of the Court of Directors to which reference has been made in the earlier chapters of this Memorandum, intimating their desire that a high standard of education should be followed in the Government schools, as being the only means calculated "to raise up a class of persons qualified by their intelligence and morality for high employment in the civil administration of India."

* Appendix A. A. A.

“If,” said Mr. Elliott, “the object of imparting a higher education was of importance then, in anticipation of the natives being advanced to higher employment, its importance has become more obvious, since in the mean time natives have been invested with a civil jurisdiction over property to an amount in this Presidency much beyond what was adjudicable by the old Zillah Courts under European Judges, and in Bengal without limitation, and with a criminal jurisdiction in this Presidency equal to what was formerly exercised by the Criminal Judges of Zillahs. Can it be doubted that a man who has received a thorough English education and has become thereby conversant, indeed in a measure imbued with English ideas and sentiments, whose mind has been enlightened by knowledge and elevated to a higher tone by the spirit pervading the works he has studied; one who has learnt to rate himself with Europeans by reason of his acquirements. being advanced to a high and responsible situation, will have a self-respect, which will make him walk circumspectly and endeavour to set an example to his countrymen, to prove that he has not only acquired European knowledge, but European principles. Every highly educated native promoted for his acquirements, manifesting this self-respect in the discharge of his official functions and in his intercourse with society, having set for himself the European standard and emulous to rise to it, must by his example within a certain sphere exercise an elevating influence upon the mind and character of his countrymen.”

“I presume that the man thus highly educated through the medium of English, that is one who has made his higher attainments through that medium, having got the mastery of it in his scholastic course to a degree sufficient to enable him to use it with facility in the private studies which are necessary to supplement those of school and College in order to the attainment of riper learning, is also versed in his vernacular language, a thorough command of which for the high judicial offices I am pointing to is indispensable.”

Mr. Elliott expressed his concurrence to a great extent in the arguments directed by Mr. Thomas against a system, such as that which he described the system in force in this Presidency, viz. one “which contemplates *only* the imparting a high measure of education to a few exclusively through the medium of English,” and leaves “the rest of the people not the lowest classes alone” “without

“even elementary instruction.” “But such a system,” Mr. Elliott observed, had never been contemplated here,” for Lord Elphinstone’s plan, which was the only scheme on the principle of a high education for the few that had been introduced into this Presidency, contemplated the eventual formation of Talook schools superior to the village schools, but in which the instruction imparted would be of a comparatively elementary kind, and in all the schools proposed by him, vernacular instruction was to be given. Mr. Elliott pointed out that the principle of combining the cultivation of the vernacular languages with instruction in European knowledge, chiefly through the medium of English, had been recognized at the outset and ordered to be observed both in the High school at the Presidency, and in those intended to be established in the provinces; a greater prominence being given to the vernacular in the latter than in the former; that there had been no retrocession from this principle, and that on the contrary the disposition of the University Board had of late been to require greater attention to vernacular studies. Mr. Elliott in fact was in favor of a full developement of Lord Elphinstone’s scheme, involving the formation of superior schools at some of the *principal* towns in the interior, each of which were to be the centre of a circle of Zillah schools, the Zillah schools being again the centre of a circle of Talook schools. For the Provincial schools, he advocated a higher standard of instruction than that proposed, either by Sir H. Pottinger or Mr. Thomas, and in regard to the part to be assigned to English and the vernacular languages respectively, as media of instruction, he recommended that the Council of Education should be directed in general terms to aim at the combination of instruction in English and the vernacular, the feasibility of imparting instruction in any thing beyond the most elementary branches of education by means of the vernacular languages being dependent upon the progress of translations, for which object a separate department would be required.

Mr. Elliott was fully alive to the necessity of providing the masses of the population with sound elementary instruction in their vernacular languages, as a means of preparing them to benefit by the influence of the more highly educated classes. A discussion had recently taken place at Bombay on the relative merits of English and the vernacular languages, as media for disseminating knowledge among the natives of India, which had resulted in following declaration being

made by the Government of that Presidency of the objects to which the funds at the disposal of the Board of Education were to be applied.

1st. The production of a *superior* class of district vernacular school masters, and the providing for them adequate salaries to be defrayed in part by Government and in part by the people.

2d. The education of the people under these masters in *vernacular schools*.

3d. Provision for superior education through the medium of English, strictly limited however to the wealthy who can afford to pay for it, and native youths of unusual intelligence who can establish their claims to admission into an English school, by a standard of acquirements to be regulated by the Board.

4th. The systematic encouragement of translations into the vernaculars from works of science and general literature.

It had been declared authoritatively that this system must be maintained, and the opinion of the Government was expressed that "if ever a high standard of knowledge and intelligence shall replace throughout the country the ignorance and error at present prevailing, we shall be indebted for such a triumph to minds imbued with the science and literature of Europe, acquired through the medium of the English language;" "but that before men so qualified can exercise any divided influence over the minds of their countrymen the latter must be prepared to receive it by sound elementary instruction," and "such instruction," the Government were clearly of opinion, "ought to be imparted to the population in the language in which they are accustomed to speak and think." In the above opinion Mr. Elliott concurred, and recommended that the instructions issued by the Bombay Government should be followed as far as possible in this Presidency, "as being the result of very extensive experience, and very able discussion."

With a view to the instruction of the masses in their vernacular languages, he suggested the eventual adoption of a plan which had been recently introduced into the N. W. Provinces, for improving the indigenous schools by the establishment of one Government school in each Talook, to serve as a model to the native village school masters, and the insti-

tution of an agency for visiting the village schools and assisting and advising the native school masters, providing them with an improved series of class books, and rewarding the most deserving.

This scheme, Mr. Elliott observed, might be easily adopted in this Presidency, if found on trial to succeed in the N. West. Its extension to all the districts within the jurisdiction of the Government of Agra, as well as to Bengal Proper and the Punjaub, has recently been recommended by the Governor General.

Mr. Elliott concurred with Mr. Thomas as to the expediency of promoting the extension of education, "by giving aid to well conducted private institutions which impart secular knowledge to their scholars to the same extent as the Government schools," and of avoiding the establishment of the latter in such localities as might "bring them into opposition to, or rivalry with, other existing institutions which have met with acceptance from the people, and have been successful in their operations." It mattered not in his view, "whether these are established with a Missionary object or not, if so be that the people have taken to them and they are doing all that a Government school could do."

Though sensible of the importance of adopting some plan by which the moral character of the youths in the Government institutions might be improved, Mr. Elliott was not prepared to assent to the propriety of introducing the study of the Scriptures, even as an optional study into those institutions. He admitted that the people of this Presidency were not opposed to receiving moral instruction, combined with intellectual, and that "the readiness with which they allowed their children to attend the schools of Missionaries in preference to the Government institutions, for the sake, apparently, of saving the fees payable at the latter, was a fair proof that their prejudice against receiving moral instruction through the Bible is at any rate not insuperable;" but he believed that there was a "deeply seated jealousy of that being done by the authority of Government, which without much concern they see done, and acquiesce in when done, by private persons;" and though he believed "that this jealousy had been fostered by the evil surmisings and suggestions of ill-affected people," yet he did not the less esteem it "to be incumbent upon a Government, situated as ours is, to avoid giving any the least ground for it." "Mr.

“ Thomas,” he observed, “ would consider it an improper exercise of
 “ authority, which would be justly offensive to the natives, to enforce
 “ the study of the Scriptures in the Government schools as a part
 “ of the regular school course; but may it not be well argued, that
 “ to authorize it, although optionally, would have an influence, as
 “ implying the desire of the Government, whose favor is supremely
 “ coveted, which, with the natural sympathy and encouragement of
 “ the Christian teachers to those who attended the Bible classes,
 “ would be almost as efficacious in causing attendance, as a positive rule
 “ requiring it as a matter of course? and would it be less offensive, because
 “ what virtually was equivalent to an order, was disguised as a mere
 “ permission? The native, I apprehend, could not distinguish between
 “ the two. As an *invitation* from a sovereign to a subject is held to be a
 “ command, so would it be, I conceive, in such a case as this. The boys
 “ *invited* to attend the Bible class would feel or fear that they would
 “ give offence if they staid away. The boys themselves from their na-
 “ tural curiosity would probably willingly attend; and if their parents
 “ were averse, they would be apt to yield to this sort of moral compul-
 “ sion, the fear of their boys being deprived of the favor and countenance
 “ of those having the power to forward them in life. But as it seems to
 “ be contrary to the orders of the Court of Directors in their Despatch
 “ No. 13 of 1847, to introduce the Bible into the Government schools as
 “ a regular class book, or to permit the study of it in those schools, this
 “ is more a speculative than a practical question. I wish we could teach
 “ our youth morality ‘ direct from the only source of morals,—the Scrip-
 “ tures.’ I wish we were not constrained ‘ by the peculiarity of our si-
 “ tuation in this country’—to use the words of Mr. Willoughby, ‘ to
 “ forego the most powerful of all influences in forming the moral charac-
 “ ter of a nation,’ but although religion is necessarily excluded from
 “ the Government educational establishments, and the semblance even of
 “ a proselyting spirit is wisely avoided, I think with him ‘ greater care
 “ might be bestowed in inculcating sound moral principles.’ To this, he
 “ suggests ‘ the attention of all the masters of the Government schools
 “ ‘ should be specially directed, and they should be taught to consider it
 “ ‘ of far more importance to notice with severity a falsehood, deceit, or
 “ ‘ any other departure from rectitude, rather than any deviation from
 “ ‘ school discipline or assiduity.’”

“ But after all, it may be asked with reference to the inculcation of

“morality, do we really lose much by the prohibition of the use of the
 “Bible as a class book in the Government schools. In considering this
 “question, we must bear in mind the essential difference between reli-
 “gions *education* and religious *instruction*. Religious education is the
 “education of the heart. It is a mistake to suppose that religious in-
 “struction includes it, or rather is the same with it. To teach the Bible
 “in the Government schools would certainly extend the knowledge of
 “the scholars, and would exercise their memories and understandings;
 “but would it, in the manner it must be taught as a school lesson, im-
 “prove their hearts? Could the teacher in a Government school apply
 “the doctrines and precepts of the Bible to the hearts and consciences
 “of the pupils in the manner a Missionary does? Speaking of *Chris-*
 “*tian* schools an able Divine of the present day observes, ‘I think the
 “‘Bible ought to be read both to the children and by the children; but
 “‘I think it ought never to be approached except with reverence, and as
 “‘a privilege; and *therefore I would exclude it from among mere lesson*
 “‘*books.*’ For my part, however, I have never been able to perceive why
 “on the principles of neutrality we profess, the Bible should be exclud-
 “ed from the libraries of our educational establishments, as if it were
 “proscribed. I think it ought to have its place there, and be freely
 “open to those who seek it, on the same terms as the other books in the
 “library which are not studied in school, but are provided for reference,
 “and for the private study of scholars who wish to extend their know-
 “ledge beyond the limits of the school course. In the reading of the
 “schools there must continually occur allusions to the Scriptures, which
 “cannot be perfectly understood without a reference to them. In my
 “opinion, the teacher should not skip over such passages, nor let the
 “boys read them unintelligently; but should explain them as fully as he
 “would any other passage, with a reverent reference to the Scriptures,
 “from which, for the purpose of explanation merely, he might read ex-
 “tracts. I think this ought to be well understood.”

The other points noticed by Mr. Elliott, were the funds available for
 educational purposes and the constitution of the Council of Education
 which Sir Henry Pottinger had proposed. The former he estimated at
 about one lac and three thousand Rupees per annum, including the un-
 expended balances of former years and the amount of certain deposits in
 the Treasury on account of surplus Pagoda funds, which had been order-
 ed to be transferred to educational purposes in 1846. This sum, he observ-

ed, would provide for the establishment of the Madras University and of a certain number of Provincial and Zillah schools on a liberal footing, but that additional funds would be required for the extension and development of the scheme. He at the same time expressed his conviction, that when a necessity was shewn for it, the Court of Directors would be ready to increase the annual grant to an amount more in proportion to the population of this Presidency, and in the mean time it would be requisite to proceed gradually, according as the requisite agency might be procurable. The first step," he suggested, "might be to establish one Provincial school and two Zillah schools and a proportion of Tahsildarry schools in the Districts in which the Provincial and Zillah schools are located respectively."

In regard to the constitution of the proposed Council of education, he deferred to the grounds assigned by Sir H. Pottinger for making it so numerous, but urged the necessity of selecting from it "an Executive Committee to carry on the administration practically," and the appointment of Sub-Committees for the government of the University, for the improvement of vernacular literature, for the direction and superintendence of schools or classes for the training of school masters, and for the organization of schools in the Mofussil. He agreed with Mr. Thomas that it would be desirable to have a Secretary with no other duty, provided one could be found duly qualified, who for the remuneration that could be afforded, would devote himself to the discharge of the office for a lengthened period; for this, he observed, was a point of essential importance, "the permanency of the Secretary being most conducive to consistency in the administration;" otherwise, that the Secretary should be a person "whose substantive appointment was not of a nature to require constant daily attendance at an office," and that the appointment should be made provisional in the first instance for a certain period, "to give an opportunity for testing the qualifications of the person appointed for duties so peculiar, and, if the appointment was to be held conjointly with another, to ascertain whether the avocations of the two were compatible." He also proposed that the Council should be instructed "to consider their functions as comprising the subject of native female education."

Mr. Elliott's Minute was recorded on the 5th August 1851, and several months elapsed before any further steps were taken in the mat-

ter.—In the mean time Sir H. Pottinger abandoned his plan of appointing a Council of Education, and confined himself to re-organizing the University Board, which had become reduced to four members including the President. On the 12th April 1852, thirteen new members were appointed, and on the 4th of the same month, on the occasion of the annual distribution of prizes to the scholars of the High school, the Governor informed the new Board verbally, that their attention was to be directed to the general question of education, as well as to the improvement of the institution immediately under their charge. They were not however furnished with any definite instructions, nor were they informed what funds would be available for the purposes of education. The new Board entered upon their duties without delay, and on the 2nd July 1852 laid before Government a Minute, stating their views as to the measures which should be immediately commenced. The main points noticed by them were the establishment of the public examinations for granting certificates of educational attainments, which had been so long under discussion; the organization of High schools and Primary schools in the Provinces, and of Normal classes at the Presidency, both English and Vernacular—also the appointment of public examiners and of one or more Inspectors of schools. The cost of the measures proposed was estimated at about one lac and fifty thousand Rupees per annum. The Board's Minute was replied to by Government on the 1st November 1852, and with the order then passed, the Board were furnished with an extract from the Minutes of Consultation dated the 22nd June, conveying the opinion of the Governor in Council on the various subjects which had formed matter of correspondence between the Board and the Government from the first appointment of the former body; the latter document having been recorded previous to the submission of the Board's Minute, but having been kept back in consequence of its being understood, that the Board were on the point of addressing Government on the topic to which it referred.

The tenor of the orders passed on the subject of Provincial schools and test examinations has been already stated in the 6th and 7th Chapters of this Memorandum.

In regard to the proposed Normal classes there had been considerable difference of opinion among the members of the Board. The President, Mr. Norton was altogether opposed to their establishment. He had some years before, in conjunction with a Committee formed from

among the members of the former Board, suggested an arrangement for training a certain number of passed proficientes as vernacular teachers, with a view of improving the vernacular department of the University. Beyond this he was not prepared to go, and he objected strongly to the proposition made by some of the members, which was concurred in by the majority of the Board, that measures should be adopted of a larger scope, so as to admit of the services of other competent persons, as well as scholars of the High school, being rendered available for the object proposed. He entertained similar, if not stronger, objections to the establishment of an English Normal class, which was at the same time proposed; the ground of his objection being that such a measure was premature and that the Board were not possessed of sufficient information to enable them to judge of its feasibility. The Government, however, agreed with the majority of the Board as to the expediency of immediately establishing the proposed Normal classes, and ordered them to be carried out.

The estimates of expenditure submitted by the Board were pronounced by the Government to be excessive, and the Board were directed to submit a revised plan and estimate, limiting the estimated expenditure to one lac of Rupees per annum.

Previous to the receipt of these orders, the President, one of the European and four of the native members had resigned. Their resignation had reference to certain propositions which had been made for the abrogation of the rule, prohibiting religious instruction and for introducing the optional study of the Bible, as well as to the discussions which had taken place regarding the proposed Normal classes. Their places were not filled up, and the proceedings of the Board have since been carried on by the remaining members.

On receiving the orders of Government, the Board proceeded to prepare a revised plan and estimate for the apportionment of the sum placed at their disposal. The scheme prepared by them provided for the establishment of a Primary school and of a Collegiate Department in the Madras University, in addition to the High school; the formation of Normal classes both English and vernacular, for the purpose of training teachers; the appointment of paid public examiners to conduct annual examinations of candidates for Government rewards, and the introduction of the grant in aid system to a limited extent.

In their previous Minute, they had recommended the establishment of one Primary school at the Presidency ; but it was then proposed as a distinct institution, not in immediate connexion with the University. The necessity of a well conducted elementary school for preparing scholars for the High school had been felt, when the arrangements were in progress for the establishment of the University, and a preparatory school had been formed some months before the opening of the school. This was abolished on the establishment of a native school in Black Town, under the management of the Trustees of a large bequest left by a native named Patcheappah, which had been brought into connexion with the University by the foundation of scholarships in the latter institution, tenable by the scholars selected from Patcheappah's school. A class however was retained in the High school, styled the preparatory class, in which the enforcement of the rule that no pupil should be admitted, if unable to read and write English intelligibly, was partially relaxed, and an interpreter was entertained, whose principal duty consisted in explaining to the pupils in the preparatory class the meaning of their English lessons. The fact was, that neither Patcheappah's, nor any of the other schools in Madras, furnished any thing like a sufficient supply of scholars for the High school, and it was consequently deemed inexpedient to reject any who possessed the merest smattering of English.

Under these circumstances, the Board considered it advisable to re-establish the preparatory school, as a means of providing a better instructed set of candidates for admission into the lower classes of the High school, than could otherwise be obtained ; and on the ground that it would be more likely to answer the object in view, if placed under the immediate supervision of the Head of the principal institution, the Board proposed that it should be organized as a department of the University, and that it should be located on the same premises.

The establishment of a Collegiate Department had been often advocated by the former Board. At the commencement, it was proposed to organize Collegiate classes in Medicine and Civil Engineering, and it had been frequently pointed out, that some of the subjects taught in the senior classes of the High school were of a character usually reserved for a Collegiate course of instruction, and in the other Presidencies were confined to the Collegiate departments of the several educational institutions. The proposal to establish classes in Medicine and Civil Engineering, when first submitted, had been pronounced by the Court of Di-

rectors to be premature, and the Government in their recent orders had declared their establishment in connexion with the University to be altogether inexpedient. The success of the Madras Medical College was considered to preclude the necessity of any arrangements for giving instruction in the science of Medicine at the University, and Sir Henry Pottinger had recorded his unqualified opinion, that "any plan or proposal for the combination of the duties of the Medical College with those of the University, supposing one to be hereafter fairly and fully founded, should be peremptorily negated." In regard to Civil Engineer classes, the Government had pronounced it equally advisable that any "attempt to afford instruction in that valuable and important branch of education" should be kept "entirely separate from the projects of the University." The University, it was observed, could only give scientific "lectures of a second rate character; but what is chiefly required in this country is practical skill and knowledge, acquired at actual works, combined, as at Roorkee, with the science of the lecture room."

These objections, however, did not apply to the formation of Collegiate classes in literature and science, and it was the opinion of the Board that the standard attained by the senior scholars of the High school rendered such a step desirable. It appeared to them, that by having Collegiate work done under the name of school work, not only was a considerable stimulus taken away both from the teachers and pupils, but that the education bestowed at the institution was naturally, though erroneously, supposed to be inferior to that imparted in the Collegiate establishments in the other Presidencies. It was also argued in favor of the establishment of the Collegiate department, that it would provide an inducement to the more advanced scholars to continue their studies, at all events one year longer than they had hitherto done, and that under the altered arrangements which the establishment of this department would involve, the attention of each of the Professors would be confined to a set of kindred subjects, instead of being devoted to six or eight different subjects, and their respective efficiency would in consequence be considerably increased.

There was, however, another subject of a professional character in which the want of any means of public instruction had been much felt, and to which the objections taken by Government to the proposed Medical and Civil Engineering classes could not be advanced. This sub-

ject was Law, and as the Judges of the Sudder Court had recently advocated the establishment of a Law class, the Board deemed it a favorable opportunity for recommending that the want should be supplied. They accordingly proposed the establishment of a Collegiate department under four Professors, one of whom should undertake the Mathematical and Physical science—the 2d, History, Political Economy and Mental and Moral Philosophy, the 3d, English Literature and English Composition and the 4th, Law.

The expense of the University upon its new footing, was estimated at about 50,000 Rupees per annum, and of the remaining Rupees 50,000, Rupees 30,000 were assigned for the establishment of the five Provincial schools, and Rupees 20,000 for the application of the grant in aid system to the improvement of existing schools. In submitting their plan and estimates, the Board stated that having restricted themselves to an estimated expenditure of one lac of Rupees per annum, as directed by Government, they had been compelled to omit from them any charge on account of Government Inspectors; the funds available being insufficient to meet the additional charge, which the appointment of one or more of these officers would entail.

Upon the Board's plan* being laid before Government, both the Civil Members of Council objected to the establishment of the Collegiate Department, as well as to the amount of expenditure proposed for the Presidency institution, which was more than one half of the whole sum available for the entire Presidency. Mr. Elliott† considered the proposal of the Board to be premature, and that it would be sufficient to relieve the Head master of the High school from his present duties, in order that he might form a Collegiate class, and instruct the few boys who at first would be qualified for it, in all the subjects of study to be pursued by the class, and to appoint an additional master to the school. He at the same time expressed his approval of the proposed scheme as the eventual plan. Mr. Thomas‡ adhered to the views expressed in his former Minute, that Collegiate classes could only be effectually carried out, after general Education had considerably advanced, when it would be practicable to select youths from several Grammar schools of superior talents and acquirements. "It is," he observed, "only such young men, who can be qualified to profit by lectures or instruction of

* Appendix G. G. G.

† Appendix I. I. I.

‡ Appendix J. J. J.

Professors, as proposed; and it is not in the nature of things, that “the few youths who can be obtained from one institution, as yet very limited in its operations, will be found qualified to undertake with advantage a course of study, combining Mathematics, Physical science, History, Political Economy, Mental and Moral Philosophy, Law and Jurisprudence with English Literature can carefully and usefully employ the time of three or four Professors.” In consequence of these objections, the formation of the Collegiate classes was in the first instance prohibited; but on a further representation* from the Board, Sir Henry Pottinger, who had been favorable to their recommendations in the first instance, took upon himself the responsibility of sanctioning the entire scheme, with the exception of the Law class, which was referred for the orders of the Court of Directors.

While engaged in re-organizing the University, the attention of the new Board was drawn to a question which had been frequently discussed by their predecessors; namely, the effect of the school fee on the number of scholars resorting to the school. The rate charged was Rupees four per mensem for each scholar, subject to a deduction of one half in the case of any additional number of the same family attending the school. It was the opinion of several members of the former Board, that the ill success of the High school in attracting any large number of scholars was to be attributed to the rate of fee demanded, and on one occasion a resolution was passed at a meeting of the Board, that it should be reduced to two Rupees; but having been suspended, in order that absent members might have an opportunity of giving their opinion on the question, it was afterwards thrown out. Mr. Norton, the President, had been all along opposed to any reduction of the fee. When it was first proposed, so far back as 1842, he informed the Board, that he “had had unquestionable proofs from the unanimous declaration of a meeting of about thirty intelligent natives of the first respectability, that the reduction of the fee would dissuade, rather than attract, an accession of scholars;” that, “whatever might be the lukewarmness of the natives to send their children to the school, that was not the cause of it,” and that, “though he had offered to discuss the question of a reduction of the school fee, all objected to it, as tending to lower the standard of the institution, and opening it only to the lower orders, who would only attend to learn to read and write English,

* Appendix L. L. L.

“and then proceed to their usual avocations.” To these views, he all along adhered. It was urged on the other hand, that “the most learned and enlightened of the native community were not in all cases the richest, and that the majority of those most anxious to give their sons a good and useful education, who were the persons employed in various situations under Government, were quite unable out of their monthly salaries to spare four Rupees a month for the education of each of their sons.” The subject was not adverted to in the Board’s Minute of the 2d July 1852, as the President’s opposition to it continued undiminished, and the new members were anxious to avoid the adoption of a step, which if once taken, could not without much difficulty be retraced, until they were fully satisfied of its expediency. When however they began to make enquiries, it soon became apparent that no material increase of scholars could be expected until the fee should be reduced. Whatever might have been the real sentiments of the more respectable natives when the University was first set on foot, the fact was incontrovertible, that many of the more respectable Government employés were deterred from sending their children by the largeness of the fee. They had no notion of devoting a considerable percentage of their income to the education of their children, and were fain therefore to avail themselves of such means of instruction as were to be had in the common native schools at a more inexpensive rate. Under these circumstances the Board came to the conclusion, that if any increase of numbers were to be looked for, the fee must in the first instance be reduced, and the reduction was accordingly resolved on and brought into operation from the 1st January 1853; the rate fixed on being two Rupees in the Collegiate department and High school, and one Rupee in the Primary school. The reduction was followed by an immediate accession of some 50 scholars to the senior departments, and the numbers at the date of the last report were as follows. Collegiate department 23—High school 221—Primary school 278. The Board state in their report, that they had anticipated that the reduction of the school fee would have induced a greater resort of scholars to the higher departments and especially to the High school. They show, however, that there has been an actual increase of 71 over the highest number that at any time was to be found in the classes now belonging to the High school, and adverting to the circumstance that at the late examination, no less than 80 boys were promoted from the Pri-

mary school into the High school, they express their hope, that as it is probable that the High school will in future be principally recruited from the Primary, the increase in numbers in the former will be progressive.

In point of numbers, the great failure is in the Collegiate department, and in this respect it has certainly borne out the opinions of those members of the Government who opposed its formation as being premature. It was anticipated by the Board, that this department would be resorted to by the alumni of other schools; but the expectation has not been realized, and an attempt made in the course of last year to induce a resort of scholars, by holding out a certain number of scholarships for competition, failed to attract a single candidate.

On this subject, the Board have recorded the following remarks in their last Annual Report.

“ The number of scholars who have remained to prosecute their studies in the Collegiate department is extremely small, and when it is considered that the services of the principal and two Professors are to a great extent given up to the instruction of these youths, it may appear that the interests of the very large majority who fill the other departments of the University are sacrificed to those of the few, who are found fit to profit by the more extended course of study the Collegiate department is intended to afford. We are aware that such an apprehension was felt when the establishment of this department was originally proposed; but we believe it to be unfounded, and much as it is to be regretted that the advantages of these classes should as yet have been restricted to so few, we see every reason to think that no other arrangement would have served equally well to carry out the objects of the institution. The ground urged by us in a former communication, that in the higher branches of education it is absolutely essential to the efficiency of the teacher, that his attention should be confined to a set of kindred subjects, appears to us to be quite conclusive as to the propriety of the arrangement, and as the numbers in the upper classes of the High school gradually increase, a proportionate increase in the classes of the Collegiate department will doubtless follow.”

But notwithstanding the long continued ill success of the University in attracting any considerable number of scholars and the difficulty which is still experienced in filling the higher classes, it may safely be

asserted that the institution has not altogether failed in carrying out the object with which it was founded. The value of the education imparted in it is sufficiently attested by the facility with which all those who have gone through the higher classes have obtained employment and promotion in the public service. Of the 36 scholars who have taken Proficients Degrees, 22 are at present employed in various situations connected with the Civil administration of the country, on salaries varying from Rupees 40 to Rupees 315 a month. One is Deputy Dewan under the Rajah of Travancore, on a salary of Rupees 300, seven hold situations in the Educational Department, four of whom are in the University, two in Patcheappah's institution and one in the Cuddalore Provincial school—four are merchants, and the last is without employment in independent circumstances. Of the Government employés one has already risen to the office of Naib Sheristadar in the District of Masulipatam, and another, who only quitted the High school in 1852, has been promoted to a Tahsildarship in Rajahmudry. As an instance of the value which is attached by the Heads of offices to the services of these youths, it may be mentioned that three of the Proficients who took their Degrees at the last anniversary, after having been appointed successively to a vacant situation in the High school, have been within the last two months removed to other situations in the public service.

It is stated by Mr. Kerr, in his review of public instruction in Bengal, in reference to the question, whether natives educated at the Government institutions, in which the course of instruction is entirely secular “are more likely to prove honest men and consequently more useful servants of the state than the rest* of their countrymen,” that he believes they are, that the universal impression among themselves is that they are, and that they are proud of the distinction. He adds “at our Colleges and schools, they acquire to some extent the habit of truthfulness. English principles are to a certain extent engrafted in their hearts. They acquire also a taste for what is true and beautiful in speculation which so far as it goes, is favourable to upright and honorable conduct. It may also be observed that it is becoming a point of honour with those natives who have received a good education to be more truthful and trustworthy than the uneducated classes. It would give them more pain to be detected in a falsehood or in very dishonest practice. A public feeling favorable to integrity is growing up

* Note.—By the term “the rest of their countrymen,” Mr. Kerr of course refers to the uneducated classes in contradistinction to the educated classes.

“ among them. As yet the feeling may not be strong; but even in its feeble state it must be regarded as a good sign and as one of the noblest points of the education they are receiving.”

If any weight is to be attached to the opinions of those who have had opportunities of watching the conduct of the educated employés, who have of late years been admitted into the native civil service in this Presidency, the foregoing remarks are equally applicable here, so far as a judgment may be formed, considering the short period that a high standard of education has been available, and the circumstances which have tended to limit its advantages to such a comparatively small number of scholars.

The value of the instruction imparted in the University has further been attested by the reports of those gentlemen, unconnected with the institution, who from time to time have taken part in the annual examinations. In the reports of the examiners on the last annual examination of the classes it is stated that “ the Mathematical branch of education in the Madras University is conducted on the soundest principles,” and very favorable mention is made of the attainments of the senior scholars in the other branches of study; and in a report by the same examiners on the annual public examination for Government rewards, at which five out of six candidates were scholars of the University, it is remarked that “ the higher branches of knowledge have not been acquired at the expense of the lower, but that the education of these youths has been sound and well grounded.” Judging from the answers appended to the annual reports, Mathematics would seem to be the branch in which they have been most successful, and original English composition, or rather Essay writing, that in which they have most frequently failed. To the majority of native students, however, the latter is doubtless by far the most difficult of the two. Their written answers to the questions in literature are generally very well expressed, which may be in a great measure accounted for by their remarkable powers of memory, which frequently enable them to recollect long passages of the authors they have been studying, whether prose or poetry, and to write them down nearly word for word.*

The most unsatisfactory department in the University has been hitherto the vernacular. The languages taught are Telugu, Tamil and

* *Note.*—This practice is of course discountenanced, but instances of it frequently occur and it seems to be equally prevalent in Bengal and Bombay.

Mahratta, and each scholar is required on his admission into the institution to select which of these he will study. Owing to the want of any good vernacular class books, the instruction has been confined to the cultivation of the three languages, and no attempt has been made at imparting substantive instruction through the vernacular medium. Here, as in the Government institutions in Bengal, the main object has been to raise up a class of good vernacular linguists, who, by the attainment of a thorough and critical knowledge of their own language, may as teachers in schools, or as the writers or translators of useful books, be enabled to render their acquirements available to their countrymen, and in the words of the Court of Directors, “to communicate to the native literature and to the minds of the native community that improved spirit which it is to be hoped they will themselves have imbibed from the influence of European ideas and sentiments.” With this view, a considerable portion of the time assigned to the vernacular studies is devoted to translations from and into English, and a prize is awarded each year for the vernacular exposition of a portion of a standard English author. With the same object a gold medal has recently been founded by some of the passed proficientes of the institution in honor of the late President Mr. George Norton, which is to be awarded annually to the author of the best Essay in Tamil or Telugu.

The great difficulty all along has been to procure as teachers, competent vernacular scholars, who are at the same time possessed of a sufficient knowledge of English, to enable them to revise the translations of their pupils. Most of those hitherto employed, though very good vernacular scholars, have been altogether ignorant of English, and consequently unable to correct the translations into English, or to pronounce any opinion as to the faithfulness of the translations from English into the vernacular. To remedy this state of things, it was on one occasion proposed that in filling vacancies in the vernacular masterships a knowledge of English, as well as of the vernacular, should be made an indispensable qualification, and that, with a view to secure this, the Board should not insist on the higher attainments in the vernacular, which had previously been considered necessary. This proposition, however, was opposed by the President and a majority of the other members. More recently it was suggested, that a certain number of the passed proficientes should be retained in the institution on monthly stipends, with the view of qualifying themselves to succeed to the several vernacular

teacherships, most of which had, then lately become vacant, and were, it would appear, intended to be held only temporarily by the then incumbents. A recommendation to this effect, specifying the details of the arrangement and the names of the scholars whom it was proposed to retain, was laid before Government in May 1848, but remained unnoticed until the end of 1852; and when the subject was again brought under consideration, the feasibility of the scheme was questioned by the new Board which had succeeded to the management of the institution. It did not appear that any intimation had been made to the present vernacular teachers in regard to the temporary tenure upon which their situations were to be held, and the Board did not see how the persons to be selected for eventual appointment to the vernacular masterships were to qualify themselves for their future situations, without the assistance of some competent person to superintend their vernacular studies. They stated therefore, that in their opinion the first step towards the introduction of an improved system of vernacular instruction and the establishment of a training class for vernacular teachers must be “the appointment of an efficient superintendent, whose general scholarship, combined with a competent knowledge of the vernaculars, might be such as to enable him to introduce into the High school a more efficient system of teaching than that at present in force, to superintend the translations of the scholars from and into the vernacular languages, to take charge of a vernacular class of pupil teachers, and to prepare and supervise the preparation by others of translation of approved English works into the vernacular languages, and of an improved series of vernacular class books.”

It was at first proposed that the vernacular superintendent should superintend the instruction and perform the other duties assigned to his office in the two principal languages, taught in the University; viz., Tamil and Telugu; but as yet no one has been found, possessed of sufficient scholarship in both these languages, together with the other requisite qualifications. The appointment has consequently been conferred on a Tamil scholar, with a lower salary than that originally* assigned to the and his functions are restricted to the Tamil department. Measures are now being taken for organizing a class of pupil teachers in Tamil, who will be trained for employment in the High school or in the Provincial schools as vacancies may occur.

* *Note.*—The salary proposed was Rupees 300 per mensem, the present Superintendent receives Rupees 200.

Among the duties proposed for the vernacular superintendent is the preparation and supervision of translations of approved English works into the vernacular languages, and of an improved series of vernacular class books. Either of these tasks, it is obvious, can only be attempted by him to a very limited extent ; if indeed at all, amidst his other more pressing duties. The preparation of vernacular class books, except such as are quite of an elementary character ; while it is one of the most important, is at the same time one of the most difficult works connected with native education. It was proposed by Lord Auckland* that the Governments of the different Presidencies should “ co-operate through “ the bodies charged with the control of public instruction under their “ superintendence, in the common object of aiding the preparation of an “ useful and comprehensive set of class books, to be afterwards rendered “ into the vernacular tongues of the several Provinces.” The advantages of co-operation among the Governments of the different Presidencies had been urged some years previously by the Court of Directors in a despatch addressed to the Government of Bombay.” “ It appears “ to us,” wrote the Honorable Court, “ that in the provision of books “ for the education of the natives of India it would be beneficial that “ the three Presidencies should act in concert. The difference indeed “ in the vernacular languages renders it convenient, that the translations “ into those various languages and the works necessary for their gram- “ matical study should be prepared wherever it is easiest to find persons “ familiarly acquainted with those languages respectively. But the “ case is different with regard to the preparation of scientific and me- “ dical works adapted to the use of the natives, and popular literary “ compositions suited for schools. The want of such books is strongly “ felt, and must greatly diminish the utility both of the elementary “ and the higher seminaries. But works of this description may be “ prepared once for all, and if approved, may be translated into all the “ native dialects. Whatever is done by Government to encourage the “ production of such works, by prizes or otherwise, should be done “ systematically with the cognizance of all the three Presidencies, but “ under the direct authority of one. Otherwise, it may happen that “ expenses are incurred at one Presidency for purposes already suffi- “ ciently answered by what is done or doing at another. The Su- “ preme Government, with the advice of the General Committee of

* Appendix R.

“ Public Instruction at Calcutta, seems the most proper organ for controlling this branch of the education department. You will therefore place yourselves in communication with that Government, with a view to ascertain their sentiments on the subject. They may probably consider it advisable, that you should hereafter confine the disbursements under the head of the school-books at your Presidency to providing the books necessary for the grammatical study of the Guzeratee and Mahratta languages, and translations into those dialects of works approved of by the General Committee at Calcutta.”

An extract from Lord Auckland’s Minute was communicated to the University Board shortly after its formation, and a Minute* in reply was laid before Government on the 26th July 1841. In this document, the Board adverted to the difficulty of procuring intelligible translations in the vernacular languages of India of any but the most simple English works. Their enquiries, they stated, had led them to the conclusion, that “ much time, labour and money had been expended, if not vainly, at least with very inadequate results, by the present system and course of *translation* into the vernacular languages. Due consideration does not seem to have been given to the poverty of these languages, and hardly enough to the genius and structure of them, in the endeavour at transfusing into them European ideas and expressions. It is hardly possible to glance over the most elementary treatises in European literature, philosophy, art or science (with the exception of such as are exact) without being sensible of the numerous words and phrases, for which no corresponding expressions can be found in the native languages, and which are often beyond the compass of even vernacular periphrasis. It is obvious that the case could not be otherwise, considering how far European literature, science and philosophy have outstript the literary progress of the East; thereby creating a new and copious European vocabulary and expanding the compass of European ideas, while the intellectual faculties of the Eastern nations have continued to move within the same circle, and their language remained stationary.”

“ In truth, only those English works which deal in simple narrative, in which little occasion arises for the use of abstract terms, which relate palpable occurrences, sometimes surprising, sometimes interesting to the feelings, sometimes ludicrous, appear to admit of

* Appendix V.

“ efficient translations. At all events, such are the only works which, in translation, are attractive. They are such as amuse the idle hour, and delight children until their minds become more highly cultivated. But they are not the kind of class books through which it is desired to communicate *substantive knowledge*. When efforts are made by learned Englishmen, or learned natives, or by a combination of both, to translate works of the latter quality, they usually become puzzled at every line; and they would often be permanently arrested, but that the difficulty is dashed through by either incorporating the very expression as they find it, or substituting some other foreign term from a cognate language. But the cognate languages are often equally deficient; and, even if they should not be so, the translators are seldom such proficient in several languages, as to select from them, or to construct out of them, competent terms. It is not to be wondered at that the translated works, under these circumstances, are (with the exceptions that have been alluded to) so often unintelligible to Natives, and almost always inadequate.”

“ When a boy has a translated book, of even a simple narrative quality, put into his hands, his usual observation is that ‘it is very hard.’ although it has been known that the same boy would read fluently, and comprehend fully, a native work upon an abstruse subject. The young man, who is at the head of the High school of the Madras University, is an accomplished English scholar, can thoroughly understand Locke on the understanding, and is well versed in European history. His strong declaration is, that the easiest and shortest way for a native, in the present state of the native languages, to attain to European knowledge, is it to acquire it through English works. It has been testified on credible authority, that a translation by two European gentlemen (of familiar learning in Mahratta) and one native Mahratta scholar, of Lord Brougham’s tract on the objects, advantages, and pleasures of science, is not only unintelligible to Mahratta readers, but that it actually became so, after five or six years, *to the Mahratta translator himself*. There have been a great many thousands of Rupees, and it is believed, several lacs, expended by the Government of Bombay upon the translation of useful works, but they continue an unproductive mass upon their shelves—vide Bombay, 10th Report, page 18.”

Under these circumstances, it appeared to the Board that the

course to be encouraged was that of “ a full and *free exposition*, rather
 “ than a translation, of all the subject matter contained in any English
 “ work, by the assistance of, or entirely by, such natives as have attained
 “ a full comprehension of the subject matter, *and also a proficiency in*
 “ *the English language*. Whatever can be accomplished through para-
 “ phrase and through explanatory notes, to remedy deficiencies in the
 “ vernacular languages, should be attempted. As far as regards the
 “ mode of treatment, the work in the new language would bear the
 “ appearance of an original composition. But all this would not be
 “ sufficient. The necessity will continually arise for the use of new
 “ terms; and they will have to be adapted or invented, although there
 “ will be the less need of them under the above suggested system of
 “ conveying European literature and science through the vehicle of the
 “ vernacular languages. Such terms, however, as are necessarily thus
 “ introduced, ought to be transfused with more critical learning than
 “ has been usually brought to bear upon the subject.”

The annual prizes since given for vernacular composition have been directed to the object of procuring expositions of standard English works of the character adverted to by the Board, and one of them,—a Tamil exposition of a portion of Robertson’s History of America has been recently adopted as a text book in the University. The provision of elementary class books, suited to native associations and ideas, and adapted for translation and exposition, has also of late years engaged the attention of the Madras School Book Society, and a Translation Society has been formed by some of the passed proficientes of the University, but little progress has as yet been made, and nothing has been attempted in furtherance of Lord Auckland’s more comprehensive scheme.

It only remains to offer a few brief remarks on the present state of education generally throughout the Presidency. It will be observed from the foregoing account of the proceedings of Government, in the educational department that the Government Institutions are at present but three in number,—the Madras University and the Provincial schools at Rajahmundry and Cuddalore. Two other Provincial schools will be established very shortly, intimation having been received that the Head masters, for whom it has been found necessary to send to England, have been already engaged.* In the Provinces, with the above exceptions

* *Note.*—Since the above was written, the two Head masters referred to, and also one for the Bellary school have arrived.

and a few elementary schools supported by subscription at some of the largest stations, the education of the country is entirely in the hands of the Missionary Societies and of the natives themselves.

In the department of elementary instruction the operations of some of the Missionary Societies are on a very considerable scale. The Society for the Propagation of the Gospel in Foreign Parts supports no less than one hundred and eighty-six schools, the majority of which are in the four Southern Districts of Tinnevely, Madura, Trichinopoly and Tanjore. In these schools, five thousand one hundred and seventeen scholars are under instruction, of whom three thousand eight hundred and twenty-five are boys, and one thousand three hundred and forty-nine are girls, and the amount expended by the Society in its educational operations, including the cost of erecting and repairing buildings, exceeded in 1852, 40,000 Rupees and in 1853, 30,000.

The operations of the Church Missionary Society are equally, if not more, extensive, and from a prospectus which has just been issued by a newly constituted Society for the publication of school books for use in Christian schools it appears that at the commencement of 1852 the number of Mission schools in this Presidency amounted to 1,185 with 38,005 pupils; while in the other Presidencies, where the Government schools are more numerous than here and more has been done in the higher branches of education, the aggregate number of Mission schools was only 472, with 26,791 children in attendance. In the same publication it is stated that "the English (Mission) schools in Madras Presidency amount to 93: the Tamil may be roughly estimated at 950, the Telugu at 30, the Canarese at 25, and the Malayalum at 90." In all the vernacular Mission schools and in the majority of the English schools the course of instruction is altogether elementary; but there are several of the latter in different parts of the country in which a higher order of instruction, is imparted, and what may be termed a liberal education is very efficiently carried out.

Mention has already been made of the proposal of the Members of the Government and of the University Board that the system of grants in aid of existing institutions which for some years past has been in operation in Great Britain should be introduced into this Presidency. As a preliminary step, the University Board towards the end of 1852 addressed a Circular letter to the several Collectors requesting them to supply in a tabular form such information as they might be

able to procure as to the existing state of education in the districts under their charge. They were requested to enter in the statements, of which forms were sent, the number of schools of every description in their districts, distinguishing between those established by Missionary Societies and other bodies and those set on foot by the natives themselves, as also between those in which the payment of a school fee is exacted and those in which the instruction is entirely gratuitous; the number of those in which English is taught and the number of those in which the instruction is entirely vernacular; the total number of pupils under scholastic instruction in the district and the proportion borne by them to the number of teachable youths. In this circular the leading features of the grant in aid system were stated, and in a second tabular statement, of which a form was also furnished, the Collectors were requested to give an account of any existing schools which might be considered deserving of Government aid.

The circular was issued on the 30th November 1852, and at the present time the returns are still due from four of the Officers to whom it was addressed. The value of those received has in many instances been materially diminished by the form in which they have been prepared, the forms furnished by the University Board not having been adhered to, which precludes the possibility of any general comparison of the educational condition of the several districts to which the returns refer. Many of those moreover in which the forms supplied by the Board have been conformed to are obviously incorrect. For instance in the returns of the Trichinopoly district, which according to the last census contained a population of 709,196 persons, the number of youths under scholastic instruction is entered at only 1,317, while in the returns submitted by the Collector of Guntoor,—a district containing a population of only 570,083, and the educational condition of which is notoriously inferior to any of the districts to the South, the schools are stated to contain 4,198 scholars.

In Nellore again with a population of 935,690 the number of youths under instruction is entered at 495,—the aggregate number in attendance at five schools, but here we find a note appended to the statement by the Collector, to the effect that “there are *numbers* of other schools to be found, imparting only a vernacular elementary education on the system “peculiar to the natives,” but that “as the native village schools of this kind do not appear to be contemplated in the letter under reply, and a

“ return of all such for the whole district with detailed statements would “ be attended with great delay and trouble, they are not included.” It is obvious from the above that in order to obtain any thing like an accurate estimate of the actual state of education, an investigation conducted by Officers appointed specially for the purpose, and upon a more systematic plan, will be absolutely required.

If a rough estimate may be formed from the returns of six districts, in which the forms furnished by the Board have been adhered to, it would seem that the proportion of male children receiving instruction in schools, to the number of males of a school-going age, is about 9 per cent. or as one to eleven. The six districts referred to are Vizagapatam, Guntoor, North Arcot, South Arcot, Coimbatore and Tinnevely; and considering their position, the two first being probably the most deficient in educational resources, while the last is universally allowed to be one of the best provided with schools, the aggregate amount of their returns may be deemed sufficient to afford a tolerably fair criterion of the state of education generally throughout the Presidency.

Sir Thomas Munro* estimated the school-going portion of the male population at about one-fourth of those of a school-going age, assuming the period for which boys generally remain at school to be between the ages of five and ten. According to the Prussian rule, which is that now generally adopted in educational statistics, the school-going portion of the male population ought to embrace all boys between the ages of seven and fourteen. In a population consisting of many millions, the children from one day to fourteen years old may be taken at 42 per cent. Three-sevenths of these are computed to be from seven to fourteen years of age, and by taking half this number so as to exclude girls, the number of boys who ought to be at school is arrived at. By this mode of calculation the number of teachable youths throughout the Presidency, amounted to 1,156,500 out of a population of 12,850,000 when Sir Thomas Munro wrote. The number at that time actually attending schools was estimated at 184,110, or rather less than one-sixth of those of a school-going age. The comparison therefore in point of numbers, so far as a judgment may be formed from the returns of the few districts which have been

* Appendix E.

received in a complete form, was more favorable in 1826, than it is at the present time.

In some localities the character of the instruction has no doubt been considerably improved, and especially in the Southern districts, where operations of the Missionary societies have been most extensive; but in the native village schools, which are the only ones available to the large proportion of the population, it is manifest from the returns that but little improvement has taken place, and that the picture drawn by Mr. Campbell, in his report on the village schools in the Bellary district in 1823, is still applicable to the majority of native schools.

APPENDICES.

APPENDIX A.

MINUTE BY SIR THOMAS MUNRO,

June 25th, 1822.

1. Much has been written, both in England and in this country, about the ignorance of the people of India, and the means of disseminating knowledge among them, but the opinions upon this subject are the mere conjectures of individuals, unsupported by any authentic documents, and differing so widely from each other, as to be entitled to very little attention. Our power in this country, and the nature of its own municipal institutions, have certainly rendered it practicable to collect materials from which a judgment might be formed of the state of the mental cultivation of the people. We have made geographical and agricultural surveys of our provinces; we have investigated their resources, and endeavored to ascertain their population; but little or nothing has been done to learn the state of education. We have no record to show the actual state of education throughout the country. Partial enquiries have been made by individuals, but those have taken place at distant periods, and on a small scale, and no inference can be drawn from them with regard to the country in general. There may be some difficulty in obtaining such a record as we want. Some districts will not, but others probably will, furnish it; and if we get it only from two or three, it will answer in some degree for all the rest. It cannot be expected to be very accurate, but it will at least enable us to form an estimate of the state of instruction among the people. The only record which can furnish the information required is a list of schools in which reading and writing are taught in each district, showing the number of scholars in each, and the caste to which they belong. The Collectors should be directed to prepare this document according to the form which accompanies this paper. They should be desired to state the names of the books generally read at the schools; the time which scholars usually continue at such schools; the monthly or yearly charge to the scholars, and whether any of the schools are endowed by the public, and if so, the nature and amount of the fund. Where there are colleges or other institutions for teaching Theology, Law, Astronomy, &c., an account should be given of them. These sciences are usually taught privately, without fee or reward, by individuals, to a few scholars or disciples, but there are also some instances in which the native governments have granted allowances in money and land for the maintenance of the teachers.

2. In some districts, reading and writing are confined almost entirely to Brahmins and mercantile class. In some they extend to other classes, and

are pretty generally among the potails of villages and principal ryots. To the women of Brahmins and of Hindoos in general they are unknown, because the knowledge of them is prohibited and regarded as unbecoming the modesty of the sex, and fit only for public dancers ; but among the women of the Rajbundah, and some other tribes of Hindoos, who seem to have no prejudice of this kind, they are generally taught. The prohibition against women learning to read is, probably from various causes, much less attended to in some districts than in others ; and it is possible that in every District a few females may be found in the reading schools. A column has been entered for them in the form proposed to be sent to the Collectors. The mixed and impure castes seldom learn to read, but as a few of them do, columns are left for them in the form.*

3. It is not my intention to recommend any interference whatever in the native schools. Every thing of this kind ought to be carefully avoided, and the people should be left to manage their schools in their own way. All that we ought to do is to facilitate the operations of these schools by restoring any funds that may have been diverted from them, and perhaps granting additional ones where it may appear advisable. But on this point we shall be better able to judge when we receive the information now proposed to be called for.

(Signed) THOMAS MUNRO.

APPENDIX B.

Extract Letter in the Revenue Department, from the Court of Directors to the Governor in Council of Fort St. George, dated 18th May 1825.

20. We think great credit is due to Sir Thomas Munro for having originated the idea of this inquiry. We shall be better able, when we have seen specimens of the reports, to judge whether the prescribed inquiry is sufficient to bring forth all the useful information capable of being obtained. The proportion in which the great body of the people obtain the knowledge of reading and writing ; the degree to which the means of obtaining them are placed within their reach ; the extent to which the branches of knowledge, esteemed of a higher kind, are objects of pursuit, and the means of instruction in them are afforded ; are the most important points, and these appear to be fully embraced. The most defective part of the information which will thus be elicited, is likely to be that which relates to the quality of the instruction which the existing education affords ; but of this we shall be able to form a more correct opinion when we see what the reports contain. It was proper to caution the Collectors against exciting any fears in the people, that their freedom of choice in matters of education would be interfered with ; but it would be equally wrong to do any thing to fortify them in the absurd opinion that their own rude institutions of education are so perfect as not to admit of improvement.

* *Note.*—The form is omitted here as it is entered in the tabular statement submitted by the Board of Revenue annexed to Appendix C.

APPENDIX C.

REVENUE DEPARTMENT, 21st February 1825.

*From Secretary to the Board of Revenue.**To the Chief Secretary to Government.*

SIR,

With reference to the instructions of Government conveyed in a letter from the Secretary to Government in the Revenue Department under date the 2d July 1822 and to Mr. Secretary Stoke's letter of the 21st Ultimo, I am directed by the Board of Revenue to submit for the information of the Honorable the Governor in Council the correspondence noted in the margin regarding the actual state of education in the

From the Collector of Ganjam dated 27th Oct. in Cons. 6th Nov. 1823.	from the Secretary to Government in the Revenue Department under date the 2d July 1822 and to Mr. Secretary Stoke's letter of the 21st Ultimo, I am directed by the Board of Revenue to submit for the information of the Honorable the Governor in Council the correspondence noted in the margin regarding the actual state of education in the
do. do. of Vizagapatam 14th April	do 1st May do.
do. do. of Rajahmundry 19th Sept.	do 2nd Oct. do.
do. do. of Masulipatam 3rd do	do 13th Jan. do.
do. do. of Gunttoor 9th do	do 14th July do.
do. do. of Nellore 23rd do	do 30th June do.
do. do. of Bellary 17th do	do 25th Augt. do.
do. do. of Cuddapah 11th do	do 17th Feb. 1825.
do. do. of Chingleput 3rd do	do 7th April 1823.
do. do. of N. D. of Arcot 3rd do	do 10th March do.
do. do. of S. D. of Arcot 29th June	do 7th July do.
do. do. of Salem 8th do	do 14th do do.
do. do. of Tanjore 28th do	do 3rd do do.
do. do. of Trichinopoly 23rd do	do 28th Augt. do.
do. do. of Madura 5th do	do 13th Feb. do.
do. do. of Tinnevelly { 18th do	do 28th Oct. 1822.
	{ 7th do do 18th Nov. do.
do. Prinl. do. of Coimbatore 23rd Nov.	do 2nd Dec. do.
do. do. do. of Mulabar 5th do	do 14th Augt. 1823.
do. do. do. of Canara 27th Augt.	do 5th Sept. 1822.
do. Asst. do. of Seringapatam 29th Oct.	do 4th Nov. do.
do. do. do. of Madras { 13th do.	do 14th do do.
	{ 12th do. do 14th Feb. 1825.

provinces under this Government.

2. An abstract statement prepared from the reports of the several Collectors is also submitted for the purpose of exhibiting at one view the information required by the Government.

3. This abstract is in the form transmitted by Government, with an additional column, showing the amount of population in each district according to the census, as some of the Collectors have stated the numbers differently. Under the head of remarks the information required by the Government regarding the time which scholars usually continue at school, the monthly or yearly charge to the scholars, and other particulars, is concisely stated.

4. It will be observed that the schools now existing in the country are for the most part supported by the payments of the people who send their children to them for instruction. The rate of payment for each scholar varies in different districts, and according to the different circumstances of the parents of the pupils, from 1 Anna to 4 Rupees per mensem, the ordinary rate among the poorer classes appears to be generally about 4 Annas and seldom to exceed $\frac{1}{2}$ a Rupee.

5. In a few districts only there are endowments for the support of schools and colleges. In Rajahmundry, 69 teachers of the sciences possess endowments in land, and 13 allowances in money granted by former Zemindars. In Nellore certain individuals, Brahmins and Mussulmen, are in possession of allowances in land and money, granted by the Carnatic Government, for teaching the Vedas, &c. and Arabic and Persian respectively, to the amount of Rupees 1,467 per annum. In the Northern Division of Arcot, 28 colleges are supported by Maniums and Marahs, granted by former Governments, yielding Rupees 516 per annum, and 6 Persian schools are maintained at the public expense at an annual charge of Rupees 1,361. In Salem Enam lands, estimated to yield Rupees 1,109 per annum, are appropriated to the support of 20 teachers of Theology, &c. and one Mussulman school has land allowed for its support yielding annually 20 Rupees. In Tanjore, 44 schools and 71 colleges are supported by His Highness the Rajah. There is no school or college, endowed particularly by the Circar, but there are free schools maintained by the Mission established in Tanjore which possesses a survamaniam, the annual value whereof is estimated at 1,100 Rupees. In the district of Trichinopoly, there are 7 schools which possess endowments in land, to the extent of 46 cawnies, granted by former Governments. In Malabar, there is one college supported by the Zamorin Rajah, which has also some land attached to it.

6. It does not appear from the reports of the Collectors that any public endowments for the advancements of learning have been diverted from their original purpose, or resumed, except in Salem and Coimbatore. The Collector of Salem says that lands yielding Rupees 384, formerly devoted to this object, were sequestered before the acquisition of the country by the British Government, and their produce has since been included in the revenues of Government. The principal Collector of Coimbatore reports that maniums, &c. granted in former times for the support of colleges to the value of Rupees 2,208, have been resumed either by the Mussulman or the British Government.

7. The late Collector of Bellary having stated in his report that none of the institutions for education at present existing in that district derive support from the State, added "there is no doubt that in former times, especially under the Hindoo Governments, very large grants, both in money and in land, were issued for the support of learning," and further stated his opinion, that many of the Yeomiahs and Shotriums now held by Brahmins in the district may be traced to this source. "No conditions," he observed, "are stated in the grants issued by the former Governments; they all purport to flow from the free bounty of the ruling power, merely to aid the maintenance of some holy or learned man. But they were almost universally granted to learned or religious persons, who maintained a school for one or more of the sciences and taught therein gratuitously, and though not expressed in the deed itself, the duty of continuing such gratuitous instruction was certainly implied in all such grants." It does not appear upon what grounds Mr. Campbell founded his opinion so confidently, that the implied condition of the grants referred to was the continuance of gratuitous instruction, but it seems not to be the result of particular investigation. Mr. Campbell further suggested with the view of covering the expense of a general arrangement proposed by him in this report for the improvement of education, that it might be provided, that "on the demise of any persons now holding Yeomiahs or alienated lands, a new enquiry be instituted, and that though the same may have been continued for more than one generation by the

“ British Government, it may be resumed and carried to a new fund to be termed school fund,” unless it is “ clearly stated in the body of the original grant to be hereditary, or the intention of the ruling power at the time to make such grant hereditary, be clearly proved to the satisfaction of Government.” The Board have little doubt that the resumption of lands now alienated, in the manner suggested by Mr. Campbell, would produce ample funds for the purpose contemplated ; but they conceive that the two objects in view, namely the recovery of alienated lands and the establishment of a fund for the support of schools, should be kept entirely distinct and separate. The establishment of schools in every part of the country under any general plan should be regulated by the wants of the people in respect to education, and should not in any degree depend upon the accidental circumstance of the amount of a particular fund being great or less in different situations.

8. The Board think it proper to offer this remark in regard to the suggestion of Mr. Campbell which has just been noticed, but it appears to them unnecessary at this time to discuss the plan proposed by him for the improvement of education, and his general speculations on the subject, conceiving it to be the desire of Government at present only to receive information regarding the actual state of education, in order that it may be seen what are the deficiencies to be supplied.

9. That these deficiencies are lamentably great is shown in every one of the reports now submitted, and the general result of the whole, from which it appears that out of a population estimated by the census at above twelve millions and a half, only about 1,88,000 are receiving instruction, or about $1\frac{1}{2}$ per cent. is most unsatisfactory.

10. It will be remarked, that no statement is submitted of the number of schools, &c. in Canara. The late principal Collector reported that education is conducted in that district so much in private, that any statement of the number of schools, and of the scholars attending them, would be of little or no use, but on the contrary fallacious, in forming an estimate of the proportion of the population receiving instruction. He stated generally, that “ there are no Colleges in Canara for the cultivation of abstract science, neither are there any fixed schools and masters to teach in them. There is no instance known of any institution of the above descriptions having ever received support in any shape from the former Governments.”

11. Notwithstanding the observations of Mr. Harris, the Board have thought it proper to call again upon the present principal Collector to furnish a statement of schools, &c. prepared in the form transmitted by Government, which shall be submitted to the Honorable the Governor in Council as soon as it is received.

I have the honor to be, &c.

(Signed). J. DENT,

Secretary.

*Fort Saint George, }
21st February, 1825. }*

R E M A R K S.

- { There are no schools or colleges in this District endowed by the Circar. The Teachers in the schools are paid monthly by the scholars at various rates from 4 Annas to 1 Rupee each. The Shastries, &c. are usually taught privately to Bramins. The statement is not complete in respect to the Hill Zemindaries from which satisfactory account could not be procured.
- { It does not appear that there are any colleges in this District. The schools are not endowed by the public—2 only are stated to receive a payment from the Zemindar of Chamoodoo at the rate of 50 Rupees annually. The Teachers are paid at various rates, from 1 Anna to 1 Rupee for each scholar per mensem. Private Teachers in families of respectability are paid a monthly or yearly stipend according to their acquirement, and the rank and opulence of their employers.
- { Some of the schools in this District are endowed by the public. The Teachers are paid by the scholars at rates varying from 1 Rupee to 2 Annas, 7 Annas being the average rate per mensem. The scholars are entered at school in their fifth year and continue at their studies from 5 to 7 years. The number of Professors or Teachers of the sciences is 279. Of these 69 possess allowances in land and 13 in money granted by former Zemindars—196 teach their scholars without fee or reward, and only one is supported by his scholars. In the villages in which no schools at present exist the inhabitants are desirous of having them established—it might be done with a small contribution from Government to the pay of the Teachers. The Collector considered 2 Rupees a month to each to be sufficient.
- { None of the institutions for the purpose of education in this District appear to have been regularly endowed. One charity school only is supported at Ellore by the Zemindar by the payment of a monthly stipend of 3 pagodas to the Teacher. The scholars usually enter the schools in their 5th year and continue in them until they are from 12 to 16 years of age. The greater proportion are then employed on public or private business; the Vaidika Bramins only being removed from school to college for the purpose of being instructed in Theology or other sciences. The charges on account of a boy at school are about the average of 6 Annas for paper, cadjan, &c. and from 4 Annas to 2 Rupees to the schoolmaster monthly. The sciences are taught in the colleges generally gratis by Bramins holding Mauniums, &c. Some Teachers however, are supported by contributions from their scholars, but receive no fixed allowance. The average charge to a scholar at college for his subsistence, books, &c. is 60 Rupees per annum. In most parts of the country instructions in the Vedas, &c. is also given by the Bramins privately. The schools in which the Persian language is taught are few. Mussulman scholars remain at school from 6 years of age to 15—the pay of the Teachers is from $\frac{1}{4}$ to 1 Rupee and the other charges of the scholar are estimated at 4 Annas a month. Some learned Mussulmans give instruction gratis.
- { There are no schools in this District endowed by the public and no colleges for instruction in the sciences. The sciences are taught privately by learned Bramins without any remuneration. These Bramins generally hold Mauniums, &c. granted by the ancient Zemindars and by the former Governments, for various reasons—but there is no instance of any grant in money or land specially for the purpose of maintaining Teachers of the sciences. The charge for the education of a boy at school varies from 2 Annas to 2 Rupees monthly. Three Rupees a month is requisite for the subsistence of a scholar while he is studying the sciences.
- { This Statement gives the number of schools in the District not endowed by the public. There are besides 26 individuals who have scholars as shewn by a separate Statement B, viz. 15 Bramins and 11 Mussulmans who are in possession of allowances in money or land granted by the Carnatic Government for teaching the Vedas, &c. and Arabic and Persian respectively, to the amount of Rupees 1,467 per annum. Boys are generally sent to school at 5 years of age where they are said to remain from 3 to 6 years. The schoolmaster receives from 2 Annas to 4 Rupees monthly for each scholar. The scholar has also to pay about one Rupee for writing materials, &c. and his subsistence is estimated at 3 Rupees a month. Besides his fixed allowance, occasional presents are made by the scholars to their Teacher. The schools are not of permanent continuance—some depend upon circumstances. Schools being sometimes established by the joint subscriptions of several families, specially for the education of their own children which being accomplished, they are discontinued. The difference between the amount of population in this Statement and in the report of the Census, is accounted for by the population of the Zemindaries being included in the former and not in the latter.
- { None of the schools in this District at present derive support from the State. There appear to be no regular colleges, but in 23 places of instruction attended by Bramins exclusively; some of the sciences, &c. are taught imperfectly in the Sanscrit language. In the schools some children continue only 5 years while others whose parents are opulent not unfrequently remain as long as fourteen and fifteen years. It appears that the Teacher is paid at various rates according to the class to which the scholar may belong. While learning the first rudiments it is common for the scholar to pay a quarter of a Rupee and when arrived so far as to write on paper, or at the higher branches of arithmetic, half a Rupee per mensem. But on proceeding farther such demands are made as exceed the means of most parents. Their children are therefore left only partially instructed—and there are multitudes who cannot avail themselves even of this imperfect education for their children. The diffusion of common instruction is said to be less extensive than it was formerly. In many villages where formerly there were schools, there are now none, and in many others where there were large schools, now only a few of the children of the most opulent are taught, others being unable from poverty to attend, or to pay what is demanded. Instruction in the sciences is given gratuitously as of old by a few learned Bramins to their disciples.
- { There are in this District no public Institutions for education supported by grants of land or allowances from the Government. Nor are any known to have existed. The schools which exist are supported by the parents of the scholars. The charge for instruction is variable, rising as the scholar is promoted from the lowest to the higher classes. The average for the lowest class is about $\frac{1}{4}$ Rupee per mensem and increases to 1 Rupee and $1\frac{1}{2}$ Rupees, which rate it rarely exceeds. In the Bramin caste, boys are put to school at the age of 5 or 6 and among the Sudras at from 6 to 8. Boys are said to be kept at school generally no longer than 2 years in which time they are expected to have obtained all that they are desired to acquire, that is, a certain degree of knowledge of reading, writing and arithmetic, in which they are afterwards to improve themselves by practice at home, in a shop or in a public office. The only schools which can be denominated public in this District, are the charity schools at Cuddapah, supported by the European gentlemen of the place. There are no schools or colleges for instruction in the Sciences.—Theology, law, and Astronomy are taught privately, the pupils residing in the houses of their preceptors. Besides the instruction afforded in the schools to those whose parents are able to pay for it, it is also given gratuitously in many places by Bramins to those of their own caste, who have no other means of obtaining it. Young Bramins for the sake of receiving instruction in this way, leave their homes and wait upon the preceptor in his own village where they are supported by the daily charity of the Bramins residing in it.

REMARKS.

There are no colleges, properly so called, in this District, but there are a few places in which the higher branches of learning are taught to a small number of pupils. A village schoolmaster earns from 3½ to 12 Rupees per month—the average is not more than 7 Rupees. It does not appear that any allowance was made by the Native Governments for the promotion of education, but in some villages there are trifling Mauniums from a quarter of a cawny to 2 cawnies of land for Theological Teachers.

Of the 69 colleges in this District it appears by a separate Statement No. 2, submitted by the Principal Collector, that 43 are for Theology, 24 for Law, &c. and 2 for Astronomy—28 of these colleges are supported by Mauniums and Marahs granted by former Governments yielding Rupees 516 per annum. The allowance to each Teacher for the lower class is Rupees 3-8 per annum and for the higher class Rupees 36-12. Of the rest the greater number are free of charge and a few are supported by trifling contributions from the scholars. The period of attendance at the colleges is from 8 to 12 years. Of the Hindoo schools only 3 are free of charge. The rest are supported by payments from the scholars varying from 1 Anna 3 Pice per mensem to 1 Rupee 12 Annas. Of the Persian schools 6 are maintained at the public expense at a yearly charge of Rupees 1,361. The greater proportion are supported by the scholars who pay from 2 Annas 6 Pice to 2 Rupees a month to their Teachers. In the Hindoo schools the scholars continue 5 or 6 years, in the Mussulman schools 7 or 8 years. Of the 7 English schools, 3 are free of charge and in the others the scholars pay monthly from 10 Annas to 3 Rupees 8 Annas. It appears that this statement does not include the Zemindaries and Pollams which form a large portion of the District their population being estimated at nearly 3 lacs.

No allowance was ever granted by the Native Governments for the support of schools in this District. There are no public or private institutions for teaching Theology, Law, Astronomy, &c. The schools are supported entirely by the scholars who pay from 1 Fanam to 1 Pagoda each, monthly.

None of the Hindoo schools in this District are endowed by the public, and only one Mussulman school has land allowed for its support yielding 20 Rupees per annum. A Yeomiah was enjoyed by a former Master of this school amounting to 56 Rupees a year, on his death it was discontinued having been held on a tenure for life. The period of attendance at school is from 3 to 5 years. The yearly charge for each scholar is never less than 3 Rupees a year in the Hindoo school and from 15 to 20 Rupees in the Mussulman Schools—Enam lands estimated to yield Rupees 1,109 per annum are appropriated to the support of 20 Teachers of Theology, Law and Astronomy, and the present possessors perform the duties. Other lands yielding Rupees 384 per annum were formerly devoted to the same object, but were sequestered before the acquisition of the country by the British Government and the produce of them has since been included in the Revenues of Government.

Of the schools in this District 44 are free schools. The rest are supported by payments from the scholars at the rate of 4 double Fanams monthly for each—19 of the free schools belong to the Mission and it is believed there are more, not included in the Report. In 21 the Masters are paid by the Rajah, and in 1 by the Trivalore Pagoda—in the remaining 3 the Masters teach gratuitously. There are none individually endowed by the Circar, but for the general support of the Mission at Tanjore. There is a Sarva Maunium of one village, the annual value of which is estimated at 1,100 Rupees. The scholars are usually kept at school about 5 years. Of the colleges, in number 109, there are 99 in which instruction is given free of charge. Of these 71 are supported by the Rajah in the town of Tanjore and villages belonging to His Highness, in 16 the Masters teach gratuitously, 1 only is endowed with a Maunium—7 are supported by a Pagoda—3 by private donations, and 1 by village contribution. In the remaining 10 colleges the Masters are paid by their scholars. These colleges are for Bramins only. The Hindoo sciences are taught in them. The population of those villages only in which there are schools, is shewn in this statement, not the general population of the District.

There are no schools or colleges in this District for the support of which any public funds are appropriated and no institutions for teaching Astronomy, Theology, or any other science. In the talook of Iyalore alone there are 7 schools which were formerly endowed by the Native Government with between 46 and 47 cawnies of land for the maintenance of the Teachers. The scholars generally continue at school from the age of 7 to 15. The average yearly expense of education is about 7 Pagodas.

It does not appear that any Maunium lands in this District are assigned for the support of schools. The Teachers are paid by the poorer class of people from ½ Fanam to 1 Fanam for each scholar monthly and from 2 to 3 and 5 Fanams by those in better circumstances. A Teacher receives in this manner from 30 to 60 Cully Fanams or from 2 to 3½ Pagodas a month in large villages and from 10 to 30 Fanams in small villages. Scholars usually enter school at the age of 5 and leave it at from 12 to 15. There are no colleges in this District. In Agraharam villages a small portion of Maunium land is usually allotted to these Bramins who study the Vedas and they gratuitously instruct such pupils as come to them.

There appear to be no colleges in Tinnevely.

The schools in this District appear to be supported entirely by the people who send their children to them for instruction. The annual payment for each scholar varies from 14 Rupees to 3 Rupees per annum according to the circumstances of the parents. The Masters besides their regular stipends, occasionally receive presents from the parents of their pupils—they have also small fees on particular occasions. The earliest age at which boys attend school is 5 years, they continue there until they are 13 or 14. Those who study Theology, Law, &c. enter the colleges at about 15 and continue to frequent them until they have attained a competent knowledge of the sciences or until they obtain employment. A statement is given of Mauniums, &c. granted in former times for the support of colleges but now resumed to the value of Rupees 2,208-7.

No statement.

Statement of the number of Native Schools and Colleges in each Collectorate, and of the number of Scholars.

Names of the Collectorates.	Schools and Colleges.	Bramin Scholars.			Vysee Scholars.			Sooder Scholars.			All other Castes.			Grand Total Nos. 4 to 15 inclusive.			Musulman Scholars.			Total Hindoos and Musulmans.			Total Population.			Total Popula- tion as per state- ment submitted to Govt. on the 3d Feb. 8th May and 4th Dec. 1823.					
		Numbers.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.		Total.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27					
Malabar... ..	Schools	759	2,230	5	2,235	84	13	97	3,697	707	4,404	2,756	343	3,099	8,767	1,068	9,835	3,196	1,122	4,318	11,953	2,490	14,153	4,58,368	4,49,207	9,07,575	9,07,575				
	Colleges	1	75		75										75		75				75										
Seringsapatam	Schools.....	41	48		48	23		23	298	14	312	158		158	527	14	541	86		86	613	14	627	14,851	16,761	31,612	31,612				
	Colleges.....																														
Madras.....	Schools.....	305	358	1	359	789	9	798	3,506	113	3,619	313	4	317	4,966	127	5,093	143		143	5,209	127	5,236	2,28,636	2,33,415	4,62,051	4,62,051				
	Charity do....	17	52		52	46	2	48	172		172	134	47	181	404	49	453	10		10	414	49	463								
	Children who re- ceive private tui- tion at their own houses.		7,586	98	7,684	6,132	63	6,195	7,589	220	7,809	3,449	136	3,585	24,756	517	25,273	1,690		1,690		517	26,963								
Total.....		12,498	42,284	218	42,502	19,581	88	19,669	83,532	1,868	85,400	26,379	1,139	27,518	1,71,776	3,313	1,75,089	12,334	1,227	13,561	1,84,110	4,540	8,650	6,502,600	6,091,593	125,94,193	1,28,50,941				

R E M A R K S.

In Malabar there is only one regular college for instruction in the sciences, but these are taught privately. The private teachers are not paid a fixed stipend, but presents are made to them by their pupils when their education is completed. The schoolmasters receive monthly from each scholar from $\frac{1}{2}$ Rupee to 4 Rupees, independent of some remuneration when the scholar leaves school. The only college which exists in this District was established and is now supported by the Zamorin Rajah who allows about 2,000 Rupees annually for the maintenance of the pupils and 200 Rupees to the instructor, some land also appertains to it. A history of this college, furnished by the Zamorin Rajah, is submitted.

It is stated that there are no traces on record of endowments in land towards the support of colleges and schools on the island of Seringapatam having been granted by any former Government or private individual. The teachers in the schools are supported by their scholars. The average monthly charge for each scholar is 5 Annas, and the average annual income of the masters from this source is about 57 Rupees.

In this Statement two descriptions of schools are included. Native schools for the education of Hindoo and Mussulman children respectively, and charity schools in which the scholars are of various religions and castes indifferently. Children in the Native schools are generally sent to them at the age of 5 years the term of their continuance there, depends upon circumstances, but it is stated that they generally acquire a competent knowledge of various branches of learning taught to them before they attain their thirteenth year. The Collector states that there are no schools endowed by the public excepting the charity schools. The payment to a teacher seldom exceeds 12 Pagodas per annum for each scholar. The sciences are in some instances taught gratuitously to the children of the poorer class of Bramins and sometimes an allowance is made to the teachers.

APPENDIX D.

Bellary, 17th August, 1823.

FROM A. D. CAMPBELL, ESQUIRE.,

Collector of Bellary,

To the President and Members of the Board of Revenue, Fort St. George.

GENTLEMEN,

1. The delay of my Amildars in furnishing the requisite returns has hitherto prevented my submitting to you the enclosed statement, called for in your orders of the 25th July 1822 and 19th of June last.

2. The population of this district is specified in the enclosed statement at 9,27,857, or little less than a million of souls. The number of schools is only 533, containing no more than 6,641 scholars, or about 12 to each school, and not seven individuals in a thousand of the entire population.

3. The Hindoo scholars are in number 6,398, the Mussulman scholars only 243, and the whole of these are males, with the exception of only 60 girls, who are all Hindoos exclusively.

4. The English language is taught in one school only; the Tamil in four; the Persian in 21; the Mahratta in 23; the Telooogo in 226, and the Kanataka in 235. Besides these there are 23 places of instruction attended by Brahmins exclusively, in which some of the Hindoo sciences, such as Theology, Astronomy, Logic and Law, are still imperfectly taught in the Sanscrit language.

5. In these places of Sanscrit instruction in the Hindoo sciences, attended by youths, and often by persons far advanced in life, education is conducted on a plan entirely different from that pursued in the schools, in which children are taught reading, writing and arithmetic only, in the several vernacular dialects of the country. I shall endeavour to give a brief outline of the latter, as to them the general population of the country is confined; and as that population consists chiefly of Hindoos, I shall not dwell upon the few Mussulman Schools in which Persian is taught.

6. The education of the Hindoo youths generally commences when they are five years old; on reaching this age, the master and scholars of the school to which the boy is to be sent, are invited to the house of his parents; the whole are seated in a circle round an image of Gunasee, and the child to be initiated is placed exactly opposite to it. The schoolmaster sitting by his side, after having burnt incense and presented offerings, causes the child to repeat a prayer to Gunasee, entreating wisdom. He then guides the child to write with its finger in rice the mystic names of the deity, and is dismissed with a present from the parents according to their ability. The child next morning commences the great work of his education.

7. Some children continue at school only five years; the parents, through poverty or other circumstances, being often obliged to take them

away ; and consequently in such cases the merest smattering of an education is obtained : where parents can afford it, and take a lively interest in the culture of their children's minds, they not unfrequently continue at school as long as 14 or 15 years.

8. The internal routine of duty for each day will be found, with very few exceptions and little variation, the same in all the schools. The hour generally for opening school is six o'clock, the first child that enters has the name of Saraswattee, or the Goddess of learning, written upon the palm of his hand as a sign of honour ; and on the hand of the second a cypher is written, to show that he is worthy neither of praise nor censure ; the third scholar receives a gentle stripe ; the fourth two ; and every succeeding scholar that comes an additional one. This custom, as well as the punishment in native schools, seems of a severe kind. The idle scholar is flogged and often suspended by both hands and a pully to the roof, or obliged to kneel down and rise incessantly, which is a most painful and fatiguing, but perhaps a healthy mode of punishment.

9. When the whole are assembled, the scholars, according to their number and attainments, are divided into several classes, the lower ones of which are partly under the care of monitors, whilst the higher ones are more immediately under the superintendence of the master, who at the same time has his eye upon the whole school. The number of classes is generally four, and a scholar rises from one to the other according to his capacity and progress. The first business of a child on entering school is to obtain a knowledge of the letters, which he learns by writing them with his finger on the ground in sand, and not by pronouncing the alphabet, as among European nations. When he becomes pretty dexterous in writing with his finger in sand, he has then the privilege of writing either with an iron style on cadjan leaves, or with a reed on paper, and sometimes on the leaves of the *Aristolochia Indica*, or with a kind of pencil on the *Hulligi* or *Kadala*, which answers the purpose of slates. The two latter in these districts are the most common. One of these is a common oblong board, about a foot in width and three feet in length ; this board when planed smooth has only to be smeared with a little rice and pulverized charcoal, and it is then fit for use. The other is made of cloth, first stiffened with rice-water, doubled into folds resembling a book, and it is then covered with a composition of charcoal and several gums. The writing on either of these may be effaced by a wet cloth. The pencil used is called *Bultapa*, a kind of white clay substance, somewhat resembling a crayon, with the exception of being rather harder.

10. Having attained a through knowledge of the letters, the scholar next learns to write the compounds, or the manner of embodying the symbols of the vowels in the consonants and the formation of syllables, &c. then the names of men, villages, animals, &c. and lastly arithmetical signs. He then commits to memory an addition table and counts from one to 100 ; he afterwards writes easy sums in addition and subtraction of money, multiplication and the reduction of money, measure, &c. Here great pains are taken with the scholar in teaching him the fractions of an integer, which descend, not by tens as in our decimal fractions, but by fours, and are carried to a great extent. In order that these fractions together with the arithmetical tables in addition, multiplication and the three fold measures of capa-

city, weight and extent, may be rendered quite familiar to the minds of the scholars, they are made to stand up twice a day in rows, and repeat the whole after one of the monitors.

11. The other parts of native education consists in decyphering various kinds of hand-writing in public, and other letters which the school-master collects from different sources, writing common letters, drawing up forms of agreement, reading fables and legendary tales, and committing various kinds of poetry to memory, chiefly with a view to attain distinctness and clearness of pronunciation, together with readiness and correctness in reading any kind of composition.

12. The three books which are most common in all the schools, and which are used indiscriminately by the several castes, are the Ramayanum, Maha Bharata and Bhagarata ; but the children of manufacturing class of people have, in addition to the above, books peculiar to their own religious tenets, such as the Nagalingayna, Kutha Vishvakurma, Poorana, Kamalsherra Ralikhamahata ; and those who wear the lingum, such as the Buwapoorana Raghavan-kunkanya, Keeruja Gullana, Unabhavamoorta, Chenna Busavaswara Poorana, Jurilagooloo, &c., which are all considered sacred, and are studied with a view of subserving their several religious creeds.

13. The lighter kind of stories, which are read for amusement, are generally the Puchatantra Bhatalapunchavunsatee, Punklee-soopooktahuller, Mahantarungenee. The books on the principles of the vernacular languages themselves, are the several dictionaries and grammars, such as the Nighantoo, Umara, Suddamumburee, Shuddeemunee, Durpana, Vyacurna, Andradeepeca, Andranamasangraha, &c., &c., but these last and similar books which are most essential, and without which no accurate or extensive knowledge of the vernacular languages can be attained, are, from the high price of manuscripts and the general poverty of the masters, of all the books the most uncommon in the native schools, and such of them as are found there, are, in consequence of the ignorance, carelessness and indolence of copyists in general, full of blunders, and in every way most incorrect and imperfect.

14. The whole of the books, however, in the Teloogoo and Carnataca schools, which are by far the most numerous in this district, whether they treat of religion, amusement or the principles of these languages, are in verse, and in a dialect quite distinct from that of conversation and business. The alphabets of the two dialects are the same, and he who reads the one can read, but not understand, the other also. The natives, therefore, read these (to them unintelligible) books to acquire the power of reading letters in the common dialect of business ; but the poetical is quite different from the prose dialect which they speak and write : and though they read these books, it is to the pronunciation of the syllables, not to the meaning or construction of the words, that they attend. Indeed few teachers can explain, and still fewer scholars understand, the purport of the numerous books which they thus learn to repeat from memory. Every school-boy can repeat *verbatim* a vast number of verses, of the meaning of which he knows no more than the parrot that has been taught to utter certain words. Accordingly, from studies in which he has spent many a day of laborious but fruitless toil, the native scholar gains no improvement, except the exercise of memory and the power to read and write on the common business of life ; he makes no additon to his stock of useful knowledge, and requires no moral impressions. He has spent his

youth in reading syllables, not words, and on entering into life, he meets with hundreds and thousands of words in common course of reading books, of the meaning of which he cannot form even the most distant conjecture ; and as to the declension of a noun, or the conjugation of a verb, he knows no more than of the most abstruse problem in Euclid. It is not to be wondered at, with such an imperfect education, that in writing a common letter to their friends, orthographical errors and other violations of grammar may be met with in almost every line written by a native.

15. The Government could not promote the improved education of their native subjects in these districts more than by patronizing versions, in the common prose and spoken dialect, of the most moral parts of their popular poets and elementary works, now committed to memory in unintelligible verse. He who could read, would then understand what he reads, which is far from the case at present. I am acquainted with many persons capable of executing such a task ; and in the Telooogoo language would gladly superintend it as far as in my power at this distance from the Presidency.

16. The economy with which children are taught to write in the native schools, and the system by which the most advanced scholars are caused to teach the less advanced, and at the same time to confirm their own knowledge, is certainly admirable, and well deserved the imitation it has received in England. The chief defects in the native schools are the nature of the books and learning taught and the want of competent masters.

17. Imperfect, however, as the present education of the natives is, there are few who possess the means to command it for their children. Even were books of a proper kind plentiful, and the master every way adequate to the task imposed upon him, he would make no advance from one class to another, except as he might be paid for his labor. While learning the first rudiments, it is common for the scholar to pay to the teacher a quarter of a rupee, and when arrived as far as to write on paper, or at the higher branches of arithmetic, half a rupee per mensem. But in proceeding further, such as explaining books which are all written in verse, giving the meaning of Sanscrit words, and illustrating the principles of the vernacular languages, such demands are made as exceed the means of most parents. There is therefore no alternative but that of leaving their children only partially instructed, and consequently ignorant of the most essential and useful parts of a liberal education : but there are multitudes who cannot even avail themselves of the advantages of this system, defective as it is.

18. I am sorry to state that this is ascribable to the gradual, but general, impoverishment of the country. The means of the manufacturing classes have been of late years greatly diminished by the introduction of our own European manufactures in lieu of the India cotton fabrics. The removal of many of our troops from our own territories to the distant frontiers of our newly subsidized allies has also, of late years, affected the demand for grain ; the transfer of the capital of the country from the native Governments and their Officers, who liberally expend it in India, to Europeans, restricted by law from employing it even temporarily in India, and daily draining it from the land, has likewise tended to this effect, which has not been alleviated by a less rigid enforcement of the revenue due to the State. The greater part of the middling and lower classes of the people are now un-

able to defray the expenses incident upon the education of their offspring, while their necessities require the assistance of their children as soon as their tender limbs are capable of the smallest labour.

19. It cannot have escaped the Government that of nearly a million of souls in this district, not 7,000 are now at school,—a proportion which exhibits but too strongly the result above stated. In many villages where formerly there were schools, there are now *none*; and in many others where there were large schools, now only a few children of the most opulent are taught, others being unable, from poverty, to attend, or to pay what is demanded.

20. Such is the state in this district of the various schools in which reading, writing and arithmetic are taught in the vernacular dialects of the country, as has been always usual in India, by teachers who are paid by their scholars. The higher branches of learning, on the contrary, have always in this country been taught in Sanscrit, and it has even in India been deemed below the dignity of science for her professors to barter it for hire. Lessons in Theology, Astronomy, Logic and Law, continue to be given gratuitously, as of old, by a few learned Brahmins to some of their disciples. But learning, though it may proudly decline to sell its stores, has never flourished in any country except under the encouragement of the ruling power, and the countenance and support once given to science in this part of India has long been withheld.

21. Of the 533 institutions for education now existing in this district, I am ashamed to say not one now derives any support from the State. I have, therefore, received with peculiar satisfaction the inquiries instituted by the Honorable the Governor in Council on this interesting subject, and trust that this part of India may benefit from the liberality which dictated the record of his intention to grant new funds when the same may be deemed expedient, and to restore to their original purpose all funds diverted from this source.

22. There is no doubt, that in former times, especially under the Hindoo Governments, very large grants, both in money and in land, were issued for the support of learning. Considerable *yeomials*, or grants of money, now paid to Brahmins from my treasury, and many of the numerous and valuable shotrium villages, now in the enjoyment of Brahmins in this district, who receive one-fourth, one-third, one-half, two-thirds, and sometimes the whole of their annual revenue, may, I think, be traced to this source. Though it did not consist with the dignity of learning to receive from her votaries hire, it has always in India been deemed the duty of Government to evince to her the highest respect, and to grant to her those emoluments which she could not, consistently with her character, receive from other sources; the grants issued by former Governments, on such occasions, contained therefore no unbecoming stipulations or conditions. They all purport to flow from the free bounty of the ruling power, merely to aid the maintenance of some holy or learned man, or to secure his prayers for the State. But they were almost universally granted to learned or religious persons who maintained a school for one or more of the sciences, and taught therein gratuitously; and though not expressed in the deed itself, the duty of continuing such gratuitous instruction was certainly implied in all such grants.

23. The British Government, with its distinguished liberality, has continued all grants of this kind, and even in many cases, where it is evident

that they were merely of a *personal* nature. But they have not, until now, intimated any intention to enforce the implied, but now dormant, condition of these grants. The revenue of the original grantee has descended without much injury to his heirs, but his talents and acquirements have not been equally hereditary; and the descendants of the original grantees will rarely be found to possess either their learning or powers of instruction. Accordingly, considerable alienations of revenue, which formerly did honor to the State, by upholding and encouraging learning, have deteriorated under our rule into the means of supporting ignorance; whilst science, deserted by the powerful aid she formerly received from Government, has often been reduced to beg her scanty and uncertain meal from the chance benevolence of charitable individuals; and it would be difficult to point out any period in the history of India when she stood more in need of the proffered aid of Government to raise her from the degraded state into which she has fallen, and dispel the prevailing ignorance which so unhappily pervades the land.

24. At a former period, I recollect, that the Government, on the recommendation of the College Board, authorized the late Mr. Ross, then Collector in the neighbouring district of Cuddapah, to establish experimental schools, with the view of improving the education of the natives; but the lamented death of that zealous and able public officer led to the abandonment of a plan to which his talents and popularity in the country were peculiarly calculated to give success. As Secretary to the College and to your Board, I was at that time a warm advocate for such experiment; and if now allowed, I should gladly attempt to superintend some arrangement of that kind in my present provincial situation.

25. I would propose the appointment of an able *Shastry* from amongst the law students at the College, with an addition to his existing pay of only ten pagodas per mensem, to be placed under me at the principal station of the district, to instruct *gratuitously* all who choose to attend him, in the Hindoo sciences, in the Sanscrit language, and the native school masters in the grammar of the Telogoo and Carnataca tongues, being those vernacular here. Such a man I have no doubt that I could soon obtain from the College; for if one with all the requisite qualifications is not at present attached to the institution, there are many that I know there, who can speedily qualify themselves for it in a very short time.

26. Subordinate to this man, and liable to his periodical visitations, I would recommend that 17 Schoolmasters in Telogoo and Carnataca be entertained at from 7 to 14 Rupees each per mensem, to be stationed at the 17 Cusba stations under each of my Amildars, and liable to their supervision to teach *gratuitously* these languages. Their lowest pay might be fixed at seven Rupees, and might be raised by fixed gradations, with the increasing number of their scholars, as high as the maximum above stated. All of these might be selected from the best informed of the present Schoolmasters here; but with reference to the low state of knowledge amongst the present persons of that class, most of them will previously require instruction from the head Shastry in grammar, &c. Though forbidden to demand money, all such persons should be allowed to receive any presents from their scholars may offer to them, particularly those usual on entering or quitting school.

27. The highest expense of such an institution would be 273 Rupees,

the lowest 154 Rupees per mensem. The first expense must necessarily be borne by Government, who alone are able to originate and at first support such a plan. But proper steps may be taken to engage in it the aid of the more opulent classes of the community, and if practicable, to induce them, in due time, willingly to contribute to the support of such schools. Indeed, I have little doubt that the plan would soon carry with it the united consent, and grateful approbation, of the more respectable and well informed of the inhabitants at large.

28. It would also greatly accelerate the progress and efficiency of such schools, if Government were to appropriate a moderate annual sum to the purpose of preparing and printing at the College Press, or elsewhere, suitable books for the use of these schools, in the prose or common dialects of the Telooگو and Carnataca languages, on the principle stated by me in a former part of this letter: these should consist of selections from the most approved native school books, tables, proverbs, &c. now in use in the schools, or well known in the country, to the exclusion, in the first instance, of all new publications whatever. Books of a popular and known character, intelligible to all who read, would thus be procurable at a cheaper rate, and in a more correct state than at present, and the teachers might be employed to dispose of them at a low price.

29. If public examinations once a year were instituted before the head Shastry, and small premiums or badges of distinction were distributed, for the purpose of rewarding, on such occasions, those who are most advanced, a suitable effect might be produced, and a powerful stimulus afforded to the students.

30. To cover the first expense of these schools, and to provide further for their gradual extension, if found advisable, without entailing any additional or new expense in Government, it might be provided that on the demise of any person now holding Yeomiahs, or alienated lands, a new inquiry be instituted; and that though the same may have been continued for more than one generation by the British Government, it be resumed, and carried to a new fund, to be termed the "School Fund" (to which the proposed expense should also be debited) unless it is clearly stated in the body of the original grant to be "hereditary," or the intention of the ruling power at the time to make such grant hereditary be clearly proved to the satisfaction of Government.

31. If an arrangement of this kind is sanctioned, I have little doubt, that in a few years the receipts from such a fund would more than counter-balance the disbursements, but even if they did not, the charge would be comparatively trifling. The enactments of the British Parliament contemplate such a charge; the known liberality of the authorities in England on this subject ensure to it sanction; the Supreme Government have set the example; and the provincial functionaries in the Madras territories ought perhaps to take blame to themselves that they have waited to be called upon before they stood forth as the organ of public opinion, in a matter of such importance and universal interest. I sincerely hope that it will not, as before, be allowed to sink into oblivion; but that the information submitted by the several Collectors will enable your Board and the Government, to mature,

from their suggestions some practical or at least some experimental plan for the improvement of education, and the support of learning in Southern India.

(Signed) A. D. CAMPBELL,

Collector.

APPENDIX E.

MINUTE BY SIR THOMAS MUNRO.

March 10th 1826.

The Board of Revenue were directed by Government on the 2d July 1822, to ascertain the number of schools, and the state of education among the natives in the provinces, and with their letter of the 21st February last, they transmitted the reports on this subject which they had received from the several Collectors. From these reports it appears that the number of schools, and of what are called colleges, in the territories under this Presidency, amount to 12,498, and the population to 12,850,941 ; so that there is one school to every 1,000 of the population ; but as only a very few females are taught in school, we may reckon one school to every 500 of the population.

2. It is remarked by the Board of Revenue, that of a population of $12\frac{1}{2}$ millions there are only 188,000, or 1 in 67 receiving education. This is true of the whole population, but not as regards the male part of it, of which the proportion educated is much greater than is here estimated : for if we take the whole population as stated in the report at 12,850,000 and deduct one-half for females, the remaining male population will be 6,425,000 ; and if we reckon the male population between the ages of five and ten years, which is the period which boys in general remain at school, at one-ninth, it will give 713,000 which is the number of boys that would be at school if all the males above ten years of age were educated ; but the number actually attending the school is only 184,110, or little more than one-fourth of that number. I have taken the interval between five and ten years of age as the term of education, because, though many boys continue at school till twelve or fourteen, many leave it under ten. I am, however, inclined to estimate the portion of the male population who receive school education to be nearer to one-third than one-fourth of the whole, because we have no returns from the provinces of the number taught at home. In Madras the number taught at home is 26,903, or above five times greater than that taught in the schools. There is probably some error in this number, and though the number privately taught in the provinces does certainly not approach this rate, it is no doubt considerable, because the practice of boys being taught at home by their relations or private teachers is not unfrequent in any part of the country. The proportion educated is very different in different classes ; in some it is nearly the whole ; in others it is hardly one-tenth.

3. The state of education here exhibited, low as it is compared with that of our own country, is higher than it was in most European countries at no very distant period. It has, no doubt, been better in earlier times ; but for

the last century, it does not appear to have undergone any other change than what arose from the number of schools diminishing in one place and increasing in another, in consequence of the shifting of the population, from war or other causes. The great number of schools has been supposed to contribute to the keeping education in a low state, because it does not give a sufficient number of scholars to secure the services of able teachers. The monthly rate paid by each scholar is from four to six or eight annas. Teachers in general do not earn more than six or seven rupees monthly, which is not an allowance sufficient to induce men properly qualified to follow the profession. It may also be said that the general ignorance of the teachers themselves is one cause why none of them draw a large body of scholars together; but the main causes of the low state of education are the little encouragement which it receives, from there being but little demand for it, and the poverty of the people.

4. These difficulties may be gradually surmounted. The hindrance which is given to education by the poverty of the people may in a great degree be removed by the endowment of schools throughout the country by Government, and the want of encouragement will be remedied by good education being rendered more easy and general, and by the preference which will naturally be given to well educated men in all public offices. No progress, however, can be made without a body of better instructed teachers than we have at present; but such a body cannot be had without an income sufficient to afford a comfortable livelihood to each individual belonging to it. A moderate allowance should therefore be secured to them by Government, sufficient to place them above want; the rest should be derived from their own industry. If they are superior both in knowledge and diligence to the common village school-masters, scholars will flock to them and augment their income.

5. What is first wanted, therefore, is a school for educating teachers, as proposed by the Committee of the Madras School-book Society, in the letter of the 25th October 1824, which accompanied their second report. I think that they should be authorized to draw 700 rupees monthly from the Treasury for the purposes which they have stated; namely, for the payment of the interest of money employed in building and the salaries of teachers, 500; and for the expenses of the press, 200. I would next propose that Government should establish, in each Collectorate, two principal schools, one for Hindoos and the other for Mahomedans; and that hereafter, as teachers can be found, the Hindoo schools might be augmented so as to give one to each Tahsildary, or about 15 to each Collectorate. We ought to extend to our Mahomedan the same advantages of education as to our Hindoo subjects, and perhaps even in a greater degree, because a greater proportion of them belong to the middle and higher classes. But as their number is not more than one-twentieth of that of the Hindoos, it will not be necessary to give more than one Mahomedan school to each Collectorate, except in Arcot, and a few other Collectorates, where the Mahomedan population is considerably above the usual standard.

6. We have 20 Collectorates. The number of Tahsildaries is liable to change, but it will be sufficient for the present purpose to estimate them at 15 on an average to each Collectorate, or 300 in all. This would, according to the plan proposed, give about 40 Collectorate and 300 Tahsildary schools. The monthly salaries of the teachers of the Collectorate schools might, on an average, be 15 rupees to each, and those of the Tahsildary nine rupees each.

These allowances may appear small, but the Tahsildary school-master who receives nine rupees monthly from Government, will get at least as much more from his scholars, and considering all circumstance his station will probably be better than that of a parish school-master in Scotland.

7. The total expense of the schools will be as follows :—

Madras School-book Society, per month.....	Rupees	700
Collectorate schools, Mahomedan, 20 at 15.....	„	300
Ditto Hindoo, 20 at 15.....	„	300
Tahsildary schools, 300 at 9.....	„	2,700
		<hr/>
	Per month...	4,000
		<hr/>
	Per annum...	48,000
		<hr/>

This expense will be incurred only by degrees, because it will be long before a sufficient number of qualified teachers can be obtained. The charges for the Madras School-book Society and the Collectorate schools, are all that will probably be wanted before the sanction of the Honorable Court can be received. The sum for which we ought to request their sanction ought not to be less than half a lac of rupees. None of the endowments in the Collectors' reports are applicable to the present object. They do not exceed 20,000 rupees in all, and only a small portion of them are public grants, and this small portion belongs chiefly to the teachers of Theology, Law and Astronomy. Whatever expense Government may incur in the education of the people, will be amply repaid by the improvement of the country ; for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them, and by the growing prosperity of the people.

8. It will be advisable to appoint a Committee of Public Instruction, in order to superintend the establishing of the public schools ; to fix on the places most proper for them, and the books to be used in them ; to ascertain in what manner the instruction of the natives may be best promoted, and to report to Government the result of their enquiries on this important subject.

9. We must not be too sanguine in expecting any sudden benefit from the labors of the School-book Society. Their disposition to promote the instruction of the people by educating teachers, will not extend it to more individuals than now attend the schools ; it can be extended only by means of an increased demand for it, and this must arise chiefly from its being found to facilitate the acquisition of wealth or rank, and from the improvement in the condition of the people rendering a larger portion of them more able to pay for it. But though they cannot educate those who do not seek, or cannot pay for education, they can, by an improved system, give a better education to those who do receive it ; and by creating and encouraging a taste for knowledge, they will indirectly contribute to extend it. If we resolve to educate the people, if we persevere in our design, and if we do not limit the schools to Tahsildaries, but increase their number so as to allow them for smaller districts, I am confident that success will ultimately attend our endeavours. But, at the same time, I entirely concur in the opinion expressed in the 5th report of the Calcutta School-book Society, when speaking of the progress of the system, that

“its operation must therefore of necessity be slow ; years must elapse before the rising generation will exhibit any visible improvement.”

(Signed) THOMAS MUNRO.

APPENDIX F.

Extract of a Letter in the Public Department, from the Court of Directors to the Governor and Council of Fort St. George, dated 16th April 1828.

2. We now reply to paragraphs 2 and 6 of your Revenue letter, dated 30th June 1826, which have been transferred to this department.

3. These paragraphs relate to the measures which you have adopted or intend to adopt with the view of forwarding the great object of native education.

4. We were already apprized of your having directed the various Collectors under your Presidency to institute an inquiry into the state of education among the natives, and to furnish returns of the number of schools and other places of education in their several Collectorates, as well as of the number of pupils receiving instruction there. These returns we have now received ; and they confirm the opinion which we previously entertained concerning the very imperfect state of native education. The proportion of the population to which even the elements of a scholastic education are given, is not very considerable ; and although, in conformity with the apprehensions which we formerly expressed, your information is far more defective in regard to the quality of the instruction than in regard to the number of persons instructed, it is yet sufficiently complete to show that in providing the means of a better education for the natives, little aid is to be expected from the instruments of education which already exist.

5. It appears that reading and writing in the vernacular dialects of the country, together with the first rudiments of arithmetic, are taught to a proportion of the male population which Sir Thomas Munro estimates at one-third. A point of very great importance, and on which we hoped that considerable information would be afforded by the reports of the Collectors, is the character of the books in which reading is taught. From this you would have learned two things, which it would have been desirable to know ; namely, first, the quantity of useful information which the children are enabled incidentally to acquire while learning to read, and next, the mode of adapting, as far as it might be expedient, the school-books which you may cause to be prepared, to the previous habits and associations of the people. The character, however, of the books used in the schools was a subject which the generality of the Collectors do not seem to have thought it within their province to inquire into. The appendix to the report of the Committee of the School-book Society appears to have contained some information of the kind required, but this is not recorded on your consultations ; and we regret that you did not from the first include this among the subjects marked out for enquiry, and afterwards, when you found that it had been overlooked by the Collectors, that you did not require them to furnish special reports on this

particular point. We should have been well pleased also that the Collectors had afforded some information on the question, whether any desire exists among any portion of the natives for better instruction than what their own rude institutions of education afford, and how far they are disposed, or by what means they might most easily be induced, to avail themselves of better schools, if any such should be established. We lament that these points were not likewise made the subject of special reference to the Collectors. We advert to these omissions on your part with the less reluctance, as in all other respects your proceedings appear to us deserving of unqualified praise.

6. Mr. Campbell, the late Collector of Bellary, is the only one among the Collectors from whom much information has been derived concerning the quality of the instruction given at the elementary schools. According to his report, it appears that reading and writing are acquired in his district solely with a view to the transaction of business, for which purpose a familiarity with the character being sufficient, the books which are read are got by heart, are in the same character, but not in the same dialect, and are entirely unintelligible to the scholars. In this Collectorate, therefore, at least, in learning to read, nothing whatever is learnt except reading, and with the exception of writing and a little arithmetic, the education of the great majority goes no farther.

7. Though the mode of teaching at the schools in the other Collectorates may not precisely resemble that in Bellary, we have no great expectation that it would prove to be much better. For although the school books may not in other districts be written in a language which the pupils do not comprehend, yet the difficulties you have experienced in providing fit books would be a sufficient proof to us, if we needed any, of the extreme unfitness of nearly all those which are at present used.

8. Besides these elementary schools, there are, in eight of the twenty Collectorates, a few places of education, termed colleges by the Collectors, at which are taught, in the Sanscrit language, what is called Theology, Law and Astronomy, to which, by some of the Collectors is added Logic. Though the number of these institutions is small, proportionably to the population, the number of pupils receiving instruction at them is, compared with what might be expected, still smaller, the majority of the colleges as appears from the returns, having not more than from four or five to seven or eight pupils each. A few of these colleges have been endowed with grants, in general of small amount, from princes or individuals, for the support of the teachers. In the other Collectorates, and even to a great extent in those where colleges exist, the same sort of instruction is stated to be gratuitously given by many individuals in their own houses ; but what is thus spoken of by the Collectors as an institution of education, is apparently no more than the connection to which the Hindoo religion attaches so much importance, between a young Brahmin and his Gooroo, or spiritual teacher, the person from whom he learns to read and explain the Vedas and Shasters ; a connection, the sole object of which is to qualify him for the priestly function, and for that of an expounder of the law. It would probably be found, on enquiry, that the purpose of the colleges, as they are called, is precisely the same.

9. Of the quality of the instruction received at these colleges, we learn nearly as little from the Collectors' reports, as we do of that received in the ele-

mentary schools. Mr Ogilvie, however, the Sub-Collector in charge of the Collectorate of Cuddapah, thus describes the result of the highest sort of education which is to be met with in the territory that he superintends:—"In nearly all the villages of this district there is an Enam set apart, as is doubtless well known to the Board, for the support of a Panchanguin Brahmin, and it might be conjectured that amongst so many there would be found some who had attained considerable perfection in Astronomy and Theology; of this however there is hardly an instance. The persons holding such Enams are quite content to be ignorant of the higher branches of science; their utmost ambition being confined to the distinction of foretelling a fortunate hour for reaping, or a lucky day for a marriage, and of contriving a horoscope for persons of distinction in the village."

10. There are however various passages in the local reports which show that the Brahminical instruction in many parts of the Madras territories is not so entirely destitute of real information as it is described to be in the Collectorate of Cuddapah.

11. We perceive with high satisfaction that you have applied yourself to the framing a plan of instruction, with a degree both of earnestness and judgment, which encourages us to hope for the most beneficial consequences to the people subject to your rule.

12. You propose to establish as soon as fit teachers can be procured, a central school for Hindoos, and another for Mahomedans, in every Collectorate, and ultimately a school for Hindoos in every Tahsildary of every Collectorate. In order to place the teachers above want, and to induce respectable persons to qualify themselves for the situation, you design to give them an allowance from Government, sufficient to remove all anxiety on the score of subsistence, leaving them to derive the remainder of their remuneration from the fees of their pupils. Of the propriety of this arrangement, we cannot have any doubt, and we consider the standard fixed by you, of 15 rupees per mensem for the master of a Collectorate school, and 9 rupees for that of a Tahsildary school, to be unobjectionable. On this part of the subject, we have only further to remark, that it will be proper for the Collectors to ascertain by diligent inquiry, what fee will be at once an adequate remuneration for the master, and not beyond the means of the pupil to give.

13. It is to be expected that, in the first instance, there will be great difficulty in obtaining properly qualified teachers. When once the system is fairly set on foot, it will raise up teachers for itself. In order to provide masters for the commencement, you propose to establish a school at the Presidency for that purpose expressly. This was clearly your wisest course; but it is obvious that the success of the whole plan depends in a great degree upon the qualifications which you may succeed in imparting to those who are educated at this institution.

14. You have not yet, it would appear, finally determined what shall be the branches of education included in your plan. The Committee of the School-book Society, in a report which does great credit to their judgment and zeal, recommend that reading and writing in the English, Tamil and Telooogo languages, together with Grammar, Arithmetic, Geography and History,

should form the course of education at the school for the instruction of teachers. This course, assuming the school-books used to be of the kind best calculated to impart to them useful knowledge, and to strengthen all good habits in their minds, appears to embrace all that is mainly required. To the three languages above enumerated, it is proposed by the Committee of Public Instruction subsequently appointed by you, that Sanscrit and Arabic should be added : Sanscrit for the Hindoo, Arabic for the Mussulman scholars. You are alone competent to judge how far their possessing a knowledge of these languages might contribute to increase the resort of pupils to them, when established as school-masters.

15. From the class of instructed natives whom you hope to raise up in the central institution, the Committee of the School-book Society hope ultimately to derive most valuable assistance in translating, adapting and composing school-books, a task for which they complain that they themselves are unfitted by want of leisure, which is common to them with their native associates, and still more by their want of intercourse with the natives, and ignorance of their modes of feeling and thinking. Under these difficulties it is extremely creditable to the Committee, that they should have been able to effect so much, as it appears from the report they have accomplished. The school-books already prepared under their direction, appear to us to have been selected with great judgment. Considering the labours of the Society to be of the greatest utility, we cheerfully sanction the donation of rupees 3,000 which you have made in aid of their funds, and approve of your having exempted from postage all letters on the business of the Society.

16. The expense of the new system when it shall be fully in operation, being estimated at something less than rupees 50,000 per annum, we readily authorize the gradual appropriation of that sum to the purpose.

17. The most difficult part of your task for a long time will be the business of superintendence. For, although the dependence of a great part of the teacher's reward upon the fees of his pupils, is, in general, a strong incentive to the diligent performance of his duty, so few of the natives are as yet qualified, especially in the distant Collectorates, to form a correct estimate of the quality of the instruction which their children will receive, that we cannot doubt the necessity of a vigilant supervision on the part of better judges than themselves. A general superintendence may be exercised at all times by the Collectors ; but periodical examinations, conducted either by the local Officers or by persons sent from the Presidency, would be the most effectual means of compelling the masters to do their duty, and of encouraging the pupils by opportunities of distinguishing themselves, and of attracting the notice of Government. You will thus too be enabled to know more effectually than by any other means, where the fittest instruments for your future plans of education, and the individuals best qualified to fill public situations, are to be found. And not only will you know this yourselves, but what perhaps is almost of equal importance, the natives will be aware that you know it, and that you give the preference for all public purposes to the best instructed.

18. You have appointed a general Committee of Public instruction and it will be peculiarly their business, both to devise and to carry into effect a plan for effectual supervision. It was originally intended, however, that the school for teachers should be established and managed by the School-book

Society, with the aid of a contribution from Government, and the Committee of the Society had then made arrangements for a most efficient superintendence of that school. Though it will now, in common with the other schools, be under the control of the Committee of Public Instruction, yet, as there cannot be too many securities for the efficiency of so important an institution, the Committee of the Society might still, if you see no objection, be solicited to afford such; and as their leisure will allow of, in the supervision of the school, or, at least in the examinations. Their good sense, activity and ardour in the pursuit of the end, is a sufficient guarantee that whatever they might undertake to do, would be well done; and they have themselves remarked that their members "will by that means become better acquainted with the precise wants of the native mind, and more readily perceive the desiderata for its improvement."

19. It is unnecessary at present to add any thing further, beyond repeating the expression of our hope that you may be as successful as you have reason to expect, in the promotion of that great object which we rejoice to see that you have as deeply at heart as ourselves.

APPENDIX G.

Letter from the Court of Directors to the Governor in Council of Fort Saint George, dated September 29th, 1830.

Para 1. In our letter to this department, dated the 16th April 1828, we signified to you our approbation of the plan proposed by you for the extension and improvement of education among the natives subject to your Presidency.

2. Since that time we have not received from you any general report on the subject of public instruction; and the scanty informations which your records supply is only sufficient to show that you are proceeding with the execution of the plan to which we have given our sanction.

3. We are now desirous of receiving from you a full report of the progress which has been made in carrying the plan into effect, and of the success which has hitherto attended it.

4. By the measures originally contemplated by your Government, no provision was made for the instruction of any portion of the natives in the higher branches of knowledge. A further extension of the elementary education which already existed, and an improvement of its quality by the multiplication and diffusion of useful books in the native languages was all that was then aimed at. It was indeed proposed to establish at the Presidency a central school for the education of teachers, but the teachers were to be instructed only in those elementary acquirements which they were afterwards to teach in the Tahsildary and Collectorate schools.

5. The improvements in education, however, which most effectually contribute to elevate the moral and intellectual condition of the people, are those which concern the education of the higher classes; of the persons possessing leisure and natural influence over the minds of their countrymen. By raising the standard of instruction among these classes, you would eventu-

ally produce a much greater and more beneficial change in the ideas and feelings of the community than you can hope to produce by acting directly on the more numerous class.

6. You are moreover acquainted with our anxious desire to have at our disposal a body of natives, qualified by their habits and acquirements to take a larger share and occupy higher situations in the civil administration of their country than has hitherto been the practice under our Indian Governments. The measures for native education, which have as yet been adopted or planned at your Presidency, have had no tendency to produce such persons.

7. Measures have been adopted by the Supreme Government for placing within the reach of the higher classes of natives under the Presidency of Bengal, instruction in the English language and in European Literature and Science. These measures have been attended with a degree of success, which considering the short time during which they have been in operation, is in the highest degree satisfactory, and justifies the most sanguine hopes with respect to the practicability of spreading useful knowledge among the natives of India, and diffusing among them the ideas and sentiments prevalent in civilized Europe.

8. We are desirous that similar measures should be adopted at your Presidency.

9. We have directed the Supreme Government to put you in possession of such part of their proceedings, and of the information which they have collected, as is calculated to aid you in giving effect, to our wishes ; and in order to place you generally in possession of our views on the course which ought to be pursued, we enclose (as numbers in the packet) two despatches, which we have addressed to the Supreme Government under date the 5th September 1827, and 29th September, No. 39 of 1830.

10. We wish you to take into consideration the expediency of enlarging the plan of the central school for the education of teachers, and rendering it a seminary for the instruction of the natives generally in the higher branches of knowledge. We wish that there should be an English teacher in the institution, who would not only give instruction in the English language to such students as may be desirous of acquiring it, but who may likewise be capable of assisting them in the study of European science.

11. Hereafter when the financial embarrassments of our Indian Government shall no longer limit, in the same degree as at present, our power of incurring even useful expense, it will be proper to consider whether, in addition to the proposed seminary at the Presidency, it would not be desirable to establish one or more institutions on a similar scale at some place or places in the interior.

12. We desire that the whole subject may engage your deliberate consideration ; and we hope to receive at an early period your opinion as to the best mode of rendering accessible to the natives the higher education which we desire to confer on them, and of encouraging them to take advantage of it ; and although we are unwilling that you should, without previous communication with us, engage in any plan which would commit your Government to a large annual expenditure, we are yet anxious that no time should be lost,

and that you should proceed to take, without delay, any preliminary steps, in which, under the knowledge which you will possess of our general views from the despatches herewith enclosed, you may confidently anticipate our concurrence.

13. You will consider yourselves authorized to carry into effect the extension which we have suggested, of the plan of the central school, without a further reference to us, provided its expense do not exceed the scale which we have already sanctioned at the various colleges at Calcutta.

We are, &c.

LONDON, }
29th September, 1830. }

(Signed) W. ASTELL.
,, R. CAMPBELL,
&c. &c. &c.

ENCLOSURE No. 1.

Extract Letter from the Court of Directors to the Governor General in Council, 5th September, 1827.

Para. 2. We now reply to paras. 104 to 109 of your letter in the Revenue Department, dated 30th July 1823, informing us of the appointment of a General Committee of Instruction, with the appropriation of an annual lac of rupees to the object of education; and also to your letter in the Persian Department, dated the 27th January 1826, presenting a detailed report on the operations of the General Committee, and stating your own views respecting the objects at which it is proper to aim, and the means which it is expedient to employ for their attainment.

3. We have had occasion in several previous instances to make you acquainted with our sentiments on the subject of the education of the natives, and as we perceive that your views are in accordance with ours, and are in some measure grounded upon the opinions which we communicated to you in our letter in the Revenue Department, dated the 18th February 1824, it is unnecessary for us to dwell on the general topics, and only requisite that we should communicate our sentiments upon the actual proceedings and practical suggestions which are here submitted for our consideration.

4. The institutions for education which were already under the control of Government and the funds for that purpose at its disposal, were undoubtedly of sufficient magnitude to require an appropriate organ of superintendence, and there can be but one opinion respecting the importance of the duties which you have assigned to the Committee appointed for that purpose,—“the duties of ascertaining the state of public instruction under your Presidency, and the state of public institutions, designed for its promotion, also of considering, and from time to time submitting to Government the suggestion of such measures as might appear expedient to adopt, with a view to the better instruction of the people, to the introduction among them of useful knowledge and to the improvement of their moral character.” It gives us great satisfaction to add that your report and the documents which are now before us yield abundant

evidence of the beneficial consequences which have already resulted from the measure, and the zeal displayed by the Committee, and the judicious views which they take of what is useful, and what is not useful, of what it is expedient now to undertake, and what it is expedient to propose, encourage us to form a sanguine hope of equally beneficial consequences from your and their future exertions.

5. We shall notice the different subjects in the order in which you have arranged them, and first the institution at Agra where an endowment of lands, and other funds capable of yielding an annual income of 20,000 rupees, applicable to the business of education, already existed.

6. The mode of appropriating this sum, which appeared to the Committee at once the most creditable to the Government and most beneficial to the people, was by establishing a single institution to be situated in the City of Agra, and denominated the Agra College, open to all classes of the native population, and directed to those branches of instruction which are most conducive to practical utility ; first, the languages of public business and of common life—the Persian and Hindee, and next those of the literature of the Hindoos and the Mahomedans ; namely the Sanscrit and the Arabic, with common Arithmetic. The Committee add the following reflections.

“ Hereafter it may be desirable to provide the means of teaching English ; but we must at present look chiefly to the object of teaching what is most useful in native literature, freed as far as possible from the lumber with which it is incumbered ; nothing can be expediently taught in which the people do not take an interest ; and a considerable period must elapse before new books can be supplied. Therefore, although our attention in this, as in all similar cases, will be particularly directed to the object of giving to the natives a taste for European science, it appears to us to be at least premature to establish separate classes for any of the several branches of it.” This is entirely in conformity with the instructions which we conveyed to you in our despatch in the Revenue department above referred to ; namely, to keep utility steadily in view, but not to introduce alterations more rapidly than a regard to the feeling of the natives will prescribe. It is only necessary for us to suggest the probability that a little skill and address is in most cases all that is necessary to remove the prejudices of the natives, which fortunately, on the subject of education, do not appear to be strong.

7. The subordinate arrangements adopted as means for the attainment of these ends appear to us to be judicious, and in particular we attach importance to the appointment here and elsewhere of the local Committees for the more immediate superintendence of the local institutions. Of course it will be one of the principal duties of the General Committee to exercise with vigilance that sort of control which will best secure the active discharge of the duties of the local Committees.

8. We entirely approve the purpose of the General Committee to regard its plans as experimental, and to adopt any improvement which experience may suggest. In one particular, an alteration we should hope, may, without much delay, be introduced : in the allowance, we mean, of pensions to the students at the College. We doubt not that the Committee exercised a sound discretion in adopting the practice at first, in conformity with custom,

and the wants of at least a portion of the students ; but when the benefit of the institution comes to be more fully known, we expect that there will be a sufficient number of candidates for admission without the allurements of a pension. We also trust that you will be careful to avoid any excess in the amount of salaries attached to offices connected with this and similar institutions, as the more you can save in this way, the more you will have to apply to the wider extension of the benefit of instruction.

9. The report of the local Agent at Delhi established the facts, that public education was in great want of encouragement in that city, at the same time that favorable circumstances existed for attempting its revival and improvement. In concurrence with the strong recommendation of the General Committee, you have consented to allow 600 rupees per mensem from the general education fund, in addition to funds of above 3,500 rupees available at Delhi to purposes of education, and have sanctioned on this foundation an institution, to be designated the Delhi College, for the use of which you have appropriated one of the unemployed public buildings.

10. On the instructions by the General Committee for constituting this seminary, framed in the same spirit which marked their instructions for the institution at Agra, we have the same approbation to bestow.

11. For want of books and teachers little alteration on the pre-existing plan was deemed practicable at first. "It will, however," the Committee adds, and we quote the words for the sake of the approbation we have to bestow upon them, "be of importance to adopt as a guiding principle, "that useful knowledge is to be the chief end of the establishment, "and it will not be necessary therefore to encourage, although it may not "be possible or expedient to exclude, what the Mahomedans consider the "higher branches of learning, Arabic, Philosophy, and Theology." The more useful languages, Hindoostanee and Persian, and Arithmetic, with the elements of Mathematics, are to be the principal subjects of study in the first instance ; and the ideas of the Committee respecting the choice of books are equally entitled to our approbation.

12. We are of opinion that the Committee came to the proper decision respecting the schools established by Mr. Fraser, at his own expense, in the Delhi districts, and the proposition of Dr. Gerard, respecting the education of the hill people of Sabathoo. From the limited nature of the means at your disposal, you can only engage in very limited undertakings ; and where a preference must be made, there can be no doubt of the utility of commencing both at the place of greatest importance, and with the superior and middle classes of the natives, from whom the native agents whom you have occasion to employ in the functions of Government are most fitly drawn, and whose influence on the rest of their countrymen is the most extensive.

13. We have hopes that the energy and intelligence of the General Committee will render the Hindoo College at Benares a more useful institution than it has hitherto proved. The information respecting this seminary communicated with your letter, dated 30th July 1823, is scanty, and the observations in your recent letter of 27th January 1826, do not raise in us a very high opinion either of the good effects which it has produced or the merits of the superintendence under which it has been conducted. You complain justly

that the report of the annual examination in December 1824, "was less explicit than could be wished, and that it did not show any attempt to carry into effect the system of progressive and general study which was part of the anticipated reform of the Benares College." We desire it may be notified to the parties concerned that we have taken particular notice of the following passage in your letter: "we regretted to observe that some *unexplained* circumstance had prevented the attendance of the local Committee at the disputations and distribution of prizes in 1824; and deeming it to be of vital importance to the efficiency of all the public seminaries that the European Officers appointed to their control should take every opportunity they conveniently can, of openly manifesting an active interest in the institutions over which they preside, we directed that the attention of the local Committee should be called to these several points by the General Committee of public instruction."

14. The details with which you have furnished us relative to the *Madrisa* or Mahomedan College at Calcutta afford evidence of great improvement, and entitle to a large share of our approbation the persons who have contributed to this desirable result, and in particular Dr. Lumsden, its late Secretary, "to whose zeal," you say, "for the interests of the institution, his unremitting attention to the details of his duty, and the talents and learning which he applied to its discharge, the essential reforms which have taken place in the discipline and system of study, the spirit of industry and emulation prevailing among the students, and its growing efficiency and reputation as a seminary of learning, are in a great measure to be ascribed." Though highly gratified by the state of the acquirements of the students exhibited at the examinations of 1824 and 1825, we have been more particularly struck by the testimony borne by the Examiners to the ardour for higher attainments, and the intellectual capacity generally manifested by the students. The deficiency of books and other means of deriving advantage from those favorable circumstances, of which emphatic mention is made by the Examiners, we are happy to perceive has attracted a due share of your attention.

15. A new building for the purposes of this institution appears from your account to have been undoubtedly required, and we willingly sanction the expense, though it appears to us considerable (Rupees 1,31,308,) and though more, we apprehend, has been devoted to ornament than the occasion required. The appointment of Captain Ruddell, to supply the place of Dr. Lumsden, and the salary allotted to him, are approved.*

16. You have already received our approbation of your design of erecting a Hindoo College at the seat of Government in lieu of the projected Colleges of Nuddea and Bhaur, and of making provision for the gradual introduction of European science into the seminary, in addition to the more useful parts of Hindoo literature. It affords us real satisfaction to find not only that this design has been carried into effect, but that one year's experience of the proceedings of the institution after its completion, and the first annual examination in January 1825, yield encouraging assurance of its future utility. The views and objects of the Committee in planning and conducting this institution accord entirely with our conceptions, and appear to be happily seconded by the sentiments and disposition of the natives themselves. We have

* Secretary to the College Council, salary 300 Rupees per annum.

perused with particular satisfaction the following passage : “ As a proof, at least, of the growing reputation of the Sanscrit College, it may be stated, that soon after the examination nearly one hundred applications were received for admission to the grammar classes as out-students not receiving “ any allowances.”

17. The cost of providing the buildings and other accommodations has amounted, we see, to 1,45,158 Rupees, and to render the institution as extensively useful as you think it ought to be, an annual expense of 5,000 Rupees above the sum of 25,000 Rupees originally destined for its maintenance, has appeared to you necessary. This additional sum you propose to allow from the General Education Fund, and as these appropriations appear all to have been maturely considered, they have our full approbation.

18. The Vidyalaya derives its origin from the natives themselves. In the year 1816, some of the opulent natives of Calcutta formed themselves into an association for founding a seminary, in which the sons of Hindoos might receive tuition, not only in the Asiatic languages and sciences, but also in those of Europe, and particularly in the language and literature of England. For that purpose a sum of 1,13,179 rupees was subscribed ; but from some errors in the first appropriation of the money and the reduction of interest on public securities, the funds were inadequate to the original design, and aid from the Government had been solicited more than once by the native managers, particularly for the means of erecting a lecture-room on the arrival of a philosophical apparatus for their use from the British India Society. On consideration it appeared to you expedient, and we entirely concur in the view which you took of the subject, to make provision for this object in the plan of the Hindoo College which you were contemplating, and not only to furnish a lecture-room in which the students of the Vidyalaya might be accommodated together with those of the Hindoo College, but to endow a professorship of natural and experimental philosophy for the benefit of both. On an application from the managers of the Vidyalaya for an allowance for the hire of a lecture-room, and the aid of a person competent to teach the elements of European science till the Hindoo College was completed and a permanent lecturer appointed, a highly proper arrangement was entered into, with the cordial concurrence of the native managers, that such assistance being granted, the General Committee of education should exercise a regular inspection and supervising control, as visitors, over the Vidyalaya ; and the annual examination of the students in 1825, was conducted at the town-hall, in presence of Mr. Harrington, President of the General Committee, and several European and native gentlemen.

19. The evidence of the beneficial effects which may be anticipated from prosecuting the objects of this institution appeared to the General Committee, from this as well as from the examination in 1826, to be so great, that they pressed upon you the expediency of certain steps to be taken for its improvement.

20. Taking into view the numbers of native youth who will attain some command of the English language, and some acquaintance with the elements of European sciences in the English classes established in the Madrissa, in the Hindoo College of Government, and in the Vidyalaya, and the importance of affording to them the means of going somewhat beyond the very imperfect at-

tainments which are there placed within their reach, the Committee were led to consider the practicability of establishing classes or lectureships of some of the more useful branches of knowledge, 1st Mathematics, 2d Natural Philosophy, 3d English Literature, in which the more promising of the pupils in the English classes of all the three existing institutions might be received, and where their studies might be further prosecuted. From the state of the education fund, the Committee were of opinion that they could set apart 24,000 rupees for the maintenance of these classes, and from their calculation it appeared that such a sum would suffice. The only remaining deficiency was that of preceptors and books, and the Committee urged upon you the propriety of an application to us to send from England two carefully selected preceptors, one for Mathematics and one for English Literature, and also for a supply of books, and some additions to the Philosophical apparatus, of which they submitted a list, which is now before us.

21. Expressing your concurrence with the Committee in these views, and recommending them to us in the strongest terms, you suggest one alteration. In the appropriation of the 24,000 rupees, which the Committee proposed to deduct from the education fund, were included salaries of 400 rupees per month for each of the professors; and the Committee expressed a hope that if somewhat larger allowances were required to induce individuals properly qualified to leave England, we would allow the excess, which the education fund would not be able to afford, to be defrayed by Government. You proceed to express your "anxious hope that the measures described will obtain our approbation and countenance;" and add, "we need not point out to your liberality and discernment how essential a boon it will confer on the course which we are advocating, if your Honorable Court will be pleased to appoint two well-qualified and accomplished professors for the Colleges at this Presidency, on liberal and adequate salaries, free of any charge on the education fund. The remaining expenditure for the new seminary would of course be supplied from the latter source."

22. It cannot but afford us great satisfaction to observe your anxious concern for the interests of the vast population subject to your Government; and the zeal, tempered by prudence and discretion, which all your measures on this subject have evinced. You appear to us, in the steps which you have taken, to have been guided by events instead of outrunning them, and the measures you propose are not only good in themselves, but were called for by the circumstances of the times. We are therefore well disposed to co-operate with you in carrying them into effect, and to sanction the employment of the means which appear to you best calculated for promoting the success of your wise and benevolent endeavours. We shall immediately take steps for procuring two preceptors, who, besides having the requisite literary attainments, may unite discretion and good sense with an ardent zeal for the work in which they are to be engaged. The supply of books and of instruments, the expense of which it is proposed by the Committee to defray out of the education fund, will also be attended to, and you will receive our notification as soon as the objects have been effected.

23. In conclusion, it is proper for us to remark to you, though we have no doubt that the same reflection has already occurred to you, that, adverting to the daily increasing demand for the employment of natives in the business of the country, and in important departments of the Government, the first object

of improved education should be to prepare a body of individuals for discharging public duties. It may, we trust, be expected that the intended course of education will not only produce a higher degree of intellectual fitness, but that it will contribute to raise the moral character of those who partake of its advantages, and supply you with servants to whose probity you may, with increased confidence, commit offices of trust. To this, the last and highest object of education, we expect that a large share of your attention will be applied. We desire that the discipline of these institutions may be mainly directed towards raising among the students that rational self-esteem which is the best security against degrading vices, and we particularly direct that the greatest pains may be taken to create habits of veracity and fidelity, by inspiring the youths with a due sense of their importance, and by distinguishing with the approbation of Government, or its discountenance, those who do or do not possess these qualifications.

24. We observe with pleasure, that the important questions relating to the means of availing yourselves, for the service of Government, of the superior qualifications which may be expected from a better education, and also of rendering appointment to office, an encouragement to study and good conduct, have seriously engaged your attention. We approve the instructions which you addressed to the several Courts, Sudder, Provincial and Mofussil, respecting the selection of individuals for public offices in the Judicial department, particularly those of Law Officer, Pleader, Sudder Ameen and Moonsiff.

25. There being no means of providing books for the use of the students in sufficient abundance, at a moderate cost, except by printing, and no press existing by which they could be supplied, the General Committee have thought it necessary to charge themselves with this department also. The original cost, 13,300 rupees, with a monthly establishment of 715 rupees, authorized from the education fund, may in time be defrayed by a moderate profit proposed to be made in the sale of the books.

26. There has not yet been sufficient time to enable the General Committee to make a report on the state of the schools in different parts of the country. We have no fear that they will overlook the importance of these more numerous, though inferior seminaries; and we expect at no distant date to receive a satisfactory account both of their actual state and of the improvements of which they appear to be susceptible.

27. You terminate your report with a very pleasing proof of the approbation with which your exertions for improving the education of the natives are viewed by the natives themselves, and of the cordial co-operation which you may hereafter expect from them. Three natives of the Hindoo faith, the Rajahs Kalisunker Ghosah, Warrinath Raee and Broznath Raee, have placed respectively the following donations at the disposal of the General Committee of public instruction, 20,000 sicca rupees, 22,000 and 50,000. We observe with great pleasure the manner in which you expressed your sense of these acts of generous confidence in the British Government, by honorary distinctions to the donors, and we authorize you to communicate to them the favorable notice which has been taken of their conduct by the authorities in England.

ENCLOSURE No. 2.

*Letter from the Court of Directors, to the Governor General in Council,
29th September, 1830.*

Para. 1. Our last letter to you on the subject of native education, was dated 5th September 1827, since which we have received your letter in the Persian Department, dated 21st August 1829, to which we now proceed to reply.

2. The report which you have furnished to us in this letter of the result of the measures for the education of the natives already sanctioned by us, has afforded us the highest satisfaction. The experiment of establishing seminaries for giving instruction to the people of India, of a higher kind than any which they previously possessed, has been successful in a degree, not merely equal, but superior to our most sanguine expectations. The great and rapidly increasing efficiency and popularity of these institutions, not only affords complete proof that their establishment was called for by the state of public feelings, and by the circumstances of the times, but also conveys the gratifying assurance that the higher classes of our Hindoo and Mahomedan subjects are ripe for a still further extension among them of European education, and European science and literature.

3. We shall briefly pass in review the present state of each of the Colleges established under your presidency, principally in order that you may receive in each instance specifically the expression of our warmest approbation, both as respects the general system on which these various institutions have been conducted, and the particular improvements which you have successfully introduced.

4. The Madrissa or Mahomedan College of Calcutta, has now 78 students on the foundation; the number of those who pay for their education is not stated. The progress of the students, almost without exception, in the various studies pursued at the College, is extremely creditable, and every year exhibits a higher degree of proficiency than that which preceded it. Admission into the Madrissa having been made a subject of competition, and assigned as a reward to the most deserving among the candidates, the scale of attainments which they bring with them on entering the College, has been so greatly raised that the establishment of a school preparatory to the Madrissa is no longer considered necessary. The studies of the Mathematical class have been made to include Arithmetic and Algebra, and a Medical class has been established. Translations into Arabic of good elementary works on both these branches of knowledge are in preparation. An English class has since been added to the College.

5. At the Sanscrit College at Calcutta, the number of pupils is now 176, and is rapidly increasing: of these only 99 receive allowances from the College. While the peculiar studies of the place have been prosecuted with great success, we are happy to perceive that very important improvements have been introduced into the course of instruction. The English language and anatomy on European principles, are now taught to considerable numbers, and with most encouraging results. In the words of Mr. Wilson, who examined the

Medical class, "the triumph gained over native prejudices is no where more remarkable than in this class, in which, not only are the bones of the human skeleton handled without reluctance, but in some instances dissection of the soft parts of animals performed by the students themselves." The study of Mathematics is also successfully prosecuted in this college.

6. But the Vidyalaya or Anglo-Indian college, originally established by the natives themselves, for the study of the English language, and for education through the medium of that language exclusively, has had more decided success than either of the other Calcutta colleges. The number of scholars is now 436, of whom all except 100 pay for their tuition. The progress of these pupils is highly encouraging, the higher classes being able to compose tolerably in English, and to read the best authors in the English language. The study of Mathematics, both in the Geometrical and in the Algebraical branch, has been introduced with success. Lectures are delivered in Natural Philosophy and Chemistry, which are attended by the pupils both of this and of the Sanscrit college, and their progress is reported to be highly satisfactory.

7. The colleges of which we have sanctioned the establishment at Delhi and at Agra, have now come into operation. The native languages and law are as yet the principal object of attention at these seminaries; but an English class has recently been established at each. The elements of Mathematics are also studied at the Delhi college, and at Agra many of the students study the elements of Geography, Astronomy and Mathematics, agreeably to the European systems. At the Delhi college the number of students is 199, of whom 32 form the Arabic, and 126 the Persian class, 13 are studying Sanscrit, and 28 English. At the Agra college the total number is 198, of whom 129 are attached to the Persian, and 69 to the Hindoo department; of these only 85 receive stipends from the college, 114 attend without any pecuniary allowance. At both institutions the reports of the progress of the students are most favorable, and it is highly gratifying to observe that Hindoos and Mahomedans, as well as the different castes of the Hindoos, a few of the lowest excepted, mix together for purposes of education without the slightest reluctance or inconvenience.

8. The college at Benares now contains 244 students, of whom 102 are on the foundation. The remainder are free students. The studies of this institution have not yet extended beyond the native languages, literature and laws; but in these the proficiency of the students is reported to have greatly increased.

9. Such having been the success of the seminaries for native education already established, and the proficiency as well as the number of the students at each receiving every year a considerable increase, those institutions must now annually send forth a number of students, who have learned all which the colleges where they were educated are adequate on their present footing to teach; and it is therefore of the greatest importance that to these and to others of the native youth, the means should be afforded of cultivating the English language and literature, and acquiring a knowledge of European science, and a familiarity with European ideas, in a higher degree than has yet been within their power. The documents now under review afford most gratifying proofs that a scheme of this extended nature would now be warmly welcomed by the higher ranks of the natives under your Government. Of the spirit which prevails in the lower provinces, the establishment and success of the Anglo-Indian college

is sufficient evidence ; and we learn with extreme pleasure, the opinion of the General Committee of Public Instruction, partly founded on the personal observation and enquiries of several of their members, that “the time has arrived “when English tuition will be widely acceptable to the natives in the upper “provinces.”

10. Your attention has been anxiously directed to the means of accomplishing this object, and in particular to the comparative expediency of establishing separate English colleges, or of enlarging the plan of the existing institutions, so as to render them adequate to that more extensive purpose. You have transmitted to us several most interesting communications from the General Committee of Public Instruction, and from the local Committee of the Delhi college, on this question.

11. Both the Committees give a decided preference to the plan of establishing separate colleges, for the study of English, and for the cultivation of European knowledge through the medium of the English language. They urge, that a thorough knowledge of English can only be acquired by natives, through a course of study beginning early in life, and continued for many years ; that the knowledge of our language, and European science, which could be acquired in a course of education mainly directed to other objects, would not contribute in any higher degree, to the improvement of the native character and intellect ; while the native languages and literature may be adequately pursued, as a subordinate branch of education in an English college ; and that any thing beyond the mere elements of European science, is most advantageously taught through the European languages, with the additional recommendation that when so taught, it comes into less direct collision with the sacred books of the Mahomedans and Hindoos.

12. By these arguments you have been convinced, and you have accordingly authorized the establishment of an English college at Delhi and another at Benares. The project of establishing one at Calcutta seems to have been tacitly abandoned ; the Anglo-Indian college, under its present superintendence, being found capable of answering the purpose.

13. While we attach much more importance than is attached by the two Committees, to the amount of useful instruction which can be communicated to the natives through their own languages, we fully concur with them in thinking it highly advisable to enlarge and encourage a large number of the natives to acquire a thorough knowledge of English ; being convinced, that the higher tone and better spirit of European literature, can produce their full effect only on those who become familiar with them in the original languages. While, too, we agree with the Committee that the higher branches of science may be more advantageously studied in the languages of Europe, than in translations into the oriental tongues, it is also to be considered that the fittest persons for translating English scientific books, or for putting their substance into a shape adapted to Asiatic students, are natives who have studied profoundly in the original works.

14. On these grounds we concur with you in thinking it desirable that the English course of education should be kept separate from the course of original study at the native colleges, and should be attended for the most part by a different set of students. This, however, does not necessarily imply that the two courses of study should be prosecuted in two separate institutions.

At the Agra college, the Persian and the Hindec branches are perfectly distinct, and though some of the students are attached to both departments, the greater number confine themselves to one or the other. If an English department were similarly attached to that college or to the college at Delhi, the English language and literature might be taught classically, and the sciences might be taught in English, notwithstanding that studies of another character were pursued within the same walls.

15. It would be desirable, whenever practicable, to select as teachers of the English language and literature, persons competent to give scientific instruction. This has already been done in the instance of Dr. Tytler with the happiest success, and we should think that our Medical service must afford other individuals equally competent, and equally ardent in the cause of native education. Elementary teachers of English, are already attached to all the colleges under your Government, except that of Benares; and you will be best able to judge in each particular instance, what assistance it may be necessary to afford to the director of the English studies at the colleges, in order to relieve him from the drudgery of conducting the lower classes through the spelling book and grammar.

16. While we thus approve and sanction the measures which you propose for diffusing a knowledge of the English language, and the study of European science through its medium, we must at the same time put you on your guard against a disposition, of which we perceive some traces in the General Committee, and still more in the local Committee of Delhi, to underrate the importance of what may be done to spread useful knowledge among the natives through the medium of books and oral instruction in their own languages. That more complete education which is to commence by a thorough study of the English language can be placed within the reach of a very small proportion of the natives of India; but intelligent natives who have been thus educated, may, as teachers in colleges and schools, or as the writers or translators of useful books, contribute in an eminent degree to the more general extension among their countrymen of a portion of the acquirements which they have themselves gained, and may communicate in some degree to the native literature and to the minds of the native community, that improved spirit which it is to be hoped they will themselves have imbibed from the influence of European ideas and sentiments. You should cause it to be generally known that every qualified native who will zealously devote himself to this task, will be held in high honor by you; that every assistance and encouragement, pecuniary or otherwise, which the case may require, will be liberally afforded; and that no service which it is in the power of a native to render to the British Government, will be more highly acceptable.

17. The establishment of colleges is of little use without the provision of appropriate books, both for college instruction and subsequent reading. Your greatest attention is due to this object, and we are happy to perceive that it is bestowed. A certain portion of the funds at the disposal of the General Committee is employed in printing such of the books which already exist in the native languages, as are best adapted to the use of the various colleges, and other school-books prepared and translated for the purpose. The Calcutta School-book Society co-operates in the pursuit of this object, and affords the aid of a portion of its funds. It is of the highest importance that the books selected should be instructive in their matter, adopted to the capa-

city of the scholars, and calculated to inspire a taste for further acquirements. We shall more readily sanction expense judiciously incurred for this purpose, than for any other object connected with native education, because it is the point in which your present means are most deficient, and because much of the expenditure will probably in time be re-imbursed by the sale of extra copies of the works printed.

18. There are several subsidiary measures which you have adopted, and others which you propose to adopt, in order to stimulate the natives to take advantage of the improved means of education now placed or about to be placed within their reach. To these we shall now advert.

19. You have employed part of the interest of various donations which have been placed at the disposal of the General Committee by the well directed benevolence of several native gentlemen, in the endowment of scholarships, to enable persons who have distinguished themselves at any of the colleges to continue the prosecution of their studies beyond the period at which their necessities would otherwise have compelled them to quit the college and enter into active life. Provided that this privilege is restricted, as you intend, to young men who have afforded proof of peculiar capacity and industry, it appears to us to be a highly useful and proper mode of encouraging and facilitating their acquisition of high attainments. We trust that the adoption of this measure and the growing sense among the native community of the value of an improved education, will speedily enable you to renounce the practice of granting stipends to students who merely go through the ordinary course of instruction. We perceive with satisfaction that you have been able to reduce the stipends allowed to the students of the Calcutta Madrissa, and likewise as we infer from an expression of the Committee, to those of the Agra college.

20. With a view to raise the standard of the qualifications possessed by the natives attached to the Courts of Justice in the capacity of Hindoo and Mahomedan Law officers, and to induce candidates for these situations to qualify themselves at the Government colleges, you have passed a Regulation, requiring that all applicants for such appointments, unless they can produce certificates of qualification from some of the Government colleges, must submit to an examination by a Committee appointed for the purpose. You considered that the Presidency was the only place at which the materials existed for such a Committee; the examinations must therefore in general be conducted by written interrogatories, and other exercises, furnished by the Committee of examination, and the answers are to be given, or the exercises performed in the presence of the Judge or Judges of the Court where the vacancy has occurred. Should this experiment succeed, you propose to extend the same Regulation to candidates for the various Judicial situations to which natives are eligible; and you have authorized all students of the colleges obtaining from these institutions certificates of proficiency in what is there taught, to practise as pleaders in any of the Courts of Law.

21. Of these rules we approve. We, however, think it advisable to caution you against certain dangers, the possibility of which has been suggested by experience already acquired at another Presidency.

22. Mr. Walters, the Acting Judge of the Zillah of Chittoor, represent-

ed to the Madras Government, in answer to queries addressed to him respecting the qualifications of the Vakeels practising in his court, that the principal caution necessary in appointing them to the situation of Sudder Ameens was, "that they introduce no law into their decrees in cases which ought to be decided according to the established usages and customs of the country. I am induced to point out this, because in their appeals I perceive the evil to exist to an extent which should be checked; and it is much better that these elementary principles should be taught them in the college, than in the Courts. The people of a village expect their differences to be adjusted according to custom which has obtained from time immemorial, and cannot be desirous, when such customs do not interfere with any principle of justice, that they should be set aside by the operations of the law of which neither themselves nor their ancestors ever heard, and which if not unjust in its application to their case, is, in their conception, altogether unintelligible."

23. Sir Thomas Munro in a Minute which was communicated to you, and is recorded on your Judicial Consultations of 22d September 1825, observes, "The knowledge of Law and acquaintance with the Regulations required by the College students, are no doubt valuable attainments, but they are not alone sufficient to render a man fit for the situation of district Moonsiff. They will not compensate for the absence of good character, of habits of business, of application and of sound judgment, and a knowledge of local habits and customs. The instruction received at the College is better adapted to qualify men for the duties of Law Officers and Pleaders than for those of district Moonsiffs."

24. Under your Presidency the cases of a civil nature, in which the Courts administer the Hindoo and the Mahomedan Laws, are almost exclusively cases of inheritance, marriage and caste, (a) while even in these cases the authority of the law books is liable to be superceded by evidence of contrary custom. In criminal cases the Hindoo law is entirely abolished, and the Mahomedan in a great measure superceded. It is true that the law administered by the Courts is, and ought to be, in the great majority of cases, the ancient law of the country; but this law is not to be found in the Hindoo and Mahomedan Law books; it consists, as Mr. Walters has observed, in "custom, which has obtained from time immemorial." Nor is this circumstance peculiar to India; on the contrary, it is common to nearly all the nations of the world. In our own country and in all other countries of Europe, the code or statute book there obtaining would convey always a most incomplete, and generally a most erroneous, notion of the actual law of the country; but wherever the decisions of the Courts of justice are regularly reported and quoted as precedents, a custom has no sooner received the sanction of a judicial decision than it passes into the books of reports, where it may be studied, and learned in the course of a legal education. In India, however, where this takes place to a very limited extent, the customs which principally compose the law really in force are not to be found in any books whatever, they must be ascertained by specific evidence in each case as it

(a.) In suits regarding succession, "inheritance, marriage, and caste, and all religious usages and institutions, the Mahomedan Laws with respect to Mahomedans, and the Hindoo Laws with regard to Hindoos are to be considered as the general rules, by which the Judges are to form their decisions. In the respective cases the Mahomedan and Hindoo Law Officers of the Court are to attend to expound the Law."—(Reg. 4—1793, S. 15.)

arises, and can be learned only in the Courts themselves, not at a place of education. These customs moreover are so extremely diversified, many of them varying almost from village to village, that a digest of customs, however carefully executed, would rarely supersede the necessity of learning in each case, the custom of the places concerned, from the testimony of inhabitants or from documentary evidence.

25. The book of law of the Hindoos and Mahomedans being so limited in its application to the administration of justice as at present conducted, we do not see any necessity for requiring from candidates for the situation of Law Officers, or for judicial situations, a proficiency in any of the branches of that law, except those to which we have above adverted, as being actually in force. As a qualification to be required in candidates for judicial situations, a knowledge of such of the regulations of your Government as they will have to administer is of far greater importance ; and in this they should be subjected to a strict examination.

26. In the mean time we wish you to be fully assured, not only of our anxiety that the judicial offices to which natives are at present eligible should be properly filled, but of our earnest wish and hope to see them qualified for situations of higher importance and trust. There is no point of view in which we look with greater interest at the exertions you are now making for the instruction of the natives, than as being calculated to raise up a class of persons qualified, by their intelligence and morality, for high employments in the civil administration of India. As the means of bringing about this most desirable object, we rely chiefly on their becoming, through a familiarity with European literature and science, imbued with the ideas and feelings of civilized Europe, on the general cultivation of their understandings, and specifically on their instruction in the principles of morals and general jurisprudence. We wish you to consider this as our deliberate view of the scope and end to which all your endeavours with respect to the education of the natives should refer. And the active spirit of benevolence, guided by judgment, which has hitherto characterized your exertions, assures us of your ready and zealous co-operation towards an end which we have so deeply at heart.

27. With a view to give the natives an additional motive to the acquisition of the English language, you have it in contemplation gradually to introduce English as the language of public business in all its departments ; and you have determined to begin at once by adopting the practice of corresponding in English with all native princes or persons of rank who are known to understand that language, or to have persons about them who understand it. From the meditated change in the language of public business, including judicial proceedings, you anticipate several collateral advantages, the principal of which is, that the Judge or other European Officer, being thoroughly acquainted with the language in which the proceedings are held, will be, and appear to be less dependent upon the natives by whom he is surrounded, and those natives will, in consequence, enjoy fewer opportunities of bribery or other undue emolument.

28. If the question were solely between retaining the Persian as the language of public business and replacing it by the English, the change would not be *primâ facie* decidedly objectionable, and we should willingly rely upon your judgment and superior local knowledge as a security that its ad-

vantages and inconveniences would be duly weighed. But if any change be made in the existing practice, it is deserving of great consideration, whether that change ought not rather to be the adoption of the vernacular language than of our own, as the language at least of judicial proceedings.

29. It is highly important that justice should be administered in a language familiar to the Judge, but it is of no less importance that it should be administered in a language familiar to the litigant parties, to their Vakeels, and to the people at large; and it is easier for the Judge to acquire the language of the people than for the people to acquire the language of the Judge. You are indeed partly influenced by a desire to render this last acquirement more common, but the poorer classes, who are the parties concerned in the great majority of the cases which come before our Courts, cannot be expected to learn a foreign language, and we therefore are of opinion, that at least the proceedings of the Courts of Justice should be excepted from the practice which you propose gradually to introduce, and be conducted in the vernacular language of the particular Zillah, or district, unless, upon consideration, you should see good reason for adhering to the present practice.

30. The objections do not apply in an equal degree to the introduction of English as the language of complimentary correspondence of Arzees from natives of rank and the replies to them, and of political negociation, but we do not think that you have sufficiently adverted to the danger of rendering the parties with whom you correspond in English dependent upon the natives, (perhaps in the employment of the Officers of Government), to whom they would probably have recourse to explain the communications made to them, and to put their own representations in English.

31. We have observed with particular satisfaction, that, in addition to the donations from wealthy natives in aid of the education fund, which were noticed in our former despatch, you have received 46,000 rupees from Rajahs Shib Chunder and Nursing Chunder Raee, 10,000 rupees from Bapoo Goo-sopersad Bose. We approve of your having allowed the subscribers to the fund to nominate one free scholar for every 10,000 rupees subscribed.

32. We approve of the attention which you express to establish, as soon as the means at your disposal admit of the expense, a college at Bareilly.

33. With respect to the elementary schools which were established by Government in various parts of India previously to the appointment of the General Committee, we consider them of subordinate importance; instruction in reading and writing being already very generally diffused among the inhabitants of most of the territories under your presidency. We perceive that you are careful not to allow these establishments to consume resources disproportioned to their comparative utility; and we recommend, as the mode in which they may be rendered most useful, that they be kept well supplied with instructive school-books and other means of instruction.

34. You will communicate to the Governments of Fort St. George and Bombay, such of the papers relating to your proceedings in the department of native education as will afford to those Governments a complete understanding

of the general character of the measures which you have adopted, or may hereafter adopt.

35. It is our wish that the establishments for native education should be conducted on the same principles and receive the same support from Government at all the Presidencies.

We are, &c.

(Signed) W. ASTELL,

„ R. CAMPBELL,

&c. &c. &c.

APPENDIX H.

Public Department.

Extract from the Minutes of Consultation dated 20th May, 1831.

Ordered that a copy of the Honorable Court's letter and copies of its enclosures be furnished to the Board for the College and for Public Instruction, with directions to furnish the report called for in the 3d para and to submit their sentiments on the best mode of giving effect to the Orders of the Honorable Court as stated in the subsequent paras of the despatch.

(A true copy and extract)

(Signed) H. CHAMIER,

Acting Chief Secretary.

APPENDIX I.

15th November, 1832.

From the Secretary to the Board for Public Instruction,

To the Chief Secretary to Government.

SIR,

I have the honor by desire of the Board for the College and for Public Instruction, with advertence to your letter of the 24th May 1831, transmitting copy of a despatch from the Honorable the Court of Directors, dated the 29th September 1831, with the orders of Government thereupon, and to your letter of the 6th instant, calling their attention to that communication, to lay before you, for submission to the Right Honorable the Governor in Council a report of the present state of education, in the provinces subordinate to this Presidency, with a statement of the progress and success by which the measures, undertaken for its improvement, have been attended.

2. This report, the Board have directed me to divide into two parts.

3. In the first, they would briefly review the plan originally contemplated by Government for the extension and improvement of public instruction throughout the territories subject to this Presidency, and from thence proceed to state the progress which has been made in carrying the same into effect.

4. The second part of their report will consist chiefly of observations that arise from a consideration of the state of the schools which have been established, of the causes which have made them less efficient than was expected, and of the means of remedy and improvement; these being followed by some remarks upon the suggestion of the Honorable Court for the extension of the Central School, and the more general education of the native population in the higher branches of European literature and science.

5. For the first division of their subject, the Board instruct me to observe, that the object of the original appointment of a Committee of Public Instruction, was the general improvement of the education of the people of this part of India. With this view, the Committee were instructed to inform themselves fully of the actual state of education; to consider the best means of improving it, and to report to the Government from time to time the results of their enquiries and deliberations. The duty of directing and superintending the conduct of the measures which these should suggest, was also entrusted to this body.

6. As the low state of education was considered by the Government attributable in a great measure to the general ignorance of the teachers themselves, and to the poverty of the people; to obviate these difficulties, the endowment of schools throughout the country and the institution of a seminary for the instruction of persons who were hereafter to become teachers, (both at the expense of the Government,) was, as a preliminary and necessary measure, sanctioned.

7. It was resolved also, that two principal schools should be established in each Collectorate, one for Hindoos, the other for Mahomedans; and, that when the services of properly qualified teachers could be obtained, the number of Hindoo schools should be so augmented, as to give one to each Tahsildaree or about fifteen to each Collectorate. It was not intended however, that the advantages of education should not be extended to the Mahomedans in the same degree as to Hindoos; but because their number was comparatively so small, it was not thought necessary to give more than one Mahomedan school, except in Arcot, and a few other provinces where the Mahomedan population is considerably above the usual standard.

8. Under this resolution of the Government, sanction was accordingly conveyed to the Committee of Public Instruction for the entertainment of forty persons as candidates for the situation of Collectorate teacher, (being two to each of the twenty Collectorates) at a monthly salary of fifteen Rupees each, and for the establishment of three hundred Tahsildaree schools, with a salary of nine Rupees per mensem to the instructor of each. This expense however was only to be incurred by degrees, as it was considered improbable that the requisite number of qualified teachers could at once be obtained.

9. Acting upon these instructions the Committee of Public Instruction lost no time in addressing circular letters to the different Officers in the inte-

rior, requesting that they would select from each of their several provinces, and despatch to the Presidency two candidates for the situation of Collectorate teachers, detailing also with this request the projected system for the improvement of the education of the people ; and as it appeared to the Committee that to delay the establishment of the Tahsildaree schools, until the candidates for the situations of Collectorate teachers should be qualified to instruct, would be to withhold too long from the people, many of the advantages contemplated by the Government, they recommended that in three of the principal towns of each Collectorate a Tahsildaree school should be at once established.

10. The appointment of these teachers, the Committee suggested, should be left to the principal inhabitants of each town, in order that all apprehension might be removed from their minds of any innovation repugnant to their habits or feelings being designed. These schools were to be open to all classes, and the teachers were to be restricted from receiving any thing but such voluntary fees or acknowledgment as the relations and friends of their scholars might be disposed to offer them.

11. In consequence of this suggestion three Tahsildaree schools were with the sanction of Government at once established in each Collectorate, whilst eight were established at the same time within the Presidency district ; these last, of which three were Tamil schools, three Telugu, and two Hindoostanee, being visited by the Head masters at the College, to whose province, according to their language, they immediately fell, and a written report of the progress made by them to the Secretary on the first of every month.

12. With the further view of facilitating the object before them, the Committee of Public Instruction (now associated with the College Board) were induced to look minutely into the system of instruction, which had hitherto been pursued by the people themselves, in order that they might ascertain whether at any period under the most favorable circumstances it had ever been efficient for its purpose ; and whether by adopting it, the Board could reasonably expect that it would tend to promote the views of Government. The result of this enquiry tending to shew, that it was in many points eminently defective, the Board were induced to adopt a system of instruction more consecutive in its stages, and as it appeared to them more favorable to the attainment of knowledge.

13. Upon this system, the thirty-eight candidates for the situations of Collectorate teachers, at present studying at the Central school at the Presidency, have been instructed, and where it has been practicable, it has been introduced into the Tahsildaree schools.

14. Having thus glanced at the earlier measures adopted in furtherance of the enlightened views of this Government, the Board direct me to refer to statement* No. 1, exhibiting the number of Tahsildaree schools that have up to this period been established in each province of the Madras Government ; the number of scholars now receiving instruction in each school and who have quitted the schools since their first institution, with the expence of each establishment. By this statement it will be observed that the total number of Tahsildaree schools established at the Presidency and in the interior, is sixty-seven, and the total number of admissions into them since their institution 4,467.

* *Note.*—These statements, which are very voluminous and do not contain any information of importance not given in the letter, are omitted.

15. In submitting this return, the Board regret to remark that the reports of nearly all the Collectors are without any information upon the subject of the schools established in the interior by Government. They make no remarks on the general effect produced by these schools in the different stations at which they have been established; whether the advantages afforded by them are duly appreciated by the poorer inhabitants, or not; or whether any thing can be done to render them more *efficient*. They have confined themselves generally to a mere statement of the entry and departure of the scholars—Mr. Whish from Guntoor, and Mr. Crawley from Rajahmundry, are the only two gentlemen who are exceptions to this remark. Mr. Whish states, that the establishment of these schools in his district has been useful to those people who were unable to employ teachers to educate their children; that of the scholars leaving school, some have done so after receiving a fair education, but that others, either from the demands of their private affairs, or from indolence have left *before* they had made much progress. Mr. Crawley states that out of 172, the whole number who are reported to have been educated in the Government schools in his District, only 10 have left the institution after receiving *all* the instruction they really afforded. Mr. Crawley has not explained the grounds on which this opinion has been formed, but if it is founded on correct ones, the success of the schools in his district must be confessed to have been *very* inconsiderable.

16. By a reference to table No. 2, will be seen the number of students at present receiving instruction in the English language, in the Central School, at the College of Fort St. George, with the books that are in use in that school, and the progress made by the several classes. Of the Collectorate students, the greater part were admitted into the institution in the year 1826. None however, to this period have been considered sufficiently advanced to be employed as teachers in the provinces, but the Board are of opinion, the five whose names are mentioned at the foot of the table No. 2, are sufficiently qualified to act as instructors to others. They can speak and read English with fluency and translate into it from their own language with correctness as to the meaning of the original; but their translations are not altogether free from *grammatical* errors. In their vernacular languages, they have been reported fully qualified to become teachers. Their progress in Arithmetic is only sufficient to enable them to give instruction in the first rules of that science. The study of Mathematics, the Board regret to observe, has become almost altogether neglected. The advantages to be derived from this branch of science, seem to be regarded by the great bulk of the students as too remote to offer a *sufficient* inducement for the dedication of their time and attention to it, and in acquirements of a more *general* nature and of more practical utility (in their line of life) they have seen a greater promise of substantial return. This remark will equally apply to the *other* sciences.

17. Statement No. 3, will show the number, gradation and progress of the students in the Sanscrit class, at the College of Fort St. George. These chiefly will be found to be Collectorate teachers. The whole of the students in the two Law classes (amounting to five in each class) having obtained their certificates of qualification as Pundits, their attendance at the Sanscrit school is *only* required in the capacity of assistants to the Head masters; and as the demand for Law Officers, from the Courts in the interior is so *inconsiderable*, some years must elapse before many of these individuals can expect employment in any other way. The progress of the greater part of the Collectorate

teachers in Sanserit is reported respectable, and the Board conceive them in this branch sufficiently qualified to act as teachers of Collectorate schools.

18. In the Persian class (vide statement No. 4,) the Collectorate teachers it will be seen, stand *first*. Indeed of these the attainments of the first *seven*, in the Persian language, are highly creditable. Their knowledge of Arabic, it is to be regretted, is inconsiderable, but whilst the difficulty of obtaining the services of a person sufficiently well versed in this language to instruct others in it shall continue to exist (as it hitherto has done, in *this* part of India ;) a much *higher* progress in it can hardly be expected. In their mother-tongue, the Mahomedan Collectorate teachers have been well grounded, a grammatical study of Hindoostanee, having formed their employment for some months *after* their admission into the institution.

19. Nos. 5, 6, 7, 8 and 9, exhibit the names, numbers and progress of the several students in the Tamil, Telugu, Mahratta, Carnataca and Malayalum classes in the Central school in the College. In the two first, the chief part of the scholars are generally students, chiefly young lads desirous of learning to *read* and *write* the languages, which have been colloquially familiar to them from their birth. The number of students in the last three classes is lamentably small. In Malayalum there are only *three*, of whom two are in the receipt of a monthly salary from the Government. The Board trust there may be some increase to this number hereafter.

20. The Board having concluded this part of their report, proceed to make some observations upon the causes which have made these establishments less efficient than it was expected they would prove, and in suggestion of means for their removal.

21. Upon the subject of the Tahsildaree schools, and adverting particularly to the limited number of persons who have hitherto been candidates for the instruction these institutions would afford, I am directed to observe that where the advantages of a free school are slighted by the lower classes amongst a people who are acquainted with the value of education, there must necessarily be something defective in the system of education. Either the teacher is not duly qualified for the office, or he is careless in the discharge of the duty belonging to it. Much of the inefficiency of these schools however, the Board must consider attributable to the want of interest, which it is reasonable to presume from their reports, the generality of Collectors themselves have hitherto felt in the welfare of these institutions ; for it can hardly be expected that teachers who are paid by Government, whether they are attentive to their duties *or not*, will shew *much* zeal in the cause, and when they see also the local authorities indifferent to the progress made by the scholars under their tuition. Indeed without regular supervision, the Board are of opinion that the Government schools must inevitably languish, as the master himself generally becomes careless, and the scholars from want of due encouragement lose all emulation or desire of improving themselves, and quit the school on the first inducement which is held out to them, to follow some more *certain* means of providing for themselves. Upon this subject the Board direct me further to observe, that it would be very desirable that the several Collectors should be impressed with the importance that attaches to their *own* immediate supervision of the schools established in their Collectorates. The report of a Tahsildar or any native officer, on the state of the schools, can be of little or no value, as

it is not probable they can feel much interest in the subject, or enter into the views by which the Government were guided in the establishment of these institutions. It would not be a task of much difficulty for a Collector and his subordinates, while on circuit, to hold an examination occasionally in the course of each year of the different schools established in their respective divisions of the district, and to distribute small prizes among the most deserving scholars, or confer such marks of approbation upon them as they might think proper. The very presence of a European Officer of Government in the schools, apparently taking an interest in the progress of the scholars, would give a stimulus to their exertions, which they do not *now* know. Rules, the Board are of opinion, should be framed for the guidance of the different schools; and the schoolmasters should be required to furnish a half-yearly report to the Collector, specifying the number of their scholars, and the progress they are making; and as one of the principal objects contemplated by the Court of Directors, in providing schools for the better education of the natives, was, that servants might be raised up in them, qualified to hold situations of *trust* and responsibility under the Government, (although from the want of a superior class of *teachers*, none have hitherto been so qualified) if the Collectors and Judges were to select occasionally the best *informed* persons, educated in the Tahsildaree schools, to fill such situations under them as they were fitted to hold, it would undoubtedly have the very *best effect* in encouraging the scholars to exertion; since without the prospect of some substantial advantage as the reward of their exertions, it is in vain to expect that the natives will bestow much time or labour in the acquirements of any thing beyond that mere elementary knowledge, with which the generality are *now* satisfied. In furtherance of these views, the Board beg leave to suggest that extracts from the Honorable Court of Director's despatch on the subject of native education, should be forwarded to the several Collectors and Judges in the several provinces, in order that they may not remain uninformed of the great interest that is taken by the Home Authorities in the diffusion of useful knowledge throughout the country.

22. To come to the Central school at the Presidency, and adverting to the desire of the Honorable Court, that *this* institution should be rendered a seminary for the education of natives *generally* in the higher branches of European science and literature, the Board would remark that this institution at present must be considered entirely without the means of affording instruction in such, beyond the mere elementary principles. To guarantee success in the introduction of the study of European literature, the services of a class of men, not only well versed in European science, but possessing some acquaintance with the languages and character of the natives of this part of India, would be *indispensable*, and although the Board would not anticipate opposition from the prejudices of caste to the benevolent and enlightened views of the Honorable Court, yet they foresee *great* difficulties in the apathy and inertness of native character. The study of the Vedas and Pooranums, as well as mythological pursuits generally, have *now*, it is true, been abandoned for the acquirement of a knowledge of the English language; but chiefly because the latter holds out the encouragement of a *livelihood*. For it has been observed, that the greater bulk of the students in the College have quitted the institution, upon obtaining that degree of proficiency, which they conceived sufficient for their qualification for *employment*. With a very few exceptions, nothing like a love of science has been discernible. And for a long time, it is feared, it must not be expected to be found amongst the natives of this part of India a sufficiently powerful

principle to overcome that indisposition to study and unremitting application which can alone lead to success in any pursuit. Indeed it cannot be concealed that the chief attractions which the Central school would appear to have hitherto possessed in the eyes of the natives, have been its novelty and its endowment. To these last, it is evident the student who is unable to pay for his education will ever look ; and it is a justifiable object of his ambition ; but the liberality of the Government in providing gratuitous instruction for the poorer classes under its rule is but coldly acknowledged by them, if not altogether overlooked. In this feeling the Board have regretted to find an explanation for the numerous applications which have been of late presented to them by detached bodies of inhabitants resident at the Presidency for the establishment of Tahsildaree schools in their neighbourhood. Enquiry has shewn, that almost in every instance, the obtaining for some favored individual the monthly salary sanctioned by Government to the teachers of such schools, and *not* a desire for the improvement of their children has constituted their real motive in such applications. This statement however is only applicable to petitions for the establishment of Tahsildaree schools for instruction in the vernacular languages. A knowledge of English is what every native of whatever caste or persuasion is now desirous of for his son or for those in whose welfare he is most interested. "Not the Shastras but a knowledge of English (says a common Tamil Proverb,) is what the Brahmin now regards." It is every where prized. Ample employment for teachers of English, would at once be found in all the provinces subordinate to this Presidency were such procurable. Unfortunately the progress of the candidates for the situations of Collectorate teachers in the English language, has not kept pace with the expectations of the Government from them. Many possess, however, a respectable knowledge of that language, and before the conclusion of next year, it is hoped the greater part will be qualified to instruct in it. In the interim the Board would recommend the employment of the five individuals adverted to in para 2d, in the districts from which they were originally sent ; for the experience of a year may suggest improvements in a system so new.

23. Of the advantages that might be expected from the institution of Central schools in the interior, the Board are not at present prepared to give any decided opinion. The resources of the one established at the Presidency have not yet been fully called into action, nor have there been candidates for all the advantages that it would afford. With the exception of the English school, the classes are but thinly attended, and in three languages, Canarese, Malayalam and Mahratta, the number of students has not yet been sufficient to give full occupation to the Head masters. The Board entertain but little doubt that a school exclusively for the instruction of natives in English, with an endowment upon the lowest possible scale, if established in any large town in the interior, would attract a great many of the poorer classes of the inhabitants desirous of obtaining gratuitous education in a language, a knowledge of which they see every day productive of emolument, and the road to advancement to so many around them. But provision for the instruction of the population generally to the extent for which there is a demand, would already appear to have been made in the establishment of a class of Collectorate teachers. Beyond the acquirement of a practical knowledge of the English language, there would be few, if any, desirous of instruction, and indeed more than this the Board apprehend could not at present be afforded them. On the whole therefore, they incline to the opinion, that the advantages to be

derived from the immediate instruction of Central Schools in the interior would be in no way adequate to the expences that measure must necessarily entail upon the Government.

24. In concluding this report, the Board would express a hope that although native education in this Presidency has not made the progress which the sanguine expectations of many, upon the formation of the department of public instruction, had led them to anticipate, still that something has been done. An improved system has been introduced and many prejudices, it is trusted, have been overcome. It was the opinion of one, whose authority on such a subject must ever stand high (Sir T. Munro.), "that years would elapse before the rising generation would exhibit any visible improvement, and that the operation of any plan having it in view must of necessity be "slow." Much, the Board would observe, was conceded by the original Committee of Public Instruction to the system that then existed, and in consequence much general ignorance on many subjects remains yet to be corrected, and much that is objectionable still to be amended. These defects however, are of a nature which nothing but enlarged knowledge and increased liberality of feeling can be expected to remove, and with the progress of these, the cause of native education, the Board feel assured, must advance.

I have the honor to be, &c.

COLLEGE, }
15th November, 1832. }

(Signed) M. J. ROWLANDSON,
Secretary.

APPENDIX J.

Letter from the Court of Directors to the Governor in Council, Fort St. George, 5th February, 1834.

Para. 1. In our letter in this department dated 29th September, (No. 34) 1830, we directed you to furnish us with a general report of the progress of the measures which had been adopted at your Presidency for the furtherance of native education.

2. Your answer to this call for information is contained in paras 12 to 14 of your letter dated 15th February, (No. 7) 1833, and the documents therein referred to have supplied us with the particulars we required. The following paragraphs also report to us proceedings connected with the education of the natives.

Public letter dated 14th December, (No. 46) 1832, para. 1, 2.
4th January, (No. 1) 1833, para. 1 to 4.

3. We were already aware that in the arrangements which had been planned and in part adopted at your Presidency, nothing more had been contemplated than the further extension of the elementary instruction which already existed, and the improvement of the quality of that elementary in-

struction by the adoption of improved methods and the training of more qualified teachers. In pursuance of these objects we find that in all sixty-seven Tahsildaree schools have been established, whereof eight are in the Presidency district, being three Tamil schools, three Telooogoo, and two Hindoo-stanee. The different officers in the interior were also required to send to the Presidency from each of their several districts two candidates for the situation of teacher in the Collectorate schools, for whose instruction a Central school was established at the Presidency. Thirty-eight of these candidates for the office of Collectorate teacher are now studying at the Central school. The College Board who are also the Committee of Public Instruction, further report that the "system of instruction which had hitherto been pursued by the "people themselves" was found on a minute examination to be "in many "points eminently defective," and that an improved system, of which nothing is said but that it is "more consecutive in its stages," and, as it appeared to them more favorable to the attainment of knowledge, has been adopted in the Central school, and, where it has been practicable, in the Tahsildaree schools likewise.

4. The distinction between the Collectorate schools which are to be established, and the Tahsildaree schools which have already been established,—a distinction not contemplated in the original plan, seems to consist in the circumstance that for the former teachers are educated by Government, while for the latter the appointment of the school-masters has been left to the principal inhabitants of the town, and that in the former English is to be taught, in the latter not. We trust however that you will not lose sight of the great advantage which would be derived from extending to the Tahsildaree schools also instruction in the English language.

5. The total number of pupils admitted into the sixty-seven Tahsildaree schools since their institution is no more than 4,467, and of these there seems reason to fear that a large proportion have left the schools before they have made much progress. The Board in noticing the little eagerness of the people to avail themselves of these institutions, lay the blame upon the supineness of the Collectors, and very justly remark that teachers paid by salaries from the public revenue, cannot be expected to exert themselves, unless vigilently superintended by public authorities. "It would not" they say, "be a task "of much difficulty for a Collector and his subordinates, while on circuit to "hold an examination occasionally in the course of each year of the different "schools established in their respective divisions of the district and to dis- "tribute small prizes among the most deserving scholars, or confer such "marks of approbation upon them as they might think proper. The very "presence of a European Officer of Government in the schools, apparently "taking an interest in the progress of the scholars, would give a stimulus to "their exertions which they do not now know. Rules, the Board are of "opinion, should be framed for the guidance of the different schools, and "the schoolmasters should be required to furnish a half-yearly report to "the Collector specifying the number of their scholars, and the progress "they are making; and as one of the principal objects contemplated by "the Court of Directors in providing schools for the better education of "the natives was that servants might be raised up in them, qualified to "hold situations of trust and responsibility under the Government (although "from the want of a superior class of teachers, none have hitherto been so qua- "lified) if the Collectors and Judges were to select occasionally the best in-

“formed persons educated in the Tahsildaree schools to fill such situations under them as they were fitted to hold, it would undoubtedly have the very best effect in encouraging the scholars to exertion.”

6. The propriety of these suggestions is unquestionable, and we trust that they have been acted upon. That measures so obviously necessary should not have been adopted before, cannot be ascribed solely to the want of zeal of the Collectors, but also to the neglect of the Board themselves, whose special duty it was to frame instructions for the Collectors, embracing all points of importance, and to secure their observance of those instructions. Nor can we exculpate your Government, on whom it was equally incumbent to prevent the neglect of this important duty. In fact as soon as the schools had been established, and the funds allotted for their support, the subject appears to have been entirely lost sight of by all those who ought to have attended to it. And the zeal of the Board has only been awakened by our letter calling for a general report.

7. This inattention cannot be more strongly evidenced than by what must be considered as, up to the present time, the complete failure of the Central school. The greater part of the pupils, the Board observe, were admitted into the institution in the year 1826; none however had till now been considered sufficiently advanced to be employed as teachers in the Provinces. The Board are of opinion that five may now be considered as qualified. The attainments even of these, independently of their vernacular languages, amount only to a tolerable knowledge of English, and an acquaintance with Arithmetic “only sufficient to enable them to give instruction in the first rules of that science.”

8. The Board appear to be now at length sufficiently alive to their duty, and their views on the subject appear to be sound. We direct that they be required to furnish to Government for transmission to us an annual report containing an abstract of the information which they will require the Collectors to furnish annually, or at shorter periods, and a narrative of their own proceedings, containing detailed information on the subject of the Central school, over which they must not fail to exercise an active superintendence, and to the improvement of which your best exertions should be applied.

9. The proceedings in the Supreme Court for recovering the large charitable bequests of the late Putscheepah Moodelliar have, we perceive, been brought to a successful issue, and in framing a plan for applying these funds to the purposes to which they were destined by the testator, Mr. Norton your Advocate General suggested that such part of them as was intended to be distributed among poor Brahmins and other poor persons at particular places, might with propriety be bestowed upon such as were willing in return to render useful public service. It is accordingly proposed to found at the expense of the charity, at the various places appointed by the testator, Professorships, for instructing Hindoos in “Laws, Customs and Regulations, under which Government is conducted and justice administered, with a view to the better qualification of such Hindoos to become practitioners in the native Courts of the Presidency, and also schools for the purpose of instructing native children and youths under the age of 15 years in the English language, and also “in reading, writing and accounts in the native languages.” Your intention, of which we approve, is that a Committee of Hindoos appointed for the purpose

should be visitors of both classes of establishments, should regulate the course of instruction, should nominate and remove the professors and teachers under the general control of the Board of Revenue, conformably to Regulation VII of 1817; and should render an account annually to the Advocate General or other principal Law Officer of Government of the application of the funds.

10. You have thus, without any expense to the public, a considerable addition to the funds applicable to the education of the natives. The arrangements proposed by Mr. Norton appear unobjectionable, and we have only to direct that the Board of Revenue be enjoined to exercise a real, and not a nominal, superintendence over the establishments when formed, and not only to encourage suggestions from the native committee for improving the course of instruction, but themselves to suggest improvements and see that they are carried into effect.

11. In one respect it appears from the testimony of the College Board, that a strong desire for instruction does exist among the natives under your Presidency. We allude to the knowledge of the English language which the Board state "every native of whatever caste or persuasion is now desirous of" for his son, or for those in whose welfare he is most interested." It will be incumbent on you to take effectual means not only for supplying this demand for instruction in the English language, but for rendering it, as far as possible, the means of communicating useful knowledge and salutary impressions. With this view it will be desirable that your College Board should place itself in communication with the Committee of Public Instruction at Calcutta, whom we have directed to promote the supply of instructive school books suited to the peculiar circumstances of India.

12. We see no reason to doubt that the desire which already exists for learning English will equally exist for the acquisition of any other branch of knowledge, proficiency in which shall be seen to be rewarded by the countenance of Government and by preference in the selection of persons to fill public employments. By improving to the utmost and by vigilantly superintending the institutions for the education of the people, and by practically evincing a high sense of the value of intelligence and morality, a Government has it in its power to accelerate in a high degree the intellectual and moral improvement of its subjects, and we trust that these means, duly applied, will in India, as well as elsewhere, meet with the desired success.

We are,

Your loving friends,

LONDON, }
5th February, 1834. }

(Signed) JOHN LOCH,

„ H. St. G. TUCKER,

&c. &c. &c.

APPENDIX K.

No. 1518.

Extract from the Minutes of Consultation, under date 21st November 1834.

Para. 1. Ordered that a copy of this despatch be transmitted to the Board for the College and for Public Instruction for such observations as they may desire to offer, and with instructions to transmit to Government, for transmission to the Honorable Court, as directed in the 9th para. "an annual report containing an abstract of the information which they will require the Collectors to furnish annually, or at shorter periods, and a narrative of their own proceedings, containing detailed information on the subject of the Central "school," over which the Governor in Council feels assured they will not fail to exercise, as expected by the Honorable Court, an active superintendence.

2. The Board for the College and for Public Instruction will place itself in communication with the Committee of Public Instruction at Calcutta, with a view to give effect to the orders conveyed in the 11th Para. of the Honorable Court's despatch.

3. Ordered also that a copy of the Honorable Court's despatch be furnished to the Revenue Department in order that the necessary instructions may be transmitted to the Board of Revenue on the several points noticed in Paras 9, 10 and 12.

4. The Honorable Court appear to be very desirous that effectual means should be taken, not only for supplying the demand for instruction in the English language, but for rendering it, as far as possible, the means of communicating useful knowledge and salutary impressions. This view is entirely in accordance with the sentiments of Government, and the Governor in Council considers it very fortunate that a knowledge of the English tongue is ascertained to be what the natives themselves most anxiously desire to possess.

5. The Board, it is true, in the 22d para. of their report of the 15th November 1832, characterize this desire of instruction in English as originating in the hope of a livelihood and not in any *love of science* for its own sake; but the Governor in Council cannot but consider the desire of employment a worthy and laudable motive and calculated to lead to the greatest heights of improvement.

6. The best mode of supplying the demand for instruction in English to the natives appears to the Governor in Council to be to employ, for the commencement at least, the agency of Englishmen as teachers. The report of the Board above referred to, characterizes the native system of instruction as *eminently* defective, and bringing teachers from Home, or from Calcutta if they can be procured there, would appear to be the sure means of introducing a better system. The strong argument for this is the greater confidence with which the natives will receive the instruction of an Englishman in his own tongue, and the greater attractions which such instruction will possess in his hands as contrasted with the same instruction in the hands of one of themselves, or of any country-born person.

7. The Governor in Council is of opinion that a large portion of the

sums now expended on account of native education under this Government might be advantageously applied to the establishment of Central, or rather *Model*, schools at the Presidency, conducted by young men from Home under the eye of Government, and open to the inspection of Collectors, Judges and other Provincial Officers, as often as business or health might bring them to the Presidency, when they might observe, with convenience, what the interior of a public school ought to be and when they might carry back with them such ideas of education as would set the business of it afloat throughout the country.

8. The Board for the College and for Public Instruction will be desired to ascertain and report whether persons properly qualified for the proposed duties can be readily procured in Calcutta or elsewhere in this country, and on what terms, or whether it would, in their opinion, be desirable to make application for the services of preceptors from England possessing the necessary literary attainments, through the Honorable the Court of Directors.

9. It is resolved also to suggest for the Board's consideration whether it might not be desirable to form a separate institution for the instruction of a more advanced class of students in European literature and the higher education which it is desired to render accessible to the native population. Periodical examinations and reports of the progress of the students; the bestowal of honorary rewards on those whose attainments seem deserving of notice and encouragement; the means of securing for such persons a preference in the selection to fill public employments; the provision of appropriate books, and the gradual discontinuance of the practice of granting stipends to students who merely pursue the ordinary course of instruction at the present institution; are subjects to which their attention should be particularly directed.

10. The Governor in Council desires that the Board's deliberate consideration be given to this important subject, and that their sentiments may be submitted to Government at their earliest convenience.

(A true copy and extract,)

(Signed) H. CHAMIER,

Chief Secretary.

*To The President and Members of the Board for the College
and for Public Instruction for information and guidance.*

APPENDIX L.

6th December 1834.

From the Board of Public Instruction,

TO THE RIGHT HONORABLE SIR F. ADAM, K. C. B.

Governor in Council, Fort St. George.

RIGHT HONORABLE SIR,

1. In the Appendices subjoined to this report, we have the honor to lay before you two statements with remarks, explanatory of the present state of

the Government schools established in the interior, and at the Presidency respectively ; and in submitting, for your consideration, some observations on the results presented by them, we proceed to offer such suggestions for their improvement, and for the more successful organization of public instruction under this Presidency, as have arisen from a review of these institutions.

2. The returns made by the Collectors in 1823 shew that no less than 12,498 institutions for education then existed in the territories under this Government, supported partly by the endowments of former native Princes, but chiefly by the voluntary contributions of the people.

3. To these have now been added 70 Tahsildarree schools—61 in the interior and 9 at the Presidency, at the expense of 9 rupees each per mensem for the teacher's salary, involving an annual expenditure of rupees 7,560—36 Collectorate teachers—viz., 14 superintending schools in the interior—and 22 candidates for the office studying at the College, each at a salary of rupees 15 per mensem, involving an annual expenditure of rupees 6,480. The additional expenses, in the department of public instruction, as noted in the margin, have been annually rupees 10,880 making the total annual expenditure on account of public instruction rupees 24,920.

<i>Additional Salaries to,</i>	
Head masters.....	2,340
Deputy „	3,900
Assistant „	3,600
Monitors.....	216
Copyists.....	210
Sadlerward.....	207
Contingent charge.....	407
	10,880

4. In the South of India, the natives are peculiarly prone to draw the most unfounded conclusions from any novel measures adopted by their rulers, especially when they are connected, even remotely, with their own established customs. The introduction of Tahsildarree schools into the provinces, by leaving at first the selection of the masters exclusively in the hands of the people themselves, was intended to prevent the alarm at innovation which the interference of Government with public instruction might otherwise have created; and by thus inducing the people to draw with the Board in laying the foundations for the improved education of the natives, it has answered the end in view. But little other good was expected, or has resulted, from this portion of the Tahsildarree schools which has been introduced, thus prematurely, into the provinces, before a proper class of teachers for them had been formed.

5. From the very mode in which their teachers have been selected, it is impossible that they should have been superior to the masters of the common schools supported by the voluntary contributions of the people; for personal or local influence would necessarily often supersede individual qualifications or merit, under such a mode of election; and the reports of the Collectors, accordingly (especially of those who have given most attention to the subject) treat them as inferior, on the whole, to the common village school masters. They are also in general ignorant of any improved system of tuition, following the usual native plan. But this Board having directed that the schools should be open to all classes promiscuously, the higher orders in society have evinced a natural repugnance to send their children to them, though if the teachers were of a superior order it is likely this repugnance would be overcome, except probably as regards Pariahs. The reports of the Collectors as to details vary with the individual interest each has taken in the subject, but

it is obvious that any popularity the Tahsildaree schools in the interior have occasionally acquired, may be traced to the gratuitous education they afford to the poorer classes of the people.

6. The same cause which dictated the election of the Tahsildaree teachers, in the first instance, by the people themselves, induced this Board to leave the selection of the candidates for the office of Collectorate teacher to the several Collectors in the interior. It was considered desirable, on the introduction of a new system, that the master of the chief school should be a native of the province in which he was to teach, in order that his local connexions might the better enable him to combat local prejudices. But surrounded as Collectors are with a host of candidates for the higher situations in their gift, they found few willing to accept, at the distance of the Presidency a precarious office, of which the pay does not exceed that of the lowest situation in the interior above that of a common peon, more especially as it was to be acquired eventually only by severe study of two most difficult languages, and was to be attended by no increased emolument, except the chance fees the master might obtain.

7. Accordingly, the persons selected as candidates, to be educated for Collectorate teachers, were generally those who could obtain nothing else,—the refuse of the expectants on the Collector's list. Many of them, on admission into the College, were ignorant even of the character of their own native tongue—few possessed any kind of natural talent—and the greater number of them had arrived at too advanced an age, to commence the study of two foreign and difficult languages, with any prospect of success.

8. Upon joining the College, they found their pay the same, as it would be in the interior, after they might qualify themselves as teachers—and as this circumstance too generally operated as a premium to idleness, their progress in study has been slow and unsatisfactory.

9. In addition to this, it has been ascertained by experience in Bengal ; and the experience of the Collectorate teacher class here confirms the truth of the observation, that it is inexpedient to unite in the same person the duty of instruction in both Oriental and European literature, and that much greater advantage attends the confiding each to distinct instructors.

10. Under such circumstances, the great failure in this branch of the institution exhibited in the subjoined papers may, in a great degree, be traced to errors in its original formation.

11. Having briefly adverted to the circumstances which have impeded the progress of the Tahsildaree and Collectorate schools in the provinces, as explained more in detail in the annexed papers, previously to proceeding to any remarks on the institutions under our personal superintendence at the Presidency, we shall state our opinion as to the measures which should be pursued for the organization of public instruction in the interior.

12. Before adding further, at the expense of Government, to the number of the existing institutions for the education of the people in the provinces, it appears to us of importance to improve and render efficient the institutions of every description which the people themselves voluntarily support ; for they

vastly exceed in number those which the Government have established or contemplate establishing, and as their influence is proportionately greater, so also do they include institutions of a higher order than any others, as regards the education of the superior classes.

*13. For this purpose, it appears in the first instance necessary to organize some general and systematic plan for the efficient superintendence and constant inspection and controul of all public seminaries of instruction, applicable as well to those supported by Government, as by private contributions, or endowments by former Princes.

14. In the absence of such supervision, over the master as well as over the scholar, the exertions even of the most zealous will relax ; and without the active encouragement and direction, of the ruling power, no general improvement can be expected in the education of a people so apathetic as the natives of India.

15. The more pressing and important avocations of the Collectors, and of the Tahsildars under them, render it impossible for them, without material aid, to exercise personally the functions in question ; and whilst every opportunity should be taken to secure their assistance when available, it is necessary to establish some machinery which shall not suffer from their occasional neglect, when called away by other duties, whilst it may derive additional force from the aid of their occasional impulse.

16. With this view, the Board would propose that every school should be placed under the supervision of two or more intelligent native visitors to be selected, in communication with the Tahsildar, by a Provincial Board.

17. That the Provincial Board should consist of the Collector, and such gentlemen, at each station, as may consent to be nominated by this Board, either in or out of the service of His Majesty or the Company, and that they be invariably required to associate with themselves the more respectable native inhabitants of the station.

18. That the Provincial Board, through their own members, do exercise a personal inspection over the schools at the principal station, and correspond with the village visitors and with this Board.

19. That all interference with schools maintained by private contributions be confined to examination of the scholars, rewards to the pupils, and communication to the masters of improved modes of tuition, and of school books approved by this Board to be used at their option. But that, in schools endowed or supported by Government, the control of the Provincial Board do extend to the removal and appointment of the Master of the school, and that no books be used in these schools except such as are approved by this Board. To aid the Provincial Board, in controlling the visitors and masters of village schools, we would propose that a local native superintendent, instructed in the use of the books and system which we propose to introduce, should be appointed to each district, on a salary of rupees 50 per mensem, whose duty it should be gradually to convey to the several teachers, and first to those in the Government schools, the improved system

* *Note by the Editor.*—The scheme traced out in this and the following paragraphs is very similar to that introduced by Mr. Thomason into the North-west Provinces, and the adoption of which in the other Presidencies has now been ordered by the Court of Directors.

of tuition which it is our object to introduce, and to distribute and supply new elementary and other works, to be approved by us. This person would be required periodically to visit and examine each school, of whatever description in the district, and to report thereon to the Provincial Board, as well as to forward to them the periodical reports, for which he should be authorized to call on the village visitors, showing the number and progress of the students and conduct of the masters in the schools under their charge.

20. At the close of each year, we would propose that the scholars of the senior class in each school supported by Government be required, and any of the same description in private schools, be invited to appear for examination before the Provincial Board (aided by the local superintendent) at whose disposal we would suggest three rewards should be placed,—to consist, 1st of gold medals entitling those who obtain them to the two first vacancies in the lower situations of the public offices in the district, 2dly, of silver medals, and 3dly, of books. If, in the distribution of these rewards, the preference is given to proficiency in English, and to the acquirement of useful knowledge in the native languages, rather than to expertness in the exercise of memory, a great impulse will be given to the native mind in the acquisition of improved education.

21. Indeed, we are of opinion that the native patronage in the gift of the Government is one of the most powerful engines that can be used to improve the education and elevate the character of the people, and conceive that a most beneficial inducement will be held out to the attainment of the requisite qualifications for office, if the door to advancement in the public service is thus opened to the ablest scholars.

22. As we consider the chief defect in the education of the natives in the south of India to be that mechanical instruction, which whilst it teaches them to read and write, by the use of school-books in a language unknown to the pupil, cramps the intellect in the exercise of its natural powers, and leaves the heart unimproved by moral impressions, we would combine with the foregoing suggestions, the revival of a proposal similar to Sir Thomas Munro's in his Minute of the 10th March 1820, viz. that 500 rupees per mensem be placed at our disposal as a literary fund, for the purchase and publication of such English and other works as we may consider most proper for the use of the native schools, to be sold at the lowest rates to the pupils, or for sale to the higher classes of the natives generally, and further to enable us to encourage the compilation and printing of such new works in the languages vernacular in the South of India, as we may consider necessary. In the event of this proposal receiving the sanction of Government, all future applications for patronage to literary works might be referred to us, and the management and disbursements from the fund might be reported to Government in our annual report, which at the close of each year we propose to renew.

23. These are the arrangements which we would suggest for the preliminary organization of an improved system of public instruction in the interior, pending the measures we have to propose for the formation of a class of men, capable of teaching the Tahsildaree schools on an improved system. For until this is effected, any further extension of the Tahsildaree schools would be injurious to the character which it is of importance to give to the Government schools, by degrading them in public estimation.

24. We entertain, however, considerable doubt of the expediency of maintaining the original order for the gratuitous admission of all classes into these schools, so far as regards Pariahs; for though ourselves decidedly averse to the exclusion of any one from them merely on account of his caste, we are of opinion that until the prejudices of the natives in this respect are overcome, what is intended to enlighten the great mass of the natives may otherwise from their prejudices degenerate into a boon to the lowest class alone.

25. The annexed papers will shew that of the 9 Tahsildaree schools at the Presidency, the Tamil and Telugu schools are in a prosperous state. We are of opinion that, as these are within the reach of our own personal superintendence, they may be made the means of forming superior teachers, on an improved system, for similar future seminaries in the provinces, and the models upon which these schools may be fashioned hereafter.

26. It will be perceived, that, with the exception of the candidates for the situation of Collectorate teachers, already mentioned, all the other classes at the college itself continue progressively to advance, but for the improved efficiency of the whole it appears necessary to remodel the institutions under our charge at Madras.

27. We would propose that the number of the Tahsildaree schools at the Presidency be enlarged to 20 by degrees; but in order to ensure their efficiency, we would suggest that we be authorized to place each under the inspection of visitors consisting of the more respectable native inhabitants in the neighbourhood of each, aided by such European gentlemen as may be willing to join them. But we do not intend that this should interfere with the periodical visitations and examinations of them held by the Head masters at the college.

28. To these schools we would transfer all the general unpaid students, who now attend the college, with the exception of the pupils studying English, for whom we would propose to establish a separate English school at the Presidency under a master to be superintended by a Board of native visitors aided by European gentlemen.

29. Under this arrangement we should be able to prevent the attention of the Head masters and their subordinates at the college from being diverted, as at present, from their proper duty, of forming a superior class of teachers for the Collectorate schools to be established in the provinces, to which exclusively we would now confine them.

30. We propose 1st that the class of Collectorate teachers be confined to the acquirement of a complete knowledge of English, combined with the elements of European science, and that as persons of superior talent, a fair knowledge of English, and respectability may offer, its number be increased to 100. 2dly that an examination be held, at which the 22 candidates now attached to the college, the 14 Collectorate teachers located in the interior and the 10 paid college general students shall be *required*, and all others be *invited* to attend, and that from these such only be selected, as possess the qualifications above stated; the rest ceasing to receive pay from the date of the examination. 3dly that the pay of the Collectorate students be for the future as follows.

1st class to consist of 20 students, to receive 15 rupees.

2d class to consist of 40 students, to receive 10 rupees.

and the 3d class to consist of 40 students to receive 7 rupees each per mensem—

the salary of the Collectorate teachers to be raised to 35 rupees on obtaining a certificate of qualification ; 4thly, that the Government prohibit their employment in any other department of the public service, except with the concurrence of this Board, until they have served as Collectorate teachers in the interior for the period of 5 years ; and that all Collectorate students, whose conduct is objectionable, who do not make satisfactory progress at the periodical examinations, or who fail to qualify themselves in three years, be discharged.

31. To ensure success to this plan for extending and improving the Central Presidency institution for the education of Collectorate teachers, it will be indispensable that the department for English instruction at the college be strengthened, and we submit that an application be made to the Honorable the Court of Directors to nominate from England some one fully qualified to afford instruction in Mathematics, Astronomy, Natural Philosophy, History and European literature in general—and possessed of such experience in the practical tuition of these branches of learning as to act as a general superintendent of public instruction under us, and to teach the natives the most approved system of tuition ; and if any one can be induced to accompany him, possessed of similar qualifications as an assistant it would be highly desirable.

32. Meantime, advertng to the long period which must elapse before such teachers can be procured from England, we would solicit authority from Government to fill the proposed situations temporarily with the most competent persons who may offer themselves, upon salaries not exceeding 500 and 250 rupees respectively per mensem.

33. The following is an estimate of the expense likely to attend the various arrangements we have now suggested.

	Per mensem.	Per annum.
20 Local superintendents at.....	50	Rupees 12,000
Literary fund.....	500	,, 6,000
20 Collectorate students at.....	15	,, 3,600
40 do. do. at.....	10	,, 4,800
40 do. do. at.....	7	,, 3,360
Difference when the 100 are raised to.....	35	,, 30,240
1 General Superintendent.....	500	,, 6,000
1 Deputy.....	250	,, 3,000
1 English master at the Presidency.....	150	,, 1,800
11 Additional Tahsildarce masters at Madras.	9	,, 1,188
For Medals.....		,, 1,000
„ Books.....		,, 1,000
		<u>73,988</u>
Deduct to be abolished		
10 Paid students.....	1,200	
Present Collectorate establishment.....	6,480	
Copyists.....	1,050	
		<u>8,730</u>
	Total increase..	65,258
	Present expenditure..	24,920
	Grand Total..	<u>90,178</u>

34. By returns submitted to Parliament it appears that during the four years from 1827 to 1830, the expenditure on this account by the Bengal Government never fell below £22,797, and by the Bombay Government £9,799. The estimate we have submitted is within the latter amount, and as the Honorable Court of Directors have authorized funds being placed at our disposal proportioned to those disbursed at the sister Presidencies, we hope that the additional expence necessary for rendering efficient this most interesting branch of the institution under us, will be deemed regulated with moderation and economy.

35. In conclusion we would observe that a small expenditure may be requisite at each Collector's station for the provision of a proper building, and chairs and tables for the school room, when the Collectorate teachers are prepared and finally deputed to their stations. But even to the Collectorate schools the supply of stationery, except it be paid for by the pupils, will expose the teachers to the temptation of organizing a system of pilfer on the public stores, which no precaution would adequately prevent. On this ground alone there appears no hardship in requiring the pupils as the price of gratuitous instruction to pay for any books or stationery required by them, or to supply themselves therewith. In the Tahsildaree schools, sand and cadjans supply the place of stationery ; and the inhabitants of the village can always afford suitable accommodation to the village teachers.

36. Should we be favored with the approbation of Government to the suggestions now submitted for their consideration, not only would there be organized, throughout the territories under this Government, a general system for the improvement of public education, but the Tahsildaree schools at the Presidency would be the nursery for the future Tahsildaree teachers, in the provinces, of the vernacular dialects ; whilst the central seminary at the college itself, would produce those through whom it is hoped a knowledge of the English language and European literature may eventually be communicated to the people.

(Signed) W. OLIVER,
 „ A. D' CAMPBELL,
 „ J. F. THOMAS,
 „ T. V. STONHOUSE,
 „ D. ELIOTT,
 „ A. ROBERTSON,
 „ J. C. MORRIS,
 „ J. A. R. STEVENSON.

COLLEGE, }
 6th December 1834. }

Appendix exhibiting the number of Tahsildaree schools in the interior and at the Presidency, and the Collectorate schools in the several provinces; the number of scholars who are receiving instruction in each school, the nature of that instruction, the number of scholars who have quitted the schools since their first institution (so far as it can be ascertained) and the annual expense of each establishment, with remarks on the state of these schools, subjoined.

Statement exhibiting the number of Tahsildaree Schools established in each province of the Madras Government; the number of scholars receiving instruction in each school; also the number who have quitted the schools since their first institution, with the expense of each establishment as they stood on the 1st July 1834.

Names of Collectorates.	Number of Tahsildaree Schools.	Number of Scholars admitted in each School.	Number of Scholars who have received education or who have since left School	Present number of Scholars in each School.	Nature of Instruction afforded.	Annual expence to Government for each school.			Remarks.
						Rs.	A.	P.	
Southern Division of Arcot	1	64	.....	64	Tamil and Telugu.....	108	...	...	Trivadi.
	1	79	50	29	Do.	108	...	...	Chellumbrum.
	1	64	40	24	Do.	108	...	...	Tricaloor.
	1	35	.....	35	Persian	108	...	...	Manargoody.
Northern Division of Arcot	1	39	22	17	Persian	108	...	...	Chittoor.
	1	142	119	23	Tamil and Telugu.....	108	...	...
	1	34	8	26	Persian	108	...	...	Arcot.
	1	110	86	24	Tamil	108	...	...	Vellore.
Bellary	1	78	56	22	Telugu	108	...	...	Bellary.
	1	97	61	36	Do.	108	...	...	Adwani.
	1	104	75	29	Do.	108	...	...	Anandapoor.
Coimbatore	1	38	50	49	Tamil	108	...	...	Coimbatore.
	1	19			Mahratta and Canarese.....	108	...	...	Setamangalum.
	1	42			Tamil	108	...	...	Curoor.
Canara	1	20	2	18	Canarese.....	108	...	...	Oodipy.
	1	22	2	20	Canarese and Hindoostanee.....	108	...	...	Mangalore.
	1	28	6	22	Canarese.....	108	...	...	Sirey.
Cuddapah	1	24	19	5	Telugu	108	...	...	Cumbum.
	1	25	7	18	Do.	108	...	...	Cuddapah.
	1	27	11	16	Do.	108	...	...	Kudry.
Malabar	1	39	.....	39	Malayalam.....	108	...	...	Talliperamba.
	1	24	.....	24	Do.	108	...	...	Calicut.
	1	50	.....	50	Do.	108	...	...	Paulghaut.
Tanjore	1	86	19	67	Tamil	108	...	...	Trivandry.
	1	184	133	51	Do.	108	...	...	Manargoody.
	1	26	.....	26	Hindoostanee	108	...	...	Trivalore.
	1	65	10	55	Persian				
1	32	3	29	.....	108	...	...	Combaconum.	
Chingleput	1	100	.....	100	Tamil and Telugu.....	108	...	...	Chingleput.
	1				Tamil	108	...	...	Conjeveram.
	1				Do.	108	...	...	Trivalore.
Ganjam	1	276	584	104	Woodiah.....	108	...	...	Berhampore.
	1	154			Telugu	108	...	...	Itchapoor.
	1	258			Do.	108	...	...	Chicacole.
Guntoor	1	110	77	33	Telugu	108	...	...	Datchapilly.
	1	114	92	22	Do.	108	...	...	Narasrow Pettan.
	1	104	70	34	Do.	108	...	...	Ventapollum.
Masulipatam .....	.....	.....	.....	.....	.....	.....	.....	No schools established in this district.	
Nellore	1	95	50	45	Telugu	108	...	...	Ongole.
	1	56	34	22	Do.	108	...	...	Allore.
	1	56	16	40	Do.	108	...	...	Goodoor.
Rajahmundry.....	1	50	.....	50	Telugu.....	108	...	...	Cocanada.

"TAHSILDAREE SCHOOLS."

3. The principal Collector in the Northern division of Arcot reports that the poverty of the people, consequent on the late unfavorable seasons, has much diminished the usefulness of the four Tahsildaree schools in his district. Many of the inhabitants, having migrated during the last two years to other districts. The Tahsildars report favorably to him of the attention of the school masters.

4. The principal Collector in the Southern division of Arcot is of opinion that no supply of stationery is required for the Tahsildaree schools, the boys in the first instance writing on sand, and subsequently on cadjans. He does not report upon their progress.

5. The principal Collector in Coimbatore reports that at the Tahsildaree school established at that town, there are 38 scholars of all castes, varying in age from 7 to 16 years. The most proficient among them are able to read, write and cast accounts, in the native language; and the junior scholars, composing the last class, are occupied in learning to read, and in acquiring the rudiments of Arithmetic. The school at Suttimangalam, affords the same instruction to 19 boys, and of the school at Caroor, the Acting Sub-Collector reports, "that the school master is active in his duties and that of those who have joined the school since its establishment, about fifty, have quitted it with a competent knowledge of reading and writing." He further expresses his conviction that it is carried on efficiently, and with considerable benefit to the neighbourhood. The principal Collector remarks that prior to the establishment of these schools, elementary education even was not accessible to the poor, whilst these schools have afforded to orphans and the children of persons in indigent circumstances, instruction, that they could not otherwise have obtained.

6. The principal Collector in Canara forwards the report of Mr. Anderson, the additional Sub-Collector of that District, on the Tahsildaree school established at Sirey. This Officer states that he found 22 boys receiving instruction in it, whose progress he considered creditable to the master. To two of the boys, who were about leaving the school, he recommends that a reward of ten rupees each might be given, and as the best means of inducing parents to send their children to the school, and the children to apply, whilst there, he proposes to appoint these boys, on the occurrence of vacancies, to situations in the public service. To four other boys, he recommends a reward of five rupees each, although he objects to rewards in money, as giving a mercenary character to the encouragement intended, as if the amount given, were the value of the attention paid, and the progress made. To obviate this objection, he proposes that Mahratta books on Mathematics &c. (which are procurable in Bombay) should be substituted for money, as the circulation of such works through the country would give the natives a taste and desire for similar and further instruction. He further recommends the establishment of a Tahsildaree school at Honore, as the station of the Auxiliary Court, the Sub-Collector and Tahsildar. These views receive the support and recommendation of the principal Collector, who applies

for sanction for the disbursement of 40 rupees, and for the establishment of a school at Honore.

7. The principal Collector in Cuddapah remarks that the lists furnished do not appear to indicate, in point of number, the flourishing condition of the schools; and this he in part ascribes to the inability of children to attend from a distance, but more particularly to a disinclination on the part of the more wealthy and respectable inhabitants to avail themselves of a public charitable institution, where a great mixture of castes must necessarily be found, and who in consequence prefer a more private system of tuition at their own houses. He remarks that he finds it difficult to suggest any measure for the amelioration of these schools, as he is not aware of the precise object of their establishment and of the defects they were intended to remedy, but from the low salaries of the masters he considers that instruction of a higher order than what is afforded in the schools of every populous district can hardly be expected. In the selection of these masters he considers that due regard has been paid to their qualifications, the late teacher of the Tahsildaree school at Cuddapah having had his Sanscrit class, but the taste for the study of this language, he remarks, had declined, and could not, without some adequate motive, be expected to revive. He alludes to the existence of a Mahomedan school, established and still supported by Mr. C. P. Brown, where an average of about 40 scholars, of the wealthier classes attend, and by whom the study of the Persian language is still regarded as a recommendation for public employ.

8. The Collector of Chingleput states himself unable to report on the qualifications of the masters of the three Tahsildaree schools, established in his district, in consequence of the want of opportunities for becoming acquainted with them; but he considers the establishment of these institutions most advantageous to the people generally, but especially to the poorer classes residing in their vicinity, whose children benefit by an education which the circumstances of their parents would not have commanded for them. The present number of schools, however, he is of opinion, is quite inadequate to the wants of the population, and unless they are rendered more efficient and numerous, the object of their establishment cannot, he thinks, be said to have been attained. They are fully appreciated by the people, and now that the admission of natives to the higher branches of the service is contemplated, he observes that it is the more incumbent on the Government to extend its liberality to them. The poverty of the people, he considers, prevents their acquiring what he regards as essential to their becoming fit members of society, and useful servants of the public,—an acquaintance with the language in which their arts and sciences, &c. are alone to be found, viz. Sanscrit. The utility of the English language, as the language of the reigning power, he remarks, is very great; but in the interior its acquisition, except by private instruction, is unknown. A knowledge of Mahratta also, from its great use in the Revenue Cutcherries, he states, to be of great importance to a most useful class of people; and the demand for instruction in Persian by a small but influential portion of the population he considers to be entitled to a certain degree of attention, and the more so as the Persian language is occasionally useful in the business of the country. He therefore proposes the immediate establishment of a sufficient number of schools in the different parts of the district for the attainment of Sanscrit, English, Tamil, Telugu, Mahratta, Persian and Hindustanee languages, each school having two masters,—a Head

master and a Deputy, the former to instruct the more advanced students, the latter young beginners; the schools now in existence being incorporated with the new ones. If called upon, he will be prepared to state the number and description of schools required in his district, and the several matters of detail, on which his mind was not, he states, as yet so fully made up, as on the abstract question of their institution and usefulness. He considers, however, that a less number than 12 schools would hardly ensure the important object in contemplation.

Ganjam. 9. The Collector of Ganjam states that the reports made to him by the Tahsildars and Heads of Police of the progress made by the students in the Tahsildaree schools in his district, are very favourable. The people who send their children to be educated at the Government schools appear sensible of the benefit conferred upon them, but an objection is sometimes made by parents on the ground of the eligibility of all classes to the benefits of these schools, and to the number of scholars instructed in them, which they consider too great to admit of the master giving his attention properly to all. In consequence many are said to prefer sending their children to other places where fewer scholars are admitted. He conceives that there are not less than 150 private schools in his district of this description. The system, the Collector is of opinion, appears to give general satisfaction, and by the poorer people in particular its benefits are gratefully acknowledged.

Guntoor. 10. The acting Collector in Guntoor reports the teachers of the schools in that district to be attentive. The scarcity that has prevailed during the last two years had tended much to thin the schools, but with the return of more favourable seasons, the attendance at the schools, it was hoped, would be increased. The children of the poor had already received great advantage from their establishment, and orders had been issued to the Ameens to examine the boys from time to time, with a view of ascertaining the progress made by them.

Madura. 11. The acting principal Collector in Madura reports that the Tahsildars are required to make periodical examinations of the progress of the boys studying in the schools established in their respective talooks, and that, as the present plan under which the schools are conducted, appears to work well, and to answer every purpose, he does not perceive any necessity either to modify or introduce any new arrangements into them. A few boys, he reports, are stated to be distinguished for industry and talent, and upon these he recommends that some slight honorary reward should be conferred,—a small silver medal, with an appropriate device, he suggests, as likely to be most acceptable, and to induce that spirit of emulation, which it is the wish of Government to excite.

Malabar. 12. The principal Collector in Malabar regrets that the three schools established in his district have not been more fully attended, but he accounts for it from the practice that exists, of the more respectable inhabitants entertaining in their houses private teachers to instruct their children, whilst the poorer classes are unable to send their children from any distance, as the payment of some person to take care of them, and to prepare their food, and the procuring a lodging in the vicinity of the school, all become necessary, where the distance from the school is at all

considerable. To remedy this inconvenience, he considers the establishment of an increased number of schools indispensable. The success that has hitherto attended those already established in his district he considers not equal to what might have been looked for ; but he expresses an opinion that with constant supervision, and some small assistance from Government, they might be rendered more efficient. The books sanctioned (7th September 1833) to be provided to each Tahsildaree school, he suggests should be at once furnished, and that a small allowance should be made for stationery, a particular account of its disbursement being required from the master in charge of the school. He proposes to watch the progress of the schools already in existence, particularly visiting them when on circuit, and to bring to the Board's notice any suggestion which may hereafter appear to him likely to add to their efficiency.

13. The principal Collector in Nellore regrets to be obliged to entertain doubts as to the efficiency of the Tahsildaree schools established in his district, even in the smallest degree. He considers them only to have added to the numerous private schools of natives in the district, that are conducted in a loose and irregular way, and to be in no degree superior to them. Indeed he would infer the reverse, when a livelihood was not to be earned by the party superintending it. He does not however offer any suggestions for their improvement.

14. The principal Collector in Salem suggests that the works sanctioned by Government to be provided to Hindoo Tahsildaree schools, should be furnished for the use of their scholars, but he thinks that the provision of stationery will be at present unnecessary, the two boys examined by him, being too young, to require any. Should he however, on visiting the other schools, consider the furnishing of stationery to them to be necessary, he proposes to make application for it.

15. The Collector reports that the three schools established in this district have proved of considerable advantage to the children of the poor, by whom they are principally valued ; few of the more opulent classes sending their children to, these schools. The education afforded has necessarily been limited, from the moderate attainments of the masters themselves, but this he conceives may be extended, when the persons who are understood to be receiving instruction at the Presidency are qualified to take charge of schools, and particularly in imparting a knowledge of English, for instruction in which applications have been occasionally made to him. He is of opinion that these schools could doubtless be made more useful, if they were under more efficient superintendence and control ; but that Collectors have obviously much more on their hands at all times than they can efficiently perform, and so have little time to devote to the schools, and particularly as they are situated at places so remote from each other.

16. The principal Collector in Tanjore considers the Tahsildaree schools established in his district to be in some degree worse than the common village schools, from which, he conceives, that they differ in no respect, except that the master is more careless from his independence of the scholars, whose parents are content that they should get a worse education at a cheaper rate than their neighbours. Were a system of rational instruction established and strictly enforced by the constant supervision of a competent person, with authority to punish

and reward the school-masters, according to the progress made by the scholars, the occasional visit of a Collector, or other European functionary, would, he considers, have a useful effect ; but any one practically acquainted with the subject, he conceives, must be aware of the impossibility of a Collector devoting a sufficient portion of his time to the establishment or enforcement of such a system ; and his visits, at present, do nothing more than lend the sanction of his patronage to the worst schools in the district, without the satisfaction of believing that bad as it is, an education is given to those who would otherwise have none, for the principal Collector believes that these schools are attended by none, whose parents would not pay for their education elsewhere, were they at once abolished.

Trichinopoly. 17. The Collector is of opinion that the benefit arising from the establishment of the Government schools in his district has hitherto been small, and scarcely commensurate with the small expense incurred. He remarks that the number of scholars that have been admitted into them has been small, and that from information that he has obtained, he is inclined to believe, that of those who have quitted them, there are few who have obtained a tolerable elementary education. This inefficiency he chiefly ascribes to the want of a regular supervision, which from the distance of the schools from one another it is out of the power of the Collector to afford. Its consequence, he states, is that a preference is given to the private schools in the district, because the system of instruction pursued in them is as good, and the master has that stimulus to exertion, that the Government paid teacher (who is paid the same whether his scholars advance or not) does not possess. He therefore suggests that the pay of the Government Tahsildaree teacher should be fixed, first, at 7 rupees per mensem instead of 9 rupees their present pay ; and that it should be increased within a certain sum, or lowered, according to the attendance of scholars and the progress made in their studies. To carry this plan into effect, he remarks that it would be necessary that some regular supervision over the masters should be established, and it has suggested itself to him that the Collectorate teachers might occasionally be so employed, although, as a neglect of their own duties, must necessarily be involved, he considers that any other arrangement would be preferable.

Tinnevely. 18. The Collector forwards copies of reports from the Tahsildars on the present state of the Tahsildaree schools established in their districts, which he considers to establish their being in a prosperous state, but his having only lately arrived in that district precluded his at present suggesting any thing which would tend more to their efficiency.

Vizagapatam. 19. The Collector reports that under the Tahsildaree teacher in that town his students appeared to have made very considerable progress. He regrets however to observe that no great anxiety appears to be evinced by the mass of the people to profit as much as they might do, by the means of instruction afforded them, and that the children generally leave the school before they have acquired more than a very slight knowledge of reading and writing, but he does not attribute this to any deficiency on the part of the teachers. He expresses a desire to do every thing in his power to encourage such scholars, as benefited by the Government institutions.

Of the nine Tahsildaree schools at the Presidency, the Tamil and Telugu schools alone are in an efficient state, such as reflects honor on their teachers and their visitors, the Head Tamil and Telooگو masters at the college. They are attended by numerous children, generally from 15 years downwards,—one by as many as 57 pupils. Several of the scholars have been attached to them for 4 or 5 years, and have thus become masters of the language they have studied. In one of these schools the use of the new Tamil elementary books printed at the college had been discontinued under a belief that they were discontenanced by the Head Tamil master at the college, though they were deemed by the master of the school himself preferable to any other, but they are in universal use elsewhere amongst the Presidency Tahsildaree schools:

Collectorate schools. North
Division of Arcot. 20. The principal Collector reports the opening of two Collectorate schools in the town of Chittoor, and states that he had obtained the loan of two buildings (private property) for school-rooms, but as the accommodation was only temporary he subsequently submits an estimate for a new building at the amount of rupees 876 for the purpose, and for tables, desks and chairs, for the use of the schools, the estimate for the latter amounting to rupees 84-4-0. He reports that 19 boys have been admitted into the Mahomedan school, and 32 in the Hindoo, but makes no remarks upon their state.

South Division of Arcot. 21. The principal Collector merely submits a list of certain English elementary works, and articles of stationery, with which he considers it advisable that the Hindoo Collectorate school established in his district should be provided, and for which he proposes making the teacher accountable, but he also makes no report of its state.

Cuddapah. 22. The principal Collector reports that as a temporary arrangement he has hired an Ashoorkhana, and a private building, at a monthly expense of rupees 2, and annas 4, as school-rooms, for the Mahomedan and Hindoo Collectorate teachers; but as he considers this accommodation inadequate, he submits an estimate prepared by the Civil Engineer in the Northern Division for the erection of two school-rooms at an expense of rupees 410-0-0. He also forwards applications from the Collectorate teachers for fifty copies of English spelling books, in consequence of the increasing desire manifested by the scholars for studying English; and considers that a supply of stationery is necessary for the efficiency of the schools. He does not report upon the progress of the scholars who attend them, or on the conduct of the teachers.

Malabar. 23. The principal Collector was unable to speak decidedly with respect to the number of books and quantity of stationery that was likely to be required in the Hindoo Collectorate school established in his district, it having at the time of his report only been established a few weeks. Seven scholars only had been admitted into the school, but he expected a rapid accession to their number when the school was provided with the books, stationery, tables and forms that appeared to him requisite. For the proper appropriation of the stationery, he proposed that the school-master should be held responsible. He had assigned a part of a building adjoining the Talook Cutcherry for a school-room, but as he considered this plan ill-adapted for the purpose, both from its vicinity to the Cutcherry,

and its distance from the native town, he submits that the sanction of Government be obtained for erecting a convenient school-room in some central spot, the probable cost of which he estimates at about 100 rupees.

Tanjore. 24. The principal Collector reports, that the teacher in charge of the Hindoo Collectorate school in his district is entirely unfit for his situation, both in natural abilities and literary acquirements, and that superior persons might have been found in his district, who have not had the advantage of a college education. He submits lists of books and stationery required for the use of the Collectorate school, and estimates for tables and benches for the use of the Collectorate school, amounting to rupees 35-8-0.

Salem. 25. The Mahomedan Collectorate teacher having absented himself from his station for many months on the plea of sickness, the principal Collector has hitherto been unable to make any report of the state of the Collectorate school established in his district. The Judge in Salem, has submitted a statement of charges for repairing the school-rooms, amounting to rupees 21-11-0.

Nellore. 26. The principal Collector has forwarded an estimate for constructing a school-room at the Hoozoor station in his district, amounting to rupees 118-12-0, for the Mahomedan Collectorate school, but has not yet reported on the state of this school.

Trichinopoly. 27. The Collector reports that the number of scholars in the Hindoo Collectorate school established in his district, has seldom exceeded 18 or 20, and that now they are reduced to 8 or 10. This he ascribes chiefly to the inefficiency of the teacher, who is but imperfectly acquainted with English, and is, in other useful branches of education, entirely deficient. The want of elementary books, he conceives also to have in part contributed to the failure of this school. He remarks that there is an increasing desire on the part of the natives to acquire a good knowledge of the English language, and that there can be no question that many and great advantages would result from such becoming general; but he fears that so extensive a plan as would here be necessarily involved, would not at present be feasible. The want of good translators and English accountants, the high pay of these servants at present, the assistance that would be afforded to Collectors were their writers capable of condensing superfluous detail, the advantage of the higher class of native servants being able to read the English records of the office, and of becoming acquainted with some of the leading principles of political economy, all he considers point out the importance of encouraging the study of English. He further states it as his opinion that a respectable Indo-Briton, who had received an education in some of the schools at the Presidency would be found better qualified for the situation of an English master, than any of the native teachers, who have been brought up at the college. He would be attended by those of his own class in life, who are now averse to studying under a native, and the children of the high caste natives would be quite willing to receive instruction under him. To obtain the services of such a person, the salary of the situation must, he observes, be considerably raised above the sum now allowed for the Collectorate teacher, and the erection of a school-room would be necessary, as at present the verandah of the Collector's Cutcherry is the only place available for that purpose, but

which is found, he states, to be most inconvenient. The expense of this building, with the assistance of the convicts, would be small, and for the books required for the school, the parents of many of the boys would willingly pay.

Vizagapatam. 28. The Collector, in forwarding an application from the Mahomedan Collectorate teacher in his district for an assistant, reports that his exertions have been most praiseworthy in advancing the education of natives of all classes since his appointment, and recommends his application in consequence to favorable consideration. He enters into no particulars, however, regarding the state of the Collectorate schools established in his district.

Madura. 29. The principal Collector has applied for books for the use of the Mahomedan Collectorate school established in his district, but has made no report of the success or otherwise that has attended it.

APPENDIX M.

MINUTE BY MR. MACAULAY.

2d February, 1835.

As it seems to be the opinion of some of the gentlemen who compose the Committee of Public Instruction, that the course which they have hitherto pursued was strictly prescribed by the British Parliament in 1813, and as, if that opinion be correct, a legislative act will be necessary to warrant a change, I have thought it right to refrain from taking any part in the preparation of the adverse statements which are now before us, and to reserve what I had to say on the subject till it should come before me as a member of the Council of India.

It does not appear to me that the Act of Parliament can, by any art of construction, be made to bear the meaning which has been assigned to it. It contains nothing about the particular languages or sciences which are to be studied. A sum is set apart 'for the revival and promotion of literature and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories.' It is argued, or rather taken for granted, that by literature the Parliament can have meant only Arabic and Sanscrit literature, that they never would have given the honorable appellation of 'a learned native' to a native who was familiar with the poetry of Milton, the *Metaphysics* of Locke, and the *Physics* of Newton; but that they meant to designate by that name only such persons as might have studied in the sacred books of the Hindoos all the uses of cusa-grass, and all the mysteries of absorption into the Deity. This does not appear to be a very satisfactory interpretation. To take a parallel case; suppose that the Pacha of Egypt, a country once superior in knowledge to the nations of Europe, but now sunk far below them, were to appropriate a sum for the purpose of 'reviving and promoting literature, and encouraging learned natives of Egypt,' would any body infer that he meant the youth of his pachalic to give years to the study of hieroglyphics, to search into all the doctrines

disguised under the fable of Osiris, and to ascertain with all possible accuracy the ritual with which cats and onions were anciently adored? Would he be justly charged with inconsistency, if, instead of employing his young subjects in deciphering obelisks, he were to order them to be instructed in the English and French languages, and in all the sciences to which those languages are the chief keys.

The words on which the supporters of the old system rely do not bear them out, and other words follow which seem to be quite decisive on the other side. This lac of Rupees is set apart, not only for 'reviving literature in India,' the phrase on which their whole interpretation is founded, but also for the introduction and promotion of a knowledge of the science among the inhabitants of the British territories,—words which are alone sufficient to authorise all the changes for which I contend."

If the Council agree in my construction, no legislative Act will be necessary. If they differ from me, I will prepare a short Act rescinding that clause of the Charter of 1813, from which the difficulty arises.

The argument which I have been considering, affects only the form of proceeding. But the admirers of the Oriental system of education have used another argument, which, if we admit it to be valid, is decisive against all change. They conceive that the public faith is pledged to the present system, and that to alter the appropriation of any of the funds which have hitherto been spent in encouraging the study of Arabic and Sanscrit, would be downright spoliation. It is not easy to understand by what process of reasoning they can have arrived at this conclusion. The grants which are made from the public purse for the encouragement of literature differed in no respect from the grants which are made from the same purse for other objects of real or supposed utility. We found a sanatorium on a spot which we suppose to be healthy. Do we thereby pledge ourselves to keep a sanatorium there, if the result should not answer our expectation? We commence the erection of a pier. Is it a violation of the public faith to stop the works, if we afterwards see reason to believe that the building will be useless? The rights of property are undoubtedly sacred. But nothing endangers those rights so much as the practice, now unhappily too common, of attributing them to things to which they do not belong. Those who would impart to abuses the sanctity of property are in truth imparting to the institution of property the unpopularity and the fragility of abuses. If the Government has given to any person a formal assurance; nay, if the Government has excited in any person's mind a reasonable expectation that he shall receive a certain income as a teacher or a learner of Sanscrit or Arabic, I would respect that person's pecuniary interests—I would rather err on the side of liberality to individuals than suffer the public faith to be called in question. But to talk of a Government pledging itself to teach certain languages and certain sciences, though those languages may become useless, though those sciences may be exploded, seems to me quite unmeaning. There is not a single word in any public instructions, from which it can be inferred that the Indian Government ever intended to give any pledge on this subject, or ever considered the destination of these funds as unalterably fixed. But had it been otherwise, I should have denied the competence of our predecessors to bind us by any pledge on such a subject. Suppose that a Government had in the last century enacted in the most solemn manner that all its subjects should, to

the end of time, be inoculated for the small-pox : would that Government be bound to persist in the practice after Jenner's discovery ? These promises, of which nobody claims the performance, and from which nobody can grant a release ; these vested rights, which vest in nobody ; this property without proprietors ; this robbery, which makes nobody poorer, may be comprehended by persons of higher faculties than mine.—I consider this plea merely as a set form of words, regularly used both in England and in India, in defence of every abuse for which no other plea can be set up.

I hold this lac of rupees to be quite at the disposal of the Governor-General in Council, for the purpose of promoting learning in India, in any way which may be thought most advisable. I hold his Lordship to be quite as free to direct that it shall no longer be employed in encouraging Arabic and Sanscrit, as he is to direct that the reward for killing tigers in Mysore shall be diminished, or that no more public money shall be expended on the chanting at the cathedral.

We now come to the gist of the matter. We have a fund to be employed as Government shall direct for the intellectual improvement of the people of this country. The simple question is, what is the most useful way of employing it ?

All parties seem to be agreed on one point, that the dialects commonly spoken among the natives of this part of India, contain neither literary nor scientific information, and are, moreover, so poor and rude that, until they are enriched from some other quarter, it will not be easy to translate any valuable work into them. It seems to be admitted on all sides, that the intellectual improvement of those classes of the people who have the means of pursuing higher studies can at present be effected only by means of some language not vernacular amongst them.

What then shall that language be ? One-half of the Committee maintain that it should be the English. The other half strongly recommend the Arabic and Sanscrit. The whole question seems to me to be, which language is the best worth knowing ?

I have no knowledge of either Sanscrit or Arabic.—But I have done what I could to form a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanscrit works. I have conversed both here and at home with men distinguished by their proficiency in the Eastern tongues. I am quite ready to take the oriental learning at the valuation of the Orientalists themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is, indeed fully admitted by those members of the Committee who support the Oriental plan of education.

It will hardly be disputed, I suppose, that the department of literature in which the eastern writers stand highest is poetry. And I certainly never met with any Orientalist who ventured to maintain that the Arabic and Sanscrit poetry could be compared to that of the great European nations. But when we pass from works of imagination to works in which facts are recorded, and general principles investigated, the superiority of the Europeans

becomes absolutely immeasurable. It is, I believe, no exaggeration to say, that all the historical information which has been collected from all the books written in the Sanscrit language is less valuable than what may be found in the most paltry abridgments used at preparatory schools in England. In every branch of physical or moral philosophy, the relative position of the two nations is nearly the same.

How, then, stands the case? We have to educate a people who cannot at present be educated by means of their mother-tongue. We must teach them some foreign language. The claims of our own language it is hardly necessary to recapitulate. It stands pre-eminent even among the languages of the west. It abounds with works of imagination not inferior to the noblest which Greece has bequeathed to us; with models of every species of eloquence; with historical compositions, which, considered merely as narratives, have seldom been surpassed, and which, considered as vehicles of ethical and political instruction, have never been equalled; with just and lively representations of human life and human nature; with the most profound speculations on metaphysics, morals, government, jurisprudence, and trade; with full and correct information respecting every experimental science which tends to preserve the health, to increase the comfort, or to expand the intellect of man. Whoever knows that language has ready access to all the vast intellectual wealth which, all the wisest nations of the earth have created and hoarded in the course of ninety generations. It may safely be said, that the literature now extant in that language is of far greater value than all the literature which three hundred years ago was extant in all the languages of the world together. Nor is this all. In India, English is the language spoken by the ruling class. It is spoken by the higher class of natives at the seats of Government. It is likely to become the language of commerce throughout the seas of the East. It is the language of two great European communities which are rising, the one in the south of Africa, the other in Australasia; communities which are every year becoming more important, and more closely connected with our Indian empire. Whether we look at the intrinsic value of our literature, or at the particular situation of this country, we shall see the strongest reason to think that, of all foreign tongues, the English tongue is that which would be the most useful to our native subjects.

The question now before us is simply whether, when it is in our power to teach this language, we shall teach languages in which, by universal confession, there are no books on any subject which deserve to be compared to our own; whether, when we can teach European science, we shall teach systems which, by universal confession, whenever they differ from those of Europe, differ for the worse; and whether, when we can patronise sound Philosophy and true History, we shall countenance, at the public expense, medical doctrines, which would disgrace an English farrier;—Astronomy, which would move laughter in girls at an English boarding school,—History, abounding with kings thirty feet high, and reigns thirty thousand years long,—and Geography, made up of seas of treacle and seas of butter.

We are not without experience to guide us. History furnishes several analogous cases, and they all teach the same lesson. There are in modern times, to go no further, two memorable instances of a great impulse given to the mind of a whole society,—of prejudices overthrown,—of knowledge diffus-

ed,—of taste purified,—of arts and sciences planted in countries which had recently been ignorant and barbarous. •

The first instances to which I refer, is the great revival of letters among the Western nations at the close of the fifteenth and the beginning of the sixteenth century. At that time almost every thing that was worth reading was contained in the writings of the ancient Greeks and Romans. Had our ancestors acted as the Committee of Public Instruction has hitherto acted ; had they neglected the language of Cicero and Tacitus ; had they confined their attention to the old dialects of our own island ; had they printed nothing and taught nothing at the universities but Chronicles in Anglo-Saxon, and Romances in Norman-French, would England have been what she now is ? What the Greek and Latin were to the contemporaries of More and Ascham, our tongue is to the people of India. The literature of England is now more valuable than that of classical antiquity. I doubt whether the Sanscrit literature be as valuable as that of our Saxon and Norman progenitors. In some departments,—in History, for example, I am certain that it is much less so.

“ Another instance may be said to be still before our eyes. Within the last hundred and twenty years, a nation which had previously been in a state as barbarous as that in which our ancestors were before the crusades, has gradually emerged from the ignorance in which it was sunk, and has taken its place among civilized communities.—I speak of Russia. There is now in that country a large educated class, abounding with persons fit to serve the state in the highest functions, and in no wise inferior to the most accomplished men who adorn the best circles of Paris and London. There is reason to hope that this vast empire, which in the time of our grand-fathers was probably behind the Punjab, may, in the time of our grand-children, be pressing close on France and Britain in the career of improvement. And how was this change effected ? Not by flattering national prejudices : not by feeding the mind of the young Muscovite with the old woman’s stories which his rude fathers had believed : not by filling his head with lying legends about St. Nicholas : not by encouraging him to study the great question, whether the world was or was not created on the 13th of September : not by calling him ‘ a learned native,’ when he has mastered all these points of knowledge : but by teaching him those foreign languages in which the greatest mass of information had been laid up, and thus putting all that information within his reach. The languages of Western Europe civilized Russia. I cannot doubt that they will do for the Hindoo what they have done for the Tartar.

“ And what are the arguments against that course which seems to be alike recommended by theory and by experience ? It is said that we ought to secure the co-operation of the native public, and that we can do this only by teaching Sanscrit and Arabic.

“ I can by no means admit that when a nation of high intellectual attainments undertakes to superintend the education of a nation comparatively ignorant, the learners are absolutely to prescribe the course which is to be taken by the teachers. It is not necessary, however, to say any thing on this subject. For it is proved by unanswerable evidence that we are not at present securing the co-operation of the natives. It would be bad enough to consult their intellectual taste at the expense of their intellectual health. But we are consulting neither,—we are with-holding from them the learning for which

they are craving, we are forcing on them the mock-learning which they nauseate.

This is proved by the fact that we are forced to pay our Arabic, and Sanscrit students, while those who learn English are willing to pay us. All the declamations in the world about the love and reverence of the natives for their sacred dialects will never, in the mind of any impartial person, outweigh the undisputed fact, that we cannot find, in all our vast empire, a single student who will let us teach him those dialects unless we will pay him.

I have now before me the accounts of the Madrassa for one month,—the month of December, 1833. The Arabic students appear to have been seventy-seven in number. All receive stipends from the public. The whole amount paid to them is above 500 rupees a month. On the other side of the account stands the following item. “Deduct amount realized from the out-students of English for the months of May, June and July last, 103 rupees.”

I have been told that it is merely from want of local experience that I am surprized at these phenomena, and that it is not the fashion for students in India to study at their own charges. This only confirms me in my opinion. Nothing is more certain than that it never can in any part of the world be necessary to pay men for doing what they think pleasant and profitable. India is no exception to this rule. The people of India do not require to be paid for eating rice when they are hungry, or for wearing woollen cloth in the cold season. To come nearer to the case before us, the children who learn their letters and a little elementary Arithmetic from the village school-master are not paid by him. He is paid for teaching them. Why then is it necessary to pay people to learn Sanscrit and Arabic? Evidently because it is universally felt that the Sanscrit and Arabic are languages, the knowledge of which does not compensate for the trouble of acquiring them. On all such subjects the state of the market is the decisive test.

Other evidence is not wanting, if other evidence were required. A petition was presented last year to the Committee by several ex-students of the Sanscrit College. The petitioners stated that they had studied in the college ten or twelve years; that they had made themselves acquainted with Hindoo literature and science; that they had received certificates of proficiency: and what is the fruit of all this! ‘Notwithstanding such testimonials,’ they say, ‘we have but little prospect of bettering our condition without the kind assistance of your Honorable Committee, the indifference with which we are generally looked upon by our countrymen leaving no hope of encouragement and assistance from them.’ They therefore beg that they may be recommended to the Governor General for places under the Government, not places of high dignity or emolument, but such as may just enable them to exist. ‘We want means,’ they say, ‘for a decent living, and for our progressive improvement, which, however, we cannot obtain without the assistance of Government, by whom we have been educated and maintained from childhood.’ They conclude by representing, very pathetically, that they are sure that it was never the intention of Government, after behaving so liberally to them during their education, to abandon them to destitution and neglect.

I have been used to see petitions to Government for compensation. All

these petitions, even the most unreasonable of them, proceeded on the supposition that some loss had been sustained,—that some wrong had been inflicted. These are surely the first petitioners who ever demanded compensation for having been educated gratis,—for having been supported by the public during twelve years, and then sent forth into the world well furnished with literature and science. They represent their education as an injury which gives them a claim on the Government for redress, as an injury for which the stipends paid to them during the infliction were a very inadequate compensation. And I doubt not that they are in the right. They have wasted the best years of life in learning what procures for them neither bread nor respect. Surely we might, with advantage, have saved the cost of making these persons useless and miserable; surely men may be brought up to be burdens to the public and objects of contempt to their neighbours at a somewhat smaller charge to the state. But such is our policy. We do not even stand neuter in the contest between truth and falsehood. We are not content to leave the natives to the influence of their own hereditary prejudices. To the natural difficulties which obstruct the progress of sound science in the East, we add fresh difficulties of our own making. Bounties and premiums, such as ought not to be given even for the propagation of truth, we lavish on false taste and false philosophy.

By acting thus we create the very evil which we fear. We are making that opposition which we do not find. What we spend on the Arabic and Sanscrit colleges is not merely a dead loss to the cause of truth; it is bounty-money paid to raise up champions of error. It goes to form a nest, not merely of helpless place-hunters, but of bigots prompted alike by passion and by interest to raise a cry against every useful scheme of education. If there should be any opposition among the natives to the change which I recommend, that opposition will be the effect of our own system. It will be headed by persons supported by our stipends and trained in our colleges. The longer we persevere in our present course, the more formidable will that opposition be. It will be every year reinforced by recruits whom we are paying. From the native society left to itself, we have no difficulties to apprehend; all the murmuring will come from that oriental interest which we have, by artificial means, called into being, and nursed into strength.

There is yet another fact, which is alone sufficient to prove that the feeling of the native public, when left to itself, is not such as the supporters of the old system represent it to be. The Committee have thought fit to lay out above a lac of rupees in printing Arabic and Sanscrit books. Those books find no purchasers. It is very rarely that a single copy is disposed of. Twenty-three thousand volumes, most of them folios and quartos, fill the libraries, or rather the lumber-rooms, of this body. The Committee contrive to get rid of some portion of their vast stock of oriental literature by giving books away. But they cannot give so fast as they print. About twenty thousand rupees a year are spent in adding fresh masses of waste paper to a hoard which, I should think, is already sufficiently ample. During the last three years, about sixty thousand rupees have been expended in this manner. The sale of Arabic and Sanscrit books, during those three years, has not yielded quite one thousand rupees. In the mean time the School-book Society is selling seven or eight thousand English volumes every year, and not only pays the expenses of printing, but realises a profit of 20 per cent. on its outlay.

The fact that the Hindoo law is to be learned chiefly from Sanscrit books, and the Mahomedan law from Arabic books, has been much insisted on, but seems not to bear at all on the question. We are commanded by Parliament to ascertain and digest the laws of India. The assistance of a Law Commission has been given to us for that purpose. As soon as the code is promulgated, the Shasters and the Hedaya will be useless to a Moonsiff or Sudder Ameen. I hope and trust that before the boys who are now entering at the Madrassa and the Sanscrit college have completed their studies, this great work will be finished. It would be manifestly absurd to educate the rising generation with a view to a state of things which we mean to alter before they reach manhood.

But there is yet another argument which seems even more untenable. It is said that the Sanscrit and Arabic are the languages in which the sacred books of a hundred millions of people are written, and that they are, on that account, entitled to peculiar encouragement. Assuredly it is the duty of the British Government in India to be not only tolerant, but neutral, on all religious questions. But to encourage the study of a literature admitted to be of small intrinsic value, only because that literature inculcates the most serious errors on the most important subjects, is a course hardly reconcilable with reason, with morality, or even with that very neutrality which ought, as we all agree, to be sacredly preserved. It is confessed that a language is barren of useful knowledge. We are to teach it because it is fruitful of monstrous superstitions. We are to teach false History, false Astronomy, false Medicine, because we find them in company with a false religion. We abstain, and I trust shall always abstain, from giving any public encouragement to those who are engaged in the work of converting natives to Christianity. And while we act thus, can we reasonably and decently bribe men out of the revenues of the state to waste their youth in learning how they are to purify themselves after touching an ass, or what text of the Vedas they are to repeat to expiate the crime of killing a goat?

It is taken for granted by the advocates of Oriental learning, that no native of this country can possibly attain more than a mere smattering of English. They do not attempt to prove this; but they perpetually insinuate it. They designate the education which their opponents recommend as a mere spelling book education. They assume it as undeniable, that the question is between a profound knowledge of Hindoo and Arabian literature and science on the one side, and a superficial knowledge of the rudiments of English on the other. This is not merely an assumption, but an assumption contrary to all reason and experience. We know that foreigners of all nations do learn our language sufficiently to have access to all the most abstruse knowledge which it contains, sufficiently to relish even the more delicate graces of our most idiomatic writers. There are in this very town natives who are quite competent to discuss political or scientific questions with fluency and precision in the English language. I have heard the very question on which I am now writing discussed by native gentlemen with a liberality and an intelligence which would do credit to any member of the Committee of Public Instruction. Indeed it is unusual to find, even in the literary circles of the continent, any foreigner who can express himself in English with so much facility and correctness as we find in many Hindoos. No body, I suppose, will contend that English is so difficult to a Hindoo as Greek to an Englishman. Yet an intelligent English youth,

in a much smaller number of years than our unfortunate pupils pass at the Sanscrit college, becomes able to read, to enjoy, and even to imitate, not unhappily, the compositions of the best Greek Authors. Less than half the time which enables an English youth to read Herodotus and Sophocles, ought to enable a Hindoo to read Hume and Milton.

To sum up what I have said, I think it clear that we are not fettered by the Act of Parliament of 1813 ; that we are not fettered by any pledge expressed or implied ; that we are free to employ our funds as we choose ; that we ought to employ them in teaching what is best worth knowing ; that English is better worth knowing than Sanscrit or Arabic ; that the natives are desirous to be taught English, and are not desirous to be taught Sanscrit or Arabic ; that neither as the languages of law, nor as the languages of religion, have the Sanscrit and Arabic any peculiar claim to our engagement ; that it is possible to make natives of this country thoroughly good English scholars, and that to this end our efforts ought to be directed.

In one point I fully agree with the gentlemen to whose general views I am opposed. I feel with them, that it is impossible for us, with our limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern ; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.

I would strictly respect all existing interests. I would deal even generously with all individuals who have had fair reason to expect a pecuniary provision. But I would strike at the root of the bad system which has hitherto been fostered by us. I would at once stop the printing of Arabic and Sanscrit books, I would abolish the Madrassa and the Sanscrit college at Calcutta. Benares is the great seat of Brahmanical learning ; Delhi, of Arabic learning. If we retain the Sanscrit college at Benares and the Mahometan college at Delhi, we do enough, and much more than enough in my opinion, for the Eastern languages. If the Benares and Delhi colleges should be retained, I would at least recommend that no stipends shall be given to any students who may hereafter repair thither, but that the people shall be left to make their own choice between the rival systems of education without being bribed by us to learn what they have no desire to know. The funds which would thus be placed at our disposal would enable us to give larger encouragement to the Hindoo college at Calcutta, and to establish in the principal cities throughout the Presidencies of Fort William and Agra schools in which the English language might be well and thoroughly taught.

If the decision of his Lordship in Council should be such as I anticipate, I shall enter on the performance of my duties with the greatest zeal and alacrity. If, on the other hand, it be the opinion of the Government that the present system ought to remain unchanged, I beg that I may be permitted to retire from the chair of the Committee. I feel that I could not be of the smallest use there—I feel, also, that I should be lending my countenance to what I firmly believe to be a mere delusion. I believe that the present sys-

tem tends, not to accelerate the progress of truth, but to delay the natural death of expiring errors. I conceive that we have at present no right to the respectable name of a Board of Public Instruction. We are a Board for wasting public money, for printing books which are of less value than the paper on which they are printed, was while it was blank ; for giving artificial encouragement to absurd history, absurd metaphysics, absurd physics, absurd theology ; for raising up a breed of scholars who find their scholarship an encumbrance and a blemish, who live on the public while they are receiving their education, and whose education is so utterly useless to them that when they have received it they must either starve or live on the public all the rest of their lives. Entertaining these opinions, I am naturally desirous to decline all share in the responsibility of a body, which, unless it alters its whole mode of proceeding, I must consider not merely as useless, but as positively noxious.*

T. B. MACAULAY.

2d February, 1835.

APPENDIX N.

LORD WILLIAM BENTINCK'S RESOLUTION.

Dated 7th March, 1835.

His Lordship in Council is of opinion that the great object of the British Government ought to be the promotion of European literature and science amongst the natives of India, and that all the funds appropriated for the purposes of education would be best employed on English education alone.

It is not the intention of his Lordship to abolish any college or school of native learning while the native population shall appear to be inclined to avail themselves of the advantages, it affords.

His Lordship in Council decidedly objects to the practice which has hitherto prevailed of supporting the students during the period of their education. He conceives that the only effect of such a system can be, to give artificial encouragement to branches of learning which in the natural course of things would be superseded by more useful studies, and he directs that no stipend shall be given to any student who may hereafter enter at any of these institutions, and that when any professor of oriental learning shall vacate his situation the Committee shall report to the Government the number and state of the class, in order that the Government may be able to decide upon the expediency of appointing a successor.

It has come to the knowledge of his Lordship in Council that a large sum has been expended by the Committee in the printing of oriental works. His Lordship in Council directs that no portion of the funds shall hereafter be so employed.

* *Note.*—This Minute and the following Resolution have been entered here, as having set at rest the question,—at the time they were written an important one, as to what should be the character of the instruction imparted in the Government schools and colleges,—whether Oriental or European. It is a question which was never raised in Madras, but the decision of which was equally important to this Presidency as to Bengal, for if the advocates of Oriental instruction had carried their point, the Oriental system would probably have been adopted all over India.

His Lordship in Council directs that all the funds which these reforms will leave at the disposal of the Committee, be henceforth employed in imparting to the native population a knowledge of English literature and science through the medium of the English language.

APPENDIX O.

Fort William, 15th July, 1835.
General Department.

FROM SECRETARY TO THE GOVERNMENT OF INDIA,

TO H. CHAMIER, Esq.

Chief Secretary to the Government of Fort St. George.

SIR,

1. I am directed to acknowledge the receipt of your letter dated the 30th of December last, forwarding a copy of a report from the Board for the College and for Public Instruction at the Presidency of Fort St. George upon the state of the Government schools.

2. The above report was referred to the General Committee of Public Instruction, and their sentiments relative to the prospectus of the Madras Board for improving the system and extending the institutions of native education in the Madras Presidency, have been recently laid before the Government of India. I am directed to transmit a copy of their Secretary's letter on the subject dated the 3d instant, which explains also the cause of the delay that has occurred in replying to your letter of the 30th of December.

3. It appears that the present expenditure of the Madras Government on account of native schools is rupees 47,300 per annum, viz. rupees 22,380, the charge of the establishment of the Central school at the college, and rupees 24,920 salaries of masters and stipends of scholars, &c. at 70 Tahsildaree and 14 Collectorate seminaries.

4. The Tahsildaree and Collectorate schools have given no satisfaction, and the Board at Madras recommend the organization of two Presidency colleges,—one for the purpose of preparing teachers for the Tahsildaree or Provincial schools, who are all to be paid students, and the other a public college for instruction in the English language and in European literature and science.

5. It is proposed to increase the number of Tahsildaree schools from 70 to 81, of which 20 are to be maintained at the Presidency,—the present number 9 being gradually extended to that complement.

6. The scheme also comprizes the appointment of 20 salaried local superintendents, a Provincial or District Board composed of gentlemen of the service and respectable natives, and native visitors of the Tahsildaree schools,—the whole to be under the general control of the College Board at Madras.

7. The expense of these arrangements would be rupees 90,178, as stated

	Per mensem.	Per annum.
	Rs. A. P.	Rs. A. P.
20 Local superintendents.....	50 0 0	12,000 0 0
Literary fund.....	500 0 0	6,000 0 0
20 Collectorate students at.....	15 0 0	3,600 0 0
40 do. do. at.....	10 0 0	4,800 0 0
40 do. do. at.....	7 0 0	3,360 0 0
Difference when the 100 are raised to 35 Rupees.....	0 0 0	30,240 0 0
1 General superintendent at..	500 0 0	6,000 0 0
1 Deputy do. at..	250 0 0	3,000 0 0
1 English master at the Presidency at.....	150 0 0	1,800 0 0
11 Additional Tahsildaree masters at Madras.....	9 0 0	1,188 0 0
For medals.....	0 0 0	1,000 0 0
Do. books.....	0 0 0	1,000 0 0
		<u>73,988 0 0</u>
Deduct to be abolished.		
10 Paid students... 1,200 0 0		
Present collectorate establishments.....	6,480 0 0	
Copyists..... 1,050 0 0.....		8,730 0 0
		<u>65,258 0 0</u>
Present expenditure...		24,920 0 0
		<u>90,178 0 0</u>

in the margin, to which however must be added the present cost of the instructive establishment of the Central school at the college, rupees 22,380,—making a proposed total charge of rupees 1,12,558 per annum.

8. For the views of the General Committee of Public Instruction, respecting the application of the funds of the Government to the support of village schools, I am directed to refer the Right Honorable the Governor to the accompanying copy of their Secretary's letter. The General Committee are of opinion that if the Madras Board of Instruction had at its disposal the yearly income of 90,000 rupees, the cause of education would be more effectually promoted by esta-

blishing one Collegiate institution at the Presidency, open to all respectable classes of all creeds; and ten Provincial colleges under the control of Local Committees subordinate to the Madras Board, than by the appropriation suggested in their report of the 1st of December. The General Committee's estimate of the expense of the Presidency and Provincial colleges is transcribed in the margin.

1 For a Collegiate Establishment at the Presidency open to all respectable classes of all creeds.....	30,000
2* 10 Provincial Colleges under the control of Local Committees subordinate to the Board.	50,000
3 Fund for books and appliances.....	10,000
	<u>Rupees... 90,000</u>

9. The Governor General of India in Council regrets that the finances of the country will not afford the large expenditure involv-

ed in the above propositions. He concurs with the General Committee in their opinion of the inexpediency of expending the funds of Government in petty allowances to numerous village school-masters for mere elementary teaching; and he would accordingly withdraw the aid now rendered to the Tahsildaree and Collectorate schools, and concentrate all the available means which the Board possess for the purpose of constituting an English college at the Presidency, either distinct from the Central school now established, or in connection with that institution, as may seem to the Right Honorable the Governor in Council most fit and advantageous.

10. It has lately been resolved by the Governor General of India in Council to discontinue stipendiary scholarships at the colleges and schools

* N. B.—It is probable that the contribution of the paying pupils would give an extra income of 5,000 or 6,000 rupees at least.

under the control of the General Committee of Public Instruction, and the papers transmitted with your letter under reply evince how inefficacious the system of paying persons to become scholars and school-masters has been proved at the Madras Presidency.

11. If the plan of the College Board, of excluding all the general unpaid students from the Central school, and of reserving it solely for the education of masters for the Collectorate schools be abandoned, as suggested in the 9th paragraph of this letter, there will not be that motive of granting salaries to students, which the Madras Board had in view in recommending classes of stipendiary scholars, viz : a maintenance for indigent candidates coming from the interior to the Presidency in order to qualify themselves to become masters at the Collectorate schools ; and His Honor in Council would not introduce the system of pay scholarships into any new institution.

12. The association of native gentlemen of respectability and influence with members of the European Society and the Officers of the Government to promote and superintend an improved scheme of general education at Madras, and at the principal stations in the provinces, is extremely desirable, and this feature of the plan submitted by the Madras Board seems to the Governor General in Council deserving of the utmost encouragement. It may be necessary in the first instance to confine the attention of the Education Board to the establishment of Presidency colleges, borrowing as much from the model of the Hindoo college at Calcutta as may appear advisable. The copy of the rules of this college and the statement of establishment referred to, in the 17th paragraph, of the General Committee's letter are herewith forwarded, and other particulars regarding the institution will be found in paragraphs 11 and 12 of the same document.

13. The Right Honorable the Governor in Council will notice that the plan of inviting school-masters from England is not encouraged by the General Committee for the reasons explained in the 16th paragraph of their letter.

14. When the principal college or colleges at the Presidency have been organized on the principles advocated in the 6th paragraph of the above letter, the surplus funds if any, will be best employed in providing competent English instructors to schools that may be established at principal stations in the interior in communication with the Board of public education.

15. The General Committee of public instruction have adverted to the opinion expressed in the 22d paragraph of the report of the Madras Board, of the benefits that might be expected from nominating persons distinguished for their scholastic acquirements to vacancies in public offices. The Governor General in Council conceives that it would be improper to allot situations in the Government offices as prizes to the scholars of the public seminaries, and that the superior advantages which education will have conferred on candidates for official employment will have their proper influence in promoting the advancement of the scholar, without pledging the Government to reward successful study by the grant of appointments in the public service.

I have the honor to be, &c.

FORT WILLIAM, }
15th July, 1852. }

(Signed) G. A. BUSHBY,

Secretary to Government.

To G. A. BUSHBY, Esq.

Secretary to Government in the

General Department, Fort William.

SIR,

1. Mr. Secretary Prinsep's letter of the 20th February last, to the address of the General Committee of Public Instruction, gave cover to copies of a despatch from the Madras Government dated 30th December, of the Report of the Education Board of that Presidency, dated the 6th of that month, and of other papers relating to the proceedings of the Board, and its proposals for organizing a system for the spread of education in the Madras Provinces.

2. The General Committee perused and considered these documents with much interest and attention, but supposing them to be only sent for information, abstained at the time from replying. But recently learning that this supposition originated in mistake, the Committee directs me to submit for the deliberation of the Supreme Government, those observations and suggestions which have occurred to it on a perusal of the papers referred to.

3. The General Committee remarks that at the close of the past year, the supervision and control of the Madras Board extended to 70 Tahsildaree and 14 Collectorate schools besides the Central college at the Presidency. In para. 3, of the Report, the total yearly expenditure by Government for the purposes of Public Instruction, is stated to be Rupees 24,920, distributed on these items.

1. Salaries of Masters of 70 Tahsildaree schools at 9 Rupees Monthly.....	7,560 0 0
2. Do. of 14 Masters of Collectorate schools, at 15 Rupees per mensem	2,520 0 0
Do. of 22 students of Central school candidates for ditto	3,960 0 0
	<hr/> 6,480 0 0
3. Additional salaries to Masters.....	9,840 0 0
Sundries	1,040 0 0
	<hr/> 10,880 0 0
	<hr/> <hr/> 24,920 0 0

4. The yearly expense of the instructive establishment of the Central college appears to be 22,380, of which about one-fifth is assigned to teachers of English science and literature. It is possible that part of the last of the above three items may be included in the expense of the college, but the General Committee is inclined to infer that the total of this expense is exclusive of the specific appropriation for the purposes of public education.

5. The Tahsildaree and Collectorate Institutions appear to the General Committee to be mere village elementary schools and vary only in this, that in the latter rudimental instruction in English is superadded to tuition in the vernacular dialects and common Arithmetic. This class of seminary is that

with which on its earliest institution the General Committee decided not to interfere.

6. The members of the Committee at that period considered it more expedient to direct its small resources to the support of a few seminaries of a high grade. It is true that these could only afford facilities to a limited number of pupils, but it was expected that such pupils would be from the most influential classes, and that from the introduction of an improved system and sounder knowledge in the well regulated institutions of the Committee, the tone and character of the education imparted in the native schools would be gradually elevated and ameliorated. Even if within the Committee's means, any attempt to meddle with existing village schools or the institution of similar rival seminaries appeared injudicious. The effort might be viewed with jealousy, and had a tendency to suppress the humble but voluntarily supported seminaries of the villages.

7. The members of the present General Committee are incompetent to decide how far these views, in which they concur, may be applicable to the state of the Madras Provinces. Distinct circumstances may there render advisable a different course of procedure. Experience however has confirmed the soundness of the views in question and the only instance of their neglect, viz. ; the support of the circle of schools near Chinsurah, ended in disappointment.

8. The Central school as constituted at the end of 1834, appears to the General Committee ill adapted and inadequate to the efficient inculcation of European science and literature, and to the production of a body of qualified native teachers.

9. The General Committee observes that the propositions of the Madras Board for organizing a system of public instruction are these—

1. The institution of village and district controlling Committees which are to act in subordination to the Board. 2.—The appointment of district supervisors to aid the district Committees. 3.—The conversion of the Central into a *Normal* school for the improved and more efficient instruction of Collectorate teachers. 4.—The institution of a distinct English seminary and nine new Tahsildaree schools at the Presidency. 5.—The establishment of a fund for purchase and patronage of books.

10. The total yearly outlay contemplated appears distributed in these items, amounting in all to

	Rupees...	90,178 0 0
1. 70 old and 11 new Tahsildaree schools at 9 rupees monthly.....	„	8,748 0 0
2. 100 Teachers of Collectorate schools and Students qualifying for the same in the Central College at 35 rupees.....	„	42,000 0 0
3. Principal and Deputy English masters for the Central College.....	„	9,000 0 0
4. Master for new and separate English school.....	„	1,800 0 0

* N. B.—At first this is only rated at 11,760.

5. Additional salaries to masters being part of item 3 of para. 3 of this letter.....	9,840 0 0
Less some unknown item deducted....	1,210 0 0
	8,630 0 0
6. 20 District supervisors at 50 rupees each.....	12,000 0 0
7. Literary fund.....	6,000 0 0
8. Sundries, medals, books.....	2,000 0 0
	Rupees... 90,178 0 0

11. The greatest part of the above belongs to the support of mere elementary schools, and with reference to the foregoing remarks the General Committee is inclined to question the expediency of the appropriation. It also doubts the propriety of instituting two English seminaries at Madras. The General Committee is of opinion that a single institution under the control of the Board and some of the principal natives would be more efficient. The graduation of classes in such an institution might, as in the Hindoo college here, ascend from the first elements of instruction. Indeed it is found that the most proficient scholars of the Hindoo college are those who have entered in childhood, and the rules are framed to encourage early matriculation.

12. The General Committee is of opinion that such an institution at Madras, open to all classes, would supply qualified native masters for other schools and afford facilities of liberal education to the community. It is found that much interest is made for presentation on the free list of the Hindoo college, and the largest number of its pupils pay 5 rupees monthly to the institution for their education and use of books. The important principle of exacting payment, where practicable, should not in the opinion of the General Committee be overlooked. It raises the character of the institution and places under contribution those who can afford to pay. But to call into action this useful principle, co-operation with the influential part of the native community would probably be found requisite and should be invited.

13. Entertaining the views which I have thus briefly explained, the General Committee is disposed to believe that if the Madras Board of instruction had at its disposal the yearly income of 90,000 rupees, by an appropriation such as is subjoined, the cause of education would be more effectually promoted than by the propositions of the Madras Board.

1. For a collegiate establishment at the Presidency open to all respectable classes of all creeds.....	30,000 0 0
2.* 10 Provincial colleges under the control of local Committees subordinate to the Board.....	50,000 0 0
3. Fund for books and appliances.....	10,000 0 0
	Rupees... 90,000 0 0

14. The 22d paragraph of the Board's Report contains an important suggestion which has also received the attention of the General Committee.

* N. B.—It is probable that the contribution of the paying pupils would give an extra income of 5,000 or 6,000 rupees at least.

There can be no doubt that the selection for vacant offices might be converted into a powerful stimulant to education. The Supreme Government can best decide whether the presentation to certain public situations might not here as well as at Madras be placed at the disposal of the general and local Committees of education.

15. The General Committee observes that the Madras Government proposes to invite from England qualified Head and Deputy masters, unless fit persons can be procured in Calcutta. The selection does not appear to be referred to the General Committee, and it has not therefore encouraged candidates to come forward.

16. The subject of inviting masters from England has been discussed in our Committee, which recently recommended that the request to the Honorable Court of Directors to select and send out a Head master for the Hindoo college should be withdrawn. This plan of invitation is much more costly, involving expense of passage money, eventual pension and the like, and by no means insures beyond the risk of disappointment the exact qualifications required. The great delay is also another serious objection to the plan.

17. By desire of the General Committee, I annex a statement of the establishment and expenses of the Hindoo college, and a copy of the rules established. It is hoped that they may be found useful to the Madras Board. By a recent resolution, the affairs of the Hindoo college are put under the immediate inspection of a Sub-Committee of the General Committee, who will correspond with the native managers, and share in the duty of visiting the college. The institution preceded the establishment of the Committee and various considerations directed the attention of the Committee to the improvement of this establishment rather than the institution of a distinct college. But elsewhere the General Committee has rejected the principle of exclusion, only justifiable if found necessary to secure the zealous co-operation and contributions of the mass of the native community.

I have the honor to be, &c.

FORT WILLIAM, }
the 3d July, 1835. }

(Signed) J. C. C. SUTHERLAND,

Secy. Genl. Com. P. I.

(True copy)

(Signed) G. A. BUSHBY,

Secretary to Government.

Revised establishment proposed for the Hindoo college in May 1835, and approved by the General Committee.

Captain Richardson, principal professor of Literature and Belles Lettres.....	500 0 0
Mr. Middleton, Head master.....	350 0 0
„ Halifax, teacher of Mathematics...	300 0 0
„ Geffroy, professor of Law and Political Economy.....	300 0 0
„ Halford, teacher of Literature.....	200 0 0
„ Rozairo, translations of the senior class.....	200 0 0

Mr. Sinclair, translations of the 4th and 5th class and Natural Philosophy.....	200 0 0	
„ Woolaston, Drawing master.....	100 0 0	
„ Rowe, Surveying.....	100 0 0	
1 Mowlvi.....	40 0 0	
10 Scholarships, at 16.....	160 0 0	
	<hr/>	2,450 0 0

Junior Department.

Mr. Mollis, Head master.....	300 0 0	
„ Muller, Second do.	150 0 0	
2 Native teachers at 70.....	140 0 0	
2 do. do. at 50.....	100 0 0	
1 do. do. at.....	40 0 0	
	<hr/>	730 0 0

Common to both schools.

3 Pundits.....	75 0 0	
Servants and Miscellaneous establish- ment... ..	231 0 0	
	<hr/>	3,486 0 0
		<hr/>
		Sicca Rupees... 3,486 0 0
		<hr/> <hr/>

J. C. SUTHERLAND,

Secretary G. C. P. I.

MEMORANDUM OF SCHOLARS.

Lower School 6 Classes.

Foundation scholars.....	23	
Paying scholars.....	171	
	<hr/>	194

Upper School 5 Classes.

Foundation scholars.....	36	
Paying scholars.....	119	
	<hr/>	155

Total.... 349

(True copy)

(Signed) G. A. BUSHBY,

Secretary to Government.

(True copies)

(Signed) H. CHAMIER,

Chief Secretary.

APPENDIX P.

PUBLIC DEPARTMENT.

*Extract from the Minutes of Consultation under date 18th May, 1836.**Read the following Letter from the Secretary to the College Board.*

With reference to Chief Secretary's letter to address of the Secretary to the Government of India dated 30th December, 1834, (Here enter 24th June 1835.) suggesting the propriety of its being brought to the notice of the Supreme Government that no orders have as yet been received upon the report of the College Board, on the subject of public instruction in the Madras Presidency dated 6th December, 1834, forwarded with the Chief Secretary's letter above quoted to Bengal.

From the Secretary to the Government of India.

Conveying observations on the proposition of the College Board at Madras for improving the system and extending the institutions of native education, and forwarding a communication from the General Committee of Public Instruction at Calcutta on the subject, and stating that the finances of the country will not afford the expense involved in these propositions.

Para. 1. The Board for the College and for Public Instruction in their letter of the 24th June 1835, request that it may be brought to the notice of the Supreme Government that no orders have yet been issued upon their report of the 6th December 1834, on the state of public instruction under this Presidency.

2. The observations of the Governor General in Council on that report are to be found in Mr. Secretary Bushby's letter of the 15th July 1835, and refer to an order previously published by the Supreme Government, in which it is stated to be the opinion of His Lordship in Council that "the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and that all funds appropriated for the purpose of education would be best employed on English education alone."

3. It is further stated that His Lordship in Council "decidedly objects to the practice, which has hitherto prevailed, of supporting the students during the period of their education," and directs that no stipend shall be given to any student who may hereafter enter at any of the institutions for public instruction.

4. The order of the Supreme Government which prescribes that instruction should be afforded to the natives of India by the British Government in European literature and science and through the medium of the English language alone, renders some of the recommendations of the Board of instruction at this Presidency, submitted in their report above noticed, inadmissible. The Government therefore proceed to review the whole subject, and to offer such remarks as appear necessary for the direction of future proceedings.

5. The system of imparting education to the natives hitherto pursued under the orders of the Board for public instruction, is admitted in their report

to have proved "a great failure," and this, it is stated "may in a great degree be traced to errors in its original formation." Such it cannot be doubted is the real cause of the failure, when it is stated that the persons, "selected as candidates to be educated for Collectorate teachers, were generally those who could obtain nothing else, the refuse of the expectants on the Collector's list. Many of them, on admission into the college, were ignorant even of the character of their own native tongue, few possessed any kind of natural talent, and the greater number of them had arrived at too advanced an age to commence the study of two foreign and difficult languages, with any prospect of success."

6 "Upon joining the college, they found their pay the same as it would be in the interior, after they might qualify themselves as teachers; and, as this circumstance too generally operated as a premium to idleness, their progress in study has been slow and unsatisfactory."

7. From such materials and such injudicious arrangements it was not to be expected that good masters could ever be formed, and accordingly we find that those Collectors who have given most attention to the subject "treat them as inferior on the whole to the common village school-masters." Such a result is calculated to bring the cause of native education, under the auspices of Government, into disrepute, and demands the adoption of measures to eradicate the evils of the system and place the whole on an improved footing.

8. Without a good school for masters at the Presidency under the guidance of a properly qualified instructor, without great care in the selection of candidates for admission into this institution with reference to age, talent, temper, assiduity, acquirements and peculiar fitness for the office of teacher, and without the vigilant and constant superintendance, over both masters and students, of a well constituted controlling Board, little can ever be expected from all our exertions and expenditure in the cause of native education. On the proper constitution of the controlling Board much will depend; and it is unreasonable, in the opinion of the Governor in Council, to impose upon gentlemen burthened with the laborious duties of other offices for which they are responsible, the very troublesome task of superintending the details of a large establishment like a Central school for the education of teachers.

9. When Sir Thomas Munro in his Minute* of December 1825, reviewed the state of native education in the provinces subject to this Government and proposed to establish a school for teachers at the Presidency and schools in each Collectorate and Tahsildaree, he considered it advisable to nominate a Committee of Public Instruction, but it does not appear to have been originally his intention to form the Committee from the members of the College Board. It being supposed, however, that some facilities might be afforded from the establishment of the college, the Committee, in the letter of instruction to them, were desired to ascertain what assistance could be obtained from that institution upon the occasion of forming a school for teachers, which was considered to be first wanted and whether the school could with advantage be in any manner connected with the college. The Committee reported that accommodation for the school could be provided at the college and that by certain small additions to the pay of the Head masters or their Deputies, their aid in teaching the oriental languages could be obtained.

* Recorded in Public Consultations 10th March 1826.

10. In November 1826, it was deemed expedient to unite the Committee of Public Instruction with the College Board on the ground that the arrangement under which the college teachers were to render such aid as might be required by the Committee was liable to the inconvenience of placing them under two distinct authorities, and it was moreover observed that the objects of the Committee and of the College Board were so much akin that great benefit might be anticipated from their union. The services of a portion of the members of the College Board were accordingly dispensed with, and the remaining members of the Board and Committee incorporated under the designation of the Board for the College and for Public Instruction—at first with two joint Secretaries and subsequently with a single Secretary.

11. The union of these two bodies does not appear to have been sufficiently considered. Their *general* objects were only so far similar as regarded *instruction in the oriental languages*, but their *particular* objects were distinct. The College Board was originally instituted, as stated in the Notification by Government dated 1st May 1812, “for the exclusive purpose of expediting “and perfecting the preparation of candidates for those important public offices “which the *members of the Civil Service* are destined to fill.” The Committee of Public Instruction was appointed, as before stated, for the express object of promoting “the general improvement of the education of *the people* ;” and it must be obvious that the qualifications which are essential in a member of a Board constituted for the purpose of affording to the junior civil servants of the Government that assistance and encouragement which are necessary to the general and successful study of the native languages, are not of the same character as those which should be looked for in a member of a Committee appointed to superintend native education and to diffuse general knowledge amongst the people.

12. In the one, a knowledge of the oriental languages is an indispensable, and in fact almost the only qualification which is necessary, excepting firmness of character and a somewhat rigid enforcement of attention and diligence and knowledge of the Code of Regulations ; in the other such knowledge is neither indispensable nor requisite.

13. The duties which devolve upon members of the College Board as examiners only require attention at particular periods, and they can therefore perform them without inconvenience ; but the duties which the Members of the Committee of Public Instruction should discharge are such as to require active personal superintendence at all times, not merely of the general progress of those placed in the schools under their charge, but of the conduct of the masters themselves and the whole details of management ; and it is scarcely to be expected that gentlemen having the onerous duties of responsible offices of their own to perform, will always be found disposed to devote their leisure moments to the superintendence of such an institution, although where there is a very fixed sentiment of the high importance of education, zeal, and perhaps some enthusiasm in the cause, arduously employed public servants might find time for most useful co-operation.

14. If the Committee of Public Instruction was merely a sort of Magistracy, whose chief collective duty was that of issuing orders relative to discipline and good order, the necessary qualification for the office would be

readily found in every intelligent and well-ordered mind, but we should form a very imperfect idea of the functions of the Committee if we looked for nothing from it but the exercise of a mere collective power. Besides the orders which it may issue in ordinary matters, and the moral control which it may exercise, it has a duty to perform which may properly be considered *scientific*, in the regulation of the studies and of the mode and degree of instruction ; and it should know how to modify the latter according to the wants and capacity of the human mind, and to keep it constantly at the level of the understanding of those to whom it is addressed. It is not to be expected that every member of such a Committee will be equally master of the several grand branches of education. Each may be highly qualified in that which he has made the particular study, but to give the Committee its proper weight, it is essential that the country should recognize in its decisions the combined result of the scientific acquirements of individuals, and the deliberative judgment of a generally well informed body. Thus, in moral and disciplinary control, the action of the Committee will be collective and general ; whilst in the direction of particular studies it will be governed by individual care and intelligence.

15. The same description of masters as are required at the college for the instruction of the Junior Civil Servants and of the Law students who are preparing themselves for particular branches of the public service, never could have been required in the school for the instruction of teachers for the purposes of general education amongst the natives, and now that the English language is to be the sole medium of imparting instruction, the services of the Head masters of the college and their Deputies in the various Oriental languages may be entirely dispensed with.

16. A proper Head for a Normal school might probably be obtained by an application to the General Committee of Public Instruction at Calcutta. Candidates for admission into the school for teachers should not be received, unless they already possess a good grammatical knowledge of their own and the English language. The extent of their qualifications in respect of the former would appear to be a proper object of examination by the Board for the College, (aided by their establishment of Moonshees) whence certificates might be required as a necessary condition of admission into the school for masters ; and to this extent a communication between the College and the Committee of Instruction might, if thought necessary by the latter, be established ; but further than this, it does not appear to be necessary or desirable to carry it. This qualification in the English and in a native language is however not the only one which persons to be charged, at some future and not far distant period, with the control of a school should possess. Patience, temper, talent, discernment, a mild but firm deportment, and activity of mind and body are essential in a person to be charged with the management of a school and with the instruction of youth, and it will be an important part of the Committee's duty to see that those only who possess these qualifications in a high degree are selected for the appointment of masters. Those who are not gifted with them, or possess them only in a lower degree, if admitted at all, should not be allowed to hold at any future period, and particularly at a distance from the Presidency, a higher office than that of under-master or usher, subject to the control of an immediate superior.

Despatch in the Public Department 16th April 1828, Para. 14.

17. "Grammar, Arithmetic, Geography and History," the Honorable Court observe, "should form the course of education at the school for the instruction of teachers." To these should be added the elements of Geometry and their usual applications,—especially linear drawing and surveying and also notions of Physical science and Natural History, applicable to the uses of life. To the success of this course of instruction it is essential that good manuals or school books should be prepared or procured; and it is of the utmost consequence that order and regularity in pursuing the prescribed course of study should be observed. The admission of all sorts of studies without any defined order or object, would be productive of the greatest confusion and inconvenience, and by rendering superficial and inefficacious the education of which the people have really need, and thereby confounding and troubling instead of enlightening their minds, would in the end prove discredit-able to the cause of public instruction in general.

18. The extension and improvement of schools already in existence would be easier and more expeditious than the complete establishment of a new one; but neither the quality of the instruction afforded nor the qualifications of the masters in schools now subsisting, appear to justify the expectation of any benefit from an endeavour to erect upon such foundations any good schools for the instruction of teachers. It would seem preferable to leave to native schools, and to such schools under European superintendence as are already in existence, the task of communicating *elementary* instruction in the native and *English languages*, and rigidly to exclude, as above proposed, from the school for the education of masters all who have not received elementary instruction in these languages elsewhere, and now that several schools have been established under European superintendence at the Presidency, there will be no want of means of obtaining elementary instruction in English, and that in the native languages can be acquired in the native schools, of which there are many everywhere. If elementary instruction were to be afforded in the school for masters, it is to be feared that the foundation of a good education and primary instruction would frequently be sacrificed to the desire of obtaining, too expeditiously for permanent good, the more extended instruction of the higher classes; but such a combination might be useful as affording in the elementary branch of the school a sort of practical establishment for the students in the school for teachers.

19. Periodical examinations, conducted in the presence of the Committee and of the parents of the pupils and others interested in the success of native education, will be attended with the best results, and will afford, as observed by the Honorable Court, "the most effectual means of compelling the masters to do their duty and of encouraging the pupils by opportunities of distinguishing themselves, and of attracting the notice of Government. Government will thus too, "the Honorable Court continue," be enabled to know more effectually than by any other means where the fittest instrument for future plans of education and the individuals best qualified to fill public situations are to be found, and not only will Government know this itself; but, what perhaps is almost of equal importance, the natives will be aware that it knows it, and that it gives the preference for all public purposes to the best instructed."

20. As it is the intention of the Government to discontinue the admi-

nistration of Mahomedan Law as the Criminal Law of the land, it is unnecessary to keep up that portion of the College establishment which is now entertained on account of the law classes, and the College should revert and confine itself to its original object of expediting and perfecting the preparation of candidates for those important public offices which the members of the Civil Service are destined to fill. Thus a large establishment of highly paid Officers of the College will be dispensed with, and the sums now expended on their account be applied, under the Committee of Public Instruction, to more generally useful and beneficial purposes. The Moonshees required for the instruction of the junior Civil Servants will alone be retained; the accommodation of the College may be given up to the Committee of Public Instruction for the Normal school, and the Secretary, instead of being, as at present, attached to the united Boards of the College and Public Instruction, will be Secretary of each distinctly and separately.

21. It will be proper that all stipends now paid to teachers at the Presidency and in the provinces, and to students at the college, should cease at the earliest practicable period; that Collectors be instructed to take measures for transferring to the schools supported by the people themselves the few boys who attend the Government schools, or, if the masters desire to keep up the schools on their own account, to allow them to do so. If the instruction afforded at such schools is not worth paying for, the sooner it is discontinued the better. All the candidates for the situation of Collectorate or Tahsildaree teacher now studying at the College, should be discharged, having their expenses back to their villages paid by Government with a donation of a month's pay. This is a sufficient indulgence to men who have made so little use of their time and of the means afforded them of obtaining instruction. A similar payment, both of expenses and donation, may be made to persons at present employed as teachers, under the orders of the Board for the College and for Public Instruction, at a distance from their homes, and who are now to be discharged; and a donation only where they are employed in their native districts. Those students at the college employed in learning English, who have made sufficient progress in that language and in their own, and possess the other qualifications necessary to admission to the school for teachers, above directed, will of course be admissible thereto, at the discretion of the Committee. The others may pursue their studies at any of the schools established at the Presidency.

22. The large sums now unprofitably expended on an injudicious system of native education being thus saved, a considerable fund will be available for the better payment of the schools to be established by Government in the provinces, so soon as masters shall become properly qualified at the Normal institution to undertake the charge of them. As the acquirements of these men will be of a much higher order than heretofore, and their services therefore more useful than those of the teachers now employed, they should be allowed such rates of pay as will induce them to remain in their situations.

23. Under the system above suggested, the Government schools will not come into collision or interfere in any way with those schools already maintained by voluntary subscription amongst the native. In those the native languages will be taught, and instruction according to the Hindoo system will continue to be afforded to those who prefer it; whilst, in the Government

schools, the English language and European science and literature will alone be taught.

24. In order to give immediate effect to the views above explained, it is resolved that the gentlemen named in the margin be solicited to form themselves into a Committee for the promotion of native education, that they be furnished with copies of Mr. Secretary Bushby's letter of the 15th July 1835, and its enclosure, with copies of the despatches of the Honorable Court which relate to education and with the rules of the Hindoo college at Calcutta, and be requested to submit for the orders of Government detailed rules and arrangements for the establishment of a Normal school at Madras, relieving the members of the College Board from every part of their duty which is in any way connected with the education of the people. The Committee will be pleased to state their opinion as to the best mode of disposing of the masters attached to the English school at present maintained at the College, and the College Board will suggest such mode of employing the Head native masters and their deputies hereafter in the public service as they may consider suitable. They will also state, after communication with the Judges of the Sudr Udalt, if necessary, what arrangements may be proper for the future examination of candidates for the office of pleader and of law officer, so long as the present system of administering native law shall remain in force.

25. The College Board will revert and confine itself to its original objects and will proceed to carry into effect the several measures indicated in the 15th, 20th and 21st paragraphs of these proceedings, transferring to the Committee of Public Instruction all the records of the education department.

26. The following letter being disposed of by the above resolution is ordered to be recorded.

From the Secretary to the College Board.

Dated 20th December, 1835.

(A true extract.)

(Signed) H. CHAMIER,

Chief Secretary.

To the President and Members

of the Board for the College and for Public Instruction.

APPENDIX Q.

18th August, 1836.

FROM ACTING SECRETARY TO THE COMMITTEE

*for Native Education.**To the Chief Secretary to Government.*

SIR,

1. I am directed by the Committee for Native Education to acknowledge the receipt of your letter dated the 18th May last, conveying to them the intimation of their appointment, and of an Extract from the Minutes of Consultation of the same date, which accompanied it, on the general subject of remodelling the department of public instruction under this Presidency.

2. In para 24 of these orders, the Committee is requested to report on the arrangements which it may appear to them proper to adopt for the establishment of a Central or Normal school at the Presidency; this being in the opinion of the Government, the most effectual means of promoting and bringing about the end in view, namely, the general improvement of the education of the people. Agreeably to these instructions, I am directed to convey the following observations and suggestions of the Committee for submission to the Governor in Council.

3. In the idea of a Normal school, by which is understood a school for the instruction of teachers in the art peculiar to their office, three things, in the Committee's opinion, appear to be included. 1st—Sixty or a hundred pupils at every stage of progress from the alphabet to the highest branches usually included in a school education. These all properly classified according to their behaviour and mental stature, and each class engaged with some branch of study to which it is equal. A brisk spirit of emulation pervading the whole, by means of which offences are repressed, attention kept awake, and each individual held in his proper place. 2dly—A teacher by whose judgment and temper and acquirements all this is accomplished, and 3dly.—A class of probationers for the office of teacher, who are there, not for the purpose of acquiring any of the branches of a school education, such as Grammar, Geography, Arithmetic, &c., (with these they are supposed to be already acquainted, or they are in the course of acquiring them elsewhere,) but simply to acquire the art of communicating these branches to others, of learning to arrange and stimulate and discipline a school.

4. If the foregoing be a correct view of a Normal school, the immediate establishment of one at Madras under any thing like hopeful circumstances seems impracticable. There is no teacher for such a school. It is true application might be made to Calcutta, but the procuring of a suitable person is also doubtful, and from recent advertisements in the Calcutta Newspapers more than doubtful. Much time must elapse before such an application, though ultimately successful, could be answered, and thus to make the establishment of a Normal school, the first thing is to postpone the commencement of the scheme indefinitely. But suppose a teacher on the spot, and with a school so well trained as to make it desirable to introduce a Normal class, where are the

candidates for such a class to be found. The Committee are assured from a pretty accurate knowledge of the amount of attainment in the schools now about the Presidency, that Madras could not at present supply more than three or four. It has been suggested that the College buildings might be made available for the accommodation of the Normal school, but the arrangement seems objectionable, on the ground that the College is not a locality in which the pupils of such a school could be conveniently assembled. Besides, the Committee are of opinion that the college may be most advantageously reserved to be what its name imports. A place for the instruction of those who have mastered the ordinary branches of a school education, who are capable of prosecuting their studies alone, and of being led with advantage, under an informed guide, into the higher walks of science and literature.

5. Under these circumstances, and adverting to the fact that the only hopeful probationers for the office of teacher about the Presidency must be drawn from the schools which private charity has established, the Committee feel convinced that they cannot better fulfil the wishes of Government to rear up a Normal class with as little delay as possible, than by multiplying the sources whence this class can, it seems, alone be expected, *i. e.* by establishing schools throughout Black-town, Triplicane and St. Thomé, similar to those English schools already in existence, and which have been so acceptable to the native community. And indeed when the present amount of European science and literature in Madras is considered, that there probably not a dozen natives who are capable of profiting by a college education, or to express it more definitely, who are capable of writing half a dozen sentences of idiomatic English on a given subject, or of reading a page of Milton with intelligence; the necessity of such schools, and nothing but such schools in the first instance, to meet this measure of attainment, seems abundantly obvious.

6. The sanction of the Governor in Council is accordingly requested for the immediate establishment of four schools, open to all classes, and so located through the above mentioned districts, as least to interfere with English schools already in existence. Each school to have a European master and native assistant, with salary as follows: rupees 130, house rent rupees 20, and half the school fees to the European master, rupees 50 per mensem to the native assistant. Each pupil to pay at first the small fee of half a rupee per mensem payable on entry, to ensure his attendance at school, to keep up an idea of the value of education, and to leave room for competition on the part of enterprising native teachers.

<i>Master's salary.</i>	
Salary.....	130
House rent.....	20
<i>Half the school fees.</i>	
Assistant do.	
Salary.....	50

7. That one or other of these schools may fail, is not improbable, but that they should be a failure as a whole, is difficult to be conceived. Whereas the happiest result may, the Committee think, be fairly anticipated. In conjunction with the schools already in existence, there will be room for a spirit of honorable rivalry among the teachers, to excel in the number, discipline and progress of their scholars,—a spirit which, it will be the business of the Committee to excite and maintain by periodical examinations of the schools in the presence of each other and of the public, by engaging to send their probationers for the office of teacher to the best taught school, and by rewarding the teacher of such

school whether he be the teacher of a Government school or otherwise with a

“Choose the best conducted elementary school in the department—that which is in the hands of the master of greatest ability and trustworthiness. Annex to this school a class called Normal, in which the same master will teach his art to a certain number of young men who are willing to come to it to form themselves for school masters. By this plan before six months are over, you may have in each department an excellent little Normal school, which from year to year, you can improve, extend and enlarge. The plan which I propose does not commit you to any future measures, yet it at once covers France with Normal schools which supply our first wants. It is for time, zeal and diligence to do the rest.”

monthly addition to his salary. A Normal school will thus spring up spontaneously, and this is precisely the way in which according to Professor Cousin of Paris it ought to spring up. His advice to the French Minister of Public Instruction is so intimately connected with the present subject, that the passage is inserted in the margin.

8. To call forth respectable candidates for the Normal class, it is highly desirable that the Committee should be able from the first to point to certain *advantages* which will be annexed to the office of teacher in a Government school, and in settling *these* is both a Scylla and a Charybdis to be avoided. They must be great enough to secure the services of men of talent and character. They must not be so great as to induce the holder of them to despise

* It is hoped that the sum of 5 rupees will be regarded as salary to the school master and not as stipend to the student, and therefore as not militating against the resolution of Government to discontinue stipendary students. It is true that some of those who enter the Normal class with the intention of becoming teachers may afterwards change their minds or be declared unfit for the office, and Government will, in such case, be a loser; but the loss will be small, and it seems unavoidable, for it has been felt and complained for both in England and Scotland. The Normal class need not exceed 20, and a year's attendance upon it should be enough.

the work of teaching poor and stupid children; and perhaps this will best be done by making the advantages of the situation depend not on the *largeness* of the salary, so much as upon its security and permanency.* Let the small monthly sum of 5 rupees be given to the candidate so soon as he is pronounced

qualified for the Normal class, but let the continuance of it depend upon the will of the Normal master. When he is appointed to a situation either at the Presidency or in the provinces, let his salary for the first three years be rupees 20, and half the school fees, but still liable during this period to be removed from his situation at the will of the Committee. After three years service with approbation, let his salary be increased ten rupees and his situation declared permanent,—as permanent as the situation of any other servant of the Company, and let him be allowed the benefit of pension under certain regulations.

9. The Committee is requested by Government “to state its opinion as to the best mode of disposing of the masters at present attached to the English class.” Should the foregoing proposition for the establishment of schools be sanctioned, several situations similar to those they have already held, will be thrown open to public competition, and in case of equality, a preference should be given to those who have already been in the employment of the College.

10. A much more important situation than these teacherships will require by and by to be filled up at the College and might advantageously be filled up at present. A person qualified by his character, talents, attainments

and experience as a teacher, to act as superintendent of all the Government schools about the Presidency and at the same time to discharge the office of a professor of general literature at the college. Under him the Normal class would receive instruction morning and evening, together with such general students as might choose to attend. From the employment of such a person, the Committee expect to derive the greatest advantages, and I am therefore directed to request that the sanction of Government may be granted them to look about for a suitable person and to engage him at any salary not exceeding 400 rupees per mensem. As it is probable, as has been already observed, that a person of the required description will not be obtainable either at Madras or Calcutta, and that it will in consequence become necessary to procure one from Europe, the Committee request that they may further receive the sanction of Government for a sum sufficient to enable them to pay the expenses of his passage out to this country, in addition to the above mentioned salary.

11. In the Honorable Court's letter, No. 39, of 1830, para 16, to the Bengal Government, is the following passage. "You should cause it to be generally known, that every qualified native who will devote himself to the task, (viz. : of instructing his countrymen by translating useful books or by the work of tuition) will be held in high honour by you; that every assistance and encouragement, pecuniary or otherwise which the case may require, will be liberally afforded, and that no service which it is in the power of a native to render to the British Government will be more highly acceptable." In the spirit of this instruction, the Committee beg to propose the following premiums. For the best English school taught by a native in or about Madras, one hundred Rupees. For the best Tamil school taught by a native, ditto, ditto. For the best Telogoo, ditto, ditto, and for the best Hindoostanee, ditto, ditto. Competitors to be required to intimate their intention at least six months prior to the time fixed for awarding the prizes, and to be willing to appear with their schools at the college to be examined.

12. Whilst on the subject of rewards to deserving teachers, the propriety of bestowing rewards on deserving scholars must not be overlooked; for the Committee are of opinion, that no system of education can be expected to be really effective, of which the inducement of remuneration for successful exertion does not form a part. They therefore request that they may receive the authority of Government for the distribution of prizes at the periodical examinations at the schools which it is intended to establish; for which it is proposed to submit the bills periodically for special sanction. And they further recommend, that a sum not exceeding 4,000 Rupees per annum, in the first instance be set apart to maintain scholarships at the college (as soon as that institution shall be fully established) according to the Regulations which they will hereafter have the honor to submit.

13. The sum of the propositions now offered by the Committee, and which I have had the honor to explain in the foregoing pages may be briefly stated to be—1st. The immediate establishment of four schools, located in convenient parts of Black Town, Triplicane and St. Thomé, to consist of from eighty to one hundred scholars each, and to be superintended by a Head master and an Assistant. 2dly—A normal class for the education of teachers alone, to be established as early as practicable, at the best taught

school at the Presidency, whether a Government school or otherwise, from which persons will be selected as they become qualified for the superintendence of schools in the provinces—3dly. The establishment of a college in the true sense of the term, at the present college, as soon as the materials for such an institution are obtainable—4thly. The engagement of a well qualified person to lecture at the college, and to teach the normal class, as well as to exercise a general superintendence over all the schools—5thly. The holding out premiums to the teachers of the best conducted schools—6thly. The distribution of prizes at the periodical examinations at the schools and the foundation of scholarships at the college. There remain of course a variety of details which it will be the business of the Committee to settle and arrange hereafter, but which do not appear to require a particular mention in the present report. In conclusion I am directed to submit the annexed estimate of the expense attending the immediate establishment of four schools as proposed above, which if approved of by Government, the Committee beg leave to request may be sanctioned, and the sums therein noted, placed at their disposal from the present date.

I have the honor to be, &c.

COLLEGE, }
18th August 1836. }

(Signed) R. B. SEWELL,

Acting Secretary.

Estimated expense attending the immediate establishment of four schools, in Black Town, St. Thomé and Triplicane.

Salary and House rent of 4 Head masters at 150 Rupees each.....	600 0 0
Ditto of 4 Assistant masters at 50 Rupees each.....	200 0 0
House rent for 4 Houses at 50 Rupees each.....	280 0 0
1 Peon 1 Sweeper to each school at 7 and 3½ Rupees each.....	42 0 0

Total of monthly expenditure.. 1,122 0 0

A contingent bill for school furniture and sundries will be submitted separately.

(Signed) R. B. SEWELL,

Acting Secretary.

APPENDIX R.

MINUTE BY LORD AUCKLAND, 24TH NOVEMBER 1839.

I have not hitherto, since I assumed charge of the Government, recorded my sentiments at any length on the important questions which regard the best means of promoting education amongst the natives of India. The subject is one of the highest interest, and especially calls for calm consideration and for combined effort. But unhappily I have found violent differences existing upon it, and it was for a time, (now I trust past or fast passing away,) a watchword for violent dissension, and in some measure of personal feelings. I judged it best, under these circumstances, to abstain from what might have led me into unprofitable controversy, and to allow time and experience to act, with their usual healing and enlightening influence, upon general opinion. I may earnestly hope that we are now not very far remote from arriving at some satisfactory result in

respect to our education controversies, and I will approach the topic with the hope of contributing in some degree to this end.

2. Annexed to this paper will be found a note* compiled by Mr. Colvin, containing a condensed view of the principal facts, and of occasional notices of some considerations suggested by them, which relate to the general progress and present condition of the plans of native instruction as pursued in different parts of India, and of the tenor of the most important directions on the subject of public instruction which have been received from the Honorable the Court of Directors; and with reference to those facts, as they apply particularly to the progress effected in the different Presidencies, and to the circumstances which have come under my observation, when at the seat of several of our institutions in Bengal, I will endeavour to state with all fairness the conclusions to which I have brought my mind on this subject.

3. I have first however to state my opinions on two specific references connected with the questions which are before me from the President in Council,—the one relating to the appropriation of funds heretofore assigned to particular institutions, and the other to Mr. Adam's scheme for the improvement of the indigenous schools in the Bengal and Behar districts.

4. Before entering on the details of the first of these subjects, I may observe that it may in my opinion be clearly admitted, and I am glad from the papers before me to see that this opinion is supported by the authority of Mr. Prinsep, that the insufficiency of the funds assigned by the state for the purposes of public instruction has been amongst the main causes of the violent disputes which have taken place upon the education question, and that if the funds previously appropriated to the cultivation of Oriental literature had been spared, and other means placed at the disposal of the promoters of English education, they might have pursued their object aided by the good wishes of all. In the Bengal Presidency, with its immense territory and a revenue of above 13 millions, the yearly expenditure of the Government on this account is little in excess of 24,000£ or 2,40,000 rupees, and I need not say how in a country like India, it is to the Government that the population

Parliamentary Grant.....	8,888
Interest on Government Notes	3,030
Madrisa.....	2,666
Sanscrit College	2,055
Delhie Escheat Fund	250
Benares College	1,701
<i>Agra College.</i>	
Endowment of villages	1,175
Interest of Government Notes.....	622
	1,797
	20,387
	Per mensem Rupees...

must mainly look for facilities in the acquisition of improved learning. There is, I well know, the strongest desire on the part of the authorities, both in England and India, to support every well arranged plan for the extension of education, and the despatches of the Honorable Court are full of the evidence of their anxiety on the sub-

ject. I may cite in particular the declaration of a despatch of the 18th February 1824. "In the mean time we wish you to be fully apprized of our zeal for the progress and improvement of education among the natives of India and of our willingness to make considerable sacrifices to that important end, if proper means for the attainment of it could be pointed out to us." Such, we may be assured, is the feeling by which the Court is up to this time

* Note.—This note is not inserted here, the various topics to which it refers having been fully treated in Lord Auckland's Minute.

guided, and the difficulty has been not in any unwillingness to grant the money necessary to give effect to good plans, but in framing such plans, on principles admitted to be satisfactory, and in finding fit agents for the execution of them. I have alluded to the limited amount and to the existing appropriation of our present funds, not certainly with the slightest idea of casting reproach upon the previous course of administration, but merely as a fact which is of importance in its bearing upon former discussions. The sum immediately at command was limited. Parties wishing to promote the diffusion of knowledge in different forms contended eagerly, the one to retain, the other to gain, that sum for the schemes to which they were respectively favorable; and had fresh sums been at once procurable, no one might have objected to their employment for a full and fair experiment on the new ideas which began to prevail. The inference to which I would point from these facts and observations is that a principle of wise liberality, not stinting any object which can reasonably be recommended, but granting a measured and discriminating encouragement to all, is likely to command general acquiescence, and to obliterate, it may be hoped, the recollection of the acrimony which has been so prejudicial to the public weal in the course of past proceedings. The Honorable Court have already, as was to be expected, acted on this principle. They have made a separate grant for the publication of works of interest in the ancient literature of the country to be disbursed through the appropriate channel of the Asiatic Society, and this measure is one which has been hailed with universal satisfaction.

5. On the merits of the first of the two questions immediately referred to me, which I would consider in the spirit which I have here commended, I would at once say, on the position that the Government has given a pledge that the funds heretofore assigned to particular institutions shall continue to be so for ever appropriated, that I cannot hesitate to express my conviction that the acts or intentions of the Government will not justly bear this very exclusive and restrictive construction. I remember the discussion of April 1836, and certainly I did not understand that the Resolution to which the Government then came was intended to have the force of a particular guarantee of the expenditure, *wholly within each institution*, (whatever might be the nature of the instruction to which they might be devoted,) of the funds which might have been assigned to it. The plain meaning of the proceedings and the profession of the Government seems to me to have been that, stipends having been everywhere discontinued, it would do nothing towards the abolition of the ancient seminaries of Oriental learning, so long as the community might desire to take advantage of them,—their preservation as *Oriental seminaries* being alone at that time within the contemplation of either party. Had it been intended to promise that, whether Arabic, Sanscrit, or English were taught, the particular institutions should at all events be retained, the meaning would surely have been expressed in much more distinct terms. My impression of the state of the case is briefly this—that the General Committee viewing the maintenance of the Oriental colleges, on the footing to which I have referred, as prescribed and secured, proposed to consolidate all separate grants into one general fund, the saving of which, after the Oriental colleges should have been thus provided for, should be held by them to be clearly applicable to their general purposes. The answer of the Government on 13th April 1836, after a discussion in which I in the first instance expressed a willingness to assent to the propositions of the Committee, was in these guarded terms—“*under existing circumstances*, the Government in India thinks *it will not be advisable* to make the consolidation into one fund of all grants, made heretofore by Government for

purposes of education, as suggested by the Sub-Committee of Finance, nor does His Lordship in Council imagine that the Committee *will be put to much inconvenience* by drawing its funds separately as heretofore and crediting them, whether derived from a Government monthly grant or from the interest of stock previously accumulated, to the particular seminaries to which they have been assigned, leaving any excess available in any institution to be appropriated *as may appear most equitable* with reference to the orders of Government, 7th March, 1835, and the pledges and assurances that may have been given to particular institutions." The alteration of the words "belong" to "have been assigned" as marked above, will shew the spirit of compromise amongst varying opinions in which the draft was agreed to. There was here no statement that the consolidation was a thing wholly out of the question. The diversion of funds from particular institutions was admitted as a measure which might or might not be proper, and (the circumstances of all institutions not being before the Government) there is a reservation for the pledges and assurances "*that may have been given*" to some of them. Under such a reservation, if a specific promise in perpetuity of a particular sum to a particular institution could be shewn, such a promise would have of course to be respected; but otherwise by these orders of April 1836, things were left exactly as they stood before. Whilst, however, I am bound to declare that such is my distinct impression on the subject, and whilst for one I would reject the strict principle of absolute and irreclaimable appropriation, I am yet strongly of opinion that it will be best on every account to dispose of the question on the principle of a liberal consideration to all wants and claims. I see no advantage to be gained in this case by a close contest for strict constructions, and having taken a review of money estimates and of local wants, I am satisfied that it will be best to abstract nothing from other useful objects, while I see at the same time nothing but good to be derived from the employment of the funds which have been assigned to each Oriental seminary, exclusively on instruction, or in connexion with, that seminary. I would also give a decided preference, within these institutions, to the promotion in the first instance of perfect efficiency in Oriental instruction, and only after that object shall have been properly secured in proportion to the demand for it, would I assign the funds to the creation or support of English classes. At the same time, I would supply to the General Committee of Public Instruction from the revenues of the state any deficiency that this Resolution might cause in the general income at their disposal. And if they should already have partially used for other objects the savings arising from the seminaries supported by special funds, I would, in re-calling such savings, protect the General Committee from loss on

	Amount of Stipends, December, 1834.	Per annum.
Calcutta Sanscrit College.....	696	8,352
Madrassa.....	654	7,848
Benares College.....	348	4,176
Agra ditto.....	480	5,660
Delhi ditto.....	627	7,524
		<hr style="width: 100%;"/>
		33,560
Deduct one-fourth		8,390
		<hr style="width: 100%;"/>
		25,170
		<hr style="width: 100%;"/>

that account. The statement in the margin will shew the contribution from the Revenue which this final settlement of the subject will occasion. It will be perceived that, calculating from the amount of stipends as they existed untouched in the end of 1834, and deducting one-fourth as required at all events for the Oriental colleges under a scheme of scholarships, such as I shall

hereafter state that I would approve, the additional annual disbursement from the Treasury will be about 25,000 rupees, and perhaps there may be 6,000 rupees more per annum, on account of the office, which has been abolished, of Secretary to the Sanscrit college at Benares. I am well persuaded that the Honorable Court will approve of our having closed these controversies at this limited amount of increased expense. I would, upon this understanding, willingly join in the direction sent to the General Committee in the letter of Mr. Prinsep, on the 31st of July last, "to avoid making any alienation" (from the assigned funds of the Oriental institutions) without previously "soliciting the sanction of Government." They should, as I have said, be desired to appropriate the funds within the Oriental colleges, first to Oriental and then to English instruction. I would not on any account admit the extension of the system of scholarships within these colleges beyond the general proportion, (which should be on a liberal scale) allowed elsewhere; for this would be an excessive and artificial encouragement which might be justly objected to. But I would secure the most eminent professors for the colleges. I would encourage the preparation, within the limits of the funds, of the most useful books of instruction, such as of the Siddhants and Sanscrit version of Euclid, which Mr. Wilkinson has urged upon us, and I would provide in some form, which the General Committee should be required to take into early consideration, for an improved and effective superintendence of the Oriental colleges of the North Western Provinces, where I know that such a supervision is very obviously required. Funds that might still remain available could be doubtless to much advantage devoted to European instruction in union with those particular institutions, and I should look with very warm interest to an efficient scheme for imparting English education to Mahomedans at the Madrissa in Calcutta.

6. The other reference made to me is with regard to Mr. Adam's plan for the improvement of indigenous schools and teachers. I would observe upon it that it is impossible to read his valuable and intelligent report, without being painfully impressed with the low state of instruction as it exists amongst the immense masses of the Indian population. Attempts to correct so lamentable an evil may well be eagerly embraced by benevolent minds. Yet I cannot but feel with the President in Council that the period has not yet arrived when the Government can join in these attempts with reasonable hope of practical good. When Mr. Adam enforces his views "for the instruction of" "the poor and ignorant, those who are too ignorant to understand the evils of" "ignorance, and too poor, even if they did, to be able to remove them," the inference irresistibly presents itself that among these is not the field in which our efforts can at present be most successfully employed. The small stock of knowledge which can now be given in elementary schools will of itself do little for the advancement of a people. The first step must be to diffuse wider information, and better sentiments amongst the upper and middle classes; for it seems, as may be gathered from the best authorities on the subject, that a scheme of general instruction can only be perfect, as it comprehends a regularly progressive provision for higher tuition. In the European States where such systems have been recently extensively matured, this principle is, I believe, universally observed. There is a complete series of universities in great towns, of academies in provincial divisions, and of small local schools, all connected in a combined plan of instruction. The extension of the plan to the parish or village school has been the last stage, as must naturally have been the case, in the national progress. Mr. Adam's plan contemplated such a rise

of able pupils from the village to the Zillah schools, but the suggestion could not immediately have effect. Here we are yet engaged on the formation and efficient direction of our upper institutions. When, indeed, the series of vernacular class of books for our single Zillah schools, which is still a desideratum, and to which I shall subsequently refer, shall have been published, and their utility shall have been established by practice, Mr. Adam's recommendations may be taken up with some fairer prospect of advantage. For the present I would confine our measures in reference to his reports, to injunctions on the General Committee that they bear in mind his particular suggestions and objects in determining on the series of class books referred to. I would submit the plan to the Honorable Court for the expression of their sentiments and wishes, and in the collection of information for an eventual decision, I would make use of the experience which the Bombay measures of village instruction, alluded to in the note annexed, will have afforded. For this purpose I would communicate Mr. Adam's report to the Government of Bombay, and ask how far the scheme which he describes is in accordance with that which is pursued in the provinces of that Presidency, and what opinion may be formed from the result already obtained by their village schools, of the propriety of carrying out Mr. Adam's plans in their important parts. The encouragement to *existing school masters*, which is the leading suggestion in Mr. Adam's plan, will probably have been largely tried at Bombay, and the extent to which those school masters have reaped improvement under such encouragement will be a most interesting subject of enquiry. I learn also in the course of my enquiries regarding the previous progress of education in India, that a School Society existed for some time in Calcutta, the operations of which were directed with partial success to the amendment of indigenous schools. Mr. Hare will probably be able to explain the history of this Society, which drew a grant of 400 or 500 rupees a month from Government, and to give also the causes of its extinction: I would ask this gentleman to favour Government with a report regarding that Society. And I would conclude upon this subject by recording my opinion that, when such a scheme as that proposed by Mr. Adam comes to be tried, the arrangements for introducing it should be on a liberal and effective scale, and that it ought not to be undertaken at all, until the Government is satisfied that it has at command a thoroughly zealous and qualified superintendence.

7. Having said thus much in answer to the references made to me by the President in Council, I would proceed to record my observations upon the topics which seem to me most important in regard to our plans of education. I strongly feel that, in all that we can do, we must be prepared for much disappointment in our early efforts to satisfy the demands made upon us on this subject. By some it will be lamented that we do not at once perfect enlarged schemes for general education. By others it will be regretted that what we do for the best pupils of our few seminaries seems to produce so partial an effect. Feelings of this nature will attend us in whatever attempts we may engage for the improvement of any branch of our Indian Government. Our governing and instructed class belongs to a highly civilized community. It is in active and increasing intercourse with the European world, where, in an advanced state of society, skill and enterprize are daily gaining new triumphs. It is naturally impatient for the introduction in India of every plan which has, though probably after repeated trials and failures, been adopted with success in European countries. And the spirit of free discussion excites benevolent minds to bring forward the most extensive projects. On the other hand,

we are dealing with a poor people, to the vast majority of whom the means of livelihood is a much more pressing object than facilities for any better description or wider range of study. Our hold over this people is very imperfect, and our power of offering motives to stimulate their zeal is but of confined extent. The agency which we can employ for reform is extremely narrow and liable to constant derangement. Of those who are willing to devote their energies to the business of giving or superintending instruction, Oriental scholars are apt to be unduly prepossessed in favour of acquirements obtained by much labour, and to which they are indebted for their reputation; while mere European scholars are liable to be ignorant of, and neglect national feeling, or are at all events incompetent to make a proper use of native means for the execution of their plans. Where even the mind of an able pupil has been greatly informed and enlightened, the knowledge gained by him may seem to produce no adequately corresponding result in after life. The student may stand alone in the family or society of which he forms a part. These can very generally have few feelings in common with him, and he may be unhappy and discontented in his peculiar position, or he may yield to the influences by which he is surrounded, and accommodate himself to the sentiments and practices which his reason had taught him to disapprove. Add to this, that if he finds that his knowledge opens to him the prospect of advancement, he will, under a restricted competition, be over confident in his own powers and unreasonable in his expectations, while at the same time he will be tempted to relax in the exertions necessary to maintain, or carry forward, the standard of proficiency at which he had arrived. These are circumstances, of the operation of which we must all, I think, in a greater or less degree have had practical experience. I can only say upon them that we must neither entertain sanguine or premature hopes of general success, nor yet allow ourselves to be seriously discouraged. We must be content to lay even the first rude foundations of good systems, and trust for the rest to time, to the increasing demand of the public and of individuals for the services of educated men, to the extension which must every year take place of the agency for instruction at the command of Government, and to the certain effects of the spread, however slow, of knowledge, and of the gradual growth of wealth and intelligence in the community.

8. I would in now offering my opinions and suggestions on the present practical directions of our plans, desire to consider the question of our educational policy as one of interest to every portion of the empire, without minute reference to merely local and temporary discussions. I am aware that we are yet in expectation of the orders of the Home Authorities on the subject of the changes in the scheme of education in Bengal, which were adopted by the Government in 1835. But I would not on this account longer withhold the explanation of my own sentiments on the course which should be adopted, and I do not anticipate that in what I shall propose, I shall be found to have deviated in any material degree from the wishes of the Honorable Court.

9. I would first observe that I most cordially agree with the Court in their opinion, which is quoted in paragraph 45 of Mr. Colvin's note, that, with a view to the moral and intellectual improvement of the people, the great primary object is the extension among those who have leisure for advanced study, of the most complete education in our power. There cannot, I think, be a doubt of the justice of their statement that "by raising the standard of instruction among these classes, we would eventually produce a much greater and

“ more beneficial change in the ideas and feelings of the community than we can hope to produce by acting directly on the more numerous class.” It is not to be implied from this that in my view elementary education for the mass of the people is a thing necessarily to be neglected, or postponed for an indefinite period, but it will have been seen that the hope of acting immediately and powerfully on the mass of the poor peasantry of India is certainly far from being strong with me. And the practical question therefore, to which I would before all others give my attention, is to the mode in which we may endeavour to communicate a *higher* education with the greatest prospect of success.

10. One mode which has been ably contended for is that of engrafting European knowledge on the studies of the existing learned classes, of the Moulvees and Pundits of India. I confess that from such means I anticipate only very partial and imperfect results. I would, in the strictest good faith, and to the fullest extent, make good the promise of upholding, while the people resort to them, our established institutions of Oriental learning. I would make those institutions equal sharers with others in any general advantages or encouragements which we are satisfied ought to be afforded, with a view to the promotion of due efficiency in study. I would, from the funds which have been before allowed to them, assist in them, as I have already said, any judicious plans for ameliorating the course of study, as by aiding the publication of works which may seem likely to be decidedly useful to the students. Nor am I at all disposed to undervalue the amount of sound education and morality which is to be acquired at these seminaries, even without calling in the resources of European science and literature. I will not profess deep respect for the mere laborious study of a difficult language, or of the refinements and subtleties of scholastic learning. But sensible, as assuredly I am, of the radical errors and deficiencies of the Oriental system, I am yet aware that the effect of all advanced education, and I will add especially of a Mahomedan education, is in cherishing habits of reflection, of diligence, and of honorable emulation; that it tends also to elevate the tone of moral character, though its practical effect is unfortunately too frequently marred by the domestic and social habits of Oriental life. Judging however, from the common principles of human nature, and from such experience as is referred to in the case of Mr. Wilkinson at Bhopal, it is not to the students of our Oriental colleges, trained, as it will be admitted that they are, in a faulty system, to which they are yet naturally and ardently attached, that I would look for my chief instruments in the propagation of a new knowledge and more enlarged ideas. It was not through the professors of our ancient schools, but by the efforts of original thought and independent minds, that the course of philosophical and scientific investigation and of scholastic discipline was for the most part reformed in Europe. The process of translation, it is to be added, into the learned languages must unavoidably be so slow, that, on that account alone, the arguments in favor of a more direct method of proceeding appear to me conclusively convincing.

11. Another class of recommendations is that all the leading facts and principles of our literature and science be transferred by translations into the vernacular tongues. Mr. Hodgson in his book on education, says; “As a practical measure for the immediate adoption of Government, I have no hesitation in saying that to found a college for the rearing of a competent

“ body of translators and of school-masters, in other words, for the systematic supply of good vernacular books and good vernacular teachers (leaving the public to employ both, in case the Government fund be adequate to no more than the maintenance of such college) would be an infinitely better disposal of the Parliamentary grant than the present application of it to the training of a promiscuous crowd of English smatterers, whose average period of schooling cannot by possibility fit them to be the regenerators of their country, yet for whose further and efficient prosecution of studies, so difficult and so alien to ordinary uses, there is no provision nor inducement whatever.”

12. But those who support this course overlook in the first place the extreme practical difficulty of preparing any very extensive course of translated or adapted works. We are speaking now of *the means of an advanced and thorough education*, and not of a limited series of works for the purposes of common instruction, to the compilation of which, as I shall have immediate occasion to remark, I am entirely favorable. The difficulties of translation have been illustrated by our knowledge of what has been effected at Bombay, where the object has been prosecuted with much zeal, and I have annexed to this minute, a list of the works which have been prepared in Arabic by the European Officers attached to the service of the Pasha of Egypt, and it will be seen how very confined the number is, excepting in works of Military, Medical, or other science. The clear truth seems to be that works of science may, at least to some considerable extent, (their range being necessarily contracted) be rendered into other languages within a comparatively moderate period, but the translation, within any time the extent of which we could reasonably calculate, of any thing like a sufficient library of works of general literature, history and philosophy, is an impossible task. I have only, therefore, to conclude on this point by stating my entire concurrence in the opinion which has been quoted in the note from a despatch of the Honorable Court to the effect “ that the higher tone and better spirit of European literature can produce their full effect only on those who become familiar with them in the original languages.”

13. I would then make it my principal aim to communicate through the means of the English language, a complete education in European literature, philosophy and science to the greatest number of students who may be found ready to accept it at our hands, and for whose instruction our funds will admit of our providing. All our experience proves that by such a method, a real and powerful stimulus is given to the native mind. We have seen that in Bombay, as at Calcutta, from the time at which effective arrangements have been made for the higher branches of instruction in English, the understandings of the students have been thoroughly interested and roused, and that the consequences have wonderfully, to use the words of the Calcutta Committee of Public Instruction in 1831, “surpassed expectation.” The difficulty which attends this course is the very important one, not of principle, but of practice, namely, that the wants and circumstances of our Indian population bring to our colleges so few who desire, or are able to receive from us the complete English education, which it is our object to impart to them. Those who look with greater confidence to other methods of diffusing knowledge in this country, dwell especially upon this difficulty. Mr. Hodgson argues that we have no reasonable ground to hope here for the same wide study of English literature, and subsequent use of the information acquired in it for the purposes of

vernacular composition, as occurred in the different stages of European civilization with reference to the Greek and Roman models, from which that civilization was chiefly derived. His words are, "True the difficult and inapt science of Greece and Rome was in modern Europe first mastered in itself and eventually worked into our own speech and minds. But how? by the employment of means adequate to the end, by the existence of circumstance most powerfully efficient to forward that end. A thousand predisposing causes led a mighty nobility to seek in this lore the appropriate ornament of their rank and station. A church, which monopolised a third of the wealth of the continent, called Rome its mother and Greece its foster-mother, and throughout the great part of that continent, the law, ecclesiastical and civil, was even lingually Roman. Hence the magnificent endowments and establishments and permanent inducements of all kinds by which a difficult and exotic learning was at length effectually naturalized amongst us. Hence the scholar, if he pleased, might pursue in retirement letters as a profession, assured of a comfortable provision *for life*; or if he pleased, he might devote himself to the task of instructing the scions of a most influential and wealthy nobility, all of them from peculiar association necessitated to become his pupils, whether they profited by his lessons or not, and thereby affording him the certainty of an enduring means of livelihood, or if he pleased, he might pass from the "cloister or the college into the world, and there find the greater part of its most important concerns subservient to the uses and abuses of his peculiar gifts."

14. Mr. Wilkinson has also on different occasions remarked that it seems to him that education in English should be confined for the present to the Presidencies, and to some of the principal provincial stations, as being the only places at which there is yet an actual demand for it.

15. Mr. Adam says of the condition of our English scholars; "Extraordinary efforts have been made to extend a knowledge of the English language to the natives, but those who have more or less profited by the opportunities presented to them do not find much scope for their attainments, which on the other hand little fit them for the ordinary pursuits of native society. They have not received a good native education, and the English education they have received finds little, if any, use. There is thus a want of sympathy between them and their countrymen, although they constitute a class from which their countrymen might derive much benefit. There is also little sympathy between them and the foreign rulers of the country, because they feel that they have been raised out of one class of society without having a recognized place in any other class."

16. But I believe that in all these opinions the practical value of superior English acquirements is very greatly underrated. A familiarity with the general principles of legislation and government, and the power of offering information or opinions upon public affairs in English Reports, (which is the form in which the higher correspondence regarding the British Administration in India will, of course, always be conducted) must be qualifications so directly useful as (not to speak of the recommendations of an improved moral character,) to insure to the possessors of them a preference for the most lucrative public employments, after they shall have acquired that knowledge of life and business, and that good opinion among those who have had opportunities of witnessing their conduct, which mere book-learning never can bestow. There

are as yet, no doubt, circumstances of temporary operation, which will keep for a period our best English scholars from reaping from their studies all the worldly profit which will ultimately accrue to them. Our course of instruction has not hitherto been so matured as to include any efficient and general arrangement for giving that knowledge of morals, jurisprudence, law and fiscal economy, which the Honorable Court have so wisely and earnestly insisted on, and which will be most directly useful in the discharge of administrative duties. There are other obstacles also which for a time may impede our young scholars in their desire to obtain public office. They may over-estimate their own pretensions, and decline to accept the subordinate situations which alone it may at first be thought right to entrust to them. The cure for such exaggerated expectations will come with time. When this class of candidates becomes more numerous, there will be less hesitation with many of them in taking lower appointments. In the mean while, it is known that I am not disposed to adopt any special means, which could be felt as doing injustice to the rest of the community, for connecting our educated English students with the public service. The subject has been fully discussed in my minute in the Judicial* Department of September 4th 1838, the completion of the measures consequent on which I am anxiously awaiting. The scheme proposed by the Honorable the President in Council, to which in that respect I assented in the minute referred to, included, however, the appointment of a limited number of Native Assistants to some of the best of our Zillah Judges, who would be instructed in the forms and practice of office. And so far there would be an immediate opening for the employment of several of our students. The general character of my recommendation in that minute was, however, to establish a test of qualification, before selection for the honorable and responsible situation of a Moonseiff, for *all* candidates, wheresoever and in whatever language instructed, and to procure the compilation and printing of Manuals of legal instruction, in the native tongues, as well as in English, which might be taught every where by private masters, or in public institutions. To the principle of this plan I would steadily adhere. But in our colleges I would carry instruction of this kind further than would be the aim of these Manuals, which would be more proper for use in our common schools. Having thus supplied, suitable aids for the acquisition of the knowledge most requisite in public life, I would look with assured confidence to the recognition by the community of the advantages of an advanced English education, comprizing those branches of study, a conversancy with which would place an instructed native gentleman on a level with our best European Officers. It is true, and no one has more heartily concurred and rejoiced in the determination than myself, that the vernacular tongues, and not English, will be the future languages of the courts and offices in the interior of the country. But this circumstance will in no degree detract from the force of those inducements to English study, of which, as regards the vast and most important correspondence which must ever be conducted in English, I have just spoken; nor need I dwell on the degree to which such inducements will be increased by the mere fact of English being the language of the ruling and governing class in India. This is an encouragement to the pursuit of English that will probably greatly counterbalance the want, which has been justly noticed by Mr. Hodgson, of those motives to its cultivation which would have existed in such strength had English been here, as the classical languages were in the West, the established languages of theology and of law.

* Recorded in the Legislative Department,

17. It will be observed that I have referred chiefly to inducements connected with employment in the public service as likely to lead Indian students to ask admission to our colleges. This, we may be satisfied, is the principal motive which will as yet operate to bring them to any of our educational institutions. Excepting perhaps partially in Calcutta (and possibly, though I am not informed on the point, at Bombay) the wealthy and higher classes of India do not send their sons to public colleges and schools. Those who come to us for instruction are in search of the means of livelihood either in places under the Government, or in situations under individuals, which, in the peculiar constitution of Indian Government and society, bring them, in a greater or less degree, in connection with the public administration. I mention this point as explanatory of the importance to be attached to the nature of the instruction communicated to our students. The remark applies with equal force to our institutions for the study of the classical learning of the East. Putting aside the money stipends which were formerly allowed, the great object of the students in the Sanscrit and Arabic colleges of the Government has been to rise to office as Law Pundits and Moulvies in the Courts. The knowledge which gains for men reputation and profit among the native community, as great religious teachers, or among the Hindoos as proficient in Astrology, is not to be acquired at those colleges, and will best be obtained elsewhere from private native instructors. If there be not a demand for the same number of Law Pundits and Moulvies as previously, the attendance at the colleges may be expected to decline, though in the Arabic in a much less degree than in the Sanscrit colleges; for Mahomedan studies fit men far more than those of Hindoo learning for all the active offices of life.

18. What has been said may suffice to prove that there are weighty and daily growing inducements to the pursuit of English education, if directed with a proper attention to the wants of scholars and to practical results. It remains that means should be furnished, at least to the most promising of the scholars, to continue their studies to the desired completion: as incontestible proof appears to have been given that their poverty would otherwise generally compel them to retire from college as soon after their leaving boyhood as an opportunity of securing a provision for their subsistence might be open to them. On this point I will immediately remark separately, but I would here again say that I am of opinion, in full concurrence with the President in Council, that whatever amount of reward and support for meritorious students may be granted to those attached to our English, should be granted also, in perfectly like proportion, in our Oriental institutions. The pledge to maintain these latter institutions, while resorted to by the people, involves to my mind the clear obligation to maintain them with all the conditions which are judged necessary for the general efficiency of our educational schemes.

19. Assuming upon the preceding reasoning, that our aim as regards those seminaries of highest learning which are not, like the learned Eastern colleges, especially assigned to other objects, should be to communicate European knowledge through the medium of the English language, it is next to be considered what should be the character of the minor academies or schools, such as may probably be eventually established at every Zillah station.

20. I have not stopped to state that correctness and elegance in vernacular composition ought to be sedulously attended to in the superior colleges. This is a matter of course in the scheme of instruction. But a question may

well be raised whether in the Zillah schools, the subject matter of instruction ought not to be conveyed principally through the vernacular, rather than the English medium.

21. I would certainly be much in favour of that course, if I saw any solid reason to believe that instruction of a common order would more readily and largely be accepted from the Government in the one mode than the other. I am quite of opinion that a very valuable amount of useful knowledge may be easily conveyed, when good class books and persons competent to teach from them are provided, through the means of the vernacular languages. And while I am satisfied that some, not trivial amount of moral and intellectual stimulus and improvement is obtained from the minor English schools at present existing, yet the standard of proficiency in them is probably not so great, as that the mass of scholars in them would not be nearly as much gainers from merely vernacular tuition.

22. It is an argument for the use of the vernacular medium in such schools that, after the first expense of preparing school-books has been incurred, instruction in that manner would, it may be expected, be more economical than through English, which requires the employment of an English master on a salary at least two or three times as high as would be adequate for a native teacher who had received an English education, and was at the same time perfectly conversant with his own tongue. Employment as a school-master would also be a natural and proper provision for studious young men, who had gone through a complete course at the English colleges. Such a master would of course be able to instruct a class attached to a vernacular school in the first elements of English learning, so as to lay a foundation for those who wished further to prosecute that study.

23. It is a deduction from the saving which the substitution of Native for English masters in the Zillah schools might produce, that English superintendence over several circles of such schools would probably for a long period be indispensable, and a charge on that account must be estimated for. It is also to be reckoned that the cost of compiling and translating a proper series of vernacular class-books is likely to be considerably greater than might at first be supposed.

24. I would speak with much respect of the authority of Mr. Wilkinson on this subject. But I will avow that I am by no means convinced of the applicability of his system or suggestions to the objects of a common education. It is, at least, not certain that he will in the end carry the body of Hindoo Astronomers along with him in his correction of prevalent errors. In any event it is not the abstruse parts of Mathematical science which could be of use in our Zillah schools. In fact Mr. Wilkinson's system is almost wholly dependent on his own eminent personal talents and exertions, his admirable zeal, his great knowledge, the weight of his excellent character, and perhaps also, it should not be concealed, the influence attaching to his position as the British Political Agent. It would not be safe to draw conclusions as to what may best be done by ordinary agents within the British Provinces from what may have been accomplished in vernacular instruction by Mr. Wilkinson in Sehoré. Some of his remarks too as to the failure of attempts at English education within foreign states are not good grounds for anticipating failure within our own districts, where other circumstances and motives are in operation.

25. I do not admit into this discussion the question of promoting at the present time the formation of a body of vernacular literature. Instruction through the vernacular languages, to a definite extent for ordinary purposes, may possibly be, as the readiest mode to the attainment of those purposes, proper and desirable. But any thing like a body of enlarged literature can, I am thoroughly convinced, be created only with time, by the unprompted exertions of private authors, when a general demand for such literature shall have arisen among the people. The Honorable Court have in a passage which has been quoted, declared themselves strongly in favor of a liberal encouragement of native private authors and translators, and I would by no means dissent widely from their views; though the encouragement must be given with judgment, or the Government will be constantly in hazard of aiding mediocrity or premature and ill-directed efforts. But these are considerations apart from the settlement of the plans of school instruction on which we are now engaged.

26. I have thus stated what has seemed most important on the subject of introducing the vernacular medium in our common District schools—I mean as to the general principle of such a change; for the measure could not be named as one for very early adoption, with no class books prepared, or teachers versed in those books yet trained for their duties. And as the contrary system has been actually established, it is right that, unless urgent reasons for abandoning that system demanded attention, it should be fully tried, with the improvements of which it may fairly be susceptible. We may be said to have two great experiments in progress, one in the Bengal, the other in the Bombay provinces,—the provincial education being in the former conducted chiefly through the English, in the latter almost, if not quite exclusively, through the vernacular languages. It will be most interesting that both experiments shall be closely watched, and thoroughly developed. It is possible that in Bengal, in aiming at too much, we may have withheld some facilities for acquiring knowledge which might otherwise have advantageously been left open. And in Bombay the standard of proficiency in the Mofussil schools may have been fixed and allowed to remain too low, with no principle in the scheme by which they are regulated which would constantly animate exertion, and maintain a spirit of progressive improvement.

27. The immediate practical question in respect to Bengal seems to be that which I have before mentioned, namely, whether it may be reasonably supposed that a vernacular would be more readily and largely accepted in our District schools than an English education, and on this subject I am not able, after much careful reflection, to discover any reasons which could lead me to answer the proposition in the affirmative. Native youths will not come to our schools to be instructed in vernacular composition. This qualification is more quickly and easily to be attained from other sources. We can in those schools draw little, if any, aid from existing native literature. The desire for the new ideas and information which will be imparted at them must therefore be among the great inducements to attendance, and those who are candidates for such instruction will not, I think, in any important degree be deterred by having to undergo also the labour of learning the English character and language. The fact indeed is, as it is to be presumed from the evidence which has been recorded on the subject, that a knowledge of the English language itself with a view to the business, however humble, of life, is one main object of most of the scholars. It is fortunate that in the pursuit of such an object, they can

be led on to higher studies and ends. For mere instruction of a general nature (such as our masters now give) *through the vernacular* medium, it may, it seems to me, well be doubted whether even the number of pupils would seek our schools who now resort to them.

28. On the other hand, I confess that I regard it as a serious defect in our plans that we have compiled no proper series of vernacular class-books. It is obviously desirable that, as we have vernacular classes, the books used in them should not only be correct and elegant in style, but should be themselves of the most useful description. I would urge also the justness and importance of the advice of the Honorable Court that such a series of class-books should be prepared under one general scheme of control and superintendence. Much expense will thereby be saved, and efficiency greatly promoted. The cost would equitably and willingly be divided among many parties. The works would either be selections from English books of instruction already published, or original compilations adapted for native pupils. In either case the charge of the first selection or compilation in English would be borne in part by the education funds of Bengal, and in part by those of the other Presidencies, especially by those of Bombay, where such works must be urgently required for the vernacular schools in the interior. The new Pautsalah of Calcutta, the projectors of which have proposed a good series of works, would also of course contribute, and aid might be expected from benevolent individuals or associations in different parts of India. The present opportunity is favorable for entering on the undertaking. When the books shall have been prepared in English, they will afterwards, as the Honorable Court have observed, be translated at each Presidency into the vernacular languages current in it, but the first step for all the Presidencies must be the primary compilation. I would, then, place the body, which at Bombay represents the Government in the direction of native education, in communication with the Committee of Public Instruction at Calcutta, and make it my first injunction to the latter Committee in concert with the Managers of the Hindoo College, Pautsalah or others, to draw a definite scheme of the several sets of books wanted for instruction through the vernacular languages in seminaries of ordinary education—then to consider and report by what means, and at what estimated cost, to be distributed among what parties, these books can be drawn up, and with what further cost the printing of them would be attended. With this information before them the Government can determine on the completion of the plan, and on the amount of funds which can properly, independent of the usual income of the Committee, be assigned to it.

29. I need scarcely repeat that I look with particular favor on the suggestions of the Managers of the Pautsalah for including in the list of works, treatises on the elements of Law, general and local, of Political Economy, and of Morals.

30. When the series of class-books shall have been printed, and especially when those further Manuals of the precedents, rules and practice of our courts to which my Minute in the Judicial Department of September 4th, 1838, referred, shall have been added to them and made a part of instruction, it is more probable than at present that students will attend the vernacular classes of our Zillah schools for the sake of the general and practical knowledge to be acquired at them. In that stage of progress it would be my second direction to the Calcutta Education Committee to relax their rule for the dis-

continuance of *separate* vernacular instruction, and to allow students to attend the full course of English or vernacular tuition as they might themselves prefer.

31. The day however when all this can be accomplished may yet be distant. It is easy to wish for and to project such compilations as will be requisite for the purpose, but the means in India for the efficient execution of them are unavoidably limited, and in this respect, as in other parts of our endeavours, we must expect delays and partial disappointments.

32. Meanwhile we have to improve the institutions which are established, and to make the most of them for the great end sought for. My leading recommendation on this point would be so to connect our Zillah schools with the central colleges as to give from the latter to the ablest students of the Zillah schools, a stimulus that will carry them beyond the ordinary range of instruction which is reached by the mass of the Zillah pupils. Without such a stimulus, we shall fall short of the point which we must desire to gain in the promotion of national improvement.

33. This brings me to the question of pecuniary scholarships for meritorious students; for such a stimulus as I have spoken of is scarcely to be given excepting by attaching in some form scholarships of that description to the central colleges, to which the best of the Zillah scholars may be eligible. On the general question regarding pecuniary support to promising students to enable them to perfect their studies I think that I may content myself by referring to the facts and opinions which have been detailed on this point; and I will only therefore profess my decided adoption of the principle laid down by the Honorable Court in the words which I shall again quote from their despatch of September 29th, 1830—“*Provided (they say,) that the privilege of scholarships is restricted to young men who have afforded proof of a peculiar capacity and industry, it appears to us to be a highly useful and proper mode of encouraging and facilitating their acquisition of high attainments.*” My third present direction to the Calcutta Committee would now therefore be to consider and report with all expedition on the details of a scheme for assigning a certain number of scholarships to all our higher seminaries—those in the English and Oriental colleges being in an equal ratio. In consequence of the very general poverty of students I would fix the ratio on a higher scale, say at 1-4th of the number of pupils, if that number “should afford proof of peculiar capacity and industry.” I do not suggest scholarships in our ordinary schools, as the most deserving pupils of these will best be provided for in the colleges, and the average efficiency of such schools can well be maintained by honorary prizes or simple donations of money. Of the college scholarships it may perhaps be the most convenient in the first instance that some should be assigned in regular rotation to be competed for by the pupils of each Zillah school. The amount ought from the commencement to be enough for the decent subsistence of a Native student, and there might be some small increase admitted after a year or two, as an incentive to continued effort. On the other hand the scholarship should be forfeited if a proper standard of attainment were not exhibited at each early examination. I would not grant scholarships for a year only, liable to be then lost if, upon the chance of an examination, another competitor might stand higher on the list; for the uncertain tenure of the emolument would be very unfavorable to hearty consistent study. But I would provide by such safeguards as I have mentioned against

the growth of indolence or indifference in the student. Four years is an ordinary period for holding such scholarships at home, and it may be sufficient here. The following is the scheme of the Flaherty scholarships in the University College, London, taken from the report of the Council of that institution for 1838. "They (the Council) have determined to apply the income of this fund towards the formation of scholarships to be called Flaherty scholarships, which at the same time that they stimulate and reward the exertions of the students, might commemorate the zeal and munificence of this body. This donation, increased by the investment of the surplus dividends until the scholarships are in full operation, together with the sum of £ 250 supplied by the Council out of the funds of the College, will constitute a fund producing £ 200 per annum, which will be sufficient to create four scholarships, each amounting to £50 annually for four years. One of these scholarships will be vacant every year, and it is to be given in alternate years to the best proficient in classical languages, and in Mathematics and in Natural Philosophy. The first is intended to be given in the present year to the best proficient in Mathematics and Natural Philosophy."

34. I would state to the Education Committee that it is the wish of Government eventually to bring the Medical College at Calcutta within our general scheme on this subject. But I would not press any immediate proposition to that effect. It will be enough to request now that the General Committee report especially in each of their successive yearly reports whether they think that the time has arrived at which the assimilation could properly be introduced.

35. The fourth point on which I would at present give instructions to the Education Committee, is as to the preference to be given to rendering the highest instruction efficient in a certain number of central colleges, rather than employing their funds in the extension of the plan of founding ordinary Zillah schools. I would have the places fixed, with reference to extent of population or convenience of locality, at which it should be the aim gradually to build up these efficient central colleges. I would, on a first conjecture, name for them Dacca, Patna, Benares or Allahabad, Agra, Delhi and ultimately, though probably at a distant date, Bareilly. At these places, as well as at the colleges of the Metropolis, the course of instruction should be carefully widened and perfected as opportunities offer. The scholarships to be established at them will provide a class of students, prepared to avail themselves of the utmost advantages which they can afford, and real progress will thus be made, to the good effects of which we can look forward with reasonable hope. The Committee can act on this view only according to the actual state of circumstances from time to time. At Agra and Delhi, there is already a demand for higher instruction which ought to be satisfied with the least delay possible; elsewhere perhaps the condition of the institutions may not call for or admit of immediate improvement. Where there is no strong occasion for the enlargement of the existing schools into colleges, the founding of other schools may occasionally be the best and wisest appropriation of the educational income, but I would point it out to the Committee, that the first of these objects, when practicable, is to have a declared priority of attention. I would especially invite the Committee to report how the studies connected with jurisprudence, government, and morals may be most readily introduced into our superior colleges, and particularly whether very early arrangements cannot be made for the purpose in the Hindoo college at Calcutta. The

revision of the system of scholarships in that college, so as to obviate the too general course of early withdrawal from instruction, which is now complained of, should have early consideration. Another object in these superior colleges ought to be to instruct the pupils, or some proportion of them, for the duties of inferior school-masters ; and to this end, they should be made thoroughly masters of the class-books and legal or other Manuals, which are designed to be used in the lower schools, and with the branches of knowledge which relate to the subjects comprised in them. Lastly, in order to make the greatest use of the advantages of the colleges, I would attentively watch the degree to which the students profit by their access to the considerable libraries which are now attached to many of our institutions. Important deficiencies in those libraries should be promptly supplied. A regular register should be kept of the books read by each student ; the advancement made in general knowledge by the perusal of these books should be tested by examination, and rewards should be given to the most proficient, and the subject of the employment made of the libraries should be one for special notice in the Annual Reports regarding each institution.

36. If instructions founded upon these observations should, with the concurrence of the President in Council, be communicated to the Calcutta General Committee, I would be glad that it should be added to them that, if the Committee should doubt the feasibility of attaching scholarships to central colleges on some such general scheme as has been suggested for the improvement of the pupils of the Zillah schools, they will then submit such other recommendations as they may think most likely to promote the object contemplated by that scheme ; the advancement of the best pupils of the body of our scholars beyond the present scale of common acquirement being regarded as a point of the first importance in our educational plans.

37. I have not more to observe on the immediate guidance of the measures of the Calcutta Committee. Before leaving the subject, however, I would say that the day may come when unity and efficiency of supervision will better be secured by having a single superintendent of our Government seminaries, with an adequate establishment, than by retaining the existing large Committee of Members acting gratuitously in the intervals of other laborious duties, and so numerous as necessarily to cause a frequent inconvenience in the dispatch of business. At present I am satisfied that the varied knowledge possessed by the Members of the Committee renders their services most valuable to the Government, and I would gratefully retain their aid. But I should be happy to receive from them a report of their suggestions on the means of procuring an occasional local inspection of the institutions under their charge. The experience of Sir Edward Ryan, their President, will have convinced him, that there may be great hazard of the interests of education being seriously retarded by the want of such inspection.

38. For the Bombay and Madras Presidencies, it may be convenient to place those Governments in possession of the substance of the review which has been taken of the facts relative to the progress of education in all parts of India, and to communicate to them also the resolution which may finally be adopted by the Government, explanatory of its general views on the suggestions which I have offered, and of the orders that may be issued for the guidance of the Committee in Calcutta. These Governments should be specially invited to co-operate, through the bodies charged with the control of Public

Instruction under their superintendence, in the common object of aiding the preparation of an useful and comprehensive set of class-books, to be afterwards rendered into the vernacular tongues of the several provinces. In this, as in other parts of the Government, it is a matter of high importance that there should be a thorough understanding among the different Presidencies, of the principles observed and plans followed out in each, that the experience of one should be made known for the benefit of all, and that all should work together in the pursuit of the desired result. The Bombay Government I would particularly request to consider the measures which I have contemplated for raising and adapting to native wants the instruction conveyed in the most advanced of our English colleges. I would ask also for a distinct and detailed report on the condition of its Mofussil vernacular schools; the precise nature and range of the education given in them, whether at sudder stations or in the interior towns and villages; the manner in which the teachers at either class of schools are selected and remunerated; whether (as has been before alluded to,) by superintending and rewarding the teachers of the village schools who have not been trained in any of our own seminaries, sensible good has been effected; whether, where there is no regular European superintendence, these interior schools are kept in a state of real efficiency; whether inducements in the grant of scholarships are, and if they are not, whether they may not well be, held out to the best scholars of the Zillah schools to prosecute their studies further, and to acquire an improving knowledge of European literature; what are the general inducements which bring pupils to the schools, and whether good conduct in them ordinarily leads, as appear to have been approved by the Honorable Court, to employment in the public service. It may be explained that under this Government there has been care taken to withhold any thing like a monopoly of the public service from the scholars of its institution; general tests open to all candidates, and selection by local Officers with regard to know character, as well as proficiency in learning, being considered the proper grounds for nomination to public office. If the lads from the schools are drafted largely into official situations, opinions from the European Officers under whom they have served as to the degree of superior fitness exhibited by them would be of value. It is probable that Captain Candy, the Superintendent of the schools in the Deccan and of the Sanscrit college, could condense the materials for such a report and submit it, with his own comments, without much delay. He will especially say whether the general standard of acquirement in the vernacular schools is as forward as he could desire, and whether he would recommend the establishment of English schools, with a due arrangement of merit scholarships, in a few of the interior districts. He will explain also what is his system in regard to the Sanscrit college at Poona, what improvements through the introduction of European knowledge have been attempted and with what success, and what is the extent and promise of the English classes.

39. Of the Government of Madras, I would ask for information of the present state of education under the direction or encouragement of the State, within those territories, and as to what proceedings were taken consequent on the expressed desire of the Honorable Court for the foundation of an English college at Madras. The Madras Presidency is remarkable in India as being that in which a knowledge of the mere English language is most diffused among all who are attached in public or private capacities to European Officers; but comparatively little appears, on any reports before me, to

have been done in order to make such a knowledge conducive to moral and intellectual advancement.

40. In concluding this paper I have to express my regret if it should have extended to an inconvenient length. But the importance of the subject will be my excuse with my colleagues for my having treated it in this manner, with a view to the suggestion of such practical conclusions as may correct existing defects, diffuse more accurate information, and possibly have some effect in satisfying and reconciling opposite opinions.

(Signed) AUCKLAND.

Delhi, November 24th. 1839.

APPENDIX S.

MINUTE BY LORD ELPHINSTONE, 12TH DECEMBER, 1839.

No part of our Indian policy exhibits a greater improvement, and is more honorable to our rule than the attention which has of late years been paid to the subject of the education of the people.

Undeterred by the narrow considerations of jealousy and distrust, and by the influence still more difficult to be overcome of that prejudice which depreciates the native character, while it adopts one of its worst features and induces a self-complacent contemplation of European superiority and a contemptuous apathy to the advancement of the millions by whom we are surrounded, our countrymen have understood the great duty which has devolved upon them, and the Government of British India has not shrunk from taking its part in the task. As long ago as 1780 the first institution founded by the British Government for the education of native youth was established by Mr. Warren Hastings; his example was followed by subsequent Governors General, but, the subject not being properly understood, little advantage was for a long period derived from these attempts. Of late years, however, it has attracted the particular attention of some of the most capable individuals in the country, who, profiting by the experience of the past, have extracted from the imperfect materials before them much useful information. Reasoning from which, and from other contemporary evidence, they have been enabled to lay down upon broad and comprehensive principles, the ground-work upon which any system of education to be generally useful must be founded.

It is, I know, a matter of regret and of reproach to Madras, that, while so much has been done at the other Presidencies, so little has been effected here, but I believe that, if we now thankfully avail ourselves of their experience, we shall keep clear of many difficulties with which they have had to contend; and indeed I hope that we shall be able by exertion and perseverance to gain our proper position, and to compete in the race with our neighbours.

The subject has long forced itself upon my attention, and I should ere this have brought it to the notice of the Board, if I had not felt a difficulty in finding that my views were incompatible with the recommendations of the

Committee of gentlemen who had been appointed to report upon the subject previous to my arrival in this country.

This made me pause, and I have endeavoured by conversation and correspondence with those whom I thought best able to assist me, and by such other means as lay in my power, to make myself better acquainted with the subject. The result has been to confirm me in my first opinion, and I have only to regret the delay which has been occasioned by this circumstance, and by the pressure of other business.

I need not go back to the history of the attempts which have been made in this Presidency to introduce a general system of education. Sir Thomas Munro has reviewed the state of education upon to his time in his Minute of December, 1825, and the Minutes of Consultation of the 18th May, 1836, succinctly trace all that has been done since that period.

These endeavours having produced nothing but disappointment, were then ordered to be discontinued; a new direction was to be given to our efforts, and the plan which has been found to succeed in Bengal and Bombay was to be introduced, with such modifications as local circumstances might require at Madras. To suggest the best mode of carrying this resolution into effect a Committee was appointed, and here I must confess, in my humble opinion, was an error; for with the views of the General Committee at Calcutta, and of the Supreme Government in our hands, which, founded on experience, contain every thing requisite at the outset of our undertaking, I conceive that the initiative ought to have been taken by this Government, who might have proceeded at once to lay down the principles upon which the new system was to be based, the objects chiefly to be kept in sight, and the general outline of the plan.

The principal points urged upon our attention by the Supreme Government and the General Committee are:—

1st. The discontinuance of the system of frittering away the sums allowed for educational purposes, upon mere elementary schools and upon eleemosynary scholars.

2d. The establishment of a collegiate institution at the Presidency, upon the plan of the Hindoo college at Calcutta.

3d. The encouragement of native co-operation and confidence, by joining the most influential and respectable natives with Europeans in the management of the institution.

It appears to me that all these essential points have been more or less overlooked by the Committee appointed on the 18th of May, 1836. Their attention appears to have been almost entirely confined to one point, viz; the establishment of a Normal school or class; to obtain which they propose to begin with endowing four elementary schools in different parts of Madras, these to compete with the schools already established by private subscription, and which are either exclusively for Christian children of various denominations, or else intended for the propagation of religious doctrine—the Normal class to be ingrafted on the best school, whether it be one of the four supported by Government or not.

It is plain that this proposition falls far short of the views of the Supreme Government and of the recommendations of the General Committee, if indeed it is not directly opposed to them.

The latter doubt the advantage of even two English seminaries at Madras, and advocate a single collegiate institution as the best means of affording facilities of liberal education to the community, and of supplying properly qualified native masters for other schools. But there are other objections to the plan proposed by the Madras Committee.

The manifest expediency and *necessity* of carrying the influential portion of the natives along with them, seems to have been entirely overlooked. Although permitted to associate with themselves any natives whose co-operation might be deemed useful or desirable, they do not appear to have done so in a single instance. The same disregard of native opinion is apparent in the recommendation to ingraft the Normal class indifferently upon a Missionary or a Government school, thus confounding and blending, as it must appear in their eyes, the object of both. Neither does it appear to me the least objectionable part of this proposition that the Normal class may thus become a part of an institution which is not only removed from the control of Government, or of any regularly constituted Board or Committee for the superintendence of Public Education, but subject, possibly, to influences most distasteful to the natives generally, and which might be fatal to the very object sought.

It is not to be expected that we should have the cordial co-operation of the natives of influence and respectability in such a plan as this, and it will not be denied that the success of any plan of national education must in a great measure depend upon such co-operation.

These are my principal objections to the suggestions of the Madras Committee. On the other hand, when I turn to the recommendation of the General Committee at Calcutta, and the letter of the Supreme Government, I find that my opinions are perfectly in accordance with them.

I consider myself, therefore, justified in making them the basis of the plan which I now intend to propose. If it is objected to that this plan is too large, I answer that it has been purposely traced on an extended scale; that by so doing, I hope to stimulate the exertions of the natives, and thus to raise their views to a level with these designs. In the mean time one portion of the scheme which I trust to see carried into immediate effect, is not beyond their immediate requirements; as far as it goes, it is complete within itself, while hereafter it is intended to stand in the same relative position towards the other portion, the college, as its namesake the High school of Edinburgh does towards the college of that city, or as the great public schools in England occupy with respect to the Universities.

But if I have ventured thus to claim an affinity for this part of my plan to great and venerable institutions, let it not be supposed that I have been led away by any fanciful analogy, or by the mere desire of imitation. In every scheme of education which includes the higher branches of study, there must be a separate provision for this purpose, but while a division of educational institutions is necessary, it is highly desirable that the importance of their connexion should not be lost sight of.

Some remarks upon this point by Dr. Wilson, of the General Assembly's

Mission at Bombay, appear to me so just that I shall not scruple to transcribe them. "The connexion," he says, "between the school and college division of our institution is most intimate, for they are both taught under the same roof; and are placed under the same superintendence. This connexion I shall ever seek to maintain. It is of the greatest importance that those who have lately commenced their studies, should see the actual progress of their seniors, that they may be excited to tread in their footsteps, and it is of no less importance, in the present state of native society, that the advanced pupils should be excited to diligence, by seeing a gradual, if not rapid approach to their position, by multitudes of whom at one time they have had a considerable start. Loud complaints are made respecting the pride and pendency of many of the natives partially educated, and the indolence into which they sink before their youth can be said to have passed away, and which strongly contrasts with their former ardour and zeal."

"This is owing to their being constituted gentlemen at large, and scholars at will, without any public sympathy, such as is found in Europe, to press them forward, and any bright examples wooing them to advance. The remedy, I am of opinion, will be found in some such arrangements as we have made, and which I would earnestly recommend to the conductors of all the educational institutions in India, and to the Government itself."

"For the higher department of our institution, we are not entirely dependent on our own school. We have been able to draw materials for it from every similar seminary in this place, and particularly from the schools of the best private teachers. Some of our pupils come from a great distance, and we are most happy to receive them on this very account, that they will prove, when properly trained and instructed, the most effective agents in the illumination of their native districts when they return to them."

I doubt not that similar results may be expected from a similar system at Madras.

It now remains for me to give the outline of the plan which I propose, and which I have embodied in the following resolutions which I trust will be adopted by the Board.

1st. That it is expedient that a central collegiate institution or University should be established at Madras.

2d. The Madras University to consist of two principal departments, a college for the higher branches of literature, philosophy and science, and a high school for the cultivation of English literature and of the vernacular languages of India, and the elementary departments of philosophy and science.

3d. The governing body to be denominated the President and Governors.

4th. The college department to be placed under a Principal and Professors. The high school under a Head master and tutors.

5th. Members of all creeds and sects shall be admissible, consistently with which primary object, care shall be taken to avoid whatever may tend to violate or offend the religious feelings of any class.

6th. It shall form no part of the design of this institution to inculcate doctrines of religious faith, or to supply books with any such view,

7th. No pupils shall be admissible in any department, but such as are able to read and write the English language intelligibly.

8th. Pupils shall pay according to such rates as may be hereafter established by the President and Governors.

9th. Should any sums be hereafter bestowed upon the institution for the purpose of endowing sholarships in the high school or studentships in the college, the students and scholars appointed to them shall be admitted in such manner as may be determined by the President and Governors.

10th. The first President and Governors shall be appointed by the Governor in Council. There shall be 14 Governors, 7 of whom shall be Native Hindoos or Musselmen, besides the President. The appointment of the President and 6 of the Governors shall rest permanently with the Governor in Council.

11th. Vacancies shall be effected by any continued absence from the limits of Madras for the space of two years, or by departure for England or for any permanent residence in any other Presidency, or by resignation addressed to the Secretary, or by removal under order of the Governor in Council.

12th. Every donor to the amount of 5,000 rupees shall if, and while, resident within the limits of Madras, become a life Governor, and if not resident in Madras, shall have power to appoint a Governor who is so resident (subject to the confirmation of the Governor in Council) to hold on the same terms as the other Governors. But in all cases of persons so becoming life Governors, the Governor in Council may appoint a Governor who is not a native, in case such life Governor or his appointee be a native, and the remaining Governors may elect a native Governor in case such life Governor or his appointee be not a native.

13th. The President and Governors shall frame general rules for conducting the current affairs of the institution, and they shall meet not less than once per month, five forming a quorum.

14th. In all questions to be decided by vote, the President shall have a casting vote.

15th. The first business to be done at all meetings when the President shall happen to be absent, shall be to appoint a Chairman who shall possess a casting vote.

16th. All rules and regulations to be made by the President and Governors shall be confirmed within six months by the Governor in Council, in default of which they shall be considered thereafter as annulled.

17th. The Governor in Council shall have power to remove not only any President or Governor, but also all persons holding any office or appointment whatever in the institution. The President and Governors shall have power to remove all persons holding any office or appointment under them in the institution.

18th. In case the Governor in Council shall hereafter appoint any Board of Public Instruction, the members thereof shall be visitors of this institution, and shall have power to call for all papers and information. They shall also elect the eight Governors who are not nominated by the Governor in Council.

19th. The President and Governors shall make one annual report to be furnished to the Governor in Council, or to the Board of Public Instruction, as the Governor in Council shall direct, which report shall contain an account of receipts and disbursements, a list of donors and subscribers, and a general statement of their proceedings, and of the progress of the institution.

I have alluded in these regulations to a Board of Public Instruction hereafter to be appointed. I have already partly given my reasons for not recommending the immediate formation of this body. It appears to me that at the outset of an undertaking of this nature it is desirable that it should be under the immediate care of Government. As the system develops itself and a greater degree of superintendence is required, the intervention of an agency of this kind will become expedient, if not indispensable. Its objects should not be confined to the parent institution which it is now intended to establish, but should embrace all the affiliated colleges and schools which it is hoped may arise in different parts of the country.

To this body also may be entrusted the distribution, subject to the control of Government, of the sum allotted by the Court of Directors for the furtherance of native education.

Notwithstanding the resolution of May 1836, a portion of this sum is still expended on strictly local purposes, which, however laudable in themselves, cannot be rightly considered those to which it ought to be appropriated.

The recent decision of the Supreme Government on our application in favor of the proposed Presbyterian school at the Presidency, although founded upon an erroneous supposition that this Government intended that the building should be a charge against the fund set apart for national education, fully corroborates the view which I have taken of the intention of the Legislature and the Court in regard to this sum. But although I am decidedly of opinion that these grants should be discontinued, and the whole fund reserved for purposes strictly national, I do not mean to propose that they should be at once abandoned. I am happy to say that the surplus now in hand is amply sufficient to enable us to commence upon that part of the scheme which I have already stated is all that I contemplate as immediately practicable, viz. the high school.

The correspondence of the President and Governors with the Government will be carried on in the Public Department, and I shall shortly have the honor of proposing the appointment of a Secretary to the institution.

(Signed) ELPHINSTONE.

APPENDIX T.

EXTRACT FROM A MINUTE BY LORD ELPHINSTONE, 12TH FEBRUARY, 1841.

Para. 10. I now come to the subject of the extension of the system of education supported by Government in the provinces, and though I have strongly advocated the policy of directing our exertions in the first instance to

the enlightenment of the upper classes, yet to use the words of the Governor General, "it is not to be implied from this that in my view elementary education for the mass of the people is a thing necessarily to be neglected, or postponed for an indefinite period," still less do I think that we shall have done enough, even at the present stage of our proceedings, if we content ourselves with establishing the central institution at Madras.

11. According to the plan which has been traced by the Governor General, the first step in extending our operations should be the formation, at some of the principal towns in the interior of superior schools, which eventually might be raised into colleges,—each the centre of a circle of Zillah schools, as the Madras University would be the centre of the Provincial colleges, and of the whole system of education throughout the Presidency ;—thus the link of connection between the Zillah schools and the University would be obtained, and if a few fellowships were endowed at the University, to be competed for by the most advanced students at the Provincial colleges, the same emulation might be created among them, which is anticipated by the Governor General from the foundation of pecuniary scholarships at the latter for the most promising pupils of the Zillah seminaries.

12. In these superior Provincial schools, the English language would be the proper medium of instruction, and if at the outset it should be found impracticable to make an acquaintance with it an indispensable qualification for admission, this must be declared to be only a temporary relaxation of what is hereafter to be an invariable rule. Even in the Zillah schools the Governor General leans to the adoption of the English language.

13. Eventually, when education is more widely disseminated, when schools shall have been established almost in every talook, this would doubtless have the effect of diffusing European knowledge, and of preparing a greater number of young men for the Provincial colleges. Meanwhile the importance of the vernacular languages must not be overlooked. Of these there are a great many in use in the Madras Presidency, and not less than four which are very extensively spoken, namely Tamil, Telooqoo, Malayalum and Canarese ; and although I am of opinion that in the Provincial colleges, instruction should be given hereafter solely through the medium of the English language, yet at the first establishment of these seminaries it may not be possible to insist upon this condition, and even after it shall have been enforced, it may be found on many accounts convenient, to the English masters no less than to the scholars, that they should be so placed as to be resorted to by boys for the most part speaking the same language. I would therefore recommend the establishment of four of these superior schools in the first instance, which might be located at Trichinopoly, Masulipatam, Bellary and Calicut, for the benefit of the Tamil, Telooqoo, Canarese and Malayalum districts respectively.

(Signed) ELPHINSTONE.

APPENDIX U.

LETTER FROM THE COURT OF DIRECTORS, 28TH APRIL, 1841.

Public Department.

Our Governor in Council, at Fort St. George.

Para. 1 We now reply to the undermentioned letters, on subjects connected with public instruction.

Public letter	dated 22d November,	(No. 29)	1833,	para 6.
"	"	"	16th December,	(No. 46) 1834, paras 1 at 4.
"	"	"	2d June,	(No. 13) 1836,
"	"	"	11th February,	(No. 3) 1840, paras 3 at 10.
Revenue	"	"	10th June,	(No. 14) 1834, para 27.
"	"	"	10th November,	(No. 16) 1835, " 15.
"	"	"	16th February,	(No. 3) 1836, " 51.
Answer to public letter	dated 22d November,	(No. 29)	1833,	" 6.
"	"	"	16th December,	(No. 46) 1834, " 1 at 4.
"	"	"	2d June,	(No. 13) 1836,
"	"	"	11th February,	(No. 3) 1848, " 3 to 10.

2. In consequence of our letter to you of the 5th February, (No. 11) 1834, you called upon the Collectors to report upon the state of the Tahsildaree and Collectorate schools which have been instituted by you, with our concurrence, in 1828, and as the returns obtained, showed, in the opinion of the Board of the College and for Native Instruction, as stated in their report of the 6th December 1834, a great failure, they proposed a modification of the plan, which, involving an annual expense of above 90,000 rupees, you referred to the Government of India. In a reply dated the 15th July 1835, the Supreme Government disapproved of the plan of the Board, and suggested, in lieu of it, the foundation at Madras of an effective seminary for instruction in English, and the establishment of provincial English schools according to the funds available for such purposes. In conformity to these suggestions you advise us, on the latter of the above dates that you have formed a Committee of Public Instruction separate from the College Board, and that you propose to establish a Normal school. The first of these measures does not appear to have been attended with the benefit expected from it, and the latter is shewn in the Minute of the Right Honorable the President, of the 12th December 1839, to have been influenced by erroneous views, and to have departed widely from the principles suggested by the Supreme Government.

3. It is unnecessary however to advert more particularly to the recommendations of the Education Committee of 1836, as they were never carried fully into effect, and as they have now been set aside in favor of more decided and judicious arrangements, the adoption of which is announced to us in your communication of the 11th February 1840. In conformity to a plan suggested by your President in the Minute above cited, you have determined to establish at Madras an institution for native education, which is to consist of a college for the higher branches of literature, philosophy, and science, and a high school for the cultivation of English literature and of the vernacular languages of India, and the elementary departments of philosophy and science. This institution is to be at present under the immediate care of the Government. The Education Committee has therefore been dissolved, and its teachers and establishments have been transferred to the college. The institution is to be under the management of a Board, consisting of a President and 14 Members who have been nominated by the Government. Of the latter seven are native gentlemen. The Governors have been requested to lose no time in endeavouring to secure the services of a properly qualified Head master and tutors, and to communicate with the Military Board for the purposes of ascer-

taining whether any public building can be appropriated as a high school, to the formation and organization of which the attention of the governing body is in the first instance necessarily confined. Various rules have been proposed by you for the conduct of the school and college, which appear to us to be generally unexceptionable, although they may probably require modification as the scheme is developed. The principles on which they are founded are sound, and this is all that need be regarded in the plan of an institution, which, if judiciously conducted, and liberally encouraged, will, we trust, be productive of great public advantage.

4. For the support of the school and college, you propose that the annual grant of 50,000 Rupees authorized by us, in our despatch of the 16th April 1828, for purposes of native education, or such portion of it as may be disposable shall be employed, in addition to such subscriptions and donations as may be anticipated from private liberality. It appears that part of the above grant has been from time to time expended on purposes not strictly within its proper destination and these alienations you propose to resume gradually, as required. It is also proposed to resume grants still made to certain Collectorate schools, if it should appear that their maintenance is not attended with advantage. In the mean time you have an available fund in a balance left by the difference between the annual grant and the expenditure for some years past, of Rupees 87,748 13 10, which will be sufficient to admit of that part of the scheme being carried into effect, which alone is immediately practicable. When the establishment of a high school shall have been effected, we strongly recommend that which you contemplate; viz., to impose upon such of the pupils as can afford to pay, of both school and college, a moderate charge suited to their means, and subject to remission in particular cases, at the discretion of the Governors, so that there may be two classes of scholars, free scholars and stipendiary scholars, as in the college of Calcutta. From these sources we trust you will be able to defray the expenses of the institution, and to contribute towards the Provincial or Tahsildaree schools. And as we perceive by your letter of the 5th May 1840, forwarding to us an address from the natives of Madras to your Government, dated the 11th November 1839, which has been very numerous and respectably signed, that the principal object urged in this address, is, the extension of education amongst the people at large in European literature, science and philosophy and in their own native languages and literature, uninfluenced by views hostile to their religion, and as we are desirous to encourage participation of respectable natives in the administration of any educational institutions founded on these principles, to which institutions the petitioners declare their readiness to contribute, which points were no doubt duly considered by you in the resolutions which you adopted;—moreover as we have already expressed our entire concurrence in your measures, it is unnecessary to make any observations on the document now forwarded, further than to express our satisfaction in finding that the sentiments it contains should prevail so extensively amongst the native subjects of the Madras Presidency, who, we trust, will be disposed to contribute liberally to the support of an institution so important to the welfare of all classes of their countrymen.

5. With regard to Tahsildaree and Collectorate schools, there can be no doubt that they must be considered one of the means by which education may be extended more generally among the people; and we are unwilling to forego any measures calculated for their encouragement. But as the mi-

nute sub-division of the Government grant amongst a multitude of establishments has the tendency of making our support altogether ineffective; being moreover averse unnecessarily to interfere with schools projected and supported by the natives, we shall not make any change in your arrangements in this respect.

Revenue general letter from Madras 10th June 1834, No. 14, p. 27.
 " " " " 10th November 1835, No. 15, p. 15.
 " " " " 16th February 1836, No. 3, p. 51.

6. The result of the proceedings announced in these several communications is the preparation of a Draft of Deed for the administration of the Provincial charities endowed by Putchapa Modely as revised by the Advocate General, and again referred to the Board of Revenue. It appears that after providing for the charities specified by the testator, and for certain other objects conditionally devised by him over and above those charities, should the funds exceed the sum of one lac of pagodas applied to the latter, there remains a fund yielding an annual income of 4,200 rupees. With this you propose to endow schools and professorships at the places which the testator has chosen as the sites of his bounty, assigning 35 rupees a month to Brahmins, who will engage to give instruction in the laws and regulations, and 17½ rupees to others engaging to set up an English school. The measure of appropriating any such surplus to educational purposes originated in a recommendation from ourselves, but the sum in question is too small, particularly as sub-divided, to answer any other object than the grant of pensions to individuals who may or may not deserve them, although it may be sufficient to excite discontent and mistrust. It had better, we think, have been added to the means of fulfilling one of the objects of the testator, the repair of choultries and other public buildings.

We are,

Your loving friends,

(Signed) GEORGE LYALL,

„ J. L. LUSHINGTON,

LONDON, }
 28th April 1841. }

and eleven other Directors.

APPENDIX V.

Minute of the Board of Governors of the Madras University on the preparation of Class-Books, dated 26th July 1841.

This Board has been furnished by Government with an extract of a letter from the Government of India to this Government directing their attention, and that of this Board, to para 38 of a Minute of the Governor General, dated 24th November 1839. This Board was at the same time furnished with an extract of paras 28, 29 and 38 of that Minute.

Upon a consideration of these paras, it appears that the Governor General is desirous that certain class-books, consisting of selection from English works, or of compilations drawn up and adapted for native pupils, should be prepared at the charge of the education funds of all the Presidencies; that they should be prepared under one scheme of control, to be exercised by the Committee of Public Instruction in Bengal, who are (in concert with other educational institutions) to make out a list of the books wanted and report by what means they are to be prepared, at what cost, and among what parties this cost is to be distributed, and that then the Government of India will determine on the completion of the plan, and about the furnishing the requisite funds. It further appears by this Minute that the ulterior object is to provide *vernacular* class-books for native pupils (among which are included treatises on Laws, Political Economy, and Morals) to be written in a correct and elegant style, by translation from the English selections or compilations thus drawn up. In reference to these views of the Governor General, this Board (in conjunction with all other educational bodies) is called upon to co-operate in the preparation of such class books, to be rendered into the vernacular tongues, for which object the Board has been furnished with the extracts, and is to be furnished with the resolution of the Government of India which may be finally adopted explanatory of its general views. The Minute finally intimates that it is desirable that there should be a thorough understanding among the different Presidencies of the plans pursued in each, and that the experience of each should be made known for the benefit of all, and that all should work together in the pursuit of the desired result.

These extracts have been for four or five months before this Board; but, they have had their time hitherto occupied altogether in the formation and arrangements of the institution which was the original and more immediate object of their care. Indeed it has only been since February and March last, that this Board's attention has, under the instructions of Government, been extended to more general views. This explanation will account for the quality of this Board's reply of 20th July, 1840, to the letters from the Secretary of the Committee of Public Instruction of Calcutta of 25th April and 5th May, 1840, and for their not having taken up the subjects of those letters, and of the above noticed paras of the Governor General's Minute before. It remains that this Board should, in compliance with the desire of the Supreme Government, as expressed in the above extracts, communicate their sentiments to their own Government, and to the Boards of Education at the other Presidencies, upon the topics adverted to in those extracts.

As regards the educational books which have been either compiled or translated at this Presidency, they are very few. A School Book Society was founded here in the year 1820, and two reports of their proceedings and progress were printed in 1822 and 1827, copies of which are herewith forwarded. Under the auspices of this Society, some of these compilations and almost all of the translations alluded to, were made. Some of the compilations were, however, made at Calcutta. A list sent herewith will furnish information of the number, quality and character of these works.

To advert first to the object of *preparing English class books*, this Board would observe that they do not experience any material deficiency (except in respect of *Dictionaries*, as will be hereafter noticed) of works calculated either for primary, or for grammatical and critical instruction of natives in

acquiring proficiency in the English language. The numerous works directed to these objects which are extant, have appeared to them sufficient for *these ends*, though capable, no doubt, of improvement.

But, whether as respects this fundamental object of tuition *in the English language* and literature, or as regards the ulterior object of imparting sound and *substantive knowledge*, the Board conceive that they can suggest no more essentially useful undertaking than that of compiling a series of better Dictionaries in the English and native, and native and English languages, respectively. The English language, of course, contains a very large proportion of words (more particularly those which are scientific, and others which are highly abstract) which the vernacular languages of the East (in their various degrees of deficiency) have no corresponding terms for. But, still, a great portion of these terms would admit of explanatory *expositions*. A copious English and native Dictionary, compiled on the principle of Stephen's Greek Thesaurus, would be, as this Board conceives, of peculiar efficacy, not only in imparting to natives facilities towards attaining a critical knowledge of the English language, but as furnishing materials for enlarging and enriching the native languages, by the efforts it would gradually excite to transfuse the new terms, according to the genius and structure of the respective native languages.

The object and aim in the compilation of *native* Dictionaries, both native and English, and native purely, would be different. The meagreness and deficiency of the best of these vernacular languages would suggest the incorporation into such native Dictionaries of as many words, from whatever languages derived, as actual recent adoption, sound and learned discretion, and the structure and capabilities of the respective native languages would admit of. The main result to be looked to in such a gradually enlarged and judicious transfusion of expedient new words would, of course, be the improvement of the vernacular languages themselves, rather than any material advancement of the native students in the English language. But the former object is, in itself, one of the very first importance; and native Dictionaries of this quality would in some degree be auxiliary of the latter also.

The compilation of Dictionaries of this improved description would be a work of time, and it is imagined could only be accomplished through a combination of natives and Englishmen, critically versed both in English and the vernacular languages. But the Board abstain from entering into questions of detail.

As regards the preparation of English works with a view to the diffusion of *substantive* knowledge generally among the natives, the Board are inclined to think that there are but very few which require to be *expressly compiled or composed* for the use of those scholastic or collegiate institutions which aim at imparting the *higher departments of literature and science through the medium of the English language*. When thoroughly masters of that language, the native youths can resort to the same instruction through its medium in the exact sciences, and in several others, as English youths, and with equal advantage. The course of instruction to be provided by the high schools of the Madras University (preparatory to that to be imparted through the collegiate department) comprises, besides instruction in the English and

vernacular languages, and the exercises dependent on this quality of learning, Arithmetic, Mathematics, Geography, History, Natural Philosophy and Moral Philosophy. But it is only in the last branch of instruction that any material need is felt of a work expressly prepared for native youths attending the school.

An English work, however, on *Moral Philosophy*, expressly adapted for the instruction of native youths, as well for those attending schools of the quality of the high school, as those attending collegiate classes of the higher pretensions, does seem to the Board to be peculiarly requisite. This Board has recorded amongst the Minutes of its proceedings their sense of the expediency of some such English class-book, for the self-same reasons as have been expressed in Mr. Cameron's Minute of 21st September, 1840. It is satisfactory, also, to mention that the very same work, Smith's Theory of Moral Sentiments, which Mr. Cameron has proposed, has been that which out of several others has been most favorably considered by the Board as the ground work of the moral instruction to be inculcated in the Madras University. It is only necessary to add that an *adaptation* of this work would, in the opinion of the Board, prove a most valuable contribution to the cause of native education, and form indeed a competent class-book in this the most important branch of it. There are also two other works which, with the same view, this Board are disposed to bring before public attention as calculated to impart a large measure of elevated instruction in this department of philosophy, and which admit, if ably prepared, of general reception among the superior classes of the native community. These works are Dugald Stewart's Moral Philosophy and Aristotle's Nicomachean Ethics. They are, however more appropriate to collegiate, than to scholastic classes. The former would require adaptation, and the latter a fuller exposition than a mere translation.

If to English works of this quality in the department of Moral Philosophy, were to be added elementary treatises on Political Government, on Jurisprudence, and on Local Law, this Board is inclined to think that the list of works, to be expressly and peculiarly prepared and adapted for the instruction of those natives, who aim at attaining sound and substantive knowledge *in the higher branches of science and literature, through the medium of the English language*, would be sufficient. All other branches of education to be cultivated through the medium of the English language, might be studied efficiently, perhaps, in the English works now extant; which are less susceptible of improvement by any adaptation, and are equally comprehensible to all classes who are proficient in the English language.

But, it appears to the Board, that it is with the view of the general diffusion of substantive knowledge among the *bulk of the native community*, none of whom may have acquired an extensive or critical proficiency in the English language, and the chief mass of whom are altogether ignorant of that language, that the preparation of a larger series of elementary works in English is most called for, whether such substantive instruction is to be imparted direct through the medium of that language, or whether it is to be conveyed, eventually, through that of the vernacular tongues.

For it is to be considered that the whole current conversation and habits of life among the natives are so very different from those which characterise the education and progress in life of Europeans, that the commonest

trains of thought, and matters of the most familiar information, in the course of daily acquisition and exercise by the latter, appear often new, and often inexplicable to the native student. This ignorance of European information, and inaptitude to trains of European thought, become gradually dissipated in the case of *the critical student of the English language and of European literature*. But the *bulk of the native community*, who continue for the most part, or altogether, strangers to this quality of learning, are likely to become puzzled and confused with the simplest elementary treatises (with the exception of those upon the exact sciences) which have been composed for the peculiar instruction of *English youths*. There are very few such works that do not abound in observations and allusions which *assume* much more knowledge and different habits of thought, than what natives commonly possess. And this is more conspicuously observable in those works introducing elementary or general instruction in the higher branches of science, philosophy and literature. These remarks will apply even to such elementary works as are prepared for the pupil age of English youths, such as Mrs. Marcet's excellent *Conversations*. But much more do they apply to works of a more comprehensive and abstruse nature. It would probably prove a vain effort to teach the English law and constitution, to that class of students now referred to, through the medium of Blackstone's *Commentaries*, whether in English or in translation, so far as such a work would admit of translation. The same may be said of teaching Indian History, through Orme or Mill, or Political Economy through Smith or Ricardo. Looking to that best of all series of compilations of elementary treatises hitherto prepared, for the instruction of native youths, and for the general native reader, the Calcutta English reader, it will be allowed perhaps that many of the compositions *assume* much information needful to be *imparted*, and that they would be greatly improved by a felicitous adaptation to native comprehension.

The Board may perhaps assume that these observations are not altogether inconsistent with the suggestions of my Lord Auckland in his Minute of November 1839, or with those of the Court of Directors to which it refers. But they are offered under the impression that, in the preparation of English class books for the use of native readers and students, those works should partake in a greater degree of the character of original compositions than may have perhaps been contemplated. The Board may possibly be only enlarging in detail on the principles expressed by the above authorities; but they feel urged to submit their sense of the importance of directing attention to *adaptations*, rather than selections, of English works, and to a *wider construction* of the term "adaptation" than may have been hitherto surmised.

The main object however, of this preparation of English elementary works is expressed to be that of converting them into *vernacular* class-books through the *medium of translations*. It is on this point of the whole subject submitted to the consideration of this Board, that they most desire to offer some remarks which they trust may prove of useful tendency.

The enquiries, as well as the reflections, of the members of the Board have led them to an apprehension that much time and labour and money have been expended, if not vainly, at least with very inadequate results by the present system and course of *translation* into the vernacular languages. Due consideration does not seem to have been given to the poverty of these languages,

and hardly enough to the genius and structure of them, in the endeavour at transfusing into them European ideas and expressions. It is hardly possible to glance over the most elementary treatises in European literature, philosophy, art, or science (with the exception of such as are exact) without being sensible of the numerous words and phrases for which no corresponding expressions can be found in the native languages, and which are often beyond the compass of even vernacular periphrases. It is obvious that the case could not be otherwise, considering how far European literature, science and philosophy have outstript the literary progress of the East, thereby creating a new and copious European vocabulary, and expanding the compass of European ideas, while the intellectual faculties of the Eastern natives have continued to move within the same circle, and their language remained stationery.

In truth only those English works which deal in simple narrative, in which little occasion arises for the use of abstract terms, which relate palpable occurrences, sometimes surprising, sometimes interesting to the feelings, sometimes ludicrous, appear to admit of efficient translation. At all events such are the only works which, in translation, are attractive. They are such as amuse the idle hour, and delight children until their minds become more highly cultivated. But they are not the kind of class-books through which it is desired to communicate *substantive knowledge*. When efforts are made by learned Englishmen, or learned natives, or by a combination of both, to translate works of the latter quality, they usually become puzzled at every line, and they would often be permanently arrested, but that the difficulty is dashed through by either incorporating the very expression as they find it, or substituting some other foreign term from a cognate language. But the cognate languages are often equally deficient; and even if they should not be so, the translators are seldom such proficient in several languages as to select from them, or to construct out of them, competent terms. It is not to be wondered at, that translated works, under these circumstances, are (with the exceptions that have been alluded to) so often unintelligible to natives, and almost always inadequate.

When a boy has a translated book of even a simple narrative quality put into his hands, his usual observation is that "it is very hard," although it has been known that the same boy would read fluently, and comprehend fully, a native work upon an abstruse subject. The young man who is at the head of the high school of the Madras University is an accomplished English scholar, can thoroughly understand Locke on the Understanding, and is well versed in European History. His strong declaration is, that the easiest and shortest way for a native, in the present state of the native languages, to attain to European knowledge, is to acquire it through English works. It has been testified on credible authority, that a translation by two European gentlemen (of familiar learning in Mahratta) and one native Mahratta scholar, of Lord Brougham's tract on the Objects, Advantages, and Pleasures of Science, is not only unintelligible to Mahratta readers, but that it actually became so, after five or six years, *to the Mahratta translator himself*. There have been a great many thousands of rupees, and it is believed several lacs, expended by the Government of Bombay upon the translation of useful works, but they continue an unproductive mass upon their shelves. Vide Bombay 10th report, page 18.

Considerations such as these have impressed this Board with an opinion that a *different mode*, of transfusing European literature through the native

languages has to be resorted to. It has appeared to them that the course to be encouraged is that of a full and *free exposition*, rather than a translation, of all the subject matter contained in any English work, by the assistance of, or entirely by, such natives as have attained *a full comprehension of that subject matter* and also a *proficiency in the English language*. Whatever can be accomplished through paraphrase, and through explanatory notes to remedy deficiencies in the vernacular language, should be attempted. As far as regards the mode of treatment, the work in the new language would bear the appearance of an original composition. But all this would not be sufficient. The necessity will continually arise for the use of new terms, and they will have to be adopted or invented; although there will be the less need of them under the above suggested system of conveying European literature and science through the vehicle of the vernacular languages. Such terms, however, as are necessarily thus introduced, ought to be transfused with more critical learning than has been usually brought to bear upon the subject.

For such purpose a class of Oriental scholars yet perhaps requires to be formed. For it seems requisite for such a task that the expositors of European literature in the vernacular languages should be not only well versed in the English language, but they should possess a *philological acquaintance* with the native language in which they write, and likewise with those more copious cognate languages from which terms, and inflections of them, can best be borrowed. Many who deem themselves scholars in the vernaculars, claim that distinction rather from their acquaintance with the curiosities of those languages, and by feats of dexterity in the use and application of them, than in any profound knowledge of the structure and genius and capabilities of them. Many who are versed in Sanscrit and in Arabic, from one or the other of which most new terms are introduced into the Indian vernaculars, pass for learned on no other score than the capacity to repeat almost by rote some work or two in those tongues. The transfusion of new words by such scholars as those would often tend rather to deform than to enrich the vernacular languages.

The present condition of the native vernacular languages is very similar to that of the Russian language in the reign of Catherine the Second, and obviously requires the application of a similar remedy. That Empress distributed the chapters of the simple novel of Belisarius among her courtiers for translation into Russian, reserving one for herself. But the task proved all but abortive, from deficiency of expressions for numerous very common ideas among civilised nations. Corresponding words for such as *sentiment, admiration, genius, man of honor, virtue, capacity*, did not exist; and nice distinction in such terms as *bravery, courage, gallantry*, were utterly unknown. The language was equally deficient in terminology of science and of the arts. The necessity of an academy for the polishing and enriching the Russian language was apparent to that sagacious monarch, and it was founded accordingly. But the academy of St. Petersburg itself was incompetent to the task of translating Buffon's works, and the attempt was abandoned. It has been found that more than one long reign was necessary for the objects of this academy; and as yet there are no good authors in the Russian language.—(Memoirs of Admiral Chicagoff, Minister of state to the Empress Catherine.)

On the whole, therefore, this Board incline to the opinion, that the first step towards communicating European science, literature and philosophy through the medium of the native languages—whether in the simplest or in

the most comprehensive form, should be by a course of free expositions, taking in great measure the character of original compositions: and that the next, or accompanying effort, should be the training a class qualified to become such expositors by a *grammatical* and *critical* learning in the languages in which they write, and from which they borrow. Except by this course, they are disposed to think that European learning can only be acquired through the European languages themselves. It may be a vain attempt to supersede the vernacular languages of a country. It may be a long and a laborious and a difficult task to render them the competent vehicle of a literature at present so far beyond their scope. But if all shorter and more superficial attempts to communicate substantive European knowledge *through mere translations* have proved hitherto abortive, and if the grounds ventured to be suggested are in truth the rational causes of such failures, it may be well to enter at once on the direct though more toilsome path. It is only by reforming a native language, that we can reform a native literature.

(A true copy.)

(Signed) PETER POPE,

Secretary.

Name of Book.	Whether an original work or a compilation.	Vernacular tongues into which translated.	By whom translated.	Remarks.
Looking Glass for the mind.	<i>English Version.</i> A translation from a French Work, entitled "Lanu des Enfans."	Tamil (diglot) English and Tamil.	T. Vytheanatha Moodeliar.	An analytical translation into Tamil. Not much in demand at present.
Persian Stories.	Translated from the Persian Work, the Unwaree Soheily by the Rev. H. G. Keene, M. A.	Tamil.	C. Iasudasen Pillay.	A literal translation into Tamil. Rather more in demand than the preceding work.
A Summary of the History of Hindoostan.	A compilation from other local Histories.	Tamil.	P. Gnanapragasa Moodeliar.	A literal translation into Tamil. In considerable demand.
Ladder to Learning.	Æsop's Fables.	Tamil.	Cannyappa Moodeliar & Cundasamy Moodeliar.	A literal translation into Tamil. In considerable demand.
Pleasing Tales.	Collection of stories and moral sayings from various sources.	Teloogoo.	V. Soobarow.	A literal translation. Much in demand.
Sketch of Ancient History.	English composition designed for native students.	Hindoostance.	Under the superintendence of Seid Ruhmut Ollah.	A literal translation. Lately translated.
Wilson's Sketch of Pandeah.	Original work by H. H. Wilson, Esq.	Tamil.	Chinnasamy.	A literal translation. Not much in demand.
Joyce's Scientific Dialogues.	<i>English Work.</i> An original elementary work on Natural Philosophy.	Tamil.	Cawmayappa Moodeliar.	A literal translation. Not much in demand.
Pleasant Stories.	Some idle stories from Persian Moonshee.	Teloogoo.	C. Hayagreva Sastree.	A literal translation. Much in demand.
Pleasing Tales.	See above.	Tamil.	T. Vytheanatha Moodeliar.	A literal translation. Much in demand.

Name of Book.	Whether an original work or a compilation.	Vernacular tongues into which translated.	By whom translated.	Remarks.
A Sketch of Ancient History.	From English compilation.	Tamil.	P. Gnanapragasa Moodeliar.	A literal translation. Out of print.
Arabian Night's entertainments, part of 1st volume.	do.	Tamil.	P. Gnanapragasa Moodeliar.	A literal translation.
Arabian Night's entertainments, complete.	do.	Teloogoo.	Major Whistler, assisted by Ramakistna Sastree.	A free translation.
Rudiments of Natural Philosophy.	A compilation from various elementary English works for Mahomedan students—Mrs. Marcet's Conversations etc.	Persian.	Captain Rowlandson.	Sold in College Library.
Carnataca Æsop's Fables.	From English Edition of Æsop's.	Canarese.	Wr. Elliot, Esq.	Much in demand.
Goldsmith's History of England.	do.	Hindoostanee.	Translator's name not known.	A literal translation. Fairly in demand.
Rhenius' (the Rev.) Geography with Maps, in Tamil.	Appears to be compiled from various works.	Tamil.	do.	Useful. Being a comprehensive work.
Schmid's (the Rev.) History of the World, in Tamil.	Appears to be compiled from various works, brief compilation.	Tamil.	do.	Useful.
Series of Exercises on the English Irregular Verbs.	Translated by J. W. Rickets.	Teloogoo.	B. Soobaroyaloo.	A literal translation. Useful.
Summary (brief) of Facts on Physical Science, in Tamil.	Original work by the Rev. J. W. Thompson.	Tamil.	do.	Useful.

GRAMMARS AND DICTIONARIES.

Name of Work and Language.	Author's Name.	Remarks.
Agarady (Tamil Dictionary).....	Revised by Tondroyah Moodelly, late Tamil Head Master at College. Original Work by Beschius.	Very useful for natives.
Pocket Dictionary (English and Tamil).....	Mr. Wm. Elliot, c. s.....	Do.
Teloogoo Dictionary.....	Mr. Morris, c. s.....	Good.
Do. do.	Mr. C. P. Brown, c. s.....	Do.
Nunool, (Tamil Grammar).....	Parahundy.....	An old and a celebrated work.
Grammar of the Tamil language with an Appendix.....	C. T. Rhenius, Missionary.....	Chiefly intended for English students.
Introduction to English Grammar for Tamulians.....	Bernard Schmid.....	Useful for natives.
Vyacaranum (Teloogoo Grammar).....	Sectarama Sastree, Teloogoo Master in the High school.....	Very useful for natives.
Nanaputtyum (Teloogoo do.).....		Not in print (a native work.)
Teloogoo Grammar.....	A. D. Campbell, Esq.....	For the use of Civil Servants.
Teloogoo Vocabulary.....	The late Wm. Brown.....	Indifferent.
Canarese Dictionary.....	The Rev. Mr. Reid.....	

APPENDIX W.

15th August 1841.

Minute by the President of the Board of Governors of the Madras University, on the management of Provincial Schools.

Although upwards of four months have elapsed since the receipt of the Minutes of Consultation of 2d March last, wherein the Board has been commissioned to modify the rules of the University, so as to adapt them for the management of certain Provincial schools proposed to be established on the plan of the high school of Madras, yet it has appeared to me, as I may presume it has to the other members of the Board, that it was expedient thoroughly to organize, and observe the progress of our own institution, before we proceeded to make those practical suggestions for the objects in view, which Government has done us the honor to call for at our hands.

We have now had the benefit of upwards of five month's experience of the actual operation of the system of discipline and rules which have been framed for the governance of the high school, and the result has been already in some measure made known by the two first quarterly examinations of the scholars. This result, together with a mature consideration of this system and rules, and also a comparison of the scheme of our institution with those of the other Presidencies, has led me to the satisfactory conviction, that this organization and these detailed rules are well calculated to ensure the general and important objects of our central institution; and that we may therefore, with the greater confidence, now proceed to the task which we have before us of enlarging its scope, so as to comprehend the branch foundations of a similar quality proposed to be established in the provinces.

I think we should bear in mind that, in submitting our present suggestions we are not called upon to propose a *general scheme* of *National Instruction*; but that we should confine ourselves to the tracing out a scheme of branch institutions of a *similar quality as our own*, with a view to the instruction of the superior classes who are able to pay, and who from their attainments may aspire to the higher avocations in life and in the service of Government. A more general scheme of National education, comprising all classes of the native community, will have to be formed upon different data and upon a different scale.

It should, as it appears to me, be further considered that the scheme we may submit to Government ought not to comprise any collegiate department, but merely the scholastic department. Such suggestions, in the present condition of the native community, would be altogether vain, and at least premature. They ought to spring from the experimental progress made at the Presidency, and to await the intellectual advancement of natives educated in the Provinces, and the success of the provincial institutions proposed to be founded. Although, therefore, with reference to *results*, and also with reference to subordinate district establishments in Zillahs, the central provincial institution to be founded, may be termed a *college*, yet the rules now to be suggested—both fundamental and of detail—should have practical reference to high schools only. Other rules may hereafter be added of more extended scope.

But in the details of those rules which may be submitted for the system of discipline and instruction at the schools, the formation of a *complete* school should be contemplated, although it is obvious that only the very lowest classes can for some time be actually constituted. At the University, as well the qualified masters as every other appropriate appliance have been provided, because there is every indication of an access of scholars competent to take advantage of the highest departments of scholastic instruction. But a superior and comprehensive establishment of this quality would be a premature expense in the Provinces, and it is only requisite so to form them as easily to admit of enlarged efficacy, and to provide rules and a detailed scheme of instruction towards which the progressive advancement of the pupils should be directed, and for conducting which qualified masters may be supplied, as occasion arises.

Having offered these preliminary observations, I would propose that the fundamental rules for the proposed Provincial institutions, should be as inserted in the Appendix No. 1.

It will be observed that the 7th rule of the University (the qualification rule as to *reading and writing English*;) is omitted in these proposed fundamental rules. Such a rule could not be brought into operation in the Provinces at present. At the same time it appears to me expedient, that such a rule should be eventually adopted among the general standing rules to be passed by the Boards of these colleges when the more general diffusion of English education, and of schools imparting it, will admit of such distinction. In the mean while those classes, which at Madras compose the *preparatory* school under the superintendence of the Madras University, will be incorporated in the high school of the Provinces.

The first step, as it appears to me, to be pursued by these College Boards, should be the ascertaining what number of scholars may be obtained, and to make a list of them. As soon as the number of twenty shall have been entered, they might proceed to the formation of the *collegiate high school*, at each principal station at which such a number of scholars should be enrolled.

The next step will be the acquisition of a master and tutor (or tutors, according to the number of scholars) who may at once proceed upon their scholastic duties. For this purpose, it will be sufficient to say that the Provincial Boards should put themselves in communication with the Board of the University, who will find no difficulty in supplying such as are competent to take charge of those lower classes, of which alone these schools can for some time yet be composed. According to the progress of the scholars, masters of a higher grade will be procured; and when there arises, from the advancement of the scholars, some prospect of the highest school class being formed, a permanent master may be placed over the whole establishment. Upon the first formation of a high school the magisterial strength will probably be thought sufficient, if comprising one temporary English master (who will perhaps become subsequently the first English tutor) one English tutor and two Native tutors. The salary of the temporary master might be 150 Rupees per mensem, that of the English tutor 100 Rupees, that of each of the Native tutors 50 Rupees.

It appears to me that as these Provincial institutions are to be in subordinate connection with the Madras University, the system of discipline

and instruction for them should be uniform with that traced out for the University high school. A scheme has been drawn up, after much inquiry and consideration, for the latter institution, in all its details. It may save much time and pains, and greatly facilitate the formation and governance of the proposed schools, if that scheme should be set forth for the information and guidance of the College Boards about to be formed. They will then be at no loss in what manner practically to proceed in the management of any school, which may be established. This scheme comprises rules, not only for the quality of instruction, but for the very books to be taught from, and the employment of the hours, and also for the arrangements of classes, and the whole course of discipline; but they will be subject to such modification as experience may suggest to the respective College Boards. The rules are contained in Appendix No. 2.

Upon the subject of these standing rules for discipline and instruction, and the expedient modifications of them, now, or from time to time to be introduced, and upon all other matters connected with the establishment and the government of the institutions formed, the College Boards can correspond with the Board of the Madras University; and it will be expedient that they should choose some person usually resident on the spot, to act as their Secretary.

It is not to be disguised from the consideration of Government, that there will be obstacles and difficulties in the way of the establishment and successful government of these Provincial institutions beyond those which have been experienced, and must still be expected, at the Presidency itself. It is not to be assumed that even so large a number as 20 Scholars are to be found at each of the principal stations ready to take advantage of the opening afforded. The natives do not understand or appreciate the advantages of education, and among the superior and wealthier classes, amply able to afford the school fees, a large portion may be expected to prove unwilling to expend even the small amount of school fees for that object. Still, I am of opinion that, looking to the essential object of these institutions, namely, the diffusion of a thorough education among the superior classes, all idea of eleemosynary instruction ought, at the very outset, to be repudiated, as leading eventually to the disappointments experienced in the other Presidencies, and moreover, I conceive that the burden of expense would be too great to be sustained altogether by Government alone.

Further difficulties will arise from the many engagements of business in which the members of the proposed College Boards are occupied, and the impossibility of their all often meeting together. There are but few individuals out of whom a selection of members can be had, and those few, seldom any of them remain long at the same station. These are circumstances likely to thwart occasionally their measures, and sometimes to retard them. It may also generally be expected, that the gentlemen at these stations have never turned their minds to these subjects, and have naturally but little turn for carrying out projects of this quality.

It may be very fit to draw the notice of Government to these considerations, because, as it appears to me, Government can form no confident hope of bringing to a successful issue this, or any other course of organizing the proposed institutions, unless they shall be undertaken with a cordial zeal and an

energetic measure of exertion on the part of the appointed College Boards. It may be assumed that Government has not formed the present designs without a reasonable expectation that they are capable of accomplishment, and such designs have been carried out with more or less success at the other Presidencies. But the duty about to be assigned to the Provincial authorities has to be considered of a more special urgency than the mere routine of regular occupation. The President of the Board of Instruction in Bengal, in a letter to me, laments the repeated failure of attempts to organize permanent Provincial institutions in that Presidency, arising from a change of spirit or of qualifications in the different local authorities; and past experience in this Presidency will perhaps be thought to confirm his testimony. This may have been in no small degree owing to the *general quality* of the instructions under which the local authorities in each Presidency have been called upon to act, and under this impression, the supply of a practical scheme, in all its details, may prove the more desirable in the view of Government. The local Boards will thereby have before their notice the immediate objects to which their efforts may be directed, and there will be the greater uniformity in all their operations, and in the results of them.

But, after all, it seems to me, that although the present scheme may be successfully organized, and the scholastic institutions be established, yet further arrangements will be requisite for maintaining *their efficiency*, and conducting at the same time any *general system* of natural education.

In the first place it appears requisite that a body of examiners should be selected, whether for the purpose of proving the progress and proficiency of the scholars, or for the purpose of conferring scholastic degrees, certificates, prizes or honors. This is a duty that cannot satisfactorily be left to the masters themselves only. No absolute proof of the real attainments of the scholars could be manifested, except under an uniform system of examinations. They would at once be a source of encouragement to the masters, and be an obstacle to neglect or abuse of their duties.

Moreover, it will be found, that in every work which has been published for elucidating the systems of national education, under the superintendence of Government, which obtain on the Continent, the necessity is prominently dwelt upon of inspectors having the responsible duty, in communication with each other, of watching, modifying, directing, controlling, and reporting upon, through a course of personal inspection and inquiry, all the educational institutions over which Government itself presides.

Over these functionaries, and also over all the separate Boards themselves, who have the immediate control and government of the various institutions which may be founded, a permanent superior authority has to be appointed, taking its immediate instructions from Government itself, and acting in continual communication with Government. That authority is at present constituted in this Board, and in like manner a body has been appointed with similar functions at Calcutta under the denomination of the Board of General Public Instruction, and another at Bombay under the name of the Board of General Education. But it seems to me that these Boards are not equal to the duties required of them. Each of them are at the head of one or more specific institutions, the efficient continual government of which occupies no small portion of time and care. The task undertaken by this Board of carrying out a

system of collegiate and scholastic instruction adapted to the higher classes of the native community, is in itself one of no small magnitude. A common share of zeal for the public service, and a consciousness of an honorable position in society will be sufficient ordinarily to ensure an adequate measure of exertion to accomplish objects of this nature, and institutions of a less extensive aim may be safely intrusted to the management of local Boards, assisted and superintended by other functionaries. But Government can never rely with security upon the voluntary exertions of much occupied men for the organization and direction of the whole scheme of natural education. It must form a *department of the Government*, and be under the management of a distinct *Secretary*. It may be thought premature to create such a department at this moment; but, if it should not be considered a step beyond the limit of this Board's present instructions, I should be disposed to venture the suggestion that delay continually endangers the eventual success of every measure now urged by Government for the diffusion of education among the people. A Secretary in this department would have ample present employment in inquiries, and in the organization of plans and institutions. He would have thereafter abundant occupation in maintaining their efficient operations.

(Signed) GEORGE NORTON,

President.

15th August 1841.

Supplemental Appendix No. 1.

FUNDAMENTAL RULES.

1. Collegiate Boards shall be established at Trichinopoly, Masulipatam, Bellary, and Calicut, to be denominated respectively the Trichinopoly, Masulipatam, Bellary, and Calicut College Boards.
2. Each of these College Boards shall establish and govern a "Collegiate High School" (to be denominated the "Trichinopoly, Masulipatam, Bellary, and Calicut High School" respectively) at the principal Station of the Collectorate, and such "Zillah High School" as may be established at other places in each Collectorate (to be denominated according to the name of each Zillah), and such High Schools shall impart instruction in the English language and in the Vernacular languages current in each respective district, together with the elementary departments of philosophy and science. A Collegiate department, for instruction in the higher branches of literature, philosophy and science, will be added to the Institution at each principal Station as expediency may hereafter suggest.
3. Each of these College Boards shall consist of the Commanding or Senior Military Officer of the principal Station, of the Collector, of the Chief Judge, of the Sub Collector, of the Register, (out of whom the Governor in Council shall from time to time select the President), and of five principal Natives resident at or near such principal Station, to be chosen by the above-mentioned European Officers; and, afterwards all vacancies of Native Members shall be filled up by election of the whole remainder of the Members, subject to the confirmation of the Governor in Council.

4. Each High School shall be under a *Master* and *Tutors*.
5. Members of all creeds and sects shall be admissible, consistently with which primary object, care shall be taken to avoid whatever may tend to violate or offend the religious feelings of any class.
6. It shall form no part of the design of this Institution to inculcate doctrine of religious faith, or to supply books with any such view.
7. Pupils shall pay according to such rates as may be hereafter established by the President and Governors.
8. Should any sums be hereafter bestowed upon the Institution for the purpose of endowing Scholarships in the High School, the Scholars appointed to them shall be admitted in such manner as may be determined by the President and Governors.
9. Vacancies in the Office of Native Governors shall be effected by any continued absence for the space of two years from the principal Station of the Collectorate, or by departure therefrom for any permanent residence in a different Collectorate, or by resignation addressed to the President, or by removal by order of the Governor in Council.
10. Every Donor to the amount of 5,000 Rupees shall if, and while, resident within the limits of the Collectorate, become a life Governor, and if not resident in the Collectorate, shall have power to appoint a Governor who is so resident (subject to the confirmation of the Governor in Council) to hold on the same terms as the other Governors. But in all cases of persons so becoming life Governors, the Governor in Council may appoint a Governor who is not a Native, in case such life Governor or his appointee be a Native, and the remaining Governors may elect a Native Governor in case such life Governor or his appointee be not a Native.
11. Each College Board shall frame general rules for conducting the affairs of the Institutions under their charge, and shall meet not less than once per month, three forming a quorum.
12. In all questions to be decided by vote, the President shall have a casting vote.
13. The first business to be done at all Meetings when the President shall happen to be absent, shall be to appoint a Chairman, who shall possess a casting vote.
14. All Rules and Regulations to be made by the President and Governors shall be confirmed within six months by the Governor in Council, in default of which they shall be considered thereafter as annulled.
15. The Governor in Council shall have power to remove not only any President or Member, but also all persons holding any office or appointment under them. The President and Governors shall have power to remove all persons holding any office or appointment under them.
16. The President and Governors of the Madras University shall be the Visitors of each College, and the Judge of any Provincial Court performing his Circuit, shall be the Special Visitor of any College Board or Institution within his Circuit—and such Visitors shall have power to call for all papers and information.
17. The Members of each College Board shall depute one of their body to make a periodical visit and enquiry at each Zillah School that may be established under it, once at least in every six months.

18. Each College Board shall make one annual report to the Governor in Council, copies of which shall be furnished to the Board of the Madras University, and also to the Supreme Government, which report shall contain an account of receipts and expenditure, a list of Donors and Subscribers, and a general statement of their proceedings, and of the progress of each Institution.

Supplemental Appendix No. 2.

RULES OF SCHOOL DISCIPLINE AND INSTRUCTION.

1. The designation of those receiving instruction in the four first classes shall be that of "Scholars;" the designation of those in the two lower classes, shall be that of "Pupils."

2. Each "Scholar" shall pay a school fee of 4 rupees, and each "Pupil" a school fee of 2 rupees, per month.

3. Scholars and Pupils shall be admitted upon a consent to be signified in writing by any one European and one Native Member of the College Board.

4. The course of instruction in the High School shall comprise progressively,

Grammar.
 Reading Exercise (English).
 Arithmetic.
 Writing.
 Morality.
 History.
 Geography.
 Mathematics, (including Algebra, Plane and Spherical Trigonometry, and principles of Mechanics).
 Natural Philosophy.
 Moral Philosophy.
 Vernacular languages.
 Translations (reciprocal).
 Abridgments, or Abstracts.
 Compilations.
 Compositions.
 Elocution.

5. The Classes shall be six in number, the lowest being No. 1. In case there be any gradations of progress in the studies assigned to the Scholars or Pupils of any Class, a separation shall be made into two *Ranks*. When the number in any Class shall exceed 30, such Class shall be separated into *divisions*—each division, when complete, to consist of 30 Pupils. Such divisions, as arising from mere amount of number, to be duplicates, triplicates, &c. of the 1st division, and not in the nature of graduated ranks.

6. The hours of attendance at School shall be from 10 A. M. to 5 P. M. with an hour from 1 to 2, for refreshment.

Instruction in 1st Class.

7. The instruction in the First (or lowest) Class shall consist of

Native languages.
 English spelling and reading.
 Writing.
 Arithmetic.
 (Books used, Little Reading Book for young Children, First Spelling book.)

The distribution of the School hours for the First Class shall be as follows :

First Class, 1st or lowest Rank—Morning hours : From 10 to 12½, English spelling ; 12½ to 1, Writing.

Afternoon hours : 2 to 5, Native languages.

First Class, 2d Rank—Morning hours : 10 to 1, Native languages.

Afternoon hours : 2 to 2½, Writing ; 2½ to 3, Arithmetic ; 3 to 5, English spelling and reading.

Instructions in 2d Class.

8. The instruction in the Second Class shall consist of
 English Grammar.
 English Reading.
 Writing from Dictation.
 Native languages.
 Writing.
 Arithmetic.
 (Books used, Elements of English Grammar.
 Murray's Spelling Book.
 Cards of Tables in Arithmetic.
 Williamson's Spelling Book.
 Æsop's Fables).

2d Class hours.—The distribution of hours for the Second Class shall be as follows :

Second Class, 1st Rank.—Morning hours : From 10 to 12½, Native languages ; 12½ to 1, Writing.

Afternoon hours : 2 to 2½, Grammar ; 2½ to 3, Arithmetic ; 3 to 5, English reading.

2d Class, 2d Rank.—Morning hours : From 10 to 10½, English Grammar ; 10½ to 11, Dictation ; 11 to 12½ English reading ; 12½ to 1, Arithmetic.

Afternoon hours : 2 to 2½, Writing ; 2½ to 5, Native languages.

Instruction in 3d Class.

9. The instruction in the Third Class shall consist of
 Grammar.
 (Books used, Elements of Grammar, Carpenter's Spelling Book).
 Reading Exercise (English) incorporating Morality.
 (Books, Goldsmith's animated Nature, Selections from Moral works—the books not yet fixed upon).
 First Rules of Arithmetic.
 Writing.
 Native Languages.

The distribution of the School hours for the Third Class shall be as follows :

Third Class.—Morning hours: From 10 to 10½, repeating their Grammar lesson set on the previous day to be learnt by heart ; 10½ to 12½, exercise before the Master in English reading with a view to *pronunciation* and literal meaning ; 12½ to 1, Writing.

Afternoon hours: 2 to 2½, Arithmetic from Tables or Cards, or working sums in the 4 first rules ; 2½ to 3, receiving miscellaneous directions, and having lessons set for the next day by the Master ; 3 to 5, Native languages.

Instruction in 4th Class.

10. The instruction in the Fourth Class shall consist of
 - Grammar.
 - (Books, Murray's Grammar).
 - Reading exercise (English) incorporating morality.
 - (Books, Goldsmith's Histories of England and Rome.
 - Stretche's Beauties of History, or any other work of moral tendency.)
 - Arithmetic, inclusive of Rule of Three, Practice and Fractions.
 - (Books, Bonycastle's Arithmetic).
 - Geography.
 - (Books, Clift's Geography).
 - Writing.
 - Writing English from dictation, abstracting or abriding.
 - Native languages.

The distribution of the school hours for the Fourth Class shall be as follows :

Fourth Class.—Morning hours: From 10 to 10½, examination in the Grammar lesson set on the previous day and parsing it ; 10½ to 12½, exercise before the master in English reading of portions previously studied with a view to pronunciation and meaning, as well literal as in relation to grammatical, geographical, historical, or moral questions arising ; 12½ to 1, writing.

Afternoon hours: 2 to 3, Arithmetic, and working of sums set at the time ; 3 to 4 on alternate days, Geography from prepared lessons, and writing English from dictation, or abstracting and abridging ; 4 to 5, native languages.

Instruction in 5th Class.

11. The instruction in the Fifth Class shall consist of
 - Grammar.
 - (Books, Murray's Grammar.)
 - Reading Exercise (English.)
 - (Books, Poetry and general subjects at the master's discretion.)
 - Geography and the use of the Terrestrial Globe.
 - (Books, Guy's Geography, and Keith on the Globes.)
 - Mathematics, inclusive of Algebra, and the four first books of Euclid.
 - (Book, Williamson's Euclid, Pinnock's Catechism of Algebra.
 - Bonycastle, Cook's Book-keeping.)
 - History.
 - (Books, History of Greece by the S. D. U. K., a History of India.)

Natural Philosophy, General Introduction to.

(Books, Calcutta Introduction to Natural History.)

Moral Philosophy.

(Books, Selections from Blair's class book, the Calcutta Reader).

Abridgments, Compilations, and Translations, (reciprocal).

The distribution of the School hours for the Fifth Class shall be as follows :

Fifth Class.—Morning hours : From 10 to 11, Euclid ; 11 to 12, Exercise before the Master in reading English poetry and the higher quality of English literature, with a view to *emphasis* and appreciation of style ; 12 to 1 (on Mondays) lecturing and examining in Natural Philosophy upon portions set for study previously,—(on Tuesdays) Ditto in History,—(on Wednesdays) Ditto in Moral Philosophy,—and the same course repeated on Thursdays and Fridays and Saturdays.

Afternoon hours : From 2 to 2½, Algebra and Arithmetic, alternately—examinations in, or working out, in the room ; 2½ to 3½, Lecturing upon Geography from prepared lessons, and upon the Terrestrial Globe ; 3½ to 4, examining in Grammar, from prepared lessons ; 4 to 5, Translations (reciprocal) on 5 days, and on the 6th examinations upon abridgments and compilations got up in the course of the week.

Instruction 6th Class.

12. The instruction in the Sixth (or highest) Class shall consist of
- Elocution.
 - Natural Philosophy.
 - (Books, O'Shaughnessy's Chemistry).
 - Moral Philosophy.
 - (Books, Smith's Theory of Moral Sentiments, or Abercrombie's Moral Feelings).
 - History.
 - (Books, Smythe's Lectures, and other works on the Philosophy of History).
 - Histories of India, (Elphinstone and Thornton,) and of England.
 - Mathematics.
 - (Books, the whole of the perfect books of Euclid, Plane and Spherical Trigonometry).
 - Geography.
 - Mechanics.

Original compositions in English translations (reciprocal) and paraphrase translations into the Native languages.

The distribution of the School hours for the Sixth Class shall be as follows :

Sixth Class hours.—Monday—Sixth Class morning hours alternately, one Monday 3 hours examining compositions (English) and lecturing upon them, as prepared at leisure during the preceding fortnight—the other Monday 3 hours explaining miscellaneous subjects of other studies, exhibiting experiments in Natural Philosophy, and bringing up any matters omitted.

Tuesday—from 10 to 11, on Tuesdays, Elocution, consisting in the oral

delivery of poetical or oratorical passages learnt by heart ; 11 to 1, study of Natural Philosophy with a view to a lecture and examination on the ensuing Saturday.

Wednesday—From 10 to 11, Map drawing at the Table from lessons set previously for practice ; 11 to 1, Moral Philosophy.

Thursday—From 10 to 11½, examinations and lecturing in History ; 11½ to 1, to be at the discretionary disposal of the scholars in preparing any tasks to be got up.

Friday—All 3 morning hours to be employed in translations and paraphrase translations (reciprocal) into the native languages.

Saturday—From 10 to 11, Elocution, as on Tuesdays ; 11 to 1, examinations and lecturing in Chemistry.

Afternoon hours—On all days Mathematics.

MONITORS.

13. Each Class or division shall have one Monitor, who shall have authority to keep order over his Class, or division. A Monitor shall not be liable to lose his place except upon express promotion, by the Masters of the Class or division, of another, upon some test of continued superiority.

QUARTERLY AND ANNUAL EXAMINATIONS.

14. There shall be quarterly examinations to be conducted under the immediate superintendence of the Master, with a view to promotions from rank to rank, and from class to class.

There shall be one public annual examination to be held on the 24th December, with a view to the award of Prizes, the conferring scholastic degrees and the preparation of the Board's annual report.

PROMOTIONS, HONORS, AND PRIZES.

15. The four scholars of the 6th or highest class (or greater number according to the number in the class) shall be distinguished by the designation of *superiors*.

The rank of superiors shall be permanent, and those holding it shall advance by seniority. When a vacancy shall occur among the superiors, the Master shall select the most distinguished scholar in the class to fill it.

The superiors shall have authority over the whole school, in respect of keeping order—they may occasionally be employed in hearing the lesson of a lower class—they shall have more liberal privileges than the other scholars as regards access to the school Library, and loan of books—they shall also have chairs and a table to themselves.

The other Scholars of the 6th class and of the other classes shall be allowed to compete for relative places in the class.

A SCHOLASTIC DEGREE.

There shall be a Scholastic Degree, the designation of which shall be that of an "Adept." There shall be a scale of honor, according to merit, attending this degree, namely 1st "Adept," 2d "Adept," &c.

Each Adept shall be presented with a Medal of an uniform make and

varying in value according to the scale of honor in the degree, the lowest in value being for the simple "Adept."

The Medal to be denominated The High School Medal.

The first Adept of the year shall have his Certificate of that degree presented in a Silver case.

Prizes shall consist of Books with a distinguishing binding and stamp.

All Degrees, Honors, and Prizes shall be conferred publicly by the College Board, after the annual examination.

PUNISHMENTS.

16. The Scholars and Pupils shall be liable to punishment by imposition—by confinement—by such petty degradations as may be sanctioned by the Master—by suspensions for not more than a week (the 3d suspension being reported to the Board, with a view to expulsion,)—by corporal punishment with a cane—and by positive expulsion, as the severest of all punishments.

The Master alone shall have authority to award corporal punishment—which is invariably to be carried into effect in public, without stripping, is never to be inflicted on the same day that it is awarded, and is to be confined to boys under 14 years of age.

PAYMENT OF SCHOOL FEES.

17. The 15th of each month is fixed for the payment of School fees.

A person shall be appointed by the Master to attend at the opening of the School at the appointed day, to collect the fees.

All fees to be paid in advance—any non-payment to be visited peremptorily by petty punishment at the Master's discretion—and any failure of payment beyond three days after that appointed, by suspension for a week—and all arrears to be enforced upon the Scholar's next attendance.

If any Scholar shall be thus suspended for 4 consecutive weeks, or for 4 weeks in any one year, his name shall be erased from the list of the school—and no re-admission allowed, except by grace of the Board.

VACATIONS AND HOLIDAYS.

18. There shall be a Winter vacation of one fortnight; commencing on Christmas day, being the day immediately following the annual examination.

There shall be also a Summer vacation of one week, to date from the 1st Monday after the 1st of June, or from the above date when it shall fall on a Monday.

All the visible Eclipses of Sun or Moon shall be Holidays.

The day of each New Moon and the after, and of each Full Moon, and the day after shall be Holidays from Vernacular teaching only.

All Sundays, Good Fridays, and the Queen's Birth days shall be Holidays.

The other Holidays are to be fixed, and added to these rules, by the College Boards—so as not to exceed thirty days; besides the above days and the Vacations.

APPENDIX X.

6th October, 1841.

Minute by the President of the Board of Governors of the Madras University, on the subject of the proposed Educational Tests.

In considering the important subject of the establishment of certain tests of qualification for candidates for offices to be held by uncovenanted servants, and the expedient quality of such tests, it appears to me requisite, before submitting to Government any specific rules for this object, that the Board should explain the views and sentiments on which such rules are based.

Government by its instructions, have left the question of the expediency of this measure open to the consideration of the Board ; and as this point has given rise to some discussion among the members, I will take the liberty of offering some general observations upon it.

The Board are of course entirely agreed that it is highly politic to encourage by all feasible and unobjectionable means the acquisition of educational qualifications ; and I think the Board are agreed that the holding out the prospect of more certain employment, and of more certain promotion in the public service, is in itself an appropriate inducement. Neither can a question arise but that the interests of the public service must be advanced in proportion to these qualifications being ensured.

Any vague and general assurances, however, of the advantages of education, unconnected with any practical manifestations of them, can leave little or no impression on the minds of the native population in their present intellectual condition. Still less could such assurances avail, if they daily witnessed the employment and promotion of uneducated persons, no way superior to themselves in other respects, or in general qualifications for the offices sought. Any discretionary power of excluding from office those entitled to a preference in respect of educational attainments, must of course weaken, if not destroy, every emulation to acquire them. Sir Thomas Munro, has made some forcible remarks on these topics, which I shall do well to quote. He says, "we profess to seek the improvement of the natives, but propose means the most adverse to success. The advocates of improvement do not seem to have perceived the great springs on which it depends. They propose to place no confidence in natives, to give them no authority, and to exclude them from office, as much as possible : but they are ardent in their zeal for enlightening them by the general diffusion of knowledge. No conceit more wild and absurd than this was ever engendered in the darkest ages." In other passages he has made equally pertinent observations, and points out that the employment of the natives to offices should be "in proportion as experience may prove their qualification to discharge them."

Do. Vol. 2d, 423,
Vol. 3d, 386.

I conceive, therefore, that no prospects of employment in the public service would prove a practical inducement to the natives better to qualify themselves for office by superior educational knowledge, unless those prospects were rendered reasonably secure. That security would be reasonable and sufficient, if it consisted in a right of preference over others, having no such qualifications and not having superior qualifications in other respects and upon the

whole. To impair that security by conceding any discretionary power of excluding such persons so qualified by education, in favor of those not so qualified, and having no other legitimate superior claims, would be, as it seems to me, to concede to an unreasonable desire, and proportionally to weaken the rational and almost only inducement to mental improvement.

It seems to me that it would be inexpedient at this period (having reference to the present condition of the natives, and of the public service,) to *impose peremptorily* any tests of qualification for admission to office. It may be but few, compared with the exigencies of the public service, may be found qualified according to the established tests. It may be that certain claimants on account of long services, or of peculiar talents, or of local knowledge, may be *on the whole* more eligible than such as have acquired the prescribed qualification. It may be well also to avoid the invidiousness of prescribing by a total exclusion of all those natives who, though not appreciating the advantages of the new or European quality of education, may nevertheless have cultivated mental pursuits, and have attained a certain degree of proficiency for office. It will, therefore, perhaps be thought advisable to limit the effect of the qualification by the tests (as I have before suggested) to the entitling all candidates for office who may have obtained them, to a *preference* over all other candidates who possess not superior qualifications in other respects, and upon the whole.

Undoubtedly by degrees, and through the increasing infusion of native officers possessed of superior qualifications by education, the selection for all offices of consideration will, in the result, be confined to such parties. For it needs no argument to prove that, as the greater certainty of attaining to employment in the public service, will promote the entry of a superior class of men into the service, so will the same individuals, when they have obtained a due share of experience and have further established a character for probity and assiduity, most readily present themselves to the choice of their superiors for higher advancement; and there will consequently be seldom the necessity, or even the opportunity, of seeking for fit candidates elsewhere.

The great benefit to be derived from instituting tests of qualification for the public service, and the chief application of such tests, will have reference to the lower or initial grades of the public service. Any discretion to be exercised by the parties selecting individuals who are candidates for these initial grades, must necessarily be very limited. The candidates can bring no other mental qualifications than such as are derived from natural talent or education. It can seldom happen that the party selecting has, or can have, much opportunity of judging of the natural talents of such as are usually personal strangers; and the extent of educational acquirement affords a considerable proof of their existence, and better perhaps than any other which could be applied.

It is not to be supposed that such selecting parties could institute, themselves, any effectual examination into the educational qualifications of such candidates for the initial and lower grades. *There*, therefore, the tests would afford a satisfactory assurance of qualifications in themselves, and a discretion in excluding those possessed of such tests, and admitting such as had none, and could have given no such satisfactory proof, either of talent or of desirable attainments, would be almost necessarily ill-exercised, and would sink into personal patronage. It would tend to perpetuate the employment of ill-qualified persons.

But the discretion to be exercised by head of departments, and others in responsible stations, in appointing to important offices, those whom they deemed best qualified, would have to be exercised almost solely, and certainly most beneficially, in the appointment to the *higher* and more *important* grades. In regard to their selection for these superior offices, it appears to me that this discretion ought to be altogether unfettered. They ought to consider the educational qualification by no means the *only* one (though among the most valuable when combined with others;) but their judgment would have to be guided by the qualities of integrity, experience, aptitude for business, diligence, peculiar acquaintance with details of circumstance or place. Any interference with this legitimate and most expedient discretion on the part of the high officials of Government in regard to these qualities, of which they are the best judges, would not only be justly distasteful, but also injurious to the public service, and odious to deserving servants. In providing, therefore, in cautious terms that the preference to those qualified by tests over any others, should be with reservation of that expedient discretion in selecting those possessing superior qualifications *in other respects*, and upon the whole, it appears to me that it might be well to sanction more specifically the exercise of the discretion I have adverted to, by reference, in any rules which may be issued, to these grounds of preference of untested candidates, and even by reference to the particular Offices—(as, in the Revenue department those of Moonshees or Jewabnaveeses, Tahsildars, Treasurers, Head Accountants, Head English Writers, Head Sheristadars—in the Judicial department, Moonshee readers, Court Sheristadars, District Moonsiffs or Ameens, Principal Sudr Ameen, Native Judge—and offices of similar rank and emolument.) It may be necessary, for affording the necessary security of advantage from the attainment of useful knowledge, so far to limit discretion as to require it should be *sound*, and not capricious or arbitrary, or for favor; but it should be left unlimited when exercised upon legitimate data.

At present, as it appears to me, this prescription of tests should extend no further than Madras itself. The numerous institutions at Madras furnish ample and easy means of education up to the proposed tests.

But no such means as yet exist in the Provinces; and there may be considerable inconvenience, as well as a jealousy not ill-founded, likely to arise from supplying almost all uncovenanted functionaries in the Provinces from Madras alone. The rules may, or may not, be extended to the Provinces, according to the favorable result, or otherwise, of their adoption at the seat of Government, and according to the spread of scholastic institutions.

It appears to me advisable to have a graduated *scale* of preference according to any ascertained criteria of educational proficiency. For instance, a candidate may have attained the general prescribed test of qualification, and he may *also* have made acquisitions in some particular branches of study peculiarly adapted to the department of the public service into which he may be desirous to enter. In the Engineering department, one class of attainments may have specific value, in the Revenue another, and in the Judicial, or in the Medical, others. So, again, it has been provided by the subordinate rules of discipline for the high school that a *scholastic degree*, that of a "Proficient," shall be conferred on such as have passed entirely through all the classes of the University high school. The attainments characteristic of a Proficient are so extensive as to qualify them (with such additional specific

and technical knowledge as would be requisite for every superior office) in a far superior degree than the general tested qualifications as proposed could do for all departments of the service. A *collegiate degree*, proposed to be given when that department of the University shall be organized, in various branches of professional science and general literature, will manifest a still higher quality of intellectual advancement. It would be obviously expedient to encourage such superior attainments by a proportional concession of preference to office. These *degrees* will supply, of themselves, something more than an adequate test.

The rules should be, I think, made applicable to all classes of public, not being covenanted servants. I am induced to propose some fair protection to the interests of such as have attained an age at which it may be too late for them to begin an education *de novo*, and who may have been, perhaps, many years already in the public service. Cases may undoubtedly arise when such parties may have so strong a claim for promotion from past good conduct and services, as to supersede those of other candidates whose qualifications, as established by the tests granted, are decidedly superior. At the same time I am by no means disposed to recommend, as a general rule, that the mere circumstance of their having been already retained in the public service should operate so far as absolutely to extinguish the claim to preference founded on the tests. My impression is that it will be sufficient to authorize heads of offices and departments to make special references for the sanction of Government for any subsequent promotion of those holding appointments at the date of the promulgation of these rules, who may not have obtained tests.

It would be obviously impolitic to attach the power of granting or acquiring tests of qualifications to any particular scholastic institutions. With this impression I would propose that the tests should comprise, in a general way, those subjects of literature and knowledge which are commonly taught *at all* seminaries, and that the range of works, through the medium of which instruction in these subjects should be conveyed, should admit of some *discretionary choice*.

It may be assumed, indeed, that the scholars of the 4th class, and Proficients of the high school, possess far superior qualifications to those who merely have obtained the general test. But the public should not be allowed to suppose that may possibly not be so; or that any favor is shewn in supplying them with privileges in access to office which others cannot reach. With this view I would propose that all the annual examinations, on which proficient's degrees and the permanent classifications of the scholars of the high school are to depend, should be held before *public examiners*—and that the *same* public examiners should hold examinations for tests. I would propose also to institute *special* tests, as will be presently explained, to be granted by these examiners, giving a preference to those who obtain them over all other candidates (subject to the discretionary power I have before adverted to in heads of departments) in particular departments; and for which tests all parties from whatever scholastic institutions, will be at liberty to apply. As regards graduates in the *collegiate* department—their examinations for such degrees will testify such manifest and decidedly superior qualifications to any that can be obtained from any other institutions, that I can hardly suppose any rational cavil would rise at a preference so earned—and which would be open to the attainment of youths of every quality and sect.

It appears to me that these public examiners should be chosen with mere reference to competency, and as their examinations will comprise *all schools* from which candidates may choose to proceed, and will in no manner impede or affect, or be affected by, the religious instruction which the candidates may or may not have received, I can foresee no sound reason for any party of any profession, lay or clerical, from accepting the office of an examiner. If Clergymen should think themselves bound to decline examining any but Christians in the common knowledge which has been studied by all (which I see no ground for expecting) they surely would have no scruple in examining Christians. But, at all events, I do not surmise the slightest difficulty in selecting from the school masters, and other liberally educated individuals at the Presidency, persons both qualified and willing to accept the office, which I conceive to be an honorable one. I think the head master of the high school should always be one. And it seems to me that three, with three native assistant examiners, would be a sufficient number altogether—of whom two should always concur in giving a certificate of test.

The examiners should meet on stated days, once a quarter, and oftener if need be, for the purpose of examining candidates and for regulating from time to time the course of their proceedings, according to certain standing rules, and subject to the general rules to be passed by Government.

The examiners should draw up and submit from time to time to the governors of the University, a list of the subjects of examination, and also of the various works in one or more of which (as may be selected, and according to the subjects) the candidates for tests are to be examined. These lists should be published once in each quarter of a year.

The form of a certificate of qualification (to be signed by two examiners) should be, as it seems to me, as follows :

Test of Qualification for the Service of Government.

Madras, 1st June, 1842.

This is to certify that A. B. Son of C. D. of _____ has passed with approval a public examination in *writing English by dictation, in Tamil and Telugu reading and writing, in moral principles, in geography, in arithmetic, in the elements of general history and of the histories of England and India, in the elements of practical astronomy, in the three first books of Euclid, in the outlines of the constitution of the English and Indian Governments.

E. F. }
G. H. } Public Examiners.

The public examiners, I think, ought to receive a salary proportioned to their services, but I am of opinion that some regulations should be made with a view to their being paid according to the actual performance of those services. I would suggest, therefore, that these public examiners should (in addition to their test examinations) have the duty of publicly examining the scholars of the high school on their annual public examination, and also on

* It is to be observed that the particular subjects mentioned as those in which the candidates have been examined may, or may not, be those here enumerated by way of example.

the three other quarterly examinations; and that they fix on the same periods, consecutively, to proceed on the course of examination for tests,—that those who actually attend such periodical examinations (with the exception of the Head master) be entitled to draw 200 rupees for each full course of attendances; and that, in case and when the public examinations for tests become more burdensome than they are likely to be for some considerable time, any other expedient arrangement be made, as regards the periods of holding the examinations, and that their salaries be then increased. I would further suggest that these public examiners should undertake (under future arrangements according to circumstances) the duties of *general inspectors* of the scholastic institutions which may be hereafter founded or governed under the authority of Government, in such manner, and on such terms, as regards salary, as may be deemed fitting.

I think the head of departments and others who have the patronage of appointments, should be required to take expedient measures, when vacancies occur, of ascertaining whether any candidates qualified according to the tests will offer themselves for the office to be filled up.

As the result of these suggestions, I would propose that it be submitted to Government that, with a view to the supply of more efficient public servants, and for the encouragement of education, it should adopt and promulgate the following resolutions.

1. That public examinations shall be appointed for the purpose of examining and issuing tests of educational qualifications to candidates (not being covenanted servants) for offices and employments in the public service.

2. That such tests of qualification shall consist of a certain degree of proficiency in the English and native languages, in the knowledge of Moral Principles, in the elements of General History and of the History of England and India, in the elements of Mathematics, and of Practical Astronomy, in Arithmetic, in Geography, and in the outlines of the Constitution of the English and Indian Governments.

3. That the public examiners shall from time to time submit to the Board of Governors of the Madras University lists of the subjects, and of the books, in one or more of which (according to selection and to the subjects) the candidates are to be examined; which lists, upon approval by that Board, are to be made public.

4. That the public examiners shall meet periodically once in each quarter of a year at least, for the purpose of holding examinations, and oftener, if it shall appear expedient.

5. That the public examiners shall issue tests of proficiency in a regular form, to be approved of by the Board of Governors of the Madras University.

6. That all persons of every class and quality (not being covenanted servants of the Honorable Company) may submit themselves for examination for the purpose of obtaining the test of qualification.

7. All persons producing tests of qualifications from the public examiners shall be entitled to a preference to any vacant office or employment in the public service in any Government establishment at Madras, over all other

candidates not having such tests, and who may not possess superior qualifications in other respects and upon the whole.

8. In the consideration of those qualifications for office which are independent of the educational qualifications to be certified by the tests, special attention shall be due to the qualities of integrity, experience, and aptitude for business ; and more especially in reference to the selection for offices of the higher grades, such as those of Moonshees, Tahsildars, Treasurers, Head Accountants, English Writers, and Sheristadars, in the Revenue Department, and of Moonshee Readers, Court Sheristadars, District Moonsiffs or Aumeens, Principal Sudr Aumeens, and native Judges in the Judicial Department, and offices of similar rank and emolument in these and other departments of the public service.

9. Any persons producing a certificate from the Head master of the high school of the Madras University, of his having been upon examination by the public examiners, admitted into the 4th (or highest) class of that school, shall be considered equally qualified with candidates producing a test from the public examiners.

10. Any persons producing a certificate from such Head master of having attained the scholastic degree of a "Proficient" of the high school, shall have a preference over other candidates producing either the certificate or the test above noticed, and also over one another, according to the scale of honor, with which such scholastic degree shall be certified to have been granted.

11. The public examiners, after completing the examinations of any candidates for a test of general qualification shall proceed to examine such of them as are candidates for particular departments of the public service, and for that purpose shall make out and publish lists (to be approved of by the Board of Governors of the Madras University) of the additional subjects in which such candidates are to be examined, appropriate to each respective department, and of the works to be studied ; and the examiners shall issue special tests certifying proficiency in these additional branches of education, which special tests shall entitle the candidates to a preference in these respective departments of the public service.

12. Any persons who may have attained the rank of a "Graduate" of the Collegiate department which may be established in the Madras University, shall have a preference over all other candidates whatever for office or employment in that branch of the public service to which the science or faculty in which he shall have graduated may be applicable.

13. All heads of departments and of offices, and others, having the power of selecting to appointment in the public service, are required to take all expedient measures, when vacancies arise, for facilitating the application of candidates qualified according to the tests or certificates prescribed.

14. Nothing in these rules contained shall preclude heads of departments or others from recommending to the sanction of Government, the promotion of any persons holding appointments at the time of the promulgation of the present rules, to any offices when and as they become vacant, in preference to those producing tests or certificates, upon special grounds to be stated on their behalf.

It will be desirable before submitting any of these suggestions to the consideration of Government, to sketch out a methodical list of the subjects, and also of the works, on which (subject to any reconsideration when public examiners shall have been appointed) public examinations shall be founded. This appears to me advisable, not only as affording fuller materials to enable Government to form a judgment on the expediency of the scheme itself, but as exemplifying its practicability. The selection of works applicable to each subject, out of which the student may be allowed to choose such as he may be examined in, requires much consideration. They must not be numerous, as that would entail much and needless preparation on the part of the examiners; at the same time they ought not to be confined peremptorily to one particular book in each department of instruction, as such a limitation would have the appearance of an ungracious restriction on the discretion of the various Heads of Seminaries, and other teachers.

I have had some consultations with the Head Master and the Secretary on the topic, and am disposed to submit the following list; which, though not complete, and requiring reconsideration, and some additions in details, may prove a sufficient sketch for the object of this Minute.

Subjects and Books for the proposed Test Examinations.

1st. English, Tamil, or Telooḡo, reading and writing, and writing from dictation.

2d. Principles of Morality.

(Books and works, out of which choice to be made by the candidates,—some selected chapters out of the three following works. Adam Smith's Theory of Moral Sentiments, Abercrombie on the Moral Feelings, Paley's Moral Philosophy. The New Testament for Christians.)

3d. Arithmetic, viz. the four simple and compound rules, reduction, vulgar and decimal fractions, rule of three (simple and compound) tables of weights and measures.

4th. Euclid, three first books.

5th. Geography, including the elements of Physical Astronomy.

(Books, &c. Goldsmith's, Pinnock's Goldsmith's, Nicholl's, Keith on the Globes.)

6th. English and Indian Constitutions.

(Books, &c. certain selected chapters of Blackstone, first 5 discourses of Norton's Rudimentals, DeLolme.)

7th. English and Indian History and General History.

(Books, &c. Mudie's 2 vols. or Martin's 1st vol. of East India Company's Possessions, Goldsmith's History of England or Pinnock's Goldsmith's do. Mr. Markham's History.)

Subjects and Books for the proposed special and additional Test Examinations for particular departments.

In the Judicial Department.

1st. Elements of Public Law.

(Books, &c. selected chapters from Blackstone, Norton's Rudimentals 6th discourse, Warren's select extracts from Blackstone's Commentaries.)

2d. Acts and Regulations of Government.

3d. Elements of Hindoo and Mahomedan Law.

(Books, &c. Macnaghten's Hindoo Law, do. Mahomedan Law, Sir Thomas Strange's Hindoo Law.)

In the Revenue Department.

1st. Elements of Political Economy.

(Books, &c. Adam Smith's Wealth of Nations, Walker's Principles of Political Economy, Mr. Marcet's Conversations on Political Economy.)

2d. Acts and Regulations of Government.

3d. Statistics and resources of India.

(Books, &c. Martin's 1st vol. Elphinstone's India, Thornton's do.)

Engineering Department.

1st. Elements of Industrial Mechanics, Force and Resistance, Geometry and Mensuration.

(Books, &c. Kater's Mechanics, Introduction to Natural Philosophy (Calcutta Edition), Stephenson on Civil Engineering, six first books of Euclid, (Lardner's), with Geometrical Exercises.)

2d. Linear Drawing and Perspective.

Having thus placed before the Board my views on this subject of Tests, I propose that we should place the resolutions which the Board shall come to upon them, before the consideration of Government. In the meantime, I will take the liberty of suggesting in a separate Minute, the nature of the communication which it may be convenient to make to the heads of departments, with a view to further information upon details of the scheme I have proposed.

(Signed) GEORGE NORTON.

6th October, 1841.

Rules for establishing Tests of qualifications of Candidates for the Public Service.

1st. That public examinations shall be appointed for the purpose of examining and issuing Tests of educational qualifications to Candidates (not being Covenanted Servants) for offices and employment in the Public Service.

2d. That such Tests of qualification shall be of three grades, namely, General Tests, Superior Tests, and Special Tests for particular departments.

3d. That the *General Test* of qualification shall consist of a certified degree of proficiency in the English and Native languages, in the knowledge of Moral Principles, in the Elements of General History and of the Histories of England and India, in the Elements of Mathematics and Practical Astronomy, in Arithmetic, in Geography, and in the outlines of the Constitution of the English and Indian Governments.

4th. That the *Superior Test* shall consist of a certified degree of Proficiency in certain Books and subjects of General Literature and Science, according to lists to be made out approved of by Government.

5th. That the *Special Test* shall consist of a certified degree of Proficiency in the subjects assigned for the General Test, and also, in addition, a Proficiency in such books and subjects appropriate to certain respective departments in the Public Service, according to lists to be made out and approved of by Government.

6th. That a certain number of Public Examiners will be appointed from time to time by Government, who are to be guided by the following rules :

1st. The Public Examiners shall from time to time prepare and submit lists of the subjects and of the books appropriate to the respective qualities of the Tests, in one or more of which (according to selection and the subjects) the Candidates are to be examined ; which lists, upon approval by Government, are to be made public.

2d. The Public Examiners shall meet periodically, once in each quarter of a year at least, for the purpose, of holding examinations, and oftener, if it shall appear expedient.

3d. The Public Examiners shall issue Tests of Proficiency in a regular form, according to the quality of the respective Tests, to be approved of by Government.

4th. The Public Examiners shall proceed with the examination of such as are candidates for the *Special Test*, after completing their examination and approving them for the *General Test*.

5th. The Examinations for the *Superior Test* shall be held once a year, and the successful candidates shall be classed in the order of merit.

6th. That all persons of every class and quality (not being Covenanted Servants of the Honorable Company) may submit themselves for examination for the purpose of obtaining the Test of qualification.

7th. All persons producing Tests of qualifications from the Public Examiners shall be entitled to a preference to any vacant office or employment in the Public service in any Government establishment at Madras, over all other candidates not having such Tests, and who may not possess superior qualifications in other respects and upon the whole.

8th. That any person producing a certificate of a *Superior Test*, and all "Proficients" of the High School (who will be preliminarily required to obtain such certificate) shall have a preference in selection for the Public service over other candidates who may have only attained a *General Test*. And special attention shall be due to the scale of honor, or order of merit, in which such candidates may have been ranked.

9th. That any persons producing a certificate of a *Special Test* shall be entitled to a preference in those respective departments of the Public service to which their *Special Tests* may apply.

10th. Any persons, who may have attained the rank of a "Graduate" in any class of the Collegiate Department of the Madras University, shall have a preference over all other candidates whatever for office or employment in that branch of the Public service in which the science or faculty in which he may have graduated shall be applicable.

11th. In the considerations of those qualifications for office which are independent of the educational qualifications to be certified by the tests, special attention shall be due to the qualities of integrity, experience, and aptitude for business ; and more especially in reference to the selection for offices of the higher grades—such as those of Moonshees, Tahsildars, Treasurers, Head Accountants, English writers, and Sheristadars, in the Revenue Department—and of Moonshee readers, Court Sheristadars, District Moonsiffs, or Ameens, Principal Sudr Ameens and native Judges, in the Judicial Department—and Officers of similar rank and emolument in these and other departments of the public service.

12th. All heads of departments and of offices, and others, having the power of selecting to appointment in the public service, are required to take all expedient measures, when vacancies arise for facilitating the application of candidates qualified according to the tests or certificates prescribed.

13th. Nothing in these rules contained shall preclude heads of departments or others from recommending to the sanction of Government, the promotion of any persons holding appointments at the time of the promulgation of the present rules, to any offices when and as they become vacant, in preference to those producing tests or certificates, upon special grounds to be stated on their behalf.

APPENDIX Y.

Scheme for the project of a Medical Class in the Madras University.

The Board of Governors of the Madras University have the honor to submit to the consideration of the Right Honorable the Governor in Council, the project of a collegiate class in the Faculty of Medicine, to be attached to that institution.

With this view they have thought it most expedient to draw up at once, a series of practical rules for the formation, instruction and discipline of the proposed class,—as best exemplifying how far that project is feasible ; although they are sensible that these rules will require modification according to unforeseen circumstances. But these rules may serve by way of guidance at least, in the commencement of the undertaking ; the Board feeling as they do, that nothing can tend more to facilitate their proceedings towards this object, than a set scheme on which they may be prepared to act.

In the construction of this scheme of rules, the Board have availed themselves mainly of the assistance of their colleague Mr. Wylie, who, in the preparation of the ample materials, for this purpose, has consulted with other members of the profession, engaged in the medical instruction of pupils, and particularly with Mr. Harding. It may be hoped, therefore, that the plan proposed may prove sound and practicable.

One object prominently kept in view has been to amalgamate the present Medical school for pupils in the subordinate medical science, with the proposed Medical class. Such a design has appeared by no means incompatible with the ultimate superior aim of the proposed collegiate department,—nor has any difficulty been experienced in so arranging the scheme of instruction as to admit of such an amalgamation. Indeed it may be expected that the adoption

of such a scope in the rules may prove advantageous, as well to the professional students, as to the medical subordinate servants. It is hardly to be presumed, in the present state of native feelings, that more than a few solitary examples will be shown of respectable native youths undertaking a full professional medical education with a view to superior public practice, and a corresponding eminent station in native society. But by holding forth the means, partially at the public expense, through single exertion and at a small pecuniary sacrifice to pupils of that rank of life, to whom, ordinarily, the inferior medical service would be a befitting source of livelihood, it may be hoped that the ambition of some may be attracted to higher efforts, nor have instances been wanting to justify such expectations. It is within the knowledge of the Board that a young man named Wilmot went through a complete course of instruction in the present medical school—entirely at his own charge. Though he was at the same time endeavouring to qualify himself as a Civil Engineer, he was most exemplary and regular in his attendance, and attained a more than ordinary degree of proficiency. At the end of the course, he applied for admission into the public service, but the regulations of Government precluded the possibility of a compliance with his request.

In the meanwhile by attaching the pupils of the Medical school for the public service to a collegiate department in which the course of instruction is directed towards attainments of a superior professional order, it seems reasonable to trust that both the efficiency and the social responsibility of the subordinate Medical service may be advanced.

The success attained at Calcutta in inducing some native youths of respectability to pass through a thorough course of Medical instruction inclusive of the essential department of Anatomy and human dissections, hold out encouragement that similar triumphs over misconceptions and vain prejudices may be won in this Presidency. The beneficial results of introducing among the native public a class of Medical Practitioners, qualified by a competent Medical education, are so great, that the Governors will consider it an object deserving their peculiar attention, should the proposed collegiate department in the Faculty of Medicine be established.

They are inclined to think that the prosperous course in life of which such eminent professional qualifications hold out the promise, will not be without its influence among the Natives of the higher orders; an influence which a very few examples would, of course, powerfully enforce.

The full course of professional education and exercises to qualify, according to the proposed rules, a native candidate for the degree of a “Master in Medicine” imposes requisitions which are certainly very high. They might possibly be thought too high, if it was not provided that a license to practice and a testimonial of qualification, should be attained through the lower degree of a “Licentiate in Medicine.”

But it appears to the Board advisable to hold out every inducement of honor and reputation to those who are disposed to acquire such distinction by superior learning and professional eminence,—and that there should be other limit to the educational progress of the students, than the means of affording instruction. The literary requisitions, even of the highest quality, for admission of Natives as students in the Medical Class, are such as may be attained, in an ordinary course of education by the age of 16 to 18—those of the lowest

quality may be attained at that age by youths of the lower orders without difficulty. The whole course of instruction and exercise to qualify a candidate as a "Master in Medicine" may be gone through without extraordinary exertion, by the age of 22 to 24 years. The degree of a Licentiate in Medicine may be gained without any difficulty by the age of 21.

The extent of educational qualification, preliminary to admission to the Medical Class,—is a subject on which much difference of opinion exists in Europe. Admitting that a knowledge of the ancient classics, and of some sciences having a collateral connection with the faculty of medicine, tend in an important degree, to facilitate the successful prosecution of medical studies,—and that such competent preliminary knowledge may even be attainable by students in India,—yet the Board can by no means regard such knowledge as indispensable. The highest scale of education contemplated by the system of instruction at the High School,—or imparted by other scholastic Institutions existing in Madras,—the Board consider as amply sufficient to qualify a student who may enter the class with a view to the highest degree proposed to be conferred.

And although the Board are of opinion that some definite standard of preliminary education must be fixed for the admission of all students, they are not disposed to exact (except when the highest Medical degree is aimed at) a higher test than,

1st. That they should be well versed in English Grammar, and competent to write fluently and correctly from dictation.

2dly. That they should have a general knowledge of Arithmetic, Geography, General History, and the elements of Natural Philosophy.

With reference to these preliminary educational qualifications, the Board would fix the age for admission at not less than 16.

The rules have been framed with reference to the requisite attendance of all students (whether destined for the public subordinate service, or otherwise) at the hospitals. The present system of the Medical education of the Government pupils provides for such attendance both for the purpose of their becoming versed in the preparatory duty of dispensing medicines, and ultimately for clinical observations; the pupils being from their first entertainment in the service appointed to do duty in hospitals at the various outstations, and those under instruction at the Medical school, being uniformly attached to hospitals and Medical institutions at the Presidency. The hours and the system of instruction, are adapted to a consideration of the distance of the school house, (where the lectures and exercises are held) and so as to obviate too great an interruption to the domestic habits and comforts of the students. The limitation of the lectures to two subjects only, for the first two years, while it appears in itself an advantageous arrangement, will, by admitting the assignment of *alternate days* to each subject, have the effect of lessening the period of daily attendance, for the mere purpose of lectures, and of affording a more lengthened opportunity in the forenoons, for practical occupations, and in the afternoons, for the customary attendance at that period at the hospitals. The students of the junior division, whose instruction is chiefly rudimental during the first two years could be most conveniently attached to the more distant hospitals, where native sick, only, are admitted; while the senior division might be attached to the General and European Regimental hospitals in the

immediate vicinity of the school house, where more facilities and advantages would be afforded them for the observation of disease, while engaged in studies on this subject,—and also for clinical instruction proposed for the latter period of the medical course. The rules in the meantime provide that the Medical authorities shall lay down expedient regulations for attendance at hospitals.

The Board will not affect to disguise from the consideration of Government their opinion that for many years to come considerable pecuniary aid will be requisite in the way of incentive to students in this faculty, independently of those honorary prizes which it is the policy of even European institutions of this quality to found. The Board are by no means friendly to the stimulus of pecuniary rewards, and still less so to eleemosynary instruction. But they feel that with respect to the introduction of professional education in this faculty, by a new and laborious course, to which the minds and sensibilities of the natives are averse, some powerful incentive of this nature is absolutely and peculiarly essential. Exhibitions or scholarships, varying in value, and superior titles to special appointments of a civil nature that may hereafter be devised according to the exertions and scale of qualifications manifested by the students, the Board consider to be among the most legitimate rewards of successful emulation. Any pecuniary reward on the attainment of particular grades need not be fixed so high as to occasion any serious charge on the public funds; but they will form immediate inducements for exertion, and even afford means for the further prosecution of studies continually increasing in usefulness. The distinction of honorary medals, to be rarely and scrutinously awarded, needs no reasons for recommendation.

The Board submit this prospectus of the first formation of a collegiate class in the Madras University, with some anxiety to the consideration of Government. They have prepared it with much thought and deliberation. They have had in view the framing of a model, which, in its outline, might serve as a guide in forming and regulating classes in other professional or scientific departments. They have also ventured to contemplate some practical improvement in the efficiency of an important branch of the public service.

(By order of the Board of Governors).

MADRAS, }
8th January, 1842. }

(Signed) PETER POPE,
Secretary.

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Rules for the formation and Government of a Medical College in the Madras University.

1. The Medical College shall be under the government of a Council composed of the President and one or more Members of the Committee of Education, the Principal of the University; and the Masters and Professors of the College, and, until such Council shall be formed, under such functionaries as Government shall be pleased to appoint.

2. The Council shall have the regulation of all matters connected with the admission of students, and with the internal economy and discipline of the College.

3. Candidates for Matriculation to present themselves before the Council on the second Monday of January of each year. The test for Matricula-

tion shall be a certificate of the candidate not being under 16 years of age, and the possession of the testimonial of a "Proficient" of the Madras high school, or, if a pupil of other scholastic institutions, a certificate of having passed an examination before any Board of Public Examiners, which may be appointed by Government, in English Grammar and Composition ; in writing English from dictation ; in Arithmetic, in Geography and General History, and in the elements of Natural Philosophy.

4. Candidates having satisfied the Council on the foregoing points, shall be enrolled as "students of the Medical College," to whom two grades of qualification will be open, viz. that of "Licentiate in Medicine" and "Master in Medicine."

5. The students of the College will be distinguished as "Junior students" and "Senior students," the former to comprise those of less than two years' standing, (with exceptions as hereafter provided,) and the latter all above that period.

6. A primary examination of "Junior students" who have completed two years' study will be held on the 2d Monday of December in each year, for transfer to the superior grade, of those found qualified to become "Senior students," and on the 3d Monday of December of the same year a plenary examination will be held of all Senior students who have completed four years' study, and who are not under 21 years of age, for the selection of such as may be found competent to enter on the practice of the profession, who shall be designated "Licentiates in Medicine." In like manner, an annual examination will be held of candidates to become "Masters in Medicine."

7. The examinations for the grades of "Licentiate" and "Master in Medicine" shall be conducted by a Board to be appointed by Government.

8. There shall be four professors in the Medical College, (one of whom to exercise the functions of Master of the College), and each shall preside over a department to be hereafter specified ; together with a Curator and Demonstrator, and a native assistant Demonstrator : these latter officers being selected, in the first instance, from the subordinate Medical Service of Government.

9. The professors shall deliver lectures on the following subjects, viz. on
 Chemistry and Materia Medica.
 Anatomy and Physiology.
 Surgery and
 Practice of Medicine.

One course of lectures will be delivered in each year on the following subject, viz.

No. 1.	{ Chemistry, on alternate days from 15th January to 15th June.		
	{ Materia Medica, do.	15th July to 15th December.	
No. 2.	Anatomy and Physiology, do.	15th January to 15th December.	
No. 3.	Surgery do.	do.	do.
No. 4.	Practice of Medicine, do.	do.	do.

The hours of lecture for Nos. 1 and 2 will be from 12 to 1 P. M. and for Nos. 3 and 4 from 11 to 12 A. M.

Demonstrations, dissections and exercises in Practical Chemistry will be conducted before the hour of lecture.

The vacations shall be from 15th June to 15th July, and from 15th December to 15th January.

10. The attendance of students at the Medical College, with a view to attaining the grade of a Licentiate, shall embrace a period of not less than four years, and two courses of lectures on each of the above subjects, with two or more courses of dissections ; and according to the following sequence,

1st year.	Chemistry.	
„	Materia Medica, with the elements of Botany.	
„	Anatomy and Physiology.	
2d year.	Chemistry.	
„	Materia Medica.	
„	Anatomy &c. with Dissections.	
3d year.	Surgery.	} With Clinical instruction.
„	Practice of Medicine.	
4th year.	Surgery.	} Do.
„	Practice of Medicine.	

Courses of lectures on Midwifery and Medical Jurisprudence also will be given during the 3d and 4th years of study, and the exercises in practical Anatomy will be continued during the same seasons.

11. The primary examination of “Junior students” shall comprise the subjects of the two first years’ lectures, and their proficiency shall be further determined by the following exercises, viz.

“Chemistry, by experiment, and questions to be answered in writing.

“Materia Medica, by the identification of specimens ; together with the preparations of pharmaceutical compounds.

“Anatomy, by demonstration on the dead subject.”

Any student who may fail to qualify by the end of the third year as a senior student, shall, with the sanction of the Council, be removed from the Medical classes.

Exhibitions (the value of which to be determined hereafter) for a period not exceeding two years, and prizes of books shall be held out as objects of competition to such qualified Junior students as shall have evinced during the whole course of previous study, unusual assuidity and superior acquirement. In determining the comparative claims of the competitors for these honors, due weight shall be allowed to a Register of Merit, exhibiting the average proficiency and general behaviour of the students during the two previous years. Honorary testimonials will be granted on the attainment of an exhibition, and to all others qualified to become “Senior students” a certificate of comparative proficiency will be given.

12. The plenary examination of candidates for the grade of “Licentiate in Medicine” shall comprise the subject of all the four years’ Lectures ; a proficiency in those, more particularly of the last two years, being also determined by the following exercises, viz.

The student will be furnished with histories, or opening statements, of two cases of disease, in order that he may state, in reply,

The name of the disease and its diagnosis ;

Its cause and explanation of symptoms ; the indications of cure, and the remedies to be employed, with formula of prescription.

He shall also perform surgical operations on the dead subject.

Any "Senior student" who may fail to pass the plenary examination at the end of the second year shall be allowed to continue his attendance at the classes for a third year ; and if not then qualified to become a "Licentiate" he shall be removed, unless the Council deem it expedient, on special occasions, to extend that period. Two medals, one of gold and the other of silver, and exhibitions (the value and duration of which to be fixed hereafter) shall form the subjects of competition for the highest degree of proficiency in the plenary examination. In determining the qualifications of the Candidates for these honors, due weight shall be allowed to the Register of Merit of the last two years, as in the former examination. Honorary testimonials will be granted on the acquisition of medals, or exhibitions, and certificates of qualification, signed by the Examiners and Professors of the college, will be given to all "Licentiates in Medicine."

N. B.—It shall be competent to private individuals to endow exhibitions, the nomination to which shall be determined by public competition.

13. To obtain the degree of "Master in Medicine" the candidate shall produce his testimonial of being a "Licentiate in Medicine."

"He shall produce a certificate of having conducted not less than six labours, and of having attended the practice of the eye infirmary not less than six months.

"He must also have attended both the Medical and Surgical practice of the European and Native Wards of the General Hospital, for the space of one year subsequent to the attainment of the grade of Licentiate ; and have treated and recorded, under the supervision of the Surgeon of the Hospital, a certain number of cases of disease, to be especially illustrated by pathological observations after each Clinical report.

"He shall perform such of the capital operations of surgery on the dead subject as may be required. He must also submit, and defend, an essay in English on one or more of the diseases prevalent in tropical climates, and be otherwise prepared for examination upon any of the subjects of previous study."

"Masters in Medicine" will receive a diploma, engrossed on parchment, under the seal of the University and the signatures of the Council and of the public examiners appointed by Government, and a gold medal, books or money (value to be determined on hereafter) will be awarded to the author of the best "Clinical Report" or "Essay," if in the opinion of the examiners sufficient merit be evinced.

14. The Council in communication with "the Medical Board," shall prescribe rules for the attendance at Hospitals, and other Medical institutions, of all students and licentiates ; and the privilege of admission to all or any of the lectures and exercises at the college, will be granted to "Licentiates" qualifying to become "Masters in Medicine."

15. Students on entering the respective divisions will be required to furnish themselves with the following class books of the Medical College, or such others as the Council may direct, viz.

Junior students : The manual of Chemistry,
The conspectus of the Pharmacopœias and
The manual of Anatomy.

Senior students : The manual of Surgery and
The elements of Practical Medicine.

(By order of the Board of Governors.)

(Signed) PETER POPE,

Secretary.

APPENDIX Z.

Minute by Colonel Sim, on the formation of a School for Civil Engineering, January 1842.

1. Of the several institutions for the encouragement of education and the dissemination of useful knowledge among the people of this Presidency, proposed to be engrafted on the Madras University, there is perhaps none which is more urgently required, or the practical benefits of which are likely to be sooner realized, than a school for civil Engineering. The advantages of such an establishment are briefly adverted to in Lord Elphinstone's eloquent address on the opening of the University at the College Hall.

The nature of the climate requires the extensive use of artificial irrigation, without which many of the most valuable necessaries, and nearly all the luxuries of life cannot be grown, and lands which enjoy the advantage of irrigation usually yield fourfold more than those which depend on the precarious rains,—while their produce is at the same time much less subject to injury and destruction from droughts, the great scourge of India, and the worst impediments to its growing prosperity.

3. The rains are confined mostly to the short periods of the North East and South West monsoons, when they are very heavy, and much more abundant than the wants of the country require, and during the other seasons of the year very little rain generally falls, but long continued droughts prevail, when the crops are almost entirely dependent for nourishment on artificial irrigation. It has in consequence been the practice from time immemorial to store up a portion of the surplus waters of the monsoon rains by means of artificial reservoirs for use during the hot and dry months. The great attention and labours of the native powers for the attainment of this important object appear to have been unremitting, as is evidenced by the numerous tanks and canals dispersed over the face of the country,—and it is matter of just reproach that so little has been done to improve and extend these works since India came under British rule. The operations of the English Government in this respect would almost seem to have been limited by the selfish principle of keeping in repair the works which they found in existence, and which were necessary for the preservation of the public revenue.

4. It will, on reflection, appear surprising that with all the resources of a powerful and settled Government, during nearly half a century of peace, so little should have been done to encourage the arts and manufactures, and ameliorate the condition of the people, by the extension of works of public utility, and by the improvement of internal roads and communications, without which both the moral and physical improvement of the country must continue slow and uncertain. Scarcely a new reservoir of any magnitude has been constructed, and many of the old have been allowed to fall to decay ;

while the state of the roads in the interior and even within a few miles of the Presidency scarcely gives indication of a civilized Government.

5. This has not arisen from apathy or indifference on the part of Government. On the contrary an anxious desire has generally been manifested to promote every well digested project for the benefit of the country and people, but the benevolent intentions of Government have been retarded and often frustrated by the impracticability of procuring properly qualified agents to carry their plans into effect. Valuable undertakings have failed through the carelessness or ignorance of those to whom it was necessary to entrust their execution, and such failures have naturally occasioned disappointment and an unwillingness on the part of Government to risk the misappropriation of the public funds in the prosecution of projects which so often had failed to realize the full measure of benefit promised from them.

6. European superintendence, even if it were procurable to the desired extent, is far too expensive for many of the subordinate duties in the Civil Engineer's Department, and the heat and unhealthiness of the climate are uncongenial to the beneficial employment of Europeans in many parts of the country. In this, as in all other institutions for the improvement of India, our chief reliance must be placed on native agency, and it is perhaps fortunate that it should be so, for it constitutes the surest hope of the gradual amelioration of the people, by connecting indissolubly their useful and profitable employment with the prosperity of the country.

7. It is therefore an object of national importance to afford the native population every facility to qualify themselves for that superior class of public duties which they alone can adequately fulfil. There is no deficiency of talent or ability in the native character; on the contrary, whenever they have been tried, they have shown much aptitude and quickness in the acquisition of knowledge and science; and of their eagerness to improve and qualify themselves for public employment, the best proof is found in the numbers of all ages, and from distant parts, who attend the several educational institutions within their reach.

8. The necessity of possessing a class of native servants to assist Engineers and Surveyors, was felt and acknowledged at an early period, and a school for the instruction of a small number of youths, chiefly Indo-Britons, has been supported by Government for the last forty years. It was first attached to the Observatory, and for the last twenty years has been under the management of the Board of Revenue, and superintended by their Engineer Secretary. This school has produced a number of useful and intelligent Surveyors, some of whom would not suffer from a comparison with the same class of servants in Europe.

9. The numbers in this school have, on account of the expense and the want of teachers, been limited to what is absolutely necessary for the public service, and it is now found difficult to afford time for their proper instruction, without interfering with the other duties of the office, and it has lately been determined to discontinue it as soon as the instruction of the present pupils is completed, in order to relieve the department of Public Works from an inconvenient duty,—and also under the expectation that the excellent public and private schools lately established at the Presidency, will hereafter supply young men sufficiently well educated, after some practical instruction in Surveying and Drawing, to take the place of those who have, till now been instructed at the public expense.

10. The present seems therefore a favorable time, and the Madras University affords many facilities for the establishment of an institution in which Civil Engineering in all its several branches shall be taught on better arranged and more systematic principles than has hitherto been practicable—which shall be open to all who may choose to qualify themselves for admission into it. The Government school is about to be abolished, and the public and private seminaries at the Presidency are educating young men, chiefly the sons of Europeans and of Indo-Britons, while the Madras University, though open to all, is instructing youths of the better class of the native population, from among whom there is no doubt that a sufficient number of candidates will be found possessed of the requisite previous qualifications, and anxious to enter into an institution which opens a path for future profitable and useful employment.

11. The advantages of the education proposed to be given are incalculable in a country like India, where a knowledge of the Mechanical and Hydraulical Sciences would be so extensively useful and widely applicable. Its benefits would not be confined to those who might afterwards obtain employment in the Civil Engineer's department, for there is scarcely a native Officer in the Revenue branch who would not find it on many occasions very useful in the performance of his duties, and it is hoped that it would often prove advantageous to, and originate, undertakings and speculations on the part of individuals and public bodies, the nearly total absence of which it is so injurious to India.

12. On the grounds and reasons now briefly adverted to, it is proposed to attach to the Madras University, a college for Civil Engineers on the following plan.

Rules for the formation and Government of a College of Engineers in the Madras University.

1. The college of Engineers shall be under the government of a Council composed of the President and one or more of the Board or Committee of Public Education, of the Principal of the collegiate department of the University, the Chief Engineer of Madras for the time being, and the Professor of the college; and in the meantime and until such Council shall be formed, it shall be under the management of such functionaries as Government shall appoint.

2. The Council shall have the regulation and control of all matters connected with the admission of students, and with the internal economy and discipline of the college.

3. The student shall receive instruction in pure Mathematics, in the principles of Mechanics, in Hydrostatics and Hydraulics, in Surveying, leveling and drawing, in practical Mechanics and practical Engineering in all its branches, in Chemistry and Geology.

4. Candidates of every class and denomination shall be admissible who are possessed of either of the two following qualifications, viz. 1st,—the degree of a Proficient of the Madras high school,—or, 2dly,—a certificate of having passed satisfactorily an examination before any Board of public examiners to be appointed by Government, in English Grammar and Composition, in writing English from dictation, in Algebra as far as Quadratic and Cubic Equations, in the four first books of Euclid, and in the use of Logarithms.

5. Candidates upon their admission by the Council shall be enrolled under the denomination of "students," to whom the collegiate degree of a "*graduate in Engineering*" shall be open.

6. The tuitional establishment shall consist of a Professor and two native Assistants who shall, in addition to other acquirements, be good practical Surveyors and Draughtsmen.

7. There shall be two courses of lectures and of examination of exercises, on alternate days (to be fixed by the Council) in each year—one course for the students who have not passed their primary examination and one for those who have passed it. There shall be two days in each week (vacations excepted) for lectures and examinations of exercises for each of the above classes of students. The hours of attendance, and the quality of the lectures and exercises, shall be arranged by the Professor, subject to the control of the Council.

8. A primary examination shall be held on the 1st Monday of December in each year, with a view to transfer into the superior class of students; and no student shall be admissible to the primary examination who has not received a certificate from the Professor of his having fully attended fifty days at least of lectures and exercises, and of having evinced diligence in his studies and made satisfactory progress.

9. A plenary examination shall be held on the 2d Monday of December in each year; and all students receiving a certificate of having passed such examination satisfactorily, and of their having also previously passed a primary examination, and of their having fully attended fifty days of lectures and exercises in the superior class, and of having acquired a competent knowledge of the principles of Civil Engineering, shall be entitled to the diploma under the seal of the University of a "*Graduate in Civil Engineering*."

10. The plenary examination shall be held before a Board consisting of the Professor, assisted by one or more professional Officers, as the Board of Education may select or Government appoint.

11. The students, until they shall have passed their primary examination, shall be distinguished as "*Junior students*," and afterwards, until they shall have passed their plenary examination, as "*Senior students*."

12. At the several examinations, prizes of instruments and of books shall be awarded to the most deserving students upon the testimonials of the examiners; and a gold medal shall be the object of competition for the highest degree of proficiency evinced at the plenary examination to be awarded on the like testimonial.

13. It shall be competent to private individuals to endow exhibitions, and the nomination to such exhibitions, as well as to any which may be endowed by Government, shall be determined upon public competition.

14. The Junior students shall pay a fee of 30 Rupees and all Senior students a fee of 40 Rupees per quarter, payable in advance; and shall be required to furnish themselves with the following class books, &c. &c. and such other as the Council may direct.

15. All Officers of the Army, and any other persons according to the discretion of the Council or Board of Education, shall be admissible into the college, on the payment of an entrance fee of 100 Rupees as "*Honorary Students*," and as such as shall be entitled to attend all lectures and exercises

and may also have the use of the instruments and books of the college under such terms and regulations as the Council may direct ; and all Officers who may have become honorary students, who shall be certified by the Professor as competent to render useful Engineering service in the field, and all other honorary students who may be so certified to have acquired useful attainments in Civil Engineering, and all Commissioned Officers of Engineers, shall be admissible as Members of the College, under the denomination of " associates."

16. In filling up vacancies in public situations in the Engineering, Survey, and Building departments, preference shall be given to Graduates in Engineering over other Candidates, other qualifications being equal. But it shall be competent to all persons, wherever they may have qualified themselves, to offer themselves for examination along with the Senior Students, and they shall receive a certificate according to their acquirements.

(Signed) D. SIM.

January, 1842.

APPENDIX A. A.

Public Department.

Extract from the Minutes of Consultation, dated 23d July 1842.

1. The Board, concurring in the views expressed by the Right Hon'ble the Governor in his Minute of the 13th May last, resolves that they be carried into effect ; and that paras 1 to 19 be communicated to the President and Governors of the Madras University.

Minute of the Right Hon'ble the President, dated 13th May 1842.

1. There are several subjects connected with Native Education. the advancement of education in this country, which require to be considered and disposed of. I propose briefly to offer upon each of these, such observations as a perusal of the papers now before the Board may suggest to me.

2. The first subject in point of importance is the policy of requiring candidates for employment in the public service to pass a certain educational examination. On this subject the President and Governors of the University were requested to place themselves in communication with the Judges of the Sudder Udalt, the Members of the Board of Revenue, and the Heads of offices in Madras, and the result of their correspondence has very recently been submitted.

3. I do not hesitate to express my entire concurrence in the views of the President and Governors in their letter of the 8th of December last, which without preemptorily excluding persons of inferior educational pretensions, secure the right of preference to parties qualified according to the proposed tests, over all others not alike qualified.

4. It is proposed to give this preference to educated natives upon their first admission into the service, their subsequent advancement being made to depend upon their own exertions and diligence in the performance of their offi-

cial duties, but without excluding natives of superior education and attainments from those higher appointments for which they may be otherwise qualified, and for which service in the inferior grades is not always a necessary, nor the best, preparation—in this respect the patronage of the Heads of offices will in no degree be curtailed. The principle upon which this preference is in the first instance to be given, appears to me perfectly correct. I believe also, that its limitation to admission to the public service, will not discourage the native youth—and that it will generally be found, that the best educated will advance the most rapidly. As education becomes more general, the number of qualified candidates will of course increase—and in time, no doubt they will effectually exclude all others from the service. The field of patronage, then, will merely be changed, and the Heads of offices will have nearly as much room for selection as they now have. Meanwhile an immense impulse will have been given to the cause of education. Among the numbers who have applied themselves to study, perhaps solely with a view to admission into the service, some will be found who will not rest satisfied with the mere qualification. A collegiate degree, it is proposed, shall hereafter constitute a ground of preference superior to every other. Independent of these incitements, some will no doubt be found of more aspiring ambition, as well as some who will pursue their studies from the pleasure which they take in them, and without any other inducement.

5. From all these courses, a class will arise which will be fully qualified for high employment in the Civil Administration of India. This is the object to which all our efforts ought to tend—to use the emphatic words of the Hon'ble Court. “We wish you to consider this as the scope and end to which all your endeavours with respect to the education of the natives should refer.”

6. Employment in the public service with the prospect of advancement to the higher grades of it, has been considered by those whose opinions are entitled to the greatest weight, as the surest way to promote education with all its concomitant advantages among the natives. I might quote the sentiments of Sir Thomas Munro and Lord Auckland, as expressed in their Minutes, and I doubt not that if I were to search for similar opinions in those of other Indian statesmen, I might readily discover them. I shall however, content

myself with making an extract in this place from Mr. Trevelyan's book, which perfectly expresses my own sentiments, and I would suggest that the recommendation of the Sudder Dewany Adawlut, quoted in the note and transcribed for facility of reference in the margin, be brought to the particular notice of the Sudder Court at this Presidency and the President and Governors of the University, with a view to its adoption with respect to Moonsiffships. Such a

“With a view, however, of introducing a better educated class of individuals into this office, the Court have directed me to state that they are of opinion, that some well-considered system should be immediately adopted by Government for the purpose of securing a regular succession of duly qualified native Judicial Officers. No peculiar acquirements are at present looked for in a native Judge, beyond general good character, respectability of family and a competent knowledge of the Persian and Bengalese languages. No liberal or polite education, no legal acquirements, no knowledge even of the general forms and rules of practice prescribed by the Regulations of Government is generally possessed by any candidate for office, save perhaps in the latter instance by some few individuals, who have been attached to the Courts in subordinate situations, as Mohurrers, or Moonshees, or Vakeels, and who are, therefore, well acquainted with the general routine of our proceedings.

“As the readiest mode of improving the present system of nomination, the Court would suggest the appointment of a regular Professor, at all the Government Colleges, for the

purpose of instructing the native youth in the laws and regulations of Government and for enabling the young men brought up at these institutions to qualify themselves for the judicial and revenue branches of the public service. To each College possessing such a Professor, whether, indeed, supported by Government or otherwise, and whether in Calcutta or at any City in the interior, one or two Moonsiffships and Uncovenanted Deputy Collectorships might be presented as prizes every year, and these prizes should be bestowed on any native youth, above the age of 25 years, who might be found duly qualified, on public examination, for the situation; the name of the successful candidates should then be placed on the records of this Court, in order that he might be employed in Bengal or Behar, according to his parentage, directly a vacancy occurred; and in the meantime he should be obliged to continue his legal studies at the college, a monthly personal allowance of sixteen or twenty Rupees being granted to him by Government for his support. The Court would further recommend that the monthly salaries of the Moonsiffs be fixed at 150 Rupees. The very important duties now confided to the Native Judges undoubtedly renders the adoption of some systematic plan of education for these Officers indispensably necessary; and the Court therefore beg to urge that these suggestions may receive the early consideration of Government."

"educating its servants, without diffusing knowledge among all classes of its subjects. Those who take their notions from England, or even from most of the continental nations, can have no conception what an immensely powerful engine, either for good or evil, an Asiatic Government is. In India, the Government is every thing. Nearly the whole rental of the country passes into its coffers. Its Civil and Military establishments are on the largest scale. The mercantile, medical, sacerdotal, and other professions, which absorb the greater part of our English youth of the medical class, are either held in low esteem, or are confined, at present, to particular castes; and almost the only idea which a liberally educated native has of rising in life is by attaching himself to the public service. The Government therefore, by the power which it possesses of stimulating and directing the minds of those who look forward to public employ, is able to stimulate and direct the minds of the whole nation. The candidates for situations in the public service, comprise the largest and best portion of the educated class; and the educated class always draws after it the rest of the people."

"A plan has lately been suggested to the Supreme Government, by the Education Committee, by which this immensely important influence may be applied to the development of the mind and morals of our subjects, in the most extensive, effectual and unobjectionable manner. It is proposed that public examinations should be annually held at each of the great towns in the Bengal and Agra Presidencies, by Officers appointed to make the circuit of the country for that purpose; that these examinations should be open to all comers, wherever they may have been educated; that those who acquit themselves well should be ranked according to their merit, and that the list so arranged, together with the necessary particulars regarding the branches of knowledge in which each person distinguished himself, should be sent to the neighbouring functionaries, to enable them to fill up from it the situations in their gift which fall vacant. The European Officers generally take so little

measure I think, would be a most desirable addition to the rules now proposed.

"But this part Page 159. of the subject has another and perhaps a still more important aspect. The same means which will secure for the Government a body of intelligent and upright native servants, will stimulate the mental activity, and improve the morals of the people at large. The Government cannot make public employment the reward of distinguished merit without encouraging merit, in all who look forward to public employ; it cannot open schools for

“ interest in the disposal of their patronage, and are often so much at a loss for
 “ a qualified candidate, that they would gladly avail themselves of this mode of
 “ replenishing the lower grades of the native service. After the young men
 “ had once been appointed, their further progress would, of course, depend upon
 “ their merits and length of service. This plan, it will be observed, rests on
 “ a much wider basis than the Government seminaries. It is intended to encour-
 “ rage and reward mental cultivation wherever it exists ; and to engage in the
 “ service of the country the best talent the country can afford, without any
 “ preference to particular places of education. The impulse, therefore, will be
 “ communicated to all alike. The boy from a public school will be brought into
 “ competition with the boy who has been educated in his father’s house. The
 “ students from the Government colleges will contend with the young men brought
 “ up in the Missionary seminaries. The Hindus and Mahomedans will vie with
 “ Christians of every denomination. There will be no distinction made, except
 “ that of superior merit. The emulation among the young men will extend to the
 “ conductors of the seminaries at which they are trained ; the merits and defects
 “ of different plans of education will become apparent from the result of the
 “ annual examinations, and those which are found to be most successful, will be
 “ generally adopted. The striking effects produced by literary competition,
 “ when much less free than this, and exerted by much inferior rewards, will
 “ give some idea of what may be expected from a competition which will be
 “ open to all classes of our Indian subjects, and will be stimulated by all the
 “ influence and patronage of the Indian Government.”

7. Great as is the force of these remarks as applied to Bengal, it is infinitely increased if we apply them to the state of things in this Presidency. The relative importance of the public service in comparison with any private or professional pursuit, is even in Bengal not easily understood by those who take their notions from England, or even from most of the continental countries ; but in this Presidency, where the field of private enterprize is so confined, where commerce is so much depressed, it may be truly said that there is in part hardly any other opening for an educated man.

8. The most essential point (if not the only one) in which the plan advocated by the President and Governors of the Madras University differs from the one suggested by the General Committee in Bengal is, that while the latter leaves the disposal of patronage entirely unfettered, the former gives the candidate qualified, by having passed a certain educational examination, a *right* of preference over one who is unable to stand such a test.

9. This condition however, is not to be enforced at present, except at the *Presidency*—nor perhaps would it be expedient to extend it to the provinces, until some provision for the diffusion of education shall have been made by the establishment of the Provincial Colleges, and other local Institutions. Ultimately however, and I trust at no distant day, it may be extended to every part of the country, with incalculable benefit—and this naturally leads me to the next subject, which is that of the Provincial Schools.

10. In my Minute of the 12th February 1841 I recommended the establishment of four of these Institutions in convenient locations, for the benefit of the Tamil, Telugu, Canarese and Malayalam districts respectively.

11. The address dated 14th November 1841, which was received last winter from certain respectable and influential Members of the Hindu commu-

nity at Masulipatam, proves that the native public appreciate and are ready to avail themselves of such Institutions ; and it also shows the advantage which may be expected from a perseverance in the system of enlisting their co-operation, which has been attended with such satisfactory results at Madras.

12. The rules appended to Mr. Norton's Minute submitted with the unanimous concurrence of his colleagues in their letter of the 6th October last, appear to me to be admirably adapted to the end in view. They will relieve the local Committees of much preliminary labour and thus effect a great saving of time—and they will promote that system and unity of effort, without which zeal and energy will frequently be wasted or misapplied.

13. To maintain this uniformity of system, and to preserve efficiency, it will be obviously necessary to institute some means of examination and control—and Mr. Norton has advocated the appointment of a Secretary to Government in the Department of National Education. Lord Auckland in his Minute of 24th November 1839 has alluded to a similar measure, and hereafter undoubtedly it would be a more efficient one than that which I originally intended to propose in its stead—the appointment of a General Board of Public Instruction. It is not necessary to enter into a review of the advantages to be derived from either of these measures, as I do not think that the time is arrived to choose between them. In the first instance it would seem sufficient if a deputation from the governing body of the Central institution at Madras were annually to visit each of the Provincial high schools. This deputation should always include the Secretary, and it would be desirable that two of the Governors, one native and one European, should accompany him. The period of their visit should also be that for the annual examinations and distribution of prizes.

14. I am of opinion that no time should be lost in establishing these four schools, and that the Board should be requested to make all the preliminary enquiries and arrangements in their power (such as those which relate to the engagement of masters, the probable support which the schools are likely to receive, and the amount of the fees which it may be expedient to establish, &c. &c.) and to prepare an estimate of the probable expense.

15. I now come to the Medical and Engineer classes at Madras, the practical utility of which is too apparent to need any comment in this place.

16. The rules for the Medical Collegiate class have been very carefully considered, and appear to be extremely well adapted to the object in view. They provide for the amalgamation with the proposed class of the present Medical school—by this arrangement the advantages of a superior education will be opened to the subordinate branch of the Medical department, while the regulations under which candidates are admitted to the public service will continue undisturbed. The number of professors has been fixed at four, which is two more than are attached to the school at present ; but it would be difficult to provide for the additional duties required without this increase.

17. The expense with which the establishment of the Medical class will be attended will no doubt be considerable, the two additional lecturers or professors must be adequately remunerated, probably at not less than 400 Rupees per mensem each (consolidated pay) or of one half that sum in the event of their already holding other appointments, at the Presidency.

18. The remarks of the President and Governors on the necessity of instituting some rewards to be competed for by the Medical students will not have escaped the observation of the Board. In these I fully concur, and I consider the nature of the rewards suggested well calculated to foster emulation, and to answer all the ends in view. Their utility, however, will mainly depend upon the care and discrimination with which they are bestowed, for it is not the number or the amount of such rewards that will incite the students to compete for them, but rather their rarity, and the difficulty with which they are obtained, for in proportion to these will be the honor of obtaining them. The efficacy of the stimulus depends no less upon the frugality than on the discernment with which it is administered, and the remarks of the Governors upon the cautious distribution of honorary medals, prove to me that they will act upon this principle with regard to all other distinctions and prizes that may be placed at their disposal.

19. I now come to the Civil Engineer class. I cannot refer to Colonel Sim's Minute upon this subject, without expressing my entire concurrence in the observations it contains, the proposed rules also, appear to me to be unexceptionable. The salary of the professor of Engineering should correspond with that of the Junior professors of Medicine. I have no doubt but that at this rate the assistance of a competent person may be secured. In the great dearth of properly qualified native Engineers, there may be at first some difficulty in procuring the two native assistants recommended.

20. There is one young man in particular whose acquirements are really pre-eminent, and it has been suggested to me, that the first foundation studentship could not be conferred upon a more fitting person, for he is anxious to continue his studies, but without some assistance of this kind, he is not able to do so. I therefore propose that he be presented with a studentship, entitling him to an allowance of 30 rupees per mensem for three years.

(Signed) ELPHINSTONE.

APPENDIX B. B.

3d September 1842.

FROM ACTING SECRETARY TO THE MADRAS UNIVERSITY,

To The Secretary to Government in the Public Department.

SIR,

1. I am directed by the President and Governors of the Madras University to acknowledge the receipt of an extract from the Minutes of Consultation, No. 677, dated 23d July last.

2. In compliance with the instructions conveyed through the Minute of the Right Honorable the President, forwarded with the above extract, the Board have proceeded upon measures for carrying the views of Government into effect, and now lay their proceedings before its consideration for sanction and further directions. Such explanatory observations will also be submitted as may appear to be called for.

Test Examination.

The Board have found occasion for suggesting alterations in some particulars in the rules for establishing tests of qualifications for the public ser-

vice. It has appeared to them, after a communication with the three gentlemen who together with Mr. Powell, our head Master, will be proposed to Government for the appointment of public examiners, that the rules as appended to our President's Minute of 6th October last, which is before Government, do in fact give some preference to the Proficients of the high school, over others who may have elsewhere gained an equal measure of educational attainment, and that it would be fair and expedient to open the means to *all* of attaining an equal title to public employment through a general public examination. It further appears that the 9th original rule is altogether unnecessary (besides being obnoxious to the above objection) in-as-much as scholars of the third or fourth class of the high school may at any time go up for examination for the *General* test. The affixing the office of public examiners in immediate connection with the University also has appeared to the Board unnecessary and inexpedient—and the more so as the gentlemen with whom we have communicated with a view to their undertaking that office decidedly object to such official connection or identification. The constituting of the office by Government as *altogether* of a public quality, with reference to duties to be performed towards *all* schools and all candidates, indiscriminately, would we conceive at once remove all jealousy and difficulties from every quarter. Such a course would in no way interfere with the quality of a "Proficient's" degree of the high school, or the grades of honor conferred in the attaining it. That would be left, as at present, with the Governors, who might require (if thought expedient) further attainments for obtaining this degree, or further superiority in attaining it with honors, than might be required for obtaining a *superior* test as suggested to be instituted by the altered rules. A printed copy of the proposed revised rules is herewith sent.

If this modification of the rules should be satisfactory to Government, the Board would take leave to recommend the Rev. Dr. Powell, the Rev. R. K. Hamilton and the Rev. A. L. Irvine, and Mr. Powell, (the head Master) to be appointed public examiners *direct* by Government. The Board consider that is quite needless to refer to the eminent qualifications of such gentlemen as those for the office, further than by intimating their impression that it is fortunate that such talents and attainments as they possess should be thus made available in the general cause of the education of the people.

The Board, however, are particularly desirous of bringing to the consideration of Government their anxiety to perform by this favorable occasion a duty they conceive themselves to owe to Mr. Powell: when that gentleman's services were engaged through the kind interference of the Honorable Mount Stuart Elphinstone, the latter gentleman exercising the discretion reposed in him regarding the salary, fixed it at 700 Rupees per month. At the same time he communicated to this Board that he did so with the view of leaving it to this Board, with the sanction of Government, to take the opportunity thereafter of making some increase to that stipend, in consideration of such successful exertions and merits as Mr. Powell might be thought to have displayed. It is hardly possible to do justice to the Board's sense of those merits and exertions; and the Board have taken occasion more than once already to bring them to the notice of Government. In suggesting, therefore, his appointment to the office of one of the Public Examiners, (of which he will equally share with the others the duties) the Board beg to recommend that he should receive the same stipend as the other gentlemen, namely 200 Rupees for each quarterly full attendance at the Examination.

With the view of keeping the duties of these Examiners general and entirely distinct from the high school, the Board suggest that one of these gentlemen, by election or by turn, should correspond with Government through the Chief Secretary in their name, or that such correspondence, and the few other minor duties which can arise, should be conducted on their behalf by an Assistant Secretary of Government.

In fixing on the lists of Books and subjects for the respective tests (which will be now to Government, and not to this Board) Government, may, if they shall still approve, adopt those suggested in our President's Minute of 6th October ; adding only for the *superior tests* the subjects and books for the instruction of the 4th class (vide p. IX appendix), and "the Bible for Christians."

It was proposed by the Board through their President's Minute of 6th October that there should be three native assistants, for examinations in the vernacular languages. It occurs to the Board that a saving might be made, and efficiency added if the Government Translator's Establishments should be required to perform this duty.

Upon these data the estimated current expense of this department will be as follows :

Four Public Examiners.....	Rs. 3,200
Sundry Contingencies.....	„ 300
	Total Rupees...3,500

ENGINEER'S COLLEGE.

The Board are gratified in informing Government that their measures for organizing and bringing into operation this department of the University hold out every promise of success ; and proportionably great public benefit.

They have been fortunate in obtaining the services of two officers distinguished in their profession Captain Best, and H. Ludlow of the Engineers whom they beg to recommend to Government jointly for the office of Professor. It will be very difficult to find any one Officer of this corps (from among whom only can a competent Professor be chosen) who can devote the requisite time to the duties of this office—but these two Officers at once consented to *share* the duties of the office, and upon the same salary to be divided between them, and the Board feel persuaded that a better selection could not be made.

But it must not be disguised from Government, that in case of that success, of which we have such early indications, these duties will be increased beyond what the moderate salary of 300 Rupees per month can be adequate to. It is assumed that many students will enroll themselves members of this College ; and it is expected that several, perhaps many, Military Officers, and possibly others who are bent on scientific pursuits, will become honorary students, or students. In such event the payments of the students will perhaps keep down the additional expenditure required, but possibly it may not. Looking to these results, the Board are bound to suggest to Government that they can only consider the present amount of salary as appropriate and sufficient at the commencement of those duties, and that it may be necessary at some future period to refer the question of some increase to the consideration

of Government. The Board, are however convinced that the extensive public benefits, derived chiefly by Government itself, which will attend the success of this institution, will justify incurring such additional expenditure, if called for, from the public funds.

In the formation of the Council of this College the Board would propose, at least at the commencement, to enlarge the number of its members beyond what is contemplated by the rules. There is no President of any Board of General Education, save the President of the University, whom therefore the Board propose as one. There is as yet no Principal of the *collegiate department* of the University. They further suggest that Government should choose a member of the Board of Revenue as one. A third will be the Chief Engineer. A fourth the Board propose should be some Military or Engineer Officer stationed at the Presidency whom Government might be pleased to select.

It has been proposed that three of the present pupils in the survey department (the other two of the five, which are all now remaining, being about to enter on the public service) should attend the high school until they are *qualified according to the rules* to matriculate as students.

The Board recommend that the college should be opened for the lectures and exercises as soon as the number of students shall appear to the Board to make it expedient. A prospectus of the rules and a list of the various appointments in the gift of Government or its Officers, will be circulated to all seminaries, and to all parents, &c. of the scholars of the high school.

It is proposed that 20 rupees per quarter only (and not 30 for the junior students, and 40 for the senior as originally proposed) should be paid by all students, and 100 rupees entrance, as before proposed, by the honorary students.

Some progress has been made towards organizing the body of *associates*, as proposed by the 15th rule, but this step will be best left to the future management of the Council. In the meanwhile the Board are led to the impression that, besides the several Engineer Officers of the Presidency, various other gentlemen and officers devoted to those scientific pursuits which have more or less an affinity with engineering (and particularly as Chemistry and Geology will form part of the studies pursued) will be disposed to become associates.

The Board are, moreover, disposed to attach great value to the facilities afforded through this institution, to the improvement and qualifications of Military Officers for some of the staff employments and other duties in the Military service. They conceive it to be well calculated to supply all the benefits derived from that excellent establishment the "Madras Military Institution," which was abolished in 1815, but for which some substitute has long been greatly desired, and they would suggest that in communication with His Excellency the Commander in Chief, leave of absence from their Corps for a period of 12 or 18 months should be granted to young Officers, under the rank of Captain, willing to avail themselves of the advantages of it,—the number not to exceed 30 in the whole.

The benefit of the lectures, the facilities of scientific communication, the use of the college instruments and apparatus, the attendance at exercises, all combine to useful improvements. The Board therefore bespeak earnestly the

patronage of Government towards this institution, and those who may hereafter profitably attend it. The Board recommend it to the future consideration of Government whether it would not be a great encouragement that Government should endow this department with four foundation studentships, two of 20 rupees per month for the first year, and two of 30 rupees per month for the second year.

The estimated amount of current expenditure on these data will be as follows.

	per month.
The Professors or Professor.	300
A Teacher Surveyor.	100
Servants, lascars &c.... ..	30
Sundry Contingencies.... ..	50
For Studentships..... ..	100
	580
	12

Per annum... 6,960

(or say Total per annum... 7,000 Rupees.)

PROVINCIAL INSTITUTIONS.

There has been little further necessity towards carrying into effect the instructions of Government in this department, save forming the Provincial College Boards, the supplying them with instructions in conformity with the scheme approved by Government and making an estimate of the expence.

The Board have thought it best not to be confined in the first instance in selecting the Members of these Boards according to the ex-officio list specified in the fundamental rules. They have found it expedient to select others also whom they conceived likely to render efficient service in organizing the institutions to be established.

The Members of the College Boards whom the Board beg to recommend are as follows.

For Trichinopoly.

Major General Showers,	G. S. Hooper, Esq.
H. D. Phillips, Esq.	Captain Yates.

For Malabar.

Major General Allan,	Geo. Bird, Esq.
H. V. Conolly, Esq.	F. H. Crozier, Esq.
T. L. Strange, Esq.	Geo. Harris, Esq.

For Bellary.

Major General Woulfe,	A. Mellor, Esq.
W. C. Ogilvie, Esq.	Jas. Smith, Esq. Gar. Surg.
W. Fisher, Esq.	Lieut. Neill.

For Masulipatam.

Brigadier Morgan,	J. Horsley, Esq.
J. Walker, Esq.	R. T. Porter, Esq.
	S. N. Ward, Esq.

Of these respective Boards it will be for Government to appoint the Presidents.

In supplying instructions to a gentleman at each of these places, (provisionally and subject to the sanction of Government) the Board has called for information as to the probability of being able to make a list of a sufficient number of scholars. But it is already pretty well ascertained that there will be no difficulty either at Bellary or Masulipatam. Neither is any expected at the other Districts. The Board have requested that a suitable building be selected. They have requested that a list of Natives should be reported as fit for the office of Members of the Provincial Board. They have intimated that a discretion may for the present be exercised as regards the amount of the fee, though the principle of paying school fees is to be maintained, especially as, at first, the pupils will only be required to pay 2 Rupees per month, as all will be in the two lowest Classes. And it has been suggested that the amount may be diminished in proportion to the number of scholars in the same family.

The amount of the current expenditure, at present, and until the scholars are advanced to the higher classes, will be as follows.

First Tutor (there being no <i>Master</i> to be provided as yet and the Tutor acting for him).....	per month. 100
Second Tutor.....	70
Three Native Masters.....	70
Hire for building.....	25
Stationery, Books.....	25
Servants and Contingencies.....	25
	<hr/>
	315
	12
	<hr/>
	3,780
	4
	<hr/>
	<u>Rupees...15,120</u>

MEDICAL COLLEGE.

As the organization of the Medical College requires more consideration of details than the other subjects referred to our settlement, the Board are not yet prepared with their plan and suggestions in that department. But they hope soon to state them to Government and have thought it best not to delay the present communication in the meantime. An estimate, however, has been made of the cost of this establishment, and it has been found impossible (under the peculiar exigencies of this institution) to reduce it below 10,000 Rupees per annum.

The whole expenditure thus becoming chargeable on Government in accomplishing all the objects to which our first annual report, and the consequent instructions of Government have reference will be as follows :

The high school has alone been a charge of about 35,000 Rupees for the last year. But in this account of Expenditure are included various items—not of *current* expenditure, such as, the head master's outfit—an assortment of books, instruments, &c. sufficient for many years—the building of eating rooms

for the scholars, and some other items of original outlay,—altogether amounting to some 10,000 rupees, which will not have to occur again. Besides this there is a temporary charge included of between 2,000 and 3,000 rupees for the *preparatory school* which will not, it is presumed, long continue an adjunct to the University expenses. The high school is fast increasing in numbers, and is likely to increase greatly, and as each scholar pays 4 rupees per month, and the present establishment (with the addition of a second master) can supply instruction for many more, a still further reduction may be looked for. It is, therefore, quite a safe calculation to estimate the current expense (on its present footing) of the high school for many years to come at 25,000 rupees per annum.

It is here to be brought to the notice of Government that the time has arrived when the supplying a second *master* to the high school has become indispensable. The increase of the scholars and the urgent want of a more general superintendence of the head master, who alone has to instruct the 4th class, in doing which his time is almost incessantly occupied, the expected increase of the number of scholars, all urge the necessity of this step. The qualifications of this master must be of a kind that will require, it is conceived, a salary of 400 rupees per month.

On this score therefore there will have to be added to the above estimate of current expenditure 5,000 rupees per annum. But then it is to be recollected that, if the school number is increased by 100, this latter increase of expenditure is saved and certainly the establishment on the above footing of expense will suffice for such additional number.

To sum up the whole current expenditure for the University, the 2 collegiate departments, and the test establishment—it will be as follows.

High school probably 25,000, but at most.....	30,000
Engineer's college.....	7,000
Medical do.	10,000
Test examinations.....	3,500
	Total rupees... 50,500

It will thus be seen that the University of Madras will, in its full efficiency be a charge on Government of 50,000 rupees per annum. But it can hardly be more—at least for some time to come, because deductions will have to be made in proportion to payments made in each department, and if the institution succeeds at all, those payments will necessarily be made. From any accession of funds by such means, and from any endowments which may probably be made, one or more further collegiate departments will be paid for; so that there appear to be good grounds for assuming that this sum will bring into effective operation an institution which the Board assume to believe promises the most extensive benefits of any educational establishment in India; and more indeed than may perhaps be expected from a great number combined, supported at a much larger expense. At the same time the Board feel it right to state that the various schemes now set forth are not submitted as perfect or complete in themselves, but being in a great degree experimental, they must be subject to alteration and modification as experience is gained.

It remains to advert to the expenditure in the Provinces. It will amount at present to about 15,000 Rupees per annum altogether. It would be vain

to expect such an extensive scheme of provincial education, could be engrafted on the 50,000 Rupees allowed by the Honorable Court of Directors, as the amount to be expended for general education throughout the Presidency.

In Bengal the expenditure for such objects has already been sanctioned at 25,000 Rupees per annum. The above sum of 15,000 Rupees in the Provinces may be reduced by payments of school fees, but the amount will somewhat increase again as masters for the higher classes have to be supplied. Altogether the Board feel the necessity of submitting these Provincial charges to a separate account, and reserving the amount of 50,000 Rupees per annum for the exigencies of the central institution of the University, which in truth combines the educational interests of all classes of the community throughout India.

In the absence of any successful measures for the spread of the education, the fund set apart for such purpose has, during several past years, as the Board learn, accumulated, so that there stands a credit to this account of about 150,000 Rupees. There will be some increase probably upon this for the time elapsing before the proposed institutions can be brought into full operation. Out of this fund an expenditure will have to be supplied for apparatus, instruments, outfits, and some other contingencies which have not been entered into the above estimates. But this outlay will not materially reduce the above amount, except it should include (as the Board have been induced to expect) some portion for the expense of building or purchasing a more appropriate site of premises for the purpose of the high school, which will at the same time reduce current expenditure by the amount of what goes for rent.

Still there will remain a considerable surplus, sufficient for maintaining in sufficiency as well the Provincial institutions as all other departments of the University for many years to come; and it cannot but be completely and satisfactorily shewn before this fund is exhausted, not only what has been the success, but what have been the practical benefits of the scheme of education now developed before Government, and which in every respect hitherto has fulfilled the expectations of the Board, and still invites their best hopes. Looking to the extent of the scheme, and also to the *orderly* beneficial results to Government itself, to the whole native community and to the prosperity of the country, the Board are of opinion that such aims cannot be accomplished at a less cost.

I have the honor to be, &c.

MADRAS, }
3d September 1842. }

(Signed) S. ROGERS,
Acting Secretary.

APPENDIX C. C.

Public Department.

Extract from the Minutes of Consultation, dated 8th November 1842.

Read the following letter from the Acting Secretary to the Madras University.

Here enter 15th September 1842.

As the various measures recommended in the above letter will involve an expenditure beyond* that allowed for the promotion of native education under

* 50,000 rupees per annum.

this Presidency, the Most Honorable the Governor in Council directs that the subject be referred for the consideration and orders of the Honorable the Court of Directors.

A true extract.

(Signed) ROBERT CLERK,

Acting Chief Secretary.

To the President and Governors of the Madras University.

APPENDIX D. D.

14th November, 1842.

FROM THE SECRETARY TO THE MADRAS UNIVERSITY,

To The Secretary to Government in the Public Department.

SIR,

Para. 1. In the communication which I had the honor to make to you on the 15th September last, by desire of the President and Governors of the Madras University, I stated that the Board had the subject of the organization of the Medical College under consideration, and that they would report to Government their suggestions on this subject at a future time. They have since received and adopted the report of a Sub-Committee (consisting of their President and two Members of their body, Doctors Wylie and Nicholson) which was appointed for the purpose of carrying out more fully the plan of the Medical College, and upon this report I am directed to observe, the present communication is based.

2. I have now the honor to state that the Board consider it advisable that the whole scheme of the Medical College (which has been approved by Government) should be immediately carried out, and they have reason to think that several Natives are ready to enter the College on its first foundation.

3. The rules of the Medical College (Para 8) state that four Professors shall be appointed to carry on the duties, but as the amalgamation of the present Medical School with the College, will render the services of the two gentlemen who at present conduct that Institution, available to fill two of the chairs, and as from their holding the offices of Surgeon and Assistant Surgeon to the General Hospital, it is thought they will be enabled to afford Clinical instruction to this class, which a person, not so situated, could not do, the Board consider that they should give the lectures on Medicine and Surgery. Two other gentlemen will, therefore, now have to be selected to fill the chairs of Anatomy, and Physiology and Chemistry.

4. The Board have made inquiries as to the probability of obtaining gentlemen qualified to discharge these duties, and they find that there are Officers in the Public Service, who both from their education and habits, are highly qualified to lecture on Anatomy and Physiology.

5. The Board fear that it will be more difficult to procure a person fully qualified for the Chemical chair, for although they would have no difficulty in finding in this country many gentlemen well qualified to give instruction to the Medical class in all the branches of Chemical knowledge which would be requisite for them, they consider this a very small part of the duties which the Chemical Lecturer will be called on to perform.

6. By Para : 3 of the rules of the Engineer's College (as approved by Government) it is provided that "the Students shall receive instruction in Chemistry and Geology." To make these Lectures of the slightest use to this class of students, they must embrace the application of the science to the various arts and manufactures, such as glass making, the working of metals, bleaching, dying calico, printing, &c. the analysis of soils and ores, and mineralogy and all recent discoveries.

7. As from the general diffusion of knowledge on these subjects the most important benefits will be conferred not only on the native community, but the Government itself, by the better development of the resources of the country, the Board are desirous that the course of lectures which will be delivered to the Engineer's class should be made available to the higher class of students and the community generally.

8. The Board, therefore, think it their duty to point out what they consider to be the qualifications requisite for a gentleman to fill the Chemical chair efficiently. He should be capable of delivering lectures extemporary, to a large number of auditors and of conveying instruction in a lucid and perspicuous style and according to the present improved state of chemical knowledge, as a science in its most extended sense, and particularly the application of it to the various arts and manufactures as detailed in para 6.

9. Such a standard of qualification the Board fear it is almost unreasonable to hope to find in the public service, and they consider that to appoint any one of inferior qualifications would be trifling with the true interests of the institution. They therefore consider it advisable that a first rate Chemist should be procured from England to fill this important situation. And the Board think therefore that it would be proper that the sanction of the Government should be obtained for them to take measures with this view.

10. Agreeably to the instructions contained in the Right Honorable the Governor's Minute of 13th May last (para 17) a salary of 400 is allotted for each professor, and the Board are not without hope that they may procure a gentleman in England with the requisite qualifications for this sum ; yet, as 400 rupees per month was mentioned as the salary of the Chemical lecturer for the duties which he would be required to render to the Medical class of the college alone, and as the Government will have the services of a scientific person who could afford them information on many subjects having reference to the agriculture, manufactures and mineralogy of the country, which they are at present unable to obtain, the Board trust that should they fail to procure a qualified gentleman for this sum, the Government will in consideration of the advantages which they will derive from the appointment, and the extra duty which would be imposed on the Chemical lecturer, allow the salary to be increased.

11. As it requires great encouragement to induce natives to enter on the study of medicine, under any circumstances, and as it is evident the greatest good will arise to the native community by the introduction of sound medical knowledge in the room of the quackery and blind superstition which at present obtain amongst them, the Board consider it expedient in accordance with the views entertained on this subject (as expressed in para 18 of the Right Honorable the Governor's Minute) to endow 5 studentships, gradually increasing from 15 to 30 rupees per mensem to be given as rewards ; the nomination to which will be conferred by public competition.

12. As by present regulations natives are precluded from attaining to the highest grades in the subordinate Medical service as a further inducement for the better sort of natives to enter on the study of this branch of science, it may be expedient for the Government to open, if practicable, to highly educated natives, some of these, such as the appointments of Apothecary to the Native Infirmary, Chintadrapettah Dispensary, Eye Infirmary, the civil station at Honore, and the establishments of the Principal Collectorates; as the duties of these institutions and stations are chiefly connected with the native population.

13. According to para 8 of the rules of the Medical College, the following Officers will have in the first instance to be selected from the subordinate Medical Service of the Government;—a Curator, Demonstrator, an Assistant Demonstrator.

14. The following is the probable estimate of monthly expense to be incurred on account of the Medical College.

Professors	{	Chemistry.....	400
		Anatomy*.....	200
		Curator.....,.....	35
		Demonstrator.....	35
		Assistant do.....	25
		Studentships 5.....	110
		Contingent charges.....	150
			Total Rupees...955

15. In conclusion I am desired to state that although the report adverted to in the 1st para of this letter has been adopted by the majority of the Board, some of its members dissent on various points, and have recorded their reasons in separate Minutes. Mr. Dent and Col. Sim object on the score of expense to the appointment of an additional Professor to fill the chair of Anatomy, and propose to wait until a sufficient number of pupils are obtained.

16. Another Member Dr. Wylie entirely concurs in the general scheme, but has recorded a Minute in favor of the selection of a Chemical Professor from the service of the Honorable Company in this country.

MADRAS,)	I have &c.
14th November, 1842.)	(Signed) P. POPE, <i>Secretary.</i>

APPENDIX E E.

18th November, 1842.

FROM THE SECRETARY TO THE MADRAS UNIVERSITY,
To the Secretary to Government in the Public Department.

SIR,

Para 1. I have the honor by desire of the President and Governors of the Madras University to acknowledge the receipt of an extract from the Mi-

* Under the supposition that a Gentleman can be found to fill this Office who already holds a situation at Madras, this sum is placed on the lowest possible scale with reference to the Minute of Government.

notes of Consultation in the Public Department under date the 8th instant, notifying that as the various measures recommended in their acting Secretary's letter of the 15th September last, will involve an expenditure beyond that allowed for the promotion of native education under this Presidency, it has been resolved to refer the subject for the consideration and orders of the Court of Directors.

2. To one of these measures, namely, the institution of a Provincial high school in each of the districts of Bellary, Calicut, Masulipatam and Trichinopoly, the Board would at this time, more particularly advert, because in obedience to the instructions of Government, they have been engaged in making all the preliminary enquiries and arrangements in their power with a view to their immediate organization and establishment.

3. From two of those districts, Bellary and Calicut, the local Committees have recently transmitted the most satisfactory and encouraging reports. At the former place, in addition to other arrangements now in train, sixty-seven pupils have already been enrolled, and forty-six at the latter; with every prospect at both places, of an early and considerable increase; and the Board only delay the transmission of a detailed and final report on this subject pending the receipt of similar communications from Masulipatam and Trichinopoly, whence there is every reason to conclude that the reports will prove no less satisfactory.

4. In the acting Secretary's letter of the 15th September last, it was stated that the institution of the projected Provincial schools would involve, in all, a probable annual expenditure of rupees 15,120 (fifteen thousand one hundred and twenty); and as a large balance of the annual grant would still remain available for the purpose of native education, after disbursing that amount, the Board would submit to the consideration of Government that their immediate establishment would consequently not fall under the objection adverted to in the extract from the Minutes of Consultation under acknowledgment.

5. It is known that the native community in the interior, heretofore slow to admit such impressions, have of late years evinced an interest in the cause of education, and a sense of its real advantages without example at any former period.

6. The recent sanction of Government to the formation of the Provincial schools has naturally tended to strengthen and confirm this favourable disposition on their part, and the Board would therefore emphatically point to the present, as a time peculiarly favourable to their successful establishment, independently of the consideration to which they have above adverted, in para 4.

7. But if on the other hand through any delay in carrying those proposed measures for their benefit into effect, that community should be led (however erroneously) to surmise that Government is no longer favourable to their adoption, the Board cannot but anticipate, in the withdrawal of their confidence, results the most disastrous to the cause of native education under this Presidency.

8. If it has been thus shewn that the postponement of one only, of the proposed educational measures would hazard results so untoward, the Board cannot but regard with apprehension the far more extensive evil to which the suspension of the other schemes they have submitted, would in all probability give rise; and alive to the heavy responsibility imposed upon them by the

trust which Government has placed in their hands, they await its decision on the present reference with an anxiety proportionate to the importance of a question which affects, as this does, the interests and well being of the entire population of Southern India.

9. On these grounds and with reference to other considerations above adverted to the Board are deeply impressed with the necessity of avoiding any steps which might seem to indicate a check in their progress, and instead of pausing at the present stage, they desire me most earnestly to solicit the permission of the Most Honorable the Governor in Council to employ a portion of the considerable balance of the annual grant still available, in laying the foundation of the various schemes submitted by them, pending the reply of the Honorable Court to the present reference.

10. If this be conceded, I am instructed to say that the Board would proceed with the formation of the 4 Provincial schools, limiting the establishment for the present to one head English master for each, with such native assistance as the local Committees can procure; and to this extent, as has already been stated, they consider the Government to be pledged.

11. They also desire to open the Engineer school in the lowest class, under the immediate charge of a Surveyor, as provided in the scheme; availing themselves of the general superintendence that Captain Best and Lieutenant Ludlow have most liberally offered to afford gratuitously.

12. The Medical school, as now established by Government, is open to the attendance of volunteer students, and if the Board were authorized to place themselves in communication with the Officers at present at the head of it, in their character of proposed Professors of the future Medical college, they might thus be enabled to propose such subsidiary measures, as would tend to encourage and invite the attention of public pupils, and in this manner, one of the objects contemplated would to a certain extent be accomplished with little or no additional expense. Indeed under any circumstances, the Board desire me to observe, the expenditure on account of the proposed Medical college would, for some time to come, be very inconsiderable, as one of the most important points relative to it, that involving the selection of a Chemical Professor in England, and the fixing the amount of his salary has already been referred for the future decision of higher authority.

13. In conclusion I am desired to add, that the Board have lately received a Minute from the President, now absent from severe indisposition, which as well on that account, as because it fortunately adverts to the peculiar circumstances in which the cause of native education is now placed, they are desirous of submitting with this letter.

I have &c.

MADRAS, }
18th November 1842. }

(Signed) P. POPE,

Secretary.

Minute of the President to the Madras University, 29th October 1842.

1. Having recently received from the Secretary the Minutes of the proceedings of the last Board of 13th instant, and perceiving that some differences of opinion have prevailed, the purport of which have been placed on record, I am anxious to place in the form of a Minute, my own sentiments before the

consideration of the Board, and (if they should allow it) before Government on some of the points discussed. I had hoped indeed for the better opportunity of advertng to those topics at the Board itself, but my indisposition not only prevented that, but prevented my writing any thing, except in the most imperfect manner, on the points which had to be considered and disposed of at the last meeting.

2. The main question (which indeed involved those other considerations to which I am desirous of advertng) discussed and disposed of at this meeting, was that of the report of the Medical Sub-Committee, which although confirmed by a large majority, yet encountered such objections from one or two dissentients, that it was thought fitting to lay their opinions, in contrast with those of the majority, before Government, and that is a course which, on all important subjects I have always advocated as fair to Government and the public interests, as well as to the credit of the dissentients themselves, and I entirely concur in that course in the present instance. It is necessary that I should intimate (after what I have already said and written on the subject of this report) that I concur with the majority, but I will now add, that upon a perusal of the Secretary's proposed letter to Government on this subject, I entirely concur in its contents.

3. In reference to this report, as well as all the others from the recent Sub-Committees, that have been passed by the Board, and in reference also to the measure of gradually abolishing the preparatory school (which is no constituent part of the institution we have under the instructions of Government organized) I would crave to remind our colleagues that the aim and object of the particular institution of the Madras University and of its immediate branch establishments, are that of imparting a high quality of substantial and scientific instruction to the *higher classes*, and to such as have leisure to study, influence to extend the gist of useful knowledge among the superior classes, and reasonable expectations of filling the superior stations in life, or in the service of Government. Without these principles are kept in view, our Board would be continually apt to deviate into projects and plans, which, however expedient and in whatever degree intended to be prosecuted (as I may presume they are) by the Government, are not involved in the government and successful progress of the Madras University, nor indeed, except in a very minor and to a very partial degree, as yet entrusted to the arrangement of our Board. No doubt the carrying out the resolutions of Government, and their instructions in regard to the test examinations and also the references to our Board upon the quality of vernacular class books and of translations, are subjects more or less incorporated in the general consideration of the education of the masses, but still, this latter question, the principles on which plans for the general education of the masses, and particularly the lower and industrial classes, are to be formed, the details under which such plans are to be organized, &c. &c. are not as yet placed under the consideration or guidance of our Board. Such plans and details require much reflection. Many efforts have failed for want of a duly digested and general scheme; much difference of opinion has prevailed upon the methods, and even on the principles, of imparting this measure of general instruction and the extent and quality of it. It is not to be assumed that Government will not see the necessity of placing the organization and government of every scheme, or institution, for national education (this University among the rest) under a separate department of the state, and my own opinion is that such would be the only efficient course. However this is certain, that our Board

are but the *Governors of the Madras University*, appointed to carry out its objects and course of government according to the rules and principles laid down by Government and its express instructions. I am, in fact, only repeating by the foregoing observations the sentiments and instructions contained in Lord Elphinstone's Minute, as quoted in the appendix to our address on the opening of the institution. All I shall add on this point is that I shall always be ready to take up other and more extensive considerations, in reference to the education of the masses or of any inferior quality of education calculated for more general diffusion among the people, whenever my colleagues are disposed to suggest measures directed to that end, in conformity either with our present instructions, or any future orders from Government, or even as volunteering proposals for such useful objects.

4. I would beg to observe that these aims and objects of the Madras University which I have referred to, are not only those which have been expressly laid down by the Government instructions, but they are emphatically those which we have all of us on various occasions, and indeed throughout, advocated, as well in the actual measures taken, as in our addresses, letters and reports to Government. I beg to refer more particularly to page 3 of our late annual report. But, in truth, our scale of school discipline, our quality of instruction, our degrees and honors, our collegiate classes—all direct our labors and aims to this result. We desire to raise the *intellectual standard* of the native community. We strive to impart those educational qualifications which alone can improve their efficiency as public servants, and enable them to serve their country by developing and cultivating its resources, and justify their hopes of occupying such superior stations in life, professional, industrial or social, as their mental faculties, and their claims as the people of the land would naturally, under due encouragement, raise them to. This, it has been imagined, can only be accomplished, through institutions such as have been entrusted to our organization and guidance, and at all events such is the quality of that institution which we have been employed and engaged ourselves to establish and to promote. I think any abandonment of our undertaking, or of those views upon which that undertaking rests, would be inconsistent with all we have hitherto professed and done, and with the specific duties which Government has assigned to us.

5. I have thus taken the liberty of stating, for the information of my colleagues, those considerations which have induced me to suggest that, now that the preparatory school has already supplied so many qualified scholars for the high school, and now that there exists so many other schools, and ample means of pupils qualifying for the high school, this auxiliary establishment should gradually be allowed to sink, and the masters be transferred to other establishments. The same reasons have induced me to support the very full and efficient scheme of education provided by the Medical class rules, and the details of the Report for carrying those rules into operation. Indeed I have always been convinced that the first step towards effecting *any thing* in such projects for education, is to make the means *quite* complete, otherwise every effort must be abortive without the advantage of ascertaining that those efforts would have failed even with more complete means. For the same reason, (added, however, to those important objects detailed in the Secretary's letter), I have advocated the engaging a Chemical Lecturer of the superior quality adverted to in the Sub-Committee Report.

6. I am induced, in concluding this Minute, again to assure my colleagues of my entire persuasion that the fullest and most gratifying success will attend the institution of our University, if we do but persevere in carrying out its principles. Every month, as well as every examination, indicates its prosperous progress, and the native community are becoming more and more alive to the lasting and important interests involved in the success of our present measures. Moreover, I feel more and more persuaded that partizanship, animosity, and misconceptions are gradually subsiding, and am quite certain they must in time subside, as the public become more and more aware that such feelings are entirely unfounded. Our having steadily avoided all controversy has done much towards this already, and I believe that it remains only that the unbiassed and more reasonable portion of the European society should be satisfied (as the truth is) that our institution in no way precludes the imparting religious instruction, although it does not itself interpose, by inculcating religious doctrines, to convince them that the University deserves the public support quite as much as the institutions founded on similar principles in the other Presidencies.

7. I am induced to add a few further observations which may not appear inappropriate at a time when, so long as the suggestions of our late Sub-Committees are before the consideration of Government, the very vitality of our institution may perhaps be at stake.

8. I am persuaded that amongst the Members of the Board itself, whatever difference of opinion may arise in regard to details, an unanimous disposition prevails with respect to principles; and that we are all prepared and desirous to carry out those which have been laid down as the characteristic objects of the institution. But it behoves us the rather, on this account, as it seems to me, to be cautious in not expressing ourselves in such a manner, as that Government should be led to surmise the absence of such unanimity, so that a doubt might consequently originate as to the expediency or success of the institution which was founded, and has hitherto proceeded with such flattering auspices.

9. It must never be disguised or excluded from our recollection that it is through the cordial co-operation of Government in the labors we are engaged in, we must derive all reasonable prospect of success. In short the whole scheme would, without it, instantly dissolve. That portion, and foundation of the project,—the establishment of the high school, is but ancillary to the greater results. But if Government should be induced by any appearance (though really unfounded) of disregard, on our part, of the principles on which our institution is established, to hesitate in following up those measures which, through our late communications, are still before them, awaiting their final sanction,—if an idea should in consequence get abroad that Government itself was no longer favorable to the efficient establishment of the Provincial institutions, or that of the collegiate classes, or to the encouragement of native talent and acquirements by the security of the test rules,—it would be vain to conceal from our view the immediate downfall of the Madras University. The failure or delay at this crisis which we might thus have unintentionally contributed to, would too probably lead to a suspicion on the part of the natives (however erroneous) that the local Government itself had no real disposition to sustain the institution in its full efficiency,—in which case I shall be so bold as to say that neither the subsequent authority or orders of the Court of Directors itself would suffice to restore that confidence on which

its prosperity must necessarily depend. The value and the credit of the high school in the eyes of the native community arises from this,—that they regard it as an *earnest* of what it leads to, their *real* social as well as intellectual advancement. But it will no longer be supported by their respect or co-operation, if they see reason to doubt of such results,—if they should unfortunately suppose that its legitimate objects were not likely to be followed out by the hearty interest and continued encouragement of the Government,—if they should fancy that they perceive symptoms of the Provincial colleges being abandoned or neglected, the central collegiate department discouraged, the admission to public employment and advancement in the service according to tested qualifications, disapproved of. It has taken many years to awaken among the native community of this Presidency, any sense of the advantages of a superior quality of useful and practical education. Even now they are slow to believe such advantages to be realities. I have reason to believe that they consider (I do not say with what justice) that the bulk of the European population of this Presidency are inimical to their intellectual advancement. Nothing short of the warm support of the Government hitherto, in the measures our Board have been zealously laboring, under its express instructions, to bring to a practical issue, could dissipate such impressions, or excite an emulation to engage in intellectual pursuits. I am fully convinced that if once this spirit is quenched, it will hardly be possible by any exertions throughout many years to revive it. I am sure that no influence of mine among that community could preserve the University from total abandonment and ruin, if the native confidence in the Government should be at an end. Any such attempt on my part, under such circumstances, would but impair any usefulness I might still exemplify in a different direction. The strong impressions I have been led to form, from long experience, have drawn me into this expression of them at much greater length than I had intended. But I satisfy myself in recording these sentiments now, before it may be too late, and in the hope that they may serve in some degree to unite our Board in common efforts (so long as Government is with us) to accomplish the undertaking we have already carried out so far, and in avoiding to give occasion to surmise that any difference of opinion prevails in essentials.

(Signed) GEO. NORTON.

APPENDIX F. F.

DESPATCH OF THE COURT OF DIRECTORS, DATED 30TH DECEMBER 1842.

Public Department.

Our Governor in Council at Fort Saint George.

Extract from the Minutes of Consultation dated 17th March 1843. Ordered that a copy of this despatch be forwarded to the President and Governors of the Madras University, and that their attention be particularly requested to the instructions of the Hon'ble Court contained in paras 6 and 7.

Para 1. We now reply to the following letters which relate to native education.
 Letters dated 11th Feb. No. 2 of 1840 para 13.
 " " 5th May " 7 " " 3.
 " " 13th Nov. " 18 " " 8.
 " " 27th March " 7 of 1841 "
 " " 2d Nov. " 21 paras. 7 and 9.

Answer to letter dated 11th February, No. 2 of 1840, para 13.

Forwarding a report on the examination of the pupils at the Government Central school for 1839. Rupees 19-9-0 sanctioned for prizes on the occasion.

2. The report of the examination shews that as much progress has been made as could have been expected; and is satisfactory as announcing an increased and more regular attendance.

Answer to letter dated 5th May No. 7 of 1840, para 3.

Reporting that 10,000 rupees have been placed at the disposal of the Governors of the University about to be established, to enable them to carry into effect the intentions of Government.

3. Approved.

Answer to letter dated 13th November No. 13 of 1840, para 8.

Reporting that the central school at the college had been abolished at the suggestion of the Governor of the Madras University, and the masters and establishment transferred to the high school about to be established and attached to the Madras University.

4. The objects of the central school being about to be effected in a more complete manner by the new high school in connection with the new college at Madras, the transfer of the masters, books, &c. belonging to the central school was a necessary part of the plan. It seems however to have been somewhat hastily effected in order to make room for the Magnetic Observatory.

Answer to letter dated 23d March, No. 7 of 1841.

Submitting the proposals of the President for the establishment of 4 superior schools, in the Provinces and for the employment of part of the bequest of Patcheappah Moodeliar and the Triputteer offerings for the extension of native education, also noticing the state of Yeomiah schools.

5. These paragraphs communicate to us the views of your President on the subject of native education, and a proposal to establish four schools of a superior character severally at Trichinopoly, Masulipatam, Bellary and Calicut, for the benefit of the Tamil, Telooogo, Canarese and Malayalum districts respectively.

6. The general propositions that schools established by Government should be of a superior order to those already existing and that they will be usefully connected with a central school or college at the Presidency, have our ready concurrence; and we have every reason to conclude that the situations indicated are amongst the most eligible that could be chosen. It appears to us however that you have not yet formed any precise views as to the plan and objects of the establishments you propose to found, and we are therefore unable to appreciate the advantages to be expected from them. In the Minute of your President it is observed that although in the Provincial schools instruction should be given hereafter solely through the medium of the English language, yet at the first establishment of these seminaries it may not be possible to insist upon this condition. We are therefore to understand that instruction is first to be given in the dialect of the country, and how this is to prepare the way for instruction in English we are at a loss to comprehend. We entertain no doubt however of the desirableness of giving superior instruction in one or more of the native languages in use under the Madras Presidency, at the Provincial schools, concurrently with English, and we direct therefore that such instruction be adequately provided for in any plan for the establishment of the proposed seminaries.

7. We entirely agree in the view taken by the President that the object of the Government should be the elevation of the standard of education and the instruction of those classes which can spare time sufficient to acquire more than mere rudimental learning, rather than the multiplication of mere elementary schools. We do not think however that the latter should be wholly abandoned, and the judicious encouragement of village schools may also be comprehended in the arrangement adapted for the improvement of native education. We have already stated our sentiments regarding the Tahsildaree schools, many of which were unnecessarily founded, but of which the entire abandonment seems to have been insufficiently considered. Where an extensive population is in want of rudimental instruction, where by proper superintendence it can be rendered effective, we think the interposition of Government will be beneficially exerted.

8. The education of wards of the Board of Revenue at the Government schools is a subject upon which it is not possible to lay down any positive rule; each individual case must rest upon its own merits. In some instances it may be practicable, but in the majority we believe so many difficulties and objections of an obvious and weighty nature will be found to exist, that the arrangement cannot be universally carried into effect. The subject has not been overlooked in Bengal where a similar proposition has not it is believed led to any results. You will be able to ascertain from the Government of India what has been done in Bengal upon this subject.

9. It is undeniable that the enforcement of an educational test for candidates for public employment would have a most powerful effect upon the diffusion of education, but its imposition requires caution and judgment and the acquirements demanded should always be proportioned to the duties to be discharged. It might for instance be an advantage to an individual candidate for an appointment as Native Law Officer in one of the Company's Courts that he should be a good English scholar, but it would be unreasonable and frequently unjust to insist upon his understanding a language, which of itself can constitute no indispensable qualification for a Hindoo Mahomedan Lawyer. There are also various grounds upon which a native might highly merit and be most fit for the public service, independently of any educational test whatever, and which it would be most inequitable and impolitic to overlook in favor of a pupil of a public seminary, destitute of other claims upon the consideration of the Government Officers. This is a subject also which has been deliberately considered in Bengal and upon which you may receive valuable information from the Supreme Government.

10. The cost of the four Provincial schools cannot at first add materially to the outlay for educational purposes, but we think it will be prudent, before giving them any great extension, to mature the organization of the Madras high school, none of the details of which, beyond the appointment of a teacher, obtained from England, are yet before us. When this institution is fully in action it will be time enough to extend its ramifications into the Provinces, and the nature of the connexion to be formed between them will be more distinctly perceived and more efficiently established.

11. In our despatch of the 28th April 1841, No. 15, we adverted to the smallness of the annual income that appeared to be derivable from the legacy of Patcheappah Moodeliar, and to the little prospect of effecting much public good by the measures proposed by you with regard to the appropriation of

that fund, and we expressed our opinion that it might be laid out probably with greater advantage in maintaining choultries or other objects compatible with the views of the testator. It appears however from paragraphs 7 to 9 of your letter of the 2d November 1841, that the funds are fully sufficient to carry into effect the objects contemplated by the decree of the Supreme Court, and that it is questionable whether the amount can be legally applied to any other purposes. Under this consideration you have directed that those objects be carried into immediate effect under an arrangement by which the Board of Revenue has made over the entire endowments of Patcheappah Moodeliar in the provinces to the Committee appointed by the Supreme Court under a deed of transfer to be executed by the Board and Committee respectively. This relieves the Government from all necessity of interfering in the administration of the legacy in question, and we entirely approve of the course you have adopted.

12. As the funds already available for the objects of native education are stated to be sufficiently ample for that purpose, we do not consider it expedient to sanction the proposal for applying any part of the Tripetty offerings to that purpose.

LONDON,	}	We are, your loving friends,
30th December 1842.		(Signed) J. L. LUSHINGTON, ,, JOHN COTTON, &c. &c. &c.

(A true copy and extract)

(Signed) J. F. THOMAS,

Acting Chief Secretary.

To the President and Governors of the Madras University.

APPENDIX G. G.

5th June 1843.

FROM THE PRESIDENT OF THE MADRAS UNIVERSITY,

To The Secretary to Government, Public Department.

SIR,

I am commissioned by the Governors of the Madras University to submit to the consideration of Government the following observations on the present condition and prospects of that institution.

From April 1841, at which period the high school opened, up to the date of our Secretary's letter No. 78, of 18th November last, the number of pupils at the school had increased from 132, (inclusive of those at the preparatory school) to 152, inclusive of the pupils of the preparatory school.

The preparatory school was abolished in December last, many of the pupils being transferred to a preparatory class in the high school. The whole

number now at the high school amounts to 115, shewing a decrease between November last and the present period of 37. Out of the present number of scholars 28 have been received as free scholars upon Patchcappali's foundation, so that the whole number of voluntary scholars sent by parents or relatives, willing or capable of paying the fee of 4 rupees per month, amounts only to 87.

Among those who have left are several of the most advanced pupils, who have prematurely abandoned their further education at the very time when their stay would have been most beneficial to themselves and conducive to the principal objects of the institution. The head master has consequently found his own 4th (or highest) class almost broken up, and he has been obliged, at enhanced labour (previously too much for him), to form a sort of double class in the effort to raise eventually a 4th class equal to its requisitions. In the meanwhile, he has less time to devote to the general superintendence of the school, and the necessity has become more urgent than ever to procure from England a properly qualified second master.

The pupils who have recently entered, in part replacing those who have left, it is feared do not proceed from that order of the community from whom chiefly it is the object of the institution to derive the scholars. It is apprehended that they merely come to qualify themselves for inferior appointments in the public offices, and for the sake of better accommodation and the name of a scholar of the high school.

Under these circumstances we have considered it a duty cast upon us to apprise Government of the actual position of the institution, with a view to any remedy which it may possibly be within the power of Government to afford.

We look with anxiety to a reply from the Honorable Court of Directors to the reference which we have learnt from Government has been made upon the propositions detailed in our Secretary's letter of 15th September last, of forming the two collegiate classes of Medicine and Civil Engineering and of carrying into effect the test rules, and we are not without hopes that should those propositions be favorably entertained by the Honorable Court, the Board may by vigorous exertions restore the prosperity of the institution.

In the meantime we would respectfully solicit the attention of Government to some measures which it rests with Government to sanction, and which we may hope they will be pleased to concede, should they concur with us in deeming them calculated to advance the interests of the institution.

In our Secretary's letter No. 10 of 31st January last we placed before Government the difficulties we had experienced in obtaining a proper site for the building of premises suited to the nature of the institution. We attached much importance to this subject, and if it should please Government to sanction the propositions then submitted, or to direct any definitive arrangement in their stead, we cannot but think that the commencement of an adequate building would have a powerful effect in attracting public confidence and giving stability and popularity to the institution. At present our tenure of the premises occupied is very precarious. We are liable to notice to quit while unprovided with any other adequate accommodation. Such a step would go near to ruin the school at once.

The Board have encouraged a confidence that Government would have approved their proposal, submitted in our Secretary's letter of 31st January last, of founding Government scholarships out of a portion of the funds saved from the abolition of the preparatory school. Some promising scholars, we have reason to know, have left, who would gladly have remained had they gained the distinction and advantage of such scholarships, until they had attained their proficient's degree. We therefore solicit the sanction of Government to the founding these scholarships.

After being apprized that Government have deemed it proper to refer to the Honorable Court the question of the procuring a head master for the proposed provincial institutions at a higher salary than originally proposed, the Board do not think they would be justified (as they had before assumed themselves authorized to do) in sending to England for a second master, whose salary, it is conceived, should not be less than 350 rupees per month, without the sanction of Government. We have considered that such second master has become absolutely necessary for the well being of the school, and therefore solicit that sanction.

In the concluding para of our report of March last we requested permission to publish it, as was granted upon making the first annual report. The absence of the usual public information of the position and prospects of the institution, we fear, may be prejudicial, in as much as public attention is not called to its progress, and to the merits and attainments of the more distinguished scholars. We therefore request to be at liberty to print our second annual report at the Government Press.

In conclusion I have merely to assure Government on the part of the Board of our desire by every zealous exertion to promote the interests and the prosperity of the Madras University, according to the instructions of Government.

I have &c.

5th June 1843.

(Signed) GEORGE NORTON,

President.

APPENDIX H. II.

MINUTE BY THE MARQUIS OF TWEEDDALE.

28th August 1843.

1. In a letter addressed to Government, by the President of the Board of Directors of the Madras University, in which he calls its attention to the present condition and future prospects of that institution we are informed that the number of scholars are diminishing in an alarming degree, and that the most advanced pupils have prematurely abandoned their further education at the University, at the very time, when their stay would have been most beneficial to themselves, and conducive to the principal object of the institution.

2. It has been found necessary to make new arrangements for teaching the classes; the consequence has been that the 4th or higher class has been nearly broken up, and additional duties imposed upon the head master, which he is totally unequal to perform, and therefore it is recommended, that a second master at a salary of not less than 350 rupees a month, should be provided from England, to enable the head master to carry on his present duties, and enable him also to devote more of his time to the general superintendence of the school; as well as other inducements as an encouragement to the natives for sending their sons to complete their education at the University.

3. As I was comparatively a stranger to all the proceedings and principles on which the University was first established, and before giving any opinion on its present state and future prospects, I have consequently taken some pains to read the history of its establishment, and the progress of its working.

4. According to my understanding of the information contained in the papers laid before me, the following are the remarks of the Honorable Court on the proceedings of this Government relative to native education, which guide me in the opinions I have formed, as to whether the Honorable Court's expectations have been realized, or whether the propositions of the President are in unison with the Court's principles, on giving their sanction to the grant of 50,000 rupees annually, for carrying into execution the educational plan of the Madras University.

5. On the 29th September, No. 34, of 1830—the Honorable Court in calling for a general report of the measures then in progress, observed that in the plan originally contemplated and approved of by them, no provision had been made for the instruction of any portion of the natives in the higher branches of knowledge, and that an extension of the elementary education which then existed was all that was aimed at. The Court desired that a superior education should be at the command of the higher classes of natives, with the prospect of their being generally employed in higher situations of civil administration.

6. Adverting to the partial success of the Supreme Government in the education of natives in Bengal, in the higher branches of literature and science, the Court desired the adoption of similar measures at this Presidency, and directed this Government to take into its consideration the expediency of enlarging the proposed plan of the central school at the Presidency for the education of teachers, and of rendering it a seminary for the instruction of the natives generally in the higher branches of knowledge, and proposed eventually to establish one or more institutions on a similar scale in the interior.

7. On the 5th February, No. 11 of 1834, in reviewing the report of the Board for the College and for Public Instruction, and adverting to the distinction between the Collectorate and Tahsildaree schools, the Court desired that the great advantages which would be derived from extending to the latter instruction in the English language should not be lost sight of.

8. The Court considered that the co-operation of the Collectors was actually necessary, and were surprized that such had not been given; the zeal of the Collectors was not doubted, though they required to be urged to exertion.

They considered the Board partially negligent, in not having framed instructions for the guidance of Collectors, embracing all points of importance on this subject, and they asserted it was the duty of Government to prevent neglect on this head.

9. With regard to the desire for instruction in the English language manifested by the natives, the Court directed the adoption of effectual means, not only for supplying this demand, but, as far as possible, the means of communicating useful knowledge. With this view the College Board were directed to place themselves in communication with the Committee of Public Instruction at Calcutta.

10. The Court reviewed the measures of Government for the promotion of native education, and approved of those adopted on 31st January 1840. They thought the rules were "founded on sound principles," and recommended on the establishment of the high school that a moderate charge should be made for education at both school and college, which might be remitted by the Governors in particular cases, as at Calcutta; so that there might be free and stipendiary scholars.

11. The Court considered Tahsildaree and Collectorate schools one of the means of extending education more generally amongst the natives; but objected to a minute sub-division of the Government grant, at the same time would not interfere with the efficiency of the above-mentioned schools, disapproved of interference with schools established by natives, and would not interfere with the arrangements of Government in this respect.

12. In their despatch of 30th December 1842 the Court gave their ready concurrence to the proposition of establishing Government schools of a superior order under this Presidency, but observed that with the limited information before them, they were unable to appreciate the advantages to be expected from these institutions.

13. In Provincial schools education is required to be given in the languages spoken in the Presidency. The Court considered it advisable to elevate the standard of education in preference to multiplying the number of mere elementary schools; at the same time, the latter system was not to be altogether abandoned, and they drew the attention of Government to a judicious arrangement for the improvement of native education by village schools.

14. They expressed their apprehension, in reference to the proposed education of wards of the Board of Revenue at the Government schools, that the arrangements could not be universally carried into effect, and suggested a reference to the Supreme Government, to ascertain what had been done on a similar proposition in Bengal, and they recommended a reference to Bengal, for information on the educational test for candidates for public employment. No doubt if such a principle was put in force, it would have a most powerful effect. The Court however doubted how it would work in justice to others, who might not have been brought up at the high school or college, and considered that it would be prudent before giving any great extension to the Provincial school, to mature the organization of the high school, none of the details of which, beyond the appointment of a teacher, they observed, were yet before them; and that when this institution was fully in action, it would be time enough to extend its ramifications into the provinces, when the connexion between them would be more distinctly seen, and more efficiently established.

15. This Government made a proposal that the Tripetty offerings should be appropriated towards native education, to which the Court objected, and considered it inexpedient to sanction this measure, on the ground that the available funds were stated to be sufficiently ample for the purpose.

16. In 1839 (December 13th) the late Governor of Madras in a Minute of some length, after noticing the erroneous views which influenced the Committee in the measures proposed for the establishment of a Normal school at Madras, and their departure from the principles suggested by the Supreme Government, recommended the establishment of a University (consisting of a college for the highest branches of literature, philosophy and science, and a high school for the cultivation of English literature, and of the vernacular languages of India, and the elementary departments of philosophy and science) and proposed rules for the conduct of the institution.

17. His Lordship further suggested, that a Board should be formed consisting of a President and fourteen Governors, who should undertake the management of the school and college, and be entrusted with the distribution, subject to the control of Government, of the sum of Rupees 50,000 per annum, allotted by the Honorable Court for the furtherance of native education, and also that grants made to certain district schools should be resumed, if it appeared that their maintenance was not attended with advantage.

18. The Government in adopting the above measures dissolved the Education Committee of 1836, and directed the President and Governors of the University to take immediate steps for the establishment of a high school, and in accordance with the suggestion of the Board of the Madras University, directed the discontinuance from the 15th October 1840, of the central school at Madras, and the transfer to the high school proposed to be established, of the masters, office establishment, &c.

19. The Governor of Madras in his Minute 12th December 1839, advances as a fundamental principle, that the success of a plan of education depends upon the co-operation of Natives of influence and respectability, and His Lordship was no doubt encouraged in the hope, that this great object had been obtained by the petition of the native community, signed by no less than 60,000, from whom an earnest co-operation might most reasonably be expected. Nothing could be more justifiable than such an expectation, when so large a body of the opulent natives came forward, to ask that a system of national education might be established, and that they were prepared to co-operate, and support it. I quote a passage from the petition to show their apparent anxiety and eagerness for its establishment. "We seek not education

Letter to Lord Elphinstone, dated 11th Nov. 1839.

of all classes of Natives, and yet what has been the result?

Secretary to the Madras University's letter, dated 30th June 1843, addressed to the Private Secretary.

"which depends on charity, we shall take a pride in contributing according to our means to so noble a work." Such was the language and promises

"No pecuniary contribution has been made by any native, or other to the Madras University since its foundation."

20. The Honorable Court in remarking upon the petition of the native community observed with satisfaction.

“ We are desirous to encourage the participation of respectable Natives in the administration of any educational institutions, founded on those principles to which institutions the petitioners declare their readiness to contribute.”

“ It is unnecessary to make any observation on the document now forwarded, further than to express our satisfaction in finding that the sentiments it contains should prevail so extensively amongst the native subjects of the Madras Presidency, who we trust will be disposed to contribute liberally to the support of an institution so important to the welfare of all classes of their countrymen.

21. Had the natives fulfilled their promise, there would now be a sum at the disposal of Government to carry out education in certain parts of the country. But it is very clear, that both the Government and the Court have been led into a fatal error by a misrepresentation by the natives, as to their real intention of giving support to the system of education, as proposed by Government, which was adopted to suit their views, and further it is self evident that they do not value the institution, as a place for the education of their children; as the letter of the President to Government amply proves, by the falling off of the two higher classes, as well as by the efforts the Directors find it necessary to make to prevent the high school from failing altogether.

22. The President and Governors no longer look to the natives' independent support; and to ward off the result, they have proposed as the most effectual means, that a college should be built, which will necessarily involve a large outlay, and scholarships founded from the funds granted by Government.

23. I have now given, in my opinion, a brief outline of what has transpired in regard to the establishment of the Madras University. I shall now state the views conveyed to Government, on the actual position of the Madras College, as communicated by the President of the Board of Directors, as follows.

24. From April 1841 up to 18th November 1842, the pupils at the high school increased from 132 to 152, inclusive of the pupils of the preparatory schools.

25. In December 1842 the preparatory school was abolished. Many pupils of that school were transferred to a preparatory class in the high school.

26. At the high school in November 1842 there were 152, in June 1843 there are 115, leaving a decrease of 37. Amongst the 115 now actually at the high school, there are 28 received as free scholars, which leaves 87 pupils, whose parents are willing to pay 4 rupees per mensem for their education.

27. It is stated that amongst those that have left the school are several of the most advanced pupils.

28. Unfortunately the youths of an inferior class of society replace them. The object of their attending the school appears to be different from that of their predecessors, and consequently, the fundamental principle of the institution is altered, and is not now in accordance with the expectations of the Honorable Court.

29. The Board having no propositions of its own to make, as a remedy

for the circumstances in which the college is placed by the falling off of its pupils, applies to Government for further aid and advice for its guidance in future.

30. The Board however hope that their former proposition for the formation of collegiate classes of Medicine, and Civil Engineering, and of carrying into effect the test rules, if approved of by the Court of Directors, by vigorous exertions *may* restore the prosperity of the institution.

31. In order to acquaint myself more intimately with the present working of the school, as well as of its present state, I obtained the following information from the Secretary to the Madras University, which was furnished to me in reply to questions put to him.

Query 1. The number of boys in the two upper classes of the high school who had received instruction in other institutions, and you will be pleased to name the institutions.

Answer. The number of boys admitted to the two upper classes since the 14th April 1841, when the institution was first opened, is 58 (fifty-eight), of whom 30 remain and 28 have left.

Of the above number 36 were received from other institutions as follows.

From the General Assembly's school.....	13
St. Andrew's Parochial school.....	4
Bishop Corrie's.....	3
Native Education Society's.....	3
St. Mary's Seminary (Roman Catholic).....	4
Hindoo Minor school.....	9
	—
	<u>Total... 36</u>

Query 2. The number of boys in the school, who have regularly paid the monthly stipend for tuition, and the amount of defalcation under this head.

Answer. There are (83) eighty-three stipendiary scholars now in the school, on whose account the monthly payments are regularly made, with exception of those of them (seven in number) who are absentees.

All scholars on their return from absence are required to pay up arrears of fees, accumulated during such absence, unless specially exempted therefrom by the Board; but as one hundred and four boys have left since the opening of the institution, many of whom were struck off after absenting themselves for a number of months, (a very common practice with native youth) the books shew from this cause, a nominal defalcation of rupees 1,048. The amount of school fees, including Patcheapah's, actually paid since the opening of the institution, is rupees 8,744.

Query 3. The number of boys whose immediate relatives pay for their tuition.

Answer. Of the above 83 boys, so far as I can learn, the fees of 71 are paid by their immediate relatives.

Query 4. The number of boys who are paid for by friends, and Europeans other than relatives.

Answer. Runganadum, Government student, receives a stipend, by order of Government of rupees 30 per mensem. The fees of 12 boys are paid by Europeans, and 8 Patcheapah's scholars also receive from the same source 4 rupees each monthly.

Query 5. The amount of contributions made by the native community since the foundation of the Madras University ?

Answer. No pecuniary contribution has been made by any native, or other, to the Madras University since its foundation.

Query 6. You will also please to state, if there are any vacancies in the native Governorships, and if the native gentlemen attend regularly, and evince a zeal for the prosperity of the University by their obtaining pecuniary support for it, and attention to its interests generally.

Answer. There is one vacancy of a native Governorship, occasioned by the resignation, on the 24th March last, of C. Armoogum Moodeliar.

Another native Governor, V. Ragavachariar, has long been incapacitated by severe indisposition for the discharge of his duties.

The attendance of the 5 remaining native Governors at the monthly

Names of Native Governors.	No. of meetings at which present.	Do. from which absent.	Total No. of meetings of the Board.
Nusserool Mulk.....	5	31	36
Chokapachetty.....	28	8	36
Hyder Jung Bahadoor.....	11	25	36
Nursingarow.....	21	15	36
Streenavassa Pillay.....	28	8	36

meetings of the Board (the only occasions on which they do attend, with but rare exceptions) is exhibited in the tabular statement contained in the margin. None of the native Governors have hitherto procured any pecuniary support for the institution.

The above *data* will, I trust, supply the information required under this head, and I have purposely restricted myself, in replying to this query, to the statement of such facts as are within my own knowledge, because I entertained a doubt whether it was desired by the Most Noble the Governor that I should, in my position of Secretary under the Board, go beyond this. If however I have been mistaken in viewing the matter in this light, I shall, on receiving His Lordship's further commands, proceed to extend this reply to the best of my ability.

(Signed) PETER POPE,

Secretary Madras University.

32. The President has informed Government in plain terms, that a new effort must be made to enable the Madras University to carry into execution the views of the Honorable Court, under the fundamental rules and regulations, submitted by this Government for its consideration, and which in consequence of its approval have become the declared principle, by which the University has since its establishment been guided.

33. It is no doubt the duty of Government to give a measure of such vast importance, and of such deep interest to the native community, a fair trial;—particularly as it received to a certain extent the sanction of the Honorable Court.

34. The proposition now before Government does not in my opinion establish any true principle upon which Government can shew to the Honorable Court a reasonable expectation of renewed life to the University. The cause of the failure is not because a large and substantial building has not been erect-

ed; there is now ample room for the number of students, nay, more than necessary.

35. The University was established under the supposition that the opulent natives were in favor of such an establishment for the education of their children, and this belief was assumed by the Government to be correct, by their coming forward in so large a body, and expressing themselves in such independent terms as to leave no room for doubt, that they were prepared, not only to have their children educated, but that they would give their liberal pecuniary support. They have done neither one thing nor the other; they have not given pecuniary aid, and to a great extent have removed their sons from the two senior classes of the University.

36. This result will no doubt surprize and disappoint the Honorable Court.

37. The position of the Madras University requires every consideration of Government. It has to deal with a subject in which the Honorable Court takes the deepest interest, and feels the greatest solicitude.

38. Under ordinary circumstances of difficulty in perfecting the working of a new institution, the interference of a local Government might be useful, even necessary. Here however the University has been under the guidance of the Board of Directors during a period of nearly three years, and the educational management under the masters appointed for teaching the different branches of learning, and all governed by the fundamental rules and regulations of the institution. A non-interference on the part of Government appears to me to have been the most effectual manner of testing the principles on which the Madras University is based.

39. The President of the Board of Directors has now laid before Government, the most unfavorable report of the actual position and future prospects of the University. He says "with a view to any remedy which it may possibly be within the power of Government to afford." He further observes, "We look with anxiety to a reply from the Honorable Court of Directors to the reference which we have learnt from Government has been made upon the propositions detailed in our Secretary's letter of 15th September last of forming the two collegiate classes of Medicine and Civil Engineering, and of carrying into effect the *test rules*, and we are not without hopes that, should those propositions be favorably entertained by the Honorable Court, the Board may, by vigorous exertions, restore the prosperity of the institution."

40. These views appear to me to be fallacious. A sound and practical system of education must be established and received by the natives, before we can hope for any good in establishing a college for the higher branches, and it is not easy to see on what grounds the President and Governors can hope to form classes of Medicine, and Civil Engineering, when the most prominent youths have already left the institution.

41. An additional remedy pointed out by the President for advancing the interests of the institution, and to which he attaches much importance, is to be found in the effect that will be produced in establishing confidence, and giving it stability and popularity by Government selecting a site for the University, and at the earliest period by its commencing the erection of a suitable building.

42. Another proposition is that Government scholarships should be founded from a portion of the funds saved from the abolition of the preparatory school. The other is that the Board should receive the sanction of Government, to engage a second teacher at rupees 350 per mensem.

43. The impression made on my mind in regard to the University from the foregoing information which I have acquired from the records is 1st. that the natives at large were expected to give encouragement to the University, by sending their children to take advantage of the institution, 2d. that they would support it by affording, according to promise, in their petition dated 11th November 1839, their pecuniary aid.

44. In both of these expectations, Government have been disappointed, and the Honorable Court will be deceived.

45. 3d. They have removed many of their sons from the two higher classes, from which source the Honorable Court expected to be able to find natives possessed of qualifications to fulfil their liberal views, of raising up a native class of well informed and well disciplined minds, for Judicial and other high Civil offices under Government. This in fact is "its ultimate aim."

46. I conceive from the statement made by the President that the principles on which the University was established, have failed to effect the object that Government had in view. His remedies are to be found in the measures referred by Government for the consideration of the Honorable Court.

47. That a new site should be selected for the University, and that no delay should take place in its erection.

48. That Government should found scholarships for the encouragement of natives to send their children to the University, from funds saved by the abolition of the preparatory school.

49. That a second Assistant should be allowed at 350 rupees per mensem, in aid of the Head master.

50. The question now before Government appears to me to be, has such a vital change taken place in the University, so as to effect the principle on which the Honorable Court gave its sanction for its first establishment? My opinion is that such has occurred.

51. The next question appears to be, do the propositions of the President shew any grounds which would be permanent, to induce Government to enter at once into his views? In my mind they do not, and it appears to me a more substantial basis than that recommended by the President is necessary for the ultimate success of education generally.

52. The cause of failure rests with the natives themselves by the withdrawal of the more advanced youths from the University, and from a want of interest in the institution.

53. The opulent natives have failed to give their pecuniary aid and personal support to the institution.

54. Numbers of the lads have rejoined the other public schools at the Presidency.

55. I do not believe that merely building a college will have the effect of exciting a deeper interest in the native community, than at present: and if Government should found scholarships, as an inducement for the natives, this will be a new principle, and an alteration in the fundamental rule 9 will be established, which will require the sanction of the Honorable Court.

56. I agree that a second assistant should be allowed on the terms of the President's letter.

57. I am ready to waive my own doubts and views on this most important subject, and am anxious to give the high school that support which appears to me to be in accordance with the views and instructions of the Honorable Court. But as no building could be erected till after the monsoon, and as the question is of such moment, it would be wise to make a reference of the proposals of the President of the University, to the Honorable Court, for its further consideration, and for the sanction of so large an outlay from funds, already very limited, for so great a purpose, as an establishment at Madras and also in the different parts of the Presidency.

58. Feeling as I do the great importance of this subject, which must in a great measure qualify the natives of this Presidency for filling the high situations Revenue and Judicial which it is the great ambition of the Honorable Court to see them fill, I would therefore most anxiously desire to be possessed of the opinions of the members of Government on this very important question.

(Signed) TWEEDDALE.

APPENDIX I. I.

Minute by Mr. Chamier, 4th September 1843.

1. I have always considered the views proposed in Lord Elphinstone's Minute of the 12th December 1839, to be those of an enlightened statesman, deeply interested in the welfare of the immense population committed to his charge: and I observed with great satisfaction that all his Lordship's propositions were approved and sanctioned by the Honorable the Court of Directors.

2. It was Lord Elphinstone's desire, in promoting the great object of national education, to avail himself of the experience which past failures here, and success at the other Presidencies, afford for his guidance. Plans previously recommended at this Presidency were therefore, as the Honorable Court say, "set aside in favor of more decided and judicious arrangements;" the various rules proposed for the conduct of the school and college were considered to be "generally unexceptionable," and the institution was viewed by the Honorable Court as one "which, if judiciously conducted and liberally encouraged, would, they trusted, be productive of great public advantage." "If it is objected to it," says Lord Elphinstone, "that the plan is too large, I answer that it has been purposely traced on an extended scale; that by so doing I hope to stimulate the exertions of the natives and thus to raise their views to a level with these designs."

3. Instituted under such favorable auspices, and having such noble objects in view, it was gratifying to see this establishment progressing* most successfully and carrying with it the best wishes of the native community, until unhappily it received its first check in the resolution of Government of the 8th November 1842, in which it was determined, on the ground of an apprehended excess of expenditure beyond the sum† allowed for the promotion of native education at this Presidency, to refer for the orders of the Home authorities various propositions submitted by the Governors of the Madras University, in which were included the establishment of test examinations and the organization of an Engineer's and a Medical College.

4. In the letter from the University Board submitting these propositions it is thus stated.

Letter from Secretary to Madras University, dated 15th September 1842. "To sum up the whole current expenditure for the University, the 2 collegiate departments, and the test establishment, it will be as follows.

High school probably 25,000 but at most.....	30,000
Engineer's College.....	7,000
Medical College.....	10,000
Test Examinations.....	3,500
	50,500

"It will thus be seen that the University of Madras will, in its full efficiency be a charge on Government of 50,000 rupees per annum."

5. For the Provincial institutions, the only ones not provided for, it was shewn that there was a large available fund, after various deductions from which the Board say,

"Still there will remain a considerable surplus, sufficient for maintaining in efficiency, as well the Provincial institutions as all other departments of the University, for many years to come; and it cannot but be completely and satisfactorily shewn before this fund is exhausted, not only what has been the success, but what have been the practical benefits of the scheme of education now developed before Government, and which in every respect hitherto has fulfilled the expectations of the Board, and still incites their best hopes. Looking to the extent of the scheme, and also to the orderly beneficial results to Government itself, to the whole native community, and to the prosperity of the country, the Board are of opinion that such aims cannot be accomplished at a less cost."

6. The resolution of Government to pause until orders could be received from Home, naturally alarmed the Governors of the University, and they accordingly in a letter of the 18th of the same month, after strongly recommending the immediate establishment of four District schools, emphatically observe:

* "The high school is fast increasing in number and is likely to increase greatly."
Letter from Secretary to Madras University, 15th September 1842.

† 50,000 rupees per annum.

“ But if on the other hand through any delay in carrying those proposed measures for their benefit into effect, that community should be led (how ever erroneously) to surmise that Government is no longer favorable to their adoption, the Board cannot but anticipate, in the withdrawal of their confidence, results the most disastrous to the cause of Native Education under this Presidency.”

“ If it has been thus shown that the postponement of one only of the proposed educational measures would hazard results so untoward, the Board cannot but regard with apprehension the far more extensive evil to which the suspension of the other schemes they have submitted would in all probability, give rise ; and, alive to the heavy responsibility imposed upon them by the trust which Government has placed in their hands, they await its decision on the present reference, with an anxiety proportionate to the importance of a question which affects, as this does, the interests and well-being of the entire population of Southern India.”

7. The four schools were authorized, but orders on the Engineer's and Medical colleges were deferred.

8. The result of the hesitation of Government to sanction measures, which they were as fully empowered to authorise, as they were to establish the University in the first instance without a reference to England, is seen in the following extract from the Most Noble the President's Minute—dated 28th August 1843.

“ From April 1841 up to 18th November 1842, the pupils at the high school increased from 132 to 152, inclusive of the pupils of the preparatory schools.”

“ In December 1842 the preparatory school was abolished, many pupils of that school were transferred to a preparatory class in the high school.”

“ At the high school in November 1842 there were 152, in June 1843 there were 115, leaving a decrease of 37 amongst the 115 now actually at the high school—there are 28 received as free scholars, which leaves 87 pupils, whose parents are willing to pay 4 Rupees per mensem for their education.”

9. Since November 1842 no less than eight letters from the University Board have remained unanswered.

10. I have long since given my opinion on the various points submitted for orders in these letters and I see no reason for any further delay in disposing of them.

11. With regard to the Civil Engineer's and Medical Colleges, I have no doubt that these two institutions would confer lasting and almost incalculable benefits on the country. Well indeed did Lord Elphinstone observe, “ The blessings of a wide diffusion of Medical Science need no comment, and in this country, so destitute of harbours and internal communications, so dependent upon artificial irrigation for the actual subsistence of the population, how can we over-estimate the importance of the study of Civil Engineering ?”

Reply to the address from the President and Governors on the opening of the Madras University. See page IV. Appendix to printed copy of First Annual Report of the University.

12. I know from personal communication with Lord Auckland that he set the highest value on the Medical College of Calcutta, as affording the means of distributing amongst an almost helpless population the blessings of medical knowledge and skill, and of rescuing, as it were, almost from the jaws of death, the sufferers from various diseases almost always prevalent in different parts of the country and hitherto left to the treatment of ignorant and unsafe practitioners. Native Princes had applied to him for the services of persons educated at the Medical College for the benefit of their subjects and I saw in the college a number of Cingalese youths who had been sent from Ceylon for the purpose of receiving instruction at this institution. This just appreciation of the benefits of medical instruction ought to induce us to carry out zealously and perseveringly the same beneficent work at this Presidency. Instruction should also be provided in Civil Engineering, perhaps the thing of all others most wanted for the improvement of the sources of wealth and prosperity in this country, and the branch of public service in which the natives are best adapted, constitutionally, to afford, when well taught, the most useful aid.

13. I see no reason to impute to any indifference on the part of the natives the present depressed condition of the Madras University. So long as the recommendations of the Board were cordially responded to, and it was seen that the institution enjoyed the undiminished favor of the Government, the number of students continued to increase and doubtless would have gone on increasing; but when the first check was experienced, doubts of the permanence of the advantages held out on the first establishment of the University naturally intruded themselves on the minds of those who had taken an interest in the institution, and were confirmed by the continued omission of Government to notice the Board's recommendations.

14. In the hope that it may not be too late to restore the institution to a healthy state, and that this Presidency may not again incur the reproach of being the only one in which no effectual steps are taken by the Government for the education of the natives, I would at once adopt all the suggestions of the Board in the letters now unanswered, except those for the erection of a building for the University and the examination tests. There is no immediate necessity for the former, and eventually it may not be required at all, if the General Police Office should be removed, as suggested, to a different situation, and the fine building belonging to Government, now occupied by it, be rendered available for the University, for which its situation is extremely favorable. With regard to the latter, (examination test) I entertain many doubts, and think the observations of the Honorable Court in para 9 of their despatch dated 30th December 1842, deserving of the greatest consideration.

15. I am confident that when the Government shall restore to the University the countenance which fostered it in its infancy, the natives will again eagerly seek the advantages of an establishment which has the peculiar merit in their eyes of being so constituted as to "avoid whatever may tend to violate or offend the religious feelings of any class," and also to conciliate their "co-operation and confidence by the union of the most influential and respectable natives with Europeans in the management of the institution."

Lord Elphinstone's Minute.

Lord Elphinstone's Minute.

16. But if after all the pains taken by the Government in the first in-

stance to make the natives appreciate the benefits of the great work which it was instituting for their welfare and to give them confidence in its stability, and after all the imposing ceremonies of its foundation, to which all classes of the community were invited and at which a vast concourse attended, the Government itself, suddenly and without any apparent reason, should withdraw its support, I cannot but think that the whole proceeding will be regarded as a solemn mockery, and that the Government will for ever forfeit the confidence of the natives in its promises and professions. At all events, if this institution fails, all hopes of establishing another, with any prospect of success, must be at once abandoned.

17. No time could possibly be more favorable for carrying out extended and well considered views of native education than the present, when the country has the advantage of Mr. Norton's zeal and devotion of its cause. His mortification at seeing the promising work in which he has been the most active agent no longer favored by Government, when he had every right to expect continued countenance and support, must be extreme; and all who have joined him in his gratuitous labours must participate in his feelings.

18. Although there can be no reason to doubt the accuracy of the information respecting the University procured from the Secretary, I confess I should, for many reasons, have set a greater value on it, had it been obtained from the Head and President of the institution, and it would have been more complete if it had shewn the attendance of the European, as well as of the native, Governors at the monthly meetings of the Board.

(Signed) H. CHAMIER.

Gwindy, 4th September 1843.

APPENDIX J. J.

Minute by Mr. John Bird, 6th September 1843.

Mr. Norton observes in his letter of the 5th of June last that some of the most advanced pupils have prematurely abandoned the institution; but he does not assign any cause for this, and there is nothing, as far as I am aware, to explain what it really is; there can be no doubt, however, that the native community has not supported the University to the extent which the Government were led to expect.

2. The Government would not in my opinion have been justified, with the limited means at their command, in adopting the propositions for forming the classes of Medicine and Civil Engineering, nor that of carrying into effect "the test rules," without reference to the Honorable Court of Directors, and until the answer to the reference which has been made shall have been received, nothing further respecting those propositions can, I suppose, be done. I think with Mr. Norton that if those propositions are adopted, there is a prospect of the prosperity of the institution being restored. I do not myself approve of "the test rules," but I have little doubt that if it should be found that employment in the public service is dependent upon qualification at the University, that institution will be generally supported, by those at least who are within reach of it, and especially by the natives of the Presidency.

3. There is one circumstance which appears to me quite certain, namely that if the University is not warmly and liberally supported by Government all endeavours to preserve it from failure will be ineffectual, and I cannot help thinking that doubts on this subject may be the cause of the want of support brought to notice by Mr. Norton, in his letter of the 5th of June last.

4. Under present circumstances it would not, I think, be advisable to sanction the erection of a new edifice, particularly as there may be an appropriate building available, but I would sanction all the other propositions immediately.

5. It seems very desirable that a Secretary should be appointed and that the vacancies in the office of Governors should be filled up. Further delay in these matters would I fear produce unfavorable effects, and would I think be very discouraging to all concerned, and particularly to Mr. Norton, to whose exertions the Government and the community are so much indebted, and upon whom the success or failure of this great undertaking is, I believe, a good deal depending.

6th September 1843.

(Signed) JOHN BIRD.

APPENDIX K. K.

Minute by the Marquis of Tweeddale, 2d October 1843.

1. Feeling a deep interest in the national education of this Presidency, and having been engaged in the advancement of education in my own country for a period of 25 years, as well as taking no small share in establishing the only Civil Engineer's College that existed at the time in Great Britain, or I believe even now exists, the experience I have thus obtained, leads me to believe that it is necessary not to be too hasty in carrying out a subject of such extreme importance, without being assured that all the grounds on which the principle of the undertaking was based, on trial, could be carried into successful operation.

2. I have heard and informed myself of the difficulty that attended the advancement of education in the three Presidencies, as well as in the Island of Ceylon, where I believe general education is advancing with more rapid strides than in any part of India.

3. If I am rightly informed, the experience of the system followed in the Peninsula was not the only model for carrying out the educational instruction, which is now becoming so general in all parts of that Island.

4. A reference to the proceedings of the annual printed reports of the direction appears to me to give clear proof that such was the case, neither am I convinced that several of the Members in the direction here, would not consider that some alteration in the system originally proposed is necessary, in consequence of their just expectations from the promises of the natives not being realized, to carry out to the full extent, the plan of a successful general education of the Presidency for the natives, so that they might be enabled to possess those qualifications in the higher branches of knowledge, that were thought necessary for the general advancement of the inhabitants towards civilization.

5. It is above a century since a general parochial educational system was introduced into Scotland, and even now great improvements are still making towards its perfection in a country that has the reputation of thoroughly understanding this difficult subject. Although I should subject myself to have my views misunderstood, I freely acknowledge that I would rather advance with caution, and would take ample time for consideration in carrying out this great national work of Scotland.

6. In my opinion, it is not to be done by the exertions of one man, or any set of men. Success can only be expected to result from measures being well considered and matured, and such as will make them acceptable to the community which is to profit by them.

7. Since my arrival at Madras, I have devoted what spare time I could afford, to inform myself of the proceedings that had taken place on the part of the Government, as well as of the sentiments of the Honorable Court, in regard to the educational system, which they wish to see carried out at this Presidency; and in order that I might not have formed any erroneous opinion of their expectations, in my Minute of the 28th of August, I entered on a review of all that (previous to my being a Member of Government) had taken place according to the numerous documents I called for, and it is a satisfaction for me to find that the facts I have stated, are not impugned by the other Members of Government.

8. The object I have in view is firmly to establish the foundation of so noble a work, as that of national education, which the records inform me has been the constant and unwearied desire of the Honorable Court to see carried into execution in all parts of this extensive empire; and when an obstacle occurs in the progress of those appointed to carry it out, it appears to me a more certain manner of overcoming the difficulty to pause a little, and to take time for consideration, than to force an impediment when you have the means of turning it within your reach. I believe there is as much inclination on the part of the natives to educate their children as could warrantably be expected, and I also understand it is supported by the experience of the University, that even though the numbers remain the same, or even might increase, the attendance of the boys at the high school has been of a migratory nature.

9. The first occasion on which a question connected with the University occurred and was brought before me, was about the 8th of November last year. At that time I was comparatively ignorant of the former proceedings of Government on this subject. I then found myself in Council with two members of the former Government, who were cognizant of all former proceedings and had aided in the first establishment of the University, and in them I was naturally led to believe that there was a guarantee, that nothing would be done to interfere with its prosperity. On this occasion the Council was unanimous in its determination, which in my opinion was a wise measure, and instead of this being the first check in its progress, I have since had reason to believe, that a steady attendance of the boys of the higher classes was a comparative failure from the commencement.

10. It is the duty of Government to look at all the difficulties that the University has to contend with; in no one paper that I have read has any allu-

sion been made for the information of the Honorable Court to what I consider the most prominent of all, viz. that offered by societies and numberless other schools, which are open to, and extensively availed of, by the native youths, and in which the most efficient teachers from Europe (and supervision of the most paternal character) are in force through the anxious solicitude of those who well know the native character, and have taken an arduous and indefatigable interest for a long time in the advancement of education and civilization amongst the natives of the country; hence arises the wandering from school to school of the native youth, to which I have already alluded. Another circumstance which I have learnt in conversing with those practically informed, is that the parents of boys are generally anxious that their sons should acquire the best education suited for the object they have in view, that of qualifying them for the duties to which they aspire, viz. that of clerks in the different offices of Government.

11. I have made enquiries, but I can hear of few or no old native families residing in Madras, who were alluded to in the documents I have quoted in my former Minute, as the youths who were to gain their education in the upper classes of the University with the exception of the Mahomedans; and I understand that few or none of them send their children to avail themselves of the advantages it would seem to offer for their future advancement.

12. The partial delay which has unavoidably occurred in disposing of the papers connected with the University to which the Members of Council advert, cannot, it appears to me, have the slightest effect on its interests.

13. The point on which the President* appears to lay the greatest stress, viz. the erection of a large building, is, I observe, not even acceded to by any member of the Government, and it can matter little, whether this determination of the Government is made known a little later than ought to have been expected.

14. The other important points on which the future prosperity of the institution is supposed to hinge; viz., the tests, the Medical and Engineer classes are still matters under reference to the Honorable Court, and this Government is not in a position now to dispose of them. The qualification tests I observe, the Senior Member of Council disapproves of, though he is of opinion that the support of the native community depends on making the University the road to office.

15. The other papers before the Government are those relating to the vacancies in the Governorships and the office of Secretary. They are obviously of very minor consequence.

16. The President of the University in recommending on the 11th April last, the re-appointment of Mr. Ouchterlony as Governor informed us, that the

* Mr. Norton the President, I have been informed, has been unremitting in his zeal in establishing and carrying out the objects of the University, and has brought both his time, and talents to bear upon this important subject.

office had not been filled up during the whole period, from that gentleman's departure till his return from England. He was immediately re-appointed on the suggestion of the President, and the other vacancies are of a few months or weeks' standing. The Secretary of course could not be appointed till Captain Pope vacated.

17. It has always been my desire, since this Government have been made aware that it was the wish of the Honorable Court to induce Captain Pope to continue his valuable services as Secretary to the University, that he should be appointed to another office, which he should hold jointly with the Secretaryship. In consequence of the difficulty, which I have formerly explained, and of his wish to resume his appointment of Paymaster at Masulipatam, I appointed him to an office which has removed him from the seat of the University. Captain Pope informed me that in half an hour he could make over to his successor every thing he had to communicate: as a compliment therefore, I wished to continue him till within a few days of his embarkation, and believing the appointment rested with myself, I had previously made up my mind who to appoint. On the 18th September my Private Secretary received a communication from the President in the name of the Directors of the University, recommending a gentleman to fill the situation of Secretary. I directed an answer by return expressing my consent, in the event of the nomination being the wish of the Directors, which has been decided in favor of C. P. Brown, Esq. and he is accordingly appointed Secretary to the University.

Submitted on the 17th
March 1843, No. 233.

See 2d Annual Report.

18. The only remaining point, the printing of the 2d Annual Report with the proposition then made, and which was first suggested in the President's letter of the 31st January 1843, No. 113, for providing 24 paid scholarships, with exemption from school fees, cannot I think be determined without reference to the Supreme Government.

19. They have in their letter of the 15th July 1835, declared the system of paid scholars to have failed in practice, both at Madras and in Bengal, and have desired that this Government would not introduce the system of pay scholarships into any new institution.

20. It appears also to strike at the root of the principle on which the University was founded, and at variance with the declared sentiments of the native community, who repudiated an eleemosynary education, and opposed also to Rule IX. of the laws of the University. Till this point is disposed of, I do not think the 2d Annual Report can be published, unless those portions of it, containing these propositions, be omitted; and before the scholarships are established, it will be necessary to ascertain the views of the Honorable Court and the Government of India.

(Signed) TWEEDDALE.

APPENDIX L. L.

Public Department.

Extract from the Minutes of Consultation, dated 13th January 1844.

The Board proceed to take into consideration a despatch from the Honorable the Court of Directors dated 18th October, No. 20, of 1843.

Resolved that this despatch be communicated to the President and Governors of the Madras University for their information, and that their attention be particularly requested to paras 5 and 6 on the subject of educational tests, and to paras 11 and 12 containing the views of the Honorable Court on the proposition for the establishment of the Medical and Civil Engineering Colleges.

With reference to paras 9 and 10 it is observed that consequent on the establishment of a large school in Black Town by the trustees for the late Patcheapah Moodeliar's charities, the necessity for the continuance of the preparatory school was superseded, and that the institution was accordingly abolished on the 31st December 1842.

Signed J. F. THOMAS,

Secretary to Government.

To The President and Governors of the Madras University.

DESPATCH OF THE COURT OF DIRECTORS.

Public Department.

Our Governor in Council Fort St. George.

Public letters 26th July 1842, No. 22, p. 1 2, 15th Nov. No. 29, p. 1 & 5, 24th December No. 36.

We now reply to your letters in this department of the dates noted in the margin on the subject of public instruction.

In these paragraphs you have repeated the suggestions offered in your despatch of 23d March 1841, No. 7, respecting the establishment of Provincial schools, and the introduction of an educational test of qualification for the public service, and you further communicate to us the plans of the Board of Education for a college of Civil Engineers and of a Medical college to be also founded at Madras; the expense of executing which designs exceeding the amount of annual expenditure already authorized by us of 50,000 rupees per annum, you have not felt at liberty to sanction the proposed arrangements without our previous concurrence.

Public Despatch to Madras dated 30th December 1842, No. 24.

3. You will already have been put in possession of our sentiments upon two of the points now submitted,—the foundation of the Provincial schools and the establishment of a certain educational proficiency as a test for admission to the public service. With regard to the establishment of the Provincial schools you will have been apprized of our concurrence in the general principle of their foundation. Four Provincial schools have been proposed to be established at Masulipatam, Bellary, Trichinopoly and in Malabar, either at Calicut or Mangalore upon the same plan generally as the high school of Madras, in which instruction is to be given in English, and in the vernacular language or languages of the district. Each school is to be placed under the direction of a local Committee, and to be provided with two teachers of English and three native teachers, and the establishment and contingent charges of each school are estimated at 3,780 rupees a year, making for the four a total annual charge of rupees 15,120. Part of the expense is to be defrayed by a small charge made to the scholars.

4. As the whole sum, when added to the estimated charge for the Madras high school 30,000 rupees per annum, will not exceed the amount of the annual assignment, there can be no objection on this account to the establishment of the Provincial schools, and we entertain no objection to the system and objects of study proposed. The Education Board observe that considerable zeal has been awakened among influential members of the native community in the provinces to encourage and support institutions of this nature, and that this feeling was found partially to prevail at Cuddalore and most of the places where the schools are proposed to be established. It might be prudent however before incurring the whole cost of a more extensive experiment that the Board should confine their operations at first to those of the four situations in which there is the most reasonable hope of success.

5. Upon the next subject,—that of an educational test for admission to the public service, we called your attention, whilst admitting its influence upon the diffusion of education, to the obvious objections to which it is liable. We think that it would be most unjust to the native candidates for office to demand of them qualifications which it is impossible in the present state of our educational arrangements that any except a comparatively limited number should possess, i.e. in other words to demand from them a degree of proficiency in the literature and sciences of the West which they are utterly destitute of the means of acquiring. We therefore desire that the question of an educational test be left for future consideration.

6. With the postponement of the scheme of an educational test all occasion for paid examiners ceases. It is therefore unnecessary for us to take into our consideration the further expense proposed by the Board to be incurred on this account.

7. The second of your communications now replied to has reference to your proceedings on the propositions of the Board of Education for establishing a college of Civil Engineers and a Medical college at Madras.

8. We are fully sensible of the great zeal and activity of the Education Board, and of the advantages likely to follow from the institutions which they recommend, but we must remind you that little more than a year has elapsed since even a school for English literature was founded at your Presidency and that we now only for the first time receive a report of the results which have attended its institution. Upon referring to the answers of some of the students to the questions proposed to them at the first examination held by the Board very extraordinary proficiency is manifested by some of the students, but it is evident that whatever progress they may have made during the year (and we doubt not it was such as to do great credit both to themselves and to their instructors) yet they must have joined the school with highly respectable acquirements previously attained in other institutions of a similar character. It seems likely too that this high proficiency is confined to a very few individuals and at any rate it is certain that the school is by no means yet established on a permanent footing, and that the number of its scholars is yet far from being sufficient to render it as effectively influential in the progress of native education, as we hope it will hereafter become.

9. As some knowledge of English was made a condition of admission into the high school, the Board established at the same time a preparatory school for imparting elementary instruction in the English language. The two schools

were opened on the 14th April 1841, when 67 scholars were admitted into the High school and 65 into the Preparatory school. These numbers are by no means commensurate with the population of Madras, with the deficient means of instruction there existing, or with the interest manifested by the natives, of whom thousands are described as having congregated to witness the opening of the school.

10. Nor has the subsequent augmentation of the schools been such as to indicate a rapidly growing popularity; although eighty one scholars joined the high school during the first year, yet 48 quitted it, and at the occurrence of the first annual examination, the numbers are reported to be 100 in the high and only 35 in the preparatory school,—an aggregate little more than that with which the schools opened. As however the chief falling off is in the preparatory school, it is to be hoped that it arises principally from the instruction which it afforded being obtainable on cheaper terms elsewhere. That the elementary knowledge of English requisite for admission into the high school is to be procured without this part of the machinery may be inferred from the augmentation in the scholars of the high school. The augmentation however is still below our expectations.

11. We hope and expect that as your plans become developed the school will be much more resorted to, but we think that any proposals to establish Medical or Civil Engineering colleges at this moment, are unwarranted by the state of preparation in the native community, and that it will be quite time enough when, from amongst some hundreds of native young men, familiar with the use of the English language, and with various important branches of general knowledge, classes can be formed for the cultivation of professional and practical knowledge. At present in all probability, the pupils qualified to benefit by such tuition would be very few. We are by no means prepared to found a college for Civil Engineers, the pupils of which are to comprehend the Officers of the Madras Army, as proposed by the education Board. This is a subject quite distinct from that of native education, and one on which it is not necessary to say more, than that if it is considered essential for the Officers of our Army to study Civil Engineering, England and not India, should be the site of their education. With regard to the Medical college of Calcutta, which has in a great measure given rise to the suggestions of the Education Board, we have to observe that whatever success may have attended its operations was prepared for by years of previous cultivation, not only of English, but even of Medical science. The Hindoo college, which is analogous in its plan to the high school of Madras, had been in existence for more than twenty years, when the Medical college was founded, and had filled Calcutta with accomplished native English scholars, and besides this, European Anatomy, Surgery, and Medicine, had been taught for several years, both at the Sanscrit college and the Madrissa, and an Hospital and Dispensary had even been attached to the Medical class of the former. All the pupils of the Medical college, who first were entitled to diplomas, had been distinguished scholars in the Calcutta seminaries. A shorter interval will no doubt be sufficient to prepare the pupils for instruction in the Medical college at Madras, but it is obvious that there cannot be at present, nor for some time to come, an adequate number of well instructed young natives, to form such a Medical school as to justify the expense which it must entail, by the benefits which it would disseminate.

12. Looking therefore upon the suggestions of the Education Board as

premature, we must withhold our sanction from any attempts to carry them into effect, by any other means than those of giving the fullest practicable efficiency to the institution which they have already organized. We have every reason to augur from the judgment and activity of the Board and from the talents and the zeal of the masters, the ultimate success of the high school and college of Madras, and the extension of similar schools to the principal districts of the Madras Presidency, and we earnestly recommend to you to confine your attention and that of the Board, at least for the present, to these important and indispensable objects.

13. Your letter of the 24th December No. 36 of 1842 received since the above was written, apprizes us that under the circumstances represented by the Governors of the Madras University, you have sanctioned the immediate organization and establishment of provincial High schools, at Bellary, Calicut, Masulipatam and Trichinopoly, and although we think it would have been prudent to have confined the experiment at first to the limits we have suggested in the preceding paragraphs, yet we shall not withhold our concurrence in the arrangement.

We are,

LONDON, }
18th October 1843. }

Your loving friends,
(Signed) JOHN COTTON,
and 12 other Directors.

APPENDIX M. M.

2d March 1844.

FROM THE PRESIDENT OF THE MADRAS UNIVERSITY,

*To The Chief Secretary to Government, Public Department,
Fort St. George.*

SIR,

I am requested by the Board of Governors of the Madras University to acknowledge the receipt of an extract of Minutes of Consultation of 4th December last, and also an extract from the Minutes of Consultation of 18th January last conveying a letter from the Honorable Court of Directors of 20th October last. This letter has anticipated the most material points which had been made the subjects of a further reference from the Government to the Honorable Court, as noticed in the above Minutes of 4th December, and these documents, taken together, exhibit the definite (though it may be presumed not the final) views of the Honorable Court and of this Government, regarding our past and future measures in organizing and managing the Madras University in its various branches and departments. They have accordingly met with our fullest attention; and I will proceed to report for the consideration of Government the result of the Board's sentiments and suggestions.

The letter of the Honorable Court indicates some disappointment as regards the progressive success of the institution, and we can refer to no encouraging details shewing any improvement of its prospects. It is due to

Government that we should advert to the causes of this stagnation, if not decay, and state our sentiments and suggestions with a view to the remedies, as well as some needful explanations of the nature and design of some of those measures which have been taken, and have been since proposed.

The letter of the Honorable Court may have been prepared under a conception that *our Board* had originated and submitted those propositions to Government and the Court on which the sentiments and instructions of Government and the Court have now been expressed. It will therefore be to the purpose to shew, that these specific measures have been those on which we have expended our zealous exertions under the *express previous instructions of Government*, and that those instructions to us were founded on the sentiments and views emphatically announced by the Honorable Court itself, and which were communicated to us for our better guidance.

The fundamental rules—exhibiting the design of a *Collegiate*, as well as a *Scholastic* institution, consistent with the quality of an *University*, and dedicated to the education of the higher classes—were fully approved of by Government before they were acted upon by us, and have been subsequently approved of by the Court. The superior quality of education aimed at by the high school department, was in like manner approved of by both authorities. The organization of various Provincial institutions of a similar quality, was delegated to us by the instructions also of Government and with like sanction. In like manner the scheme for public examinations for the grant of educational tests was urged on our attention by Government, and the scheme prepared was subsequently approved of, and ordered to be further digested with a view to being brought into operation. In like manner the schemes for the Medical and Engineer's Colleges were prepared; and, being afterwards approved of, were put in train by the directions of Government with the view of being carried into effect, and the general sentiments and wishes of the Honorable Court, in deference to which those measures were entrusted to our efforts and to which our notice was particularly directed, have been thus quoted. "The improvements in education which effectually contribute to elevate the moral and intellectual condition of a people are those which concern the education of the higher classes, of the persons possessing leisure and natural influence over the minds of their countrymen. By raising the standard of instruction among these classes you would eventually produce a much greater and more beneficial change in the ideas and feelings of the community than you can hope to produce by acting directly upon the more numerous class. You are moreover acquainted with our anxious desire to have at our disposal a body of natives qualified by their habits and acquirements to take a larger share, and occupy higher situations in the civil administration than has hitherto been the practice under our Indian Governments. The measures for native education which have been adopted or planned at your Presidency have in tendency to produce such persons." In another letter of the Court, referring to these views, they say, "We wish you to consider *this* as the scope and end to which all your endeavours with respect to the natives should refer."

It may be observed, therefore, that the credit, or the discredit, of originating these designs and measures, to some of which the Honorable Court intimate that they have no objection and will not withhold their "concurrence," and others of which they discountenance either as premature or totally inexpedient

dient, does not fairly belong to our Board. The task we have undertaken, at no small expenditure of time and thought and labour, has been to serve the public to the best of our power, according to the instructions and wishes of our superiors.

While our Board was gradually progressing in those measures for carrying out the whole scheme of the University, in its various departments, undoubtedly (as the 1st and 2d annual reports declare) the prospects of the beneficial accomplishment of these designs, which Government had engaged us upon, were promising. The number of the scholars was gradually, though slowly, increasing. The temporary causes of this slowness of increase up to a period a little previous to our 2d annual report of 20th February 1843 (which it is to be gathered from the Honorable Court's letter had not at the date of their letter reached them) were explained, as we hoped, satisfactorily in that report—and so as to shew that during the first year and half at least, no real reason arose for disappointment. The advancement of the scholars in the higher departments of literature and science was astonishingly rapid. For although the Honorable Court has surmised, from the tenor of their examinations, that “some must have acquired highly respectable acquirements at other schools,” yet the truth is, as our first annual report declared, that “none of the scholars whose exercises were appended (except Runganathum) could on their arrival at the school a little more than a year previously read or speak English fluently or well.” The course of discipline which had been arranged, proceeded efficiently. There was even an early prospect of some students in the two collegiate departments, about (it was then presumed) to be opened. The Board in their 1st annual report expressed themselves “sensible that every step they had taken was in advance, and that the basis of eventual success had been fairly and broadly laid.” They intimated in their 2d annual report that the amount of the number of scholars “rather afforded grounds for congratulation than disappointment.

It is not, however, to be disguised, that for some time the institution has been in a course of decay, and certainly not of advancement. If that zeal, with which the natives appeared once inspired, seemed to the Honorable Court at the date of their letter to have hardly kept pace with their original manifestation of it, to which the Court refers, it is plain that it has much more abated since—and indeed, it is all but extinguished. So far back as 18th November 1842 the Secretary of the Board in his letter of that date communicated to Government their apprehensions on this head.

The subsequent letter to Government by the undersigned in the name of the Board of 5th June last, gave detailed statement of the actual decay, and of the several contributory causes of it. It is quite unnecessary, therefore, to repeat those causes or again to discuss the remedies, on the suggestions of which we have received the answer from Government that we have now to advert to, except so far as that answer and the subsequent direction of Government of our attention to certain particular topics in the Court's letter makes it our duty.

However prepared Government may have been, and still may be, to promote the interests of the institution upon the basis of its fundamental rules and principles, and according to such course as Government deems most conducive to that purpose, yet it cannot but be apprehended that the native public have

contracted an impression to the reverse. Without assuming to speculate on the grounds of this impression, which may have been quite misconceived, yet the Board are at all events convinced that nothing short of the marked countenance and strenuous support of Government, followed up by every exertion of the Board to give effect to such encouragement, will suffice to restore or maintain that spirit which the Board has often testified to as formerly prevailing, as well in the Provinces as at the Presidency, in the cause of the institution and of native education in general. It is to be observed that the natives of this Presidency are unable, either from any personal experience, or from any results they have hitherto witnessed in others, to appreciate the effect and value of a superior education. They look to the encouragement and countenance of Government altogether as the criterion by which they estimate such pursuits. Extrinsic excitement must be necessary in the infancy of such efforts, and it will not be till some results are seen of the palpable advancement and superior estimation of those who have acquired qualifications by their attainments, that an adequate or a true conception will be gained of their value.

Among the modes suggested by Government with the sanction, as regards the *principle* at least, of the Honorable Court for promoting this zeal on the part of the natives, and raising that quality of natives to serve in higher departments of the public employ than hitherto, are the two measures of the scheme of educational tests, and that for founding two collegiate departments, one in the science of Medicine and the other in that of Civil Engineering. As Government has directed our particular attention to the observations and instructions of the Honorable Court on these topics, it appears fitting to offer some observations upon them.

As regards the scheme of educational tests, it is apprehended that our Board must have failed in making themselves duly understood. The Court observe in their letter* of 30th December 1842, "that the enforcement of an "educational test for public employment would have a most powerful effect "upon the diffusion of education." The Court then advert to the caution and judgment to be manifested, so as the test qualifications should be appropriated to the office in which they are to be exercised, and so as that *other* qualifications, independently of any educational test whatever, should have consideration, according to the real grounds of merit. The Court now intimate the plain objections which exist to any *demand* of qualifications, such as are exhibited by the proposed tests—and, more particularly, demands of such qualifications before means are supplied of attaining them.

Now it will be seen by our first annual report, and also by the revised test rules themselves, that no *demand* and no *enforcement* whatever has ever been contemplated by the scheme or propositions of the Board. They limited the effect of the test altogether to a mere *right of preference*, and that not absolute, but only before other candidates not having such tests of educational qualifications, "and who might not possess superior qualifications in *other respects* and *upon the whole*." And as regards the palpable unfairness of requiring, or even giving any conditional preference to (which is all that has been proposed) educational qualifications, *before supplying the means of attain-*

* Letter of Court 30th December 1842, communicated to the Board in Minute of Consultation, No. 251, 17th March 1843.

ing them, the Board proposed to limit the operation of the test rules in the first instance to the *Presidency* itself, where the full means are supplied, not only by this institution supported mainly by the bounty of Government itself, but also in others.

These objections, therefore which are the only objections stated by the Honorable Court seem to be founded on misapprehension, and it is plain that the Court entirely approve of the principle of the proposed measure, if cleared of those objections. But, independently of this, it will be seen by our 1st annual report on this topic, and by the proposed rules themselves, that we have strenuously advocated the very conditions enjoined by the Honorable Court, as regards the point of due consideration to *other* qualifications not of an educational quality.

Other objections were taken formerly by the Supreme Government. But they were certainly founded also on misapprehensions which have been subsequently explained away by the Board. For that Government became satisfied, on reconsideration of the revised rules, that the test certificates were plainly open to *all* candidates, and no preference given to any particular seminaries, whether under Government or otherwise; and, further, that the discretion of heads of departments to select according to their own sense of the real qualifications, whether purely educational, or combined with others, or of a different quality altogether, was entirely unfettered, and the Supreme Government accordingly intimated its acquiescence in the revised rules.

Vide letter of Secretary of Supreme Govt. to Board's Secy. 14th December 1842.

Vide letter of Board's Secy. to Secy. of Supreme Govt. 31st January 1840.

Vide letter of Secy. of Supreme Govt. to Board's Secy. 15th February 1843.

Having as it may be hoped removed these stated objections, it may be well to add some further objections for the consideration of Government before any final decision regarding the abandonment or otherwise of the educational test measure shall be come to.

The sentiments of the large majority of the Board (including *all* the native members) have been too often and urgently expressed in our reports and correspondence with Government to need repetition here. But it seems appropriate on this occasion to notice, that, when heretofore collecting the matured sentiments in writing of the Governors individually, four of the native Governors wrote strongly advocating the scheme, and some of the observations of one most respected native Governor, now no more, may deserve quotation. He observes that tests "might be safely employed in the lower grades of the service, and then those selected be promoted according to their respective abilities and habits of business. By so doing the public service would in course of time be extensively furnished with persons possessing a general knowledge and attached to moral principles." He observes that "good conduct and habits and aptitude for business could be best ascertained after a trial, and any person obtaining a test of qualification would undoubtedly be worthy of such trial." He adds that "it is the intention of Government that public situations should be so disposed of as to be open to public competition, but this is seldom acted upon; for he would assert that many of the servants now in public offices were very ill qualified for the situations which they hold, and persons better qualified are excluded for want of

“ interest, and that, unless it is made the imperative duty of heads of public departments to employ persons holding tests of education in preference to others, such persons will hardly gain any advantages by being educated in the University.”

The other Minutes of the native Governors are quite as strong on these points, as shewing that the establishment of these tests would be the expedient *security* for promotion according to qualification, and the main, if not the only, incentive to the native community in qualifying themselves by education. These Minutes are noticed because they are sufficiently indicative of the impression of the natives as to the necessity, rather than the mere expediency, of such test rules. Much more decisive testimony could be added, if the undersigned could properly quote the often and publicly repeated declarations made to him by natives that such security by established rules would alone suffice to induce the community to turn their minds zealously and confidently to the education of their youth, and that, until that security was thus established, they would never cease to believe that private interest would be more advantageous than any amount of educational qualifications.

It may be to the purpose to notice in corroboration of these remarks what Lord Elphinstone placed on record upon this head, in his Minute of May 13th 1842. After expressing his entire concurrence with the Board's views, and with the scheme of test rules proposed, His Lordship quotes the powerful recommendation of the principles of this scheme of promotion according to tested examinations by Mr. Trevelyan, late of the Bengal Civil Service, (from whose work he quotes largely) also by the Court of Sudder Dewanny in Bengal, and lastly by the Supreme Government itself. His Lordship also adverts to the scheme not interfering with any legitimate discretion of selection in heads of departments, whose power of selection was by the proposed rules left unfettered in choosing any untested candidates for office, whose qualifications in other respects or upon the whole might in their judgment be superior.

This Government also concurred in Lord Elphinstone's Minute; and in furnishing an Extract thereupon to the Board, desired that His Lordship's views, thus expressed, should be carried in effect.

Having thus passed under review all that has been from time to time directed expressly by the authorities at home and in India, and also the sentiments from time to time expressed individually by the Members of the Board and collectively by their resolutions and reports, we feel it a duty we owe to the interests of the institution, which has been entrusted to our organization and management, to bring this question of the expediency of the test rules again under the notice of Government. Our impression decidedly is that the abandonment of this measure, after being once approved of by the former Government, and ordered to be carried into effect, will materially damp, if not totally extinguish, any interest which may be left, or which may otherwise be excited, among the native community in the cause of education. Without their cordial co-operation we are quite hopeless of any success of the institution, which for a long time promised so well. The mere apprehension of Government's being unfavorable to the test rules, as it is feared, already greatly detached the native community, and retarded the progress and credit of the institution. There is still much reason to fear, in our opinion, that the original

objects and principle of the University may fail, and that it will subside into the same sort of seminary, so many of which have hitherto proved quite abortive and have been so emphatically denounced by the Honorable Court—namely, an eleemosynary receptacle for the lower orders; who will just stay long enough to learn so much of English reading and writing as to qualify themselves as volunteer writers or clerks of the lower grade in the public offices.

The other topic in the Honorable Court's letter to which our particular attention is directed by Government,—the proposed establishment of the two collegiate classes in Medicine and in Civil Engineering is now to be adverted to.

On this head, too, our Board have had the ill-fortune not to have made themselves properly understood. The Honorable Court observe upon the want of native students of adequate educational acquirements to take advantage of the instruction to be imparted in such classes, and they consider the foundation of them premature. This may be considered the sum of their remarks. Now in our 1st Annual Report of May 1842, we observe that “the organization of the collegiate department must, of course, be a work of time, and await the progress of the high school, and the general advancement of the community in intellectual cultivation. There are, however, two classes which appear, at present even, not only susceptible of *formation*, but also of practical *experiment*, a Medical class, and a class of Engineers; and as the organization of these two classes has been expressly recommended by Lord Elphinstone to our immediate attention, we have proceeded to draw up two Codes of rules with a view to these several objects.” We here characterize the measure as “an attempt merely;” and we state our reason, why we thought it, nevertheless, advisable and useful to organize these classes in digested and complete detail. But we also advert to “the peculiarly low state of intellectual cultivation throughout the native community of Madras, and the very recent commencement of our labours to effect a change, as forbidding any expectation of rapidly successful results; though we venture to submit that the expediency of and the perseverance in, these efforts ought not for some time to be measured by the inadequate return for the needful expense.”

It is plain, therefore, that before the Honorable Court took into their consideration this subject, we had laid these schemes for the organization of the two collegiate classes before Government, only as an *attempt*, and as susceptible of practical experiment, and that there was no possibility of bringing these measures into real or efficient operation until scholars should be sufficiently qualified by their advance in education to take advantage of them. Our 2d Annual Report of 20th February last still notices difficulties in the way of immediate success, especially as regards the medical class, though by no means of an insurmountable character, and the Board confine their expressions to the “hope that a *ground work* has been laid,” when alluding to the promising expectations of the early efficiency of the Engineering class.

If, then, the Honorable Court has apprehended that our Board proposed the establishment of these collegiate classes as called for by a community already boasting of any number of scholars of sufficiently ripened acquirements to take immediate advantage of them, we have been misconceived. At the

same time it should be added, that before the date of the suspension of the measure there was more than one Hindoo pupil abundantly qualified to enter either of such classes, and anxious to do so, besides those pupils who are now in the course of education under the existing institutions of Government for employment in the Medical and Engineering departments. The question we desired to put before Government, and as we still desire to put it, is, as to how far it might be expedient to bring these collegiate classes into operation by way of experiment, and in the way of commencement. We had certainly ventured to submit that these classes should be formed so as to be completely prepared and provided with the necessary professors and full establishment, and in a condition to receive students and to instruct them, whenever any should apply. We had considered it expedient to organize the central institution in its true character of an *University*, and not merely a high school, at the earliest date consistent with the prospects of students enrolling themselves, and we thought that by the time the establishments were complete, some, more or less, students would be ready. The very existence of such collegiate establishments would, we thought, prove a main incentive to many to take advantage of them. And above all, we had considered that the organization of these and other similar classes was expedient and promising, only in conjunction with the efficient establishment of all the other educational objects contemplated by the fundamental rules, and in proportion as assurances were held out of advancement in public employ according to qualifications acquired.

It has been thought due to ourselves to offer these explanations of our measures, and of our views, as regards the organization of these collegiate classes, to remove misapprehensions, and to shew that our objects and proposals are not, in principle, in contrast with those of the Honorable Court. The Court, however, consider the actual establishment of those classes to be premature, and therefore we would desire to defer without comment to their decision. It only remains for us to hope that our labours, in devising and digesting the rules for these classes, may not eventually prove useful or abortive, but that one particular object aimed at by these labours may in some degree be answered, that of supplying means "by which the merit of the project may be best estimated, and also of affording the greatest facilities for bringing it into operation."

This is all that occurs to the Board to submit regarding the two points in the Honorable Court's letter prominently placed under our consideration by Government. Some remarks and suggestions are, however, obviously, and indeed urgently, called for with respect to other topics.

The Court desire that attention should be directed "to the fullest practicable efficiency" of the high school—and they are not only desirous to promote by every practicable means the progress of that institution, but they also give their sanction to the formation of the Provincial branch institutions.

As regards the efficiency of the high school, the sanction of Government has already been desired to several measures which our Board have urged, some as essentially necessary and others as most expedient for that end. The foremost in importance is the procuring a competent second master at a salary of not less than 350 rupees per month. We have had occasion to urge the necessity of this more than once on the attention of Government: and we deem it imperative on us again to notice that independently of the considera-

tion of the requisitions of the school, the exertions of the head master have long been really beyond what his health and strength permit. It may be hoped that Government, finding that before their last reference to the Honorable Court on this topic had reached them, the Court have expressed themselves as desirous of promoting all needful support of the school, will give their immediate sanction to this measure.

With respect to the foundation of the Provincial schools, we have apprized Government so far back as 11th April 1843 last, of our inability to organize them without its sanction to our procuring competent masters at a higher salary than originally proposed. This point, although referred by this Government to the consideration of the Honorable Court so far back as November 1842, has not been subsequently noticed by Government, or by the Honorable Court in their letter under consideration. As, however, the Court has now sanctioned these establishments, we may hope Government will give its instructions for immediate efforts to procure the quality of masters the Board seek, and at the salaries before suggested, without which we have already intimated our being hopeless of any success.

As the Honorable Court look to the permanency of the institution, we may trust that Government will no longer deem it necessary to suspend those measures which were in progress for founding an appropriate structure equal to its requisitions. The embarrassments the Board have been, and are still, placed under for want of such a building—and indeed, the risk of ruin to the institution from this cause alone, to say nothing of actual loss to Government by payment of high rent, have been placed under Government's consideration by our Secretary's letter of 31st January 1843, and by the letter of the undersigned to Government of 5th June last. We have at the same time dwelt on the good effects of the commencement of such a building in attracting public confidence, and in giving stability and popularity to the institution.

The Board have always attached great importance, and they do so still, to the sanction of Government to the foundation of certain scholarships from the funds saved by the abolition of the preparatory school. This the Government has negatived, and consequently it would become us not again to stir the question, but to acquiesce, only that it seems to us quite obvious that Government has not correctly apprehended the nature of our proposition. The language of our proposition seems, from its generality, to have led Government into the supposition that we were reverting to the exploded system of "pay scholarships," which the principles of the fundamental rules, and the tenor of our original communications and first annual report have unequivocally repudiated. But there is not an University, college or public seminary, in all Europe or India, in which remunerated scholarships are not bestowed *as prizes for merit evinced by competition*, and such prizes as these naturally, and almost necessarily, come in aid of those worthy and intelligent scholars, whose circumstances are deficient, but who make up zeal and labour the full value of such help. Our fundamental rules contemplate such scholarships, and these are what we had proposed to found. When therefore Government are made aware of the nature and object of these proposed scholarships, we may venture to presume its sanction will not be refused.

There is one other subject which appears to us to deserve Government's consideration, as arising from the Court's letter, namely the postponement of the question of paid examiners, as proposed by the test rules. This question, indeed, may appear naturally to fall to the ground with the disposal of that of the educational tests. But whether any deference is due to the suggestions above made for the adoption of that measure or not, Government should be made aware that there is great need of public examiners for the high school, and that there is no probability of obtaining them, so as the duty should be performed thoroughly, except from the obligation of being assigned by Government for that purpose. We have, by entreaty, and by imposing a very irksome task on several Gentlemen and Officers from time to time, procured their gratuitous services most kindly afforded. But there is great difficulty and uncertainty in obtaining such services, and they cannot be performed thoroughly without considerable preparation in the details of the studies examined upon. Some arrangement, we would submit, seems required to be sanctioned for procuring such examination upon adequate remuneration, even in case the Government should not authorize the test rules to be brought into operation.

We have now laid before the consideration of Government, with a copiousness proportioned to their importance, our views and sentiments on each subject referred to our attention by the Honorable Court or by Government, and upon each point on which further instructions from Government seem to be imperatively needed. But we think we ought not to close these observations without acknowledging our impression that the progress of the high school will be for some time to come much slower than heretofore we had expected, and than it had been during the two first years from its opening. We do not expect that any future extent of encouragement on the part of Government will have the immediate effect of arousing the same spirit which appeared once to inspire the general native community in the cause of education,—that interest manifested by the congregation of thousands on the opening of the institution, as testified to by our Board, and about which nobody then living at Madras could by possibility doubt. At the same time we have no doubt whatever of its eventual and decisive success through the perseverance of the Board, supported by those measures on the part of Government which have been submitted for its consideration.

We fear too that but little effect will arise from our first efforts now to establish the Provincial schools. For although it is true that much encouragement was derived by the Board (as they at the time expressed to Government) from the formation of native associations, from the willing zeal of some public functionaries and from the enrolment of scholars on lists, and the undersigned also received many warm private letters from native individuals engaged in the task or desiring so to be, of organizing and managing those institutions, yet more than a year has now elapsed since we have had occasion to move on these matters, for want of requisite means. All interest, perhaps, has died away. The work has to be begun again from the beginning almost, and the common apathy upon a subject so little understood or appreciated probably again characterizes the whole community in the interior. This apathy, however, can never be dispelled until energetic measures are taken for the purpose. It is not, we think, to be expected that scholars will be found ready in any number to enter the proposed schools, until the natives see decisive steps taken to establish them; and the policy seems to be forced on our attention of mak-

ing each establishment complete, so as an adequate trial should be made, before the efforts to these ends shall be pronounced abortive.

MADRAS, }	I have &c.,
2d March 1844. }	(Signed) GEORGE NORTON,
	<i>President.</i>

APPENDIX N. N.

Public Department.

Extract from the Minutes of Consultation, dated 20th November 1844.

The Board proceed to take into consideration the following despatch received from the Honorable the Court of Directors dated 28th August, No. 23, of 1844.

Resolved that a copy of this para be furnished to the Committee of Bishop Corrie's Grammar school, with reference to a letter from this department dated 21st November 1843.

Resolved that this despatch be communicated to the President and Governors of the Madras University in reference to the resolution of Government, No. 420, dated 30th April last, and that their attention be requested to the views of the Honorable Court with regard to the expediency of delaying the formation of the Provincial schools, until competent teachers can be obtained at Madras on the higher salary proposed, viz. rupees 250 per mensem. The Governors of the University will keep in mind the desire of the Honorable Court expressed in para 9 and at the conclusion of para 12 of this despatch; and also the suggestion made for securing the continuance in the institution of young men whose qualifications may fit them for the duties of active life, by offering to them a scholarship of adequate value as a compensation for the advantages they thereby forego.

Under the authority here conveyed the Governors of the University will adopt early measures for procuring the services of a second master to the institution on a monthly salary of rupees 350, provided such additional assistance be still requisite.

The wishes of the Honorable Court conveyed in the last para will be duly attended to.

Under the instructions and views of the Honorable Court as expressed in para 6, the Government consider it inexpedient to sanction at present the construction of a large and substantial building for the purposes of the University.

(Signed) J. F. THOMAS,
Secretary to Government.

To The Madras University.

DISPATCH OF THE COURT OF DIRECTORS, DATED 28TH AUGUST 1844.

Public Department.

Our Governor in Council at Fort St. George.

Para 1. We now reply to the undermentioned letters in this department which relate to education.

Letter dated 12th December, No. 26, of 1843, para 2.
 „ „ 16th February, No. 3, of 1844, whole.

Answer to Letter dated 12th December, No. 26, of 1843, para 2.

Forwarding for the orders of the Court an application on behalf of Bishop Corrie's Grammar school for a sum of money from the education funds to secure an endowment at that institution.

2. Although we doubt not the benefits resulting from the institution denominated Bishop Corrie's Grammar school, yet we do not think that it comes within the objects of the funds set apart for the promotion of native education, and we cannot therefore sanction the diversion of any part of those funds to the perpetual endowment of the school in question.

Answer to Letter dated 16th February, No. 3, of 1844.

Subject of letter namely, reply to Court's despatch dated 18th October, No. 20, of 1843.

3. Your letter of this date brings under our notice considerations of some importance relating to the condition and prospects of the institutions which you have established at Madras for the advancement of native education.

4. The preparatory school which you have founded having ceased to be necessary in consequence of the formation of a school of the same class, with funds derivable from the bequest of Patehcapah Moodeliar, you have very properly directed its discontinuance.

5. The Governors of the superior or University school thereupon submitted to you a proposition to apply two thirds of the cost saved by the abolition of the preparatory school to the endowment of 24 Government scholarships in the University school; but as you considered the arrangement inconsistent with the views of the Government of India, as communicated to you in the letter of the 25th July 1835, you had suspended your compliance with the proposal until you had referred the question to the Supreme Government. You will no doubt have been apprized that the endowment of scholarships has been subsequently resumed in Bengal, and that no objections exist to your pursuing a similar practice. It appears to us that the endowment of scholarships to a limited extent and upon the principles which have been laid down in Bengal, is indispensable for the success of the superior Government school at your Presidency.

6. You have requested also our instructions regarding the expediency of erecting a suitable building with apartments for the head master, for the accommodation of the institution, as urged by the Governors, not only on the grounds of convenience, but because they think that the commencement of the work will have a powerful effect in attracting public confidence and giving

stability and popularity to the establishment. A building erected expressly for the use of the school will no doubt be more convenient, and will bear a more public character than any accommodations held at a monthly rent, but it is desirable that you should be fully satisfied as to the probable permanence of the institution before you incur the expenditure necessary to erect suitable buildings. Your President observes in his Minute of the 28th August 1843, "The proposition now before Government does not, in my opinion, establish any true principle upon which Government can shew to the Honorable Court a reasonable expectation of renewed life to the University. The cause of the failure is not because a large and substantial building has not been erected, there is now ample room for the number of students, nay, more than necessary," and he states that the President of the institution "has now laid before the Government the most unfavorable report of the actual position and future prospects of the University."

7. You have referred to us also for a decision with regard to the higher salary proposed for the masters of the four Provincial schools, viz. 250 rupees per month. The Governors of the Madras University not having been able to engage the services of competent persons at the salary of rupees 100 per month, as originally proposed; they therefore suggest that the larger salary be granted, and that masters be obtained either from the other Presidencies or from England.

8. It is undoubtedly true that unless masters fully competent to the duty be engaged, little hope of advantage from the formation of schools can be entertained, and we do not object therefore to the grant of the higher rate of allowance, if the expense can be provided for from the education funds. But it seems to us that the difficulty on the score of the salary is quite secondary to that of finding competent qualification. Masters from England, or even from Bengal, unacquainted with the languages and manners of the natives of the Peninsula, cannot, with benefit, be sent amongst them in situations where they have every thing to learn, and where, it appears from the letter of the Governors of the University school, they cannot depend upon any effective aid or support from the local authorities. This circumstance confirms us in the impression that the plan of the Committee in regard to these schools, was premature. At Bombay and in Bengal the continued promotion of education through a number of years has reared, and is rearing, at the Presidencies a class of school masters who can safely and profitably be sent into the Provinces. The want of such a nursery at Madras has been felt the moment that schoolmasters are applied for; but it is there only that fit masters for the Madras provinces can be provided. We therefore think it will be better to delay the formation of the Provincial schools until competent teachers can be procured at Madras, on the enhanced allowance, if necessary. If four such masters cannot be met with at once, it will be advisable to begin with a smaller number, but we much doubt the expediency of applying either to England or to Bengal for masters who are to lay the foundation of village schools under the Presidency of Fort St. George. Possibly some assistance might be furnished from Bombay.

9. In any scholarships which may be founded by you in pursuance of the sentiments above expressed, we desire that care may be taken that the persons enjoying them be educated specially with a view to their future em-

ployment as schoolmasters in the Provinces, should they be willing to undertake such duties.

10. You have forwarded with your letter the report of the 2d annual examination of the University school, submitted to you on the 17th March 1843. At that date the students were 118, some of whom appear to have made very creditable progress in their studies.

11. From a subsequent letter from the Governors of the University school dated June 1843, we regret to find an unfavorable view is taken by them of the condition and prospects of the school; the numbers having declined, the senior students having quitted, while their proficiency was yet imperfect, and their place having been supplied by students whose objects were confined to a much lower scale of acquirement. The number of scholars paying the monthly charge of 4 rupees was only 87.

12. Under these circumstances the Governors applied to you for any remedy which it might be in your power to afford, stating at the same time their own expectations of great advantage from the adoption of the measures already submitted for our approbation, viz. the establishment of a Medical college, of a college of Civil Engineering and of educational tests for the public service. You will have received our sentiments on this subject, and the present statement confirms the accuracy of our opinion. It is manifestly premature to found colleges for scientific and professional objects, or to establish tests for public employment, while the means which are provided for the indispensable preliminary instruction are so imperfect, and so little resorted to by those for whose benefit they are intended. We must repeat our injunctions to you to direct the Governors to confine their attention to the fuller development of the establishment over which they already preside.

13. We are disposed to think that the alarm indicated by the letter of the Board of the 5th June 1843, is as premature as their anticipations of benefit from the quarters to which they look. The qualifications of the senior pupils fitted them for the duties of active life, and it has been universally found difficult to detain young men in the native seminaries after attaining such qualifications. Some compensation must be held out to them for the advantages they forego by protracting their scholastic studies, such as a scholarship of adequate value, and this is one obvious remedy for the evil complained of. Even the whole number cannot be expected to aim at the highest attainments, and there must always be a large proportion of students who seek only to qualify for inferior appointments in the public offices. It will be sufficient if some few of them are gradually led on to the higher classes, until the advantage of such attainments shall be more generally appreciated. There is little reason to fear if the institution be steadily, ably, and above all patiently fostered.

14. We observe from the Minute of your President of the 28th August 1843 that his Lordship ascribes the decline of the establishment in some degree to the number of schools existing at Madras, and the habit of the natives to change from one to the other. As many of these schools probably afford gratuitous instruction a Government institution where a monthly fee is demanded, can scarcely expect to be in very extensive request. It can only attract pupils by offering a better education and by receiving more marked countenance from the Government. With regard to the first, the report of the Board bears such

high testimony to the character of the head master, that it is to be inferred he is fully competent to raise the studies of the school to a level with the best schools at the Presidency. The Governors of the college are desirous of giving him more effective aid, and solicit your sanction to their sending to England for a second master whose salary shall not be less than 350 rupees per month. You have called our attention to this request, and we do not object to the sanction being granted, if the prospects of the school still require such additional assistance.

15. With regard to the second source of attraction,—the countenance of the Government, we fully appreciate the great anxiety manifested by you for the success of the high school, but we are of opinion that it would tend materially to elevate the credit and respectability of the institution, if the prizes which may be awarded at the public examination were presented to the successful candidates by the Governor of Fort Saint George himself, and that on such occasion the attendance of respectable natives were extensively permitted and encouraged. No measures have been found more efficacious in securing popularity to the native college of Calcutta, than the countenance which it has received in this manner from the successive heads of the Government of Bengal.

We are,

LONDON, }
28th August 1844. }

Your loving friends,
(Signed) JOHN SHEPHERD,
and 12 other Directors.

APPENDIX O. O.

Public Department.

No. 44.

Extract from the Minutes of Consultation dated 15th January 1845.

The following Minute by the Most Noble the President is ordered to be recorded.

(Here enter 13th December 1844.)

Para. 1. Before issuing instructions on the subject embraced by the foregoing Minute, the Most Noble the Governor in Council resolves to furnish the President and Governors of the Madras University with a copy of the orders of the Governor General of the 10th October 1844 and to request that they will favor the Government with their views on the following measures, based upon the principle of the Governor General's Minute.

2. In lieu of the general instruction that "an invariable preference" shall be given to all distinguished candidates from the different scholastic establishments, whether Government or private, "in filling up every situation of *what-ever grade*" in the public service, it is proposed at this Presidency, first that, after the list of candidates has been made up, as directed in the resolution of the Governor General, five shall, upon examination, be selected and brought to the special notice of Government for reward; that the two of the highest

attainments shall be declared eligible to situations in the service of Government ; one Judicial and one Revenue ; that the Sudr Udalt and the Board of Revenue be directed to carry out within the year, the order of Government for their employment, with as little interference as possible with the claims of others ; that the names, and qualifications of the other three be published in the Fort Saint George Gazette, and communicated to the Officers in the Provinces, with a recommendation to avail themselves of the superior qualifications of these candidates for the public service ; and that a certificate of their attainments be given to each, with the sum of rupees 500, 300 and 200 respectively as a prize.

It is believed that this reward of office, limited as it is, and a sum expended annually as prizes, would act most beneficially in giving an impetus to the cause of enlarged education ; that it would offer a strong inducement, so much required, to the youths in the several schools, to remain long enough under instruction, to obtain the highest grade of qualification. Secondly, in order to secure a high standard of education in the private, as well as the Government institutions, it is proposed to fix a certain standard and measure of education to be attained, before candidates could be brought to the notice of Government, either for situations, or for pecuniary reward.

The standard itself and all details including the classes eligible and the age of candidates to be matter for future arrangement ; but it is proposed that it should embrace a good knowledge of English, its literature, as well as the language, with a grammatical and thorough acquaintance by candidates with their own vernacular tongue.

(True Extract)

(Signed) J. F. THOMAS,

Acting Chief Secretary.

To the President and Governors of the Madras University.

RESOLUTION.

The Governor General having taken into his consideration the existing state of education in Bengal, and being of opinion that it is highly desirable to afford it every reasonable encouragement, by holding out to those who have taken advantage of the opportunity of instruction afforded to them, a fair prospect of employment in the public service, and thereby not only to reward individual merit, but to enable the state to profit as largely and as early as possible by the result of the measures adopted of late years for the instruction of the people, as well by the Government as by private individuals and societies, has resolved, that in every possible case a preference shall be given in the selection of candidates for public employment to those who have been educated in the institutions thus established, and especially to those who have distinguished themselves therein by a more than ordinary degree of merit and attainment.

The Governor General is accordingly pleased to direct that it be an instruction to the Council of Education, and to the several Local Committees

and other authorities charged with the duty of superintending Public Instruction throughout the Provinces subject to the Government of Bengal, to submit to that Government at an early date and subsequently on the 1st of January in each year, returns (prepared according to the form appended to this Resolution) of students, who may be fitted, according to their several degrees of merit and capacity, for such of the various public offices as, with reference to their age, abilities, and other circumstances, they may be deemed qualified to fill.

The Governor General is further pleased to direct that the Council of Education be requested to receive from the Governors or Managers of all scholastic establishments, other than those supported out of the public funds, similar returns of meritorious students, and to incorporate them, after due and sufficient enquiry, with those of the Government institutions; and also that the Managers of such establishments be publicly invited to furnish returns of that description, periodically, to the Council of Education.

The returns, when received, will be printed and circulated to the heads of all Government offices both in and out of Calcutta with instructions to omit no opportunity of providing for and advancing the candidates thus presented to their notice, and in filling up every situation, of whatever grade, in their gift, to shew them an invariable preference over others not possessed of superior qualifications.

The appointment of all such candidates to situations under the Government will be immediately communicated by the appointing officer to the Council of Education, and will by them be brought to the notice of Government and the Public in their Annual Reports. It will be the duty of controlling officers, with whom rests the confirmation of appointments made by their superordinates, to see that a sufficient explanation is afforded, in every case in which the selection may not have fallen upon an educated candidate whose name is borne on the printed returns.

With a view still further to promote and encourage the diffusion of knowledge among the humbler classes of the people, the Governor General is also pleased to direct, that even in the selection of persons to fill the lowest offices under the Government, respect be had to the relative acquirements of the candidates, and that in every instance a man who can read and write be preferred to one who cannot.

Ordered that the necessary instructions be issued for giving effect to the above resolution, and that it be published in the Official Gazette for general information.

CCXXXIX

FORM.

Return of Students qualified for the Public Service.

Names of Candidates.	Age.	Residence, District, Pergunnah and Village.	Institution at which educated.	Extent of acquirement.	Character and abilities.	Class attained and honorary distinctions and tokens of merit acquired.	Remarks.
1	2	3	4	5	6	7	8

By order of the Right Honorable the Governor of Bengal.

(Signed) FRED. JAS. HALLIDAY,

Secretary to the Government of Bengal.

(A true Copy)

(Signed) J. F. THOMAS,

Acting Chief Secretary.

APPENDIX P. P.

5th March 1845.

FROM THE SECRETARY TO THE MADRAS UNIVERSITY,

To the Secretary to Government, Public Department, Fort St. George.

SIR,

I am directed to submit herewith extract from the Proceedings of the Madras University under date the 19th February 1845.

I have the honor to be, &c.

Madras University, }
5th March 1845. }

(Signed) C. P. BROWN,

Secretary.

Extract from Proceedings of the President and Governors of the Madras University, 19th February 1845.

1. The Board having taken into consideration, both in circulation, and at a general meeting, the reference made to them by the extract from the Minutes of Consultation dated 15th January last, for their views on the measure proposed in that extract, have thought it advisable, upon a question involving such important results, to consult again all the sentiments and instructions of the authorities which are upon their records, and also their own past proceedings, as bearing on the subject submitted to them, and to record their sentiments and views at large.

2. The Board have had occasion, when proceeding under the instructions of the late Government to draw up a detailed plan for awarding educational tests in proportion to the attainments of candidates for public employment, to state so fully their sentiments on all the important considerations involved in the recent resolution of the Supreme Government, and in the proposed measures of this Government as arising thereout, that it might be sufficient perhaps, in reply to the present reference, to refer Government to their first annual report for the year 1842, and the Appendix H, thereto, and to their 2d annual report for 1843, and the Appendix E, thereto. It may, however, appear desirable that the Board should advert more specifically to the purport of the propositions of this Government.

3. The two main principles advocated in their former communications to Government were, 1st the *assurance* of preference of natives and others for public employ according to educational attainments over candidates not having superior qualifications in other respects, and upon the whole; and 2d the establishment of such *relative* standards of educational qualifications, by the observance of which that preferable selection might best be guided. These principles, the Board are still disposed to think, should be maintained; and they conceive the maintenance of them to be the prominent characteristic of the resolution of the Supreme Government.

4. With respect to the first of these advocated principles, however, Government in the Minutes under consideration, suggest that "an invariable preference" should not be the rule; but that, in lieu of it, *two* having been selected "as eligible," out of five of the most distinguished scholars, the employment of such two should be provided for within the year by the Sudder Udalut and the Board of Revenue respectively, "with as little interference as possible with the claims of others." The Board consider this discretionary delegation of authority to admit or reject the claims of these candidates, in deference to the claims of others, will altogether destroy that *assurance* of employment in proportion to educational qualifications, which this Board (and as they gather, the Supreme Government) would desire should be maintained. If it should be urged that these bodies would hardly acknowledge any claims, or at least any but those of persons having superior qualifications in other respects, and also upon the whole, as sufficient to set aside those of these educated candidates, the Board would submit in answer that whether that be *likely* or not, a *power* and discretion of so doing ought not to be delegated. Such a discretion could never be needed or desired by those who would certainly never act upon it. The native public, however, might not feel assured that such a discretion purposely delegated without specific limitation would not be exercised. In fact, when the young man Runganadum's claims as a scholar, distinguished, as far

as we can find, by attainments far beyond those of any native in India, were submitted (together with the Board's opinion of his good moral qualifications) to all the official departments throughout the Presidency,—and this with the express sanction of Government, not one, out of more than two hundred references made, produced the offer of employment in any capacity. The Board, therefore, respectfully submit as their opinion, that this modification of the resolution of the Supreme Government is not advisable. They conceive that it would materially deteriorate from the *actual security* of the preference advocated by them according to the terms above, and in their former communications, expressed, and that it would at least diminish the *public sense* of that assurance.

5. This objection to the measure proposed by this Government, although in itself of no small moment in the Board's view, they consider to weigh as nothing compared with others, which, under the present call for the expression of their sentiments, they feel it their duty to submit to the consideration of Government.

6. Without assuming to urge on Government the merit of those views and principles in regard to preference of well educated natives for public employ, which their former communications have advocated; and still less presuming to pronounce on the merit of those promulgated by the Supreme and other Governments of India, and by the Honorable Court, yet the Board consider it incumbent on them to record briefly what their own views have been, and still are, and what they gather to have been incontestibly those of the above authorities; and then to submit in what way the present proposed measure of this Government seems likely to militate against them. By this course the justice or otherwise of that impression may be best appreciated.

Sir Thomas Munro, in some of his public Minutes, thus expresses himself. "The employment of natives in offices should be in proportion as experience may prove their qualifications to discharge them. We profess," he says in another Minute, "to seek the improvement of natives, but propose means the most adverse to success. The advocates of improvement do not seem to have perceived the great springs on which it depends. They propose to place no confidence in natives, to give them no authority, and to exclude them from office as much as possible, but they are ardent in their zeal for enlightening them by the general diffusion of knowledge. No conceit more wild and absurd than this was ever engendered in the darkest ages."

7. The Honorable Court in a letter, to the Madras Government of 29th September 1830, paras 4 to 8 observe, "by the measure originally contemplated by your Government, no provision was made for the instruction of any portion of the natives in the higher branches of knowledge. You are moreover acquainted with our anxious desire to have at our disposal a *body of natives* qualified by their habits and acquirements to take a large share and occupy higher situations in the civil administration of their country than hitherto. The measures of native education which have as yet been adopted or planned at your Presidency have had no tendency to produce such natives." "Measures have been adopted by the Supreme Government for placing within the reach of the higher classes of natives under the Presidency of Bengal instruction in the English language and in European literature and science. These measures have been attended with a degree of success which, consi-

“dering the short time in which they have been in operation, is in the highest degree satisfactory, and justifies the most sanguine hopes with respect to the practicability of spreading useful knowledge among the natives of India, and diffusing among them the ideas and sentiments prevalent in civilised Europe.” “We are desirous that similar measures should be adopted at your Presidency.” In their letter to the Supreme Government, December 12th 1832, they say. “We have already expressed an approbation of your views of making the prospect of public employment operate as an inducement to take advantage of the improved means of education now provided.” And again, in another letter, quoted by Lord Elphinstone in his Minute of 13th May 1842, the Court say, in reference to the employment of natives qualified for higher employment, “we wish you to consider this as the scope and end to which all your endeavours for the education of natives should refer.”

8. Lord Auckland, referring to these sentiments and objects of the Honorable Court, in his Minutes of 24th November 1839, para 9 observes. “I most cordially agree with the Court that the great primary objects is the extension among those who have leisure for advanced study of the most complete education in our power.” “The practical question to which I would hope, before all others, to give my attention is the mode in which we may endeavour to communicate a higher education with the greatest prospect of success.”

9. In corroboration of these views Lord Elphinstone, who had referred to the consideration and report of this Board the expediency of requiring educational tests from candidates for public employment, expressed his decided approbation, both of the principles and details of those rules for granting educational tests entitling all those who had acquired them to a preference to all other candidates not possessing them, and not having superior qualifications in other respects and upon the whole.

10. In reference to the proposition, as originally propounded by Lord Elphinstone, of requiring an educational test, the Court in their letter of 30th December 1842 to this Government observe that “an enforcement of such a test would have a most powerful effect upon the diffusion of education.” They counsel, however, “caution and judgment in its imposition.” On the whole they state their impression of the impolicy of demanding this educational test as a *peremptory* and *indispensable qualification*, and they refer to the course to be pursued in Bengal as the best guide. In their letter of the 18th October 1843 they repeat their objection to the “demand of qualifications,” while so few have or resort to opportunities of attaining them. Upon this head it is sufficient to observe that neither did the late Government insist on, nor did this Board ever advocate such “a demand” of educational qualifications from all candidates. On the contrary this Board expressly from the outset repudiated it, and confined their recommendations to “a right of preference” merely over others having no superior qualifications on the whole. And this also is the scope of the recent resolution of the Supreme Government, whose policy the Court recommended for guidance.

11. The Court, in their letter of 28th August 1844 do, indeed, say that “it is manifestly premature to (found colleges for scientific and professional objects or to) establish tests for public employment, while the means which are provided for the indispensable preliminary instruction are so imperfect and so little resorted to by those for whose benefit they are intended.” If

the Board are to consider this observation as in palpable contrast with those which have been quoted and referred to from the Courts earlier letters, and that it was to be implied, therefore, that a change of opinion has arisen in the Honorable Court, this Board would feel it necessary to submit that this passage seems to have sprung from some misconception. But the Board think it obviously impossible that the Court could mean that the offering a *preference* by way of *inducing* persons to resort to and continue in the labour of education was premature, and that it was expedient to wait until natives *had already* in large numbers resorted to and acquired high educational attainments, *without* any such inducements being held out. Their meaning plainly is, as expressed in previous letters, that it would be premature to *demand at present* peremptorily high educational attainments from candidates,—a measure which this Board have throughout also submitted to be premature. The Board moreover imagines the Court could not be aware that ample opportunities are afforded at the Presidency for a very full measure of instruction; and that several scholars at the high school, and probably a great many more from other seminaries, are competent to the standards proposed in the educational test rules. It has also been the object of applications from the Board to Government for the last two years and upwards to have the requisite authority to provide further and more perfect means of dispensing the preliminary instruction needed, and they do not doubt that long ere this, those further means would have been in extensive operation, had such authority been supplied. The Board, therefore, do not think they can legitimately place the last quoted passage of the Court's letter in contrast with their former sentiments and instructions, or infer that any change of opinion has really arisen.

12. If these sentiments of the Honorable Court and of the several local Governments are correct, and if these views founded on them are politic, it must follow, as it appears to the Board, that an "*invariable preference*" of all who shall have superior educational qualifications and not inferior qualifications in other respects and on the whole, has been justly advocated by them in their former communications to Government, and particularly in Appendix H to their 1st annual report; and that their reasons assigned for such their advocacy are sound. If it is quite unquestionable that in proportion to their educational acquirements, *ceteris paribus*, the natives will more usefully and honorably serve in public office, and deserve, on grounds of public benefit, higher stations in the public service; and if the character and employment of such natives "should be the scope "and end to which all the endeavours of Government should refer," it will follow that if 2,000 rather than 2 candidates of tested acquirements should present themselves annually as candidates for employment, it would be so much the better; and the more who shall be selected from them, the better. The object of the measure proposed by this Board in 1842, and of the recent resolution of the Supreme Government, has evidently been such a result. Neither indeed would it be an unlikely one, should such a measure be adopted and vigilantly enforced. The encouragement would be indeed vast which should ensure in 99 cases out of 100 that such educational qualifications, *ceteris paribus*, should have their due appreciation, and it could hardly be otherwise than that Government would have a numerous body of individuals, of attainments for superior to any ever yet displayed, out of whom a selection might be made, according to real comparative merit.

13. For these reasons the Board had proposed and the late Government

of this Presidency had approved, a system of granting educational tests to *all* parties capable of attaining them, and of conceding an invariable preference to *them all*, in proportion to those attainments, above others neither having such tests, nor having superior qualifications in other respects and on the whole. And these propositions seem strictly in accordance with the principles and objects of the recent resolution of the Supreme Government.

14. If on the other hand it is announced to the native community that two only are to be chosen for public employment out of whatever number of candidates for tests of educational proficiency, and those two even are not to have an absolute *claim* to office, in *proportion to their* attainments, but subject to rejection in deference to the claims of others which the authorities in their discretion, limited by no specific rules, may consider as possibly interfered with; it appears to the Board that such measure will be far from operating as any encouragement to seek public employment through the medium of educational qualifications. It may probably happen that two hundred vacancies in the year will occur, for which natives educated up to the grade of the *general test*, suggested by the Board's test rules (Appendix E. to 2d Annual Report) might be candidates. If but one in a hundred of these vacancies is to be supplied from those having a preference on account of their educational acquirements, and the rest are to be filled up at discretion from the uneducated classes, it will follow that in cases ninety-nine out of a hundred the uneducated native will, as far as any authoritative interference on the part of Government is evinced, have an equal chance with that of the best educated native. The natives, as the Board has ample reason to know, are under the strongest impression that educational claims have seldom any superior or influential claims for their employment in public offices, compared with other access to patronage. These sentiments the native Governors have recorded in Minutes which have been laid before Government. Such a postponement of educational claims, might appear to them to be expressly sanctioned by Government itself, by a measure giving only a conditional claim to two in a year of the best educated natives, and a recommendation only of three more, and leaving ninety-nine out of a hundred of them without any authoritative claim whatever.

15. [The promulgation of the chance of such a selection for one out of two offices in a year, will, as the Board conceive hardly operate in stimulating thousands to contend by long educational labours for it, or indeed influence any single individual. The natives, generally, would rely much more on the other sources of patronage which in ninety-nine cases out of a hundred would be exercised independently of educational merits. And if the standard of competency should not be fixed very high, and not commensurate with the attainments of even an inferior class of the high school a distinguished *proportionate proficiency* would necessarily appear to be discouraged, and the pursuit of such attainments would (as far as the effects of the proposed measure had any influence) probably be abandoned by the major part of the natives now progressing in the higher departments of scholastic education.

16. As regards the second of the principles formerly and still advocated by the Board, viz. the observance of *relative standards* of educational proficiency, so as best to secure a selection according to proportionate attainments, Government having, without any detail of its own views as to the specific standard of educational attainments to be fixed, as the requisite qualification,

deferred such standard and its details to future arrangement, the Board do not presume they are called on, nor indeed do they feel competent, to offer any opinion on the adequacy or otherwise of such standard.

17. No doubt that such standard should (as is suggested by Government) embrace a good knowledge of English, both as regards its literature and its language, as well as grammatical acquaintance, and something more, of natives with their vernacular tongue. The Board, however, presume that this will be far from the *whole* extent of the educational attainments required, and they further presume that the opportunity will be afforded of testing the attainments of such as are prepared to exemplify such a proficiency in the higher departments of education as may ensure a preference *in proportion* to those attainments. It will be observed that the *common standard* proposed by the Board (1st Annual Report Appendix H,) by which all candidates for Government employ and others are invited to have their acquirements publicly tested, comprises (besides some competency in the English language and its literature (*strictly so termed*) and in the vernacular languages) some proficiency in the principles of morality, in elementary mathematics, geography, the elements of physical astronomy, in constitutional history, and in English and Indian history. A *superior* standard is proposed for those who may have made additional proficiency in some departments of science and literature—(Appendix E, to 2d Annual Report.) And a *special* standard of testing proficiency in peculiar departments of science appropriate to the duties to be performed under employment or office in the Judicial and Revenue departments respectively, is provided for such as may have pushed their studies so far. (Appendix H, 1st Annual Report.) These standards, in their various degrees, range beyond the verge of those attainments abovespecified, and in some respects pass beyond that reached by the highest students in Bengal. They comprise, (besides those just adverted to) in the judicial departments, the elements of public law, the acts and regulations of Government and the elements of Hindoo and Mahomedan law in the Revenue department. They comprise the elements of political economy, acts and regulations of Government, and statistics and resources of India in the Engineering department. They comprise the elements of industrial mechanics, geometry and mensuration and linear drawing and perspective.

18. Whether these general, or special, standards are appropriate, or too high, the Board would leave without discussion to the consideration of Government. It may be thought perhaps expedient to postpone the award of tests of the latter quality to the period when the collegiate department of the Madras University may be organized, and professorships of jurisprudence and local law, of Civil Engineering, and other science, shall be established. It may be to the purpose, however, to intimate that the scholars of the 4th (or highest) class of the high school could easily make themselves (even without such opportunities) competent to claim these latter tests, and have already made acquirements in other educational departments, as well as in some of these much greater extent and difficulty. The powerful inducement of a proportionate appreciation of such attainments as suggested by the latter quality of tests, would no doubt attract the ambition of such, and of many other scholars to attain them.

19. The Board, therefore, after a thoughtful and attentive consideration of the proposal of the Madras Government, as submitted to them for their

report, and of its bearings on the objects contemplated by the resolution of the Supreme Government have come to the unanimous conclusion that such proposal would by no means advance those subjects, but rather the reverse, as not holding out sufficient inducement to the native community generally to enter upon and persevere in that course of study so urgently recommended by the Honorable Court and the Supreme Government, and as likely on the contrary to create an impression that this Government did not consider the possession of high educational attainments of any particular importance.

(True extract)

(Signed) C. P. BROWN,

Secretary Madras University.

APPENDIX Q. Q.

Public Department.

Extract from the Minutes of Consultation dated 28th June 1845.

Para. 1. The Most Noble the Governor in Council deeply impressed with the great importance of extending sound and liberal education at this Presidency; and of thereby raising up from the native community, a body of well educated men qualified to occupy the higher situations in the civil administration of the country, and to become the instructors of their countrymen, has resolved to bring into operation, so far as practicable, the order of the Governor General of India of the 10th October last.

2. Whilst the Government is most anxious to afford the utmost encouragement to enlightened education generally, it is the opinion of His Lordship in Council that it would be premature and detrimental to the public interests, if not unjust, were the Government now to adopt in all its fulness the measure of the Supreme Government; in as much as the very limited number of schools, public or private at this Presidency for the higher branches of education, especially in the Provinces, has precluded, and will for some time to come preclude the bulk of the most respectable classes from obtaining the requisite educational acquirements.

3. His Lordship in Council proposes therefore, in lieu of giving an "invariable preference, in filling up every situation," to the educated members of native society, to open to them for competition not less than five appointments in the public service annually, and three pecuniary rewards (to be paid out of the funds authorized for the purposes of education) of 500, 300 and 200 rupees each to be granted to successful candidates after full and careful examination, provided such candidates have severally attained a standard of education, which shall embrace a good knowledge of the English language, its science and literature, and a grammatical acquaintance with their own vernacular tongue.

4. In order to give effect to this measure, and an assurance at the same time to the native community, that a warm interest is taken by the Government and its highest Officers in their advancement, and that just and equal consideration will be given to the claims of all classes and of all institutions, in

accordance with the principle of the Governor General's order, His Lordship in Council has entrusted the execution of this resolution to the following gentlemen, who will form a Council of Education. They will submit on an early date the measures they may deem best calculated to carry out the views of the Government, and will report hereafter if additional measures in furtherance of the Governor General's order are, in their judgment, practicable.

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COUNCIL OF EDUCATION.

G. D. Drury, Esq.,	1st Member of the Board of Revenue.
J. F. Thomas, do.	Chief Secretary to Government.
T. V. Stonhouse, Esq.,	Accountant General.
Colonel H. Moberly,	Stipendiary Member, Military Board.
J. C. Morris, Esq.,	Civil Auditor, Superintendent of Stamps, and Telugu Translator to Government.
E. P. Thompson, do.	Secretary to Government.
Colonel C. A. Browne,	do. do. Military Dept.
G. Arbuthnot, Esq.,	
J. U. Ellis, do.	
Captain J. T. Smith,	Mint Master.
C. Dale, Esq.	Honorable Company's Solicitor.
R. Cole, do.	Surgeon, South East District.
Captain T. Lavie,	Secretary Military Board.
Mahmood Ali Khan Bahadur,	Secretary to His Highness the Nabob.
M. Soomasoondarum Moodelliar,	Police Magistrate and Deputy Superintendent of Police.

The Deputy Secretary to Government.

R. G. Clarke, Esq. To be Officiating Secretary to the Council.

By order of the Most Noble the Governor in Council.

(Signed) J. F. THOMAS,

Chief Secretary.

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APPENDIX R. R.

Public Department 2d January 1846.

Extract from the Minutes of Consultation dated 2d January 1846.

Resolved that these paras. be communicated to the President and Governors of the Madras University with reference to the orders of Government of the 30th April 1844, No. 412.

dated 16th February 1844, No. 3.

Extract from a letter from the Honorable the Court of Directors, dated 8th October, No. 40 of 1845.

34. In forwarding copy of a letter from the President of the Madras University dated 2d March 1844, you solicit our early and favorable attention to the points referred to in your letter

35. You will already have received our reply* to that letter, and as the points therein referred to are the same as those which form the subject of the

* Dated 28th August (No. 23,) 1844.

letter of the President of the University, it is unnecessary at present to advert to that communication more particularly ; but it is satisfactory to find that the views therein expressed of the prospective and gradual adoption of the plans originally suggested coincide with those we entertain. We shall be prepared to resume the consideration of these plans when circumstances are more propitious to their success, but we must at present repeat our recommendations that the full development of the branch of the University now established should be the exclusive object of attention. We trust that the scholarships which you have founded, the provision made for additional tuition, and the fostering encouragement of your Government, will have led to an essential improvement of the position and prospects of the school.

(True extract)

(Signed) J. F. THOMAS,
Chief Secretary.

To the President and Governors of the Madras University.

APPENDIX S. S.

14th July 1846.

FROM THE SECRETARY TO THE COUNCIL OF EDUCATION,

To J. F. THOMAS, Esq.,

Chief Secretary to Government.

Sir,

I am directed by the Chairman and Members of the Council of Education to request that you will submit for the consideration of the Most Noble the Governor in Council the following suggestions for the establishment of Government institutions in the Provinces for general education in English and in the vernacular languages.

The Council have fully considered the subject and are deeply impressed with the necessity of this step, before the great body of the people can in any degree avail themselves of the advantages held out under the resolution of Government of the 28th June 1845.

They beg to propose ;

First. That the course of instruction in these Provincial schools be such as shall secure a sound and thorough knowledge of

1. English and of one or more of the vernaculars, (Hindoostanee, Telugu, Tamil, Canarese, Malayalum.)
2. Arithmetic.
3. Elements of Geography and History.

Second. That the books to be used in the several institutions be selected by the Council, and that no others be allowed ; that for the English classes the Bible be included, attendance on the Bible class being left perfectly optional.

Third. That each Provincial school be under the direction of a Local Committee to be appointed by Government, and to act in communication with the Council.

Fourth. That Provincial schools be established at the following nine stations.

Chicacole,	Bellary,	Nellore,	Combaconum,
Rajahmundry,	Cuddapah,	Chittoor,	Cuddalore,
			Salem.

it being believed that at Trichinopoly, Tanjore, Madura, Mangalore, Palamcottah and Masulipatam English schools equal, and even superior, to those proposed, are already in existence.

Fifth. That a certain number of paid scholarships be attached to each school, the number and amount of the said scholarships being left as matter of arrangement in detail hereafter.

In the event of the foregoing suggestions being approved by Government, the Council of Education propose to notify publicly, at as early a date as practicable, that it is the intention of Government to establish Provincial schools at the above-mentioned stations, and that efficient masters being required, candidates are invited to tender their services.

The Council are of opinion that really efficient masters cannot be obtained under salaries of from 100 to 400 rupees per mensem.

The total expense of each Provincial school, including the salary of the head master, would, it is calculated, average from 7 to 800 rupees per mensem, and each school on this footing would be equal to the instruction of about 300 boys.

I have &c.,

(Signed) R. G. CLARKE,

Offg. Secy. Council of Education.

Council of Education, Fort St. }
George, 14th July 1846. }

APPENDIX T. T.

MINUTE BY THE MARQUIS OF TWEEDDALE.

Ootacamund, 24th August 1846.

Letter from the Council of Education proposing the establishment of several Provincial schools, dated 4th July 1846.

The subject now brought before the Government is one which call for its best and most earnest consideration. It is in my judgment of the greatest importance to the cause of education in this Presidency, that the schools in the Provinces, should, on their first institution, be established upon such sound and enlightened principles, as will be permanent and approve themselves in practice to the judgment of both natives and Europeans.

I have no doubt that these considerations have weighed with the Council of Education in the propositions they have now submitted to Government, and I have much confidence in their opinion, believing that body well fitted by the intimate acquaintance of its members with the various classes of the inhabitants of this Presidency, to arrive at first conclusions.

I fully concur in the first great principle laid down by the Council,—that the course of instruction should be such, as to secure “a sound and thorough knowledge” of every subject taught.

From the experience I have had at the examinations of the youth, at the various Madras schools, I would limit in the first instance education to the few branches named by them.

From the number of native languages spoken in this Presidency, it is clearly of importance, independent of the other considerations, that one universal language, English, should form a prominent object of study at the Government schools. It will also be found the best, if not the sole means of extending scientific knowledge and the literature of Europe, as well as facilitating mercantile transactions between the native community and Captains of vessels trading to the ports of this Presidency. I fully approve therefore of the prominence given to the study of English as proposed.

I think the standard fixed by the Council, under present circumstances, judicious; but I would add a provision for special cases, that whenever the Council are satisfied that the master of a Provincial school is fully equal to the task, and can form a class of students of superior intelligence, he should be required to instruct this class in Algebra, Mathematics and Trigonometry, and in something more than the elements of Geography and History.

I observe there is a proposition of the Council to introduce the Bible into the English classes as a class book; and from the mixed character of that body, I conclude that the Council are fully satisfied from their knowledge of native society at this Presidency, that this measure will not interfere with the general usefulness of the schools to the native community at large, and I understand that experience has shewn this to be the case.

I consider that a very important proviso has been added by the Council viz., “that attendance on the Bible class” be left entirely “optional.”

In carrying out this proposition it appears to me necessary that there should be two classes for English reading, the one with, and the other without the Bible as a class book; otherwise the rule might virtually negative the advantages to be derived from the English class generally.

To avoid all difficulties on this head, I would propose that there should be invariably two classes for English reading, the one with, and the other without the Bible, the latter class to precede the former in their hour of instruction, and those inclined should have the advantage of attending both classes, and in a very short time I have no doubt all would belong to the Bible class.

In considering the important question of imparting education to the inhabitants of a country, the great object with a Government must always be to improve the moral character of the subjects over whom it rules; whilst at the same time it affords facilities for the cultivation of their minds. And those

who have been engaged in the spread of education on these principles, must have witnessed the elevation of mind and character, which attends such a combination of instruction.

The value of a religious and practical education, to fit our own countrymen for the various duties of life, has been established beyond all doubts, and the increasing exertion which is now making to rescue those living in the dark recesses of our great cities at home, from the state of degradation consequent on their vicious and depraved habits,—the offspring of ignorance and sensual indulgence, is the most convincing evidence of the importance attached to the moral character of all classes. I should infer that the ignorance and degradation of a great bulk of the inhabitants of this country requires a remedy as active, to be applied by a process as simple, in order to elevate them in the scale of human beings, as that needed by our unfortunate countrymen.

Even amongst the more respectable classes employed in the service of Government, we have constant proofs, that in this country it requires a more solid foundation, than is to be found in the Hindu or Mahomedan faith, to bear the change which learning operates on the mind of those who emerge out of a state of ignorance, and attain those mental acquirements which enlarged education gives, or who are placed by their superior ability in respectable situations in the employ of Government.

The reports and complaints so constantly made to Government against the integrity of the native servants, are sufficient evidence that something is wanting to insure a faithful service from them. There is no doubt that they entertain the greatest respect and confidence in the word and integrity of an Englishman; they admire his character, his probity and his sense of justice; they acknowledge his superiority over themselves, and they are grateful for the protection their property and persons receive at his hands.

The question naturally arises amongst the natives, and it must be as evident to them as it is to ourselves, that some superior agency is at work, which produces all the good qualities which they may try to imitate, but which few can acquire.

If was a source of the highest satisfaction to myself to observe the eloquent language and paternal feeling, in which the Chairman of the Honorable Court directed the attention of the youth about to commence their career in this country on a late occasion. They are advised, that all the highest qualities for the Civil and Military professions, and for supporting the high character of an Englishman in the eyes of the natives, can best be maintained by their persevering in the religious duties taught them in their youth, and inculcated by the word of God; and there can be no doubt of the truth and importance of these sentiments.

I have no wish, as I believe it is not my duty, to encourage the conversion of the natives by the influence of Government. At the same time I can see no sufficient reason for objecting to the Bible being made a class book in her public schools, under the rule laid down by the Council.

It is the only means I know, of giving to the natives a practical knowledge of the sources from whence arise all those high qualities, which they admire so much in the character of those whom Providence has placed to rule over them; and I am satisfied that the object sought by the Government in the general extension of education, the raising up a body of upright, as well

as intelligent native servants, can only be fully attained, by combining with general knowledge sound moral instruction. I will also add my conviction, that any measure or system short of this will fail to secure that general support and co-operation so desirable, if not necessary, to forward the cause of education throughout the Presidency. Nor do I see how native society itself can safely and permanently advance, except upon this basis. I would therefore adopt the rule proposed by the Council, which recognizes the Bible as a class book in the Government schools,—but at the same time leaves it free to the native student to read it or not, as his conscience may dictate, or his parent may desire.

I should deem it right to apply the same rule, as respects the introduction of the Bible as a class book, to the University—as to the schools in the Provinces; but as that institution has been for some time in operation under rules, which have the general sanction of the Honorable Court, and which now exclude the Bible, it will be proper before any change is made, to submit this point for the instructions of the Honorable Court. I would also await their instructions generally, before any orders on the subject are issued as regards the Provincial schools, as well as the University.

I do not suppose that competent masters can be found for some time to come for the number of schools named by the Council; and I should think it expedient for the Government to sanction in the first instance, the establishment of four or six schools at the most populous and influential places—as Vizagapatam and Nellore in the northern—Cuddalore and Trichinopoly in the southern—Bellary and Calicut in the western district. When these, or, as many of them as practicable, have been established upon the principles laid down by the Council, and found to meet with success, the extension of schools on the same principles throughout the Presidency may be then sanctioned by the Government.

I fully concur in the subordinate measures recommended, and I would authorize the Council to obtain well qualified masters as early as practicable, and leave it to their discretion to fix the salary of each, not exceeding 400 Rupees per mensem in any case, in reference to the qualifications of each individual.

(Signed) TWEEDDALE.

APPENDIX U. U.

Public Department.

Extract from the Minutes of Consultation, dated 14th September 1846.

The following papers are ordered to be recorded.

Here enter 14th July 1846, No. 635.

From the Secretary to the Council of Education.

Here enter 24th August 1846, No. 636.

President's Minute.

Under the views expressed in the Minute above recorded, the Government approve the propositions of the Council of Education for establishing Government schools in the Provinces, and for introducing the Bible as a class book, with the proviso that the attendance at the Bible class be left entirely optional with the native student. With the view of avoiding all difficulties

in carrying out this rule, it is recommended that there be invariably two classes for English reading, the one with, and the other without the Bible, the latter preceding the former in the hour of instruction, in order that those who might be so inclined should have the advantage of attending both classes.

Resolved however that previous to the introduction of the Bible in any of the Government schools the instructions of the Honorable Court be solicited as to the desirableness of the measure in regard to the Provincial institutions, as well as to its application to the University.

Vizagapatam and Nellore.	} In the North.	As competent masters may not for some time be found for the number of schools named by the Council, resolved that four or six schools be in the first instance established in the localities named in the margin.
Cuddalore & Trichinopoly.		
Bellary and Calicut.	} In the West.	

The Government think the standard fixed by the Council of Education under present circumstances judicious, but they would suggest a provision for special cases, that whenever the Council are satisfied that the master of the Provincial school is fully equal to the task and can form a class of students of superior intelligence, he should be required to instruct in Algebra, Mathematics and Trigonometry, and in somewhat more than the elements of Geography and History.

The Government fully concur in the subordinate measures proposed by the Council and authorize them to obtain well qualified masters as early as practicable, leaving it to their discretion to fix the salary of each, not exceeding (400) four hundred Rupees per mensem in any case, according to the qualifications of each candidate.

(Signed) R. G. CLARKE,
Dy. Secy. to Government.

To the Council of Education.

APPENDIX V. V.

DESPATCH OF THE COURT OF DIRECTORS.

Public Department.

Our Governor in Council at Fort Saint George.

Letter dated 15th September No. 18, 1846.

Extract from the Minutes of Consultation dated 12th May 1847.

Ordered with reference to extract from Minutes of Consultation No. 841 dated 14th September 1846, that this despatch be communicated to the Council of Education, and their attention directed to the remarks of the Honorable Court in para 3. They will report their views for submission to the Honorable Court.

Proposed formation of Provincial schools for general education in English and the native languages.

Para. 1. You forward to us a letter from the Officiating Secretary of the Council of Education, in which it is proposed to establish at once nine Provincial schools for a useful course of instruction in English and in one or other of the vernacular languages.

2. The formation of schools for instruction in the English language in the Provinces of your Presidency has been already sanctioned by us on such a scale as we have thought likely to be practicable. The extensive plan proposed by the Council of Education is not accompanied by any statement of the means by

which it can be accomplished. The difficulty, if not the impossibility, of immediately procuring competent masters has induced you to limit the number of the proposed schools to six, but you have not informed us from what source the expense, even of this number, is to be defrayed. According to the estimate of the Council, the expense of each school is to be from seven to eight hundred rupees per month, and the cost of six schools will therefore be rupees 4,800 per month or rupees 57,600 per annum. Before therefore we can entertain this proposition, it will be necessary to consider how far the funds available for the objects of education can provide for this addition to the amount of expenditure already incurred, and for that purpose we desire to be furnished with an account shewing the appropriation of the grant of rupees 50,000 which we sanctioned in our despatch of 16th April 1828, from the period of the formation of the Madras University to the latest period. With regard to your proposed plan, we have frequently informed you that we should rather see the working of the scheme in one or two well chosen situations than the multiplication of establishments, for the efficiency of which the means might prove on enquiry to be deficient.

3. We also observe that the difficulty to which you advert of procuring teachers for the projected schools does not appear, so far as we can judge from your communication, to be sought to be remedied by any proposition for the establishment of a proper course of instruction for such as can be induced to devote themselves to such duty, without which we apprehend it will require much time to procure such a class of instructors as shall be qualified to conduct with any prospect of advantage the intended schools.

4. The Council of Education propose that the Bible be included in the studies of the English classes, attendance on the Bible class being left optional: you have suggested, in qualification of this proposal, that there shall be two separate English classes, from one of which the Bible shall be excluded, and that it shall be left optional to the students to attend either class. You have thought it right, however, before sanctioning either of them, to solicit our instructions as to the desirableness of the measures, not only in regard to the Provincial institutions, but as to its application to the University.

5. The Provincial schools and the Madras University are intended for the especial instruction of the Hindoos and Mahomedans in the English language and the sciences of Europe. We cannot consider it either expedient or prudent to introduce any branch of study which can in any way interfere with the religious feelings and opinions of the people. All such tendency has been carefully avoided at both the other Presidencies where native education has been successfully prosecuted. We direct you therefore to refrain from any departure from the practice hitherto pursued.

We are,
 Your loving friends,
 (Signed) J. W. HOGG,
 „ H. S. G. TUCKER
 &c. &c. &c.

(True copy and extract)

(Signed) J. F. THOMAS,
Chief Secretary.

To the Council of Education.

APPENDIX W. W.

28th July 1847.

From the Secretary to the Council of Education,

To J. F. THOMAS, Esq.

Chief Secretary to Government.

SIR,

With reference to extract from Minutes of Consultation dated 12th ultimo, communicating a despatch on the subject of Education from the Honorable the Court of Directors, I am directed by the Council of Education to observe, that their object in recommending the establishment at once of nine Provincial schools, was to give effect, as far as practicable, to the resolution of Government dated 28th June 1845, and to afford equally to the native population in all parts of this Presidency, hitherto almost totally neglected, the means of qualifying themselves to compete for the honors and rewards thereby offered them.

The Council were fully aware of the difficulty which was likely to be experienced in obtaining competent masters for the Provincial schools, and they did not expect to be able, for some time to come, to establish the whole number proposed by them. But they considered that the first step towards obtaining masters must be a resolution of Government, officially announced, authorizing the establishment of the schools. They are aware there are many fully competent to undertake the duties of masters, and they believe that the certain inducement thus held out would lead to other persons qualifying themselves for employment, and that there are many who might be able to render themselves competent in the course of one or two years' preparation, who could not afford so to devote their time and labor upon the mere speculation of such appointments being authorized at some future period. It appears also the only mode by which persons now fully qualified would be led to come forward and offer themselves for employment in the furtherance of education, in lieu of seeking other employments or offices, and for the salary offered, teachers would most probably be induced to come out from Europe were they invited to do so by a Government Notification.

They hold the same views still, and they are of opinion, that a public notification of the establishment of certain schools having been actually authorized, is an essential preliminary either to the obtaining of properly qualified masters already to be found, or to the rendering others willing to labor, and probably to incur expense, in order to fit themselves for the employment.

Several applications have in fact been received by the Secretary from persons who had heard it rumoured that schools were about to be established. And some of the candidates, it is understood, would be found fully qualified.

The Council expect that in time the schools themselves, aided by the other educational institutions already in existence, would furnish eligible candidates, who might with advantage be subjected to a thorough course of training in a Normal school; but they are disposed to consider that the establishment of a Normal school in the first instance would not prove of much benefit.

On the question of funds no remark appears to be required from the Council.

Adverting to the concluding para of the Honorable Court's despatch, the Council desire respectfully to observe, that it is in their judgment absolutely and morally impossible to impart instruction to Hindoos in the English language and in the sciences of Europe, and at the same time not in any way to interfere with their religious feelings and sentiments.

It appears to them to have been demonstrated by experience, that in setting before the native students the leading facts of History, in communicating the simplest proposition in Astronomy, Geography or in Physics, the fundamental principles of Hindooism, and of Mahomedanism also to some extent, are of necessity directly contravened, and that an interference with Hindoo and Mahomedan feelings and sentiments is the unavoidable result of a liberal education. Those in India who are engaged in education are perfectly aware that this is the case, and that the instruction now given in the Government schools, while professedly based upon the principle of avoiding all interference, has a tendency nevertheless inevitably to undermine the whole Hindoo system.

This is no mere theory of the Council of Education. It is a simple fact, abundantly attested by the actual results of the system of education in the other Presidencies, where in numerous instances its effect has been to subvert every feeling of respect for their ancestral faith and to form what there is every reason to look upon as an increasing class of educated natives, unrestrained by the principles of any religious faith; and it is for the Government to consider whether such a system of education can be really and permanently beneficial, and its general introduction at this date into this Presidency, where there is no serious obstacle to the establishment of a better system, expedient or called for.

In conclusion the Council would venture to add the expression of their own opinion, founded as they believe on not insufficient grounds, that the opposition to the introduction of the Bible into the Government schools on the principle they have advocated,—that it should be perfectly optional with the student to read it or not as he should elect, so far as any such opposition has yet been shewn on the part of the Hindoos, has not originated with, nor is it the offspring of, the native Hindoo mind or feeling.

As an evidence of the correctness of this view, the Council may here refer to two schools in particular, which seem to deserve notice, and which have come under their cognizance in seeking information on this subject.

One an English school at Trevandrum in Travancore, established originally in 1834, as a private undertaking of the master, and adopted in 1837 and supported by His Highness the Rajah of Travancore (a Hindoo), since which it has been known as His Highness the Rajah's Free School.

It contains 100 scholars, including according to a recent return, 19 Brahmins and 34 Hindoos of good caste.

The Bible was originally allowed to be read only by Christian students, but in 1838 the Rajah removed this restriction, and it has ever since been read by all alike. The Hindoo students at first opposed the use of the Bible, but being left entirely to their own choice, all in course of a short time voluntarily joined the Bible class, and no further trouble was ever experienced. Not a

single Hindoo has ever been known to leave the school on account of the use of the Bible, and far from its having interfered with the usefulness of the school, the master considers it to have been of great benefit.

At Mysore the Rajah (a Hindoo) established a school many years ago, which in 1840 he thought it advisable to place under the charge of a Missionary at that station.

The number of scholars is 94, of whom 69 are Hindoos and 3 Mahomedans.

The Bible is in regular use. In 1843, three youths, sons of a Moodelliar, objected to read it, on which a few others also objected. The matter was submitted to the Rajah who decided that those who did not wish to read the Bible might absent themselves at the hour appointed for that purpose. For a few days the youths referred to absented themselves accordingly, but afterwards came of their own accord and read with the rest. With this exception it is stated that there has never been a single objection, nor is the reading of the Bible known to have prevented the attendance of a single scholar.

The Council have considered it right to submit the foregoing observations with the view of satisfying the Most Noble the Governor in Council that they did not propose the introduction of the Bible into the Provincial schools in the mode they advocated, without what appeared to them good ground for believing that the measure was in itself open to no valid objection, and warranted by experience so far as regards institutions for education in South India; whilst they are strongly and firmly convinced that unless a pure standard of morals is set before the native student, the intellectual education and advancement he may receive will be comparatively unproductive of those great social advantages which education combined with moral training is calculated to yield.

I have, &c.

(Signed) R. G. CLARKE,

Offy. Secy. to the Council of Education.

Council of Education, Fort }
St. George, 28th July 1847. }

Since the foregoing remarks were written, the Council have had before them the general report on public instruction in the North West Provinces for 1843-44, from which, as serving to shew that they are not singular in the opinion which they have offered, they beg to submit the following extracts; and they would observe that no Provincial schools having as yet been established under this Presidency, the proposition submitted by them for the consideration of Government could not interfere with any existing system of Provincial Education and was not therefore on this ground open to objection.

EXTRACTS.

“ On the occasion of the return to India and progress up the country of Mr. H. C. Tucker, a gentleman who was well known to have devoted much attention, both in theory, and practice to the subject of education, it was thought advisable to seize the opportunity of procuring

“ a special report upon the institutions which he might pass on his way.”

* * * * *
 * * * * *
 “ Mr. Tucker, submitted on the 6th March last, a valuable and interesting
 “ report,” * * * * *

“ In reply to the thanks of the Lieutenant Governor were conveyed to Mr
 “ Tucker, for the valuable information which he had thus communicated.
 “ With reference to the specific proposition which he had submitted, it was
 “ observed that the Lieutenant Governor did not feel himself called upon to
 “ deviate from the rule, which had hitherto been observed by the Government
 “ of refraining altogether from giving direct religious instruction to natives in
 “ the institutions supported by the public funds.”

“ The Bible is read at certain hours by
 Report of H. C. Tucker, Esq. “ such boys as are willing. Those who have
 on the Jounpore Free School. “ scruples as to reading it sit down. It is not
 “ compulsory.

“ This appears to me the turning point of the system which brings it
 “ within the scope of Government patronage. In directly Missionary schools
 “ when the perusal of the Bible is compulsory upon all the pupils, it may ad-
 “ mit of a doubt how far Government ought to interfere. But when this is
 “ not the case, when it is entirely optional with the boys to read the Scripture,
 “ and when a good secular education is given, I do not see why Government
 “ should not give some support to those who are working out its object in the
 “ moral and intellectual improvement of the people. The *principle* is con-
 “ ceded by para 7 of the letter of the Court of Directors, No. 3, dated Febru-
 “ ary 23d 1842, in which they say, the Court considers the circumstances
 “ of Assam eminently favorable to the introduction of civilization and *religion*
 “ and do not think that in encouraging efforts for its accomplishment to the
 “ extent proposed, (*a grant of land to the Moravian Missionaries*) the Go-
 “ vernment in any degree violates its engagements, actual or implied, to any
 “ class of its subjects. As far therefore, as regards the consideration of the
 “ most effective means for extending civilization in Assam the views of Mr.
 “ Robertson and Captain Jenkins, have our entire concurrence.” “ We shall
 “ be prepared to sanction a grant of land of the description proposed, as an
 “ experimental trial.” Still stronger precedents are supplied by the Cawn-
 “ pore free school, and Jye Nurain’s school at Benares which are supported
 “ mainly by Government, and yet carried on by Clergymen on a strictly Chris-
 “ tian basis. With reference to the latter admirable institution the orders of
 “ Government dated March 6th 1819, were to the following effect. “ The Go-
 “ vernor General in Council, approving the laudable objects of the institution,
 “ and anticipating the beneficial consequences which it is likely to produce,
 “ has resolved to afford public encouragement to the undertaking by autho-
 “ rizing you to apply on the behalf of Government a monthly donation of
 “ rupees 252-12-0 towards the expenses of your school.”

“ I would therefore respectfully beg to propose that rupees 100 per men-
 “ sem, with any other assistance in books, apparatus, &c. &c. &c. be granted
 “ by Government to the Jounpore Free School, on the following condi-
 “ tions.”

1st. “ That the study of the Bible, and direct Christian instruction be
 “ limited to certain fixed hours.”

2d. "That attendance upon such instruction be strictly voluntary, and dependent on the permission of the parents or guardian."

3d. "That Government have the power of inspection."

"Hereafter as the school improves in numbers, attainments and usefulness, the allowance may be increased."

"The principle of affording Christian instruction during a fixed portion of every day to all who do not object to it, involved in such a grant, is a deeply important one and worthy of the most serious consideration. It appears to me just and equitable, and what a professedly Christian Government is bound to adopt. As bearing on the subject, I may mention that Mr. Barron, M. P. states that in the great model school at Frankfort on the Maine, where both Protestants and Catholics are educated, the former are taught religion in the school at specific hours, and apart from the other children, who go to their own religious instructor three times a week."

"Were the Bible admitted into all the Government schools, but its perusal limited to the half hour previous to the general meeting of schools, and no boys admitted whose parents or guardians objected to their attendance, I do not think that either Hindoos, or Mahomedans, could reasonably object. Half an hour so spent every morning would give quite a different tone and character to our instructions, and obviate the reproach of irreligion to which they are now deservedly subject."

Such a Bible class should, perhaps, under present circumstances, be optional to the master as well as to the scholars; as no good could be expected from Bible reading under a master whose heart was not in the work.

(A true extract)

(Signed) R. G. CLARKE,

Offg. Secy. to the Council of Education.

APPENDIX X. X.

FROM THE CHIEF SECRETARY TO GOVERNMENT,

To the President and Governors of the Madras University,

Fort St. George, 31st August 1847.

Public Department.

GENTLEMEN,

I am directed by the Most Noble the Governor in Council to forward for your information copy of a despatch from the Honorable the Court of Directors dated 9th June No. 20 of 1847, on the subject of native education.

2. Under the Court's order therein set forth, the Council of Education has been dissolved, and the duties hitherto entrusted to them have been transferred to the University Board. You will therefore be pleased to take care that the views of the Honorable Court regarding the qualifications which should ge-

nerally be required of candidates for public employment be duly carried into effect.

I have, &c.

(Signed) J. F. THOMAS,

Chief Secretary.

To the President and Governors of the Madras University.

DESPATCH OF THE COURT OF DIRECTORS, 9TH JUNE 1847.

Public Department.

Our Governor in Council at Fort Saint George.

NATIVE EDUCATION.

Answer to letter dated 7th October (No. 23) 1845.

Para. 1. In reply to this letter we do not think it *necessary to enter into* any detail with respect to the discussion which arose at your Presidency in consequence of the resolution of the Supreme Government the 10th October 1844.

2. For our opinions with regard to the qualifications which should generally be required of candidates for public employment, we refer you to the accompanying copy of a despatch addressed to the Government of Bengal, and we direct that as far as may be practicable you conform to the tenor of those instructions.

Dated 24th February
(No. 6) 1847.

3. In connection with the subject of native education you have thought it necessary to appoint a new Council consisting of a number of our most respectable Civil and Military servants. We have no doubt of their ability and zeal, any more than we have of the laudable motives which prompted this arrangement, and indeed the whole of your proceeding in this matter, but it does not appear to us that their services are needed. You have already a Council or Board for the superintendence of the Madras University, the only educational institution immediately connected with Government. The new Council therefore is not required for the conduct of that establishment, and there is no other duty to occupy their time or call for their supervision. You do not propose to employ the members of the Council as examiners of the candidates for public employment, and we are at a loss therefore to comprehend what they will have to do. So complex a machinery is more likely to embarrass than advance the progress of education. All that seems to us to be necessary is to strengthen the University Board, and if expedient, to enlarge the sphere of its operations. In Bengal the colleges and schools were managed, not by bodies separate from the General Committee or Council, but by special Sub Committees chosen from the general body, by which means the great advantage was secured of unity of design and action. With separate and independent Boards for a similar object difference of opinion can scarcely fail to arise, which will only serve to arrest progress and create perplexity. We therefore think it will be advisable that you should reduce the numbers of the proposed Council to such a limit as will admit of its amalgamation with the University Board, to the members of which, as part of the general body, may be delegated the superin-

tendance of the high school or University, in the discharge of which duty although we may have had reason to think that the plans of the Board were sometimes precipitate, we have always recognized genuine and disinterested zeal, commendable diligence and unquestionable ability.

4. You have submitted for our consideration the question of paid Examiners. Upon this we may remark that during the many years which the educational establishments of Calcutta and Bombay have been in operation, it has not been found necessary to pay the Examiners. Members of the society, or the officers of the establishments themselves, have willingly discharged the duty without requiring remuneration. We cannot therefore adopt a different rule for Madras.

We are, your loving friends,

(Signed) H. S. G. TUCKER,

LONDON, }
9th June 1847. }

„ J. L. LUSHINGTON,
&c. &c. &c.

Public Department, 24th February (No. 6) 1847.

Our Governor of the Presidency of Fort William in Bengal.

Native Education. 1. Your public letter of the 20th of May No. 17 of 1845, informs us that you have intimated to the Council of Education, your assent to their proposal, that all persons, whose names are inserted in the list of those qualified for the service of Government, shall have passed satisfactorily an examination similar to that which entitles a student to a senior scholarship at the Calcutta and Hoogly English colleges. This rule requires a critical acquaintance with the works of Bacon, Johnson, Milton and Shakespear, a knowledge of ancient and modern history, and of the higher branches of mathematical science, some insight into the elements of natural history, and the principles of moral philosophy and political economy, together with considerable facility of composition, and the power of writing, in fluent and idiomatic language, an impromptu essay on any given subject of history, morals or political economy.

2. It appears to us that this standard can only be attained by the students in the Government colleges, and that therefore it virtually gives to them a monopoly of public patronage.

3. We are also of opinion that this high test, instead of promoting, will in effect discourage, the general acquisition of the English language. Those who cannot hope to pass this test, will not think it worth their while to bestow any time upon learning the English language, at least with a view to employment in the public service.

4. Nor are we disposed to regard a high degree of scholastic knowledge as constituting an essential qualification for the public service. To require only a moderate and practical knowledge of English, with a thorough command of the vernacular language and testimonials of regularity, steadiness, diligence and good conduct, will be in our opinion, the best way to obtain the largest number of candidates competent to become useful officers in

the different ranks of the revenue and judicial departments; though we do not deny that there may be some few appointments which it may be desirable to bestow as the rewards of greater proficiency in the higher branches of literature.

5. But we would not insist, throughout all India, on even a moderate acquaintance with the English language. Where from local circumstances, the persons whom it would be most desirable to employ, are found deficient in that knowledge, we would not on that account, peremptorily exclude them from employment; though, other qualifications being equal, or nearly so, we would allow a knowledge of the English language to give a claim to preference.

6. We are further inclined to doubt the expediency of subjecting all candidates to public examinations held at the Presidency. It is not probable that young men from Behar or Cuttack will come to Calcutta, merely that they may be recorded as fit for official employment, without any assurance that they will ever be so employed. The same objection applies to the Registration fee required from all candidates for examination. It will be felt as an unjust exaction by those who derive no eventual benefit from shewing themselves equal to the prescribed test, and the examination being for the benefit of the public, the cost of it, if incurred at all, should be defrayed at the public expense.

We are, your loving friends,

(Signed) H. St. G. TUCKER,

&c. &c. &c.

(True Copies)

LONDON, }
24th February 1847. }

(Signed) J. F. THOMAS,
Chief Secretary.

APPENDIX Y. Y.

Minute by Sir Henry Pottinger, 6th June 1851.

The subject of the extension of native education within this Presidency is one on which I have at intervals bestowed a considerable portion of time and attention since I have been at Madras, but owing to the somewhat peculiar position in which I found that question on my arrival, combined with the necessity for making myself acquainted with the very voluminous mass of papers that are on record connected with it, great delays have unavoidably occurred; and I have likewise felt very much puzzled as to the best means to propose for giving a fresh impetus and new life to this important project, without setting aside, or materially interfering with former arrangements.

I now proceed to lay before my Hon'ble Colleagues the conclusions at which I have arrived, after much deliberation, and it will be satisfactory to me in an enhanced degree, should they correspond with their views and obtain their concurrence and support, because I am obliged honestly to confess that the whole matter has proved to me one of much perplexity, and that even now I am quite unable to account for the comparatively speaking little progress which that most liberally conducted institution,—the Madras Univer-

sity, has hitherto made amongst those classes for whose benefit it was first opened, now just ten years ago. •

I have been told, and have likewise found it stated in writing, amongst the papers I have read, that the failure has arisen from the lukewarmness regarding, if not actual opposition of Government to, measures that have from time to time, been proposed; but I must distinctly declare, that I have discovered no reason in the course of my detailed and laborious examination of the reports and correspondence, from the first hour of the existence of the institution to the present moment, to lead me to adopt such an opinion; and I unhesitatingly avow my personal conviction, that its non-advancement is not to be ascribed to any such cause. That it has not progressed, however, as might have been (and was at the outset) anticipated, is self-evident from the Annual Reports; and as a further evidence of this fact, I may observe that I have lately taken the trouble of contrasting the number of pupils at the Madras University and high school, with the returns of those at various similar Institutions in Bengal, Bombay, and the N. W. Provinces, and in comparison with every one of them I find that Madras falls much behind hand as to numbers; and also, so far as I can judge, in general proficiency, though a few of the scholars at our University appear to have attained an equal, or perhaps I may say, a higher grade of learning. On the whole, however, the comparison is by no means encouraging.

I have deemed it to be a primary object in the plans I have in view, to remodel a Council of Education at this Presidency, composed of Members whom I have sanguine hopes will, by their influence and example, instil a better feeling as to education than has hitherto been evinced, into the minds of those classes of the Natives, for whose special advantage the Madras University was originally instituted. The Hon'ble Mr. Elliott has zealously and kindly consented at my request to become President of the new Council of Education, and I am confident that if success in this good cause is attainable, it will be ensured under his guidance, with the assistance of the different gentlemen (European and Native) who have agreed at my solicitation to take on themselves the labor and trouble of acting as his coadjutors.

Some of the gentlemen to whom I refer in the preceding para have long exercised a very anxious and valuable share in the supervision and management of the affairs of the Madras University, and adverting to the changes which are now likely to be introduced on those points, I beg to propose that Mr. Norton, (the President) and the past Governors be offered the hearty thanks of Government for their exertions and that it is unequivocally admitted, that the uncertain and languid condition which the Madras University must now be held to betray, has originated in latent causes beyond their control, and which it is earnestly hoped the arrangements which are in contemplation will gradually remove.

I have to propose that the following Gentlemen be announced in the Official Gazette as composing the Council of Education of the Madras Presidency.

President.

The Honorable D. Elliott, Esq.

Vice Presidents.

- | | |
|------------------------------------|-----------------------------------|
| 1. George Norton, Esq. | 4. Sir Henry C. Montgomery, Bart. |
| 2. Walter Elliot, do. | 5. W. A. Morehead, Esq. |
| 3. Sir Vansittart Stonhouse, Bart. | |

Members.

- | | |
|-----------------------------------|------------------------------|
| 1. Captain Losh, | • 11. Hyder Jung Bahadour, |
| 2. Ranganatham Shastry, | 12. Thomas Key, Esq. |
| 3. James Ouchterlony, Esq. | 13. P. Mariasoosay Moodelly, |
| 4. C. Streenevassa Pillay, | 14. Thomas Pycroft, Esq. |
| 5. J. B. Norton, Esq. | 15. Mr. Rencontre, |
| 6. P. T. Ramanajooloo Naidoo, | 16. Asuph Jung Bahadour, |
| 7. Lieutenant Colonel Reid, C. B. | 17. Major Balfour, |
| 8. Mr. Peter Carstairs, | 18. P. Soobooroyloo Naidoo. |
| 9. C. Cunniah Chetty, | 19. * |
| 10. William U. Arbuthnot, Esq. | 20. * |

The above list may appear almost unnecessarily large, but as all the gentlemen, whose names are included in it, have either important public or private duties to attend to, and as those duties and other unforeseen causes may occasionally prevent their attendance at the Meetings of the Council of Education, I have thought it advisable to make ample allowance for such contingencies. Besides which, should the plan for Provincial schools (to be presently adverted to) prosper, it has struck me to be probable, that it will be found desirable and convenient, with a view to the early despatch of business and especially to the disposal of references, to place each school and its affairs under the immediate supervision of a Sub Committee of the Council of Education, acting under rules or bye laws to be laid down by the whole body.

Another cogent motive which I have had for augmenting the number of the Council of Education beyond any former precedent at Madras, was my desire to be thereby enabled to include amongst its members, gentlemen of every calling and creed, in the confiding trust that, as I have before observed, their advice, and perhaps in some instances precept, will work the desired reformation in the ideas of the natives as to education at the Government institutions; for unless such reformation is somehow effected, I declare deliberately and advisedly, after long and deep reflection, that I apprehend that the present movement will prove a failure. I say so with regret, not only with advertence to the experience of the long period of ten years that the University and high school have been in existence, and liberally and amply provided with all the requisites for their advancement, but because I have in vain searched for the moving and existent principle of that outward enthusiasm which was displayed in different forms, at the first opening of the above institutions; but which in my humble estimation has never showed itself in any tangible or substantial shape, although it has not escaped my notice that it has formed a constant and fertile theme of baseless exultation and declamation in the Newspapers of this Presidency.

I have resolved, so far as it rests on my personal pleasure, to leave the future proceedings of the new Council of Education totally unshackled by minute instructions, which might possibly prove a bar to the free exercise of their deliberations, though I must add that it will always afford me much gratification to tender my opinions and advice when they are deemed necessary. Acting on this principle, I do not at present mean to interfere in any degree with the original fundamental regulations and rules of the University, but to allow such alterations and amendments as may hereafter prove to be desirable respecting them, to emanate from, and to be carried into effect by, the new Council, with the knowledge and concurrence of Government. There are

however, in the meantime, certain points which I had, in the course of my examination of the papers connected with this subject, noted for comment, and on which I may, as briefly as practicable, record my views.

So soon as proper school masters can be procured, I hope to see Provincial schools established at some of the large towns in the interior. Those which have occurred to me are

- | | | |
|-----------------|----------------|---------------|
| 1 Trichinopoly, | 2 Masulipatam, | 3 Bellary, |
| 4 Cannanore, | 5 Vizagapatam, | 6 Combaconum, |

and one or two others; but the selection had better rest with the Council of Education whose acquired information and local experience and knowledge will best qualify them for deciding on this point. The number of Provincial schools will need at all times to be limited by amount of the disposable educational funds of the Madras Presidency after providing for the expenses of the University and high school, but I think we may safely reckon on eight; and should the people at large evince a desire to have the benefits of schools extended, from the towns selected, to their larger villages, I am sure that Government will do all that lies in their power to grant them that object. On this point, I beg to call attention to a recent Notification (A) issued by the Government of Bombay on the subject of vernacular schools within that Presidency, and which Notification precisely tallies with my own views on the topics which it embraces. I would recommend, that the attention of the Council of Education be directed to that Notification, and it seems to me that its promulgation hereafter will form a good test of the disposition of the mass of the population of the Madras territory to avail itself of the boon held forth in it.

I would recommend, as a primary object to be aimed at, the formation of a Normal school at the Presidency exclusively for bringing up well qualified schoolmasters to be employed in the Provincial and other seminaries. Those intended for the Provincial schools ought to have a good knowledge of English, and also a perfect acquaintance with the vernacular language, or dialect, of the districts in which they are to be stationed. I myself esteem a critical acquisition of the latter to be a sine qua non to their efficiency, and my earnest advice would be, that no man should be entrusted with the superintendence and charge of a Provincial school, until he had proved, by test and examination, that he will be completely able to teach others in the language of the province to which he is to be sent.

After much reflection, and careful reference to the educational reports of all parts of India, including both Government and private schools, I have come to the conclusion, that in the Provincial schools useful knowledge and a moderate scale of general education should only be aimed at, without entering on the higher grades of learning and science, or introducing as a necessary ingredient, the acquirement of refined literature. An education such as I refer to, may doubtless be, with great advantage, partly taught through the medium of English books, adapted to that purpose; but my own firm persuasion is, from past personal experience, as well as from inquiry and reading the reports to which I have adverted above, that good and careful translations from English into the vernacular dialects must, after all, be the chief channel of instruction, and of the communication of knowledge to the great body of the population of Southern India.

I am aware, that there are some (perhaps I might say many) learned and

distinguished individuals, for whose judgment I feel a very high respect, who entertain an opposite idea, and who hold that English alone is the proper and all-sufficient instrument for the desired end ; but I must in that respect decidedly express my dissent, because my belief is, that an education solely attained through English, instead of fitting a native of India for general worldly intercourse with his fellow men, or being likely to render him a good and valuable member of the community, and an efficient servant of the state, should his fortune lead to his being so employed, has a directly reversed tendency. I would therefore, so far as it rested with me, invariably give the preference, as regards the selection of candidates for Government employ, to men well versed in the vernacular, beyond those who were wanting in that vital acquirement, though greater proficient in English ; but a happy combination of both is obviously highly desirable, and my earnest trust is, that when the Provincial schools are once fairly established, and the people have learned to appreciate the benefits of those institutions, they will amply realize that desideratum in the scholars attending them.

I have before spoken of the provision of masters for the Provincial schools. They must, I conceive, be all brought up at Madras, as I have no notion that any others would suit, owing to the peculiarities and difficulty of the languages of this portion of India ; and besides being practically conversant with the most approved systems of tuition both in Europe and India, they should, in my opinion, be chosen not merely on account of their more important general qualifications, which will be of course the first consideration, but with special regard to their correct pronunciation of the languages they are to teach, and above all, as to that faculty in speaking and reading English ; as I have frequently heard it remarked, and I entirely concur in the observation, that some of the best informed native scholars at Madras barely speak and read the English language so as to be readily understood ; and it is superfluous to add, that pupils instructed to pronounce by such persons would run a great chance of being wholly unintelligible.

In the event of any of the pupils of the Provincial schools highly distinguishing themselves by their assiduity and proficiency, and expressing a sincere desire to prosecute their more advanced studies at the Madras high school and University, I think Government should be prepared to sanction their being sent to the Presidency with that view, on the recommendation of the Council of Education ; but the number of such aspirants after learning, must necessarily be limited, owing to the expense that will attend the arrangement and should any pupil be admitted to this indulgence and afterwards prove unworthy of it either from deficiency of capacity or application, he should of course be instantly remanded to his own Provincial school.

A similar indulgence under the like restrictions as to number, abilities, and anxiety to take advantage of the boon, might perhaps hereafter be extended and even offered to the sons and relations of first class native families, and Zemindars, as well as to wards of the Court of Wards ; and in these instances it would be expedient, in my estimation, were Government to appoint an Officer (perhaps the Secretary to the Council of Education would be the most appropriate) to have the general charge of the young students, during their sojourn at the Presidency. This Officer might be assisted in looking after the lads by two native subordinates of the proper castes, and it has occurred to me that this plan might in a great degree remove the objections

which it is believed the female relations of the boys offer to their quitting home to be educated; and which I am told is in real truth the principal obstacle to an effort that seems to promise such incalculable benefits to the young men at the instant, and eventually, by the force of their example, to the rising generation.

Should the present movement, in furtherance of the objects for which the Madras University was originally founded, be crowned with the success that I most fervently desire, I trust and think that its sphere of usefulness may be, in fitting time, extended to the establishment of classes in all the higher departments of science, and likewise to those of greater practical utility, such as Medicine, Surveying, Engineering, &c. &c.; but I must here again observe what I have already stated in other words, that it is my unqualified and solemn conviction, that such extension must solely depend on the disposition towards, and anxiety for, the acquisition of knowledge that may be evinced by those who have hitherto, taken as a whole people, shown so little enthusiasm in the cause, and who have always been so far as I can speak from sedulous inquiry and my own observation, too glad to attribute their own apathy and short-comings to the alleged absence of zeal and encouragement on behalf of Government; a charge (if such it can be termed) which I have before declared to be totally unfounded, and which in fact carries its own refutation when the state of the University and high school as to masters and all other appliances is taken into consideration. I have indeed, heard it advanced that Government should not only provide all these, but coax and pay students for attending; but beyond the usual scholarships, that is a theory to which I cannot subscribe.

Another more reasonable cause to which I have heard the paucity of students at the Madras University and high school ascribed, is the demand for monthly fees; but as I see that in many seminaries, in different parts of India, fees equal to those paid at the high school, and in some even exceeding them, are required, I can scarcely bring myself to suppose that this is the absolute cause, or that it sufficiently explains the comparatively small attendance. It may, however, be one of the influencing impediments, and the reduction of the fees would therefore, I conceive, be very properly one of the subjects for the early deliberations of the new Council of Education.

It is out of my power to bring forward any thing beyond a very vague estimate of the future expense of the Madras University, and the other Government educational institutions referred to in this Minute. Indeed it is obvious that those of the former, in particular, must hereafter entirely depend on the extent of the resort of students to it and the high school, and the consequent demand which shall gradually spring up for additional professors and masters in various branches of instruction. The present charges, including the salary of the Secretary, may be, in round numbers, taken to be Rupees 2,500 a month. This I at once assume at Rupees 3,000 per mensem, to provide for the proposed Normal school, as well as for an anticipated immediate increase of scholars, but it is proper that I should add that even this enlarged scale will possibly need to be considerably augmented before long; and, in fact, it is to be earnestly desired, that the one institution on which I am now observing, should at some future, and no very distant, day, absorb the whole grant of Rupees 50,000 per annum.

With regard to the Provincial schools, I have calculated the expense of each at Rupees 300 per mensem. That is, Rupees 200 (on an average) for the pay of a master (to eight schools) and Rupees 100 monthly for contingencies. It may, in time, prove necessary to assign higher salaries to some of the masters, or perhaps to give them assistants, should the schools become popular and be largely attended; and besides this, the provision of a fitting school house, with a residence for the master, in each town, will have to be included in the first outlay.

The accompanying rough estimate framed on the above remarks, shows, that the yearly fixed total will be Rupees 64,800, and I submit a Return which I have obtained from the Accountant General, from which it will be seen, that the unappropriated balance of the funds allotted for educational purposes amounted on the 31st December 1850 to the large sum of Rupees 11,06,562-10-11.

There is, therefore, I am glad to say, so far as I can foresee, ample means already in hand, to meet the disbursements, present and prospective, which I have pointed out; and I further here beg to record my hopes, should the Madras Government feel themselves justified, by the progress of education after the experience of a year or two, in recommending such a boon, that the Hon'ble Court of Directors will be pleased to allow interest at the established rate of 4 per cent on the accumulated educational funds,—a measure of liberality which I feel certain would meet every extension of native education that can reasonably be anticipated within this Presidency.

The erection of an appropriate building at the Presidency for a University is a point which has been frequently urged on Government, and which has likewise long since received the sanction of the Home Authorities, whenever the course of events might appear to render it advisable. The advocates for this asserted desideratum have held that it would be highly effective, and was even positively necessary, to assure the population of Madras and its territory of the real sincerity and resolution of Government to foster and promote, by every expedient, the cause of native education, and to spare no expenditure in so doing. I confess I have not been able hitherto to adopt this view of the matter, but it is to be hoped that things will soon put on a more promising aspect than they have heretofore worn, and I allude to the subject in this place in order that I may declare my opinion, that so soon as the new Council of Education shall see sufficient grounds to advise the step, a building suitable in all respects and equal to all contingencies should be built.

Before I close these observations I have gratification in drawing attention to the contents of some statistical tables on the subject of education which have been collected by Mr. Balfour and lately sent to me by that gentleman. It appears from those returns, that in the month of March last, there were no less than 23,000 pupils of all ages and castes attending schools of various descriptions in Madras and its immediate precincts. Of these, 19,000 were at schools where they paid more or less for their tuition, and 4,000 at charity (or free) schools. The males amounted to about 20,000, and the females to 3,000. The total number of schools—which varied greatly in size, was 789, which would give an average of about 30 scholars to each. The proportions of the chief numbers of students were

Tamil.....	7,308	Teloogoo.....	3,980	English.....	3,307
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and the rest were divided amongst *all** languages, including also the three above named in connection with them. •

(Signed) HENRY POTTINGER.

51
June 6th, 1871.

A.

NOTIFICATION.

Government Vernacular Schools.

The Government annual grant in behalf of education having been absorbed by existing establishments, the Board of Education hereby give notice, that no new schools under rules 41 to 49 will be established, and the above rules are hereby repealed.

The Board, however, are still enabled to aid, by small pecuniary grants, in the establishment of new schools, whenever they perceive sufficient enlightenment and public spirit to justify an outlay of the public money.

The principle which the Board will keep in view is this, that as the effect of good schools is the improvement of those who resort to them, the funds required to maintain them should be chiefly contributed by those who chiefly benefit by their establishment.

The wealthy native therefore in a district, who desires to benefit his fellow-countrymen, and parents who are anxious that their children should advance themselves in life, are the parties to whom the Board principally look for the means of establishing good schools.

The Board, on their part, conceive that the most useful service they can render is to train up good schoolmasters. In every Government school which is established, they desire to locate a master who can communicate information new and interesting to the community,—who can apply all that is good in the native system, and at the same time enforce all that is useful in European methods of instruction. To such schoolmasters they desire to attribute a rate of pay which will give them the consideration requisite to perform the above duties, and to induce a body of men to undergo the necessary training for the office.

The Board, therefore, invite communications from Sirdars, Setts, and other leading Members of Native Society, who desire to establish schools in their neighbourhood, stating :

- 1st. The monthly sum the community will raise in behalf of the school.
- 2d. The population of the district, and the number of scholars likely to attend.
- 3d. The description of school-house proposed to be used, or the amount subscribed to build a good school-house.

* Hindoostanee, Persian, Mahratta, Sanscrit, Arabic, Goozerattee, Marwarce, Latin, Greek.

4th. The willingness of the petitioners to furnish the ordinary school-house furniture, and that the school-goers shall pay one anna monthly.

When satisfactory information is afforded on these points.

1. The Board will furnish as good a school master as the sum subscribed will enable them to procure, and they will also defray a portion of the salary.

2. They will contribute a sum equal to that which has been subscribed for building a school-house, if the plans to be furnished by the Board, are adopted.

3. They will place the funds derived from the anna fee in the hands of the local Committee, to be expended by them on school purposes.

4. When an individual supplies the necessary funds, for the sake of Durhm, the Board will take means to perpetuate his name.

By order of the Board of Education.

(Signed) M. STOVELL,

BOMBAY, 20th March, 1851.

Secretary.

(A true Copy.)

(Signed) H. P.

—
B.

ESTIMATE.

	Monthly.	Yearly.
	Rs.	Rs.
Charges of the University and high school of Madras.....	3,000	36,000
Ditto of a Provincial school monthly Rupees 300		
Ditto of eight Provincial schools at the above rate.....	2,400	28,800
	5,400	64,800
	Rupees... 5,400	64,800

Probable expense of constructing eight Provincial school rooms, including Houses for the Masters, on an average each Rupees.....

3,000

Eight..... 24,000

Madras, June 6th, 1851.

(Signed) H. P.

MEMORANDUM.

Amount of unappropriated balance up to 30th April 1850, on account of native education as per Memorandum to Government dated 20th September 1850.....

10,83,266 0 2

Amount allotted for native education for 1850-51.....

50,000 0 0

11,33,266 0 2

DEDUCT.

Amount actually disbursed on account of the Madras University as per account furnished by the Secretary of that institution from 1st May to 31st October 1850.	13,336 2 4	
Probable expenses on account of the above institution for the months of November and December 1850, taken on the average of the preceding six months.....	4,445 0 8	
	<hr/>	17,781 3 0
Amount disbursed on account of the salary of the Secretary to the Madras University from 1st May to 31st December 1850.....		2,500 0 0
Amount disbursed on account of native education in the Provinces from do. to do....		6,422 2 3
		<hr/>
		26,703 5 3
		<hr/>
Net amount being the unappropriated balance of the funds allotted for native education on the 31st December 1850.....	Rupees...	11,06,562 10 11

(Signed) T. V. STONHOUSE,
Accountant General.

Fort St. George, Accountant General's }
Office, 10th April 1851. }

(A true copy)
(Signed) H. P.

APPENDIX Z. Z.

EDUCATION.

Minute by Mr. Thomas, 26th June 1851.

Having carefully read the Minute of the Right Honorable the President upon this most important subject, I may express my general concurrence in the views there enunciated, and I shall add, as briefly as the subject will admit, my own opinions on the question of native education generally, and upon the best mode of carrying out a system of general instruction at this Presidency.

2. Whilst I shall state these views as briefly as practicable, I may be permitted to say that they have not been formed hastily; but that they are the result of an examination of nearly all that has been written on the subject in the other Presidencies, and of some acquaintance through many years with the working of institutions for education at this Presidency.

3. I will first express my decided conviction that a system, which contemplates only the imparting a high measure of education to a few, exclusively through the medium of English, must fail to produce any great or general effect upon the national mind. It appears to me to reverse the natural order of things,—and that the attempt to educate and enlighten a nation through a foreign language, is one opposed to the experience of all times and countries. English must ever be, in this land, to the mass, an unknown tongue.

4. A smattering of English may be acquired by a considerable number about our towns, or in immediate communication with the few English residing in India; but the people (the women as well as men) will, as a whole, only think and speak and read in their native tongues; and their general enlightenment, or education, must—and I believe, can, only be attained through this channel; and a wide basis therefore of a solid, though limited education, through the means of the vernacular languages, must be given to those classes which now receive education, before any thing permanent will be effected.

5. It is upon this broad basis alone, that the superstructure of a high standard of refined education can, it appears to me, be raised, and the superior acquirements of the few very highly educated be made to tell upon and influence society. For let us suppose that we have some tens or even scores of youths, out of a population of millions,—masters of the higher sciences, well acquainted with all the beauties of Shakespeare, of Milton and with the learning of Bacon, and with the great master minds of Europe, and the rest of the people, not the lowest classes alone, left in their hereditary ignorance, and that ignorance, Asiatic.

6. How, I would ask, is this mass, wholly unprepared by even an elementary education in western learning, to understand and appreciate the acquirements of the highly educated man? or, how is he to communicate his high attainments in science, and literature to them? and what possible influence would he therefore exercise over them. In Europe, the bulk of the population who receive an education have ordinarily some elementary instruction in the higher sciences—in astronomy, natural philosophy, &c. and individuals throughout all grades of society have, some more, some less, knowledge of the higher sciences—and in many cases,—a considerable degree of scientific acquirement, which enables and qualifies some in all ranks to appreciate more or less fully the highest discoveries and attainments in science. There is consequently a connecting link, running through all society there, which conveys the highest truths of science in an elementary form to all grades, and the acquisitions of the most advanced minds, can be, and are, appreciated by those immediately below them; and through them they filter down to the lower grades, who are prepared in their measure, by elementary instruction, to receive them.

7. But what is the case in this country. High acquirements in science, or literature will be appreciated and understood by none, but the few alone highly educated. There is a broad and impassable line between them and all others. I cannot but think it almost certain therefore, that the only result of a system, which educates a few highly,—and leaves the rest of the population without even elementary instruction, is, to render all the superior acquirements of that few, (made moreover at an enormous cost to the state), barren and fruitless as to any general influence upon society.

8. The youths or men so advanced will exist in a great measure, only as a small isolated class, despising others; and neither appreciated, nor esteemed by their fellow country men. This must be, so far as I can see my way, the inevitable consequence of a system which provides only for the superior education of the few, and makes no simultaneous provision upon a large scale for the instruction of the many.

9. It is further to my mind a mistake, as being wholly premature, to found institutions and classes for the highest branches of study, whilst there are no lower institutions in existence, from which the superior minds and tried scholars can be drawn, who shall give an assurance that they are prepared by natural talents, as well as by prior acquirements, to prosecute these higher branches with success. The course now pursued, and advocated by some, appears to me to ensure a waste of time, and of funds.

10. This, it is my decided conviction, has been the case, in the instance of the present University, where it will be found that a small class of six or seven ordinary youths have been brought forward in the higher branches there taught, at an enormous charge,—and I shall add as the result of personal knowledge, without a sufficient, solid ground work. This was found on the general examination before the Council of Education, when tried with the scholars of other institutions, as scarcely one of the University students was thoroughly master of a passage in Addison, able to give its full meaning and force in his own language, and in English,—though his scientific acquirements, it might be, were of a high standard.

11. It is not the young men, but the system, I apprehend, which is in fault. There could be little or no selection of youths, for they all come from one very limited school,—the high school or University; and it is not reasonable to suppose that this one institution could always furnish youths of very superior natural abilities, and of proved industry, to fit them to undertake and to make solid advances in a course, combining formal and physical astronomy, conic sections, algebra, trigonometry, chemistry, mental philosophy, political economy, besides the ordinary acquirements of history, geography and general literature in a foreign tongue;—these youths moreover having only learned their A. B. C. a few years before.

12. I must consider all this, to be in a great degree, if not wholly premature, in the infant state of education at this Presidency, and an unwise application of the funds applicable to the furtherance of education. It will be seen from the report from the late Council of Education, that the opinion now expressed, is not a solitary one, but I would not rely upon any statement or assertion, but would appeal to the very nature of things, whether it is not absolutely necessary in order to qualify youths for effective study of these varied and higher branches of learning, to lay a large and solid basis of general elementary knowledge; to submit them to a course of preparatory study and training through a series of years. This is the course followed in England, in Scotland and in all other countries. Youths are there only qualified to enter the Universities and take up the higher studies after long and hard training, and the same system must be pursued here, if practical and permanent results are looked for.

13. This is the system I would counsel. I would therefore at once suspend the action of the University as such, and would confine it for a time to the more thorough acquisition of English and the vernacular languages, and only open a class for the higher branches of mathematics, political economy, and other similar studies, when a sufficient body of men has been trained, whether in Madras or in the Provinces, to allow of selection, to whom admission to such classes in the University should be held out as the reward of superior attainment in the schools.

14. I need scarcely add, after this statement of my views, that I entirely agree in the importance of a thorough education of the people in the vernacular tongues. It is by this means that they can be taught either to make, or understand the translations from Western literature, and it is through this channel alone there can be the slightest prospect of reaching the women of the country, for they must, it is beyond question, receive all the knowledge they have time and opportunity to acquire, through their mother tongue. If they are neglected, and they remain wholly uneducated, it may be safely predicated, that India will continue, as the rest of Asia, in its semi-barbarous ignorance. I consider therefore instruction in the vernaculars to be essential, and that without it a scheme of education will be most limited or partial in its effects, and of comparatively little value.

15. If the above views be admitted, as to the general character of the education which should now be given in the Government institution, viz. that it should not be of that high flown description hitherto aimed at, but comparatively elementary,* and that a thorough knowledge of the vernacular languages should be required, thus laying a solid foundation for future general progress, I would then strongly advocate, as a most important means of furthering the general instruction of the people, that measures should be taken for aiding and regulating private efforts for education.

16. I think it a mistake for the Government to hold itself aloof from all private efforts and to confine its funds and care to the few Government institutions it has the power of forming. The great cause of education will be far more advanced, I cannot but think, by a judicious and hearty encouragement of those private institutions which give a liberal education, rather than by the exclusive course hitherto followed.

17. I may here add, to prevent misapprehension, that in speaking of the general instruction of the people, I do not refer to schools, or instruction in the first elements of their own tongues, adapted to the great bulk of the lower classes: but to schools established for those large sections of the community, who now receive something of an education, and are by caste and habit prepared to accept and take advantage of any institution which shall qualify them for public employment and thus offer them the prospect of advancement in life.

18. It must be borne in mind that it is not, in this country, solely the wealthy or the class raised by the possession of property to easy circumstances which constitute the influential classes, or who are the most ready to receive an enlightened education. The poor Brahmin and others of high caste are quite as well prepared and more anxious to enter our schools, and as capable

* *Note.*—This course, it appears to me, is prescribed by the Honorable Court, “para 12, of their despatch, 28th August 1843,” and also is that recommended by the late Council of Education, see their letter to Government.

of profiting by them, as the wealthiest, and as influential in society. It is therefore a misapprehension, I think, to look upon the wealthy only as the higher classes and as those alone, or even chiefly, prepared for receiving a superior education or who influenced the society, as in Europe.

19. I cannot but also think, that it will be right to regulate the position and extent of Government institutions, with reference to the existence, and character of private efforts in any locality. The principle I would gladly see adopted, would be, that an enlarged and liberal view should be taken, and that all educational institutions be more or less encouraged; that there shall be no clashing or opposition; that whilst the Government pursues its own plans and views, it shall not require, that all others shall square their views, and see eye to eye with the Government Council; but if it be clear, that a sound liberal education is acquired, and the native community themselves readily take advantage of such schools, that they shall receive, if not support, at least no opposition or interference from Government establishments.

20. I apply these remarks to Missionary educational institutions, as to all others. The Government can withhold, and should do so, any direct connection or support to such institutions, but if the people themselves willingly resort to them, and neither compulsion nor undue influence is used to this end, I can see no good or sufficient ground for opposing or interfering with them by Government establishments. The only consequence of this course, will be, to constitute the supporters and friends of education, antagonists, rather than fellow laborers, walking indeed in different paths, but tending to the same end.

21. It will not be desirable to extend this paper, and I will now only record my opinions on other points, without assigning the grounds on which I have been led to entertain them.

22. It will be found necessary I should think, to have a Secretary with no other duty, who will throw himself with all his heart and energies into the work. So also I should concur in the view taken, I am aware, by the Honorable Mr. Elliott, the President of the proposed Council,—and I only mention it to express this concurrence, that an Executive or Sub-Committee should be formed from the general body of the Council, to make it a working Board.

See Court's despatch, 26th July 1848.

23. I should suppose also, that some agency will be required to prepare elementary books for the use of schools to be established, and for their inspection, and especially to see that the vernacular instruction is effective.

24. I may state my opinion likewise, that fees should be charged at all Government institutions, and that as a general rule, this should be a condition where assistance is given from the public funds to private establishments.

25. There is lastly but one additional point, but that the most important of all, which it seems necessary to notice;—the necessity of adopting some plan, by which the moral character of the youths under instruction in the Government institution may be improved. Education without moral culture is probably as often injurious as beneficial to society; and at all events a system like that at present in force, which to a great degree practically overlooks this point, and which makes little or no provision for this most essential part of education, is so radically defective, that I feel satisfied, that although it may be upheld for a time under special and peculiar influences, it must in the end fail,

and I hold that unless it can be shewn, that the people of this Presidency are opposed to receiving moral instruction, combined with intellectual, there is no ground for this palpable practical omission in the existing system.

26. The fact is, I firmly believe, that there is no such opposition, nor unwillingness on the part of the people in this Presidency ; as shewn, by the hundreds who flock to the schools of Missionaries, where, I might say, the larger proportion of time is given, not merely to moral, but religious instruction. If then, the people as a whole, readily accept this instruction, as they do, in large numbers, it is obvious that there can be no truth in, nor foundation for the assertion, that they are unwilling to receive moral instruction even through the Bible, or that this is opposed to their prejudices or feelings.

27. Their acts appear to me to prove that they are willing to receive any measure of moral instruction, if combined with intellectual knowledge, and I see no reason therefore, why they should not receive it direct from the only source of morals, the Scripture. All other sources are either fallacious, or so shallow and polluted, as to be worth little.

28. Whilst therefore I would deny to no one the freest exercise of his conscientious convictions, if they led him to refuse to be taught morals from the only fountain of truth, I would not, nor do I see any valid reason in this Presidency, for the present system which prohibits all instruction from the Scriptures. On the contrary, I would sanction their introduction wherever a master or local Committee saw no objection, and it is at the same time, left optional, with the student and his parents, to avail himself of this instruction, or not.

29. I am unable to see any force in the objection, that this optional study of the morals of the New Testament, could be viewed as a measure specially hostile to the religion of the people. It is palpable that all truth, as well in science, as in morals, is not in accordance with Hinduism, and Hinduism, if not Mahomedanism, is as certain to be undermined by a liberal education in Western science and literature, as by adding to it the further enlightenment and benefit which would follow by providing for the really moral as well as intellectual culture of the youths taught in the Government institutions.

30. I confess, that I am unable to understand the utility and propriety of placing before the young mind, instead of the truth, a false system of Ethics, "Smith's Theory of Moral Sentiments,"—a theory, characterized even by his Biographer Dugald Stewart, as erroneous. It is difficult to understand what is proposed to be gained by inculcating error.

31. Nor do I think that the making Shakespeare a standard book, is practically wise, if moral culture is kept in view; for full as his writings are of beauties and excellencies, they are mixed up with so much that is polluting, that they can scarcely be considered fit to be put into the hands of the young, as a common class book.

32. I offer these remarks to justify the statement made, as to the defective character of the moral instruction now imparted : and I look upon it, that one of the most important objects, if not the most important, which can engage the attention of the Council of Education, will be to make better provision for the moral improvement of the students in the Government semina-

ries, rendering these institutions truly valuable, from which men, elevated, not by intellectual acquirements alone, but in moral character, may be sent forth to be meet instruments for the just and enlightened Government of the country.

33. In conclusion, I will briefly sum up the views I entertain, and which I considered my duty required of me to place before the Board distinctly. But although fully persuaded myself of their correctness, I can add with sincerity, that I am quite prepared to give other views and plans my best consideration, knowing, as all who have paid much attention to this subject do, that very opposite opinions are entertained and strongly advocated by men of unquestionable ability and experience.

First. I should propose at present the education to be given at the Government institutions, especially in the Provinces, to be a Grammar school, and not a University education,—to be limited therefore to a good knowledge of the English, and the vernacular language of the student, with a fair ordinary but well grounded acquaintance with geography, arithmetic, history; the elements of astronomy, and the first books of Euclid leaving all the higher branches of study, political economy, chemistry, mental philosophy, the higher mathematics, &c. for a future day.

Second. The support and encouragement of all private schools giving a liberal education.

Third. A public examination, open to all, and certain immediate employment in the public service, though to a very limited number, as the reward of proficiency and good conduct.

Fourth. The preparation of school-books to be immediately commenced in a separate department.

Fifth. A provision by scholarships, and certain employment with liberal salaries for schoolmasters, to be employed only after an ample test of their qualifications.

Sixth. Lastly, the provision by well selected books, and lectures, including optional lessons in the Scriptures, for the moral culture of the students.

Other points, rather of detail than of principle, will come up for consideration, I conclude, hereafter, and need not now be entered upon.

(Signed) J. F. THOMAS.

26th June 1851.

APPENDIX A. A. A.

MINUTE BY MR. D. ELIOTT.

5th August 1851.

1. Having no practical experience on the subject of native education, and but a superficial acquaintance with the plans that have been followed in the several Presidencies to provide for the instruction of the people as a national object, I have found it necessary before I could enter with advantage on

the consideration of the President's Minute, to read not only the papers recording the proceedings of this Government, but all that I could find in print relating to the proceedings of the other Governments for this end, endeavouring to ascertain and compare the actual results arrived at.

2. This reading has occupied much time, but the delay it has occasioned has given me the opportunity of considering the Minute recorded by the Honorable Mr. Thomas, together with that of the Right Honorable the President.

3. In the observations which I shall now submit to the Board, I shall endeavour as much as possible to avoid speculative discussion, and confine myself as closely as I can to the consideration of the subject before us in a practical view.

4. I quite agree with the President that it is not advisable for Government at present "to interfere in any degree with the original fundamental regulations* and rules for the University, but to allow such alterations and amendments as may hereafter prove to be desirable respecting them, to emanate from and to be carried into effect by the new Council of Education, with the knowledge and concurrence of Government." This of course is to be understood in exception of the rules for the Government of the University, as it is a part of the President's scheme in some sort to modify those rules by vesting the management of that institution in the Council of Education. What the President especially refers to, I apprehend, is the fundamental rule relating to the constitution of the University, viz., that it shall "consist of two principal departments, a college for the higher branches of literature, philosophy and science, and a high school for the cultivation of English literature of the vernacular languages of India, and the elementary departments of philosophy and science."

5. The organization of the collegiate department, as explained in the first report of the Governors of the University, was considered "as a work of time to await the progress of the high school, and the advancement of the community in intellectual cultivation." Lord Elphinstone, who formed the institution, traced his plan purposely on an extended scale, "hoping to stimulate the exertions of the natives, and thus to raise their views to a level with his design." He was aware, as he stated, that a college was beyond their immediate requirements. But he thought proper to lay his foundation so as to provide for it, when the time should come, when, as he anticipated, there would be a demand for the superior instruction comprehended in a college course. The high school, as being immediately needed, was carried into immediate effect. Of this portion of his plan Lord Elphinstone observed, "as far as it goes it is complete within itself, while hereafter it is intended to stand in the same relative position towards the other portion,—the college, as its namesake the high school of Edinburgh does towards the college of that city, or as the great public schools in England occupy with respect to the Universities."

* Printed with the annual reports.

6. The Governors of the University, I observe, have often pressed for the completion of the original plan by the organization of the collegiate department, and have complained that the aspirations of the natives for advanced knowledge have been discouraged by the non-fulfilment of their expectations in this respect. But the Court of Directors, while they approved the whole plan of Lord Elphinstone, as sound in principle, have constantly adhered to the opinion that it is necessary "to give the fullest practicable efficiency to the high school," before the desired advance is attempted, and have met the somewhat premature proposals for the extension of the institution by injunctions to this effect.

Despatch, No. 15 of 1851.
No. 20, of 1843, p. 11 & 12, 22 of 1844, p. 12.

The fullest practicable efficiency to be given to the high school according to the fundamental rule.

the vernacular languages of India, and the elementary departments of philosophy and science." They should be restrained from any departure from this rule tending to narrow the scope of study or lower the standard of attainments at the school, but they should have liberty to make alterations and amendments

The first rank of scholars to be allowed to pursue their studies farther into what will be the province of the college.

7. The aim of the Council of Education then ought to be to give the fullest practicable efficiency to the high school according to the fundamental rule, "for the cultivation of *English literature* and of *the vernacular languages of India, and the elementary departments of philosophy and science.*" They should be restrained from any departure from this rule tending to narrow the scope of study or lower the standard of attainments at the school, but they should have liberty to make alterations and amendments for the better cultivation of any of those branches of learning, and I would give them a free discretion to allow the first rank of scholars to pursue their studies beyond the limits contemplated in the rule, into what will be eventually the province of the college.

8. This course I conceive to be agreeable to the view expressed by the Honorable Court of Directors in their despatch No. 23 of 28th August 1844; and from the reference which Mr. Thomas makes to that despatch in the 15th

Effectual provision to be made for the scholars at the high school acquiring a thorough knowledge of the vernacular language.

indispensable condition.

A collegiate department to be established eventually when there is a real demand for higher knowledge than is to be attained at the high school.

departments of science, also of Medicine, Surveying, Engineering, &c. have my entire concurrence.

paragraph of his Minute I am led to think that he will approve of it, on the understanding that effectual provision be made for the scholars at the high school acquiring a thorough knowledge of the vernacular languages, which I entirely agree with him should be an

9. The views enunciated by the President as to the eventual accomplishment of the entire scheme "should the present movement in furtherance of the objects for which the Madras University was originally founded be crowned with success," by the establishment in fitting time of classes in all the higher

10. That the establishment of the collegiate department should be dependent upon the development of a real demand for the means of acquiring higher knowledge than is to be attained at the high school, is just and proper, and consonant, as I have already remarked, with the view entertained by the founder of the institution in the projection of his plan, as well as with those which from the first have been expressed by the Honorable Court of Directors.

11. When the people shall avail themselves to the fullest extent of the instruction afforded at the high school by keeping their sons generally at the institution long enough to admit of their passing through all the classes, and

freely consent to allow those who may be considered sufficiently promising to make it desirable that they should carry their studies beyond the ordinary course, to remain at school a further term for that purpose; and when others not educated at the school shall be found ready to enrol themselves with those select students for the object of obtaining instruction of a higher range than is to be had elsewhere, then it may be thought that the establishment of a college is positively required.

The University when it has been extended to provide for a collegiate establishment and a normal school may be expected to absorb the whole grant of 50,000 rupees.

for future progress, since the disposition of the people to obtain for their children a higher education must have been sufficiently tested before a college is established, the necessity which will arise for an expenditure double of what is now incurred, is, in my opinion, not only not to be deprecated, but as the President observes is indeed "to be earnestly desired." I observe therefore with pleasure that in the 4th para of the despatch No. 15 of 1841 the Honorable Court noticed without any indication of disapprobation a proposal of this Government that for the support of the school and college the annual grant of 50,000 rupees authorized by the Court in their despatch of the 16th April 1828 for purposes of native education, or such portion of it as might be disposable, should be employed, in addition to such subscriptions and donations as might

A building to be constructed for the accommodation of the University, p. 23.

be anticipated from private liberality." I concur in the opinion of the President that a suitable building equal to all contingencies should be constructed for the accommodation of the University as soon as circumstances shall appear to warrant the measure.

13. Mr. Thomas, though he estimates very lightly the advantage* "of imparting a high measure of education to a few exclusively through the medium of English" with a view "to producing any great or general effect upon the national mind," yet contemplates the eventual establishment of something like a collegiate department by opening a class (or classes) for the higher branches of mathematics, political economy and other similar studies, when a sufficient body of men has been trained, whether in Madras or in the Provinces, to allow of selection, to whom admission to such classes in the University should be held out as the reward of superior attainments in the schools.

14. Agreeing with Mr. Thomas in the practical conclusion at which he arrives, though I differ with him in some of the opinions he expresses, I need not here enter particularly into the points of difference between us. I will just observe that I agree with him to a great extent in the arguments he directs

Education through the medium of English exclusively not contemplated.

against a system "which contemplates *only* the imparting a high measure of education to a few exclusively through the medium of English," and leaves "the rest of the people, not the lowest classes alone" "without even elementary instruction." But such a system, as far as I know,

* Minute para. 3.

has never been contemplated here. In the Minute of Lord Elphinstone dated 12th February 1841, I find him saying, "though I have strongly advocated the policy of directing our exertions in the first instance to the enlightenment of the upper classes, yet to use the words of the Governor General, "it is not to be implied from this that in my view elementary education for the mass of the people is a thing necessarily to be neglected, or postponed for an indefinite period, still less do I think that we shall have done enough, even at the present stage of our proceedings, if we content ourselves with establishing the central institution at Madras." His Lordship contemplated, as did Lord Auckland, the formation at some of the *principal towns* in the interior of *superior schools*, which might eventually be raised into colleges, each the centre of a circle of *Zillah* schools, the *Zillah* schools again being each the centre of a circle of schools of an order and quality superior to the village schools, to be established almost in every Talook. True, the Governor was of opinion that in the superior Provincial schools English would be the proper medium of instruction for the purpose of diffusing European knowledge—but he at the same time observed that the importance of the vernacular languages must not be overlooked. At any rate he did not propose that English should be the exclusive medium of instruction in any schools lower than the Provincial ones ; while his views extended to the formation of a system of schools which would be capable of affording something more than merely elementary instruction to the classes, above the lowest, who might be able to send their children beyond their villages to obtain it. Subsequently in his Minute dated the 13th May 1842, Lord Elphinstone expressed his full approbation of the rules of discipline and instruction proposed for the Provincial schools, which provide pretty largely, though it may be not *quite sufficiently*, for the cultivation of the vernacular languages. The schools being divided into 6 classes, out of 6 hours of attendance in school, the time assigned to instruction in the native languages was as follows ;

1st or lowest class...	...	...	...	...	3 hours.
2d	"	...	...	...	2½ "
3d	"	...	...	...	2 "
4th	"	...	...	...	1 "
5th	"	...	...	...	1 " on 5 days for translations (reciprocal)

6th On Fridays all 3 morning hours to be employed in translations and paraphrases. I am not aware that there has been any retrogression from the principle of combining the cultivation of the vernacular languages with instruction in European knowledge chiefly through the medium of English, thus recognized at the outset, and ordered to be observed both in the high school at the Presidency and in those intended to be established in the Provinces ; a greater prominence being given to the vernaculars in the latter than in the former. On the contrary the disposition of the Governors of the University, at least of late, has been to require greater attention to vernacular studies, and to improve the means of instruction. And a proposition was received to this effect from the Governors under date the 12th May 1848, which has not yet been disposed of.

Views of the Board of Education at Bombay touching the relative merits of
 15. There has been a good deal of controversy of late between two parties in the Board of Education at Bombay, one represented by the President

the English and vernacular languages as the medium of disseminating knowledge among the natives of India.

the principle on which the Board had latterly acted as defined in their report for 1845, viz., "that the higher branches of education can only be taught effectively through the medium of the English language, while on the other hand the great mass of the population, who have but little time to bestow on school attendance, can derive most readily a portion of elementary knowledge by means of vernacular instruction."

Appendix to report No. VII, for 1847 and 48, page 65.

Instructions of the Government of Bombay on this head deserve our attention.

them into effect practically.

Report No. VII, for 1847-48, page 128 and seq.

be particularly deserving of our attention, and I think we can hardly do better than take them mainly as our guide, as the result of extensive experience and very able discussion.

17. Adopting Sir E. Perry's statement of the principles of the present system, viz.

1. Education for the masses of the people in the vernacular languages.
2. Education of the superior quality in English.
3. Production of a superior class of school-masters for the vernacular schools.

4. Encouragement of translations into the vernacular languages.

It is declared authoritatively that this system must be maintained. The opinion of Government is expressed that "a superior order of education can only be imparted through the medium of English," and further it is said to be believed that "if ever a high standard of knowledge and intelligence shall replace, throughout the country, the ignorance and error at present prevailing, we shall be indebted for such a triumph, to minds imbued with the science and literature of Europe acquired through the medium of the English language." But it is added before men so qualified "can beneficially exercise any decided influence, the minds of their countrymen must be prepared to receive it by sound elementary instruction, and such instruction Government are clearly of opinion ought to be imparted to the population in the language in which they are accustomed to speak and think. To all this I entirely subscribe.

How natives highly educated through the medium of English may act upon the national mind.

Sir E. Perry, and the other by Colonel Jervis, on the subject of the relative merits of the English and vernacular languages as the medium of disseminating knowledge among the natives of India, referring to

16. The Government having been appealed to, a letter was addressed to the Board on the subject under date the 5th April 1848, intended to set at rest the questions at issue ; but different constructions having been put upon this communication, the Government on a further appeal furnished the Board with a more distinct exposition of their views, and specific directions for their guidance in carrying This declaration of the views of the Bombay Government and their instructions conveyed to the Board of Education in the letter of the Secretary to Government dated 24th April 1850, appear to me to

18. Reverting to Mr. Thomas' Minute, but supposing the body of the people not to be left without elementary instruction, and means of instruction beyond the elements of knowledge to be put within the reach of those who have the incli-

Enclosure in despatch to Madras, No. 34, of 1830.

Note.—It is a fact deserving of particular notice as a hopeful sign of the spirit of the day, promising good fruit, and very creditable in my estimation to the parties concerned, that some of the better educated young men at the Presidency have formed themselves into a society for the improvement of native education, by the establishment of vernacular schools of a better order, and the preparation of school books for them, and have also made some efforts for female education.

and can afford the time to avail themselves of it, I would point to the despatch of the Honorable Court of Directors to Bengal under date the 29th September 1830, as shewing the way in which a few intelligent natives, highly educated through the medium of English, may act upon the national mind. “Intelligent natives, thus educated, may, as teachers in colleges and schools, or as the writers or translators of useful books, contribute in an eminent degree to the more general extension among their countrymen of a portion of the acquirements which they have themselves gained, and may communicate in some degree to the native literature, and to the minds of the native community, that improved spirit, which it is to be hoped they will themselves have imbibed from the influence of European ideas and sentiments.”

19. In the same despatch the Honorable Court conveyed to the Supreme Government the following most important observations and instructions to which they also called the special attention of this Government. “There is no point of view in which we look with greater interest at the exertions you are now making for the instruction of the natives, than as being calculated to raise up a class of persons qualified by their intelligence and morality, for high employments in the civil administration of India. As the means of bringing about this most desirable object, we rely chiefly on their becoming, through a familiarity with European literature and science, imbued with the ideas and feelings of civilized Europe, on the general cultivation of their understandings, and specifically on their instruction in the principles of moral and general jurisprudence. *We wish you to consider this as our deliberate view of the scope and end to which all your endeavours with respect to the education of the natives should refer.*”

No. 34 of 1830. 20. In the despatch to Madras, in which that just quoted was sent for the instruction of this Government, the Honorable Court referred to “their anxious desire already known to the Government to have at their disposal a body of natives qualified by their habits and acquirements to take a larger share and occupy higher situations in the civil administration of their country than had hitherto been the practice of the Indian Governments.” If the object of imparting a higher education was of importance then in anticipation of the natives being advanced to higher employment, its importance has become more obvious since in the meantime natives have been invested with a civil jurisdiction over property to an amount* in this Presidency much beyond what was adjudicable by the old zillah Courts under European Judges, and in Bengal without limitation, and with a criminal jurisdiction in this Presidency equal to what was formerly exercised by the criminal judges of zillahs. Can it be doubted that a man who has received a thorough English education and has become thereby conversant, indeed, in a measure, imbued, with English ideas and sentiments; whose mind has been enlightened by know-

The object of imparting a higher education to the natives become of more importance since a very large civil and criminal jurisdiction has been entrusted to native judges.

* 10,000 Rupees.

Judges, and in Bengal without limitation, and with a criminal jurisdiction in this Presidency equal to what was formerly exercised by the criminal judges of zillahs. Can it be doubted that a man who has received a thorough English education and has become thereby conversant, indeed, in a measure, imbued, with English ideas and sentiments; whose mind has been enlightened by know-

ledge and elevated to a higher tone by the spirit pervading the works he has studied,—one who has learnt to rate himself with Europeans by reason of his acquirements ; being advanced to a high and responsible situation, will have a self-respect, which will make him walk circumspectly and endeavour to set an example to his countrymen, to prove that he has not only acquired European knowledge but European principles. Every highly educated native promoted for his acquirements, manifesting this self-respect in the discharge of his official functions and in his intercourse with society, having set for himself the European standard and emulous to rise to it, must by his example within a certain sphere exercise an elevating influence upon the mind and character of his countrymen. I presume that the man thus highly educated through the medium of English, that is one who has made his higher attainments through that medium, having got the mastery of it in his scholastic course to a degree sufficient to enable him to use it with facility in the private studies which are necessary to supplement those of school and college, in order to the attainment of riper learning, is also versed in his vernacular language, a thorough command of which for the high judicial offices I am pointing to is indispensable.

21. I proceed to the subject of Provincial schools. The President contemplates the establishment of schools of this class, so soon as proper school-masters can be procured, at six or eight of the large towns in the interior, proposing to leave the selection to the Council of Education. He suggests that the teachers of these schools ought to have “a good knowledge of English, and also a perfect acquaintance with the vernacular language or dialect of the districts in which they are to be stationed,” observing that he “esteems a critical acquisition of the latter a *sine qua non*.” He thinks “that in the Provincial schools useful knowledge, and a moderate scale of general education should only be aimed at without entering on the higher grades of learning and science or introducing as a necessary ingredient the acquirement of refined literature.” As to the medium of instruction, the President observes that though it may doubtless be partly given with great advantage through English books, yet his firm persuasion is that good and careful translations from English into the vernacular dialects must after all be the chief medium of instruction. He afterwards takes occasion to express his opinion against an education solely attained through English, and concludes that a happy combination of proficiency in English and the vernacular languages is the desideratum which he hopes will be realized in the scholars attending the Provincial schools.

22. The Bombay Provincial schools are English schools, of which at the date of the report for 1849, there remained seven, one having been abolished during the year. The Provincial schools projected by Lord Elphinstone, the establishment of which was actually sanctioned by the Court of Directors were also intended to be chiefly English, that is to say English was to be the medium of instruction in European knowledge ; a liberal provision being made for the simultaneous cultivation of the vernacular languages, as I have already noticed. The Government of Bombay, in the late orders I have referred to above, have directed that superior education through the medium of English shall be strictly limited to the wealthy who can afford to pay for it, and native youths of unusual intelligence who can establish their claims to admission into an English school by a standard of acquirements to be regulated by the Board ; and that even in the English schools, the highest branches of learning shall be

taught also in the vernacular tongue, as the progress of translations may enable this to be effected, "the systematic encouragement of translations into the vernacular from works of science and general literature" being one of the objects pointed out by the Government as essential to carrying out the scheme of education indicated as most conducive to the benefit of the people.

The Council of Education should be directed generally to aim at the combination of instruction in English and the vernaculars in the Provincial school.

on the subject.

24. In the report of the Bombay Board of Education for 1850, it is observed, that when it took charge of the Government schools in 1840, it was found that "a very sharp line of demarcation had been drawn between English schools and the vernacular; nothing but English and through English was to be taught in the one, nothing but vernacular in the other." "Experience has fully proved," they say, "that this exclusive system is faulty."

25. The Bombay Board proceeds to remark "that it has perceived, and experience has led the Council of Public Instruction in Bengal to exactly the same conclusion, that a paramount necessity exists for giving to all native youth who aspire to a character for scholarship a critical acquaintance with their own languages. For years past, accordingly, the Board has been studious to combine the cultivation of the vernacular tongues with the study of English. The experience has been most successful, for it has been found, as might have been expected, that the study of the two languages might be prosecuted simultaneously without the slightest obstruction to attainments in either."

26. The Board then notices as "remarkable, that of what is called vernacular education by far the largest amount both in quantity and quality at this Presidency is to be obtained at the Elphinstone institution, and not in a vernacular school." The conclusion drawn by the Board is that as the classes for whom our schools are intended are very homogeneous in character and not divisible into upper and lower classes, the system of education pursued in them should be uniform also, and an opportunity be afforded to all of mastering their own language, through which all elementary instructions must be conveyed, and also of acquiring the rudiments of English which it is now admitted on all hands must be the medium of superior education."

The quality and degree of education to be afforded at the Provincial schools. Appendix to 1st report.

27. As to the quality and degree of the education to be afforded at the Provincial schools. These schools were considered in the plan framed by the University Board as branch institutions similar in quality to the Central one of the Presidency, for the instruction of the superior classes, who are able to pay, and who from their attainments may aspire to the higher avocations in life and in the service of Government; to consist therefore of a *high school* to "impart instruction in the English language and in the vernacular languages current in each respective district, together with the *elementary* departments of philosophy and science;" and *collegiate department* for in-

23. The instruction to the Council of Education here, I think, ought to be general, to aim at the combination of instruction in English and the vernaculars, which the President justly regards as "the desideratum," without any positive and precise directions

struction in the higher branches of literature, philosophy, and science, *to be added* as expediency may suggest.

Report dated 14th July 1846. A different plan was proposed by the late Council of Education. The course of instruction was to be such as should secure a sound and thorough know-

ledge of,

1. English, and of one or more of the vernaculars.
2. Arithmetic.
3. Elements of Geography and History.

Minute of Consultation
14th September 1846.

28. The Government approved of this course as judicious under present circumstances, but suggested a provision for special cases, that whenever the Council were satisfied that the master of the Provincial school is fully equal to the task, and can form a class of students of superior intelligence he should be required to instruct in algebra, mathematics and trigonometry, and in somewhat more than the elements of geography and history.

The ordinary course of instruction in Provincial schools should be carried to the extent proposed in Minute of Consultation 14th September 1846 for special cases. The course for Zillah schools should not be more confined than was proposed by the late Council of Education for Provincial schools.

29. Looking to these Provincial schools as centres to circles of zillah or district schools to be gradually established as means are available, in which the course of instruction could hardly be more confined than that proposed by the Council of Education for the Provincial schools, I am of opinion that the provision suggested by Government for special cases should be part of the *ordinary* course for schools of this class, and should constitute the distinction between them and schools of the next degree, from which the most improved and promising scholars aspiring to higher knowledge might pass to them. If educational tests are to be applied to candidates for the public service according

Educational tests. to the wise design of Lord Hardinge, we must provide to the youth of the Provinces, as well as of the Presidency, the means of attaining the highest standard in the scale, and this, I conceive, ought not at any rate to be lower than the provision referred to contemplates.

The attainment which should be possessed by the masters of Provincial schools.

30. The course of study to be laid down for these schools will indicate the attainments the school-masters must possess. They must in a considerable degree exceed the maximum to which that course is calculated to lead.

31. The President recommends, as a primary object to be aimed at, the formation of a Normal school at the Presidency, exclusively for bringing up well qualified school-masters. The object of providing a highly qualified class of school-masters is that to which the attention of the Board of Education at Bombay is primarily directed by the Government of that Presidency in the instructions I have referred to above. Speaking of it relatively with that encouraging translations into the vernacular languages of useful standard works, it is observed that "the first appears to be incomparably the most important of the elements in any scheme for national education. Were it necessary to choose between the two, it would be far preferable to have well instructed and qualified masters in the absence of translations, than the translations in the absence

of efficient masters." "One such qualified master will do more, it is believed, to enlighten the people around him by the knowledge which will be disseminated directly by himself, and indirectly through the medium of his well instructed pupils, than could be effected by a score of the inefficient preceptors, to whom the charge of our vernacular schools is at present entrusted." In England when systematic attempts began to be made for the improvement of education it was found that "among the chief defects might be reckoned the insufficient number of qualified school masters and the imperfect method of teaching which prevailed in perhaps the greater number of the schools." These defects the Committee of Council on Education aimed to remedy by the creation of Normal and Model schools, for the training of masters, and the development and exemplification of the best methods for the organization, discipline and instruction of elementary schools. The Minutes of the Committee of Council, and the reports of their inspectors of the means used to make these schools efficient, will afford valuable instruction to the new Council of Education when they enter upon the consideration of this important subject, which is certainly deserving of primary attention. In their despatch No. 20, of 1844, the Court of Directors, observing that it is undoubtedly true that unless masters fully competent be engaged, little hope of advantage from the foundation of schools can be entertained, assented to the grant of salaries to the masters of the intended Provincial schools to the amount of 250 rupees per mensem. But they remarked that the difficulty on the score of salary was quite secondary to that of finding competent qualification. Objecting to the proposal of procuring masters from England, or even Bengal, unacquainted with the languages and manners of the natives of the Peninsula, and observing that it is only at Madras, or perhaps they meant within the Madras Presidency, that fit masters for the Madras provinces can be reared, they desired that in any scholarships which might be founded in the Madras University, in pursuance of the sentiments expressed in an earlier part of the same despatch, care might be taken that persons enjoying them should be educated specially with a view to their future employment as school-masters, should they be willing to undertake such duties. This instruction should now be carried into effect. The regulations of the Committee of Council respecting the education of public teachers and stipendiary monitors, will merit the attention of the Madras Council in this connection. It is to be remembered that the attempts that have hitherto been made to establish normal schools at Calcutta and Bombay have proved unsuccessful. By studying the causes of failure at those Presidencies we may learn a lesson to guide us here. We must be careful not to attempt too much at first and be content to feel our way. One thing I think is certain, that a single Normal school at the Presidency will not suffice for the training of competent masters for teaching schools in all the districts under this Government, various as the population is in language and manners. Probably it will be found expedient to graft normal classes upon the Provincial schools. A new plan has been projected at Bombay to which it will be well to give attention.

32. The President observes that "should the people at large evince a desire to have the benefit of schools extended from the towns selected, to their large villages, he is sure that Government will do all that is in their power to grant them that object," and he calls attention to a recent notification issued at Bombay on the subject of vernacular schools within that Presidency, which he remarks precisely tallies with his own

views. From the tendency of the observations I have already made, it may be understood that I look to the establishment of Zillah schools, as subsidiary to the Provincial schools, and of schools intermediate between them and the ordinary village schools to be set up in almost every Talook. I would if possible carry out the original plan of Sir Thomas Munro for the gradual institution of Collectorate and Tahsildaree schools, following at least partially the principle laid down in the notification above referred to, of requiring the community to be benefited by the establishment of a school to contribute, I would not say the *chief* part, but a considerable part of the funds necessary to maintain it. There may be places where it may be very expedient to establish a school of the quality intended, but where the community may be really so poor as to be unable to contribute a considerable part of the expense. In such cases the demand upon them should be proportioned to their means, but they should always be bound as a body to make *some* contribution to prove that they value the advantage of being provided with means of instruction for their children, beyond what the village schools are capable of affording.

General establishment of Zillah and Tahsildaree schools contemplated.

Note.—"With regard to Tahsildaree and Collectorate schools (observed the Court of Directors in their despatch No. 15 of 1841 P. 5.) there can be no doubt that they must be considered one of the means by which education may be extended more generally among the people, and we are unwilling to forego any measures for their encouragement."

Again in their despatch No. 24 of 1842, the Court said we do not think that elementary schools should be wholly abandoned, and the judicious encouragement of village schools may also be comprehended in the arrangement adopted for the improvement of native education. We have already stated our sentiments regarding the Tahsildaree schools, many of which were unnecessarily founded, but of which the entire abandonment seems to have been insufficiently considered."

derable part of the expense. In such cases the demand upon them should be proportioned to their means, but they should always be bound as a body to make *some* contribution to prove that they value the advantage of being provided with means of instruction for their children, beyond what the village schools are capable of affording.

33. Sir Thomas Munro thought it advisable to abstain from interference with the existing native schools in the villages and elsewhere. "Every thing of this kind," he thought, "ought to be carefully avoided and the people should be left to manage their schools in their own way." "All that we ought to do," in his opinion, was "to facilitate the operations of those schools by restoring any funds that may have been diverted from them, and perhaps granting additional ones where it may appear advisable." Sir Thomas Munro called for returns of the statistics of education from all the districts under this Government which he reviewed in his Minute of December 1825, recorded on the 10th March 1826. From those returns it appeared that the numbers of schools and colleges (so called) amounted to 12,498, and the population to 12,850,941 so that there was one school to every 1,000 of the population, or omitting females, to every 500 of the population. Taking the male population at one half, or 6,425,000, and the portion of it between 5 and 10 years, or the period which boys in general remain at school, at $\frac{1}{3}$ or 7,13,000, this he assumed to be the number of boys that ought to be at school, that all might be educated, but the number attending the schools, was only 1,84,110 or little more than $\frac{1}{4}$. Allowing however for the boys taught at home, Sir Thomas Munro was disposed to estimate the portion receiving school education to be nearer $\frac{1}{3}$ of the whole. It does not appear that there are late accounts of the statistics of education in this Presidency.

Minutes of Consultation, 10th March 1826.

34. The Government of Agra has instituted researches on this subject, and the result is thus stated in the preface to a memoir on indigenous education in the North West Provinces just received. "Out of

Proceedings of the Govt. of Agra for the improvement of indigenous schools.

34. The Government of Agra has instituted researches on this subject, and the result is thus stated in the preface to a memoir on indigenous education in the North West Provinces just received. "Out of

a population which numbered in 1848, 23,200,000 souls, and in which were consequently included 1,900,000 males of a school going age, we can trace but 68,200 as in the receipt of any education whatever," that is less than 1 in 28. But the proportion of boys of a school going age is estimated at $\frac{1}{3}$ of the whole population, instead of $\frac{1}{5}$ according to Sir Thomas Munro's calculation, taking in, no doubt, boys of a more advanced age.

35. The extreme depression of the general education of the country thus developed was felt to demand extensive and systematic efforts for its improvement. After some discussion a scheme for effecting this object has

From Court of Directors,
No. 14, of 1849.

Resolution of Lieut. Governor
9th February 1850.

been approved by the Court of Directors and brought into operation in eight of the districts of the North West Provinces, to which as an experiment it is to be confined for the present.

The Tahsildaree schools to serve as models for the improvement of the village schools.

Provision for the visitation of the village schools.

This agency consists of a Zillah visitor with a salary between 100 and 200 rupees a month, 3 Pergunnah visitors viz., for every 2 Tahsildars, at salaries from 20 to 40 rupees; 6 Tahsildaree school-masters at from 10 to 20 rupees besides fees from his scholars, and a Visitor-General over all.

Instruction to be given in the Tahsildaree schools.

36. The scheme provides for the establishment of one Government school in each Tahsildaree, to serve as a model to the native village school masters, and the institution of an agency for visiting the village schools, and assisting and advising the native school masters and rewarding the most deserving. The course of instruction at the Government village schools, that is the Tahsildaree model schools, is to consist of reading and writing the vernacular languages, both Oordoo and Hindu, and the mensuration of land according to the native system, to which is to be added such instruction in geography, history, geometry, or other general subjects, conveyed through the medium of the vernacular language as the people may be willing to receive. Care is to be taken to prevent these schools from becoming rivals of the indigenous schools maintained by the natives themselves. "This scheme contemplates drawing forth the energies of the people for their own improvement, rather than actually supplying to them the means of instruction at the cost of the Government. Persuasion, assistance and encouragement are to be principally employed. The greatest consideration is to be shewn for the feelings and prejudices of the people, and no interference is ever to be exercised where it is not desired by those who conduct the institution." "The poor may be persuaded to combine for the support of a teacher, the rich may be encouraged to support schools for their poorer neighbours, and all the schools that are established may be assisted, improved and brought forward."

If this system succeeds in the North West Provinces it may be easily adopted here.

A system of visitation at any rate indispensable.

reserved for after consideration.

Native Female education.

37. The course of instruction at the Government village schools, that is the Tahsildaree model schools, is to consist of reading and writing the vernacular languages, both Oordoo and Hindu, and the mensuration of land according to the native system, to which is to be added such instruction in geography, history, geometry, or other general subjects, conveyed through the medium of the vernacular language as the people may be willing to receive. Care is to be taken to prevent these schools from becoming rivals of the indigenous schools maintained by the natives themselves. "This scheme contemplates drawing forth the energies of the people for their own improvement, rather than actually supplying to them the means of instruction at the cost of the Government. Persuasion, assistance and encouragement are to be principally employed. The greatest consideration is to be shewn for the feelings and prejudices of the people, and no interference is ever to be exercised where it is not desired by those who conduct the institution." "The poor may be persuaded to combine for the support of a teacher, the rich may be encouraged to support schools for their poorer neighbours, and all the schools that are established may be assisted, improved and brought forward."

38. This seems to me a very promising scheme, and if it succeeds in the North West Provinces, it will be easily adopted here in all its parts.

39. A system of visitation will, I conceive, be at any rate indispensable, whatever the scheme of Government schools may include, but this can be

40. I shall add one more suggestion only on my own part,—one however of the utmost importance,

namely that instructions be given to the Council of Education for this Presidency, corresponding with those lately given by the Governor General in Council to the Council of Education for Bengal, "to consider their functions as comprising the subject of native female education."

41. I have now to express my concurrence in the opinion expressed by Mr. Thomas in the 16th, 19th and 20th paragraphs of his Minute, as to the expediency of promoting the great object of the extension of education among the natives by giving aid to well conducted private institutions which impart secular knowledge to their scholars to the same extent as the Government schools, and pro tanto serve as well for the common end as if there were so many more Government schools; and I think with

Aid to well conducted private educational institutions.

Government schools should not be placed so as to bring them into opposition to other existing institutions which are doing all that a Government school could do.

him that in establishing Government schools care should be taken not to place them so as to bring them into opposition to, or rivalry with other existing institutions which have met with acceptance from the people and have been successful in their operation. It matters not in my view whether these were established with a Missionary object or not, if so be the people have taken to them, and they are doing all that a Government school could do. I perfectly accord with the sentiments delivered by Mr. Thomas on this head in the 20th paragraph of his Minute.

Preparation of school books. 42. I concur in Mr. Thomas's suggestion in the 23d paragraph of his Minute that "some agency will be required to prepare elementary books for the use of the schools to be established," which will involve some additional expense.

43. In the 25th and following paragraphs of his Minute Mr. Thomas explains his views upon what he justly calls the most important point of all, as it is the most difficult point

The improvement of the moral character of the youths under instruction at the Government institutions a point of the highest importance.

in connection with education,—the necessity of adopting some plan, by which the moral character of the youths under instruction in the Government institution may be improved.

44. I do not believe, any more than Mr. Thomas does, that the people of this Presidency are opposed to receiving moral instruction combined with intellectual, and I agree with him that the readiness with which they allow their children to attend the schools of Missionaries in preference to the Government institution, for the sake apparently of saving the fees payable at the latter, is a fair proof that their prejudice against receiving moral instruction through the Bible is at any rate not insuperable. But I believe that there is a deeply seated jealousy of that being done by the authority of Government, which without much concern they see done, and acquiesce in when done, by private persons; and though I believe at the same time that this jealousy has been fostered by the evil surmisings and suggestions of ill-affected people, yet I do not the less esteem it to be incumbent upon a Government, situated as ours is, to avoid giving any the least ground for it. Mr. Thomas would consider it an improper exercise of authority, which would be justly offensive to the natives, to enforce the study of the Scriptures in the Government schools as a part of the regular school course; but may it not be well argued that to authorize it, although optionally, would have an influence,

The question of introducing the Bible for study in the Government institutions optionally or otherwise, considered.

to avoid giving any the least ground for it. Mr. Thomas would consider it an improper exercise of authority, which would be justly offensive to the natives, to enforce the study of the Scriptures in the Government schools as a part of the regular school course; but may it not be well argued that to authorize it, although optionally, would have an influence,

as implying the desire of the Government, whose favor is supremely coveted, which, with the natural sympathy and encouragement of the Christian teachers to those who attended the Bible classes, would be almost as efficacious in causing attendance, as a positive rule requiring it as a matter of course? And would it be less offensive because what virtually was equivalent to an order was disguised as a mere permission? The native, I apprehend, could not distinguish between the two. As an *invitation* from a sovereign to a subject is held to be a command, so would it be, I conceive, in such a case as this; the boys *invited* to attend the Bible class would feel or fear that they would give offence if they staid away. The boys themselves from their natural curiosity would probably willingly attend, and if their parents were averse they would be apt to yield to this sort of moral compulsion,—the fear of their boys being deprived of the favor and countenance of those having the power to forward them in life. But as it seems to be contrary to the orders of the Court of Directors in their despatch No. 13, of 1847, to introduce the Bible into the Government schools as a regular class book, or to permit the study of it in those schools, this is more a speculative than a practical question. I wish we could teach our youth morality “direct from the only source of morals the Scriptures.” I wish we were not constrained by “the peculiarity of our situation in this country,” to use the words of Mr. Willoughby,

Minute of Mr. Willoughby, Member of Council at Bombay. Appendix to report of Board of Education for 1847-48, p. 159.

“to forego the most powerful of all influences in forming the moral character of a nation;” “but although religion is necessarily excluded from the Government educational establishments and the semblance even of a proselyting spirit is wisely avoided,” I think with him “greater care might be bestowed in inculcating sound moral principles.” “To this,” he suggests, “the attention of all the masters of the Government schools should be specially directed, and they should be taught to consider it of far more importance to notice with severity a falsehood, deceit, or any other departure from rectitude, rather than any deviation from school discipline or assiduity.”

45. But after all it may be asked with reference to the inculcation of morality, do we really lose much by the prohibition of the use of the Bible as a class book in the Government schools? In considering this question we must bear in mind the essential difference between religious *education* and religious *instruction*. Religious education is the education of the heart. It is a mistake to suppose that religious instruction includes it, or rather is the same with it. To teach the Bible in the Government schools would certainly extend the knowledge of the scholars, and would exercise their memories and understandings, but would it, in the manner it must be taught as a school lesson, improve their hearts? Could the teacher in a Government school apply the doctrines and precepts of the Bible to the hearts and consciences of the pupils in the manner a Missionary does? Speaking of *Christian* schools, an able divine of the present day observes, “I think the Bible ought to be read, both to the children and by the children; but I think it ought never to be approached except with reverence, and as a privilege; and *therefore I would exclude it from among mere lesson books.*”

The Bible should not at any rate be excluded from the libraries of the Government institutions.

46. For my part however I have never been able to perceive why, on the principles of neutrality we profess, the Bible should be excluded from the libraries of our educational establishments as if it were prescribed.—I think it ought to have its place

there, and be freely open to those who seek it, on the same terms as the other books in the library, which are not studied in school, but are provided for reference, and for the private study of scholars who wish to extend their knowledge beyond the limits of the school course. In the reading of the schools there must continually occur allusions to the Scriptures, which cannot be perfectly understood without a reference to them. In my opinion the teacher should not skip over such passages, nor let the boys read them unintelligently, but should explain them as fully as he would any other passage, with a reverent reference to the Scriptures, from which, for the purpose of explanation merely, he might read extracts. I think this ought to be well understood.

47. Having sketched out my views of the system which should be pursued and *gradually* brought into operation for the extension of native education in this Presidency, I shall now consider what means are available for effecting it.

Means available for carrying into effect the system of education sketched out.

December 1850, stood, at

Deduct the surplus pagoda funds appropriated to the head native education by the order of Government, dated 14th July 1846.....

48. The memorandum annexed to the President's Minute shows that the amount of the unappropriated balance of the funds allotted for native education on the 31st December

Rupees
11,06,562 10 11

8,00,000 0 0

Remains... 3,06,562 10 11

49. This sum of Rupees 3,06,562 is the accumulated amount of balance of the grant of Rupees 50,000 per annum allowed by the Court of Directors for the purpose of education by the order dated 16th April 1828. Adding the probable surplus in the current year, the amount which will be available on the 31st December 1851 may be estimated at Rupees 3,25,000.

50. The other sum of 800,000 Rupees is the amount of deposits in the Government Treasury on account of surplus Pagoda funds, which in 1846 the Government ordered to be transferred to the head of "Native Education."

51. By the return of the Accountant General it appears that of this sum Rupees 7,39,805 had been transferred before the 30th April 1847. The remainder also was transferred in the course of the following year. But the dates of transfer do not appear. When the account was made up to 30th April 1847, the close of the official year, the whole amount credited to the education fund ought I think to have been invested in the 5 per cent. loan then open, and the balance Rupees 60,195 on the 30th April following. But although not invested, the funds have been equally at the use of Government; and there can be no question, I apprehend, that interest must be allowed upon them, say upon Rupees 7,39,805* from 1st May 1847, and upon Rupees 60,195* from 1st May 1848. The interest allowed I think should be 5 per cent. at least until the close of the 5 per cent. loan on the 15th April 1851; I think also it should be added to the

Principal.....	800,000
Interest.....	1,94,551
	<u>9,94,551.</u>

principal annually, which will be less favorable than if the 8 lacs had been subscribed to the loan, by the terms of which interest is adjusted half yearly—I have had a statement prepared to shew the accumulation of

Principal.....	8,00,000	the 8 lacs by compound interest at 5 per cent. from
Interest.....	1,78,114	the several dates abovementioned up to the 14th
	9,78,114	April and at 4 per cent. from 15th to 31st Dec-
		ember 1851, and another to shew the addition by
		simple interest only.

52. Assuming for the sake of easy calculation the accumulated amount of the appropriated Pagoda Fund to be the round sum of Rupees 10,00,000* and this to be invested in the 4 per cent. loan, it will yield an income of Rupees 40,000 per annum. Supposing the accumulation from the balance of the annual grant to be in like manner invested, to which I can see no objection, and taking the amount on 31st December 1851 at the round sum of Rupees 3,25,000 there will be an additional income from this source of Rupees 13,000, making a total of Rupees 53,000 besides the annual grant of Rupees 50,000.

53. Setting aside from 1st January 1852 the annual grant of 50,000 Rupees for the purpose of education at the Presidency including all the charges for the Council of Education and the pay of their Secretary, and to provide for the expense† of a building for the University, as contemplated by the President, there will remain for the Provinces Rupees 53,000. Now reckoning the cost of 8 Provincial Schools according to the President's estimate at Rupees 28,000 per annum there will remain for Zillah and Tahsildaree Schools, Rupees 25,000 per annum.

There are 19 Zillahs, of which one,—Chingleput, from its vicinity to Madras, may be considered as provided for. So also the 8 Zillahs in which Provincial Schools are established may do without Zillah Schools. The number of Zillah Schools required will therefore be 10. Assuming that these will cost half as much as the Provincial schools, or 1,800 Rupees per annum each, the whole cost will be Rupees 18,000, or say to provide for contingencies Rupees 20,000. There will remain only Rupees 5,000.

54. It is obvious from this imperfect sketch estimate that though we might provide for the University at the Presidency, and for a certain number of Provincial and Zillah schools on a tolerably liberal footing, it is impossible to carry out the proposed scheme farther without additional means. But when I consider that the annual grant for education in the Bombay Presidency is Rupees 1,25,000 and in the North West Provinces amounts to Rupees 1,10,108 for general purposes with Rupees 20,413 added specially for the Benares College—130,521, besides the new grant for the improvement of indigenous schools

* As the income will not be fully appropriated for a long time, and the balance will of course be added to the principal, the amount will be much more than this.

† Note.—This will absorb the surplus above the present charges for about two years which will probably be occupied in the work. By the expiration of that period it may be hoped there will be such a demand for advanced education, that it will be expedient to extend the institution.

But referring to the grants to Bombay and North West Provinces not to be doubted that the Honorable Court will increase the present annual grant to an amount proportionate to the population of this Presidency.

In the meantime an experiment might be made to the extent that the present funds admit, proceeding gradually as the requisite agency can be commanded.

in certain divisions of the country, in which the experiment might be thought most likely to answer; leaving it to be determined, according to the result of our experience, whether it will be advisable to extend the system so as to embrace the whole country, for which, if necessary, the means will no doubt be furnished. We must at all events proceed by steps as we can command the requisite agency. The Government of Bombay judiciously caution the Board of Education "against the mistake of extending their operations beyond the point at which they can ensure that each establishment shall be thoroughly efficient." The first step might be to establish one Provincial school, two Zillah schools, and a proportion of Tahsildaree schools in the districts in which the Provincial and the Zillah schools are located respectively. Proceeding thus gradually, it will be some time before the income, immediately available, would be exhausted, and in the meantime the system would be well tested. In the sketch given above, I have not, from the want of data, provided particularly for inspection; but inspection I deem to be an essential ingredient in the system, which must be provided for when a practical plan is prepared.

Constitution of the proposed Council of Education.

the Board of Governors for the University in the new Council, as the President proposes, for though it in form annuls the fundamental rules on this head, it maintains them in spirit, especially in the material point of admitting a certain number of natives to take a share in the Government of the institution. The list of the Council proposed by the President contains the names of eight native gentlemen, the number required by the rules being seven. The President of the present Board, Mr. G. Norton, whose exertions to promote native education generally, and especially to advance this institution, have been eminently conspicuous, and all his colleagues in the Board, are, I am glad to see, nominated to take a part in the new Council, the former as Vice President, and the latter as Members. My wish would be that Mr. Norton should continue to conduct the detail management of the University as President of a Committee of the Council to be specially charged with that duty,—an arrangement which would seem to

Proposed acknowledgment to Mr. Norton the President and his coadjutors in the University Board concurred in.

to the amount of 50,000 Rupees per annum, I cannot doubt that when a necessity is shewn for it, the Honorable Court will be ready to increase the grant of 50,000 Rupees, at present allowed to us, to an amount more in proportion to the population

55. If we were assured by the Honorable Court of such an augmentation eventually, according to our need, we might lay out our present funds, (exclusive of the annual grant) so as to make the scheme of Provincial, Zillah and Tahsildaree schools complete with-

56. I believe I have noticed in the course of my remarks all the topics touched upon in the President's Minute, but the constitution of the new Council of Education. I see no substantial objection to merging the Board of Governors for the University in the new Council, as the President proposes, for though it in form annuls the fundamental rules on this head, it maintains them in spirit, especially in the material point of admitting a certain number of natives to take a share in the Government of the institution. The list of the Council proposed by the President contains the names of eight native gentlemen, the number required by the rules being seven. The President of the present Board, Mr. G. Norton, whose exertions to promote native education generally, and especially to advance this institution, have been eminently conspicuous, and all his colleagues in the Board, are, I am glad to see, nominated to take a part in the new Council, the former as Vice President, and the latter as Members. My wish would be that Mr. Norton should continue to conduct the detail management of the University as President of a Committee of the Council to be specially charged with that duty,—an arrangement which would seem to fall in with the view signified by the Honorable Court of Directors in the 3rd paragraph of their Despatch No. 20 of 1847. The acknowledgment which the President proposes to make to Mr. Norton and his co-adjutors I cordially concur in.

57. The Council is to consist of a President, five Vice-Presidents, and twenty Members. Among the members are to be found representatives of every class. The list contains the names of eighteen Gentlemen (two places being left vacant). Of these eight are British Gentlemen (one a member of the Civil Service, three Military Officers, one Medical Officer, one Barrister, two Merchants) two are East Indian Gentlemen (one in business on his own account, one a retired servant of the Government) eight are Native Gentlemen (five Hindoos, one Christian, two Mahomedans). The Vice-Presidents, beside Mr. Norton the present President of the University Board, are four gentlemen occupying the highest posts in the Civil Service.

Office of President of the Council of Education.

ago to request that I would undertake it. Although I felt that from the want of theoretical knowledge and practical experience I was little capable of conducting the proceedings of the Council of Education, and expressed this feeling unfeignedly to the Right Honorable the Governor, I told him at the same time that I placed myself cheerfully at his disposal, and would be ready to act as President if he thought it of real importance that I should do so. Since I have gone more into the subject I have become more sensible of my inaptitude for an office of this nature, and more doubtful of my being able to be of any use in it; and considering how short a period now remains during which I shall retain the

Suggestion of Mr. Elliott that it may be advisable to substitute for him during the short period that now remains of his term of service as a Member of the Government, the gentleman appointed by the Court of Directors to succeed him at the Council Board, that he may initiate what he will have to carry on. But Mr. Elliott, perfectly willing to officiate as President if the Governor thinks it preferable.

The Council being so numerous, necessary for Government to select from it an executive Committee.

Powers to be vested in it. plans and rules laid down for them respectively. Their proceedings should be laid before the Council periodically. They should not have authority to introduce any innovation of importance in principle, or to make any change of moment in the management of the institutions under their government, without the consent of the majority of the Council expressed at a meeting. Any new measures they might think advisable should be submitted to the Council for consideration. No new measures should be proposed to the Council without having been previously laid before the executive Committee. It will be necessary to form other Committees;—for example, for the administration of the University, for the improvement of the vernacular literature,

58. Sir Henry Pottinger, deeming it expedient that a Member of the Government should occupy the post of President, did me the honor some time ago to request that I would undertake it. Although I felt that from the want of theoretical knowledge and practical experience I was little capable of conducting the proceedings of the Council of Education, and expressed this feeling unfeignedly to the Right Honorable the Governor, I told him at the same time that I placed myself cheerfully at his disposal, and would be ready to act as President if he thought it of real importance that I should do so. Since I have gone more into the subject I have become more sensible of my inaptitude for an office of this nature, and more doubtful of my being able to be of any use in it; and considering how short a period now remains during which I shall retain the

qualification of being a Member of the Government, I have thought it proper to suggest to the Governor that it may be advisable at once to substitute for me, as President of the Council of Education, the gentleman appointed by the Court of Directors to succeed me at this Board, and thus assign to him to initiate what he will have eventually to carry on; assuring him however of my perfect willingness to officiate as President, if under all the circumstances he thinks it preferable to abide by the first arrangement, so long as I sit at this Board; I am therefore in his hands.

59. The President has stated reasons, which I defer to, for making the Council of Education so numerous. But I would submit that it is necessary for Government to select from it an executive Committee to carry on the administration practically. This Committee should be vested with all the powers of the general Board for the efficient working of the institutions under their government, according to the plans and rules laid down for them respectively. Their proceedings should be laid before the Council periodically. They should not have authority to introduce any innovation of importance in principle, or to make any change of moment in the management of the institutions under their government, without the consent of the majority of the Council expressed at a meeting. Any new measures they might think advisable should be submitted to the Council for consideration. No new measures should be proposed to the Council without having been previously laid before the executive Committee. It will be necessary to form other Committees;—for example, for the administration of the University, for the improvement of the vernacular literature,

and perhaps the inspection of vernacular schools at the Presidency, for the direction and superintendence of schools or classes for the training of schoolmasters, and for the organization of schools in the Mofussil. But I am not sure that it is requisite that any but the Executive Committee (unless it be the Committee for the administration of the University) should be appointed by Government.

Composition of the Executive Committee.

60. The Executive Committee, I think, should be composed of the President, a Vice-President, and five or seven Members. I would beg leave to propose that Mr. Morehead be Vice President, and that the Members be Mr. Pycroft, Mr. T. Key, Mr. J. B. Norton, Mr. Carstairs, and one of the three following Gentlemen Captain Losh, Mr. Ouchterlony, Major Balfour, or all of them if the number is to be seven, or two of them and one of the native Gentlemen.

Secretaryship.

61. I agree with Mr. Thomas that it is desirable "to have a Secretary with no other duty, who will throw himself with all his heart and energies into the work," if one can be found duly qualified, who for the remuneration that can be afforded will devote himself to the discharge of the office for a lengthened period; for this is a point of essential importance, the permanency of the Secretary being most conducive to consistency in the administration.

62. The next best arrangement will be to appoint to the Secretaryship one whose other substantive appointment is not of a nature to require constant daily attendance at an office, and the duties of which can be discharged ordinarily at the time most convenient to the incumbent, so as to leave him free in general to devote himself chiefly to the business which the Council may require him to perform, and to be ready to attend upon the Council and Committees, especially the Executive Committee, as there may be occasion. It might be well to make this appointment provisional in the first instance for a certain period, to give opportunity for testing the qualifications of the person appointed for duties so peculiar, and, if the appointment is to be held conjointly with another, to ascertain whether the avocations of the two are compatible.

A copy of the President's Minute dated 6th June, was furnished to me on the 10th.

63. In conclusion it is proper that I should apologize for the protracted period that has elapsed while I have been engaged on this subject. I have stated at the beginning how much I had to read to prepare myself for the consideration of it. I was not well when I commenced writing this Minute, and it was unfortunately necessary to suspend it after a few days from the indisposition caused by an accident. After I was able to proceed with it, I was frequently interrupted by the necessity of giving attention to other subjects of importance which could not be deferred, some of which occupied me whole days. These circumstances will perhaps be considered sufficient to account for a delay which I regret.

(Signed) D. ELIOTT.

5th August 1851.

APPENDIX B. B. B.

Public Department.

Extract from the Minutes of Consultation, dated 12th April 1852.

1. By the 10th fundamental rule of the Madras University it is declared

that the Board of Governors shall consist of fourteen Members. The Governor in Council being of opinion that the number might advantageously be augmented to sixteen, directs the modification of that rule accordingly.

The Governor in Council is pleased to appoint the following Gentlemen to be the President and Governors of the Madras University and High school.

President.

George Norton, Esq.

Governors.

- | | |
|------------------------------------------|--------------------------------------|
| 1. J. B. Norton, Esq. | 9. Major G. Balfour, |
| 2. C. Runganadum Sastry, | 10. Lieut. Colonel F. A. Reid, C. B. |
| 3. James Ouchterlony, Esq. | 11. Mariasoosay Moodelly, |
| 4. C. Streenévassa Pillay, | 12. Casavooloo Naidoo, |
| 5. Thomas Key, Esq. | 13. C. Ramanjooloo Naidoo, |
| 6. C. Cunniah Chetty, | 14. Captain Wilson, |
| 7. Thomas Pycroft, Esq. | 15. Mr. Rencontre, |
| 8. Asuph Jung Bahadar Eatimad-ood Dowla, | 16. To be filled up hereafter. |

True extract

(Signed) J. D. SIM,

Depy. Secy. to Govt.

APPENDIX C. C. C.

2d July 1852.

MINUTE OF THE BOARD OF GOVERNORS OF THE MADRAS UNIVERSITY,

Suggesting several measures deemed by them of essential expediency for promoting the successful progress of that Institution, and towards the advancement of Education generally in the Presidency.

1. This Board of President and Governors of the Madras University having been re-constituted under an order of the Right Honorable the Governor in Council, dated 13th April last, and having had entrusted to them the task of submitting to Government any expedient measures, not only for promoting the successful progress of the institution under their more immediate charge, but also towards organizing other institutions with a view to the more general diffusion of education throughout the Presidency, take the earliest opportunity of laying before the consideration of Government the result of their first consultations directed to these objects.

2. There being at present but one single institution throughout the Presidency, founded by, or under the immediate control of, Government, namely: the *High School of the Madras University*—the duties to be undertaken by the Board in organizing any general system and in establishing further educational institutions will prove of an extensive nature, and will call, probably, for several communications from us in detail, and embracing many important topics. In the first instance our Board have confined their attention to those which they have considered of the most general importance,—forming indeed the foundation of ulterior measures.

3. These topics are the following :—

First.—The issuing of Test Certificates of educational attainments, upon a regulated scheme.

Secondly.—The organization of *Primary* Schools both in the Provinces and at Madras itself, as well as one or more *High Schools* in subordination to the central institution of the Madras University.

Thirdly.—The erection of a suitable structure in a suitable situation for the High School and eventually for the collegiate classes of the Madras University.

Fourthly.—The improvement of the system of vernacular instruction, including the preparation of competent vernacular teachers and also of vernacular Class Books.

4. For the purpose of giving the maturest consideration to these subjects, our Board divided itself into four Committees of six Members each, and each presided over by the President. Each Committee passed under their review the whole of the Minutes and Correspondence of the former Board of Governors upon the several matters thus taken up, and the final recommendations which they had submitted in detail for the sanction of Government. After a mature deliberation in two meetings, resulting in some modifications of the resolutions of the previous Board, each Committee drew up its report and these reports were further considered by the full Board. The measures, therefore, now submitted incorporate the concurrent views both of the former and present Boards in all main points, and are such as are deemed (independently of other measures of detail which may become the subject of future and early reference) essential towards promoting the success of the Madras University, and establishing it on a firm foundation, and also towards organizing a more general system for the promotion of education among the people at large.

5. And first as regards the Test Certificates of educational attainments.

6. Our Board think it superfluous to recapitulate the reasons which in the copious communications from the former Board are set forth in support of the principle of this measure, or to explain again those rules of detail on which the examinations and the issuing Test Certificates are proposed to be founded. Those reasons and explanations are to be found at large in Appendix H. to the first Annual Report, and certain revised rules (which have met with the sanction of the Supreme Government) are to be seen in Appendix E. to the second Annual Report. The letter of the former Board of Governors of 6th June 1848, forwarding these rules as still further revised, contains their latest views on this subject. Our Board have adopted (with the modifications about to be noticed) these latest revised rules (which are appended to this letter) and we earnestly recommend them for the approbation of Government.

7. It may be observed by Government that in the Test Rules now finally submitted, our Board have omitted one of the former Rules, which provided that Proficients of the High School should (upon the credit of that degree) be exempted from any further examination, and be classed with those who may obtain a *Superior Test*.

8. Further modifications of the Rules are to the following effect.

9. That in the requisitions for a *General Test* qualification, a knowledge of the globes, and of the extraction of the square and cubic roots be omitted; but that every General Test Candidate should be indispensably required to possess a grammatical knowledge of one vernacular language, and be able to write a fair hand both in English and in one vernacular language.

10. That for the Superior *Test* Qualification every Candidate should possess a thorough grammatical knowledge of one vernacular language, to be tested by construing and parsing from an approved work, in addition to the essay already prescribed, and that he be able to write a fair hand, both in English and in one vernacular language.

11. Our Board particularly desire to submit to the attention of Government our unanimous opinion as to the expediency of the employment of *paid* public examiners, as recommended in the former Board's letter of 8th September, 1842, except that we consider that the holding examinations *half* yearly will be sufficiently frequent for the present. We desire to submit the choice of examiners altogether to such course as Government may see fit to take, without naming any.

12. We have judged it fitting to acquaint Government that on this subject of Test Certificates our Board are not unanimous on one point. Out of fourteen members who have voted, ten are for retaining the sixth and subsequent rules, while four are in favor of omitting them, and for leaving heads of offices unshackled as regards admission of Candidates for employment, substituting a rule to the effect that lists of all qualified Candidates should be published periodically in the *Gazette*.

13. *Secondly*.—As to the organization of *Primary* and Provincial seminaries.

14. Hitherto no Schools of a primary or elementary quality have been founded under the auspices of Government, and it is now, first, that measures with a view to the elementary education of the masses have been entrusted to our Board's consideration. We are of opinion that the establishment of such seminaries is highly expedient, not only with special reference to the community at large and to the peculiar wants and claims of the people of the Provinces, but also in reference to the supply of competent scholars to enter on a career of superior education in the High School and (eventual) Collegiate Department of the Madras University. For these comprehensive objects our Board unanimously recommend the foundation of Primary Schools both at the Presidency itself and in the Provinces.

15. One Primary School is all that our Board would in the first instance recommend at the Presidency itself. We would recommend four at least to be organized in the Provinces in the first instance, commencing with those four Collectorates in which the former Board in their letter of 15th September, 1842, recommend Provincial High Schools to be founded; viz., Malabar, Bellary, Tanjore, and Masulipatam. The Board would have been disposed to recommend a larger number to be immediately founded, but that we shall perhaps find a difficulty in procuring masters enough, and we would moreover desire to proceed gradually, so as to profit by the experience which the organization and management of these first four schools will afford. We should desire also to fix the establishment of these seminaries in localities

where no other schools exist, or where any such may be obviously inadequate to the wants of the population.

‡ 16. Our Board would also desire to found one or more Provincial *High Schools* in any of the above *Collectorates*, in which a sufficient number of *Scholars* may be found adequately advanced to enter a *High School*, or as soon as such competent *Scholars* may be raised in the *Primary Schools*, or otherwise; and in organizing such *High Schools*, our Board would desire to adopt the principles and the general plan, as recommended by the former Board (vide Appendix G. to first Annual Report); but the scheme itself, as set forth in that Appendix, will require such modifications as more mature consideration and experience in the management of the central *High School* will suggest.

17. Among those modifications our Board have at once to submit that of the control and periodical reports of *Inspectors*, instead of remitting either the *Primary* or *High Schools* of the *Provinces* to the sole government of *Local Committees*. Our Board consider this measure to be absolutely essential. Experience in Bengal has amply shown the futility of any reliance on the efficient government and superintendence by unpaid *Local Committees*, and the same result has been manifested even in *England*. Without this corroborative proof our Board would arrive at this conviction from merely considering the multifarious and laborious duties of all functionaries in the *Provinces*—their dispersion and the continual changes among them. We are nevertheless of opinion that *Local Committees* are expedient, as greatly influencing the progress and welfare of educational institutions, and supplying a wholesome check, as well as some degree of useful control over them. We would, however, desire that their duties should be mainly to meet and consult on matters connected with the Government educational institutions in their *Districts*, according as their President should on occasion summon such meetings, and to act (each of the members) as *Visitors* of those institutions, and we would propose that the *Inspector* for any assigned district should be *ex-officio* a member of each of the *Local Committees* in the district under his charge.

18. Our Board consider that the appointment of one *Inspector* would be sufficient in the first instance, and that his immediate task should be, in conjunction with the *Head Master* of each projected school, to found and organize each such seminary and subsequently to superintend an assigned number of them under the guidance of our Board.

19. Although our Board do not consider it requisite to enter into any discussion, as yet, as to the course of discipline and instruction to be pursued at these seminaries, we would desire to state our recommendation that in the *Primary Schools* particular attention should be directed to vernacular instruction, with a view to the eventual requisition of a thorough grammatical knowledge of one vernacular language by all *Candidates* for admission in the several *High Schools*; and the vernacular instruction in the *High Schools* should be directed to the critical and philological cultivation of those languages, with the special view (independently, of general objects) of training competent teachers, translators and original authors in the vernacular languages.

20. *Thirdly*.—Our Board advocate the erection of a suitable structure for the central institution in a more appropriate locality. This is a measure that has been urged on the consideration of Government from the first organization of the High School, and the policy of it has been admitted, not only by Government, but by the Honorable Court of Directors, as soon as the permanency of that Institution could be safely assumed. Our Board would especially submit to the attention of Government the communication made to them of 22d June 1847, by which it appears that upon the sanction previously given by the Honorable Court to this measure with the above proviso, this Government recommended its immediate adoption at a cost of 50,000 Rupees, the structure to be commenced on a scale commensurate with the comprehensive design of the institution, and gradually enlarged according to its increasing requisitions.

21. After much inquiry on the most appropriate locality for such a structure, our Board desire to recommend for selection one of three, which we name according to the order of their preference.

1st. The site on which the buildings, commenced for a Penitentiary, stand. A larger space will be desirable than at present included within the surrounding wall, and which appears to be available. A road passing immediately on one side of the wall might be turned without detriment to the public. The ground would be required to be drained, and the level perhaps somewhat raised, but the lowness of the ground would not, as it appears to our Board, form that material objection, which, it is reported, discommends it as a site for a prison. The situation is central, in reference to the population of the Black Town on one side, and of Chintadrapett and Triplicane on the other. Some portion of the present structure could be turned to good account, so as to admit of an almost immediate transfer of the High School; and part of the building might be now, and perhaps permanently, occupied for a Primary School, proposed, as already stated, to be established. There is, however, a burning ground at no great distance on the North West side, which it appears peculiarly desirable to have removed.

2d. A piece of open ground is situated immediately at the back of the American Presbyterian Chapel, near the river Coum, which might be enlarged by enclosing the unoccupied ground between this piece and up to the river's brink, and by purchasing (if requisite) some of the adjoining ground on which some buildings stand of no great value. The greater part of this ground, however, is private property.

3. A vacant piece of ground (belonging to Government) immediately adjoining the Esplanade and near the General Hospital, on the North West side. This spot is of small extent, being between the Esplanade road and the houses of that part of the Black Town in its rear, and it is doubted whether by itself it would be large enough under any arrangement; as certainly a play ground, a tank and offices of various kinds are most desirable, if not absolutely requisite. If a space in the rear could be purchased, which is occupied by houses of little intrinsic value, it might be made large enough for all essential purposes, and the site, on the very borders of the Black Town and at no great distance from other populous localities, has its special recommendations.

22. *Fourthly*.—The improvement of the system of vernacular instruction. Our Board are of opinion that in the Primary Schools which we have proposed, particular attention should be devoted to vernacular instruction, with

a view to the eventual requisition of a thorough grammatical knowledge of one vernacular language from all candidates for admission into the High School, and that rewards should be offered for the production of good expositions in the vernacular languages of standard works suited to the purposes of education.

23. As regards the measures which should be adopted for providing efficient vernacular teachers, a difference of opinion exists among the members of the Board. Some of the members, including the President, consider that for the present the recommendations of the Board should be confined to suggesting the adoption of the plan proposed in the Board's letter to Government of the 12th May, 1848, for organizing an improved system of vernacular instruction by means of passed proficient of the High School, who should be instructed to direct their attention to perfecting themselves in the knowledge of their own languages upon the principles upon which languages are taught in Europe, with the view of eventually becoming vernacular teachers; while another portion of the Board (being the majority) acquiescing in the principle of the foregoing plan, that persons of superior general qualifications should be trained for the purpose, would at the same time advocate measures of a larger scope, so as to admit of the services of other competent persons as well as scholars of the High School being rendered available for the object proposed; and they would therefore recommend the establishment in the High School of a class of "pupil-teachers" in the vernacular languages, to be composed of passed proficient and other scholars of eminence in the Institution, and open to such other persons as may hereafter obtain, at the proposed examinations for educational tests, a certificate of the superior grade, and may be willing to enter the class for the purpose of qualifying themselves as Vernacular teachers. They would propose that for this class of pupil-teachers a graduated scale of salaries should be established, which should be applicable to all admitted into it, whether scholars of the High School or educated at other institutions, and that the said pupil-teachers should be subjected to periodical examinations, upon the result of which the Board should decide their claims to the several grades of salary which may be eventually sanctioned.

24. These members of the Board are likewise of opinion that a second class of "pupil-teachers" similar to that proposed by them for the preparation of vernacular masters, should be at once established in the High School for the purpose of training Schoolmasters in the other branches of teaching.

25. The President, and certain of the other Governors who have concurred with him on this point, have considered that any recommendation for the establishment of such classes as those proposed by the majority of the Board is at present premature, and that the Board are not possessed of sufficient information on the subject to enable them to judge as to its feasibility; and although willing to bring the matter under future consideration, are not at present prepared to recommend the establishment of either of the projected classes.

26. The majority of the Board on the other hand are of opinion that the normal classes proposed by them may be brought into operation at an early date, and have deemed it proper that the measure should be submitted for the consideration of the Right Honorable the Governor in Council.

27. In laying before Government the views of the Board on the several subjects which have been brought under consideration in this Minute, we desire

to express our strong conviction of the essential efficiency of the three first of the measures proposed ; and although divided in opinion in regard to the scope and extent of our present recommendations to Government in regard to the measures expedient for the improvement of the system of vernacular instruction, we are all equally alive to their importance.

28. The first and fourth of the measures proposed we consider as immediately, and the second and third as indirectly, promoting the success of the Madras University, and all of them as best conducive to the spread of sound education, through a course of expenditure which is safe in proportion to its being founded on definite rules and principles. Through the primary schools the cheap means of appropriate education would be afforded to the lower orders, and through the high school an education of a superior quality would be afforded to the higher and wealthier classes, and also to the poorer scholars, who by their talents and diligence might earn their education by their merits and the bounty of endowments. The test certificates, we conceive (the majority of the Board advocating the necessity of the guarantee of the 6th rule) would prove an all-powerful incentive, and not less efficacious in the moral and mental elevation of the people, than in advancing the service of Government.

29. Our Board are unable to lay before the attention of Government at this moment any accurate data of the current expenditure required for carrying out the designs we propose. But it is necessary to mention that it will very far exceed that which at present is appropriated to educational objects, and may ere long reach that authorized in Bombay (which appears to be nearly 150,000 rupees) although probably for some years to come it would fall short of it. The present expenditure amounts to about 26,000 rupees per annum. To carry out the objects of the measure now proposed would probably cost upwards of 100,000 per annum, and, if success should attend them, the gradual increase of scholastic institutions would soon considerably exceed that annual expenditure. It becomes therefore a primary consideration with our Board whether we may look to the supply of adequate funds, as otherwise our labour would be altogether futile.

30. In endeavouring to make a mere proximate estimate, founded in some measure on the outlay of similar establishments in other Presidencies, we should say that the annual expenditure of the High School (if adequately filled, at 500 scholars) would be double the present, say 50,000 rupees ; and if two or more collegiate classes were formed, it would amount to perhaps 60,000 rupees. The establishment of a Provincial High School, receiving at the commencement about 100 scholars, might be set down at an annual cost of 15,000 rupees per annum, and four Provincial Primary Schools, each receiving about 200 scholars

Note.—It may be observed that the late Council of Education calculated the cost of a Provincial School (of the quality of the proposed primary schools) at rupees 9,600 per annum for 300 boys—to which cost Government did not intimate any objection.

at the commencement, might be calculated to cost 10,000 rupees per annum each. A Primary School of 500 scholars at the Presidency itself would probably cost about 20,000 rupees per annum. The salary of a competent Inspector we should hardly set at less than 10,000 rupees per annum, and the expenditure for Public Examiners (which has heretofore estimated at 7,500 rupees per annum, when it was proposed that they should examine quarterly) would be probably 4,000 rupees in examining half-yearly. By this very rough and approximate calculation (which we think rather over than under estimated) an expenditure is shown of about 1,50,000

rupees per annum. But of course for a few years, at all events, it will not amount to so much. It should be observed, however, that the expenditure is not likely to increase in the ratio of the seminaries founded, particularly as regards those for the higher and wealthier orders, for the advantages of education, as they become more palpably apparent, will soon induce the latter classes to pay for it at something like a proportionate rate.

31. But our Board are encouraged to hope that this present proposed annual expenditure will not be greater than existing means would warrant, any more than it would be beyond the expectations of Government. The unexpended accumulations in the Parliamentary Grant of 50,000 rupees per annum, for so many years, may perhaps amount to 10 lacs and the accumulated Pagoda Funds to a sum little short of that. The mere interest of this sum, together with the current Parliamentary Grant, would suffice for all wants for several years to come, and it is not too much to expect that hereafter an annual sum might be appropriated for the general objects of education, equal to what, beyond the Parliamentary Grant of 50,000 rupees, is expended in the Bombay Presidency.

32. On this head our Board wish to add that the cause of education generally might be greatly promoted by the grant of sums *in aid* of any permanent and prospering institution, without distinction as to religious discipline or tenets, by which system not only would cost be materially lessened, but differences on religious grounds avoided. We do not however enter into any discussion on this topic at present, as it is somewhat foreign to the immediate object of this communication, and the condition of the country does not appear such as to admit of any practical adoption of this course at the present moment.

33. In case these views and designs shall be approved of, we shall proceed to lay before Government in detail the course we would propose to adopt in carrying out the measures suggested, and the specific items of expenditure to be sanctioned, including general rules of discipline and instruction at the schools, general instructions to the Public Examiners, to the Inspector, and to the Local Committees, and also the amounts of fixed salaries.

MADRAS UNIVERSITY, }
 2d July, 1852. }

(Signed) GEORGE NORTON,
President.

APPENDIX TO MINUTE OF THE UNIVERSITY BOARD, UNDER DATE THE 2D JULY, 1852.

Proposed Rules for the Public Examination of Candidates for the Public Service.

I. Public Annual Examinations shall be appointed for the purpose of conferring Certificates or Tests of Educational qualifications of Candidates (not being Covenanted Servants) for offices and employments in the Public Service.

II. Such Tests of qualification shall be of three grades ; namely, General Tests, Superior Tests, and Special Tests for particular departments.

III. The qualification for a General Test shall be as follows :

The Candidate must exhibit a thorough knowledge of the general rules of English Grammar, prose correctly, and correct false Grammar.

He must be able to read with facility and correctness passages of English prose selected from standard authors. He must be competent to pass an examination in some elementary work on moral principles, or if a Christian, in the New Testament. He must know the leading facts in the Histories of England and of India. He must be so far acquainted with Geography as to know the form of the Earth, its great divisions and subdivisions into countries, the names of the capitals of each country, the names and positions of the chief mountains, and the origin and course of the chief rivers. He must be able to delineate skeleton maps. He must write a fair hand; and this shall be considered an indispensable qualification.

He must have a knowledge of Arithmetic, including Addition, Subtraction, Multiplication, Division, Reduction, Rules of Proportion, Fractions, Vulgar and Decimal, and Practice.

He must know the elements of Physical Astronomy.

He must possess a grammatical knowledge of some one vernacular language and be able to translate therefrom into English and from English into some one vernacular language.

The qualification for a Superior Test shall be as follows :

The Candidate must be able to explain passages into prose and verse selected from standard authors.

He must be competent to pass an examination in some work in Moral Philosophy or in the Scriptures if a Christian.

He must know the leading facts in Universal History, with special reference to the Histories of Greece, Rome, India, England and Modern Europe.

He must have a knowledge of Mathematics including Algebra, Mensuration of Heights and Distances, the six first books of Euclid, Plane and Spherical Trigonometry and Conic Sections.

He must have a knowledge of Natural Philosophy including Physical Astronomy and the elements of any two of the following sciences, namely, the General Principles of Mechanics, Hydrostatics, Pneumatics, Optics, Chemistry and Political Economy.

He must compose fair essays in English and also in some one vernacular language, and must possess a thorough grammatical knowledge of one vernacular language to be tested by construing and parsing from an approved vernacular work.

The qualifications for a Special Test shall be as follows ;

The Candidate must produce a certificate of a General or of a Superior Test.

In the Judicial Department.

He must be acquainted with the elements of Public Law.

He must be acquainted with the general principles of Hindoo and Mahomedan Law.

He must have a general knowledge of the Acts and Regulations of Government and the vernacular form in Judicial procedure.

In the Revenue Department.

He must be acquainted with the general Principles of Political Economy.

He must have a general acquaintance with the statistics and resources of India.

He must have a general knowledge of the Acts and Regulations of Government and of the vernacular forms in use in the Revenue Department.

In the Engineering Department.

He must have a knowledge of the elements of Industrial Mechanics, Force and Resistance, Geometry and Mensuration.

He must be thoroughly versed in linear drawing and perspective.

IV. The following rules shall be observed in the examination of Candidates.

Lists shall be from time to time prepared and published of the subjects of examination appropriate to each quality of test, and of one or more books appropriate to each subject, in reference to which books the examination shall proceed.

The Candidates shall be at liberty to name any book, when several are offered in such lists for choice. Such lists shall be published a year before the holding each examination.

Sets of questions in the various branches of study according to the quality of test competed for, shall be prepared; and the days on which examinations shall be held, shall be fixed and published within a reasonable time beforehand.

The Candidates shall be assembled for the purpose of composing essays and answering written questions in one room, without books, papers, or references of any kind.

They shall not be allowed to communicate with each other during the time of examination.

They shall be required to answer the written questions, and write the appointed essays, without any assistance whatever. Any attempt at unfair means shall subject the offender to exclusion for ever from examination.

An uniform standard of value for each written question shall be fixed according to its intrinsic importance.

A perfectly correct and complete answer will obtain the full number of marks attached to the question; an imperfect answer will obtain a part only of the full number in proportion to its approximation to correctness and completeness.

At least 50 per cent. of the aggregate number of marks attached to an entire set of questions will be necessary to entitle a Candidate to his test.

All answers must be written on one side only of the paper; and only one answer is to be written on any piece of paper.

At the close of each day's examination, each Candidate shall deliver to the person officiating in such behalf his answers or essays, signed by himself.

The place of each successful Candidate shall be determined by the relative merit of his examination.

A Candidate who shall fail to prove his qualification for the test competed for shall not be permitted to present himself for examination more than three times for the same test.

V. The President and Governors of the Madras University or the Council of Education, as the case may be, shall issue Tests of educational qualifications in a regular form, according to the quality of the respective tests, and may note upon the test any distinguished merit.

VI. The tests of educational qualifications shall not constitute an absolute title to any Government employment, since qualifications for office must equally depend on experience and aptitude for business and integrity ; but persons producing tests shall be entitled to a preference to any vacant office or employment under Government held by Uncovenanted Servants, over all other Candidates not having such tests and who may not possess superior qualifications in other respects and upon the whole.

VII. All persons producing Superior Tests shall have a preference in selection for the Public Service over other Candidates who may have only attended a General Test.

VIII. Special attention shall be due to the order of merit or scale of honor, in which Candidates may have been ranked.

IX. All persons producing a Special Test shall be entitled to a preference in those departments respectively of the Public Service to which their Special Tests may apply.

X. All Heads of Departments and offices and others having the power of selecting the appointments in the Public Service, are required to take all expedient measures, when vacancies arise, for facilitating the applications of Candidates qualified by educational tests.

XI. Nothing in these Rules contained shall preclude Heads of Departments or others from recommending to the sanction of Government the promotion of any persons holding appointments at the date of those Rules to any offices becoming vacant in preference to those producing tests upon special grounds to be stated on their behalf.

(Signed) A. J. ARBUTHNOT,

Secretary.

APPENDIX D. D. D.

Madras University, 14th October, 1852.

FROM A. J. ARBUTHNOT, ESQ.,

Secretary to the Madras University,

TO SIR H. C. MONTGOMERY, BART.,

Chief Secretary to Government, Fort St. George.

SIR,

I. I am directed by the Governors of the Madras University, to submit for the consideration of the Right Honorable the Governor in Council the accompanying copy of a letter, which, with the sanction of Government, the Board propose forwarding to the principal Government Officers in the Mofussil, requesting information as to the existing state of education in their respective dis-

“ On this head our Board would wish to add that the cause of Education generally might be greatly promoted by the grant of sums *in aid* of any permanent and prospering Institution without distinction as to religious discipline or tenets, by which system not only would cost be materially lessened but differences on religious grounds avoided. We

“ do not however enter into any discussion on this topic at present, as it is somewhat foreign to the immediate object of this communication, and the condition of the country does not appear such as to admit of any practical adoption of this course at the present moment.”

tracts and as to the feasibility of introducing into them the Grant-in-aid system to which reference was made in the 32d para. of the Board's Minute forwarded to Government, under date the 2d July last.

2. Should the Government see no objection to the transmission of the letter in question, which, it will be observed, conveys no pledge as to the intentions of Government in regard to the matter to which it refers, but merely has for its object the collection of information to enable the Board to prepare a detailed report as to the feasibility of adopting the system proposed, I am directed to request that the Board may be favored with early orders on the subject.

I have the honor to be, &c.

(Signed) A. J. ARBUTHNOT,

MADRAS UNIVERSITY, }
14th October, 1852. }

Secretary.

TO THE COLLECTOR OF

SIR,

1. The Governors of the Madras University having for some time past been engaged in considering the best means of extending education throughout the provinces of this Presidency, have directed me to request that you will favor them with such information as it may be in your power to afford, in regard to the educational institutions at present existing in the district under your charge, and the extent of co-operation on the part of the community, both European and Native, which any measure for the diffusion of education would be likely to receive.

2. The question is one of great national importance, and at the same time is encompassed by difficulties which cannot be readily overcome; and although the Board are satisfied, that, without the direct interference of Government by the establishment of Government schools for the instruction of the Native community in the higher branches of Literature and Science, no marked improvement can be expected to ensue, they are equally alive to the fact, that for the establishment of any efficient system of national education, the means available to the Government are wholly inadequate, without a zealous co-operation on the part of the people themselves.

3. Impressed by these views the University Board have recently recommended to Government that sanction should be granted for the organization of Provincial High Schools at certain of the principal towns in the Mofussil, at which the educational institutions already existing may have furnished a supply of scholars qualified to enter upon the higher course of instruction, which it will be the object of these High Schools to impart; and they have also suggested the establishment of Primary Schools in such populous localities as may be at present altogether wanting in the means of elementary instruction of an efficient kind.

4. As, however, has already been observed, the funds which would be required for the establishment of any adequate number of such institutions, supported entirely at the Government expense, would be more than could be afforded from the resources of the state, unassisted by private contributions; and it has therefore appeared to the Board, on a mature consideration of the subject in all its bearings, that with a view to place upon a more efficient footing the schools which have already sprung up at various places, and to encourage the establishment of similar institutions elsewhere, the system of a Grant-in-aid, which has already been found to operate most successfully in Great Britain, might with advantage be adopted in this country and would ere long be attended with the most beneficial results.

5. The leading features of the Grant-in-aid system are as follows :— The assistance of Government is granted in aid of local efforts, by grants of money in augmentation of subscriptions raised on the spot; the grants being invariably made for certain specific purposes, such as the erection of School Houses, the salaries of Schoolmasters or Mistresses, the erection of houses for Schoolmasters, or the supply of School furniture or books; subject to the condition that a certain proportion of the estimated expenditure shall have been previously subscribed or guaranteed by the residents of the locality, and that the Schools shall be always open to the inspection of Government Inspectors.

6. It is also an invariable rule that before any grant is made, the School buildings and the ground upon which they are erected, shall be permanently assigned over in trust for educational purposes; that the buildings shall be of certain dimensions and form; that the School furniture shall be of the prescribed description, that the books used in the School shall be such as are approved by the Committee of the Privy Council on Education, and in those cases in which the grant is applied in augmentation of the salary of the Schoolmaster, the Master is at any time subject to an examination as to his attainments by the Government Inspector, upon whose report it is determined whether the grant shall be continued, or in the event of the report being favorable, whether the salary shall be increased.

7. There are other arrangements carried out under the direction of the Committee of the Council on Education for providing efficient teachers by the establishment of Normal Schools and of classes of pupil teachers, which the Board consider might with advantage be introduced in this country, but to which at present it is unnecessary to advert.

8. One of the main advantages of the system, and one which renders it peculiarly applicable to the existing state of society in India, is the avoidance of all difficulties in regard to religion; the grant being available for all schools, of whatever denomination, provided the instruction imparted be of an efficient character.

9. The University Board have already expressed to Government their favorable opinion of the plan referred to, and in order to enable them to furnish a detailed report as to the extent to which it might be rendered available for the extension of education among the Native population, I have been directed to address the principal Officers of Government in the several districts under this Presidency on the subject, and to request that they will furnish the Board with such information as they may be able to afford in regard to the state of

education in their respective districts ; stating whether there are any and what schools at present in existence, to which the Government aid might with propriety be granted, and the proprietors of which would be willing to accept it on the conditions above specified, and also to what extent the inhabitants of the principal towns, whether European or Native, would be willing to co-operate with the Government by subscribing towards the establishment of new schools upon similar principles.

I have the honor to be, &c.,

MADRAS UNIVERSITY, }
 30th November, 1852. }

(Signed) A. J. ARBUTHNOT,

Secretary.

No. I.

Tabular Statement shewing the state of Scholastic Education in the District of

1 Number of Schools in the District.	2 Number of Free Schools.	3 Number of Schools in which fees are charged for in- struction and the amount of fees.	4 Number instituted by Missionary or other bodies.	5 Number instituted by Natives.	6 Number of Pupils under scholastic instruction in the District and pro- portion of their number to the number of teach- able youths.	7 Number of Schools in which English is taught.	8 Number of Schools in which the ver- nacular languages only are taught.
							•

32

No. II.

Statement shewing the constitution of and the nature of the instruction imparted in the school of — in the District of —

1	2	3	4	5	6	7	8	9	10	11	12
Name of the school and of its founder, date of its establishment and amount of rent paid for the school building, or if the property of the proprietor of the school, the cost of purchase, size of building, whether or not well fitted for educational purposes, and whether entirely reserved for those purposes or not.	Subjects and Languages taught.	Number of classes and of scholars in each, and also in each language taught.	Subjects and languages studied and books in use in each class.	Rates of fees paid by the scholars in the several classes. N. B.—If a free school it should be so stated in this column.	Number and names of Masters, whether Europeans or Natives.	Where educated, and are they solely employed in education.	Their respective salaries and qualifications.	From what classes of society are the pupils in the school generally.	Is religious instruction given, and if so, is attendance at it compulsory or optional.	In what estimation is the school held by the people generally.	Is the instruction imparted sound and is the school deserving of the aid of Government, and are the proprietors or proprietor desirous of a grant in aid on the conditions adverted to in the Board's letter.

MEMORANDUM* BY MAJOR G. BALFOUR.

Although unwilling to add to the mass of papers on the subject of education already on the records of the High School, I beg to submit, in the form of a Memorandum, a few suggestions for the consideration of my colleagues.

I propose that the "*Grant in aid system*," that has been found to operate so well under the Council of Education in England, be taken as a guide in carrying out a scheme of instruction in this country, where the desire for knowledge and the amount of education of one kind or another will bear a comparison with what exists in England.

The chief advantage of the "Grant in aid" system is its tending to obviate all difficulties as to religion (a question which in the present day cannot be overlooked in the establishment of any scheme of education,) without compromising religious opinions of any denominations, and it further solves the difficult problem how to afford national or Government support to education without enslaving the national mind by bringing all to one prescribed standard.

The principle on which the Council of Education have acted is as follows. They defray themselves the whole or nearly the whole of what may be called the central expenses, viz. those of training schoolmasters, supporting inspectors of schools, and compiling some school books; while their operations in support of actual teaching are only of that kind from which the name of the system has been taken; viz. they are confined to assisting local efforts by grants of money in aid and in augmentation of subscriptions raised on the spot. The proportion of the grant to the sum subscribed to meet it varies with the character of the locality: more being properly given from the public fund to poor than to wealthy neighbourhoods. But the great distinguishing characteristic of this system is that the functionaries charged with the duty of distributing the public contribution take no direct part in the management of the schools assisted. They satisfy themselves indeed by the periodical visits of "inspectors," that the instruction given in each one is wholesome and good, and not evil in its tendency; but here their interference stops, and within very broad limits the course of instruction, and especially of religious instruction, is left to the discretion of those immediately concerned in it.

Grants are not given by the Council of Education generally, but for particular definite purposes.

A grant in aid of building a School House.

Do.	do.	Pay of Teachers.	} School Master. } School Mistress.
Do.	do.	Constructing Teachers' Houses.	
Do.	do.	Supplying School Furniture.	
Do.	do.	do. Books for Scholars.	

and it is required that the money shall be strictly applied to the object for which it is granted. Before any such grants are made, special conditions must be complied with, viz.

* This Memorandum, which is not dated, was placed before the University Board previous to the submission to Government of their Minute of the 2d July 1852; but the Board, as then composed, were not prepared to advocate the immediate adoption of Major Balfour's proposition. It was subsequently made the basis of the foregoing Circular.

1st. That the ground, on which the buildings are erected, shall be assigned over in trust for educational purposes.

2d. That the buildings be of certain dimensions and forms.

3d. That the teachers shall at any time be subject to an examination of their attainments, and that their pay be fixed in proportion thereto.

4th. That the school furniture be of the description prescribed.

5th. That the books used in the school be such as are approved of by the Council of Education.

6th. That a certain sum shall have been subscribed, or at least guaranteed by the inhabitants of the locality.

And finally the essential point on which the well working of the system depends, is specially provided for, by all schools being subject to periodical visit and examination by Government Inspectors; the examination varying in nature and extent according to the assistance given for the establishment of the school, and the conditions on which such assistance has been granted.

The difficulties encountered at home in obtaining qualified teachers, suitable school books and efficient Inspectors, will of course be greatly multiplied in this country; and therefore we must not expect great results to be produced immediately, or to see a large array of schools of this description springing up at once, but I confidently believe that by proper arrangements steadily persevered in for a series of years, we may hope to succeed in overcoming impediments to the spread of education (of which that of apathy and indifference is not the least) at any rate far more effectually than by the direct system. And I think it will be the best course to commence our operations at and near the Presidency; because by so doing we shall become personally and experimentally acquainted with the difficulties to be encountered, and the best mode of surmounting them; and thus be gradually prepared for the extension of the system throughout the country.

And with a view to such immediate commencement of operations at Madras, I would suggest that we should at once lay before Government a definite statement of the general principle on which we propose to act, in order to obtain the approval and sanction of Government to it. Should it be so approved by Government we can then proceed to details, and I think we should ask that the full annual grant of 50,000 rupees already authorized by the Court of Directors to be expended on Educational purposes, should be placed at our disposal, and 30,000 rupees the difference between the above sum and the expense of the High School, be laid out in assisting and encouraging the establishment of other schools in and about Madras.

I am aware that objections may be urged to the inferior nature and quality of the instruction, which can as yet be given in these schools, but I would strongly advise that the standard for teaching and for books be not at first fixed so high as to prevent us from giving aid for the improvement of schools of this inferior character, the continuance of such aid being dependent on progressive improvement; and by judiciously apportioning assistance according to the quality of instruction, we shall undoubtedly soon succeed in arousing emulation and a desire for improvement, especially as it will be the interest of the teachers whose salaries are to be increased in proportion to their attainments, to raise the standard of instruction in their respective schools.

The appointment of school Inspectors, the training of teachers and com-

piling and providing school books, are questions to be specially considered: but I may here remark that my experience of the peculiar effects of the uniform system of education in China leads me to lay particular stress on the importance of giving as much latitude as possible in the selection of schoolmasters and school books, in order to avoid the universal stereotyping of ideas which is the result of the Chinese system of education, and whilst carefully excluding both in teaching and books, anything of an immoral tendency, a large number of standard books should be determined on, so as to allow a wide choice to every teacher or local school Committee.

I particularly advocate the commencement of this system, because it appears to me that the questions which have given rise to so much discussion in the High School, as to fees from scholars, number of classes, vernacular instruction, vernacular teachers and number of scholars, will be more easily adjusted when the local schools are brought into operation.

Should Government on this application withhold their approval from the mode of proceeding we shall have selected as the best, I think we must then ask to be favored with the views of Government itself on the great question, how a sound education can best be provided for the bulk of the people of this vast country, in order that, if prevented from acting on our views, we may at least be enabled to use our endeavours to carry out those of the Government.

G. BALFOUR.

APPENDIX E. E. E.

Public Department.

Extract from the Minutes of Consultation, dated 22d June, 1852.

Read the following letters from the Secretary to the Madras University.

(Here enter 8th and 19th June, 1848.)

1. The Governor in Council proceeds to record his sentiments on some of the principal points connected with native education, which have been laid before him from time to time, by the Governors of the Madras University.

<p>Provincial schools.</p> <p>establishment of Provincial schools.</p> <ol style="list-style-type: none"> 1. Trichinopoly. 2. Masulipatan. 3. Bellary. 4. Canmanore or Calicut. 5. Vizagapatam. 6. Combaconum. 7. Cuddapah. 8. Mangalore. 	<p>2. The most important of these, and the one that calls for more immediate notice is the establishment of Provincial schools. This subject has long engaged the attention of the Governor in Council, and after full deliberation it has appeared to him advisable that schools of this class should be ultimately established at important towns like those named in the margin. The monthly expense of these he estimates at 300 rupees each, involving an aggregate outlay of rupees 28,800 annually for the whole, which he calculates to be the highest charge which the educational funds at the disposal of this Government can defray.</p>
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3. The Governor in Council however apprehends that the great difficulty in regard to these schools will arise from the want of competent masters, for he considers that any who may be obtained from England, or even from Calcutta or Bombay, will prove inefficient for practical purposes in the interior of this Presidency. Impressed with this view, he considers that the primary

object of the University Board should be the education of competent masters, and as soon as such can be obtained, some Provincial schools may be founded, at least as an experiment.

4. There is one point, however, intimately connected with this vital question, to which the Governor in Council must here advert, viz. the existence in many localities of very efficient schools conducted by Missionary and other bodies, the instruction afforded in which is willingly received by the natives. Where such exist, the Governor in Council would not only be averse to setting up Government Provincial schools, but he would be inclined, with the Honorable Court's sanction, to assist the former with a portion of the funds which would be saved by their having, as it were, anticipated the views of Government.

5. By thus affording the support and aid of Government to other institutions, which are now, or can be made, the instruments of imparting a sound and liberal education, the general instruction of the people will be rapidly and steadily advanced. Any other course of action, he fears, will be productive of comparatively limited and barren results at an enormous charge, even if it does not retard the cause of education by the apparent opposition and antagonism of the Government and its public schools to private institutions, whether conducted by Missionary bodies or others.

6. Before, however, any conclusion can be safely arrived at on this important matter, the Government require more recent and detailed information than they now possess.

7. With this view, the Governor in Council resolves to call on all Heads of Departments in the Provinces (by Circular) to report direct to Government at their earliest convenience the number and description of all such schools within their districts—the nature of the instruction—the attendance of pupils—the estimation in which they are severally held by the people—the attainments of the masters, so far as they can be ascertained—and, finally, whether it would be desirable to assist the schools in a pecuniary way, or to found others at the expense of Government at the same stations.

8. The Officers from whom this information will be sought, will be warned to abstain in the course of their inquiries from holding out any promise or even hope of pecuniary aid.

Educational Tests.

Secretary Madras University,
dated 8th June 1848.
Do. do. dated 19th June 1848.

9. The Governor in Council deems it unnecessary to examine here the various arguments urged by the advocates and opponents of Educational Tests; but after the most careful consideration of the question, he is unable to give his sanction to the rules proposed in the communications entered in the margin.

10. Without entering into any discussion of the measure in its bearing on the Public Service, or of the expediency of making mere educational attainments the avenue to all public employ, the Governor in Council must record his entire concurrence in the sentiments of the Honorable Court that “the enforcement of an Educational Test requires caution and discretion,” as well as in the opinion pronounced by the Madras Government that “it would be premature and detrimental to the public interests, if not unjust, were the Government now to adopt in all its fulness the measures of the Supreme Government,”

emanating from the Resolution of the Governor General, Lord Hardinge, under date the 10th October 1844.

11. A considerable period has indeed elapsed since the opinions here cited were enunciated, but they appear to the Governor in Council to be as strictly applicable to the present state of public education in this Presidency as they were at the moment when first expressed, and the utmost that he can admit is, that the modified rules passed by this Government under date the 25th June, 1845, be declared still in force and open to all Candidates, wherever educated.

12. If this measure be adopted, it will be for the Government, in the absence of a Council of Education, to nominate the examiners.

13. The nature of the examination should be such as to afford fair scope to the attainments of all scholars. The works studied at any particular school should not form the basis of the examination ; but the award should be in favor of that individual who evinces the most thorough knowledge and mastery of the English language, and possesses the power of transferring passages of solid weight and importance from the best English authors into pure and correct language in his own vernacular tongue, with a fair, but well grounded acquaintance with General History, Geography, Euclid, and the Elements of Western Science.

14. The moral education of the Candidates will also come within the scope of the examination ; for, education alone, without moral character, can form no qualification for offices of trust. The Governor in Council does not attach importance to a minute acquaintance with the peculiar phrases of Shakespear and other refinements of English Literature, or to high scientific attainments, which appear to him equally beyond the requirements of the present day.

15. The tendency of such a system of education appears to him to be to create acute and subtle, but withal superficial, rather than solid, moral and thinking minds, which last are the only foundation of real social progress, and of a vigorous national intellect.

16. The Governor in Council would wish to be furnished with a return, showing the number of scholars who have up to the present time attained a high standard of proficiency, which it is the object of the institution to afford, and the manner in which these have been provided for, either in public or private employment.

17. The Government have on former occasions expressed their doubts of the necessity of immediately erecting a suitable building for the High School and University ; and so far as this measure is considered to bear on the stability of the educational efforts of the state, the Governor in Council sees no reason to alter that opinion. He is unable to admit that the Native population of Madras can entertain any doubt of the earnest desire of Government to encourage and foster education, merely because a public edifice has not yet been built ; particularly when large numbers of scholars attend the Missionary and private schools, where they are certainly not better, if so well, accommodated.

18. There must, in his opinion, be other causes for the paucity of attendance at the High School ; and he trusts the revised Board of Governors will be able to discover these causes, and suggest a remedy for them.

Construction of a Building for the Madras University.

19. The Governor in Council has not hesitated to state his sentiments on this subject (which appear also to correspond with those of the Honorable Court), but he will be ready to give his best and most anxious consideration to any recommendations and suggestions which may be submitted to Government.

Collegiate Classes. 20. When the proposal for instituting Collegiate Classes was laid before the Honorable Court, it was declared to be "altogether premature;" and the Government regret that, so far as the University is concerned, the same observation may be advanced with, if possible, greater truth at this moment.

21. Since then, Medical Classes have been established at the Madras Medical College under the auspices of the Medical Board and the Professors of the College, with such distinguished success, as wholly to supersede the necessity for any further consideration of this important point in connexion with the University; and it is the unqualified opinion of Government that any plan or proposal for the combination of the duties of the Medical College with those of the University, supposing one to be hereafter fairly and fully founded, should be peremptorily negatived.

22. With regard to Civil Engineer classes, no attempt has yet been made in this Presidency to afford instruction in that valuable and important branch of education.

23. The Governor in Council, however, is strongly impressed with the advisability of keeping it entirely separate from the projects of the University.

24. The University could only give scientific lectures, and those of a second rate character; but what is chiefly required in this country is practical skill and knowledge acquired on actual works, combined, as at Roorkee, with the science of the lecture-room.

Improvement of the vernacular department in the High School. 25. The Governor in Council is strongly in favor of placing the vernacular department of the High School on the most efficient footing, because he considers that no amount of purely English education will compensate for a deficiency in the Native languages, whether as regarded as a qualification for public employment or the means of diffusing knowledge among the many who must continue beyond the reach of instruction in English.

29. The importance which the Governor in Council attaches to this subject induces him to abstain from passing any opinion on the improvements suggested in the letter from the Secretary to the Madras University, dated 12th May 1848, until he is informed how far those plans meet with the concurrence of the present Committee.

The Governor in Council has thus expressed his opinion on the more important points connected with the University, without waiting to be addressed in the first instance by the revised Board of Governors, whose suggestions and propositions will, notwithstanding, obtain his best and most impartial consideration.

(True Extract)

(Signed) H. C. MONTGOMERY,

Chief Secretary.

To the Governors of the Madras University.

APPENDIX F. F. F.

*Public Department.**Extract from the Minutes of Consultation, dated 1st November, 1852.*

Read again letters from the Secretary to the Madras University, dated 8th and 9th June 1848, with Draft Minute of Consultation prepared and passed under date 22d June, 1852.

Read also the following letters from the Secretary to the Madras University.

(Here enter 2d and 23d July, and 14th October, 1852., Nos. 5, 7, 8 and 10.)

Para. 1. The enclosure submitted with the first of the letters above recorded, contains the outline of the measures which the majority of the University Board recommend, through the President, for "promoting the successful progress of that institution, as well as for organizing other institutions with a view to the more general diffusion of education throughout this Presidency;" and the second letter and its accompaniments detail the discussion which resulted in the resignation of the President and several of the Governors of the University.

2. Previously to either of the letters noted at the head of these proceedings being laid before Government, the Governor in Council had again carefully perused all the former documents on which questions might be said to have been still pending, and on which the sentiments of Government had actually been recorded in the draft Minute of Consultation prepared and passed under date 22d June 1852; but it being understood that the University Board were about submitting their views on the subject, it was deemed advisable that this draft Minute of Consultation should be kept back, in order that it might be seen on what points and to what extent the Government and the University Board differed.

3. After full and impartial consideration, the Governor in Council does not hesitate to declare his opinion that the moderate views of Government, as laid down in the above draft Minute of Consultation, are much better suited to the existing circumstances and immediate prospects of the primary question of native education in the Madras Presidency, than the more enlarged suggestions of the University Board. The former appear to him to be susceptible of easy and almost immediate application, whilst the latter will necessarily involve reference to the Honorable Court, and consequent further delay, which it is most desirable to avoid.

4. By the preceding observations the Governor in Council by no means intends to reject all the suggestions of the University Board. On the contrary he deems many of them to be very valuable and worthy of early adoption; but others he considers to be premature, and the general scope of the whole to be, not only much beyond what this Government can take upon themselves to authorize, but likewise much beyond the requirements of the instant, and likely to continue for an indefinite period in advance of them, so far as an estimate for the future can be drawn from the past.

5. With this preliminary remark, the Governor in Council proceeds to record his sentiments on the leading suggestions of the University Board, so far as they appear to him to require notice at this time. He adheres to his already recorded opinion that the plan for test certificates, as now submitted, should not be hastily adopted. It seems to him to be calculated for a state of

education for which there is no pretence in this Presidency, and accordingly to be open to strong objections. The rules which accompany the University Board's Minute for examination of candidates for tests appear to be very good, but he does not think that the time has arrived for their immediate introduction, and he concurs with the majority of the Governors that the heads of offices should, for the present at least, be left unshackled in the selection of persons for public employment, with this provision for their information that a list of all candidates who are found on examination, to be qualified, shall be published periodically in the Government Gazette after the proposed half-yearly examinations.

6. The next question urged by the University Board is the establishment of a Primary or elementary school at the Presidency. The Board would appear to have overlooked that such a school did at one time exist; and that it was abolished, apparently to make room for Pat-cheappah's institution. The Governor in Council cordially gives his assent to one being re-established as an *Auxiliary to the High school*, and under such subsidiary rules as the University Board may see fit to lay down.

7. He is not sure that he exactly comprehends the wish of the University Board when they propose *Primary or elementary* schools in the Provinces, but he presumes that they mean what are termed *Provincial* schools already provided for in the draft Minute of Consultation above alluded to. Should it be found expedient to have *elementary* schools in the Provinces *in connection with and subordinate to the Provincial* schools, he thinks that a very moderate outlay should be sanctioned for this object.

8. The Governor in Council must withhold his acquiescence to the proposition for founding one or more High Schools in the Provinces. It is, he conceives, an uncalled for step at present, and instead of turning their ideas to such projects, he would prefer the University Board devoting their energies to the necessary measures for rendering the High School of Madras what it was intended to be at its foundation;—that is, the centre of the future educational arrangements for the entire Presidency.

9. The question of inspectors of schools must be submitted for the consideration and orders of the Honorable Court. That such functionaries would be of essential service, and that they would supply a great and perhaps irremediable deficiency in local Committees, which the University Board have justly commented on, there can exist no doubt; but the appointment can only be required when school houses are built, masters procured, and the whole system of education put in actual practice, by the regular attendance of such a number of scholars at one or more schools as should demand an inspector to look after them.

10. The Governor in Council quite agrees with the University Board in the importance which they attach to particular attention being directed to vernacular instruction in *all* the schools, whatever may be their distinctive appellation. The sentiments of Government on this indispensable object are fully stated in the Minute of Consultation before cited, and should the University Board desire to extend the plan, as regards the High School of Madras, beyond what was proposed in their Secretary's letter of the 12th of May, 1848, they will submit their recommendations

at their early convenience. The same observations may be applied to every other school that may be founded under the auspices of Government, it being an admitted principle that no system of education for the people of Southern India can be good, that does not provide for a perfect acquaintance with at least one vernacular dialect.

Para. 20. 11. As it appears to be the unanimous opinion of the revised University Board, that a suitable structure in "a more appropriate locality" should be erected for a High School, and adapted ultimately to a University, the Governor in Council feels that he would incur a larger amount of personal responsibility in opposing that opinion than perhaps is justifiable; because, if the want of such a building is in reality a chief cause of the failure, or retardment in the advancement of the existing Institution, he is free to admit that a remedy should be applied without delay.

12. Had such a Building as is now recommended and has also frequently been before urged on Government, been proposed to have been erected at the very foundation of the High School, the Governor in Council would have strongly supported it; but he cannot, on looking back to the events of the last eleven years and considering the matter in every light, believe that such "a suitable structure" is, at this instant, the one thing requisite. It may however do much good, and although he deems the proviso adverted to in para. 6 of the Honorable Court's Despatch, 28th August 1844, No. 23, communicated to the University Board under date the 22d November 1844, to be nearly as applicable at this time as it then was, yet he is so anxious to see this alleged principal obstacle to the success of the High School (and eventual University) removed, that he resolves to bring the question again immediately under the consideration of the Honorable Court with the recommendation of Government in its favor.

13. Exclusive of the reasons which the Governor in Council has given above for his acceding to the recommendation of the University Board in this oft mooted question, he may state that he does not for a moment doubt but that the transfer of the High School from the present place of meeting to a more central and approved locality will be a very acceptable arrangement to all the Pupils who now attend that school or may hereafter do so. It is also to be borne in mind, that should the institution ever succeed (and of which he still trusts there can be no reasonable doubt) the building which is here asked for will become absolutely requisite. He has only to add, that he considers the site of the Penitentiary decidedly the best of the three described by the University Board, and he further subscribes to the Board's opinion that certain portions of the present structure may be turned to account.

14. The Governor in Council has already stated his opinion fully of vernacular instruction, and he has now to observe that he cordially assents to the plan of rewards which the Board suggest for standard works suited to the purposes of education.

15. In the draft Minute of Consultation which had been prepared before the Minute now under review was submitted, the Government deferred the full expression of their sentiments as to the best course of improving the system of vernacular instruction, until they should have before them the ideas of the University Board, as at present constituted. He has now to record his concurrence in the opinion of the majority of the Board as to measures of a larger scope

than those suggested in the letter from the Secretary of the 12th of May 1848, "so as to admit the service of other competent persons as well as scholars of

Para. 23. "the High school being rendered available for the object proposed," and for "the establishment in the High school of a class of pupil teachers in the vernacular languages, to be composed of passed proficient and other scholars of eminence in the institution, and open to such other persons as may hereafter obtain, at the proposed examinations for educational tests, a certificate of the superior grade, and may be willing to enter the class for the purpose of qualifying themselves as vernacular teachers." He also concurs with the majority in

Para. 23 and 26. the advisability of having a graduated scale of salaries for the different classes of pupil-teachers, and in thinking that the normal classes advocated by them should be brought into operation at the earliest practicable date.

Para. 28. 16. The Governor in Council has nothing more to add on the subject of test rules, except the repetition of his belief that they are unsuited to the general state of education in this Presidency. It seems to him that to enforce them at once to their full extent would be ill-timed and unjust, though of course they may be acted on in all instances where candidates for public employ avow themselves ready to stand them.

Paras. 28, 29. 17. On the question of expense discussed in the Board's Minute, it is needless for the Governor in Council to enter at any great length, because, even had he approved of their extended plans, the smallest amount of outlay they have calculated on, could not be incurred without the previous express sanction of the Honorable Court, who have repeatedly directed that the Parliamentary grant shall not be exceeded. The estimates of the University Board will however be brought under the Honorable Court's consideration, and their orders upon them generally will be solicited. In the meantime he may observe, that those estimates, as shown in the Board's Minute, appear to him to be grounded on assumed *data*, which he can perceive no hope of being realized within any definite period. He refers to the estimated number of scholars, which, though minute when considered in connection with the population of this Presidency, is larger than appears to be justified by any past experience. He is also apprehensive that the conjecture offered at the close of the 30th para. as to the higher and wealthier orders hereafter coming forward to bear a portion of the expense of education, must be held to be a very remote chance.

Para. 29, 30. 18. The net unappropriated balance of the funds allotted for education up to the 30th of April 1852 was, according to 18th August 1852, a Memo. from the Accountant General, about No. 214. Eleven Lacs of Rupees, and it is understood that there are no other available Educational Funds. The Governor in Council presumes that the Honorable Court will be pleased to authorize Interest at 5 per cent. being paid on the balance, which would amount, after deducting from the Capital the cost of erecting and fitting up a High School, &c., to about an equal sum with the Parliamentary Grant, or taken together one Lac of Rupees per annum. He does not therefore think that the University Board should exceed this sum in the revised plan for schools and estimates, which he requests they will favor Government with as soon as possible. Should the Honorable Court be pleased to sanction an additional outlay, it will then be easy to extend the educational operations of

the University Board ; and with a view to this truly desirable object as soon as circumstances may call for it, as well as to obviate the necessity for constant references to the Home authorities, he proposes, when the present papers are transmitted to them, to request they will finally name the largest sum which they will permit the Government to authorize being disbursed on account of Native education within the Territories subject to Madras.

19. The remaining point in connection with the University Board's Minute now before Government, that demands explicit notice, is that of paid Public Examiners, which is calculated to involve

Para 30.

an annual charge of Rupees 4000. The observations which have already been recorded with respect to inspectors of schools in para. 9 seem to the Governor in Council to be appropriate as regards Examiners, except that he considers the latter to be much more urgently required, and under this impression he proposes to solicit the Honorable Court to sanction their employment ; and should a Public Examination take place before the Court's answer shall be received, he will be prepared to authorize the necessary expense for ensuring the attendance of Public Examiners, being assured that individuals who are qualified for the duty of Examiners will not undertake the onerous and invidious task without remuneration.

Para. 32.

20. The suggestion of the University Board respecting the grant of sums in aid of prosperous and permanent schools, in no way connected with Government, and irrespective of religious discipline or tenets, appears to the Governor in Council to be well worthy of attention, and he resolves to recommend the measure to the favorable consideration of the Honorable Court and to propose that it be acted upon, under their approval, to a moderate extent at least, until the progress of the Government Institutions shall render such an expedient inapplicable.

21. The Governor in Council now proceeds to the consideration of the second letter recorded at the head of these proceedings, but his observations respecting it will be brief from two causes. One, that most of the topics which it embraces have been already disposed of in the preceding paras. The other, that the main question referred to in it, and which he laments to see has led to a serious rupture and division of the University Board, besides the secession of the President and several of the Governors of the Institution—is one on which he feels that Government have no right or power to go further than to quote as their guide the oft repeated and explicit commands of the Honorable Court. “ The Provincial schools and the Madras University are intended for the especial instruction of Hindoos and Mahomedans in the English language and the sciences of Europe ; we cannot consider it either expedient or prudent to introduce any branch of study which can in any way interfere with the religious feelings and opinions of the people. All such tendency has been carefully avoided at both the other Presidencies where Native Education has been successfully prosecuted. We direct you therefore to refrain from any departure from the practice hitherto pursued.”

22. The Governor in Council is not of opinion that any Government schools should be set up at stations in the provinces, where private Missionary or other public seminaries have already been established, and have been found adequate to the demand for instruction by the people. To that opinion he will now add, that he considers it very desirable to extend moderate pecuniary assistance to such schools, as a means of diffusing education on sound and

unexceptionable principles, and he proposes that the Honorable Court be solicited to entrust the Government with a discretionary power on this point.

23. Although it is perhaps not immediately relevant to the subject of these proceedings, yet as it is a momentous point in looking at the general question of education to the Natives, the Governor in Council is compelled to state, both from observation and from sedulous inquiry, that he has arrived at the conclusion that the people of this part of India at least, have neither by any means had their minds expanded and enlarged to the degree that might have been anticipated through the instruction and care that has been bestowed on them, nor has he seen any sufficient reason to indulge a belief that their innate prejudices have been removed or even lessened, or their moral character and sense of veracity, integrity, and proper principle improved. He does not intend to deny but that there may be occasional bright exceptions; but he is of opinion that whatever system of education may be enforced hereafter, its chief aim ought to be directed to moral improvement, combined with extirpating the foul vices of untruthfulness and dishonesty, which are hardly now held by the great masses to be a reflection, unless discovered.

24. Before closing these proceedings, the Governor in Council deems it expedient to advert to what he considers to be a delicate and somewhat invidious subject. He alludes to the reasons assigned by the late President of the University (Mr. George Norton), for his resignation of that office, as well as those of the other Governors of the institution who have followed his example. So far as he can gather from a minute and careful consideration of the whole of the papers before him, he cannot divine what had occurred lately to induce them to take such a decided step. It would be neither profitable or expedient to analyze the arguments which have been adduced on both sides of the question; but he must declare that he considers some of those brought forward by the Native Gentlemen to be unworthy and erroneous, to betray an absurd sensitiveness for which there was not a pretence, and to demonstrate their perfect indifference to the cause of education amongst their countrymen.

25. It is observed that both Mr. George Norton and Mr. John Norton express their opinions that the educational institutions of this Presidency have not only not been encouraged, but have actually been thwarted by the Government during the last ten years. After a laborious and patient perusal of the voluminous mass of correspondence and other documents on the subject of Native education, the Right Honorable the Governor in Council has seen nothing that warranted such a conclusion; and the only way he can account for the opinions of the resigned Governors above quoted is, that Government frequently saw ample and undeniable reasons for refusing to give their sanction to plans submitted by the President as the avowed organ of the Board of the Madras University and High School.

26. Ordered that the Minute of Consultation prepared and passed under date 22d June, 1852, be now brought on record, and communicated together with these proceedings for the information and guidance of the University Board.

27. Ordered also, with reference to the communication from the University Board under date 14th October 1852, No. 10, that the Governors be requested to obtain from the Collectors of Districts the information they desire regarding existing Schools, embodying, if they please, in their circular, the

questions contained in the circular proposed to be despatched direct from Government in the Minutes of Consultation of the 22d June.

(True Extract)

(Signed) H. C. MONTGOMERY,

Chief Secretary.

To the Governors of the Madras University.

Fort St. George.

CIRCULAR.

Public Department.

SIR,

1. I am directed to request that you will furnish the Government with the best and fullest information in your power regarding the educational institutions within your district, whether conducted by private parties, or Missionary or other public bodies.

2. The following queries are intended to guide you as to the nature of the information required, and I am further instructed to apprise you that the object of Government is to ascertain whether it is desirable and expedient to afford pecuniary aid to such institutions, or to establish others at the expense of Government at the same stations. The main points to which your inquiries should tend are, the quality of the education imparted, and the degree of estimation in which the schools are held by the people.

3. It is the particular desire of the Government that your inquiries be conducted in such a manner as not to hold out any promise or even hope of pecuniary assistance from the state.

To _____

1. State the number of schools in your district ?
2. What number of these are free ?
3. In how many are fees charged ?
4. State the amount of payment required from each pupil ?
5. What number are conducted by private, Missionary or other bodies respectively ?
6. What number of pupils attend at each, and what proportion is this number supposed to bear to the number of teachable youths within their reach ?
7. What is the kind of instruction imparted ?
8. What are the qualifications of the masters ?
9. Are the masters European or Native, and where were they educated ?
10. Are they solely employed in Education ?
11. What languages are taught ?
12. From what classes are the pupils generally ?
13. In what estimation are these schools respectively held by the people ?
14. Do they willingly resort to them ? do any of your chief Native subordinates send their children ?

15. Is it desirable that Government should assist these schools ?
16. Is it preferable that Government should found others at its own expense at the same stations ?
17. Can you speak from your own knowledge of the acquirements of any youths brought up at any of these schools ?
18. In those schools where religious instruction is given, is attendance on such classes compulsory or optional ?
19. Have any and what schools in your district received aid from Government at any time ?
20. Has the grant of such assistance produced an injurious effect on the native mind in any respect ?
21. Would the grant of aid now to any of them be otherwise than acceptable to the people ?

I have the honor to be,

Sir,

Your most obedient servant,

APPENDIX G. G. G.

Madras University, 10th December, 1852.

FROM A. J. ARBUTHNOT, Esq.,

Secretary to the Madras University,

TO SIR H. C. MONTGOMERY, BART.

Chief Secretary to Government, Fort St. George.

SIR,

1. I am directed by the Governors of the Madras University to acknowledge the receipt of the Extracts from the Minutes of Consultation, under date the 22d June and 1st November 1852, conveying the orders of Government on the several educational measures which have recently been recommended by the University Board.

2. In conformity with the instructions contained in para. 18 of the latter of the orders above referred to, the Board have prepared a revised plan and estimate for the expenditure of the sum of one Lac of Rupees, which it is stated will probably be available for the purposes of education in this Presidency, and I am directed to submit for the consideration of Government the following statement of the measures to which the Board consider that the funds available may be most beneficially applied.

3. These measures may be conveniently classed under three heads.

1st. The arrangements connected with the Presidency institution.

2d. The establishment of Government schools in the Provinces.

3d. The operations of the proposed Grant-in-Aid system.

4. *The Presidency Institution.*—Under the sanction conveyed in the 6th para. of the order of Government of the 1st Instant, the Board have at once proceeded to organize a Primary School in connection with the High School

and as a temporary arrangement upon the premises at present occupied by that institution. It is the intention of the Board to place Mr. McLeish, at present 3d Tutor in the High school, at the head of the proposed Primary School upon the same salary as he now receives, viz., Rupees 175 per mensem. Under Mr. McLeish two Native English teachers will be appointed upon salaries of Rupees 50 each, and two Moonshees for the Vernacular department upon salaries of Rupees 35 each per mensem.

5. The following is an estimate of the monthly cost of the Primary school :—

Head Master's Salary,.....	175
Two English Teachers (Natives) on salaries of Rupees 50 each,.....	100
Two Moonshees on salaries of Rupees 35 each,.....	70
Contingent charges and servants,.....	50
	Total Rupees...395
Deduct amount of School Fees estimating the number of pupils at 150 paying a fee of one rupee per mensem,....	150
	Net cost of the School...245

6. The Board have estimated the number of pupils likely to resort to the Primary School at 150, which is as much as the present building will be capable of accommodating, in addition to the increased number of scholars in the High school, which the reduction of the school fee to two rupees per mensem will be likely to attract. Should the number of pupils attending the Primary school prove to be smaller than is at present anticipated, the services of a third English teacher will not be required : so that the net cost of the school may safely be estimated at not more than rupees 250 per mensem. For the first year, indeed, the cost of the school establishment will be smaller, as the Board purpose placing the assistant English teachers upon reduced salaries of rupees 35 per month on entrance, and until they shall have satisfied the Board that they are well fitted for their situations, when their salaries will be raised to the sums specified in the foregoing estimate.

7. The scheme of English studies proposed for the Primary Schools is as follows :—

<i>Classes.</i>	<i>Subjects.</i>	
1st or Lowest Class...	{	Spelling, Reading, Numeration.
2d Class.....	{	Spelling, Reading, Arithmetic, Grammar, and Writing.
3d Class.....	{	Spelling, Reading, Arithmetic, Grammar, Geography, and Writing.

8. The above scheme involves the division of the Primary School into three classes so far as regards the English studies, which with reference to the elementary nature of the instruction proposed to be imparted, appears to the Board to be a sufficient number; but as thirty or thirty-five boys are as many as one teacher would be able to instruct at the same time, it will probably be necessary to form the classes into divisions, two of which may be instructed by the same teacher in the course of the day.

9. In the vernacular department two classes will probably be sufficient, but the details of the course of instruction in this department will be arranged in connexion with the general system of vernacular instruction in the institution, which is now under the Board's revision, and will form the subject of a future communication.

10. *High School.*—In reviewing the course of study at present pursued in the High school, the attention of the Board has been attracted to the nature of the studies which for some years past have been pursued in the higher classes. The subject studied in these classes, as has been on several occasions remarked by the former Board, are of a character which are usually reserved for a collegiate course of instruction, and in the other Presidencies are confined to the collegiate departments of the several educational institutions. It appears to the Board that by having collegiate work done under the name of school work, not only is a considerable stimulus taken away both from the teachers and pupils, but the education bestowed at the institution is naturally, though erroneously, supposed by those unacquainted with the system, to be inferior to that imparted in the collegiate institutions at Agra, Delhi, and elsewhere. It may also be argued in favor of the establishment of a collegiate department in the University, that it would furnish an inducement to the more advanced scholars to continue their studies, for at all events one year longer than is their practice at present; and under the altered arrangements which the establishment of this department would involve, the attention of each of the Professors would be confined to a set of kindred subjects, instead of being, as at present, devoted to six or eight different subjects, and their respective efficiency (it is confidently expected) would in consequence be considerably increased.

11. Impressed by these considerations the Board have resolved on recommending to Government that they may be permitted to organize a set of collegiate classes in the several subjects at present studied in the higher classes of the High school, with the addition of Moral Philosophy and of General Jurisprudence and Law; and in submitting this recommendation for the consideration of Government they trust that it will not be deemed obnoxious to the objections declared in the 10th and following paras. of the Extract from the Minutes of Consultation, under date the 22d June last, to the establishment of a collegiate department, which would appear to have exclusive reference to the two professional classes, viz. those of Medicine and Civil Engineering, which have been proposed on former occasions by the University Board.

12. In forming therefore their plans and estimates for placing the Presidency institution upon an efficient footing, the Board contemplate the division of the institution into three departments, viz.: a Primary school, a High school or Grammar school, and a collegiate department.

13. The scheme of study arranged for the Primary school has been already stated. That proposed for the High school upon its new footing will commence at the point at which the course laid down for the Primary school

terminates, and will embrace the studies at present pursued in the High school from the lower rank of the 1st class to the upper rank of the 3d class or nearly so, including Spelling, Grammar, Arithmetic, History, Geography, Writing from Dictation, Euclid, Algebra, English Composition and Literature, Map-drawing and the elements of Book-keeping or Commercial Arithmetic, and leaving the subjects studied in the present 4th class and some of those belonging to the upper rank of the 3d class to be carried on in the proposed collegiate department.

14. The subjects proposed to be reserved for the collegiate department are as follows :—

Mathematics,
Physical Science,
History,
Political Economy,
Mental and Moral Philosophy,
English Literature, and
English Composition,

and in addition to the foregoing subjects, all of which, except Moral Philosophy, are at present taught in the senior classes of the High school, the Board consider it to be extremely desirable that a Professor should be appointed in General Jurisprudence and the Laws of India.

15. For the above course of study the services of four Professors would be required, two of whom are already available in the persons of the Head Master and Second Master of the present High school. In the event of these arrangements being sanctioned, the Board will adopt measures for securing the services of a 3d Professor with as little delay as possible ; and for the duties of the Law Professor a competent person might be selected from among the Barristers of the Supreme Court.

16. Should the foregoing arrangements be approved of, the following would be the constitution of the collegiate staff.

E. B. POWELL, Esq.....Principal of the University and Professor of Mathematics and Physical Science, with a general supervision of the whole institution.

A. GORDON, Esq.....Professor of History, Political Economy, and of Mental and Moral Philosophy.

A THIRD PROFESSOR.....Professor of English Literature and English Composition.

A FOURTH PROFESSOR...Professor of Jurisprudence and of the Laws of India.

17. It seems unnecessary to advert more particularly to the subjects of study entered under the three first heads of the foregoing scheme, all of them except Moral Philosophy being taught more or less in the present institution, and all of them being admitted by the consent of the Boards of Education at the three Presidencies, to be well adapted for the system of education, which it has been the policy of the Government to adopt.

18. In regard however to the 4th subject, in which it is proposed that a Professorship should be forwarded, viz. that of Jurisprudence and the Laws of India, it may be proper to offer a few remarks.

19. The Government are aware that no means of public instruction in

the science of law are at present available in this Presidency, and as the Board understand that the establishment of law classes in the educational institutions of Government has been recently advocated by the Judges of the Sudder Court, the Governors of the University have deemed the present to be a favorable opportunity for recommending that the want should be supplied.

20. The Board find on reference to the reports on education in Bengal, that the necessity of affording to the alumni of the Government institutions the means of making themselves acquainted with the laws of their country and with the general principles of jurisprudence, has long been acknowledged in that Presidency, and that so far back as 1840 the General Committee of Instruction in Bengal were engaged in inquiring into the best means of compiling a manual of legal instruction for the use of the institution under their superintendence.

See Report for 1840-41, and 1841-42, page 29.

21. In a report submitted to Government three years later the subject of legal instruction in the Government institution is adverted to at some length, and a proposition referred to for the appointment of a professor of the laws and regulations—one half of whose salary was to be paid by Government and one half from the educational funds, upon the understanding that the lectures should be available for the junior civil servants prosecuting their studies in the College of Fort William.

See report for 1842-43, pages 17, 18, 19.

22. It appears that shortly afterwards Mr. Lyall, the Advocate General at Calcutta, offered his services to the Government to deliver lectures on Jurisprudence, in the various forms in which it is administered in India. The offer was accepted and a course of lectures was delivered in November and December 1843, and in the early months of 1844.

23. A copy of Mr. Lyall's report on the course of lectures delivered by him, and on the examination of the students, is inserted in the general report for 1843-44, at pp. 6, 7, 8 and 9. Mr. Lyall's death in 1844 prevented the continuance of the lectures, and no one was appointed to resume them until the present year, when, it appears from a note to page 62 of Mr. Kerr's Review of Public Instruction in Bengal, that a Professor of Law has again been appointed to the Hindu College of Calcutta. The Board learn from the public prints that a similar Professorship is about to be established in the Elphinstone Institution at Bombay by means of subscriptions contributed by the native community in honor of Sir Erskine Perry.

24. If then the importance of the subject, as one in which the means of instruction should be made available for the natives of this Presidency, be admitted, it remains to be considered in what manner it may best be carried out, if introduced into the collegiate department proposed to be established in the University.

25. It is very justly observed by Mr. Cameron, in a Minute recorded by him in 1843 when President of the Bengal Council of Education, that a Professor of the Laws and Regulations of India "ought in truth to be a Professor of Jurisprudence;" that "his lectures ought to show what are the general principles and distinctions which in some form or other are to be found in every system of positive law, and then to bring to view the particular form in which those principles and distinctions present themselves in the different systems in British India."

26. It will of course be most important to the success of the projected class to obtain the services of a well qualified Professor ;—one who may be fully competent by his familiarity with the rules and principles of General Jurisprudence to impart to the students that knowledge which a mere study of the rules laid down in existing ordinances without reference to the principles on which they are based, cannot be expected to supply, and at the same time may be sufficiently well acquainted with the Acts and Regulations of the Indian Legislature and with the rules of practice and procedure observed in the Company's Courts, to enable him to illustrate the application of those general principles above referred to, to the practical operation of the positive enactments in force. It would also be desirable that he should have some knowledge of the rules of the Hindu and Mahomedan Laws, and as a guarantee to the public that the Professor is a person who has himself gone through a professional training, it would obviously be advisable to engage the services of one of the Barristers of the Supreme Court, provided one can be found willing to undertake the office, in whom the several requisites above specified may be found combined.

27. The subjects which the course of lectures should embrace will require to be decided on hereafter by the Board in communication with the Professor, and it will be advisable to consult on the subject the Judges of the Sudder Court.

28. It would probably be desirable that attendance in the Law class should be optional with the scholars in the collegiate department, and that the class should further be opened to persons not attached to the institution, who may be desirous of attending the lectures of the Law Professor, and who may prove on examination by the Principal of the Institution to be sufficiently educated in other respects, to enable them to profit by the Law Professor's lectures. In the event of the scheme being approved of, it will be for the Government hereafter to decide as to the privileges in regard to employment in the Judicial Department which the certificates of the Professor shall be considered to confer.

29. On the score of expense the Board do not anticipate that any difficulties will be found to exist in reference to the formation of the proposed collegiate department. The expenses of the Presidency institution upon the footing on which the Board propose to place it, will certainly be considerably increased ; and as will be shown presently, will fall short but little of a moiety of the funds at present available for educational purposes. It appears to the Board however that the additional items of expenditure which it is proposed to incur, must necessarily be incurred, whether the collegiate classes be sanctioned, or the school be continued in its present form ; as the increase which may be expected to take place in point of numbers in the school department, in consequence of the reduction of the school fee, together with the establishment of a Primary school in connexion with the High school, will so much increase the demands upon the time of the Head of the institution for purposes of superintendence, as to render absolutely necessary the appointment of an additional teacher to assist in the instruction of the higher classes ; and if the expediency of adding the study of law to those already pursued in the institution be recognized by Government, the expense entailed by the appointment of a Professor, will of course be the same, whether he be attached to the High school in its present form, or to a collegiate department established in connexion with it.

30. In para. 15 of the Extract from the Minutes of Consultation of the 1st ultimo, the Government have sanctioned the formation of Normal classes,

English and vernacular. The Board propose to entrust the instruction of the English Class of Pupil Teachers to Mr. Gordon, the present 2d Master of the High School, who has had some experience in England in the system of Normal training; and as they consider Mr. Gordon's present salary of Rupees 350 per mensem to be very inadequate, with reference to the duties he is called upon to perform, they beg to recommend that it may be increased to Rupees 500 per mensem. They are engaged in preparing detailed schemes for the formation of the two Normal classes which have been sanctioned, and have decided that the expenditure required for the English Normal class will not exceed Rupees 2000 per annum; while for the vernacular department the increased expenditure recommended in the Board's letter of the 12th May 1848, involving eventually an annual expenditure on this account of Rupees 8,520, and an annual increase on the present establishment of Rupees 5,220, will be amply sufficient.

31. The Board would propose that the salary of the 3d Professor, whose appointment they have recommended in the 16th para. of this letter, should be fixed at Rupees 350 per mensem.

32. The only remaining charge in connexion with the Presidency establishment is that which will be involved in the appointment of paid examiners, and this the Board are of opinion may be estimated at Rupees 2000 per annum, one public examination in the year being as much as will be required for several years to come.

33. According to the foregoing plan the annual expenditure on account of the Presidency institution may be estimated as follows:—

Average expenditure on account of the High school with its present establishment, about	27,000
Net cost of a Primary school,	3,000
Salary of a 3d Professor for the proposed collegiate department,	4,200
Addition to Mr. Gordon's salary,	1,800
Salary of Law Professor,	2,400
English Normal classes,	2,000
Eventual addition to vernacular establishment,	5,230
Estimated loss to Government by the reduction of the school fee,	1,500
Salary of the Secretary (which has not hitherto been included in the accounts of the institution,)	3,000
Annual charge on account of paid examiners,	2,000

Total Rupees...52,120

34. From the above amount the cost of house rent, which at present amounts to Rupees 2,520, will have to be deducted, when the proposed building shall have been erected; so that the annual cost of the Presidency Institution for many years to come will not be likely to exceed Rupees 50,000.

35. In deference to the opinion of Government the Board have abstained from urging the establishment of classes in the sciences of Medicine or of Civil Engineering; but they direct me to state, that while recognising the expediency of having these sciences taught in a more practical and extended manner than the University course of instruction would admit of, they trust that at some future period it may be deemed proper to found lectureships in branches of Natural History, such as Botany, Geology, and Mineralogy, as well as in popular Chemistry, in the institution under their charge.

36. *Provincial Schools.*—Of the sum remaining available for educational disbursements the Board are of opinion that Rupees 30,000 should be set apart for the establishment of Provincial schools, five of which it would be desirable to establish so soon as competent masters can be obtained. In referring to this subject in para. 2 of the Extract from the Minutes of Consultation of the 22d June last, the Government have named the sum of Rupees 300 as the estimated monthly expenditure of each proposed school. This of course pre-supposes the exclusive use of Native agency, as the salaries of competent English Masters would amount very nearly to the full sum allowed for the entire expenditure of each school. It appears however to the Board that for several years to come it will be impossible to obtain Native masters, possessed of the requisite qualifications for superintending and conducting the operations of a Government school. In point of intellectual qualifications many Natives might probably be found competent for the duty; but when the Board consider that the chief object of every system of education should be the moral improvement of the rising generation, they are satisfied that the moral condition of the Native community is not such as to justify the expectation that that object will be attained by the establishment of schools presided over by Native masters. The number of Government schools throughout the provinces under the most favorable circumstances must be comparatively small, and it is much to be desired that the few which may be established should be of an efficient character; and to secure this end it appears to the Board to be essential that the Head Masters should be Europeans, whose salaries could not be estimated at less than 300 Rupees per mensem. The Board believe that for this sum* the services of most efficient Masters, educated at the Training schools which for some years past have been in operation in England, might be secured. It would clearly be a most important desideratum that the masters of the Provincial schools should be acquainted with the vernacular language of the District in which their schools are located; and to ensure the early attainment of this qualification the Board would propose that a portion of the salary, say Rupees 50 per mensem, should be withheld, until the master should be pronounced qualified to communicate freely with his pupils in their native tongue.

37. The cost of each school might then be estimated as follows:—

	Rs.
Head Master,.....	300
Second Master,	100
Third Master,	50
Vernacular Teacher,.....	50
Assistant Vernacular Teacher,	25
House Rent,	35
• Contingent charges and Servants,.....	50
	610
Deduct probable amount of fees at one Rupee per mensem for each Pupil,	160
	450
	12
	5,400

* NOTE BY THE EDITOR.—It has since been ascertained that competent masters can be obtained from the Training schools for considerably lower salaries.

LIST OF PAST STUDENTS OF THE HIGH SCHOOL POSSESSING EITHER DISTINGUISHED OR VERY CREDITABLE ATTAINMENTS,
WITH A STATEMENT OF THE POSTS NOW OCCUPIED WITH THEM.

List of Proficients of the High School.

No.	Names.	Degree.	Employment.	Remarks.
1	C. Runganatham Shastry,	1st Proficient.	Head Interpreter, Supreme Court.	This Proficient obtained the first Government reward of 300 Rupees given by the Council of Education ; also Pacheappah's vernacular Prizes of 1846-47, for Tamil Expositions of Arnold's 3d Lecture on Modern History, and 10th and 11th of Thornton's Chaps. on British India ; and also Lord Elphinstone's Prizes for an English Essay in 1847.
2	P. Thenathyaloo Naidoo, ..	do.	Second Judge's Clerk, Small Cause Court.	
3	T. Madavah Row,.....	do.	Tutor to the young Princes of Travancore.	
4	Mr. B. Lavery,.....	do.	Principal of Pacheappah's School.	
5	A. Sashiah Shastry,.....	do.	Thasildar at Masulipatam.	
6	V. Ramanoajah Charry,...	do.	No Employment.	This Proficient obtained Lord Elphinstone's Prize for an English Essay in 1849. The Pacheappah's vernacular Prize for 1844, was shared between these three Proficients for Expositions of Hume's Essay on Commerce and Whately's Money Matters. In addition to the above M. Sadaseva Pillay obtained the Pacheappah's vernacular
7	C. Runga Charry,.....	do.	Translator to the Collector of Chingleput.	
8	V. Sadogopah Charry,.....	2d do.	Deputy Translator, Sudr Court.	
9	M. Sadaseva Pillay,.....	do.	Translator, Collector's Cutcherry, Cuddalore.	
10	V. Ramyengar,.....	do.	Head Jevab Neviss, Nellore.	

No.	Names.	Degree.	Employment.	Remarks.
11	G. Chengunnah Shastry, .	2d Proficient.	Deputy Accountant, Chingleput.	Prize of 1845, for a Tamil Exposition of Abercrombie's Culture and Discipline of the Mind. This Proficient obtained the 3d Government reward of 200 Rupees given by the Council of Education in 1847, also Pacheappah's Vernacular Prize of 1848 for a Tellogoo Exposition of Chapter X. Vol. 1st Murray's India ; and also the Certificate of a College Moonshee.
12	W. Sashachellum Naidoo, .	do.	Head Judge's Clerk, Small Cause Court.	
13	G. Rajagopaul Naidoo,	do.	2d Master Pacheappah's School.	
14	A. Ramchunder Row,	do.	Mahratta Translator, Revenue Board.	This Proficient obtained Pacheappah's Vernacular Prize for a Mahratta Exposition of Chapter II. Vol. 2d, Murray's India in 1849.
15	T. Vencatacharry,	do.	Mahratta Translator, Revenue Board.	
16	Mr. H. Kerakoose,	do.	Merchant.	
17	P. Rungiah Naidoo,	do.	Translator, Small Cause Court.	
18	P. Vejiarunga Moodelly, ...	do.	Interpreter, High School.	This Proficient obtained Pacheappah's Vernacular Prize for a Tamil Exposition of Book II. Robertson's History of America in 1851.
19	T. Teeromala Row,	do.		
20	T. Durmaroyen,	do.	Clerk in the Cutcherry, at Rajamundry.	
21	D. Teagiah Shastry,	do.		

22	A. Streenavassa Row,.....	2d Proficient.	Translator to the Collector of Rajahmundry.	This Proficient obtained Pacheappah's vernacular Prize for a Teloogoo Exposition of the Life of Mahommed from Ockley's History of the Saracens in 1852.
23	D. Baboo Row,	3d Proficient.	No Employment.	
24	C. Sama Row,.....	do.	Writer, Commissary General's Office.	
25	I. Runganathum Moodelly,	do.	Clerk, Small Cause Court.	
26	B. Kistnasawmy Naidoo,...	do.	Translator, Session Court, Salem.	
27	S. Soondarum Naidoo,	do.	Translator, Cutcherry, Nellore.	
28	M. Seevagoroo Pillay,....	do.	Writer, Government Office.	

List of 4th Class Scholars that left the School without a Proficient Certificate.

1	C. Narrasinga Charry,....		Tahsildar.	This young man was the 1st Brahmin Medical Student at Madras ; unfortunately paralysis compelled him to quit the Medical College.
2	M. Sawmy Naidoo,.....		3d Jevab Neviss, Chingleput.	
3	S. Baboo Saib,.....		2d Interpreter, General Police.	
4	W. Williams,.....		Preparing to enter the Church.	
5	J. Kerakoose,.....		Studying for a Medical Diploma in England.	
6	T. Harry Sunker,.....		Assistant Auditor Military Auditor General's Office.	
7	D. Sashiah,.....		Head Teacher in a School, at the Mount.	
8	H. Isaacke,.....		Head Teacher in a School, at Royapett.	
9	Raganathrow,.....		In independent circumstances.	
10	L. Dique,.....		Keeps a Private School.	
11	A. Arathoon,.....		Merchant.	
12	S. Arathoon,.....		do.	

No.	Names.	Degree.	Employment.	Remarks.
13	T. D'Vaz,.....		Head Teacher in the Preparatory School, Black Town.	
14	Streenevassa Charry,.....		Writer at Salem.	
15	N. Parthasarady,.....		Teacher in a School at Royapett.	
16	S. Nadamony,.....		Head Teacher in a School at Masulipatam.	
17	S. Balakistnah,.....		Teacher at Pacheappah's School.	
18	C. Balakistnah,.....		Writer.	
19	P. Soondarum,.....		Private Tutor, to a Tanjore Zemindar.	
20	G. Sashachellum,.....		Merchant.	
21	C. Mootosawmy,.....		Interpreter in the Zillah Court at Salem.	
22	P. Parthusarady		Clerk in the Petty Court.	
23	S. Cassavooloo.....		Under a Road Contractor.	
24	C. Aroomogum.		Employment unknown.	
<i>List of 3d Class Scholars that remained one year and upwards in the 3d Class.</i>				
1	C. Bauloo		Native Surgeon appointed 1852.	
2	P. Marslamonie.....		Stipendiary Medical Student.	
3	O. Comiah Chetty		Merchant.	
4	G. Aubry		Writer.	
5	P. Ramanjooloo Naidoo ...		Canarese Translator Sudder Court.	
6	S. Vigiaraagavooloo Chetty		Head Accountant Chittoor.	
7	R. F. Lawrence		Librarian (College.)	
8	Rajeram.		Translator, Private Secretary's Office, Government House.	

9	A. Streenevass.....	Writer Revenue Board.
10	C. Rajagopaul.....	Translator Cutcherry, Salem.
11	M. Comarasawmy.	Keeps a Private School.
12	S. Casavorlos Naidoo.....	Writer Accountant General's Office.
13	S. Narsimhaloo.	Translator in the Chingleput Court.
14	S. Vigiaraoororlor	Writer Government Office.
15	L. Vurdarajooloo	do. Commissary General's Office.
16	Jaward Hoosain	Merchant.
17	C. Cothunderam	In independent circumstances.
18	N. Vyapoory	Writer.
19	Barthalvan	In independent circumstances.
20	C. Vadaghury.....	do. do.
21	M. Kristnasawmy.	Clerk, Small Cause Court.
22	J. K. Williams.....	Cabinet Maker.
23	G. Vencatanarainiah	No Employment.
24	B. Satoor.....	Writer.
25	H. Streenevassalu.....	Writer, Gun Carriage Manufactory.
26	D. Vencatachellum.....	Writer at Coombaconum.
27	M. Rozario	Survey Dept. Revenue Board.
28	J. Rebeiro	Keeps a School in St. Thomé.
29	P. D'Celles	Writer.
30	James Harding	Medical Apprentice.
31	C. Parthasarady.....	Merchant.
32	C. Coopiah	Writer, Chingleput.
33	T. Ruthnum	Teacher in a Missionary School.
34	Ramachunder Row	Writer, Small Cause Court.
35	C. Narrainsawmy.	Private Teacher.
36	G. Rencontre	Clerk.

The foregoing list of Proficients is perfectly accurate ; those of 4th and 3d Class scholars are not quite complete, as in a few cases the necessary information cannot be obtained. The 4th Class scholars, not Proficients, are in some instances but little inferior to the young men who have been honored with degrees ; and the 3d Class scholars of one year's standing or upwards, though certainly inferior to the 4th Class non-Proficients, possess very creditable attainments. It is perhaps right to call attention to the number of past scholars, Proficients, and others, now engaged in the work of tuition. There are four Proficients, eight 4th Class scholars not Proficients, and four 3d Class scholars of one year's standing, employed as Masters in different institutions ; and of these individuals, three preside over schools containing from one hundred to two hundred pupils each.

(Signed) E. B. POWELL,
Head Master.

APPENDIX H. H. H.

Minute by Sir Henry Pottinger, 18th December 1852.

Letter from the Secretary to the Madras University, No. 1138, dated the 10th of December 1852, forwarding a revised plan and estimate for the disbursements of the educational funds of this Presidency.

I have given my very best attention to the above letter (which reached me the day before yesterday,) in connection with the Minutes of Consultation noted in the margin, and former papers, relative to Native education, which are in circulation with it.

22d of June 1852.
1st of November "

Paras 5 and 9. I quite approve of the arrangements proposed for the Presidency *Primary* School, as well as those for the modified High School.

Para 13. The great alteration suggested by the present letter is the introduction of Collegiate classes, by transferring certain subjects now taught in the *High School* to those classes—with the addition of two or three others for which no provisions has hitherto been made.

For the reasons stated by the Board of Governors, I concur generally in the proposed alterations which seem to me to be calculated to place the system of education in this Presidency on a much higher and more efficient scale than any practical plan that has been heretofore submitted ; and as the expense is shown to be within what was contemplated and has been recommended to the Honorable Court, I propose that all the alterations be sanctioned, on the understanding that the final approval of them is to rest with the Home authorities.

I have myself no doubt of the advantage of having a Professor of Jurisprudence and the Laws of India, but I think that allowing persons not belonging to the University to attend his lectures must, if granted at all, be made very select.

Para 37. I consider the estimated cost of each Provincial school to be almost beyond the mark, but of course the full expense will not be incurred until it is absolutely required to provide for the number of scholars.

I unwillingly say that I quite consider with the Governors that the Head Masters should not at first be Natives, though I hope that the time may be looked to when a proportion of them at least may be selected from the Provinces under this Presidency. A knowledge of the language I conceive to be indispensable to every master, (whether Head or otherwise) who has Native pupils to teach, and in all cases a period should be fixed for the acquirement of this essential qualification.

I have before expressed my views on the "grant in aid system," and the more I have reflected on it, the more satisfied do I feel of its desirableness as a medium for the spread of general estimation. It must however depend on the sanction of the Honorable Court to whom it has been submitted with the strong recommendation of Government.

I observe that the Board of Governors earnestly urge the establishment of Collegiate classes from the commencement of the coming year, and so far as my personal views extend, I see no objection, on the grounds adverted to in the 62d para.

A copy of the Secretary's letter and of the decision which may be passed on it ought to be forwarded to the Honorable Court by the next Mail.

(Signed) HENRY POTTINGER.

December 18th, 1852.

APPENDIX I. I. I.

Minute by Mr. D. Elliott, 20th December 1852.

FROM THE SECRETARY TO THE MADRAS UNIVERSITY,

10th December 1852.

In this letter is submitted a scheme for the expenditure of the sum of one lac of rupees per annum assumed to be available for the purposes of Education in this Presidency.

The sum proposed is rupees 52,120 inclusive of rent, which, it is observed, will have to be deducted when the proposed building is erected; but the interest of the capital expended on the building will then be in place of rent.

It is proposed to lay out more than half of this sum upon the institution at the seat of the Presidency. It appears to me that this is an undue proportion, that it is not fitting to lay out 50,000 rupees per annum at the capital alone, if we have only 50,000 rupees more to provide for the whole country beyond the capital, I do not indeed think it is more than is requisite to put the principal educational institution of this Presidency on the footing to which it is desirable that it should be brought sooner or later; but it cannot, I think, fairly be allowed, when to allow it will so contract our means to meet the requirements of the country, as to admit of only 30,000 rupees being appropriated for the establishment of Government schools in the interior, and only 20,000 rupees in aid of existing schools established independently of the Government, without providing at all for the inspection of those schools.

I confidently hope, however, that the Honorable Court will not restrict the expenditure for educational purposes in this Presidency to a lac of rupees per annum; but will allow that sum, in addition to the interest upon the

accumulated amount of the Pagoda Funds appropriated to native education, which, up to the end of December 1851, was calculated at about 10 lacs, and the undrawn balance of the grant of 50,000 rupees which exceeds 3 lacs. Sec page 51 of my Minute of 5th August 1851. Taking the present amount of these two funds to be at least $13\frac{1}{2}$ lacs, interest upon these at 5 per cent will give rupees 57,500 per annum, and at 4 per cent rupees 54,000. If the Honorable Court will consent to double the present grant of 50,000 rupees per annum from the public Treasury, and to allow interest at 5 per cent upon the Funds above specified, the amount available annually will be rupees 1,57,500, out of which I should not think it objectionable to allow 50,000 rupees to the Presidency Institution.

Adhering to the views expressed in paras 5 to 12 of my Minute dated 5th August 1851, I cannot but think that the present proposal of the University Board to found a collegiate department is somewhat premature. I think it would be sufficient now to relieve Mr. Powell, the present head master of the school, from his present duties, in order that he may form a collegiate class and instruct the few boys, who at first will be qualified for it, in all the subjects of study to be pursued by the class, and to appoint an additional master to the school upon an adequate salary, say 300 rupees. I quite approve of the proposed scheme as the eventual plan.

The expense of the proposed Provincial schools is startling, arising from the large salary assigned to the head masters, on the assumption that it will be necessary to import them from England. I am not sure of this, but I think the experiment might be tried by allowing the masters for two of the schools to be engaged in England on the terms proposed, and the other schools I would place under native masters. I think it will be advisable to regulate the salaries of the head native masters upon a scale similar to that of the District Moon-siffs, which will put them at once in a respectable position and will hold out promotion to them from class to class according to their desert, and thus stimulate them to diligence and zealous exertion.

I approve of the plan of instruction in the Provincial schools, but I would add the mensuration of land.

(Signed) D. ELIOTT.

20th December, 1852.

APPENDIX J. J. J.

Minute by Mr. J. F. Thomas, 21st December 1852.

Letters from Secretary University Board, 10th December 1852.

As the questions submitted are to be referred to the Honorable Court, and so much has been already written on the subject, I will confine these remarks to two points;—the proposed Collegiate classes, and the third Professor of English literature and composition.

In the present comparatively infant state of education at this Presidency, such classes appear to me wholly premature. They can only, in my view, be effectually carried out, after general education has considerably advanced; when it will be practicable to select youths from several Grammar schools of

superior talents or acquirements. It is only such young men who can be qualified to profit by the lectures or instructions of Professors, as proposed, and it is not in the nature of things, that the few youths who can be obtained from one institution, as yet very limited in its operations, will be found prepared to undertake with advantage a course of study, embracing—

Mathematics,
Physical Science,
History,
Political Economy,
Mental and Moral Philosophy,
Law and Jurisprudence,
with English Literature,

and can carefully, and usefully employ the time of three or four Professors.

I deprecate therefore the establishment of such classes at this hour, and the large outlay proposed for this purpose as a waste of funds. I cannot but think that the sentiments of the Honorable Court in para 11 of their Despatch of 18th October 1843, strictly applicable in their spirit to the proposition now under consideration, and “that it will be quite time enough” therefore to establish such collegiate classes,* when “some hundreds” of young men are familiar with the English language, and have received a sound, but plain practical education, and the University Board can select, from a large body of fairly educated young men, those who possess superior intelligence and parts, and are qualified, therefore, for a college education. To propose to institute collegiate classes, whilst schools are scarcely begun, is only to ensure failure, I apprehend.

I trust with the Honorable Mr. Elliott that the Honorable Court will sanction an expenditure at this Presidency, at least equal to the funds appropriated for education in the other Presidencies,—in proportion to its population.

(Signed) J. F. THOMAS.

21st December.

APPENDIX K. K. K.

Minute by Sir H. Pottinger, 24th December 1852.

In my Minute of the 18th instant I spoke of the establishing of collegiate classes as a transference of certain branches of education from the High School to the University, and said that I thought the measure calculated to place the system of education at the Presidency on a popular and stable footing, which seemed to me to be so extremely desirable, after all the almost interminable discussions and delays which had taken place; that I did not consider one moiety of the total educational funds being, for the present, appropriated to that object, so open to strong objection as it would appear to be held by my Hon'ble Colleagues Messrs. D. Elliott and Thomas.

I am not however impressed with the urgency of the recommendation of the Governors of the University in connection with the contemplated collegiate classes, to that degree as to press its adoption without the concurrence of my Hon'ble Civil Colleagues, and as I conceive that the Governors have

* See also para 12, Despatch 28th August 1844.

advanced all that can be urged in favor of the measure, and in which, as I have before stated, I generally concur, I have now only to propose that the letter from the Secretary to the University with the discussions that have passed on it be sent to the Honorable Court by the next Mail, with a solicitation that they will be pleased to favor Government with an early answer whether they wish the collegiate classes to be established or not. In the meantime the Governors of the University may, I think, be told to continue the High School as it now is, but to proceed with the other arrangements proposed in their Secretary's letter for setting up *Primary, Vernacular* and *Provincial* schools.

I take this opportunity to mention that it has been reported to me, that the number of applications for admittance into the Government educational establishments at the Presidency is already so great, that there is some difficulty in finding accommodation; and as there is strong reason to believe that the pupils will go on increasing, I would suggest that the proper department be called to have a plan and estimate of the future edifice for the University prepared without delay, and that the fact I state be brought to the special notice of the Honorable Court with a view to their speedy authority being given to the erection of a suitable Building.

(Signed) HENRY POTTINGER.

December 24th 1852.

APPENDIX L. L. L.

PUBLIC DEPARTMENT.

Extract from the Minutes of Consultation, dated 7th January, 1853.

Read the following letters from the Secretary to the Madras University.

(Here enter 10th and 11th December 1852, Nos. 15 and 16.)

Para. 1. In their letter of the 10th December last, the Governors of the Madras University submit for the consideration of Government a statement of the measures to which they consider that the funds available may be most beneficially applied.

2. The sum of one lac of Rupees per annum has been assumed to be available for the purposes of education in this Presidency, and it is proposed to lay out more than half of this amount upon the institution at Madras. It appears to the Right Honorable the Governor in Council that this is an undue proportion, and that it is not fitting to lay out 50,000 rupees per annum, at the capital alone, if there are only 50,000 rupees more to provide for the whole country beyond the capital. He does not indeed think it is more than is requisite to put the principal educational institution of this Presidency on the footing to which it is desirable that it should be brought sooner or latter; but it cannot fairly be allowed, when to allow it will so contract the means of Government to meet the requirements of the country as to admit of only 30,000 Rupees being appropriated for the establishment of Provincial Schools, and only 20,000 Rupees in aid of existing schools established independently of the Government, without providing at all for the inspection of those schools.

3. The Governor in Council confidently hopes, however, that the Honorable the Court of Directors will not restrict the expenditure for educational purposes in this Presidency to a lac of rupees per annum; but will allow that

sum, at least, in addition to the interest upon the accumulated amount of the Pagoda Funds appropriated to Native education, and the undrawn balance of the grant of 50,000 Rupees. Taking the present amount of these two funds to be about 11 lacs of rupees as already shown in para. 18 of the Extract Minutes of Consultation, 1st November 1852, the interest upon these will give rupees 55,000 per annum. Should the Honorable Court therefore consent to double the present grant of 50,000 Rupees per annum from the Public Treasury, and to allow interest at five per cent. upon the funds above specified, the amount available annually will be Rupees 1,55,000, out of which it would not be objectionable to allow 50,000 Rupees to the Presidency institution.

4. In regard to the proposal of the University Board to found a collegiate department, the Governor in Council, though he quite approves of the proposed scheme as the eventual plan, cannot but consider the measure at present to be somewhat premature. He resolves however to submit the question of collegiate classes for the consideration of the Honorable Court, and to solicit their early orders whether they desire a set of collegiate classes to be organized, as proposed by the University Board, in the several subjects at present studied in the higher classes of the High School, with the addition of Moral Philosophy and of General Jurisprudence and Law. In the meantime he thinks it would be sufficient, so far to relieve Mr. Powell, the Head Master, from his present duties, as to admit of his instructing the few boys who may be at first found qualified for it, in some of the subjects of study to be pursued by the collegiate department hereafter to be established, and to appoint an additional master to the school upon a salary of 350 rupees per month. In other respects the Board will continue the High School on its present footing, but they will proceed with the arrangements for organizing a Primary school in connection with it at a monthly cost of 395 rupees, and also for establishing Government schools in the Provinces.

5. The Governor in Council approves of the plan of instruction in the Provincial schools, but he would add the mensuration of land. He observes that the estimated cost of each school is somewhat excessive, arising from the large salary assigned to the Head Masters, on the assumption that it will be necessary to get them out from England. He would hope however that for one or more of the Provincial Schools, competent Native Head Masters may be found, and he would regulate the salaries of these upon a scale similar to that of District Moonsiffs. He conceives a knowledge of the vernacular language to be indispensable to every master (whether Head or otherwise) who has Native pupils to teach, and he is of opinion that in all cases a period should be fixed for the acquirement of this essential qualification.

6. The Governor in Council has already recorded his views on the proposed "Grant-in-aid system," and he would only remark that he feels more than ever satisfied of its desirableness as a medium for the spread of general education. It must, however, depend on the sanction of the Honorable Court, to whom it has been submitted with the recommendation of Government.

7. Adverting to the great increase in the number of applications for admission into the Government educational establishments at the Presidency and to the difficulty experienced in finding accommodation for the pupils, as brought to notice in the Right Honorable the President's Minute of the 24th December last, the Governor in Council resolves to call upon the Military Board to instruct the Superintending Engineer to prepare, in communication

with the University Board a plan and estimate of the expense of erecting on the site of the Penitentiary a suitable building for a University.

(True Extract)

(Signed) H. C. MONTGOMERY,

Chief Secretary.

To the Governors of the Madras University.

APPENDIX M. M. M.

Madras University, 26th January 1853.

FROM A. J. ARBUTHNOT, ESQ.

Secretary to the Madras University,

TO SIR H. C. MONTGOMERY, BART.,

Chief Secretary to Government Fort St. George.

SIR,

1. I am directed by the Governors of the Madras University to acknowledge the receipt of an Extract from the Minutes of Consultation, under date the 7th instant, No. 17, conveying the orders of Government in regard to the educational arrangements proposed by the Board in my letter of the 10th ultimo.

2. That portion of the proposed arrangements, which was intended to be carried out at the Presidency involved the division of the Madras University into three departments—a Primary School, a High School, and a Collegiate department; the establishment of Normal classes for training English and vernacular teachers for employment in the schools hereafter to be established in the Provinces, and the appointment of paid Examiners who should conduct the public examinations about to be set on foot; the total cost of this portion of the scheme being estimated at about rupees 50,000 per mensem. Of the remainder of the sum which was assumed to be available for educational purposes, rupees 30,000 were set apart for the establishment of five Provincial Schools, and rupees 20,000 for the introduction of the Grant-in-aid system.

3. The Board have learnt with regret that the amount proposed by them to be expended at the Presidency has been objected to by the Right Honorable the Governor in Council, as being an undue proportion of the funds at present available, and that the sanction of Government has been withheld from the formation of the collegiate classes, which for the reasons stated in the 11th para. of my letter of the 10th ultimo, was considered by them to be essential to the efficiency of the institution.

4. It appears to the Board however from the tenor of the order of Government now under reply, that some misconception exists in regard to the extent of the measures already sanctioned, and as they are led to apprehend from the remarks, recorded with reference to the proposed Presidency expenditure, that the nature of that expenditure, and the fact that a considerable portion of it must be debited to the general purposes of education throughout the Presidency, and that it cannot fairly be included under the head of expenditure incurred on account of the Madras University, has, in some degree, been overlooked, they have deemed it their duty again to address the Government upon those points upon which explanation appears to be required.

* NOTE.—With reference to the note affixed to para. 2 of the order under reply, to the effect that when the proposed building is erected, the interest of the capital expended thereon will then be in place of rent, it is to be observed that the Board's calculations were based on the assumption that exclusive of the cost of a building the sum available for educational purposes would amount to one lac of rupees.—See *Extract from Minutes of Consultation, under date the 1st November, 1852, para. 18.*

† 22d June and 1st November 1852.

5. It is to be inferred from the observations made by the Right Honorable the Governor in Council in regard to the proposed Presidency expenditure, that for the present, at all events, a sum considerably less than that named by the Board, viz. : rupees 50,000* is considered sufficient for the purpose ; but on comparing the orders of Government of the dates last received with the orders noted in the margin,† and with the estimates submitted by the Board in my

letter of the 10th ultimo, it appears that the adoption of the measures already sanctioned will involve an annual expenditure amounting to Rupees 47,930, being only Rupees 2,070 less than the amount to which the Government have objected, as being an undue proportion of the funds at present available for the entire Presidency.

6. The additional items of expenditure enumerated in the Board's letter of the 10th ultimo, and having reference to measures already sanctioned by Government in their orders of June and November, 1852, are as follows :—

The establishment of a Primary school was sanctioned in the Extract of Minutes of Consultation, under date the 1st November 1852, para. 6.	}	Net cost of a Primary school,	3,000
Sanctioned in the Extract Minutes of Consultation, 1st November, 1852, para. 15.		English Normal Classes,.....	2,000
See Extract Minutes of Consultation of the 22d June, 1852, paras. 25 and 26 and Extract Minutes of Consultation, under date, the 1st November, 1852, para. 15.	}	Addition to the Vernacular establishment,.....	5,230
See Extract from Minutes Consultation, under date the 1st November 1852 para. 19.		Annual charge on account of paid Examiners,.....	2,000
			12,230

Add to the above items of charge the average expenditure on account of the High School up to the end of the past year estimated at about,..... 27,000

39,230

The salary of the Secretary,..... 3,000
 The salary of a 3d Master which has now been sanctioned,..... 4,200
 And the estimated loss to Government by the reduction of the School fee, which was estimated at..... 1,500

And we find a total expenditure of 47,930 involved in the several measures already sanctioned, the estimates of which have not been objected to and cannot certainly be framed on a more economical plan.

7. The charges disallowed are the addition of Rupees 1,800 proposed to Mr. Gordon's salary, and the salary of a Law Professor estimated at Rupees 2,400.

8. The former of the two charges in question has not been alluded to by Government. It was proposed by the Board partly in consideration of Mr. Gordon's past services, and the inadequacy of his present salary, with reference to the position filled by him in the institution, but principally as a remuneration for the additional duties about to be imposed upon him in the instruction of the English Class of Pupil Teachers, which has been assigned to him by the Board in addition to his usual duties. Mr. Gordon was selected for this office as being the fittest, and in fact the only fit, person available, having already acquired some experience in England in the system of Normal Training; and as the Board would not feel themselves justified in imposing upon him, without remuneration, the additional labor which the instruction of such a class must entail, the non-compliance with the Board's recommendation in his favor will, they fear, greatly embarrass them in the establishment of the English Normal Class.

9. Adverting, however, to the great importance of the projected class as the only means of raising up a body of efficient Native Teachers, and considering that the salary assigned to the third Master whose appointment has now been sanctioned, has been fixed at the sum which Mr. Gordon has received since his first appointment in 1846, on which occasion it is understood that hopes were held out to him of an eventual increase of salary, and the fulfilment of which the Board consider only due to his position in the institution, and his zeal and efficiency in the discharge of his duties, the Board trust that their recommendation on this point will be reconsidered and authority granted them to carry it out.

10. The Board have already observed that several of the items of charge proposed by them to be expended at the Presidency cannot fairly be included among the charges of the Madras University, but should be debited to the general purposes of education for the entire Presidency.

11. Under this head the Board would place the following charges :

The Annual cost of the English Normal Class of Pupil Teachers,	2,000
The Annual cost of the Vernacular Class of Pupil Teachers.	1,800
A moiety of the salary of the Superintendent of Vernacular Instruction who will be employed in training a Vernacular Normal Class,	1,800
Annual charge on account of public Examiners,	2,000
A moiety of the Secretary's Salary,	1,500
A moiety of the cost of the Secretary's Establishment,.....	486

Rupces...9,586

12. If the above be deducted from the aggregate amount of expenditure proposed for the Presidency, the charges to be borne by the University according to the plan and estimate submitted by the Board, will but little exceed Rupces 40,000, which, even with the limited funds at present available for the entire Presidency, the Board cannot look upon as an undue proportion to be

NOTE.—From the Report of the Board of Education of Bombay for 1851-52 the cost of the Elphinstone Institution appears after deducting school fees which amounted to Rs. 11,894-0-0 to have been Rs. 40,204-12-10.

assigned to the Central institution, considering the population of Madras and the high standard of

education which the principal educational institution of Government should be competent to afford.

13. The Board would hope that the foregoing explanation will have the effect of removing the impression that they have attached an undue importance to the institution at present under their charge.

14. In framing their measures for placing this Institution upon an efficient footing, the Board were guided by the instructions conveyed in the 8th para. of the Extract Minutes of Consultation, under date the 1st November last, that they should devote "their energies to the necessary measures for rendering the High school of Madras what it was intended to be at its foundation; that is, the centre of the future educational arrangements of the entire Presidency."

15. The division of the institution into a Primary school, High school, and Collegiate Department was advocated by the Board chiefly as a means of improving the system of instruction. With the exception of Moral Philosophy and Law, the course of study assigned to the Collegiate Department was, as expressly stated in paras. 14 and 17 of my letter of the 10th ultimo, confined to the subjects already studied in the upper classes of the High school; and as the Government in sanctioning the appointment of a third Master have afforded to the Board the means which were required for the more efficient instruction of the higher classes, the establishment of a Collegiate Department, whenever it may be sanctioned, will, as respects the upper classes of the school, involve little more than a change of name, conferring upon them a title corresponding more accurately with the nature of the instruction now imparted in them.

16. The change of designation, however, will not be a mere matter of words. It will, as shown in para. 10 of my letter already quoted, have the advantage of affording an additional stimulus to the more advanced scholars, and inducing them to remain in the institution for a longer period than is their practice at present. It will place the institution itself on a more dignified footing, analogous to that occupied by the colleges in the sister Presidencies: while to the Masters of these proposed classes it will be but an act of justice, and one merited by the length and value of their services, to place them in the same professional position, as the Principals and Professors of the several educational institutions of Bengal and Bombay.

17. With reference to the suggestion of the Right Honorable the Governor in Council that "Mr. Powell, the Head Master, should be so far relieved from his present duties, as to admit of his instructing the few boys who may be at first found qualified for it on some of the subjects of study to be pursued by the Collegiate Department hereafter to be established," I am directed to advert to the remarks recorded in the preceding paras. as to the identity of the subjects proposed for the collegiate department (with the exception of the two already noticed) with those now and for some time past studied in the upper classes of the school, and to observe that one of the principal reasons which weighed with the Board in recommending the arrangements proposed in my former letter, was that under the new system, the attention of each of the Professors would be confined to a set of kindred subjects, instead of being as at present devoted to six or eight different subjects, and their respective efficiency would, in consequence, be considerably increased. The advantage of such a division of labor in the higher departments of educational instruction is invariably recognized in Europe, and appears to the

Board to be equally applicable to the institution under their charge. The assignment of the entire instruction of the higher classes to any one single Master would defeat one of the principal objects the Board had in view, when applying for the services of a third Master, and now that this addition to the strength of the establishment has been granted, they will still feel it incumbent upon them so to regulate the subjects to be taught by the first and second and third Masters respectively, that the arrangements will in all respects, but that of the designation of the classes and their instructors, correspond with that recently recommended to Government.

18. Under this explanation the Board would still hope that if the question has not been submitted for the consideration of the Honorable the Court of Directors, the introduction of the collegiate department into the University may at once be sanctioned. If the reference has been made, they would solicit that the remarks which they now record in elucidation of the true bearing and purport of this part of their plan may also be transmitted at an early date for the information of the Honorable Court.

19. The Board learn from para. 7 of the order now under reply that the erection of a building is to be immediately commenced; and they direct me to request that until the building is completed they may be authorized to disburse to Mr. Powell the sum of Rs. 80, on account of house rent, the rooms in the present building which have hitherto been occupied by him, having been appropriated as class rooms in consequence of the great increase in the number of scholars, caused by the reduction of the school-fee. It has always been intended that whenever a building should be erected for the University, a set of rooms should be assigned to the Head of the institution.

20. The Board cannot conclude this letter without expressing their deep regret and disappointment at the objections which have been taken by Government to the plans, which after much deliberation and labor have been submitted by them for the improvement of the institution under their charge, and for the general diffusion of education among the Native population. The Board had hoped that in the discharge of the extensive and onerous duties confided to them they would be allowed a large measure of discretion, and that the Government, limiting themselves to the enunciation of the principles to be followed, would leave the arrangement of the details entirely to the Board.

I have &c. &c.

(Signed) A. J. ARBUTHNOT,

Secretary.

MADRAS UNIVERSITY, }
26th January, 1853. }

APPENDIX N. N. N.

Minute by Sir H. Pottinger, 31st January 1853.

Letter from the Secretary to the Madras University No. 81, dated the 26th of January 1853, submitting an explanation of the educational arrangements proposed in his letter of the 10th of December 1852.

I have given my best attention to the above letter, and it only remains for me to record, as concisely as possible, my sentiments upon it.

I must however premise that I think the Secretary's letter has completely met, and satisfactorily explained, the objections to the Board's educational

arrangements that were offered in the Extract Minutes of Consultation of the 7th Instant.

For the reasons assigned, I am of opinion that the increase of salary recommended for Mr. Gordon shall be, at once, allowed.

I concur in the view of the Governors of the University, that a portion of the expense of the central institutions at the Presidency, is most fairly debitable to the general purposes of education in the Madras territory, and it will be seen in my separate Minute of this date touching the system of vernacular instruction, that I particularly advert to that fact. I must add that I wrote that Minute before I took up the letter on which I am now commenting, and I may further point out that the quotation from the Minutes of Consultation of the 1st of November last, cited in the Secretary's letter, precisely adopts and urges the same argument.

The question of collegiate classes having been referred to the Honorable Court, under common circumstances a reply should be awaited; but as the only valid objection to that arrangement, that of the expense, is now removed by the explanation offered in the present communication, and as I consider it most desirable to encourage and foster the good feeling towards education, which has obviously sprung up lately out of the difficulties under which it has so long struggled and lain almost dormant, I am quite ready to take the sole responsibility of authorizing the collegiate classes on myself, trusting to the Honorable Court to approve of my anticipating their commands, which, I doubt not, will be in the affirmative. In the meantime I wish the Secretary's letter and any Minutes that may be recorded on it to be transmitted to those high authorities by the earliest opportunity.

For the reason assigned in the 19th para. of the Secretary's letter, I conceive that Mr. Powell should be granted house rent at the rate of Rupees 80 per mensem, until he shall be provided with a residence in the new University, to the preparation of the plans and estimates for which, I hope the proper departments are devoting their thoughts.

I cannot close this Minute without remarking that I quite agree in the sentiments expressed in the last para. of the Secretary's letter, so long as great leading principles are not involved, and that the expense is kept within the limit that Government has seen it requisite to prescribe for the present.

(Signed) HENRY POTTINGER.

January, 31st 1853.

APPENDIX O. O. O.

Minute by the Honorable D. Elliott, Esq., 2d February, 1853.

Letter from the Secretary to the Madras University dated 26th January, and Minute of the Right Honorable the President, dated 31st January 1853.

I am not disposed to offer any opposition to the immediate establishment of collegiate classes or the formation of a collegiate department which the Right Honorable the President is prepared to authorize on his sole responsibility.

I desire only to explain my views on the subject—and first with reference to the last para. of the present communication from the Governors of the Madras University, I have to observe, that reasonable as was their expectations “that the Government limiting themselves to the enunciation of the principles

to be followed would leave the arrangement of the details entirely to them," it does not appear to me that it has been contravened by any thing that has yet taken place—for surely it is a *principle*, the determination of which should rest with Government, whether the plan of the High school should be immediately extended by the establishment of collegiate classes—and equally must it be regarded as the province of Government to determine what proportion of the whole fund available for educational purposes, throughout this Presidency, should be appropriated to the central institution at the capital.

I do not find that the Board for the government of the University were ever authorized to provide for collegiate classes. Not having been a party to the Consultations of 22d June and 1st November 1852, I cannot of course assume positively that more was meant than was understood by the Board as stated in the 11th para. of their Secretary's letter, of the 10th December last. My understanding was that the Government intended to follow out the repeated instructions of the Court of Directors "to give the fullest practical efficiency to the High School" before attempting to organize a collegiate department, and it therefore appeared to me that the Board in proposing at once to form a collegiate department had gone beyond the limits within which they were at liberty to exercise their discretion.

The Board now say that in framing the measures proposed on the 10th December, they were guided by the instructions conveyed in the 8th para. of the Minutes of Consultation under date the 1st November, "that they should devote their energies to the necessary measures for rendering the *High School of Madras* what it was intended to be at its formation, that is, the centre of the future educational arrangements of the entire Presidency." But I see nothing in those instructions to warrant the construction that Government meant that a collegiate department should *now* be added to the *High School*. I conceive that the true interpretation of the instructions is that the Board were to make the High school, as Lord Elphinstone intended, "complete in itself," or as the Honorable Court directed "to give it the fullest practical efficiency," leaving the organization of a collegiate department to follow the perfect accomplishment of this first object, when, to use the words of the first report of the Governors of the University, "by the advance of the community in intellectual cultivation," or as Lord Elphinstone expressed it, "by the Natives raising their views to a level with his design," there should be a demand for the superior instruction comprehended in a college course, for which it would be proper to provide. When the High school should be in a state to furnish yearly a sufficient number of scholars ready to enter on a college course, whose parents and friends appreciating the advantage of it to them, would be prepared to consent to their education being thus carried on to a higher pitch; then, the High school being complete within itself and brought to the highest degree of practical efficiency, the other portion, the college, contemplated by Lord Elphinstone, might be organized, and "the High school would stand to it in the same relative position as its namesake the High school of Edinburgh does towards the college of that city or as the great public schools in England occupy with respect to the Universities."

Lord Elphinstone's
Minute, 12th Decem-
ber, 1839.

This at least was my idea. In my Minute under date the 5th August 1851, I wrote as follows. "The aim of the Council of Education, then, ought to be to give the fullest practical efficiency to the High school according to the fundamental rule, for the cultivation of English literature and of the vernacu-

lar languages of India, and the elementary departments of philosophy and science." "They should have liberty to make alterations and amendments for the better cultivation of any of these branches of learning, and I would give them a free discretion to allow the first rank of scholars to pursue their studies beyond the limits contemplated in the rule, into what will be eventually the province of the college." Consistently with this suggestion the Government in the Minutes of Consultation under date the 7th ultimo, authorized the Board to relieve the Head master from his present duties, so far as to admit of his instructing the few boys who might be at first found qualified, on some of the subjects of study to be pursued eventually by the collegiate department.

The Board say that with the exception of Moral Philosophy and Law the course of study assigned to the collegiate department is confined to the subjects already studied in the upper classes of the High school, and that the establishment of a collegiate department will, as respects the upper classes of the school, involve little more than a change of name, conferring upon them a title corresponding more accurately with the nature of the instruction now imparted in them. I presume by the upper classes the Board must mean the three ranks of the 4th class, which consisted in 1851-52 of 20 boys. I think they can hardly contend that all the boys in these three ranks are generally so advanced in their studies as to be beyond the range of an ordinary school course. I take it that the boys in the highest rank only, if any, are advanced beyond that range. The number of these in 1851-52 was seven.

In the preceding year the number was two.

Is it reasonable to form a collegiate department with three or four Professors for a class of seven boys, or for the sake of forming such a department to add to this class a dozen more boys who are receiving the elementary instruction usually given in schools, on subjects which in the higher branches are studied in colleges? Will it not be fallacious to designate a class so composed as a collegiate class, and to give the imposing title of Professors to the teachers of it? It does not appear to me that it will dignify the teachers to be called by titles unsuited to the quality of the instruction imparted by them to the great majority of their pupils. I do not see how the lower classes are to be provided for, while their proper masters are giving instruction as Professors to the so-called collegiate department.

With regard to the financial part of the question I admit the propriety of separating the charges noted in para. 11 of the letter from the Board from those belonging peculiarly to the University, and I would not object therefore to the proposed arrangement on the score of its expense, if it seemed advisable otherwise. But with respect to the proposed increase of Mr. Gordon's salary, I must say I do not understand with reference to what standard the salary of rupees 350 per mensem is deemed to be "very inadequate." Looking to the establishment of the Hindoo college at Calcutta I observe that only one Professor has a salary of 400 rupees; two have 300 rupees each; and one has rupees 160-10-6. I presume that the time of Mr. Gordon would not be more occupied, that he would not be required to do more than he does at present, though what he did would be of a different quality. Partaking less of drudgery, it would be probably more agreeable to him. If the remuneration of this gentleman is raised as proposed to a rate beyond what is necessary to obtain the services of a person fully qualified for the duties proposed to be committed to him, a bad precedent will be established.

2d February, 1853.

{(Signed) D. ELIOTT.

APPENDIX P. P. P.

Minute by Mr. Thomas, 4th February, 1853.

I will only repeat, what I have often stated before, that I believe with the Honorable Mr. Elliott, in whose Minute I entirely concur, that there are no elements from which *Collegiate classes* can now be formed, and that it is a fallacy to suppose that a collegiate department can be brought practically into existence, whilst, as all acknowledge, the High school itself, is yet to be made efficient. I think with Mr. Elliott, that the views of the Council are opposed to the orders of the Honorable Court, and that to institute Professorships at this date, is a misapprehension of the real wants of this Presidency; and will retard, rather than advance, the cause of general education.

4th February, 1853.

(Signed) J. F. THOMAS.

APPENDIX Q. Q. Q.

Public Department.

Extract from the Minutes of Consultation, dated 11th February, 1853.

Read the following letter from the Secretary to the Madras University.

(Here enter 26th January, 1853.)

1. Under the explanation submitted by the University Board in their letter above recorded, the Right Honorable the Governor in Council will no longer withhold his sanction to the immediate formation of a collegiate department in the Madras University, in the manner proposed in the Board's letter of the 10th December 1852, omitting till the orders of the Honorable Court are received, the 4th Professor for Law and General Jurisprudence; and he is also pleased, for the reasons assigned in paras. 8 and 9 of their communication, to accede to the recommendation of the Board for raising the salary of Mr. Gordon, the present second Master from 350 to 500 Rupees per mensem.

2. With regard to the financial arrangements to which exception was taken in para. 2 of the Extract Minutes of Consultation, 7th January last, No. 17, the Governor in Council is ready, under the explanation offered, to admit the propriety of separating the charges noted in para. 11 of the Board's letter from those belonging peculiarly to the University.

3. Under the circumstances represented in para. 19 of the Board's letter, sanction is granted for disbursing to Mr. Powell the sum of eighty Rupees per month on account of house rent, until he shall be provided with accommodation in the new building to be erected for the University or elsewhere.

(True Extract)

(Signed) H. C. MONTGOMERY,

Chief Secretary.

To the Governors of the Madras University.

