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THE  
WANTS AND CLAIMS  
OF  
EDUCATION IN INDIA  
BY A TEACHER.

“Praise too dearly loved, or warmly sought,  
“Enfeebles all internal strength of thought,  
“And the weak soul, within itself unblest,  
“Leans for all pleasure on another's breast.”

*Goldsmith.*

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"It is a pity that commonly more care is had, yea and that among very wise men, to find rather a cunning man for their horse than a cunning man for their children. They say nay in word, but they do so in deed. For, to the one they will gladly give a stipend of 200 crowns by the year, and loth to offer to the other 200 shillings. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should; for he suffereth them to have tame and well-ordered horse, but wild and unfortunate children; and in the end they find more pleasure in their horse than comfort in their children."

ROGER ASCHAM.

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My aim in writing the following pages is not so much to thrust my own crude notions respecting such an important and still unsettled question as education on the attention of the public, as to rouse it to a subject of "such extreme importance for the whole community," and regarding which so much "apathy and indifference" seem to prevail.

The subject of education is so vast, so important, and so interesting—not only to the present generation but also to succeeding generations—that it would be the height of presumption to say that it can be exhausted by being treated from a single stand-point. Encouraged by those whose approbation I highly value, I lay the following pages before the public rather for a full discussion of the subject matter than for ready acceptance. Apart from the much debated question of Classics *versus* Science, should these pages lead to a careful enquiry into the abuses and drawbacks which prevail in our schools—Vernacular and English—and which so much hinder the mental and moral progress of our boys, I shall consider the labour of writing them amply rewarded.

Perhaps it is necessary to mention here that I have tried to depict only what seems to me to be the dark side of the prevalent system; the bright side requires no commendation on my part.

July, 1882.





THE  
WANTS AND CLAIMS  
OF  
EDUCATION IN INDIA.

The appointment of Lord Ripon to the Viceroyalty of India marks an epoch in the history of the Indian administration. Of all his Lordship's popular and useful measures, the Education Commission will leave behind it indelible marks of a liberal and useful administration. But to make the work of the Commission of real and lasting usefulness, it is necessary to make it thorough-going. If we take into consideration the importance of the conclusions which will be arrived at from the mass of the evidence which the Commission might collect, the mode employed seems to be objectionable, and the arrangements made to secure it inadequate. As everything will depend on the nature and amount of evidence, a word regarding it will not be considered out of place.

As persons not connected with the work of education can not be expected to speak with authority on the subject, the duty of enlightening the Commission devolves on those who are engaged in educating the children of the soil. Now, a large portion of those who are thus engaged is made up of Government servants; and as they are not expected to come forward on their own account, for obvious reasons, to give evidence, it behoves Government to issue an order calling upon all educational officers to give the Commission the benefit of their



experience. By the term officers are meant all experienced Professors, Inspectors, Deputy Inspectors, Sub-Inspectors, and Head Masters of High Schools, Anglo-Vernacular Schools, and large Vernacular Schools. There is, no doubt, great difficulty and inconvenience in collecting in one place such a vast host of officers; but the work may be made easy by appointing sub-committees. All these officers ought to be assured that they are at liberty to speak their experience without reserve, provided they do not pass any personal remarks.

The word "Education" has included different ideas in various societies at different stages. Its history is exceedingly interesting and instructive. Successive systems of education have reflected successive social states. Who has not read about the systems of Spartan education, Athenian education, Roman education in its different phases, and Modern education, still in its transitional stage? A great modern thinker complains, with justice, that if we examine our system of education, which is but a mirror of the various social systems, we will find that the ornamental has usurped the place of the useful. In dress as well as in education—for the one is but a covering of the body, the other of the mind—we sacrifice utility to refinement. In our schools and colleges, while the study of dead languages is insisted upon, the study of Sciences on which depend the life, health, and strength of man, has been carefully excluded.

Education has always tried to supply the needs of a society in a particular stage. We know what the need of India is. It is, no doubt, a poor country, but it is rich in the production of raw material. This raw material, for want of suitable appliances and intelligence, is exported to foreign countries to be manufactured and refined there. Now, to remedy this state of things, the

The need of India : Scientific  
Education.





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spread of Scientific education would be a great boon to the people of India. Again, India is an agricultural country. Its Flora is almost unrivalled for its richness and variety. But the state of its agriculture and the knowledge of its Flora are not in a very advanced condition. Here, then, Science should come to the help of the ignorant and poor ryot. Besides, India is subject to periodical famines. This calamity might, to a certain extent, be averted by the spread of a knowledge of the rational principles and improved means of agriculture among the Indian agriculturists. It will prove a boon in another way. We know how superstitious the people of India are. The sovereign remedy to weaken the superstition of ages is Science. A great writer has left the following opinion on this subject.

"We may be assured that neither literature, nor Universities, nor Legislature, nor reforms of any kind will ever be able to rescue the people from the

Buckle's opinion.

helpless and benighted condition.

"The sole course is to weaken the superstition of the people ; and this can only be done by that march of Physical Science which familiarizes man with conceptions of order and regularity, and gradually encroaches on the old notions of perturbation, of prodigy, and miracle, &c."

The true aim of all education ought to be to develop the child and youth "healthfully and vigorously, bodily, mentally, and morally." According to Mr. Herbert Spencer, a perfect system of education has reference to :— 1, those activities which directly minister to self-preservation ; 2, those activities which, by securing the necessities of life, indirectly minister to self-preservation ; 3, those activities which have for their end the rearing and discipline of offspring ; 4, those activities which are involved in the maintenance of proper social and political relation ; and 5, those activities which fill up the leisure part of life, devoted to the gratification of the tastes and feelings.



But when one comes to examine the prevailing system of education, what does he find? The prevailing system defective; why? There is no provision for knowledge requisite for the preservation of that health without which life would be a mere burden; no provision for that useful knowledge which can give one the means of earning an independent and honourable livelihood; and, finally, no provision for that knowledge which alone can enable the parents to rear up a healthy and intelligent progeny.

The defects in the system of education, which we give to our boys, are exactly copied in the Female education equally defective. system of our female education. While the ornamental is carefully attended to in the female education, the necessary and useful is excluded. Poor mother! When she does not know how to preserve her own health, how could she be expected to rear up healthy children? Ignorant herself, how could she satisfy the inquisitive curiosity of her children, or save them from pernicious impressions? These are serious questions—questions on the right solution of which depends the welfare of a nation.

It has been said above that the true aim of all education is to develop the child and youth "healthfully and vigorously, bodily, mentally, and morally." Let us examine how far the existing system of education in India fulfils this aim.

Owing to the peculiar position of the English in India, their system of education has failed to impart moral instruction to Indian youths. By moral instruction I do not mean the inculcation of mere abstract principles of morality. Morality is a practical science, and has reference to the conduct of man towards





his fellow creatures in this world. Of all principles of morality, I hold the habit of speaking the truth and that of honest work to be of the first importance to the student. The former at once establishes his character for probity, and the latter teaches him the first lessons in the habit of self-reliance, so important to him in after life. Nothing spoils our boys so much in schools as the habit of copying. If the practice of cramming and copying were to be banished from our schools, we could turn out better men. Owing to the ignorance of parents themselves, there does not exist anything like home education; and where it does exist its moral tone is not sufficiently high. Nor is the moral tone of school discipline such as it ought to be, for reasons which are touched upon in these pages.

Although, in theory, the necessity of physical education has been admitted on all hands, Physical education is neglected, very little has been done towards it. Lean and pitiable figures, which greet a visitor's sight when examining the school boys, are a strong and undeniable proof of the neglect of physical education. The fact of many boys breaking down before they are fairly through the ordeal of University examinations is another proof. A third is to be found in the general complaint of feeble sight. How far physical education is attended to in schools will be seen from the following remarks of the Educational Inspectors in the Bombay Presidency.

The Inspector of the Central Division says :—

"Excepting in the Sholapur and Sâtará Collectorates, there are no gymnasia in the Central Division in connection with Government Vernacular Schools."

The Inspector of the Northern Division says :—

"There are no Regular gymnasia attached to Vernacular Schools."



The Inspector of the Southern Division says :—

“In Dhárwār districts, Mr. Roddā thinks physical education by means of exercises and games can gradually be systemised for Dhárwār Vernacular Schools; if so, other districts will, more or less, follow suit.”

Inspectors of the North Eastern Division and Sindh say nothing as to the state of physical education in the Vernacular Schools.

Hence the one sided education which the present system imparts. Even this one sided education is anything but perfect; is defective; why? for the manner and the means adopted to impart it are both at fault, as is clear from the following facts.

Our educated man is as much a work of art as any article of vertu, and every work of art pre-supposes three things, namely, the material, the instrument, and the agent.

The material nowadays furnished in the shape of boys by Vernacular schools to English schools, is, indeed, far inferior to what they formerly supplied. The causes are not far to seek. One is the anxiety of parents to send up their sons to English schools as soon as possible. This anxiety is increased by the Government order prohibiting admission to Government service to persons having attained the age of twenty-five. Another is the doing away with the vernacular languages from the University examinations. A third is to be found in the low standard of admission into English schools. All that a boy now carries with him on joining an English school consists of a bare knowledge of the four integral rules, reading without any idea of the structure of the sentence, and a smattering of history and geography learnt by rote. A boy who has no knowledge of the structure of his mother tongue is, not long after, called upon to master the structure of a more difficult and refined



language, and later on to appreciate the master-pieces of that language. The result of all this may be easily imagined. Unfit boys are admitted into English schools; and these are, afterwards, promoted into higher classes. Weakness in lower classes generates weakness in higher classes, and terminates in a large failure at the Matriculation Examination. Suppose a boy is fortunate enough to scrape through the fluctuating test of the Matriculation Examination, he is sure to break down in the higher University examinations.

As regards the instrument which, in the shape of subjects and books, is employed to communicate so-called knowledge, the The instrument employed is defective; why? authorities cannot be congratulated. Certain unnecessary subjects are taught, which are learnt by rote, to be forgotten as soon as examinations are over. A glance at the various subjects of the different standards, Vernacular as well as Anglo-vernacular, will convince any unbiased person of the truth of the above remark. Knowledge is valuable because of its direct or indirect use, that is, as it supplies some useful information or serves to develop the mental faculties. But what serves neither purpose is worse than useless, because it begets aversion to all mental exertion. Without going into detail, it will suffice to point out some of these unnecessary subjects. One of these is the subject of History, as this important and useful branch of knowledge is taught in our *Vernacular Schools*. The subject may be replaced with advantage by a scientific subject like Botany. The compulsory study of classical languages in our High Schools and Colleges is objectionable. The expenditure of mental power in the study of classical languages is quite disproportionate to the benefits arising from their study. It is necessary to bear in mind that the Indian student labours under a peculiar difficulty which does not exist in other countries. India being a conquered country and the





English being an alien race, the Indian student has to learn not two, but three languages. The study, therefore, of classical languages may be made voluntary with great benefit.

Again, there is a very important difference, which ought to be borne in mind, between the study of a language or an abstract science and that of a practical science. The former trains the mind when properly taught; but when crammed, it serves no earthly purpose. The latter serves a twofold purpose when properly taught: it trains the mind as well as imparts useful information. But even when crammed, it imparts information regarding certain facts of nature. This information cannot be called useless, as it is equally true for all times and all places, and has an important bearing on the happiness of man. The value of this information arises from the fact that it increases man's power over the forces of nature. The progress of civilization may be measured by the progress of man's power over them, and the consequent increase of human happiness. In fact, the history of civilization is but the history of this continuous struggle between man's power and the forces of nature, carried on to increase the stock of human happiness.

A better selection of books is also needed. The series of "Royal Readers," and other books on history and science lately published in England, might be introduced with advantage.

Now let us see how the  
Agents employed are untrained; why? work of education fares at the hands of its agents—the teachers.

If we ask what preparation is made to ensure intelligent teaching, the invariable answer is—except a certain amount of so-called school or collegiate training—none; no special preparation is insisted upon, because none is thought necessary. It is entirely forgotten that "education is an art like locomotion, mining, or bleaching, which may be pursued empirically or



rationally, as a blind habit, or under intelligent guidance ; and the relation of science to it is precisely the same as to all other arts—to ascertain their conditions and give laws to their process. What it has done for navigation, telegraphy, and war, it will also do for culture.” The few books which have been published of late in England on the subject are scarcely known here. The same empiricism which once reigned supreme in the domains of chemistry, astronomy, and medicine still prevails, in many instances, in the domain of education. If we ask why nothing has been done to improve the methods of teaching, the answer is—“because, in the prevailing system of culture, the art of observation, which is the beginning of all true science and the basis of all intellectual discrimination, and the kind of knowledge which is necessary to interpret these observations are universally neglected. Our teachers mostly belong to the old dispensation. Their preparation is chiefly literary ; if they obtain a little scientific knowledge, it is for the purpose of communicating it, and not as a means of tutorial guidance. Their art is a mechanical routine, and hence, very naturally, while admitting the importance of advancing views, they really can not see what is to be done about it.” Every graduate or undergraduate is thought equally fit to undertake the most responsible work of “teaching the young idea how to shoot,” although he has no conception whatsoever of the laws of the mind,—laws according to which the human faculties unfold themselves in a certain order. We fear that an unskilled workman, with the most perfect implements, will botch his work. But we are not afraid that an unskilled teacher will botch the most curious and delicate of all works of nature—the human mind. We have

A College of Preceptors is badly wanted.	no college of preceptors, because no special training is thought ne- cessary for teachers. This state of things requires to be reformed.
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Experience in other departments has its value; but in the

Supercession of old teachers by new men is not justifiable. Educational department its value is *nil*. New men are thrust over

the heads of old, experienced teachers. And what specially calls for attention on the part of the authorities is this—that these very men, for whom the rights of old and experienced teachers are totally disregarded, enter the department only “as birds of passage.” There are no recognised principles of promotion. This state of things begets disappointment, discontent, and confusion. It may be and is necessary to add fresh blood, but not at the cost of that which already circulates and sustains the department. While advocating the cause of the old servants

Indolence of teachers.

of the department, one is forced to admit that they do not keep up their studies, and consequently lag behind their times. But it is by no means difficult to remedy this evil. The Medical Department, fearing the inertness of its members, have passed certain

Remedy suggested.

rules, according to which all promotions are regulated. There, promotions are made to depend upon passing certain examinations, held from time to time, to test the theoretical as well as practical knowledge of its members. Some such measures may be adopted by the Educational Department with advantage.

Suppose most trained and able teachers are not wanting, the

Poor prospects the cause of able men leaving the department. question arises, what are their prospects in this department which

Government consider at the best to be a burden? What inducement have they to continue in the department? A graduate begins with, say, fifty per mensem—frequently with less. This sum, compared with what persons begin with in other departments is not to be complained of, if we except the liberally paid Judicial Department. The difference between this department



and others begins to appear and strikes one after having served in the department for some length of time. The Education Department is the most poorly paid of all departments, though the work it exacts is by no means light. It exhausts a man's energies, physical as well as mental. The only remedy seems to be to put educational service on a par with other services, so far as its prospects are concerned. What must be the value of a service, the members of which are willing to desert to other departments at the first opportunity on one-half of their original salaries? Again, a member of this service rots in the same place for years together without a glimpse of hope of the most trivial increase. He then begins to think rather seriously about his prospects. There are many departments which offer him better prospects. The field of law, especially, holds out great attraction for him. He studies law; passes High Court Pleaders' examination. He becomes a sub-judge and rises from thirty, or a trifle more, to two hundred, all at a jump. Mark the contrast. It becomes greater still, when the social positions of a sub-judge drawing two hundred per mensem, and that of a teacher drawing thirty or so, are taken into consideration. Instances of this kind are not rare. In truth, all other departments offering better prospects have drained this department of its best blood; and they will continue to do so, as long as prospects remain poor in this department.

Also, the esteem in which teachers are held by Government officials themselves is not such as to induce able and respectable people to enter the department. And this seems to be the more surprising when we consider that these men belong to a nation among whom this profession is held in great esteem. Let Government officials pay due respect to this profession, and teachers will surely rise in esteem among the people. The

Treatment of teachers by Government officials not praise-worthy.





moral effect of this will be great. If the profession be raised in the eyes of the Government and the people, it will induce able men to enter and continue in this department.

Now the evils consequent on the present state of things are:—

Evils consequent on the above causes.	1, want of an accumulated fund of experience ; 2, want of interest in the work of teaching ; 3, want of improvement in the methods of teaching ; 4, want of sympathy between teachers and pupils ; 5, want of sympathy between superiors and subordinates ; and lastly, want of a feeling of brotherhood, which ought to exist among all persons engaged in the same work.
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Some of the above wants might have been supplied long ago by the formation of an "Association of Teachers." An Association of this kind is badly wanted. The benefits arising from the existence of such an Association are too self-evident to be pointed out here.

Frequent changes in the School staff produce by no means a salutary effect. The bond of sympathy between Head Masters and their assistants (where there exists any), and that between their assistants and their pupils is thus frequently broken. The feeling of attachment, which long service in a particular school gives rise to, ought not to be despoiled of its salutary influences by unnecessary and frequent changes. Also, changes in the staff of a school in the middle of the year cannot but have a pernicious influence on the success of the school. Promotions might be given to assistants and other higher members of the department without transferring them from one place to another, except for special reasons.

The encouragement given by the department to the increase



Undue regard paid by the department to the increase of fees. Its effects.

of the amount of school fees has not been productive of very happy results. Head Masters, in increasing the amount of fees, are apt to think less of the quality of boys than of their number. Encouragement is given to raw boys to enter English Schools ; further encouragement is given to idleness, when unfit boys are promoted. Under such circumstances there is fear of an antagonism springing up between the interests of the Head Master and those of his assistants. Such a state of things is, by no means, imaginary ; and its moral effect deserves careful consideration.

While all credit goes to the Head Master for the increase

Conflict of interests

of school fees and the number of students, all responsibility falls on

shoulders of his assistants for the results of their classes irrespective of other circumstances. The assistants have no choice left. They know their prospects depend on the results of their classes. And the results depend on the numbers passing the

uncertain test of the annual examinations. It then becomes their interest to see large numbers passing anyhow at these

Gives rise to dishonesty and "Cram" work.

examinations. They do not teach the boys with a view to draw out all

their faculties, but prepare them with a view simply to see them through the inspectorial examinations. Inspectors can not do much to remedy these evils. With hundreds of schools and thousands of boys to examine annually, together with a large amount of correspondence, what Inspector can spare more than three or four minutes on an average to examine a pupil ? Within this time a pupil's, or rather a teacher's, annual work must be inspected and judged. Instances are known of teachers conniving at their boys' dishonesty during the examination, and





even of helping them in other ways. Inspectors have tried to put down such evil practices; but it is impossible for them to stamp them out altogether.

Professor Tyndall on the importance of the teacher's profession.

Years ago Professor Tyndal said on the importance of the profession of teaching,

"If there be one profession in England of paramount importance, I believe it to be that of the School Master; and if there be a position where selfishness and incompetency do most serious mischief, by lowering the moral tone and exciting contempt and cunning where reverence and noble truthfulness ought to be the feelings evoked, it is that of the Governor of a school. When a man of enlarged heart and mind comes among boys,—when he allows his being to stream through them, and observes the operation of his own character evidenced in the elevation of theirs,—it would be idle to talk of the position of such a man being honourable. It is a blessed position. The man is a blessing to himself and all round him."

But it is absurd to expect a high standard of morality among ill-educated and poor people. High morality incompatible with defective education and poverty. The demands of nature are paramount to all other considerations. It is a well known fact of Political Economy that moral improvement follows the material improvement of a people. To improve the morals and aspirations of the teacher it is first necessary to improve his pecuniary and social status.

Among the causes that have contributed to lower the teacher in the eyes of the people and make his profession less remunerative, the following is deserving of attention.

From times immemorial the Brahmins, or the sacerdotal caste, possessed immense influence over the minds of the princes and the people of India. They were, at once, the religious



guides of the people, and ministers of the state. All learning, whether sacred or profane, was confined to them. Formerly, all the indigenous schools were conducted by these religious teachers. When the Government scheme of education first came into operation, their services were retained on fixed salaries. And in addition to them, they were allowed to receive the customary presents from the people, which were by no means insignificant. Circumstances were reversed when people of other castes became teachers. These could neither command that respect nor expect those presents which were paid to the old teachers on account of their sacred character. Thus the teacher's profession became less respected and less remunerative than it had been.

In connection with the above, it is necessary to call attention to the mischievous effect of the late order of the Government prohibiting private tuition. The order ignores the fact that Vernacular teachers and teachers in High Schools are not liberally paid. It means starving teachers on their petty salaries. Its practical effect will be to induce experienced and able teachers to look out for a more advantageous service, and to scare away better men, who might desire to enter the department. It is, no doubt, sometimes liable to be abused. Persons abusing it might be punished. But it is no justification to say that it should be proscribed altogether, because it is liable to be abused in a few cases.

The elaborate system of supervision, which has been imposed upon primary education by the resolution of the Bombay Government has greatly tended to lower the position of the Vernacular teacher. He has the very unpleasant and difficult task of pleasing above half-a-dozen superiors, from the boorish and





scheming village Mookhi to the enlightened Collector. This is the position of our Vernacular teacher.

No doctrine more mischievous or unfortunate and false can

The belief that education is an unnecessary and unproductive burden is false and mischievous.

be conceived than the one which regards the education department as an unnecessary and unproductive

burden on the State. It requires no lengthy and elaborate argument to show the fallacy of such a doctrine. It is not only the duty, but also the interest of a Government to educate its subjects as efficiently as possible. On what does the prosperity, nay, the very existence of a nation depend, if not on her

Disastrous consequences to nations through neglect of education.

physical and intellectual culture?

What caused a nation, which once overran the whole of Europe, to be bullied and broken in the late war between Turkey and Russia? Her very existence now depends on the success of her efforts to retrieve her position among the civilized and powerful nations of the west. That superior physique and natural barriers are no adequate safeguards without proportionate intellectual culture, has been demonstrated by the successes achieved by England in the late Afghan war. These instances ought to serve as warnings to statesmen, on whom devolves the sacred and responsible duty of guiding nations.

With such instances before her eyes, with the memory of her past sufferings, with the acknowledged poverty and ignorance of her people, India (or rather the rulers of India) can no longer afford to overlook these facts without prejudice to her future development.

The spread of intelligence by means of education among the

Important results of education to the State.

subjects is certain to repay to the Government a hundredfold the sum

that might be required for the purpose. Increase of intelligence



in a country means increase of its productive resources, which means increase of revenue to the Government. The spread of education, also, evinces its beneficial influence in the decrease of crime, and the ease and small expenditure with which it enables the Government to keep order among its subjects. This is a fact which can be verified from the records of the Government. Moreover, to what does the Indian Government owe the present efficient management of its several departments but to its schools and Colleges—few as they are? Twenty years ago, not even the most sanguine patriot could have dreamt of the able conduct of the present native Covenanted and Uncovenanted servants of all grades of the Indian Government. These are no small advantages accruing to the Government through the education of its subjects.

To sum up the substance of the preceding pages in a few words. First, that the present

Summary.

system of education is one-sided, and serves to distort the human nature, in as much as it neglects moral and physical education. Secondly, that this one-sided education is lamentably defective, and serves to waste mental power, in as much as the method and the means employed do not serve to unfold all the mental faculties. Thirdly, that the present system, while it imparts unnecessary and useless information, withholds necessary and useful knowledge. And lastly, that the educational department is not an unnecessary and unproductive burden, and that it is the interest of the Government to educate its subjects as efficiently as possible.

Conclusion.

To conclude:

“And now the end is come. With more time, or greater strength and knowledge, what has been here said might have been better said, while worthy matters here omitted might have received fit expression. But there would have been no material deviation from the views set forth. As regards myself, they are not the growth of a day; and as regards you, I thought you ought to know the environment which, with or without your consent, is rapidly surrounding you, and in relation to which some adjustment on your part may be necessary.”\*

\* Professor Tyndall's Inaugural Address 1874.





## A SHORT REVIEW OF THE PROGRESS OF EDUCATION IN THE BOMBAY PRESIDENCY.

Having said something regarding the wants and claims of education in this country in the preceding pages, I now propose to offer a bird's-eye view of the spread of education in the Bombay Presidency, with a few incidental remarks.

The Report of the Director of Public Instruction, Bombay, for the year 1880-81, is a valuable document, revealing certain startling facts regarding the spread of education—primary as well as higher. While, on the one hand, it fully bears out the just and well-grounded apprehensions of the Indian Government that primary education is far in a backward and neglected state, it, on the other hand, disproves the groundless assumption that higher education has already far advanced. Nay, it proves, if any thing at all, that education, whether primary or higher, is still in its infancy and requires all the fostering care of the Government.

The area of the Bombay Presidency is greater than that of the British Isles, and its population is nearly as large as that of England and Wales put together. How inadequate the present machinery is, which is employed to educate the whole population of the presidency of such a vast extent, will be seen at a glance from the following tables.

TABLE NO. 1.

Showing the total number of schools and colleges, Government, aided, and inspected in the Bombay Presidency.

1	2	3	4	5	6
Estimate of population.	No. of Schools.	No. of Scholars.	Percentage of scholars to population.	No. of Towns and inhabited villages.	No. of Villages with schools.
2,28,11,323	5,343	3,16,974	1.38	41,997	4,154

Column fourth in the above table reveals the astounding fact Spread of primary education only 1 per cent. that the extension of primary education is only one per cent.

Columns fifth and sixth shed further light on the subject. While there are 41,997 towns and inhabited villages, only 4,154 are provided with schools. In other words, out of every ten towns and villages, only one is blessed with a school. The reason assigned by the D. P. I. for this deplorable condition of primary education in the districts, is "the want of funds." Mr. Chatfield says in his report :—

"The reason for the falling off in the average increase of schools is the Want of funds. want of funds, and we could easily restore the former average, if Government could give a moderate increase to the grant-in-aid of Local Fund schools. Hitherto the local cess has been the mainstay of popular education.

We cannot now hope for any increase of means from the local cess, and the present receipts are barely sufficient to maintain existing schools in the poorer districts, such as Ratnagiri, Ahmednager, North Kanara, and the Punch Mahals."

TABLE No. 2.

Showing the number of Government institutions, aided institutions, inspected institutions, and Police and Jail schools separately.

1		2		3		4		5	
Government Institutions.		Aided Institutions.		Inspected Institutions.		Police and Jail Schools.		Total.	
No.	Pupils.	No.	Pupils.	No.	Pupils.	No.	Pupils.	No.	Pupils.
4398	2,65,462	255	19,979	662	30,156	28	1,377	5,343	3,16,974





Column first in the above table shows that, out of 5,343 schools, the so-called Government Institutions are 4,398. Column second shows that, out of 3,16,974 pupils under instruction, aided institutions instruct not even 20,000. Again, unaided institutions instruct 30,000 pupils. The total number,

then, of pupils under instruction in aided and unaided schools is 50,135, as against 2,65,462 pupils in Government institutions. This is the extent of private agencies available for popular instruction in the Bombay Presidency.

TABLE No. 3.

Showing the distribution of the burden for the support of the so-called Government Institutions shown in the above table.

1		2		3		4		5	
On the Imperial Budget.		On Local Fund Budgets.		On Native State Budgets, N. D.		Parsi Panchayet and Aidschools.		Total.	
Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
99	9,698	3,632	2,14,594	648	39,683	19	1,487	4,398	2,65,462

The above table shows that, out of 4,398 Government Institutions, only 99 stand on the Imperial Budget, and the main body of 3,632 schools stands on the Local Fund Budget.

TABLE No. 4.

Showing the expenditure of the department during the year 1880-81.

1	2	3	4
	From Imperial Fund.	From Local Fund.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and subsidiary charges.	39,103 8 6	.....	39,103 8 6
Inspection and subsidiary charges.	1,63,794 15 9	28,484 12 0	1,92,279 11 9
Instruction.	8,86,220 6 8	13,29,449 14 10	22,15,670 5 6
Total.	10,89,118 14 11	* 13,547,93 10 10	24,47,053 9 9

\* This includes School Fees—Rs. 3,09,558.

This table lays bare the pecuniary obligations of the Educational Department to the Imperial Government. What a poor sum the Imperial Government contributes for the purpose of educating the population of a country as vast in extent as the British Isles. This petty sum of Rs. 10,89,118 is given, not for primary education, but for all education, higher as well as primary. With regard to the financial aid of Government, the Director of Public Instruction clearly puts the case thus :—

“ From March, 1873, Government has been relieved of all expenditure on account of the leave allowances and pensions of masters in the so-called Local Fund schools, i.e., schools on the cess and municipal budgets ; and so far as financial considerations are concerned, these schools are now less dependent upon Government than “ Board ” Schools in England are. In Bombay, as in England, Government provides Inspectors and gives a grant-in-aid ; but the grant in England is a large one, which is yearly increased according to the efficiency of the schools, while the Bombay grant is a small and a fixed grant, which has not been increased for several years.”





Government is aware of the backward state of primary education, and admits the necessity of extending it; but to advance primary education at the cost of higher education, which is still in its infancy, would be surely a very unfortunate and retrogressive policy, if such a step is at all contemplated by Government. The just and proper way to extend

The proper way to extend primary education.

primary education would be to increase the Imperial share of grants-in-aid.

While Great Britain spends two shillings per head on primary education alone, India ought not to grudge to spend one-eighth of this sum for all education. At present she hardly spends so much as twopence per head. Again, the people

The people of India unprepared to undertake higher education.

of India are neither so rich nor so intelligent as to appreciate the

benefits of higher education and volunteer to undertake it. This is the reason why Government ought not to shift the burden, as well as responsibility, so prematurely on to the shoulders of the people unprepared to receive and support them, unless Government mean to undo the work of a quarter of a century within a few years.

There are a few indigenous schools in India. To bring them under Government inspection, it would be necessary to reconsider the hard and fast rules of Grants-in-aid.

Indigenous schools and the Grants-in-aid system.

The rigorous conditions of attendance and the standard of instruction are not suited to the capacities of old teachers and the people, who are well known for the irregularity of their habits. At present the scale of grant is not such as to induce enterprising persons to open new schools. Again, the present mode of administering grants-in-aid has many disadvantages. The payment of grants

The effects of payment of grants by results.

by results, which is the mode in practice throughout the Bombay



Presidency, with few exceptions, makes an institution shaky and the manager unnecessarily anxious. Moreover, its moral effect is worthy of consideration. It becomes, under the existing mode, the interest of the manager of a school to get as large a grant as possible by passing the largest possible number at the inspectorial examinations by all fair or foul means. But, supposing all managers to be equally honest and conscientious, it produces another deleterious effect of no small consequence to the people at large. The manager and his assistants teach boys, not with a view to the boys' ultimate good, but to their own immediate benefit.

Fixed grants have this advantage, that they leave the manager at liberty to introduce many reforms which could not be done under the present system. Fixed grants should be given according to the number of boys and general efficiency of schools. These might be revised at the end of every five years. The grants in cases of schools falling below the standard of efficiency during the interval might be lowered. With some such safeguards, the system of fixed grants would be a decided improvement on the present system.

Of late a cry has been raised against the spread of higher education by weak and narrow-minded persons, whose dim and distorted vision sees in its increase nothing but signs of future political danger to the English rule. The mischievous tendency of such a fallacious doctrine is self-evident. Surely it will be an evil day for India when the contagion of this mischievous alarm reaches the Supreme Government. Two unwarranted assumptions underlie such an alarm. First, that higher education is a source of political danger. Secondly, that higher education has already spread to an alarming extent. The first need not detain us. One cannot see how the spread of education





can be a source of danger to such an enlightened and liberal rule as that of the English. Such an assumption may be safely consigned for ever to the diseased and disturbed imagination of these alarmists. Now let us see if the second assumption stands the crucial test of figures.

There are altogether nine colleges in the Bombay Presidency, of which three are technical and six Arts colleges. But this number includes all colleges, Government, aided, and inspected. There are fifty-two High Schools, of which twenty-three only are Government Schools. There are two hundred and forty Anglo-Vernacular Schools, of which a hundred and thirty-six only are Government Schools. This is the whole machinery employed to spread English education—school as well as college. After nearly a quarter of a century's effort we have turned out about 4,500 matriculated students. This number represents the united success of all English Schools. It means that there is one matriculated student in every five-thousand.

TABLE NO. 5.

The spread of University education. 1 graduate in every 30,000.

Showing at a glance the spread of University education.

Graduates.	Probable number.
In Arts.	460
In Medicine.	150
In Law.	70
In C. Engineering.	100
Total	780

The above table shows that the total number of graduates in all faculties is below 800. It means that there is one in every thirty thousand, who has received University education of some sort or other. Do the above figures, which are taken from the



Bombay University Calendar, give the least countenance to the groundless alarm of these weak and narrow-minded persons ?

Interested parties have raised another complaint that the wealthy do not pay their fair quota for the benefits of higher education. This is far from true. India is not England. In India the wealthy classes are neither so far educated nor so intelligent as to appreciate the benefits of higher education. It is the poor classes only who are compelled to study from sheer necessity. This is a fact which can be verified by instituting an enquiry into the past conditions of all graduates and undergraduates.

Conclusion.

The preceding enquiry leads us to the following results :

First, that primary education is in a deplorable condition, the reason assigned by the Director of Public Instruction being "the want of funds." The remedy suggested by the same authority is "a comparatively small increase to the Government grant." Another remedy suggested by the preceding enquiry is the framing of grants-in-aid rules on a more liberal principle. Secondly, that higher education is not sufficiently advanced, but is equally in its infancy with primary education. Thirdly, that the people of India being poor and ignorant, the Government ought not to shift the burden as well as the responsibility so prematurely on to the shoulders of the people. And lastly, the wealthy classes in India, unlike those in England, being not sufficiently enlightened, it is not the rich but the poor who are benefited by higher education. And the means to make the rich contribute their own share of the expenses of education is, to teach them first the value of education by imparting it to them on the same terms as to others.

