



AS-001377

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FOR PRIVATE CIRCULATION.

ANSWERS  
TO  
QUERIES ON THE WORKING  
OF THE  
EDUCATION DESPATCH OF 1854  
SENT OUT  
BY  
THE GENERAL COUNCIL ON EDUCATION  
IN INDIA.

(12)

7, ADAM STREET, STRAND,

LONDON, 1882.

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## INTRODUCTORY NOTE.

It is now generally known that an important "Commission" has been appointed by His Excellency the Viceroy of India, to inquire into the working of the Education Despatch of 1854. Before leaving England, the Marquis of Ripon, in replying to a deputation of the General Council on Education in India, said: "It will be my duty when I get to India to examine all matters affecting this subject carefully, in the light of the information which will then be at my disposal; but I do not think that I shall be guilty of any indiscretion if I tell you even now, how much I sympathise with your desire to promote the extension of elementary education among the poorer classes."

Most nobly has His Excellency redeemed this pledge. From the day he entered India, he has lost no opportunity of encouraging education by his public speeches, and he has been indefatigable in his inquiries into the working of the educational system, which has now been in operation without any thorough investigation for more than a quarter of a century.

Long before there was any word about a "Commission," it was known that the Viceroy was gathering information from all parts of India, by means of schedules of queries sent to each province of the Empire.

These queries were of necessity sent to Government officials, and were naturally answered by the head of the Education Department in each province, and we feel assured that the information so obtained will be of great value and, so far as it goes, accurate and reliable. But it appeared to the Committee of the Council on Education that from its official source and character, it must be to a large extent incomplete.

The educational institutions with which Government officers are, from their position, more directly connected, are those which appear in their annual reports under the head (unknown in this country) of "Government Schools and Colleges," i. e., schools and colleges which are entirely and exclusively originated, supported, and managed by Government, which appoints and pays the teachers and professors. These are only one-third of the educational institutions in India. Two-thirds are reported under the heads "Aided," and "Unaided" "Institutions."

The numbers as given in the last official reports are:—

Government Institutions 16,487, average attendance of pupils, 524,319.

"Aided" Institutions, 40,662, average attendance of pupils, 735,541.

"Unaided" Institutions, 14,286, number on roll, 265,295.

Of these "aided" and "unaided" institutions, a large number are supported by the religious societies of this country, and those of the Continent and of America. There are no fewer than 150,000 pupils in institutions belonging to the Protestant Churches of Britain (many of them receiving a collegiate course of education equal to that in Government colleges) at a cost of fully £70,000. If we add those under Continental and American societies, the number cannot be much under 250,000 pupils, supported at an expense to the Churches of probably not less than £130,000 a year. The numbers and cost of those supported by the Roman Catholic Church we have not been able to ascertain.

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The missionaries who teach in or superintend these schools and colleges, generally have a familiarity with the languages and habits of the people which the Government officials in that department rarely possess, and from their long terms of service their judgment as men of education and experience is of the first importance.

We had no means of getting access to all the "aided" and "unaided" institutions. But, although the Council on Education neither originated with, nor represents, the missionary societies labouring in India, they could count on the sympathy and co-operation of their agents. Schedules of queries were accordingly sent to a number of the agents of all the societies in this country, with the request that they would send answers to our secretary by the month of November.

The response to our call for information has been more full and circumstantial than we had any reason to expect; nothing but earnest convictions and a deep sense of duty could have led so many hard worked men voluntarily to give the attention and labour implied in the careful and minute replies to so many queries of a difficult and delicate kind, and as none could reply but those who were personally intimate with the working of the educational system and the rules of the Despatch of 1854, the number of schedules returned is highly satisfactory. Twenty-four separate papers have been received with the signature of 32 experienced educationists; many of them have been 20, several 30, and some even 40 years engaged in teaching or superintending schools in India. These signatures are in some cases representative, not of individuals, but of local associations, including a large number of labourers in the same field. Not fewer than 50 or 60 are thus represented, while a much larger number are in full sympathy with the sentiments of those important witnesses whose evidence we now bring forward.

The answers sent are not, and were not expected to be, exhaustive, either in their number and character, or as to the state of education in all parts of India. Such an inquiry was quite beyond the resources of the Committee. But they are conclusive as to the neglect of the provisions of the Despatch of 1854, the existence of many abuses in its administration, and the urgent need of a new departure in the direction of the elementary instruction of the poor, which it was chiefly designed to promote.

Four of the sets of answers to our schedules have a special interest as coming from professors and teachers in Government institutions; we willingly print them, as we do all the others, *verbatim*, with the exception of the answers to the sixth set of queries.

We have alluded to the probability of the answers to the Viceroy's queries being, to a certain degree, shaded by an unconscious partiality for the Government schools and colleges, with which, as part of a system, and, in many cases, formerly professors, they are, from association and position, closely identified.

We frankly admit that the answers elicited by us are liable to the same drawback on the other side. We claim for our witnesses no exemption from this common infirmity, to which the most ardent and noble natures are sometimes the most prone—an infirmity which even a generous devotion to the cause of philanthropy will not extinguish. If we are to arrive at the true state of this education question, so important to the future of India, we must view it on all sides and listen to both parties.

The fourth question (*d*) under the second head, regarding the tendency of the present system to produce partiality in Inspectors towards Government institutions, was not, as has been grossly misrepresented, inserted from any intention to originate a charge of such a nature, or to imply on our part any suspicion of intentional unfairness on the part of a class of public servants, least of all a doubt of the honour of English gentlemen.

The charge has been long and loudly made by others against a certain class of Inspectors, and we thought it best for all parties, that such a charge should be definitely formulated, in a way in which it could be substantiated or refuted. It will be found from the answers given that we are fully justified. As we expected, the suspicion of anything like conscious unfairness or intentional injustice on the part of English gentlemen is conclusively set aside. A few rare exceptions only confirm the rule.





The answers to the sixth set of queries, valuable and important though they be, are not printed, for reasons which can be readily understood. It was most desirable to have the opinions of such witnesses on subjects of such vital importance, but they are to a large extent matters of opinion, not of demonstration, and they will be submitted to those who are most interested in the social, moral, and political welfare of India, and who can give them their proper value.

The Council on Education is not identified with any party. We are, from conviction based on experience, in favour of carrying out the principles of the Despatch of 1854, as being the best for the present condition of society in India. We take our stand on that Despatch, as from the first the declared policy of the Government, though it has never had a fair and full trial, but which has, whenever tried, proved by results its adaptation to the wants of the country.

We entertain the hope that great good will result from this Commission. The earnest intentions of the Viceroy are proved by the course he has pursued, and the Secretary of State for India, the Marquis of Hartington, has manifested a deep interest in the subject, and has more than fulfilled the promise he so kindly gave to our deputation in April last.

We rejoice in finding the subject taken up in a way which augurs so well for the attainment of the objects which the Council on Education have in view, and at the same time fully justifies the course they have pursued.

In conclusion, we would call attention to the movement begun in 1870 by Lord Mayo, and embodied so far in the admirable Report by Mr. Arthur Howell, which we trust will engage the attention of the present Commission.

It is a subject for regret that the judicious recommendations of that Report, the same as those we now advocate, were not carried out 10 years ago. It is also a warning that earnest effort must not be relaxed until good resolutions are embodied in substantial results.

We have added in an Appendix some questions from documents both of a public and private kind, to which we beg to call special attention, especially those from Mr. Croft, the Director of Public Instruction, Bengal; Dr. Leitner, Principal of the Government College, Lahore; and Mr. Grigg, Director of Public Instruction, Madras.

JAMES JOHNSTON,

January 25th, 1882.

*Hon. Secretary.*

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*N.B.—In printing these documents we have not felt at liberty to alter or correct any statement, and it is more than probable that from the writers not having had any opportunity of revising proofs, errors may have crept in on our side.*

\* \* \* The Committee hope to send a summary of the evidence, and of the deductions they draw from it and from other sources.





## THE LIST OF QUERIES.

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

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

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

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

*c* To the framing of rules which make the receiving of grants in aid or Local Scholarships needlessly difficult or embarrassing?

*d* To partiality towards Government Institutions on the part of Inspectors, &c.?

Please to give illustrative facts bearing on any of the above queries, either positive or negative.

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

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

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

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

*a* In fitting them for the right discharge of the practical duties of life?

*b* On their moral character and conduct?

*c* On their social and political relations in society and to the State?

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

Any other facts or suggestions will be welcomed by the Council on Education.





## ANSWERS TO QUERIES.

By THE EXECUTIVE MISSIONARY EDUCATION COMMITTEE, MADRAS, representing a large number of Missionaries of almost all denominations, consisting of

The Rev. W. MILLER, M. A., Principal Christian College.  
The Rev. EDWARD SELL, M.A., Secretary Church Missionary Society.  
J. MURDOCK, Esq., LL.D., Superintendent C. V. E. Society.  
REV. JAMES COOLING, Wesleyan Missionary Society.  
D. SINCLAIR, Esq., M.A., Professor Church of Scotland Institution.  
J. COOK, Esq., M.A., Principal Doveton College.  
Rev. W. STEVENSON, M.A., Superintendent Free Church Institution.

I.—ARE THE EDUCATION DESPATCHES OF 1854 AND 1859 BEING CARRIED OUT IN YOUR DISTRICT IN SUCH A WAY AS MOST EFFECTUALLY TO OVERTAKE THE EDUCATION OF THE "GREAT MASS OF THE PEOPLE?"

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

II.—DOES THE SYSTEM OF PERMANENTLY MAINTAINING GOVERNMENT SCHOOLS AND COLLEGES TEND,

A TO DISCOURAGE THE ORIGINATION AND MAINTENANCE OF AIDED OR UNAIDED INSTITUTIONS BY NATIVES OR OTHERS?

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



**B TO THE DIMINUTION OR WITHDRAWAL OF GRANTS-IN-AID FROM PRIVATE INSTITUTIONS WHICH COME INTO COMPETITION WITH THOSE OF GOVERNMENT ?**

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

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

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

**C TO THE FRAMING OF RULES WHICH MAKE THE RECEIVING OF GRANTS-IN-AID OR LOCAL SCHOLARSHIPS NEEDLESSLY DIFFICULT OR EMBARRASSING ?**

The Grant-in-Aid Rules (with the mass of Forms and Returns required) are excessively troublesome and embarrassing, but how far their complicated character is connected with the maintenance of the Government system we cannot venture an opinion.

**D TO PARTIALITY TOWARDS GOVERNMENT INSTITUTIONS ON THE PART OF INSPECTORS, &c.**

We believe that the cases in which Government Inspectors manifest conscious partiality are very few, if any.

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

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



III.—CAN YOU SUGGEST ANY PRACTICAL IMPROVEMENT ON THE PRESENT ADMINISTRATION OF EDUCATIONAL BUSINESS, OR ANY CHANGE IN THE ALLOTMENT OF EDUCATIONAL FUNDS.

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

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

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

Now as to the remedy,—we believe it is hopeless to expect any improvement so long as the Director of Public Instruction has Government schools to administer directly. All schools must be made as much Government schools as possible, and all improvement in Government schools is to be attained by the multiplication of rules or Standing Orders. (The book of Standing Orders for Government schools is a volume of 152



octavo pages.) With the bureaucratic system that universally prevails in India the evil will grow, so long as the Director feels himself responsible in Government schools for every detail of school management. There would be a hope of some freedom if Government schools were given up, a broader and more liberal policy would have a chance, and a Director might arise who would see it to be his duty in accordance with the principals of the Despatch to "foster a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation."

As to the second point—the allotment of educational funds—the withdrawal of Government from direct education, especially of the higher kind, would set free a large sum which might be devoted partly to Grants-in-Aid and partly to aid Municipalities and Local Fund Boards in extending primary and secondary education.

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

The entire expenditure on education in 1879-80 was Rs. 28,23,473 of which Rs. 10,36,053 came from Provincial Revenues and the Educational Building Fund, Rs. 3,53,783 from Local Funds, Rs. 58,799 from Municipal Funds, and Rs. 13,74,838 from Endowments, Fees and other sources.\* The percentage spent on superintendence was 10.55; on primary instruction 45.24; on secondary instruction 21.91; and on superior general instruction 7.66. The remainder was spent on miscellaneous charges, special instruction, &c.

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

Direction and Inspection .. .. .	Rs. 2,24,605	equal 21.68 per cent.
Arts Colleges .. .. .	1,08,204	10.44 "
High Schools .. .. .	49,946	4.82 "
Middle Schools .. .. .	53,407	5.15 "
Primary Schools .. .. .	82,129	7.98 "
Special Colleges and Schools (Arts, Medical, Engineering, Normal) .. .. .	1,40,270	13.54 "
Scholarships .. .. .	23,245	2.24 "
Buildings (Government) .. .. .	69,713	6.73 "
Miscellaneous .. .. .	20,057	1.94 "
	7,71,576	74.47 "
Deduct profit on the University .. .. .	1,156	11 "
	7,70,420	74.36 "
Grants-in-Aid .. .. .	2,65,633	25.64 "
	Rs... 10,36,053	100 "

The Arts Colleges had an average daily attendance of 460 students, so that each cost Government Rs. 235-3-7. In the High Schools there were 960 pupils, so that each cost Government a little over Rs. 52, and in the Middle Schools there were 3,512 pupils, each costing Rs. 15-3-3. The corresponding cost to Government of pupils in aided institutions was—College Rs. 63-5-3: High School Rs. 21-7-5: Middle School Rs. 9-1-9. The above analysis is sufficient to show (1) how comparatively small a proportion of Provincial Revenues—25.64 per cent. is expended in Grants-in-Aid; and (2) how expensive are the higher Government institutions. It is manifest that if the money at present devoted to these were devoted to aided and primary education, there would be at once an immense saving and a great extension of education. Further, were Government Colleges and High Schools abolished, independent institutions would be able to raise their fees, and so effect a saving which would naturally go to the further extension of education.

\* The Fees amounted to Rs. 6,91,727, and of the remaining Rs. 6,83,111 the larger portion is contribution by Managers of Aided Schools.





IV.—WHAT IMPORTANCE DO YOU ATTACH TO THE CARRYING OUT OF PARAGRAPHS 62 AND 86 OF THE DESPATCH OF 1854, FOR THE "ABOLITION" OR "TRANSFERENCE" OF GOVERNMENT INSTITUTIONS, ESPECIALLY THOSE OF THE HIGHER CLASS, AND CAN YOU SUGGEST ANY WAY IN WHICH IT CAN BE DONE, WITHOUT INJUSTICE TO THE NATIVES, INJURY TO THE INSTITUTIONS THEMSELVES OR TO THE HIGHER EDUCATION ?

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

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

5.—ARE THERE ANY UNAIDED INDIGENOUS SCHOOLS IN YOUR DISTRICT OF SUCH A CHARACTER AS TO BENEFIT THE PEOPLE, AND CAN YOU SUGGEST ANY WAY IN WHICH THE GROWING DESIRE FOR EDUCATION CAN BE MET, WITHOUT UNDUE STRAIN ON THE GOVERNMENT REVENUE, OR TOO SEVERE PRESSURE ON LOCAL RESOURCES ?

There are numerous indigenous schools throughout the Presidency, known as *pial schools*. Many of these are now being improved and developed by Local Fund Boards and Municipalities. This mode of action can be carried on indefinitely, if only there are sufficient local resources. The taxes for this object cannot be indefinitely increased, but aid could be afforded out of the present allotment to education from Provincial Revenues, if the policy laid down in the Despatch were carried out.

VI.—CAN YOU GIVE ANY FACTS OR WELL-GROUNDED OPINIONS ILLUSTRATING THE EFFECTS OF THE HIGHER EDUCATION OF THE YOUTH OF INDIA IN GOVERNMENT OR AIDED INSTITUTIONS :

- A IN FITTING THEM FOR THE RIGHT DISCHARGE OF THE PRACTICAL DUTIES OF LIFE ?
- B ON THEIR MORAL CHARACTER AND CONDUCT ?
- C ON THEIR SOCIAL AND POLITICAL RELATIONS TO SOCIETY AND TO THE STATE ?

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





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VII.—TO WHAT EXTENT DO YOU CONSIDER NATIVES OF INDIA COMPETENT AND SUITED FOR EMPLOYMENT IN THE EDUCATIONAL DEPARTMENTS.

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

MADRAS, *September 28th*, 1881.

WILLIAM MILLER.

EDWARD SELL.

J. MURDOCK.

JAMES COOLING.

D. SINCLAIR.

J. COOK.

WILLIAM STEVENSON,

*Secretary.*



# ANSWERS TO QUERIES.

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

Deputed to answer in the name of the Missionaries of the Station.

## To QUESTION I.

The Mysore being a Native State, the Government of this province are hardly under an obligation to carry out a system of education according to British regulations.

An extensive system of education has been established throughout the province and it is believed to reach all classes of the people, down to the very lowest. But it would be too much to say that the system is the "most effectual" that could be devised,

## To QUESTION II.

(a) Not at all in this province at present.

A few schools have been established by wealthy Natives on a charitable basis. But they are not carried on with any vigour, and are far from efficient.

Small private schools are being established as financial speculations by educated Natives, and it is believed that the Prime Minister is much disposed to favour and encourage them, but there is a danger of their injuring true education by the self-interested endeavour to secure pupils, and the consequent encouragement they give to boys to migrate from school to school. Such schools will not consent to join in a convention to discourage these injurious practices, and hence discipline (the highest essential of education) is discounted. The aided schools have fairly good grants.

(b) Not at all in this province at present. All that can be said against the Government is, that the enormous sums of money which have been spent upon the building and decoration and alteration of State colleges and schools, and the very large current expenses of establishment in those institutions, would go very far towards the extension of an equally efficient aided education.

Illustration: Government spends say, 70,000 rupees, in merely decorating a certain State college, while an aided school in great need of enlargement asks for a building grant in aid of 2,000 rupees. The request is refused on the ground that the cost of education in that town has already exceeded the amount that can be afforded for the purpose.

For further illustration, compare cost per head to Government in State colleges and schools with same in aided schools. (*Vide* Mysore Educational Report.)

(c) Not at all in the province at present.

(d) Not apparently so in the province.

## To QUESTION III.

(a) *The Higher Education.*—This system is already well established throughout the country, and is not likely to be seriously damaged, even by extensive or sweeping reforms. There is no doubt that so long as there exists a system of Government schools and colleges in which high salaries are paid, and which therefore provide lucrative and honourable posts for Government servants, the officers of the educational establishment will guard and foster their departmental interests with a jealous care, at the expense (if need be) of all other rival institutions. It is very natural that they should look upon aided schools with suspicion and dislike, the more so when these aided schools come into competition with themselves.

A Director of Public Instruction being necessarily a Government official, it is natural that he should look with a more favourable regard upon those institutions which are immediately connected with his department; in other words, that he should feel a peculiar sympathy (an *esprit de corps*) with the work of men who are associated with him as Government servants. It seems, therefore, desirable that the practical work of education should be entirely divorced from Government prestige, and that the junction of Government in relation to education should be limited to its encouragement and supervision.



The Directorate should be empowered to *license* and *regulate* all schools and colleges.

By the withdrawal of Government from the actual work of education, large funds should be set free, and aided education might then be encouraged more extensively, and perhaps more liberally, than at present.

With regard to the work of inspection and examination, I am of opinion that the agents who perform these duties should be localized as little as possible.

(b) *The Lower Education*.—A complete system of primary vernacular education should be established throughout the country, and extending to every village school, should be entirely in the hands of some kind of representative of the community. The main support of each school should rest upon local funds, and only be supplemented by a grant in aid from Government, and the whole be under Government inspection. A system such as this would virtually be equivalent to compulsory education.

(c) *Generally*.—I fear there is little hope, for several generations, of education thriving in India if left to spontaneous private enterprise. The Hindu is naturally too contented with the state of things as they are ever to originate a great movement such as is required. As a general principle, so long as a paternal Government will do all the work for them, the Natives will fold their hands and placidly smile and supinely allow things to remain *in statu quo*. Here and there a spurious charity will suggest this “good work” for the sake of acquiring religious “merit,” but it would be visionary to expect this motive to inaugurate a large and liberal system of “mass education.” Also occasionally a school is started as a private speculation, but such enterprises generally die a natural death after a few months, or else live a miserable existence.

#### To QUESTION IV.

All Government schools and colleges of the high class are in large towns. It would therefore be a comparatively easy matter to make them into town schools under municipal support and control, and subject only to Government inspection and direction. Each school would then be mainly supported by its own locality, and it seems to me that this would be more just to the Natives than the present arrangement. If this system of municipal schools were well organised, I think it would not be to the injury either of the present existing institutions or of the higher education.

#### To QUESTION V.

There are a few unaided indigenous schools in the Mysore, but they are of very little value. When such schools aim to be of the highest class, they cannot possibly thrive without a European at their head. Natives of India lack the two highest qualities requisite for the successful management of a school—energy and independence. The Hindu does very well for a subordinate master; he is patient and painstaking. But a Hindu fitted to hold the position of a Principal over a High School is a *rara avis*, a specimen of which has not yet reached this part of the country. The lower class indigenous schools, commonly called “Pial Schools,” are utterly worthless; they are perhaps nearly as high as the antiquated old women’s schools which were common in England a generation or two ago.

✓ No indigenous schools of any kind can ever flourish until education has reached the wealthy merchant class. At present this class remains almost untouched. ✓

Answers to Question VI. not printed.

#### To QUESTION VII.

Hindus make good teachers when trained and carefully superintended. They might also be trained for Inspectors. But at present they are utterly unsuited for the principals of High Schools and for Directors of Instruction.

J. H. WALTON,  
*London Mission,*  
 Bangalore.

October 24th, 1881.





## ANSWERS TO QUERIES.

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

## To QUESTION I.

No. There is very little doing to carry out elementary education, and that little is done by Local Fund Boards alone; but these have not sufficient funds at command to do all that is required.

## To QUESTION II.

(a) Undoubtedly it must do so, for Natives will never think of establishing English schools at their own cost while Government is ready to do it for them, besides incurring odium for opposing Government institutions if schools under Native management were established.

(b) Undoubtedly. The large sums spent on Government colleges and schools take away resources from elementary education. We have lately had the Rajahmandri Government High School made into a college; the fees amount to only 600 rupees a month; the salary of the Principal, 800 rupees. This and other expenses cost 30,000 rupees per annum, and there is only 10,000 rupees a year spent on elementary education in this circle. The Noble College in Masulipatam might just as well have served for this division as the Rajahmandri School.

(c) Very lately the Code of Results rule was altered, more than doubling the difficulty of the Standards, and taking away one-half of the Results grant. The consequence was a shutting up of nearly all indigenous schools, and a fearful loss to the C.M.S. in South India. This is amended now they have gone back to former scale.

(d) There is no doubt most Inspectors and even the Directors are partial to Government institutions and hostile to mission schools. Not long ago the Inspector of this division was censured by the Governor in Council for his hostility, and mostly we work in the cold shade.

The last Director got towards the close quite hostile, but the present Director and Inspectors 1st Division are both of them fair and friendly. The Deputy-Inspectors are often hostile to our work.

## To QUESTION III.

Under this head only one point occurs to me—we are compelled to have all elementary schools under the Results system, and in the rural parts, where there is no desire for education and schools are small, this brings us little help. I would like salary grants or small schools and generally to be encouraged in the work.

## To QUESTION IV.

I feel very doubtful that this could be effected in every case. There are some places like Guntur, Vizagapatam, and Narsapur, where there are mission schools established long ago and quite sufficient for the wants of the place and where Government schools might be given up, but I see no possibility at present of handing over large institutions like that in Rajahmandri, Bellari, and so forth, to Native management. They are unfit for it, and I would be very sorry to see them handed over to missions; the odium would be very great. The Natives would not stand it, I believe.

## To QUESTION V.

In Masulipatam there is a good indigenous school, educating up to Matriculation Standard. It quite holds its own against our C.M.S. High School. There is another of lower standard in Bezawada better than our own, and in Palamcotta there is an excellent Anglo-Vernacular school that has the lead of education.

Answers to Question VI. not printed.

## To QUESTION VII.

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



My impression is that there is no encouragement to extend elementary education. The Deputy-Inspector of this circle has informed me that he proposed to open ten new Local Board schools in his circle, but the proposal was rejected for want of funds. There are a vast number of small indigenous schools over the rural parts. These might be helped, and then education would spread very much. It is the opinion of every sensible person that the higher education is far in excess of the real wants of the country. There are a number of persons educated in our High Schools who cannot get work to do, and these are a discontented class. Let the burden of English education be put more on the people who want it and will pay for it, and let us have more middle-class and elementary schools. Even in a mission point of view these would be most valuable. In all the small towns the respectable classes are calling out for schools, and if only we had the means of meeting the call a great power would be put into our hands. I believe the influence of your work is felt out here, for our Inspector told me lately "that Exeter Hall was beginning to cry out about elementary education, and that therefore reports on elementary education were called for from the several Inspectors, and that many plans are now in contemplation for improving it."

(Signed) F. N. ALEXANDER,  
*C.M.S. Missionary, Ellore, South India.*

## ANSWERS TO QUERIES.

By REV. MAURICE PHILLIPS, Salem.

### To QUESTION I.

No. I don't think that there are more than a dozen grant in aid schools in the district, though it contains more than a million and a-half of people.

### To QUESTION II.

(a) Yes. Natives interested in education feel that they need not take the trouble to open and maintain schools when Government is always ready to do so on a fair application being sent to the Inspector of the Division. Others, such as missionaries, feel that they cannot, with their limited means, compete with Government; for Government always supports its own schools in preference to others, and private individuals cannot raise their fees above those of Government so as to make their schools self-supporting.

(b) Yes; and the following fact is a specimen: We had a middle-class school at Salem, receiving a small grant in aid up to 1876, when its Standard was raised to that of the Matriculation Examination of the Madras University. As soon as the Inspector heard this, he wrote a very sharp letter to the Director of Public Instruction, stating that our school would injure the Government school, and recommending that the grant be withdrawn unless the Standard of our school be reduced. The Director agreed and wrote to that effect. In reply I represented that we had a number of Native Christian lads, who desired to pursue the higher education, and hence asked him not only to continue the small grant of pp. 22, but to increase it, to meet the expenses of the higher Standard. He declined to increase the grant, but consented that the small grant be continued, on condition that I entered into a compact about admitting boys from the Government school to ours, which made it valueless, and I had to give it up and carry on the school without aid.

(c) Yes. We missionaries find it very difficult indeed to procure grants, and then when we have them it is very difficult to retain them; as there are so many "forms to fill" and "returns" to make, which take up needlessly a vast amount of time. Native teachers, who have private schools in this district, prefer, as a rule, to carry on their schools unaided, rather than to submit to the trouble and worry involved in getting grants.

(d) As a rule the Inspectors dislike all mission schools, and in fact all schools that are not Government. It is very difficult, therefore, to get them to conduct an impartial examination and to write an impartial report. Their partiality towards Government schools is well understood by the Natives; and is often an obstacle in the way of children attending private schools.





## To QUESTION III.

Funds should be allotted as *grants in aid only* for the higher education ; and the remainder for vernacular education among the masses. The desire for the higher education is so strong that the people would willingly pay for it if they did not get it for almost nothing. They are as able to pay for it as people in other countries. According to the present system the bulk of educational funds goes to educate those who are able to pay, leaving the masses in ignorance.

## To QUESTION IV.

Government should withdraw actively from the higher education in large towns. Government institutions should be transferred to Native Committees, or where there is a missionary institution be amalgamated with it, where the Natives do not object. Should the Natives of any large town object to the Government institution being transferred to the mission of the station, then let them take it themselves, manage it, and receive a grant in aid towards it. Should this plan be adopted, I believe that the higher education would not only not suffer, but would receive a new stimulus ; for it would be to the interest of every member of the managing committee to induce as many pupils as possible to attend the school, so as to secure sufficient funds in the shape of fees, &c., to meet the expense.

Three years ago we applied to Government to transfer the Zillah School at Salem, which taught up to the Matriculation Standard, to us ; and we promised to meet more fully the higher educational wants of the district by opening college classes, should Government withdraw from the higher education. We based our application on the policy of the above paragraphs, and showed what a great saving it would be to the Government, but met with a decided "No," and lest our school should supersede that of the Government, the latter was *immediately* raised to a college. Thus instead of developing education according to the Despatch of 1854 the Government incurred additional expense, in order to crush our efforts ! They did the same in other places. No doubt wealthy Natives who have their children educated for a trifle, would object to Government withdrawing from the higher education, but the answer is obvious : "You are quite able to pay."

## To QUESTION V.

Three-fourths of the schools in the Salem District are "unaided indigenous schools." They teach writing, reading, and a little arithmetic. They are very primitive ; scarcely any of them have books. Letters and stories written on the palmyra leaves are the substitutes for books. Nothing useful, such as geography, history, &c., is taught. The teachers are very ignorant. These schools can be improved by educating the teachers in Normal Schools, and by giving grants in aid, which would not involve any extra expense should Government carry out the Despatch of 1854.

Answers to Question VI. not printed.

## To QUESTION VII.

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

A great many schools are supported by Municipalities and Local Fund Boards, under the direction of Government, but the same reluctance to give grants in aid is manifested by these bodies as by Government direct. For example, the Municipality of Salem passed a law, which was sanctioned by Government, that they give grants to no schools except those that are entirely given up to the Municipality. Consequently our schools within the municipality can get no aid. In fact all private efforts are crushed ! The "Council" should look into these matters also.

(Signed)

MAURICE PHILLIPS,

L. M. S.

September 16th, 1881.

Salem.





## ANSWERS TO QUERIES.

By the Rev. J. DUTHIE, Nagercoil.

## To QUESTION I.

Being in a Native State I have no personal experience of the matter referred to in this circular; at the same time, I am in a position to give an opinion on a few of the more important points.

## To QUESTION II.

(a) My reply must be strongly affirmative though there are exceptions as at Kumbakonum, Tinnevely, &c. The "system" referred to cannot but "discourage," &c., &c. Why should Natives exert themselves in a matter which Government takes the greatest pains to care for?

(b) Yes, such is the universal testimony of managers of aided schools.

(c) Such I understand to be the complaint.

(d) No experience.

## To QUESTION III.

Not sufficiently acquainted with the details, but it does seem extraordinary, after all these years, that the allotment of educational funds to *aided* institutions is being decreased in amount.

## To QUESTION IV.

I attach the utmost importance to the paragraphs referred to. The policy of Government ought to be in general to make Natives who desire the higher education of their children *pay for it*. Gradual raising of fees in *all* schools should be kept steadily in view. The grant should have reference to the amount of school fees. Thus no injustice would be done to Government schools, and the way would be preparing for "abolition" or "transference." I do not say it is called for, nor would it be a wise step to take; but my belief is, that even if Government were to *close* their institutions *to-day* the number of candidates for the University Examinations would not be very materially diminished. Natives *will* have University education and they are quite able to pay for it even now, a fair proportion, and ere long *entirely*. But they never will under the present system. Why should they?

## To QUESTION V.

Natives *can pay* and would be obliged to do so. The plan of giving scholarships to poor and deserving students would work well. Government might give a certain number to each school, and appeal to wealthy Native gentlemen to provide scholarships for poor students.

Answers to Question VI. not printed.

## To QUESTION VII.

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

(Signed) J. DUTHIE,  
London Missionary Society,  
Nagercoil, Travancore.

September 29th, 1881.



( 13 )

## ANSWERS TO QUERIES.

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

### To QUESTION I.

No.

### To QUESTION II.

(a) It does so tend; for the aided vernacular schools of Hyderabad (Sindh) some three years ago got such a hold of the town, the Government vernacular schools abolished fees to retain its pupils—fees being paid in the aided schools.

(b) It does so tend. Two aided schools in this town teaching up to the 3rd Standard in English, had the grant for the 3rd Standard taken away by the Director of Public Instruction, apparently for no other reason than that they were sharp competitors with the Government school. The Inspector was satisfied with the schools. In a similar way the grant for matriculating boys has been taken from all aided schools. Last year it cost Government 3,600 rupees to matriculate three boys from their own school here.

(c) Three times the rules for grants in aid for this (Bombay) Presidency have been revised, making them more stringent each time, and finally taking away the grant for matriculating boys.

(d) In Sindh our Educational Inspectors have always been fair to us. I write with an experience of nearly 15 years.

### To QUESTION III.

Instead of a highly paid Director of Instruction, there might be an Educational Under-Secretary to Government on a less salary. There is far too much ink spilled and good stationery spoiled in the administration. There is less educational work done in Sindh than in a small corner of Yorkshire; yet we have one Educational Inspector, three Assistant Inspectors, nine clerks, and a translator to the Department.

### To QUESTION IV.

I cannot suggest a way for transferring these institutions; but I am convinced there are plenty of educated Natives to supply by means of aided institutions all the education that is required in Sindh, *i.e.*, up to the Matriculation Standard. This does not include a technical education.

### To QUESTION V.

There are a few such—not many. I would suggest the abolition of Government High Schools in Sindh, and the application of their cost in planting and extending aided schools.

Answers to Question VI. not printed.

### To QUESTION VII.

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

At the present time in Sindh it is impossible to get all the reading books laid down by Government for the different vernacular standards. This is no fault of the Inspectors, but must be laid at the door of that vicious rule of Government which sets up its own presses at great cost, and yet cannot do its work, nor does it allow its work to be done by private presses.

(Signed)

GEO. SHIRT, C.M.S.



## ANSWERS TO QUERIES.

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

### To QUESTION I.

Progress is being made in popular education in the Belgaum District. On 31st March, 1881, out of 1,133 villages there were 200 schools in 150 villages, giving an average area of 31.64 square miles to each village school. The number of scholars was 12,386 in a population of 834,705, or 1.48 per cent. In the four districts of Belgaum, Dharwar, Kaladgi, Kanara, also the Native States composing the southern division of the Bombay Presidency, the increases and decreases of students in 1880-81, as compared with the figures of the previous year, were as follows:—

Increase in Colleges 20; in 1st Grade Anglo-Vernacular Schools 385; in 2nd Grade Anglo-Vernacular Schools 313; in Government Vernacular (Primary) Schools 14,398.

Decrease in High Schools 241; in Girls' 1st Grade Anglo-Vernacular 9; in Aided Primary Schools 13.

### To QUESTION II.

(a) It is difficult to maintain aided or other schools where Government schools exist.

(b) The system of maintaining Government schools does tend to the diminution or withdrawal of grants in aid when private institutions come into contact with those of Government.

Some seven or eight years ago a civilian who was acting for our Education Inspector recommended that the grant should be withdrawn from the Mission School, Belgaum, because it was injuring the Government High School, supported by Government at great expense in the same town.

The Rev. J. Smith adds: Until 1877 or 1878 aided institutions in the Bombay Presidency received a grant of 100 rupees for every pupil that matriculated. At about that time this grant was discontinued on the ground that aided schools were becoming too expensive to Government. This action tended to cripple aided institutions that were largely dependent on Government grants, by making it difficult, if not impossible to employ a superior staff of assistant masters, and consequently to maintain a state of efficiency, without which no aided school can exist in the face of Government competition. The matriculation class is the most important and most expensive in a High School, and the withdrawal of grants for matriculates has a tendency to reduce such schools to the rank of an Anglo-Vernacular school, and consequently militates against their usefulness.

(d) Our Inspector is not unfriendly to aided schools, but complaints of injustice are often made, when Native masters from neighbouring Government schools are asked to assist in examining aided schools. The public service examination for the Belgaum District is conducted by the masters of the Belgaum High School. A very small number of the boys who go up from the Belgaum Mission School (aided) are passed, though it has sometimes happened that boys who have been plucked at that examination have very shortly after passed in a higher standard before the Inspector. Some boys from the aided school, to escape, as they supposed, injustice, used, at great inconvenience and expense, to go for examination to other centres. This costly opportunity of getting an impartial examination is now lost, as all boys are obliged to be examined in the district in which they have studied.

This state of things, of course, tends to fill the Government and to thin the aided schools.



To QUESTION III.

Less money should be spent on High Schools and more on primary education. The supply of matriculated is above the demand, and six villages out of seven have no school. An increase in the number of unemployed, disappointed matriculates and graduates means an increase of disaffection towards Government, an increase of knowledge among the masses means freedom from oppression by under officials in the name of Government, and more content, more chances of prosperity and of loyalty. The cost per pupil in the Southern Division is in High Schools 93.4.8. rupees, and in Primary Schools 5.1.4 rupees.

To QUESTION IV.

In towns where well-conducted private High Schools exist, by liberally aiding the private schools and closing their own schools, Government could save from 50 to 75 per cent. of the cost of their High Schools, without any injury to students. The masters of the High Schools would be losers.

To QUESTION V.

Our unaided indigenous schools are few, small, and of little value.

Answers to Question VI. not printed.

To QUESTION VII.

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

(Signed)

J. G. HAWKER.

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ANSWERS TO QUERIES.

By Mr. W. F. MELVIN, Bombay.

To QUESTION I.

There is no attempt at training teachers, except for girls' schools, and consequently good ones can seldom be found. I have always had to train my own, and at one time the school received a grant on account of this special instruction. There are as yet no Government schools for the lowest castes.

From 1st September last, Government has been paying 500 rupees per month to a school started by the principal Mahomedan gentlemen of Bombay, and it seems to be a success.

To QUESTION II.

(a) In Bombay, the Natives, believing that the existing colleges are sufficient, have not started one of their own. Numbers of High Schools have been originated, and those under Parsees seem to flourish; but others under Hindus have fallen off, owing to competition, and the cutting down of the grants in aid. The withdrawal of the grant of 100 rupees for every pupil who matriculated was a great discouragement. Government has multiplied schools and thus the matter being taken out of the hands of the people, they are indifferent.





(b) A saving must be made somewhere and the grant in aid was very seriously curtailed, though I do not see that reductions have extended to the efforts on the part of Government.

(c) The allotments for grants in aid are so small that special rules have from time to time been made to curtail the grant for examination. Pupils who had been one month at school previous to examination were hitherto eligible for the grant, and the minimum period is now 100 days. Grants for teachers and for matriculated students have been withdrawn, and altogether, I believe that the grants for vernacular schools have been reduced about one-half.

The Government scholarships are all restricted to Government colleges and High Schools.

(d) Inspectors are usually ex-headmasters of the Government High Schools, and their deputies, ex-pupils, and in their opinion no schools can compare with their own.

Inspectors seem to expect a certain percentage of failures, and once one told me that as he had passed too many, he must give other questions to reduce the number. On a class doing unusually well I have been asked how many passed in the previous year, and if the numbers were much the same, nothing more was said.

I have seen nine boys pass in algebra and geometry, when the Inspector, taking advantage of a clause in the rules, restricted the arithmetic to work not specially required, and then only *one* passed in mathematics. One told me that he had great pleasure in plucking in a mission school several boys who had some time before joined it from a Government High School. Deputies are sometimes most unreasonable, and under them a whole class has failed in history and geography.

#### To QUESTION III.

A much larger grant in aid. The Government High Schools cost too much as at present conducted.

#### To QUESTION IV.

Try the experiment of transferring them to others. Colleges might be reduced by the High Schools teaching up to the First Art Examination.

Under Query I., I have mentioned that the Mahomedans are at last taking up the education question; but the grant of 500 rupees per month is a special one, and does not come under the grant in aid rules.

#### To QUESTION V.

There are many private unaided schools here, and some of them have asked to be put under my superintendence, or transferred to the General A. Institution.

Answers to Question VI. not printed.

#### To QUESTION VII.

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

(Signed) W. F. MELVIN,  
General A. Institution,  
Bombay.

October 20th, 1881.





( 17 )

## ANSWERS TO QUERIES.

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

## To QUESTION I.

In the British District of Ajmeer and Maiwain two pretty extensive systems of elementary schools exist, namely, that of the Government and our own mission schools. Regarding the education imparted in the latter as efficient, and respecting whatever rights or other claims the mission may have acquired by previous occupancy, Government has not opened schools where mission schools already existed, but elsewhere has, particularly of late years, made strenuous efforts to extend the system of elementary schools, so as to overtake "the great mass of the people."

## To QUESTION II.

(a) In my opinion and experience it does, particularly with regard to unaided schools. In the district above mentioned, though elementary schools are not interfered with, the higher schools in the larger centres of population belonging to our Mission are vigorously opposed by Government institutions, and the tendency produced is to rely on Government for initiation of educational efforts, and on Imperial or Local Funds for the support of such institutions.

(b) Decidedly; this, so far as I know and have seen, is the invariable tendency.

(c) Not to my knowledge or recollection, beyond the framing of returns which have seemed to me needlessly extensive and exact and the opening of higher schools in localities where non-Government schools previously existed.

(d) I do not think that permanent maintenance of Government schools *necessarily* tends to partiality towards Government institutions on the part of Inspectors, though I have found it do so as a matter of fact. So long as private and other enterprise is not interfered with or stifled, the Government should be encouraged and supported in any effort to educate the masses of the Indian population, and the visits of Government Inspectors, whether officially or unofficially, should also be encouraged to schools not under Government management or control.

Questions III. and IV not answered.

## To QUESTION V.

Not to my knowledge. In the district already referred to, elementary education seems to be provided for from Local and Imperial Funds quite equitably; though I have often thought that for the higher education imparted in branch schools and colleges to children of the better classes, larger fees than are at present exacted might be required.

Answers to Question VI. not printed.

## To QUESTION VII.

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

(Signed) JAMES SOMMERVILLE, L.R.C.P. Ed. and L.F.P.S. Ed.

*Medical Missionary, Rajputana Mission,*

*U. P. Church of Scotland.*



## ANSWERS TO QUERIES.

By the Rev. ALEX. D. GRAY, Nusseerabad.

### To QUESTION I.

No. During the current year the Government Educational Officer of Ajmere and Mairwara has opened three schools in Masuder, Bhinal, and Tantuti, in which the wants of the people have been for a period of nearly 20 years and are still sufficiently met by schools supported by the Rajputana Presbyterian Mission, while at the same time Government schools have been closed in several neighbouring flourishing villages. In the three villages above mentioned, where rival schools now exist, the Pundits complain that parents without any cause often keep their children and threaten to send them to the rival schools, and that thus education, instead of being furthered, is really hindered.

### To QUESTION II.

(a)

(b) Yes. In Beawur, which is 33 miles from Ajmere, the Presbyterian Mission has had a good Anglo-Vernacular school for 20 years. For a considerable number of years the Government has given a grant in aid for this school. A few years ago a Government school was started in Beawur, which as a low-class school was to be a feeder to the mission one. For some time it served this purpose. But two years ago it was changed into an Anglo-Vernacular school. The Government Educational Officer then recommended that the grant in aid be withdrawn from the Mission School, as there was now no need for it. Latterly he was induced to withdraw his opposition, and recommended that the grant be continued. The same opposition may be raised again at any time.

(c)

(d) The Government Inspector, evidently with the desire of opening Government schools where we have schools supported by the Presbyterian Mission, has sought to turn some of the surrounding Thakurs against our schools, and to favour the opening of Government ones. From his connection with Government he has been successful in two cases.

ALEX. D. GRAY,  
*Presbyterian Mission,*  
Nusseerabad,  
Rajputana.





## ANSWERS TO QUERIES.

By the Rev. WM. HARPER, Sealkote.

## To QUESTION I.

No. Some village primary schools have been closed. The Educational Department takes little interest in, and gives less care to, the fostering of primary education among "the masses of the people."

## To QUESTION II.

(a) Yes. The growing tendency of the Educational Department has been to discourage, at least, mission grant in aid schools, whether they come into competition with Government schools or not.

(b) My experience has been, that the Director has refused an increase of grant in aid when there was crying need for it, and that of late years every pretext has been eagerly seized on, to endeavour to arbitrarily decrease the grant in aid already given in Sealkote, where there is no Government school in competition.

(c) The rules for scholarships are so formed as to totally exclude mission schools. In my district this causes serious inconvenience to the people. Our City High School represents Government for a population of over a million. Boys in Government Middle Schools in the district, in passing up to the High School, naturally wish to join our Central High School in Sealkote City, so as to be near their homes. By doing so they not only forfeit such scholarships as they had enjoyed, but forfeit the possibility of getting any other Government scholarship. Boys, to get scholarships, must go to distant Government schools. Any boy joining a mission school is thereby put under a ban for the future, and cannot get a scholarship even by leaving and joining a Government school. As it is only the clever boys that get scholarships, the result is that all the clever district boys are swept into Government schools, and then the cry is raised yearly that Government schools are more efficient than mission schools.

(d) I have invariably found European Circle Inspectors courteous, and, so far as I could judge, impartial. It has sometimes been very different with Native Sub-Inspectors. I have found a Native District Inspector using every possible means, public and private, to injure our school, and induce boys to leave and prevent their joining.

In illustration of the above, regarding District Inspectors: A boy this year having passed the Middle School Examination in the District Government School, at Pasroor, gave a written application to the Native District Inspector to be allowed to hold his *district* or local scholarship (which may be held in a mission school) and join our Sealkote High School. The Inspector tore up his application and told him that if he did not join the Umritsur Government School he would lose his scholarship.

## To QUESTION III.

Abolish the office of Provincial Director and appoint a Director General of Instruction or Minister of Education for the whole of India, making him a member of the Viceroy's Council. Reduce the number of Circle Inspectors, reducing their present absurd salaries to a maximum of 800 rupees a month, with corresponding reduction in travelling allowances. Reduce the total expenditure on each High School (including Middle and Primary Departments) to at least not more than an average of 400 rupees a month, and on each Middle School (including the Primary Departments) to at least not more than an average of 250 rupees a month. Adopt definite rules regulating a fair and impartial distribution of grants in aid. At present, favour or caprice regulates the distribution in this province.



( 20 )

To QUESTION IV.

I attach very high importance to the carrying out of those paragraphs to the fullest possible extent. Where Natives themselves will undertake the carrying on of educational institutions, on the same terms as to grants in aid and Government supervision and control as Missionary Societies, they should be encouraged to do so. When they will not do so they can have no grounds of complaint against their passing over into the hands of Missionary Societies. Native municipalities and communities should have the *first offer* of such transference.

Opposition schools and institutions in excess of the needs of any town or locality should not be encouraged. There is ample room in India for the absorption of the means and energies of all parties without complication.

To QUESTION V.

There are unaided indigenous schools, but none of such a nature as to be of much benefit to the community. Most municipal schools are a hindrance to educational progress. Missionary Societies, no less than Government, should devote more of their attention and their means to the zealous prosecution of primary education among the masses. *All parties* spend too much money and energy on the higher education, to the neglect of the masses.

Answers to Question VI. not printed.

To QUESTION VII.

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

In this province the salaries of the *Director and inspecting staff* absorb about *half* the total provincial outlay on education. The Zillah, District, or Parish School in its teaching staff costs often more than double and treble what a parish school in Scotland costs, and that, too, when in India the Native teacher can live far cheaper than his *confrère* in Scotland and is inferior to him in merit. The inspecting staff and the teaching staff of High and Middle Schools are organised on a scale which only a constitution of society far exceeding that of Scotland in wealth and enlightenment could justify. Compared with them and with the work done the secondary education in Scotland is poverty, and distress, and overwork.

(Signed) WILLIAM HARPER,  
Church of Scotland Mission,  
Sealkote, Punjab.



## ANSWERS TO QUERIES.

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

### To QUESTION I.

I am of opinion that they are not. Primary education is of paramount importance, and in this district, village schools, and primary schools in the large towns, are supported by Municipal and District funds, collected by means of a cess for the purpose. In paragraph 50 of the Despatch No. 4, of 1859, such a system is recommended as exists in the North-West Provinces, (see paragraph 19,) but in this district primary schools are wholly supported by the people, without any Government aid whatever. The result is that they are few, and several of those that existed have been closed. Government is spending its strength on an expensive school for secondary education in Gujrat City, where there is a mission school that with a little more aid would do all that is needed.

### To QUESTION II.

(a) As long as Government schools are maintained, Natives will do nothing for education. Why should they? Government supplies them with good schools, and does everything it can to keep religion in the background. The Natives wish for nothing more.

(b) Two years ago, Mr. Clark, the Assistant Inspector of Schools, requested me to let him know how much grant in aid the mission school received, as it was intended to revise the grants made to the various aided schools. He considered our grant (Rs. 50 a month) very small indeed, and entirely inadequate, but nothing came of it. I have again applied for a larger grant, on the plea that when we had 150 pupils we received Rs. 50 a month, and now we have 400 pupils we spend Rs. 250 a month, and receive Rs. 50 a month of aid.

(c) Not in this district, as far as grants in aid for general expenses are concerned. As to scholarships, there is a rule applying to them, and that is, that "scholarships are not given by Government to students of aided schools," as is shown by the following letter.

"From C. PEARSON, Esq., M.A., Inspector of Schools, Rawalpindi Circle, to the Rev. J. W. YOUNGSON, Gujrat, dated 30th August, 1878, No. 254.

"SIR,

"In reply to your letter of the 21st instant, I have the honour to inform you that scholarships are not given by Government to students of aided schools who join Government Upper Schools after passing the Middle School Examination.

"I have, &c.,

"(Signed) C. PEARSON,

"Inspector of Schools R. Circle."

(d) Most decidedly. The Inspector of the schools of this circle, at the annual distribution of prizes in our school, spoke of the *competition* between the two schools, and the increase of our numbers is looked on with suspicion. He is, however, fair and just in his examinations; it is the existence of our school that he objects to. As to the Middle Class Examination it is a remarkable fact that mission school boys are generally found deficient.

### To QUESTION III.

(I think primary education in towns, and especially in villages, should be partly paid for by Government, and that secondary education should be left more to private individuals, and to those that value it, and can pay for it. Material for teachers, Inspectors, &c., can now be had on easier terms, and it would be worth Government's while to notice this fact.

### To QUESTION IV.

Here there is no difficulty. Primary education is provided for, seeing that Government pays nothing for it, and even did Government aid primary schools, there is little likelihood of many of them being transferred without the concurrence of the villagers. The Natives do not object to transfer to us vernacular schools (not primary) if we pledge ourselves to teach *English*. I have several applications of this nature.

I do not think it is binding on Government to keep up schools for secondary education. If the Natives shrink from religious teaching, let them open schools for themselves. It is a question of which is to win—their religious scruples or their pockets.



To QUESTION V.

There are no unaided indigenous schools, *e.g.*, schools in Musjids and Dharmshalas, *that are likely to benefit* the people. The Government revenue and local resources might profitably bear the burden between them.

Answers to Question VI. not printed.

To QUESTION VII.

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

Let religion be taught. Why shouldn't Mahomedans and Hindus read the Bible and be examined on it? If they don't like to read the Bible to the exclusion of the Koran, the Vedas and the Gradh, let boys be examined in the chief religious systems represented in the country, and I do not see how they could object to that.

The great object gained would be acquaintance with their own religious systems, besides the knowledge of the truth.

(Signed) JOHN W. YOUNGSON,  
*Missionary of the Church of Scotland,*  
Gujrat, Punjab, India.

October 15th, 1881.

## ANSWERS TO QUERIES.

By MR. WELLESLEY R. BAILEY, Wazirabad, Punjab.

To QUESTION I.

I do not think they are.

To QUESTION II.

(a) I think so.

(b) Yes.

(c) Scholarships are only given to boys from Government schools.

(d) I think so.

To QUESTION III.

Government is spending far too much on higher education, to the neglect of primary education.

To QUESTION IV.

I attach the greatest importance to the carrying out, in a fair spirit, of the above mentioned paragraphs. There are many places, I believe, where rival institutions (Government and aided) exist to their mutual injury, where if Government would only withdraw from the field, the aided institutions would be better able to control their boys, and many new institutions would spring up which are now prevented from doing so through the fear of competition on the part of the Government.

To QUESTION V.

I know of no indigenous schools in this district likely to benefit the people ; there *may* be, but I do not know of them. Several people have applied to me to start small schools in their villages, but I have been unable to do so from want of funds.

To QUESTION VII.

I consider Natives of India very suitable for employment in the Educational Departments provided they are well inspected.

(Signed) WELLESLEY R. BAILEY,  
*Missionary, Established Church of Scotland,*  
Wazirabad, Punjab.

October 18th, 1881.





## ANSWERS TO QUERIES.

By Mr. E. M. WHERRY, Lodiana.

## To QUESTION I.

The amount of money spent on higher education is out of proportion with that spent on primary education for the masses. Again, no efforts, so far as I know, have ever been made to induce the people to start aided schools. In my opinion every effort should be made in this direction.

(a) Undoubtedly. A Native never does anything, as a rule, to help himself, so long as others will do it for him. Then there is a fear of appearing to depreciate the efforts of Government, and especially of the officials.

(b) The policy of the Government has been, in my opinion, intentionally antagonistic to aided schools. Only a year ago a rule was made which made it impossible for such schools to promote their own pupils from one class to another without the permission of the Inspector. Happily this rule has been abrogated by the present régime. The conditions are made either so hard or so odious that many missionaries have given up their schools, and all would have done so but for the fact that they felt bound to oppose a godless education by a Christian one. To illustrate: The Government High School at Lodiana spends several hundred rupees monthly for scholarships for well-to-do former pupils, who could very well afford to pay for themselves, while, under present rules, it would be impossible to get such help for a mission aided school, even if we thought it right to help such youths by giving scholarships.

Another fact. When the High School at Lodiana (Government) was first established, it was expressly understood that it should be entirely vernacular. By-and-bye a little English was introduced. Now it is a full-fledged High School, competing with the mission and Hindu aided schools. *It is not needed at all.* It costs not less than 750 rupees per annum and a house costing 10,000 rupees is now being erected.

## To QUESTION III.

Yes. (1) Encourage all classes of the people to establish schools for themselves by giving grants. (2) Abolish the present system of requiring the study of the Urdu language in order to secure good patronage. If the people like Hindi or Punjabi, &c., they should have it so. (3) Let Government schools be such only so long as really necessary. They should invariably give way to private or aided schools.

## To QUESTION IV.

I do not feel able to show how such schools may be transferred. Every case will probably be surrounded by circumstances peculiar to itself. The most important point is that the highly paid officials should be made willing for such transfer to be made. When this is once the case, *ways* without number will present themselves and Government will soon find many willing to relieve them of their responsibilities. *Justice to the Natives* is done when all classes are equally eligible to receive grants in aid from Government. *The institutions themselves* should be under competent inspection. And as for *higher education*, aided schools have not been behind Government schools thus far and are never likely to be. On the contrary, *missionary aided schools* have thus far continued to exist only because of the superiority of the education given, and that, too, with Government schools next door.

## To QUESTION V.

There are a few such schools, but the desire of Government to spread its own system has had for its effect the abolition of many such. The teacher of the private school is won over to Government service, school and all, by an increase of wages. The "growing desire" should be made to prove its sincerity by paying for an education. This would also help Government. But see under 3.

Answers to Question VI. not printed.

(Signed) E. M. WHERRY,  
Lodiana, Punjab.





## ANSWERS TO QUERIES.

By Rev. B. DAVIS, Benares.

## To QUESTION I.

I hardly think much more could be done. Wherever a good-sized village exists a school is generally found in it maintained under Government auspices, either directly under the educational officers, or indirectly through authorities constituted for educational purposes.

## To QUESTION II.

(a) In many cases there would no doubt be no school were the above plans not adopted. What is chiefly a matter of complaint is that in a considerable number of the few cases where aided schools previously existed, Government has established its own school in opposition, in direct contravention of the principles of the Despatches.

—(b) A constant effort appears to result in these cases on the part of the Inspector, who is almost invariably one previously employed as a teacher of a Government school, to underrate unduly the work done in the aided school, with a view to diminish grants in aid, and the further development of the opposing Government school. Some very honourable exceptions occur, in the case of individual Inspectors. I may mention Mr. Tresham as one who was certainly never guilty of anything of the kind, but is supposed in consequence to have given less satisfaction to his employers.

(c) Such a rule may be cited, viz., one by which Government ordered that no boys in aided schools should be promoted from the third to the second class in any school of the higher grade, who had not passed an examination in prescribed books and subjects; which examination was conducted by men engaged in the work of Government schools, Natives to a great extent, who put down all the boys with a few exceptions as failing, and thus blocked the way to such an extent that Government was compelled to allow promotions independently, though the rule still remains in force.

(d) The above rule is necessarily partial to Government schools, where the books prescribed are the class books, though frequently not approved of by aided schools.

## To QUESTION III.

One improvement would be, no doubt, the appointment of examiners for both classes of schools in fair proportion from Government and aided schools.

## To QUESTION IV.

Government could hardly hand over their schools or colleges in most instances to other parties, but in many cases might withdraw from the work where good aided schools existed. The latter would quickly improve when the best boys were no longer drawn away to Government schools. This should especially be done in such cases as Allahabad and Jownpore, where the Zillah schools were set on foot in the teeth of the Despatches, which directed that it should not be done, where others were doing the work independently.

## To QUESTION V.

I am not aware.

Answers to Question VI. not printed.

## To QUESTION VII.

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

In general I would confirm what has often been stated, that the system of Government education as now pursued is a very costly one for the country, and that to a great extent on behalf of those who could well afford to pay their share, and far more so than a well supported system of grants in aid would prove.



To instance Benares only, in the Government schools there were educated according to the last report to hand, viz., for 1879-80, an average number of boys 395, at a cost to Government of 10,757 rupees, besides endowments, &c., while in the C.M.S. College there was an average of 382, at a cost to Government of a grant in aid of 2,367 rupees, with an original endowment grant made at the foundation, to meet the founder's bequest of 3,033 rupees. This latter, though paid annually by Government, is really to be regarded in the light of an endowment in Government's hands. But even with this included, the cost to Government is nearly double for a number of boys very nearly identical. This does not include the strictly college department of the Government school, conducted for 30 students at a cost of 31,707 rupees to Government, besides endowment, fees, &c.

(Signed)

B. DAVIS, C.M.S.

*Principal of Jai Narayan College,*

Sigra, Benares.

September 10th, 1881.

## ANSWERS TO QUERIES.

*Note by the Rev. K. M. BANERJEA, D.L., Calcutta.*

Lord Halifax's Despatch of 1854, although approved of by all Governors in general, has not been given effect to as regards the giving up direct connection with seminaries for high education. Each Governor-General remains only for five years. That step would probably have been premature in Lord Dalhousie's time. Lord Canning, who succeeded him, had to deal with the Mutiny and the establishment of the University. Lord Elgin died within a few months after arrival in India. Lord Lawrence did take up the question, but he met with strong opposition from the Bengal Government, and probably he was not sufficiently supported at the India Office; and he also had to deal with the Orissa Famine. His successor, Lord Mayo, was assassinated when he was only two years in India, and could not have been many months in the aggregate in the Plains or in Bengal. Lord Northbrook was four years in India, and on some occasions he did give expression to his views on education as enunciated in the Despatch of 1854, which he frankly said he had a great hand in preparing. But the change of the Ministry in 1874 seemed very much to discourage him. I am fully convinced that Lord Ripon honestly wishes to carry out the provisions of that despatch.

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I would deprecate anything that might prove an obstacle to high English education, but I don't think it will have that effect, and I feel we (Bengalis), as a nation who desire self-government in so many things, should free ourselves as quickly as possible of the odium of depending on Government for the education of our children, but the clique I have alluded to does not appear very sensitive on *that point*. They think that it is only by maintaining the State colleges they can contend successfully against missionary colleges. It is secularism that is most acceptable to them. The secret of this is that the State colleges are to a large extent under the influence of men who are secular in their sentiments, and directly or indirectly, openly or covertly, such sentiments are, as a matter of fact, found to be largely instilled into the minds of their pupils. The India Office in London must be held responsible for sending secular scientists. For secularists in Parliament the Government cannot be held responsible. The electors are answerable for that. But for secular professors in Government colleges in India the Home Government which appoints them must be held to be answerable. Such appointments *cannot* be consistent with the professed principle of *non-interference* with religion. It is, on the contrary, interference with a vengeance, not *with* but *against* all religion in India. If science is to be taught it must be taught by men who can as effectually teach as any professor hitherto sent by the India Office, without idolizing *matter* as the all-in-all in the universe. The extraordinary forces of matter which modern science has disclosed can only redound to the greater glory of Him Who created matter and imparted those forces.

(Signed) K. M. BANERJEA.

*Hon. Chaplain to the Bishop,*

Calcutta.





## ANSWERS TO QUERIES.

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

## To QUESTION I.

No; the Government aided and inspected schools in the several districts and divisions under the Government of Bengal, number only 26,700, with about 660,000 pupils. The number of pupils to each 1,000 of the population is about 18, thus showing that the present system is not effectually overtaking the education of the "great mass of the people."

## To QUESTION II.

(a) Yes. I found from long observation in Bengal that, as a rule, the Natives seldom originated and maintained aided or unaided schools in places where Government schools existed.

(b) No. I never knew of the withdrawal or diminution of grants from private institutions which came into competition with those of Government. I always found the grants impartially administered. For upwards of 20 years in my official dealings with the successive Directors of Public Instruction I always found them favourable to our schools. I do not recollect one instance of our grants being diminished or withdrawn without our own concurrence or consent.

(c) No. The rules relating to grants in aid and local scholarships in Bengal I have always considered to be fair and liberal. But such is not my opinion concerning those under some of the other Governments in India.

(d) In my long experience I only recollect two cases in which I thought that the Deputy Native Inspectors manifested some partiality in favour of other schools to the prejudice of our mission schools. I represented the cases to the Director of Public Instruction, and he at once warned the Inspectors, and I have never afterwards had any reason to make further complaints. In general I found all the Inspectors, European and Native, fair and liberal.

## To QUESTION IV.

I consider it very important that paragraphs 62 and 86 of the Despatch of 1854 should be fully carried out. After upwards of 20 years' experience at the head of an aided college in Calcutta, I have no hesitation in saying that missionary colleges cannot compete with Government colleges on fair terms or with the resources which they possess. And more than this, the present system has a tendency to ignore and undervalue independent Native efforts. Let the Government carry out the principles of the Despatch and aid other schools, and then they will be able to do more for elementary education. I could not suggest that this course should be taken suddenly. But let it be tried gradually, first in Bengal, and then extended to the other Presidencies. Let the present principals, professors, and teachers in the Government colleges be gradually transferred to Inspectorships in the Educational Department, and thereby no injustice will be done to them. The missionary and Native colleges will fill up the void, and in the end the higher education will not suffer.

## To QUESTION V.

There are still many unaided Patchalas throughout Bengal that might be brought under Government inspection, improved and aided, without any undue strain on the Government revenue or too severe pressure on local resources.

## To QUESTION VII.

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

(Signed) WILLIAM C. FYFE,  
Senior Missionary, Free Church of Scotland,  
Bengal.



## ANSWERS TO QUERIES.

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

### To QUESTION I.

So far as my knowledge goes, they are not; the mass education given in this district is scarcely worth the name. It is true there are some *Patshalas* set up in different villages, to impart primary education, but they are all ill-managed, being left in the hands of incompetent teachers, or (Gurumahasays), and the principal cause of this state of things is the want of means to secure the services of competent teachers, a large portion of the educational funds being spent for higher education, and, as a consequence, darkness covereth the land, and gross darkness the people.

### To QUESTION II.

Yes, it does, inasmuch as the people don't exert themselves, are not led to action; they remain quite indifferent in the matter.

(b) Yes, it does to a great extent. For where there is a Government school or college, the aided or private institutions generally suffer, there being a strong competition, whereas, if the former did not stand in the way, the latter would flourish—would get all the boys, and, consequently, a large amount of fees, and thus means for securing the services of competent teachers.

(c) Yes, many private or aided schools would have come into existence but for the Government schools, as the rules for grants in aid forbid giving any aid to schools within two miles of either a Government school or another aided school (there are some very rare instances where this rule has not been adhered to), and there are also other stringent rules regarding aid and scholarships.

(d) Of course, it is quite natural for Inspectors, who are Government servants, to be a little biased in favour of Government schools.

I know of several aided schools, which, being unable to stand the competition with Government schools, have at last ceased to exist, or are merged in the latter.

### To QUESTION III.

The unsatisfactory state of primary and secondary education is, I believe chiefly owing to a want of funds, and it could be brought into a satisfactory state, and without any additional strain on Government revenue, by curtailing the expenses of higher education in Government colleges, and by devoting the money thus saved to primary and secondary education. There are three missionary colleges in Calcutta, and one entirely managed by Native gentlemen—I mean the Metropolitan Institution—and the expenses in these are comparatively much less than in any Government college.

### To QUESTION IV.

I believe the time has now come when the higher education may be safely left to the people themselves, or the Government colleges could be transferred to missionaries who are so intimately connected with education in this country, and also to Hindu gentlemen, who have begun to take a very lively interest in the cause of education. By this change the institutions themselves will in no way suffer, as some of the best and well managed institutions in Calcutta are at this day managed by missionaries and Hindu gentlemen, nor will the people have any objection to sending their children to schools conducted by missionaries, as the fact that thousands of Hindu lads are, at this day, receiving instruction in missionary schools and colleges, bears out.



To QUESTION V.

Yes, there are some unaided indigenous schools in this district, but with the exception of one or two, they are not of such a character as really to benefit the people; they are generally ill-managed, and are not kept in an efficient state, I believe for want of funds. So the only way to meet the growing desire for education is to increase the number of aided schools by granting them a due proportion of aid, which is not done at present, so as to keep them up in a state of efficiency.

Answers to Question VI. not printed.

To QUESTION VII.

Some are already creditably filling up high and responsible posts in the Educational Department, such as professors and lecturers in Government colleges, Inspectors and Joint-Inspectors of Schools, &c. One is acting as the 1st Grade Inspector of Schools, and I believe he can with credit fill up even the highest post in the Educational Department.

Finally, I would humbly suggest to introduce moral training in Government schools and colleges. The education in them being absolutely a godless one, has a pernicious effect upon the young—a fact much regretted by the thoughtful and enlightened Hindus, many of whom have no objection to introduce the Bible, as I have myself heard several educated Hindus remark that no book contains better morals than the Bible, and, therefore, it is good that children should read it. A Hindu Deputy Magistrate sends his children to the Chinsurah Mission School, in preference to the Hoogly College, for no other reason, as he himself has said, than because there is moral teaching in the Mission School, whereas there is nothing of it in the College.

KEDAR NATH DE,  
*Missionary of the Free Church,*  
Chinsurah.

31st October, 1881.

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ANSWERS TO QUERIES.

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

To QUESTION I.

I answer emphatically No. The great mass of the people are left in utter ignorance. The Ryots and the other lower classes of Hindus and Mahomedans are in no way affected by the education imparted by Government.

To QUESTION II.

(a) The permanent maintaining of Government Colleges in the several capitals such as Calcutta, Madras, Bombay, does, in my humble opinion, discourage Native efforts. To make the Natives of this country self-reliant and self-helping, I think the Government colleges ought to be gradually closed, and the work of higher education ought to be thrown on the wealthy Natives.





(b) It is most natural the educational institutions maintained by Government will have a larger share of Government patronage, and consequently the private institutions of the like kind suffer considerably, being placed in their neighbourhood. The Heads of the Government institutions are required to surpass their rival private institutions, because large sums are lavished on them, and more competent Teachers and Professors are put in them. Consequently, private institutions, which attempt to compete with them, come off worse. Such was the fate of the late Cathedral College of the C.M.S., in Calcutta, at least, so is the popular belief.

(d) The Government Inspectors are more partial to their own schools and colleges. That is natural. One cannot expect them to act otherwise. They are paid by Government, and it is natural that they should look after the interests of their schools to the best of their power.

No Answer to Question III.

#### TO QUESTION IV.

I believe that the time has come when Government should retire from the field, and leave the work to private enterprise, assisting largely those Institution that shall impart real high education to the people, and affording them every encouragement in its power. For an experiment I would suggest the Government retiring from the Presidency College in Calcutta. Let the college be handed over to the wealthy Native gentlemen of the capital for its management, the Government giving grants in aid, as it does to other colleges in Calcutta. If the experiment succeed, the same thing may be done with regard to the other Government Colleges. I would not suggest Government's retiring without making due provision for the higher education, in the way of entrusting it to private enterprise, that it may be carried on year after year, and fostering it by ample aid and encouragement in every possible way.

#### TO QUESTION V.

No unaided good schools are found in this part of the district. An educational cess, worked in a way not to prove oppressive to the people, may help Government in educating the mass of the people.

Answers to Question VI. not printed.

#### TO QUESTION VII.

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

I have a humble suggestion to make to the Council. That steps should be taken that no heathen Inspectors should be allowed to inspect mission schools. Such Inspectors do a great deal of harm to the cause of Christianity. They give a great deal of annoyance to Christian missionaries. The Government should employ Christian Inspectors and Deputy-Inspectors for inspecting mission schools and not heathens and Mahomedans.

J. D. BHATTACHARJYA,

*Missionary of the Free Church,  
Mohanad, Bengal.*



## ANSWERS TO QUERIES.

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

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### NO. I.

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

### To QUESTION I.

Certainly not. The report of the Educational Department of this province for 1866 shows a larger number of boys on the rolls than that for 1879-80. My own experience has convinced me that the present organisation of the Educational Department is not favourable "to the most effectual overtaking of the education of the great mass of the people."

### To QUESTION II.

(a) Naturally the success of the Lahore Government College, for instance, led to the discontinuance at Lahore of the American Missionary Arts College, whilst the abolition of the Delhi Government College and its amalgamation with the Lahore Government College, led to 50,000 rupees being subscribed for the revival of the Delhi College among the Natives, and that sum being insufficient for the purpose, to the creation of excellent prospects for the Cambridge Mission College, which has a better staff than any Government institution in Upper India, and has the strongest claim to a liberal grant in aid from Government.



(b) This would seem to be the natural result of competing with Government, but I have not any reports within my present reach, so as to illustrate this apprehension with cases in point. All I know is that the grant in aid rules in had not been translated, much less circulated in my circle; that the school which I founded from private subscriptions ceased after I left, with the exception of the Government Zilla School, for which I had also collected funds in order to make it a High School; and that whereas *thousands* read before in schools attached to mosques, Dharmsalas, &c., for the sake and love of education, such as it was, *hundreds* do not read now in our Government schools, which entirely ignore the real vernacular of this province, and which chiefly attract the boys of those parents who wish to obtain the favour of the authorities, and the means, if not an actual claim, for employment under Government. The traditional occupations of the lower classes are being neglected, and the respect for learning so general in the East is giving way to an increased love of pleasure, and an insatiable ambition among those who have been taught under our system of education.

(c) These rules should certainly be made more elastic, of which there is some prospect under Lord Ripon's Government.

(d) This partiality in the majority of cases is an unconscious one, and is, perhaps, scarcely separable from their position. Were education placed under a senate or syndicate, largely composed of non-officials engaged in education, any such partiality would of course be impossible. An attempt in this direction seems to have been made in Burmah.

*Vide* remarks under (a) and (b) of this heading.

### TO QUESTION III.

The Directors and Inspectors of public institutions should be made to retire on their pensions. The money thus saved should be spent on schools, inspection being rendered more efficient than it now is by appointing a larger number of Native Inspectors or European Inspectors of the class of certificated teachers. These men should be under the local authorities, assisted by the local Committees of Public Instruction, which are now of little use, as they have no power. The organisation of the Universities should also be enlarged so as to embrace the conducting of the primary and middle departmental examinations as well as of those for Entrance, First Arts, B.A., and M.A. The character and work of the teachers being looked after by the parents of the children through the local committees; the soundness and regularity of the inspections being attested by the District Authorities, and the educational progress of the schools being tested by the University Examinations, a real and vigorous interest among the people in education would take the place of an organisation which must be more or less obstructive, and which in the nature of things must sacrifice the fulfilment of the Educational Despatch of 1854 to its own preservation. Many, if not most, of the schools can only be visited by the present Inspectors once in three years; some are not visited at all. The examinations of the Department can, of course, not be conducted with the punctuality and accuracy of a public body—a University or a syndicate, as in Burmah.

### TO QUESTION IV.

Were the Government College in ..... abolished, and two Professors of English attached to the Oriental College, funds would be set free for primary and secondary education, without any injury to higher education. At present also "higher education" is chiefly made use of by those *low castes* which have risen into importance under our rule, but were the *higher classes* encouraged by Government they would no doubt gladly come forward to *pay* for their education.

### TO QUESTION V.

Yes. They are chiefly attached to mosques, Dharmsalas, &c., &c. There are also other schools in the province that give a high Oriental education, and a few unaided schools, that teach subjects of primary and secondary instruction, though not so well as in our



schools. The growing desire for English education is chiefly a growing desire for more funds from Government for the benefit, mainly, of a small class of aspirants to the degrees of B.A. and M.A., who, however, are strongly disinclined to subscribe themselves for any such purpose, but who can mostly afford to do so, and *will* do so when Government aid is withdrawn from their class. The municipalities will also in future bear a larger share of the educational expenditure under the new local self-government scheme.

Answers to Question VI. not printed.

#### TO QUESTION VII.

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

Boys brought up in missionary schools are generally better behaved than those educated in Government schools, for they have had some religious instruction, and the example of devotion to them, not for the sake of pay. The subject is one that can hardly be dealt with in four pages, or by a writer who is in bad health and pressed for time. However, as some reply had to be made, if possible, before the end of November, the above jottings are communicated with the usual reservations, based on the diversity of men, localities, and circumstances.



## ANSWERS TO QUERIES.

### No. II.

*This set of Answers to Queries is forwarded with the following note :—“ The enclosed arrived late, and are contributed by an educational officer of great experience in the Government service.”—(Signed) EDWIN KEYWORTH, Vice-Principal of C.V.E.S., Normal School, Umritsur.*

### To QUESTION I.

No.

### To QUESTION II.

(a) Yes, it discourages such institutions, for the Government take a very low fee and have expensive and numerous staffs in their school, so that no aided or unaided school can need hope to compete with the Government schools.

(b) The competition which Government schools cause leads to fewer pupils, and the grants in aid are low, nor in a dozen instances which can be quoted did applications for increased grant in aid receive attention or response.

(a) I believe instances can be given in every circle where Inspectors are unfavourable to other than Government schools ; they carry this opposition even to the cricket field. The mission schools are not directly under them, and they gain no credit from their management ; besides, many are quite callous to all calls of religion, and are given to favour godless pedagogy ; even the people are aroused to the ill effects of the Government system.

### To QUESTION III.

A cheaper agency should be introduced for direction and inspection. It ought not to cost a third of what it does ; this will admit of funds being applied to making more schools on the grant in aid system. Scholarships are now given to the extent of £5,000 per annum ; this could be reduced to a much smaller sum.

### To QUESTION IV.

Institutions may at once be closed or transferred to existing schools ; there is no need to have two institutions of the same kind in the same town, if the people do not care to resort to a greater extent to mission schools, which are everywhere well filled, and have been so for 20 years, so that experience would show there is no objection to them, except from captious and ill-disposed people, who are not so much fanatical as they are reculant.

### ADDITIONAL ANSWERS FROM THE SAME.

### To QUESTION II.

(a) The permanent maintenance of a Government school in the same locality where there is a missionary one, is a severe tax on the latter.

(1) It has to keep to very low fees, three to four shillings a year, the Government school being ten shillings per scholar on an average. The Government has the advantage of a highly paid and extensive establishment, and no religious instruction is given ; the mission school makes Bible instruction of course a *sine quâ non*.



(2) There is often a secret ill-will maintained by the Government teachers against a missionary establishment in the same place ; they use their influence, and acknowledgedly, to work its injury, for all the teachers are Hindus and Mahomedans, who are not neutral as they should be in religious matters. I can quote instances at both Lahore and Umritsur, as also Delhi, where the Government teachers are *Imaums* of mosques, and Hindus are leaders in temples. At Lahore one of the Native English teachers is editor of a newspaper connected with the *Brahma Somaj* and others are leaders and preachers to the new-fangled sect of the *Argo Somaj*, yet a Christian clergyman cannot be a teacher in a Government school, or even allowed entrance as a professor to a college. It is much to be deplored, that often the Englishman who is in charge of the Government school looks on the sister establishment with ungenerous feelings and instead of acting so as to further its ends, really uses his power to undermine it. It is plain enough, as before stated, why the Native teachers should be inimical, and it is not hard to give a reason why the European should be also a hidden foe ; most of the educational Europeans are men of no religious creed ; many of them openly profess themselves sceptics or Comtists or Relationists, and they know they get credit for a well-filled school, though their superiors never inquire whether they have used unfair means to recruit scholars. So that the Government and the mission schools in the chief towns, Lahore and Umritsur, &c., are at issue always.

(3) The mission school finds it hard to maintain discipline, and instead of being able to keep a comparatively tight hand on scholars, the opposite course has to be pursued, for the scholars can fly off to the Government establishment, and are received with open arms, and even with reduced fees or less than the usual ones, under the circumstances. The Government school should close their doors against such accessions. Should a scholar be baptised, there is an exodus from the mission school ; not that the scholars leave on that account, but the fears of the parents are aroused by fanatical town-folk, and even Government teachers ; though, ultimately, the scholars in many instances find their way back to their old school when popular excitement has abated. If the people did not care to resort to a missionary school they would establish one themselves, provided there were no Government one or the rates of the latter were not low. In some instances Natives have established schools of their own, particularly on occasions when converts have been made to Christianity, but these institutions have had but a very flickering existence, or have lived only for a few months.

(e) Most mission schools, if they accept a grant in aid have to follow out the curriculum fixed by the Government educational superiors. The missionaries may not approve of these, and it is a matter of doubt whether these systems are approved by the people ; for instance the Anjuman-i-Panjab, and other bodies ; see also the vernacular papers, which are all more or less full of articles and contributions against the educational officers' schemes of studies. These latter functionaries are also themselves doubtful of its efficacy, for they are continually changing them to the injury of education and discipline. The curriculum has been altered three times within five years. One great drawback to the prosperity of mission schools is that the middle school examination is to all appearances very one-sided. The examiners in this middle school examination are all Government teachers, both Native and European. Why should not missionaries form a part of the examining body ?



## ANSWERS TO QUERIES.

No. III.

*The following answers are by a Professor in a Government College.*

### TO QUESTION I.

No ; but this is, as regards the Punjab, an impossibility for years to come : First, for want of money. The one per cent. cess at present levied for education would be unable to meet the expense of educating "the great mass of the people," and it would be harsh and unjust to increase the educational taxation at present and for years to come. Second, on account of the disinclination of the great mass of the people to be educated, especially as far as the agriculturists are concerned ; but the education of the masses is increasing satisfactorily, considering everything.\*

### TO QUESTION II.

(a) By Government schools here is meant, I suppose, the high class schools preparing for the University Matriculation Examinations, and not the elementary schools.

Yes. Natives avail themselves gladly of Government education as they pay little or nothing for their sons, and under the present system feel perfectly content without maintaining colleges, &c., for their own use. The two Missionary Colleges which existed 15 years ago in the Punjab, have both died out as their respective societies could not, in spite of Government subsidy, keep them open. I moreover greatly doubt if Natives would ever start a college of their own, even under favourable conditions. They tried to do so three years ago at Delhi, when the Government College was closed, but ineffectually.

(b) No. Properly speaking, there is no competition between private institutions and Government schools. I do not know a single private missionary or Native school which can do the whole educational work of the place where it is located, though some missionaries, especially inexperienced ones, think so ; nor is there a single Government school in the Punjab which could be closed without impeding the progress of education. As for the Government grant in aid, though difficult at first to obtain, it is never withdrawn without good reason.

(c) I think not as regards grants in aid. Local scholarships, whatever they are, would follow the rule of other scholarships. These are awarded according to the results of examinations.†

(d) My knowledge extends only over the Punjab. The Inspectors here are generally far severer towards the Government schools than mission institutions, and correctly so.

Illustrations are abundant to anyone conversant with the practical education of the Punjab. As regards (a) the Natives of Delhi wished to start a college and collected Rs. 60,000 (on paper) for that purpose. This sum, when funded, would have produced less than £240 per annum. The Government declined to promise any grant in aid, unless it had an income (permanent) of £1,200. And there is no prospect of that rich community ever making such an endowment.

\* This is the only instance in which such an assertion is made. It is strange in face of reports to Government from the same province which show a gradual decrease in the number of pupils. In 1878 they were 115,000 ; in 1879, 107,000 ; and in 1880, 100,000. — See *Statistical Abstract*.

† Compare this with the letter of a Government Inspector in the same province.—See p. 21.



#### To QUESTION IV.

I believe the above provisos are inserted in ignorance of the practical education of this country. It is easy enough to *abolish* a Government college, but very difficult to start one on the part of independent corporations. The missionaries in this part of the country have found that it costs too much to maintain a college, that their numbers are too small to allow the whole time of several of their members to be absorbed in what is, more or less, secular work, and that collegiate work is not quite what a missionary is sent out to this country for. The Natives in the Punjab are utterly incapable of maintaining a college or even a High School of their own without the aid of European help and supervision, and no European would think of serving a Native committee without a guarantee from Government. Thus *transference* is out of the question even were it ever desired.

#### To QUESTION V.

There are a few unaided schools in the Punjab attached chiefly to mosques and temples, but they are very elementary and unscientific. The best that can be done with them is to hold out to their managers the prospect of a grant provided they follow out the Inspectors' suggestions, &c.

Answers to Question VI. not printed

#### To QUESTION VII.

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

The chief mistake, in my opinion, committed both by the Government and the several missionary bodies is not discerning carefully between primary and higher education as regards their bestowal upon the people at large. Elementary education should certainly be given to everyone, except the rich, gratuitously. But the case is different when the higher school and collegiate education is considered. There is no reason advanced that, good as it is, and necessary to the advancement of the people, the recipients should not pay for it, if not entirely, at least nearly so.

Missionaries are as great offenders as Government in bestowing a high education upon Natives for next to nothing. The best mission school known to me is unable to get more than half the working expenses as fees from the parents, not including the pay of the teachers who come out from England. The other half is, of course, the result of collections. This money, collected from Europeans, should properly be spent upon the education of the large number of European pauper children, or of those of European descent, existing here. In this direction education is greatly neglected. I am, of course, referring only to an elementary and perhaps a middle-class education for European and Eurasian children. High-class education should be paid for by the children's parents. This latter point is recognised in India as well as elsewhere, and this very principle ought by rights, to be extended to Natives. Instead of which the Government schools and colleges are filled with stipend holders whose parents are, or pretend to be, poor; and having completed a course of good education, the lads necessarily look out for a lucrative appointment. If education leads to good salaries it is worth paying for, not merely a nominal fee. In the case of the schools and the colleges referred to above, the recipients are generally *not* agriculturists who pay for the education. As for the missionaries, they defray the expenditure of High Schools, firstly, from contributions raised from Europeans; secondly, by Government grants, which of course are part of the cess paid by agriculturists; and thirdly, from fees, which are in the majority of cases ridiculously low. Unless education is more appreciated for its own sake, and considered worth paying for on the part of those who benefit by it, India will never advance in the proper direction. At present by far the majority of rich people do not see the necessity of educating their children.





CSL



BENGAL  
with its DIVISIONS,  
— AND —  
The ADJACENT COUNTRIES.

From Orme's "History of the Military Transactions in Hindustan."  
(Fourth Edition, 1803).  
Reg. No. 1348 P., 99.—H.—1,200.



( 37 )

## ANSWERS TO QUERIES.

### NO. IV.

*This paper is by a Superintendent of a Government school in the Punjab, forwarded by a missionary of the Church of Scotland, and is of much value for the facts it gives, and as the expression of opinion on the part of an educated Native, and of the feelings of his countrymen. It is shortened by a few omissions, but all will be sent to the Viceroy.*

#### ON QUESTION I.

The educational despatches are not carried out in any appreciable way in this district, or in any district appertaining to this circle of inspection; a very limited grant in aid is given to a few schools kept up by missionaries, but these are in the chief towns of each district, such as Gujrat, Rawal Pindi, and Jhelum.

#### ON QUESTION II.

The missionaries have attempted schools in other places than the main towns of these districts, but they have met with steady opposition from the educational officers, and no grant in aid. I can quote an instance where a missionary started a school in a minor town and he had it well recruited with scholars where a Government school had been in existence before, but had been closed owing to the want of scholars. The mission schools had to be closed for want of a grant in aid, though an application was made by the people for a grant from their own cesses as an aid to the mission school. Again, I can cite many instances where female schools have been started by missionaries and maintained for two or three years from their private purses; when their means have failed they have been forced to close, and have resuscitated again when their private sources would again permit it.

#### ON QUESTION III.

The question now to be answered is, How can an extension of the means or agency be effected for a more general diffusion of education without further pecuniary burthens on the people? The answer would be, To have less expensive supervising establishments, particularly as regards direction and inspection, which at present consumes one-third of the total allowances from the Government grant, or one-fifth of the whole income, including cesses and other sources. Both Directors and Inspectors receive more than twice the salaries they need receive, and much cheaper agency could be obtained which would be more efficient.

The staff is as follows :—

Director of Punjab and personal staff over £5,000 per annum.

#### INSPECTION.

A local Native Inspector to each district of 40 villages, &c., schools, the area being 1,500 square miles average; average cost, including staff, £200 per annum. An Assistant Inspector to an average of four districts, 170 schools, within an area of 4,000 square miles, cost £400 per annum.

These men are usually Natives. A European Inspector of Schools, over, on an average, 500 schools of all kinds in 5,000 square miles, average cost, including incidental expenses and his following, £2,500 per annum.

The European Inspector has given up the practice of visiting the schools in each village, but issues a mandate, when the scholars of three to four village schools are trotted out to meet him in an appointed locality, so that he may be said not to visit schools, but to examine scholars in one day of several schools at one locality, where his tent may be pitched; he thus loses both local influence, knowledge of the people, and prestige.

One Director might do for all India. One learned educational authority has been known to say that the provincial educational brochure costs the State £5,000 for a Director, and the greater part of £10,000 for Inspectors, and yet the document, year after year, is so inferior an exposition of the state of affairs that the Government animadvert on it publicly.



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Neither Directors nor Inspectors have anything to do with colleges ; scholastic arrangements and curriculum for them are fixed by the University Senate ; so that Inspectors have but primary and a few middle-class schools in each circle. These ought not to require the offices of a highly paid official, who being an imported Englishman, requires over a decade to learn the Oriental languages taught in the schools, and throughout his services fails to know the people, or can lower himself to the same platform as they stand on, or ingratiate himself with them. This is not said in any captious spirit, but is the opinion of the thinking part of the Native community themselves. In the Punjab, there is, or has been, but one imported college man of the educational staff who has exerted an influence, and has shown much tact with the Oriental languages taught in schools, and throughout the province. All the other men are of the worst type of the inaccessible Englishman ; ill-informed as to the manners and customs of the people, and but indifferent in their knowledge of the languages, without *bonhomie* to win on the people, and with insular haughtiness, which makes the people feel they are of the conquering race. While it may be truly said that if an Englishman has the contrary qualities there is no people in the world who are so ready to give deference, or be influenced by a foreigner. They believe in the honesty of a European, and are not disposed to give a tithe of the credit and respect to their own countrymen they give to him. Had educational officers heretofore been a class of Europeans who would have freely mingled with the people, and have put on something of the suave manners of the Oriental, without losing the national characteristics that recommend educated Europeans to Natives, there is not a doubt that instead of 10 per cent. or less of youth being at school, schools all over the land would have been in a flourishing condition. There are no drawbacks in this country ; the youth up to 14 years of age are free ; there are no factories, food is comparatively cheap, so that the earnings of children are not needed to add to the family stock ; in fact, parents are indifferent as to what their children do up to very nearly the age of puberty ; they come home to meals and that is all they know about them. The youth themselves are, besides, very tractable and are easily influenced, are precocious and fond of attending school once they are got there.

#### ON QUESTION IV.

The Government colleges and schools have been maintained too long, and it is to be feared that the people commence to look on education as a thing that should be entirely provided them by the State. It can be satisfactorily shown that all the clamour raised by the Anglo-Babu class for superior education is merely to have high class schools at the Government expense. Though these people have arrived at good positions and incomes almost entirely from a free education in Government institutions, they are not disposed to pay a reasonable school rate for their children, and are fully alive to the advantage of an English education. With them education has been an advantageous commercial venture with no outlay from themselves.

The cost to the State to turn out those educated products may be stated in round figures as follows :—

To the Middle School Examination, each	...	£70 to £80
To University Matriculation	...	£90 to £100
To First Art Examination at College	...	£400 to £500
To B.A. Examination	...	£700 to £800
To M.A. Examination	...	£800 to £1,000

This does not include the cost of primary education, which, as said before, is met by cesses.

#### ON QUESTION V.

There are some unaided indigenous schools which cannot be strictly classed as educational institutions. (After naming a few he adds) It may be as well to mention that all these institutions have glebe lands or benefices endowed to them which are rent or revenue free, and I remember once having to make a statistical statement of these institutions, wherein, from information gathered, it was ascertained that 70 per cent. of all expenses on religious institutions were met from State endowments. Under these circumstances the question arises, Why should they not be forced to be more useful, and when they are so they might be further helped?



## APPENDIX.

Besides the formal answers to the queries sent, we have received many communications, both public and private, of great importance, bearing on this question, from which we subjoin a few extracts.

We have been favoured by Mr. Croft, Director of Public Instruction, Bengal, with a document of much value, addressed to our Secretary, from which we would have reprinted entire, but that we knew its substance is embodied in a Report which the Commission will have under consideration. We refer to it now as a grand demonstration of the groundlessness of the objections made to our movement for the extension of primary education in India.

The attempt was often made by men who were supposed to know all about India, to shut our mouths with the bold assertions: "Education in India is making most satisfactory progress." "Quite as fast as could be expected." "You cannot increase education without imposing new taxes which the poor people cannot bear," &c., &c.

Yet here we find *one* director, only entering on his duties in 1877, who has given such an impulse to primary education in his own province during the two years 1878-80 as to add 180,000 pupils to the roll without receiving an additional rupee from the Imperial Treasury, or in any way burdening the poor.

This result, gained by economising the money at his disposal, could not, of course, go on indefinitely, and now we are glad to find a lac of rupees added to the allowance for primary education in Bengal.

On looking to the Parliamentary Abstract just published, we find the comparison most instructive. Allowing what Mr. Croft calls attention to, that the state of matters in Bengal is different from what it is in some provinces, we cannot fail to see not only what can be done but what requires to be done in the greater part of India. Taking the comparison given for the last three years, as there given, we find that with the exception of Bengal and Burma there is no increase in primary education worthy of the name. In Madras, Coorg, Mysore, Berar, Ajmere, the Central Provinces, and Assam, the trifling changes in the way of increase and decrease nearly neutralize each other. The decrease exceeds the increase. In the Punjab there is a decrease of 15,000, or 15 per cent., and in the North-West Provinces of 79,000 or 25 per cent. In Bombay there is an increase of 20,000, or only 10 per cent. in two years; in Burma, of 15,000, or 23 per cent., whilst in Bengal the increase is 180,000, or 30 per cent. in two years, and from a letter with which we are favoured, we learn that the increase for 1881 is over a hundred thousand.

The way in which Native schools are taken up and improved, local efforts called forth, self-reliance encouraged and self-respect strengthened, is most suggestive, and the natural and gradual development of a higher education, arranged so that hopeful youths can rise to the higher grades, not by a system of forcing, but by natural selection, has given a new departure to the system so well begun by Sir George Campbell, in 1872.

He has greatly extended the system of grants in aid and done much to make the higher education self-supporting. No complaints are made by aided schools, either Native or missionary, in the Province of Bengal.

We regret that Mr. Croft, while he expresses sympathy with us in our movement and has "a full appreciation of the value of our aims," does not approve of the withdrawal of Government from the higher education; although he admits that if the Presidency College were given up, education in Calcutta would not materially suffer.

While we agree with him that many parts of the country are not ripe for such a change, we hold that the withdrawal of Government from that one College would alter the whole system of education in Bengal. It would make every man in the Education



Department feel, that direct Government education was not the normal or approved system which was to be fostered, and to which the inferior officers in that Department seem to think other systems may be sacrificed. It would send a thrill of life through the province, and stimulate a spirit of local patriotism in the cause of education, which would, as the Duke of Argyll long ago pointed out, be of itself an important part of national education.

Dr. Leitner, Principal of the Government College in Lahore, has kindly sent us several public documents, shewing what can be done in the way of calling forth the liberality of the higher and wealthy classes for the support of the higher education in the Punjab, which could be carried much further if Government officers were to use their influence to encourage such efforts. But as long as Government colleges are regarded as a permanent part of the educational policy, liberality is superfluous and worse than useless ; it is thought by the Natives that it would be regarded as an insult to Government and an injury to Government officials, if they were to establish colleges of their own. He demonstrates the readiness and ability of the Natives of India to subscribe liberally for such an object, when they gave £40,000 for a college endowment at Lahore, in spite of discouragement from Government officials ; and, since the Maharajah's College at Burdwan has so recently been established by one act of princely munificence, we are justified in the hope that such cases would be multiplied, if rendered a necessity of education on the one hand, and the occasion of encouragement and reward on the other.

One of the most conclusive arguments for the discontinuance of Government colleges where aided ones are in a position to take their places, comes from an official document which has reached us from Madras. It is from the highest authority on the subject, and is a striking example of courage and fairness in the Director of Public Instruction, Mr. Grigg.

In recommending an increased grant to the Christian College, which he admits has been unfairly reduced by his predecessor by way of retrenchment, which retrenchment was, as he points out, "more than swallowed up by the increased cost of the Government agency," he defends the increase, by shewing that the aided institution with the larger grant would continue to turn out graduates at a much cheaper rate than the Government College. His words are :—

"23. But it may be urged that this arrangement would be too expensive to the State. This question can only be answered by reference to the sum which Government pays in the Presidency College for the education of graduates. This, according to the returns, was 56,260 rupees, or 70,320 rupees if 25 per cent. for the authorised pension liability is added, but leaving out of account the capital sunk in buildings, viz., 250,000 rupees. The University course extends over four years ; consequently the present cost to the State of each graduate educated at this College is 1,800 rupees, and if the fact be taken into consideration that probably not more than 50 per cent. of the matriculated students who continue their studies for the Degree Examination pass the First Examination in Arts, and not more than 50 per cent. of these finally obtain a degree, the real cost to the State may be estimated at, roughly, 7,200 rupees.

"24. Now how would the matter stand in the hypothetical case given above ? The maximum grant claimable is 800 rupees, or 9,600 rupees per annum. As there are 200 students, this gives the annual cost to Government for each as 48 rupees, or a total cost for the four years' course 192 rupees, and if this be quadrupled to allow for 50 per cent. of failures in the First Arts, 50 per cent. in the B.A. Examinations, the total cost to the State is only 768 rupees, against 7,200 rupees at the Presidency College ; that is, by one agency the State pays for practically the same article nearly ten times as much as by the other."

The treatment of this Institution ever since it attained such efficiency as to come into competition with the Government College, illustrates the unconscious partiality which it is difficult for Government officials to rise above, especially when, as in the case of Mr. Grigg, Government itself manifests a spirit of partiality. This is brought out in their strange minute, which can only be accounted for from its having been passed in the interval between the death of Mr. Adam and the induction of Mr. Grant Duff.

They say : "Mr. Grigg's arguments in paragraphs 23 and 24 are apparently unsound. The comparison is of dissimilar things. The cost to the State of a graduate at a State college and a private college does *not* shew the relative cost at which "the country is provided with graduates."



It is impossible to tell what is meant by a "graduate in a Government and in an aided college" being "dissimilar things." It cannot mean that the cheap graduates from the aided college are inferior in intellectual attainments, for they have taken the highest places in the University Examinations for some years in succession. Both in arts and science they were ahead of the students from the Presidency College. It could not mean that they were morally less fitted for the service of the State. The highest Government officials admit the superiority of the graduates from the Christian College. The difference in the "thing" or "article," as they call the graduates elsewhere, must be in qualities which they do not define and we cannot imagine.

Partiality in the Education Department comes out in other matters than grants in aid. Take, as an illustration, the composition of the University of Madras, on which much of the character of education depends.

(1.) The Wesleyan Mission, the London Mission, the German and American Missions are quite unrepresented in the University, though all do something, and the two first an immense deal, in education. (2.) Of the 93 members of Senate, all but 25 are Government servants, and even some of these 25 are, more or less, bound to Government. (Of course many of the Government servants are capital men.) (3.) Of the 93, 22 are directly and distinctly in the Government Education Department, and only 13 are in any way at all (many of them very indirectly) representatives of aided education. (4.) In the Presidency College there are eight professors and assistant professors; in the Christian College there are seven. I don't think there is a man in Madras who would say that the *eight* are superior to the *seven* in academic rank or in any way more distinguished; yet out of the eight no less than *seven* are members of the Senate, out of the seven only *two*. This, we think, would not be tolerated in Calcutta or Bombay.

Another example of this partiality for Government institutions is brought out in very palpable form in a rule laid down by the Government of the Punjab that *no pupil in an aided school*, no matter what his attainments or character, *can receive any Government scholarship*, large or small. Not only so, but if after being taught in an aided school he should join the Government School, even then he has no chance of a scholarship. The taint of having attended an aided school shuts him out by an inexorable law which we could not have believed any local government in India could have passed under the Despatch of 1854 had we not the unquestionable authority of a Government Inspector of Schools, as quoted by Mr. Youngson in his Answer to Queries, p. 21.

Under such a law and such practice as we have referred to, it is no censure upon an Inspector to say that he has, and shows, a preference for Government institutions. He cannot, without running the risk of censure and a suspicion of a kind of disloyalty to his party, if not to his Government, treat the *aided* institutions as equal, far less as preferable, to Government institutions, as the Despatch of 1854 requires.