

Appendix (I.)

Education of Natives.

Nuddea

liberty to look for some person in England suitably qualified, to whom the Court of Directors were requested to grant the requisite permission to proceed to India. Permission has since been granted by the Court of Directors to the Rev. Dr. James Adamson, minister of the Scottish congregation at the Cape of Good Hope, to proceed to Calcutta, on receiving a requisition from the Bengal Government to that effect.

Institutions in Nuddea.

THE report of 1829 refers to an allowance which had been enjoyed by some learned preceptors in Nuddea, amounting to 100 rupees per month, for the restoration of which the parties had petitioned the Government. The Committee of Public Instruction having received orders to examine and report upon this petition, deputed their junior member to the spot to make the necessary inquiries. His report contains the history of this institution, and the following description of the primitive modes of study practised in Nuddea, which is incorporated into the committee's report, on receipt of which it was determined to continue the allowance of 100 rupees per month to the petitioners.

"Nuddea contains about twenty-five establishments for study; these are called tolls, and consist of a thatched chamber for the pundit and the class, and two or three ranges of mud hovels in which the students reside. The pundit does not live on the spot, but comes to the toll every day in which study is lawful at an early hour, and remains till sun-set. The huts are built and kept in repair at his expense; and he not only gives instruction gratuitously, but assists to feed and clothe his class; his means of so doing being derived from former grants from the Rajah of Nuddea, and presents made to him by the zemindars in the neighbourhood at religious festivals, the value of which much depends on his celebrity as a teacher.

"The students are all full grown men, some of them old men; the usual number in a toll is about 20 or 25, but in some places where the pundit is of a high repute, there are from 50 to 60. The whole number is said to be between 500 and 600. The greater proportion consists of natives of Bengal; but there are many from remote parts of India, especially from the south. There are some from Nepaul and Assam, and many from the eastern districts, especially Tirhoot. Few, if any, have means of subsistence of their own; their dwelling they obtain from their teacher; their clothes and food in presents from him or the shopkeepers and landholders in the town or neighbourhood. At the principal festivals, they disperse for a few days in quest of alms, when they collect enough to maintain them till the next interval of leisure. All those who come from places more than three days' journey from Nuddea have hitherto depended very much upon the grant from Government, which gave them from twelve annas to one-rupee a month each, and nearly sufficed to procure them food. The number of the Vidisika or foreign students was generally between 100 and 150, and there are about the latter number still at Nuddea, awaiting the result of their petition. If not complied with, they will find it necessary to quit the place.

"The chief study at Nuddea is nyaya or logic; there are also some establishments for tuition in law, chiefly in the works of Rughu Nundara, a celebrated Nuddea pundit; and in one or two places grammar is taught. Some of the students, particularly several from the Diklian, spoke Sanscrit with great fluency and correctness.

"I made particular inquiry of the students with respect to the distribution of the allowance, and entire satisfaction was uniformly expressed on this subject. A petty saraf or podar, accompanied by one of their number, is deputed to receive the allowance at the collector's treasury. On his return, he divides it among the Vidisi students, whose presence in the town is perfectly well known. The podar whom I saw keeps a shop for the sale of grain, and supplies the students with food, advancing them occasional maintenance on the credit of their monthly allowance. They are commonly in his debt; but he is too unimportant a personage, and the students are too numerous, and as Brahmins too influential, for him to practise any fraud upon them. The allowance, I have no doubt, is fairly distributed; and although the value of the learning acquired at Nuddea may not be very highly estimated by Europeans, yet it is in great repute with the natives, and its encouragement, even by the trifling sum awarded, is a gracious and popular measure. There can be no doubt of its being a very essential benefit to those students who have no other fixed means of support."

[For further notices of native establishments for education in Nuddea, see under Indigenous Schools, in a subsequent part of this paper].

Bhaugulpore School.

IN 1828, it was proposed to discontinue this school, it not having answered, in the opinion of the committee, the purpose of general instruction, with a view to which it had been established. As a regimental school, it was supposed that it might be useful, but for this purpose only it was considered inexpedient to burthen the education fund with a charge of 300 rupees per month. The report of 1829-30 gives a more favourable view of the state of this institution, and announces the determination of the Government to continue it. From this report it appears that during that year 134 pupils had been in attendance, chiefly from the hills, of whom 57 had left the school during the year, after acquiring various degrees of proficiency; and that of the 77 who were present at the examination the first class consisted mostly of boys from the hills; and in the other classes the proportion of sepoys was less than usual. The scholars were mostly of a less advanced age than formerly, and their reading had been more miscellaneous and more likely to be of service generally. In these respects, therefore, the committee remarked that the character of the school had already undergone a beneficial change.

The means of further improvement, suggested by Captain Graham, are the cultivation of Hindoostanee in the Nagree character, and the formation of an English class, to which the best

Bhaugulpore

best scholars should be promoted as a reward for their exertions; the appointment of competent teachers; the limitation of the attendance of paid scholars to four years, and the authoritative interposition of the magistrate in enjoining the Hill chiefs to send their sons to school. Captain Graham had instituted two branch schools, and proposed more when competent teachers could be found. His letter, dated the 16th of February 1830, contains the following observations:

“I beg leave to suggest that when the scholars are able fluently to read the common elementary school books in one of the above characters (the Khates or Deb alphabets), to write letters on common affairs, and are become ready accountants, they should as a reward be placed in an English class. The following are my reasons for recommending this plan:

“*First.* Judging from the attempt which has been made to teach a few of the Hill boys English at this school, as well as from the progress made by five or six boys who were under the instruction of the late Rev. T. Christian, I am led to be of opinion they would acquire that language with greater facility than the Persian, and nearly in as short a time as they learn Hindoostanee.

“*Second.* The Hill people, neither being of the Hindoo nor Mussulman religion, and quite free from the prejudices of caste, esteem a knowledge of the English language as a sure means of their obtaining lucrative employment under Europeans, and thereby becoming a most useful race of people in place of remaining in their present degraded state. I have at different times employed several of them in my private service, and have always found them active, honest, and cheerful, although constantly suffering from the hatred of the other servants.

“*Third.* As they have neither priests nor images, and are very independent as to religious matters, the common class books used in any English school would not now be objected to by them.”

The Chinsurah Schools.

THESE schools, which were placed under the superintendence and orders of the instruction committee in 1824, appear subsequently to that date to have declined considerably; in consequence of which some of the members of that committee, in 1827, expressed doubts as to the utility and expediency of maintaining them. The Government determined to await a communication from the local committee, which proving more favourable than had been anticipated, the schools were continued. The examination report for the year 1829, gives the following results:

Number of schools	-	-	-	-	-	14
Number of scholars on the books	-	-	-	-	-	1,540
Ditto	-	-	-	-	-	1,215
in attendance						

The scholars consisting of different castes in the following proportions:

In every 100 boys	{	10 Mussulman.
	{	15 Brahmins.
	{	15 Kyast.
	{	15 Baidey.
	{	45 Soodra.

These are divided into three classes, of which the first peruses the Bengalee works of Messrs. Yates and Pearson on geography, astronomy, and natural philosophy; the studies of the others are of a merely elementary character, or lessons in spelling and reading. By means of these schools, the committee remark, “useful instruction and improved feeling are disseminated amongst the villages above and below Chinsurah, but their scattered position renders effective superintendence impracticable.” It does not appear that any general examination of the pupils has taken place. The state of the schools is from time to time reported by the superintendant, Mr. Pearson. The committee do not anticipate that the acquirements of the students will ever be more than elementary.

Chinsurah Free School.

THIS separate establishment, which is, like the other schools, under the superintendence of Mr. Pearson, contained in 1829, 64 males, of whom from 30 to 40 were Hindoos, and six girls. The studies of the senior classes, it is observed, appear to have assumed a higher scale than in former years; the History of England and Miscellaneous Extracts being added to the perusal of the Bible and the acquirement of English grammar. The correspondence relative to the grant made to this school will be found in the Appendix.

Rajpootana or Ajmere Schools.

THE sum of 300 rupees per month, assigned for the support of these schools, appears to have been appropriated in the following proportion:

	Rupees.
Salary to Mr. Cary, as superintendent	200
To the expenses of the school, including two native teachers	100

R ^s	300

In 1827, these schools, then four in number, were reduced to one at Ajmere. For the use of this establishment, a supply of books were forwarded from the Presidency, which proved advantageous; and the principal civil authority at Ajmere was required to superintend the periodical examinations of the scholars.

Appendix (I.)
(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

Bhangulhose

Chinsurah

Ajmere



Appendix (I.)

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Natives.

In 1828, an examination took place at Ajmere, in the presence of the honourable R^d Cavendish and some qualified natives, the result of which is stated by the education committee to have been unsatisfactory. There were at that time less than 200 boys in this school; they were divided into two departments, Hindoo and Persian, in neither of which was much proficiency evinced; the Hindoo students of the second class being reported to read indifferently, and those of the first having learned a few pages of Sanscrit grammar. The pupils in this division were, however, with few exceptions, very young, none having been attached to the school more than two years. The state of the Persian classes was still less satisfactory. Both departments studied arithmetic, in which, in the Persian class particularly, progress had been made to the rule of three. The committee observe that all the reports they have received from the superintendant are merely tabular statements, and that they look to the political agent and his assistant, under the orders of Government, to report on the state of the school, the duties of the superintendant, the description of teachers employed, the salaries they severally receive, the course of study, the hours of attendance, the inducements held out to scholars to attend and to exert themselves, the possibility of fixing a small charge for tuition or of assisting the means of support by private subscriptions and donations, admitting subscribers or donors to a share in the superintendence, and also to the practicability and advantage of introducing the study of English, in which Mr. Cary might no doubt take an active part.

Cawnpore Free School.

THE report of the education committee states, that a public examination of the state of this school took place in February 1830, before the Rev. E. White, the Rev. J. Whiting, and others, which gave great satisfaction to many persons well qualified to judge of the efficiency of the system pursued in the school.

The boys' school contained 75 scholars studying English alone, 47 who were studying Sanscrit, and 23 who were studying Persian and Arabic. These last classes commenced the study of English after the examination. There were also 11 girls in the school. It is stated that the English classes contained a large proportion of Hindoos and a few Mahomedans; that the upper classes had made considerable proficiency in ancient history, geography, and arithmetic; that they were familiar with English grammar, and could translate from English into Hindoostanee; that there were few (seven in the first class) who had attained adolescence, being many of them under 12 years of age, instead of adults between 20 and 30, or even older, who were formerly learning to spell in this school.

Only the elements of Sanscrit, Arabic and Persian were taught, and the Koran learned, "probably by rote." This seminary is stated to have been on the whole as efficiently conducted as its means permitted.

Allahabad School.

THE native school in this place was set on foot in 1825 by some English gentlemen, who subscribed for its support about R^s 30 per month. In January 1826 the friends of the institution at Allahabad applied to the Government for patronage and assistance to the school. There were at that time in the school, 31 scholars reading Persian, and 17 reading Hindoo, for whom teachers and accommodation had been provided out of the sum subscribed. The first aid afforded to this institution out of the education fund, was a supply of books to the value of R^s 1,000, with a promise of further assistance when the school should have assumed a consistent and permanent character. In February 1830, the education committee received a very favourable report of the state of the school, which then consisted of about 64 students who were studying Persian and Hindoostanee, in which they were able to read works of a classical character. It is further stated, that they had acquired a tolerable proficiency in the elements of geography and arithmetic; and that some of them had acquired such a knowledge of surveying as to have surveyed a village under the orders of the commissioner in a satisfactory manner, and that five of them had in consequence obtained employment as arreens and surveyors under the Government. The education committee in consideration of this favourable report, recommended the Government to grant to the school 100 rupees per month, out of the education fund, which recommendation was complied with.

Dacca Schools.

IN 1823, a society was formed at Dacca for the support of Christian, Persian and other native male and female schools in the city of Dacca and its vicinity. This society took under its care six schools, which in three years were increased to 25 schools, attended by 1,414 scholars. The six schools had been for about three years supported by the Serampore society, but the funds of that society proving inadequate to the demand upon them, the European inhabitants of Dacca, aided by many natives of liberal dispositions, subscribed for the support and enlargement of these schools. "Through some unaccountable cause," the native subscribers withdrew their support in 1823, and the number of Europeans in Dacca being too limited to afford the means of supporting these schools, application was made to the Bengal Government for pecuniary aid, who referred the request to the education committee. That committee reported, that these schools did not fall strictly within the limit of their superintendence, and even had it been otherwise, that the fund annually at their disposal was entirely appropriated. The Vice President in Council, nevertheless determined, under date 30th December 1826, to present the Dacca schools with 3,000 rupees, and a supply of school books.

*Etawah School.*

IN 1824, the superintendant of police reported that the magistrate of Etawah had appropriated the sum of R^s 101. 3 annas out of the town duties, as wages for the instructors of youth in a school, and requested to be informed whether such an appropriation of that fund was allowable. He was informed in reply that it was not allowable, without the previous sanction of Government.

Jud. from
6 Dec. 1827.
107 to 109.
Cons. 1 July 1829.
19, 20.
D^o 3 Dec. 30.

Mynpoory College.

THE local agent in Etawah was subsequently permitted to appropriate this sum in the support of schools for the education of youth in Persian, Hindoostance and English, which appropriation of it continued till 1828; when the reports of the examinations of the scholars having been submitted to the education committee, it appeared that no progress had been made in useful learning; that the greater number of the pupils was generally absent, and that those who attended, derived through badness of memory, little or no benefit from the institution. The greatest number of boys reported to have been in these schools, or college, was 40. Under these circumstances the institution was abolished.

Proposed College at Bareilly.

IN 1827, the local agents in Bareilly, Messrs. S. M. Boulderson, J. Davidson & C. Bradford, were required to report "what schools, colleges or seminaries of any description whatever existed in the towns or villages" of that district. In reply they informed the education committee, that in the town of Bareilly there were 101 schools in which Persian was taught, and 20 in which the children of the Malinjims were taught accounts; besides which there were 11 persons who taught Arabic, and two who taught the science of medicine; that in the villages round about Bareilly there were nine Hindoo schools and 13 Persian; and in the other parts of the district as follows:—

	Persian.	Hindoo.
In the thannah of Bhoora	4	—
In Ichonadab	3	3
In the town of Budaou	34	—
besides the College of Mahasnood Ally.		
In the neighbouring villages	6	1
In Kusbah Furreedpore	8	—
In the neighbouring villages	8	—
In Kusbah Besulpore	—	2
In the neighbouring villages	—	7
In the thannah of Dettagunge	6	2
In Riche	—	1
In the adjoining villages	—	11
In the Busten Ojahnee	1	2
In the villages adjoining	2	16
In the town of Omlah	8	21
In the adjoining villages	6	—
In the thannah of Bilsee	4	3
In the town of Shagusti	1	—
In the villages of the Pergunnah	3	1
In the thannah of Nawaubgunge	5	32
In the Busten of Sheergicoli	2	—
In the neighbouring villages	10	—
and that in a village of the same thannah there were resident three learned men who taught the Arabic sciences, and		
In the thannah of Meerungunge	3	4

"In these schools," the local agents observe, "science of any sort is rarely studied. Works in the Persian language, such as the Bostan, Golistan, Zalieka, Madhooram Aboolfuzul, Secundernameh, Tusha Kheeleefa, Bahardanisli, are read, with a view to facility in writing Persian; besides this, the scholars are instructed in the simplest rules of arithmetic. In the colleges, the works read are in the Arabic language. The course of study includes Surf, Noho, Mautick, Laws of Composition, Fikha Kikmut, under which are included medicine, mathematics, and natural philosophy, the Buddus, and the explanations of the Koran; besides these, there are schools in which the children of Mahajans and those intended for putwarries are taught accounts; those who study the Hindoo sciences read the Vedas, the Shastres, the Poorans, Beakam Jotuh Chelum Naryul, Ojoosh Bed, Memansa, Neari. We have not heard that there are any establishments for such scholars in the villages.

"In the schools in which Persian is taught, the boys read manuscript copies of the different books, and learn to write on boards.

"Hindoos and Mussulmans have no scruples about reading together. The teachers are almost always Syeds, Sheeks, Moguls, Patans or Kaits.

"The teachers are paid from three to seven rupees a month by the person at whose house they sit; they also get their meals twice a day; and surance, that is, a kubba, razae, toshak and bolaposh. Kubba and razee are regularly given every year, whether the old one be worn out or not; the toshak and bolaposh are sometimes given, sometimes not. Summer clothing is also sometimes given, but rarely. Those who do not pay a teacher for attending at their own houses, send their children to the houses of those who entertain one, and pay



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the teacher from four annas to one rupee monthly, according to their means; besides this, the master gets other perquisites, such as "jummajee" offerings, presented on Thursday evenings by each boy, from four gundahs to one and five annas; "aghazee" offerings, presented on beginning a new book, from five annas to 1½ rupee; "eidic," presented on holidays, from one anna to one rupee. The boys begin to study at six years of age sometimes, but seldom till 20; in the colleges, from 14 to 25, sometimes 30, sometimes much less, it depending upon the talents and inclination of the students. Those who learn Persian, viz. boys till the age of 14 and 15, never remain under the roof of the master; on the contrary he generally attends at the house of some person or other, where he instructs the children of the master of the house, and those of others. Schools in which accounts are taught, differ in no material respect from Persian ones. Those who teach Arabic have sometimes pupils who come from a distance residing under their roof; but those who live in the same town remain in their parents' house. It is considered improper to take any thing from Arabic students, unless from necessity. The schools in the towns are well attended in comparison with those of the villages; we have heard of no schools supported by public grants."

On receipt of this report, the education committee addressed the Government, suggesting the expediency of establishing a college in this district, where such abundant materials for a learned establishment appeared to be already in existence. "In devising a plan for a college at Bareilly," the committee observed, "it is clearly unnecessary to provide for elementary instruction, as the means of acquiring a certain previous proficiency are already ample. It will also, perhaps, be unnecessary to make any allowance to any number of pupils, as instruction is so generally paid for; but it is not universally defrayed by the scholars' funds, and in some cases, food and clothes are supplied by the teacher. Perhaps a limited foundation of 50 poor pupils will be sufficient."

The establishment of a college in the district at Bareilly had been suggested by two of the members of the education committee, Messrs. Mackenzie and Stirling, chiefly for the two following reasons: the great desire of the native community there for its establishment, and the beneficial effects it would probably produce upon their sentiments towards the Government, as well as their intellectual improvement. The fact, that nearly 3,000 persons in the district were at the time receiving education, and 300 seminaries open (either mukhtas for instruction in Persian, chatrals for Hindoo, or patsals for Sanscrit, besides 17 teachers of the Arabic,) was considered as justifying the assumption that a college would be productive of considerable benefit.

On a review of the existing means, it was submitted that the evils of the existing system which rendered it necessary to consume 25 or more years in the acquisition of useful knowledge, were of a kind to be removed only by that permanent and systematic instruction which the establishment of a college would furnish.

The scale on which it was proposed that the college should be established was as follows:

	Rupees.
1 Moulavie, - - - - - per month	50
2 ditto, at - - - - - 40 rupees - " -	80
1 Persian moonshee - - - - - " -	30
1 Pundit - - - - - " -	40
2 ditto, at - - - - - 30 rupees - " -	60
2 Hindoo pundits, at - - - - - 25 rupees - " -	50
English teacher - - - - - " -	50
50 Pupils, at - - - - - 3 rupees - " -	150
Superintendant - - - - - " -	250
Servants and contingencies - - - - - " -	240
Rupees, per month	1,000

If it were found to be unnecessary to provide for the pupils, the 150 rupees was to be added to the salaries of the establishment of teachers, or to be given in prizes.

The Bengal Government at first fully concurred in the propriety of establishing a college at Bareilly, and in the suggestions which had been offered by the education committee respecting its superintendence, and the course of study to be followed by the persons admitted into it; and a local committee of management was named, consisting of the following gentlemen:

- Francis Hawkins, esq. agent to the Governor-general.
- William Cowell, esq. judge of the Provincial Court.
- H. Dick, esq. judge and magistrate.
- S. M. Boulderson, esq. collector; and
- J. Davidson, esq. sub-secretary to the Board of Revenue, Western Provinces;

who were accordingly advised of the intention of the Government, and directed to communicate with the general committee on the subject.

This proposed establishment was, upon further consideration, abandoned, in consequence of the expense which would have attended it, and more particularly the "cost of providing a suitable building."

Bhowanipore and Kidderpore Schools.

THESE schools were established by native gentlemen for the instruction of Hindoo lads in English; they were supported by voluntary subscription; and in May 1829, were placed upon



upon an improved footing. In the management of them, Europeans and Natives were then associated; they were opened to pay-scholars, and the School Society in Calcutta made them a monthly grant towards their support; but this resource not proving adequate to their wants, they applied to the education committee for assistance. Their immediate wants extended only to about R^s 500 for the necessary school furniture; but the education committee placed R^s 1,000 at the disposal of the School Society for the use of each school, considering it to be "a great object to establish schools of this description, which might in time serve as preparatory steps to the Hindoo college, and relieve that institution of part of the duty of elementary tuition." They have since been united, and have been found to realize the advantages expected from them.

The Calcutta Education Press.

THE whole establishment has been transferred to the Baptist mission press. During its existence as a separate establishment, between July 1824 and February 1830 it cost the sum of

-	-	-	-	-	R	69,347	2	-
Less the value of stock in types and stationery	-	-	-	-		10,456	7	8
Leaving a net charge of Rupees						58,890	10	8

The works produced by this press within the above period were as follows:

	Finished.	In hand.	
Sanscrit - - -	- 15 -	- 3	
Hindi - - -	- 3 -	- -	
Arabic - - -	- 2 -	- 5	
Persian - - -	- 4 -	- 1	
	24	9 -	- Total - - 33

They are all, it is observed, books required for the classes of the colleges, or standard works on Hindoo or Mahomedan law. As fast as completed, they were distributed to the different establishments in proportions suited to the probable demand, and the balance, of the Sanscrit books especially, formed a fund which obviated all necessity for pecuniary rewards.

The value of the books which had been completed and distributed was—

Computed at - - - - -	R	11,990	-	-
And those in hand at - - - - -		15,838	-	-
Making a total of rupees - - - - -		27,828	9	-
The value of the unfinished Works was estimated at - - - - -		31,062	1	8
Total - - - - -	R ^s	58,890	10	8

On the transfer of the press to the Baptist missionaries a depository was established at the Presidency for books on sale, with an establishment amounting to rupees per month 58.

The superintendence of this establishment has been confided to Mr. Tytler, in addition to the duties which will devolve upon him from the general revisal and correction of the proofs of the different publications.

The Bengal Government, in addition to the establishment and maintenance of a press, have encouraged, by the purchase and distribution of them, many useful publications.

A series of such publications authorized by the Government in July 1829, amounted to R^s 4,891. A similar patronage had been afforded to other works, including a translation of Hooper's Anatomy into Arabic by Mr. Tytler, which had been nearly completed.

A revised and corrected edition of Moulavi Abdoor Ruheem's translation of Hutton's Mathematics; this, although considered desirable, had been deferred on account of the expense which would attend it.

The first part of Hutton's course, which is confined to arithmetic, it had been determined to publish; also

The work of Bridges on Algebra, translated by Moulavi Abdoor Ruheem, and revised by Principal Mill.

The first books of Euclid, both in Persian and Arabic.

A short treatise on Logarithms, and another on Surveying.

A new edition of Wilson's Sanscrit and English Dictionary.

It has also been determined to purchase 100 copies each of three works on Mahomedan law, published by natives, which are reported as works of high character, and to commence a second series of works for the Sanscrit college, as recommended by the pundits of the several classes. The series to comprehend the following works:

LAW.—Vivada Chintamani, Dattalea Chandrika Mindusa, Vyvaha Tatwa, Asoucha Tatwa, Uhnika Tatwa.

LITERATURE.—History of Cashmir, Naishadh, with Commentary.

RHETORIC.—Kavyadersa Kavikalpatata, Kavalayananda.

LOGIC.—Kusa Manjali, Muktwada, Vidhivada Tarksara.

(445.—I.)

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VEDANTA.

Appendix (I.)

(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

Edmonton Press



VEDANTA.—Bhashya. The ten Upanishads.

GRAMMAR.—List of Roots, and Commentary on Magdabadhoo.

MATHEMATICS.—Bija (Algebra), Swya Sidhanta (Astronomy).

The printing of the series to be proceeded in at a fixed rate.

The report of the education committee, dated 28th May 1830, concludes with the following proposal, to which the Government assented. We “recommend strongly for publication a work of a more extensive and costly description; the heroic poem, entitled the Mahabarat. This work appears to be the chief source from which the whole body of the Puranas is derived, and comprises every authentic tradition that has been preserved by the Hindoos of their former social and political condition. Independently, therefore, of its high estimation amongst the Hindoos as a sacred poem, it merits from its comprehensive and historical character, perpetuation by the press, whilst it will form a very acceptable class book, and be a reward of the highest value as a prize book at the public examinations. We therefore beg to recommend its publication according to the form and estimate submitted by Mr. Pearce, or in five volumes quarto, at a charge not exceeding R^s 20,000. The work must occupy several years before it is completed, and it will be much cheaper as well as correcter than manuscript copies. We doubt not it will find an extensive sale amongst the Hindoos, sufficient probably to reimburse the cost of printing.”

REGULATION XI. of 1826.

In August 1826 the Bengal Government had again under its consideration the proposal to make literary attainments the condition of appointment to the law stations in the courts, and of permission to practise as law officers in those courts. In furtherance of this object, a committee of examination at the Presidency was appointed, consisting of the following members:—Mr. McNaghten, President; Mr. W. H. Wilson, Captain Ruddell, Captain Ousley, and the Rev. Mr. Carey, Members; assisted by the kazeeool kuzant and mooftee of the Sudder Dewanny Adawlut; the pundits of the same, the principal modums of the Madrissa, and the chief pundit of the Hindoo college; and Regulation XI. of 1826 was passed. This Regulation was limited in the first instance to moulavies and pundits. Students, although not on the establishment, were allowed to practise, and an allowance granted to them.

The following Rules were also passed for the guidance of the committee, and embodied in the Regulation:

- I. The committee to act under the orders of Government in the judicial department.
- II. The appointment and removal of law officers in the several courts to be made by the Government on the nomination of the local officers.
- III. All nominations to such situations to be made from amongst the number of candidates possessing suitable certificates.
- IV. “Whenever a vacancy may occur from death, resignation or otherwise, in the station of law officer of a Zillah or Provincial Court, or of the Court of Sudder Dewanny Adawlut, the authority empowered to impose a successor, in the event of the candidate or candidates for succession not possessing a certificate of qualification from the superintendant of a college supported by Government, or from a committee of examination appointed by Government, shall report the circumstance to the committee of examination at the Presidency. It will be the duty of that committee to furnish written interrogatories, and such exercises as will serve to ascertain the candidate's knowledge, both of the law and the language in which it is written, (Sanskrit or Arabic, as the case may be,) to be answered and performed in the presence of the judge or judges of the court where the vacancy has occurred, so as to ensure a fair and impartial trial. The papers to be returned through the same authority to the committee, who will exercise their discretion in issuing or withholding a certificate of qualification.
- V. “In cases where no candidate possessing that testimonial, or willing to stand the prescribed examination, is forthcoming, or where those applying for examination have failed, it will then be the duty of the court to apply to the local committee of the nearest Government Hindoo or Mahomedan college, as the case may be, or to the general committee of public instruction at the Presidency, to recommend a duly qualified successor to the vacant office, who has passed through a course of collegiate education, and obtained the requisite certificate at one of the public institutions.
- VI. “At the annual examination holden at the Madrissa and Hindoo colleges of Calcutta, it shall be permitted to learned natives residing at the Presidency, and to all who may resort thither for the purpose, to claim an examination at either institution, with the view of taking out a certificate, testifying their fitness for the situation of Hindoo or Mahomedan law officers; such examination to be conducted under the general orders and direction of the Presidency committee of examination, and the certificate to be issued under their signatures respectively.”

Orders of the Court of Directors.

THE despatches of the Court of Directors to the Governor-general in Council of Bengal of the undermentioned dates, contain the Court's observations in general, commendatory and confirmatory, on the measures pursued by the Bengal Government, with a view to the promotion



promotion of education among the natives of the several provinces subordinate to that presidency.

Letter to Bengal in the Revenue Department, dated 18th February 1824.

Ditto Public	-	-	-	Ditto	-	5th September 1827.
Ditto Ditto	-	-	-	Ditto	-	18th February 1829.
Ditto Ditto	-	-	-	Ditto	-	29th September 1830.
Ditto Ditto	-	-	-	Ditto	-	24th August 1831.

Appendix (I.)

(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

The revenue despatch of February 1824, calls the particular attention of the Bengal Government to the necessity of selection both in the persons employed in the business of tuition, and in the works chosen as means of instruction with a view to the introduction of genuine science among the natives of India, in preference to that which had been considered learning by the Hindoos and Mahomedans.

The points principally adverted to in the Court's subsequent despatches, are the following : the despatch of September 1827, suggests the desirableness of abolishing as speedily as possible the practice of allowing pensions to students, and of restricting even necessary expenses within the most moderate limits. The services of the late Dr. Lumsden in the Calcutta Madrisa, are eulogized, and his zeal, attention, talents and learning acknowledged ; the arrangements proposed in the Vidyalaya are confirmed, and particularly the proposed establishment of two professorships.

This despatch directs the greatest attention to be paid to the moral as well as intellectual characters of the students, so as to render them in the highest degree available to the public service, and the Government is authorized to employ every means with a view to discountenance vicious, and reward good conduct.

The orders for employing natives, duly certified to have attained the necessary qualifications in the courts of law, as law officers and pleaders, are also confirmed, and the donations of the Hindoo Rajahs to the education fund, declared to be highly gratifying, and the mode of the expression of the Government's approbation of their conduct confirmed, in addition to which the Government is directed to make them acquainted with the sentiments of the Court of Directors respecting them.

The separate despatch of February 1829, which related to the finances of the Company, chiefly remarks on the expense attending the establishments for education, and directs economy in the management of them.

The despatch of September 1830, reviews the state of the several institutions for education, as reported in the letters from Bengal of September 1827 and August 1829, which is considered satisfactory and highly gratifying. "The increasing efficiency and popularity of these institutions," it is observed, "not only affords complete proof that their establishment was called for by the state of public feeling, and by the circumstances of the times, but also conveys the gratifying assurance that the higher classes of our Hindoo and Mahomedan subjects are ripe for a still further extension among them of European education and European science and literature."

After a review of the state of the several colleges, the despatch adverts to the establishment of separate English colleges, and the desire of the natives to acquire the English language sufficiently, manifested by the success of the Anglo-Indian college at the Presidency, and contains some observations on the comparative importance of the English and Native languages as means of improving the native character, on the selection of teachers, on the preparation of useful elementary books, and the endowment of scholarships; on the regulation for requiring all candidates for law appointments or practice to give proof by examination or otherwise of their competency; on the proposal to introduce the English as the language of public business, and on the proposal to establish a college at Bareilly; in the latter proposal, the Court of Directors fully acquiesced.

The despatch of August 1831 contains a review of the state of the different institutions for native education, as reported in the letter from Bengal of August 1830, which is considered to be in general highly encouraging and satisfactory. The Court approve the establishment of an hospital, in connection with the Calcutta Sanscrit college for the accommodation of the medical class, whose progress has been eminently successful; that of the students in the Anglo-Indian college was considered to have been not so satisfactory as had been expected. The donation of Rajah Ishmaud-ood-Dowlah to the college at Delhi, the Court considered an important aid, and highly approved the means by which it was intended to commemorate it, as they also have the encouragement which has been given to the intended publications of the Baptist missionaries at Serempore, in English and Bengalee, and the other measures of the Bengal Government, with a view to the promotion of native education.

REPORTS on Indigenous Schools in the Provinces under the Bengal Government.

Delhi Territory.

IN December 1826, the principal assistant to the resident commissioner in this district forwarded to Calcutta some reports on the native schools then existing there, which contain the following particulars:

In a letter from the principal assistant, Mr. Fraser, it is stated that "in the town of Panniput there are several ill supported and thinly attended schools, which appeared to have had their origin with some respectable individuals, and to have deteriorated year after year since the introduction of the British rule. The teachers are generally paid by the guardians

Delhi



Appendix (I.)
Education of Natives.

of the children, according to their means, and seldom continue, from the trifling remuneration which they receive, long to exercise the calling of schoolmasters. One teacher of respectable family and attainments receives a monthly allowance of 30 rupees from the Nawaub Meerhan, who does not, however, appear now to have or ever to have had any connection with the district." The number of schools in the town of Panniput, it is stated, amounted nominally to 21, but there was reason to believe that only two or three were attended by more than a very few children.

"In the many large and populous villages in the pergunnahs, Panniput, Bursut and Chowasuth, there are few, if any, establishments for education. Many of the syyuds of Furreedpore and Bursut read and write Persian, and the zemindars of Dhursowlee and Koultha employ mutsuddys commonly to instruct their children, but who are really occupied in keeping the village accounts. In no other village of these pergunnahs is there any school.

"In pergunnah Soonput it is reported by the thanadar that there are but three schools; one in the town of Soonput, which is believed to contain a population of upwards of 10,000 souls, and one in each of the villages of Fumana and Mohana. For many years Mr. William Fraser supported schools in the larger villages of the pergunnah, but was forced to withdraw his aid in consequence of finding the necessary disbursements too heavy to be supplied from private funds.

"In the town of Kurnaul (containing 20,000 inhabitants) there is only one school supported by the canoongoes and chowdries of the pergunnah, and one in the village of Ghurrowda, established by the zemeendars; both are, however, said to be of a very negative utility."

By the other returns furnished by the assistant, it appears that in 18 establishments for education in this district, which were chiefly held in mosques, and in many of which the Koran only was read, the number of scholars in attendance was as follows:

1. In Causumcut village, Hansie Pergunnah - - -	15 scholars.	The children furnished by their parents with books and food.
2. In Cusbah Hansie - - -	5 "	An establishment of two teachers, recommended by the ameens.
3. Ditto - - - -	4 "	The children furnished by their parents with books and food.
4. Ditto - - - -	10 "	
5. Cusbah Hissan - - -	15 "	Establishments for education at these places recommended by the ameens.
6. Ditto - - - -	7 "	
7. Ditto - - - -	5 "	
8. Futtlehabad - - -	7 "	
9. Sewanc - - - -	7 "	
10. Burwalleh - - -	15 "	
11. Ditto - - - -	20 "	
12. Toosham - - - -	9 "	
13. Raneea - - - -	6 "	
14. Ditto - - - -	6 "	
15. Ditto - - - -	6 "	Nothing but the Koran read in these districts.
15. Ditto - - - -	2 "	
16. Sirda - - - -	23 "	
17. Ditto - - - -	43 "	
18. Ditto - - - -	22 "	

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The assistant states in another report, that in the Southern Division of Delhi there were, in March 1827, 27 schools then existing, in which the Arabic and Persian were taught; the schools containing 41 Arabic and 247 Persian scholars, instructed by 24 teachers: also 70 Hindoo and Shastree schools, in which there were students in the Shaster 244, and in Hindoo 642, under 71 teachers. In many of these schools the preceptors received no pay, but taught "*gratis, in hope of heaven*;" in others, such pay as the scholars could afford to give them, with which they were content; generally, it is stated, receiving a bare subsistence, and sometimes finding it difficult to subsist.

Mr. R. Cavendish, also an assistant to the commissioner, strongly recommended to the Government to establish, at the public expense, two Persian and four Hindoo teachers in the town of Rewaree; two Hindoo at Bohora; one Persian and two Hindoo at Sonah; the same at Nho and at Hulheem; and at Hodul two Hindoo teachers. The total estimated expense per annum, R^s 4,480, which, it was submitted, might be paid out of the Rewaree town duties.

Mr. Cavendish offered it as his opinion that the scholars should not be supported by the Government, and that in preference to the Arabic the English language should be taught in the schools.

Two other returns, dated in June 1827, and furnished by the magistrate of the district, contain details of the names of villages, names of schoolmasters, and number and ages of scholars in 31 schools in this district, and of 247 schools in Delhi and its immediate vicinity. According to these returns, the schools were without exception elementary, confined to reading and writing Arabic and Persian, and to arithmetic; the ages of the scholars were in general from



from six to eighteen years, but some older, and in one or two instances they were of thirty years or even of forty-five years of age. The education is stated to have been either gratuitous or the remuneration provided by the scholars, except in the instance of one school of seven scholars, the master of which received a salary of three rupees per month from the King.

School for Native Doctors.

On the 9th of May 1822, the Medical Board communicated to the Government a memorandum, pointing out the want of native doctors for the supply of the various establishments connected with the civil and military branches of the service, and suggesting the establishment of a school for native doctors, to be maintained at the expense of the Government, as the only means by which the deficiency could be supplied. The Government highly approved of the suggestion, and called upon the Medical Board to submit more detailed arrangements of their plan, in the form of a regulation for the proposed institution. Accordingly, on the 30th of May, the Board submitted their plan of a school for native doctors, which meeting with the approbation of the Government, a general order was issued on the 21st of June 1822, establishing the school on the proposed plan, as follows:

"The school to be established at the Presidency for the instruction of natives in medicine, with a view to the civil and military service; to be under a medical officer as superintendant; to consist of 20 students; no student to be admitted who cannot read and write the Hindoostanee language in the Nagree or the Persian character, and whose age is under 18 or above 26 years; Hindoos and Mussulmans equally eligible, if respectable; the sons of native doctors in the service to be preferred; students to be regularly enlisted as soldiers, and supported by the Government, and when duly qualified, to receive certificates to that effect and practise; entitled to their discharge after 15 years; the superintendant to direct the studies, practical pursuits, and general conduct of the students; to prepare manuals of the most necessary parts of medical science for their use in the native language, to give demonstrations, and to deliver courses of lectures to them on those subjects, and, generally, to take every available means of imparting to them a practical acquaintance with the diseases of most frequent occurrence in India, the remedies best suited to their cure, and the proper mode of applying those remedies."

The superintendant to be subject to the orders of the Medical Board under whom he was to conduct all the correspondence of the establishment, and regulate all its interior details:

Candidates for admission to the school to be selected and recommended by superintending surgeons of divisions:

The students to be attached to the several hospitals at the Presidency, for the purpose of acquiring practical knowledge, and to be subject to military law, and liable to be removed, if, from dullness, idleness, negligence or misconduct, they are considered to be not likely to profit by the superintendant's instructions:

Their allowances fixed at R^s 8 per month each while in the school; their pay as native doctors raised to R^s 20 instead of 15 in garrison, and to R^s 25 instead of 20 in the field; also invalid pensions allowed to them at the rate of R^s 7 per mensem for less than seven years service; from seven to fifteen years, one-third of their field pay; at the expiration of fifteen years, R^s 10 per month; and after 22 years service, one-half of the field or garrison pay:

Native doctors employed with the army not liable to dismissal, but by sentence of court martial.

The salary of superintendant was fixed at R^s 800 per month; to which office Mr. Jameson, secretary to the Medical Board, was appointed.

The Court of Directors expressed doubts as to the advantages likely to arise from this establishment, of which the object was acknowledged to be of difficult accomplishment, and expressed a preference for the more simple plan adopted at Fort St. George, of educating half castes for medical service, by admitting them as dressers in the hospitals. The difficulty adverted to in the despatch of the Court of Directors arose out of the necessity of having to impart "knowledge not merely novel, but of a nature possibly too abstruse and refined for the rude and unprepared minds of the pupils, and occasionally from the impossibility of stating a fact or conveying a notion, for the proper expression of which no terms are to be found in the native dialects." The Court did not, nevertheless, direct the immediate abolition of the school, but remarked on the disproportionate salary assigned to the superintendant, and on the probability that his duties in that capacity would interfere with his other official engagements.

In 1823, Mr. Jameson the superintendant died, and previously to the appointment of a successor, it was resolved to subject the candidates for the office to an examination in the college of Fort William, as to their acquaintance with the necessary languages. The appointment was given to Surgeon Breton, together with that of secretary to the Medical Board, and an aggregate salary allowed him of R^s 1,600 per month. Surgeon Breton immediately undertook the compilation of a vocabulary of the names of the different parts of the human body, and of medical and technical terms in the Roman, Persian and Nagree characters: and also to submit copies of demonstrations of the brain, thoracic and abdominal viscera, and of the structure of the eye, in the Persian and Nagree character. The only expense attendant on these publications was, the cost of the paper, a salary of R^s 40 per month for a pundit, and the use of the lithographic press. An Hindoostanee version of the latest edition of the London Pharmacopœia in the Persian and Nagree characters has also been published, together with some extremely well "executed anatomical plates;" an essay on suspended animation; an essay on the poison of serpents; and on the effects of mineral and vegetable poisons; a concise description of the structure of the eye; of

Appendix (L.)

(1.) Memoir by
Thomas Fisher,
Esq.

(Supplement.)

Military from

31 Oct. 1822.

290 to 303.

Cons. 24 May.

99 to 101.

D^o 21 June,

105 to 108.



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Cons. 27 July 1826.
150 to 153.
D^o 5 Aug. 98. to 224.

Medical School

the thoracic and abdominal viscera, the brain and the bones; a treatise on intermittent fever; on cataract, and on the European and native modes of couching; on rheumatism and cholera. The services of Surgeon Breton in the management of this establishment have been eulogised by the Bengal Government, and the Court of Directors considered "his praiseworthy anxiety for its success," as giving him a reasonable claim to the indulgence which had been granted to him.

In May 1825, the Medical Board submitted a report, explaining the reasons why it appeared unadvisable to adopt the Madras system of employing as doctors those who had served as dressers in the hospitals, and also explaining satisfactorily both to the Government and to the Court the superior usefulness and success of the school for native doctors, as it had been established, and was then conducted, in Calcutta.

Eight of the pupils who had been educated in this seminary were appointed native doctors, and sent with the troops serving in Arracan.

It is also stated that "during the prevalence of cholera in Calcutta in 1825, the pupils were most usefully employed in distributing medicines in the different thannah stations, and in affording to the wretched and numerous victims of the disease, every assistance in the power of European art to bestow."

In February 1826, it was determined at the instance of the Medical Board, to extend the benefits of the institution to 50 scholars, and to increase the monthly allowance assigned to each to R^s 10, in order to secure the services of the more respectable natives of India. It was also resolved to fix the ages of admission at between 14 and 18, instead of between 18 and 26; the latter limitation having been found to exclude many desirable candidates.

The Court of Directors has confirmed these changes, and, at the request of the Bengal Government, has sent to Calcutta some models of anatomical subjects in wax, prepared in this country for a warm climate.

Surgeon Breton's last report of the state of this establishment, is dated in May 1830. He is since dead.

Calcutta Free School.

Pub. Cons.
1 June 1826,
36 to 38.
2 June, 22.

IN May 1826, the governors of this school represented to the Bengal Government that in consequence of the reduction of the rate of interest on the government securities, in which their funds were invested, they were unable to continue the school on its then extended scale, unless the Government would afford them aid. In support of this application they urged the greatly increased demand for the admission of destitute children; that they had been compelled to reduce their numbers from 400 to 280, viz. 195 boys and 85 girls; and that unless aid could be afforded to them they must make a further reduction.

Pub. from
3 Aug. 1826.
189, 190.
D^o to 13 Aug. 1828.
102.

Under these circumstances the Government resolved as follows: "The Governor-general in Council, adverting to the extensive benefits which the free-school is the instrument of diffusing, considers so useful an establishment to possess a strong claim on the bounty of Government with reference to the deterioration of the resources of the institution, and his Lordship in Council has accordingly been pleased to resolve, that an allowance of R^s 800 per month, being the amount hitherto contributed by the Government to the vestry fund, be granted to the free school from that date, subject to the confirmation of the honourable Court of Directors."

Pub. Cons.
20 July 1828.
30, 31.

The Court confirmed the grant, at the same time suggesting the propriety of uniting the free school with the benevolent institution, the two establishments appearing to be of a similar character; but the Bengal Government, in reply, has stated points of difference which render such an union impracticable. This school is also allowed by the Government to conduct its correspondence free of postage.

Calcutta School Society

Calcutta School Society.

Pub. Cons.
9 April 1829.
33, &c.

IN March 1825, the Court of Directors confirmed the grant of R^s 500 per month which had been made to this society by the Bengal Government, and expressed their approbation of the measures which had been adopted with a view to the education of persons as teachers for native schools, in the following terms: "The Calcutta School Society appears to combine with its arrangements for giving elementary instruction an arrangement of still greater importance, for educating teachers for the indigenous schools. This last object we deem worthy of great encouragement, since it is upon the character of the indigenous schools that the education of the great mass of the population must ultimately depend. By training up, therefore, a class of teachers, you provide for the eventual extension of improved education to a portion of the natives of India, far exceeding that which any elementary instruction that could be immediately bestowed, would have any chance of reaching."

*Calcutta School-book Society.*

By the last report of this Society, dated in 1830; it appears that its published works in the several languages of India, then amounted to 38 volumes, as follows:

Pub. Cons.
9 Apr. 1829.
33, &c.

In Sanscrit	3
Bengalee	9
Hindee	3
Arabic	2
Persian	5
Hindoostanee	1
Anglo-Bengalee	3
Anglo-Hindee	1
Anglo-Persian	3
Anglo-Hindoostanee	2
English	6
	<hr/> 38

Comprehending the following works:

In Sanscrit.

Sanscrit Grammar, (Bengalee character); Sanscrit Reader, (Nagree character); Sanscrit Reader, (Bengalee character); Cashenath's Logic, (*Nyay Darshan*); Sanscrit Couplets; Elements of Natural History and Philosophy; Ramjoy's Law of Hindoo Inheritance.

In Bengalee.

Picture Alphabet; Bengalee Primer, (*Likhya Poostok*); Stewart's Elementary Tables in Ten Numbers; Bengalee First Spelling Books; Radha Caunt Deb's Spelling Book; Keith's Bengalee Grammar in question and answer; Rammohun Roy's Grammar; Bengalee Vocabulary, (*Obhidan*); Harle's Arithmetic, mixed model, (*Gonitanka*); May's Arithmetic, native model, (*Goorto*); Map of the World; Pearce's Instructive Copy Books; Serampore Geography, (*Goladhya*); Pearce's Geography, with Map of the World, (*Bhoogol Britant*); Pearson's Dialogues on Geography, with Map of the World; Smyth's Zemindarry Accounts, Three Parts; Elements of Natural Philosophy and Natural History, (*Podarth's Bedyar Sar*); Elements of Ancient History, (*Itias Somachoy*); Fables, or Moral Tales, (*Neeticotha*), Three Parts; Pleasing Tales, (*Monorranjon Elitias*); Stewart's Historical Anecdotes, (*Oopodesh Cotha*); Indian Youth's Magazine, (*Digdurshum*) No. 1 to 26; Goldsmith's History of England, by F. Carey; History of British India, ten numbers; Pearson's Familiar Letters, (*Potro Comodu*); Account of the Lion, (*Suiger Biborum*); Lawson's Natural History, (*Pushwabala*) Nos. 1 to 5; Pearson's School Instructions, (*Pathasalar Biborum*); Defence of Native Female Education, (*Stree Sikhya Bidhayok*); Bengalee Encyclopædia, (*Vidyaharavulee*), Nos. 1 to 14, only 25 copies printed; Breton's Treatise on Cholera, 1,000 copies printed and distributed gratis; Yates's Abridgement of Fergusson's Astronomy, with plates; Yates's Anecdotes of Celebrated Characters in Ancient History; Reward Book, No. 1.

In Hindee.

Primer; Rowe's Spelling Book, (*Mool Sooha*), published in parts; Adam's Arithmetic and Grammar; Pearce's Outlines of Geography and History, (*Bhoogul Brittant*); Fables, (*Neeticotha*); Historical Anecdotes, (*Oopodesh Cotha*); Defence of Native Female Education, (*Stree Sikhya Bidhayok*); Bell's Instructions, (*Pathasalar Biborum*); Hindoo Vocabulary, with interpretations in Hindoo; Pleasing Tales; Hindee Burvomallah, (Nagree character).

In Ooriya.

Elementary Fables; Reading Lessons.

In Arabic.

Reader; Thomason's Euclid's Elements, first Six Books, (*Oosooli Ooglydoos*).

In Persian.

Roebuck's Persian Primer; Persian Grammar, (*Guwadee Farsee*); Permutation of Arabic Inflections, (*Tabelah*); Verbal Synonymes, (*Nisabors Sibyan*); Sincar Verbal Resemblances, (*Tujvees-ool Soghat*); Thomason's Euclid's Elements, (*Oosooli Ogledoos*), first Six Books; Persian Reader, (*Muntukhubah Farsee*), three vols.; Map of the World; Map of Hindostan; Travels of Mirza Oboo Taleb Khan, with Map of the World; Trant's Summary Index to Bengal Civil Regulations, (*Khilosah*); Persian Arithmetic; Persian Astronomy; Thomason's Persian Atlas.

In Hindoostanee.

Hindoostanee Grammar, (*Gilechrist's Risalah*); Compendium of Geography, (*Kholasah Ilmi Urz*); Hindoostanee Fables, (Persian character); Hindoostanee Fables, (Nagree character); Pleasing Instructor, (*Khirud Afza*); Hindoostanee Spelling Book, 2 parts; Brown's Arithmetic, (*Kimi Kisal*); Looking Glass, (*Lurkouka Divopan*).

In English.

Murray's Spelling Book; Carpenter's Spelling Assistant; Rickett's (D'Anselmes) English Exercises; Murray's abridged Grammar; Murray's large Grammar; Chamier's Arithmetic; Joyce's Scientific Dialogues; Youth's Magazine, (*Digdurthun*), Nos. 1 to 26 Goldsmith's (445.—I.) History



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Appendix (I.)

Employment of Natives.

School Book Society (contd.)

History of England ; Wilson's Mackenzie's Collection of Oriental MSS., 2 vols ; English Spelling Books, Nos. 1 and 2 ; English Reader, Nos. 1 to 12.

Anglo-Asiatic.

Yates's Vocabulary, in parts, (Anglo, Sanscrit and Bengalee); Pearson's Idiomatical Exercises, (Bakhyaboli Anglo-Bengalee); Pearson's English Grammar, (Anglo-Bengalee); Pearson's Dialogues in Geography, (Anglo-Bengalee); Morton's Bengalee and English Dictionary, (Anglo-Bengalee); Mendie's Bengalee and English Dictionary, (Anglo-Bengalee); Tarachund's Bengalee and English Dictionary, (Anglo-Bengalee); Pearson's Bengalee and English Dictionary, (Anglo-Bengalee); Yates's Elements of Natural Philosophy and Natural History, (Anglo-Bengalee); Pleasing Tales, (Monoronjim Etittias), (Anglo-Bengalee); Stewart's Historical Anecdotes, (Oopodesh Cutha), (Anglo-Bengalee); Youth's Magazine, Nos. 1 to 16, (Digdurshun) (Anglo-Bengalee); Elements of Ancient History, (Anglo-Bengalee); Historical Anecdotes, (Anglo-Indooee); Pleasing Tales, (Anglo-Indooee); Adam's Dictionary, (Anglo-Indooee); Persian Reader, 3 vols. (Muntukabul Farnee) (Anglo-Persia); Bundhum's Persian and English Dictionary and Compendium of Geography, (Kholasah Ilum Urz), (Anglo-Hindoostanee.)

Of these works, including the reports of the society, an aggregate number of 28,671 copies were circulated in the years 1828 and 1829, as follows:

Table with 2 columns: Category and Copies. Rows include: Of Reports (651), Sanscrit Books (177), Bengalee (10,074), Hindee (2,452), Ooriya (200), Arabic (117), Persian (1,907), Hindoostanee (1,173), English (9,616), Anglo-Asiatic (2,304), and Total (28,671).

The income and expenditure of the society within that period appears to have been about Rs 31,000.

The list of subscribers contains the names of several natives of distinction, such as the

Table with 2 columns: Name and Amount. Rows include: Rajah of Benares (Rs 150), Baboo Oomanandun Macoor (100), Baboo Racharant Del (50), and Baboo Ramcomul Sem (25).

and others.

The report, which contains the rules of the society, a list of its officers, and some account of the proceedings at the public meeting, contains also the following observations:

"As native presses are now beginning to multiply, it is of the utmost consequence that their influence upon the community should be beneficial. In looking over the list of books printed at these presses, as given in the third report of this society, it will be perceived that many of an opposite tendency have been issued; and this must continue to be the case, till by the exertions of societies like this, and of well-informed native gentlemen, a taste is excited for works of a more instructive and scientific nature. In proportion to the influence which these exert, will be the decrease of useless and the increase of valuable publications proceeding from the native press; for the diffusion of knowledge and science invariably creates a numerous class of intelligent readers, whose minds can be gratified only with the works of a superior order. Of this the progress of the Cheap Book Society in Ireland affords a satisfactory illustration.

"It was once thought by some, that your committee were confined within too narrow a circle, by the limitations of the third rule of the society, which states 'That it forms no part of the design of this institution to furnish religious books.' Experience has proved the opposite; the field before them is so extensive, that it is only a small part of it which they are able to cultivate; and they have reason to be thankful that their boundary is at first defined, since it has enabled them to occupy a distinct portion of ground, and has prevented them from offending many whose interest they wished to promote, and from interfering with the operations of other institutions, whose express design is to furnish books of the above description.

"Since the welfare of so many millions depends upon the success of education, your committee are confident that every step of progress made by the society will afford pleasure both to European and native gentlemen; to the former, it will be a satisfaction to transfuse into the languages of the East the improvements that have been made in education and science in the West; and to the latter, it will be a gratification to find that they have every facility afforded them for emulating those who by their superiority in the arts and sciences have eclipsed the greater part of the world."

After detailing at some length the proceedings of the committee, in its selection and publication of useful works, the report contains the following further observations:

"Next to the preparation of books, is the importance of their distribution; and the difficulties of the latter are scarcely less than of the former. These are comparatively unknown in countries where a general taste for reading has been formed; but when ignorance, indolence, and prejudice unite their influence to oppose the progress of knowledge, they are powerfully



powerfully felt. Where there are no pleasing associations of youth, no settled convictions of the intrinsic value of instruction, to recommend certain publications, it is no wonder that the love of ease and of money should cause them to be neglected. These obstructions once existed to a great extent in England, but they have been happily removed; and your committee have the satisfaction to state that they are beginning to be surmounted in this country, though not with the rapidity they could desire. They have cause, however, to congratulate this society, that every year diminishes their force, and witnesses the more extended circulation of its publications.

"The different institutions in Calcutta and its neighbourhood have continued, as heretofore, to receive supplies from the stores of the repository at half the cost price; and the applications for the books from the Upper Provinces are upon the increase. The general Committee of Public Instruction, the Hindoo college, the School Society, the European schools, several European regimental schools, and the various missionary associations have all materially aided the society in the distribution of its works. Among several of the native booksellers there is a regular demand for English books; and as the English language becomes more generally studied, which it does every year, it may be expected that the demand from this quarter will increase. The retail shop near the Hindoo college, as long as it was continued, effected a regular sale; but as sales thus effected were expensive in proportion to the extent; as a short time ago the shop was broken open in the night and robbed; as all the European and native booksellers in the city now keep a stock of the society's publications, or send to the depository for them when wanted; and as a shop is about to be opened near the spot by the Committee of Public Instruction, from which this association may derive some advantage, its longer continuance has appeared an unnecessary expense.

"The communication opened with the Upper Provinces through the medium of the Committee of Public Instruction, has been kept up, and continues to increase. By a letter lately received from Mr. Taylor, the society's correspondent at Delhi, it appears that there is likely to be a considerable demand for English books at that station, in consequence of which, this year, two large supplies have been forwarded."

The report then proceeds to state equally encouraging prospects at Agra, Allahabad, Patna, Moorsheadabad, Chittagong, Bareilly, and Benares, and after adverting to the branch societies at Madras and Bombay, and stating its receipts and disbursements, concludes as follows:

"Whether your committee look to the success that has attended their past operations, or to the wide field that requires cultivation, they find the most powerful motives to increased exertion. That a very considerable improvement in general knowledge has been effected in the native mind in Calcutta and its neighbourhood, since this institution commenced its operations, cannot be denied; and that this will continue to increase through successive years, as its publications are diffused by degrees through the Mofussil, admits of no doubt. The final success of education is certain; and though in this country its friends are doing little more at present than ploughing the ground, yet to cheer them under this toil they may with certainty anticipate the joy of harvest. They are not called to labour in a hopeless undertaking, for there is reason to believe, that as science first arose in the East, so when it has illuminated other parts of the world, it will return to the East again, and shine in eastern splendour."

Calcutta Benevolent Institution.

THIS institution was founded in the year 1810, by an association of Europeans and others, by whose voluntary contributions it was supported. Its object was, as stated by the secretary of the society, Dr. William Carey, to afford tuition in Bengalee and English to youth of both sexes, the descendants of indigent Christians of all nations.

In May 1826, the society represented to the Bengal Government that the average daily attendance of children of both sexes in this school was 250; that more than 1,000 children had been educated in it, and introduced to public life under favourable auspices, and that it still enjoyed the sanction of public patronage; but that owing to the increase of benevolent institutions, and the death or return to Europe of some of the early patrons of this institution, its funds were so materially diminished as to leave a balance of 10,000 rupees against the institution on the year's account. Under these circumstances, the society solicited the aid of the Company, which the Bengal Government consented to grant, and passed an order for the payment to Dr. Carey, on behalf of the institution, of the sum of 13,000 rupees.

In May 1827, in consequence of the continued insufficiency of the funds of this institution, another application was made by the secretary of the society to the Bengal Government, by whom a permanent grant was made to the institution of 200 rupees per month.

The Calcutta Ladies' School for Native Females.

IN June 1825, a society of ladies united for the promotion of female education in Calcutta and its vicinity, applied to the Government for the sum of 10,000 rupees to enable them to purchase a spot of ground on which to erect a central school. The members of the Council present, Messrs. Harington and Fendall, resolved to comply with the request; but the Governor-general having, as his Lordship afterwards stated in a minute, ascertained that it had been publicly avowed in the hearing of many native gentlemen that the object of the ladies' society was the propagation of the Christian religion, interposed his authority, and the grant was negatived. Minutes were recorded by the several members of Council on this occasion, stating their respective opinions, and the subject was referred to the Court of Directors, whose decision was confirmatory of that which had been passed by the Governor-general.

Appendix (I.)

(I.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

Benevolent Institution

Pub. Cons. 4 May 1826. 65, 66.
D^o 18 May, 40.
D^o 31 May, 1827. 102, 103.
D^o 7 June, 75.

Pub. Cons.
24 Jan. 1828.
60 to 62.

Ladies' School

Pub. from
30 Sept. 1825.
54 to 57.
Cons. 18 Aug. 1, 2.
Public to
13 Dec. 1826.
2 to 6.



Day School at Meerut.

Judicial Cons. 15 October 1819.
18, 19, 20.
Cons. 5 May 1829. 106.
21 July 47 to 52.
Public from 22 Sept. 1830. 390.

IN October 1819, on the recommendation of Lieutenant-colonel Westenra, the commandant of the 8th regiment of Dragoons, Serjeant Robert Blewett, having received his discharge from that regiment, was allowed to remain in India, in order that he might open a day school at Meerut for the benefit of such persons as had no access to the regimental schools.

Meerut Free School.

Pub. Cons.
21 July 1829.
47 to 52.
Do 5 May, 106.
Public from
22 Sept. 1830.
390.

THIS school was established by the chaplain of the station, the Rev. H. Fisher, in concert with Major-general John Nichols, Mr. Scott the magistrate, and the chief local authorities, for the purpose of giving to boys and girls of different denominations, Christian, Hindoo, and Mahomedan, plain and useful education. In 1829, the committee applied to the Government for a grant out of the education fund of R^s 8,000 to enable them to purchase a school, and for an endowment of R^s 400 per mensem. It was stated that there were then in the school 21 Europeans (18 boys and 3 girls), 16 Hindoo boys, and 34 Mussulman boys, making a total of 71 scholars, who were studying the English and Persian languages. The expenses of the school, amounting to R^s 207, were at that time defrayed by the committee and other inhabitants.

"No one," the committee observed in their address to the Bengal Government, "can have been resident in India for any length of time, (at least of sufficient endurance to enable him to form a correct opinion upon the subject), without observing the lamentable state of ignorance in which the thousands around us live and die, our fellow creatures though they are, and through various circumstances (doubtless under the control of Divine Providence) our fellow subjects.

"In happy and privileged England, the means for mental improvement are so efficient and so abundant, that even the humblest orders of the people may avail themselves of this privilege; so that according to their respective talents and industry they may benefit thereby.

"The common principles of useful knowledge and a power to put forth their respective efforts, both for their own individual good as well as for the public interests, are thus secured. But here, in this country, the scene is mournfully the reverse; we need only to call upon our benevolent and enlightened countrymen to look around upon their Indian brethren and fellow citizens, to see, to hear, and to believe this melancholy truth.

"The few native schools which have from time to time been visited, afford little or no encouragement to hope that they are sufficient, or can be made sufficient to remedy the evil. Attempts, however, have been occasionally made by individuals to this effect; but from a variety of causes which it does not seem necessary in this address to enumerate, have only issued in disappointment, unless the personal and enduring superintendence of some competent patron or European teacher could keep all in order.

"Under the influence of such considerations, it has been deemed desirable to form a committee at Meerut of resident gentlemen in and round the station, in order to set on foot some practicable system of education, embracing those common acquirements which are known to be generally needful for each and every member of society in his respective rank and calling, and more especially with a view to benefit the humbler orders. These advantages should be made accessible to all descriptions of children, without restriction to European or native, whose parents may be desirous of their profiting by such a privilege.

"In order to effect this, it was obvious that nothing could be done, even in the way of experiment, unless a fund were first established, to meet the unavoidable expenses which such an institution would incur.

"A pressing invitation to minister donations and subscriptions has therefore been circulated, and the public benefits of such a charity were so obvious, and were met with such cordiality of good feeling (a subscription of R^s 1,580 being promptly made), that a commencement was at once entered upon.

"A small house, centrally situated and surrounded by the principal bazaars, was purchased out of our slender funds, and a suitable establishment entertained. The scholars flocked readily to the proffered means, and have thus far continued steadfast in their attendance. A far greater number would be glad to come, but the very small and inadequate accommodations for the reception of a large school renders it at present impossible to attend to their desires."

The application of the Meerut school committee was referred to the Committee of Public Instruction, who replied to the reference in the following terms; and the subscribers to the school were informed accordingly.

"In our general report we have had occasion to show, that the funds of which we hold the disposal are now entirely appropriated, either actually or prospectively. It is therefore impossible to give the Meerut free school permanent assistance from the education fund. Donations of books and stationery might be occasionally furnished from the accumulations which we are able to effect, until the whole of the monthly allowance for the purposes of education is absorbed.

"If this were not the case, however, even if any disposable balance existed, we should doubt the propriety of applying any of it to the maintenance of a school of the nature of that now projected. The sum which is annually set apart for education is expressly appropriated to the improvement of the natives; and it is very doubtful, therefore, whether any portion of it is applicable to a school intended fully as much for the children of European as of native parents.



"From the experience we had of the Cawnpore school, which is the only one of a similar character with the Meerut school, supported by Government, we have reason to conclude that although set on foot by individual subscription, the burthen of the school would very soon fall almost entirely on the Government. We have also reason to infer from the same premises, that the education given would be of a narrow and ineffective description, and wholly disproportionate to the expense at which it could alone be provided.

"In conclusion, we beg to state that permanent assistance to schools originating in private subscriptions at Goruckpore and Allahabad, has been withheld on the principle above indicated; and upon the conviction that our chief hope of making any advance in the intellectual and moral improvement of the people of India, with the means at our command, is, by forming and fostering a few effective establishments, rather than by the multiplication of seminaries of an inferior description."

Jounpore Native Free School.

In 1829, a society composed of Europeans and Natives, was formed at this station for the establishment of a free school. The object of this institution was the introduction of a better system of education than then obtained among the people, the improvement of their moral and intellectual character, and the cultivation of useful knowledge, including the arts and sciences of Europe. Mr. G. F. Brown was appointed secretary to the society, who solicited for it the patronage of the Bengal Government, urging that the respectable natives of the district, to the number of 40, had readily come forward to support it, including Rajah Durshun Sing, who had given R^s 2,000, Rajah Sheololl Dabee, who had given R^s 100, and several others, who had contributed smaller sums.

The school was established in a spacious gallery or arcade, 60 feet long by 27 feet wide, attached to the attalah musjed, and one of the apartments in that edifice was used by the subscribers to the school as their place of meeting. This building, it is stated, had been suffered to fall into decay for more than 300 years; and as it had apartments facing the street on the north and south sides which might be let out to shopkeepers, it was proposed by the society so to occupy them, and to apply the proceeds to the support of the school and repair of the edifice. "This arrangement," it is observed, "would very materially contribute to the stability of the institution, without subjecting Government to any expense, or in anywise interfering with the prejudices of either Hindoos or Mahomedans, who are indeed anxious that the plan should be carried into immediate effect."

It appears that there were at this time (October 1830) 116 boys in daily attendance at the school, which was a free school, conducted on the Lancasterian plan, open to children of every age and sect, so long as they behaved with propriety; that they received no stipend for attendance, but periodical rewards for proficiency or good conduct; that provision was made for the introduction of the higher branches of European science, and for the improvement of indigenous schools in the neighbourhood.

The Bengal Government approved the plan of this school, and authorized the needful supply of books for its use; but referred the question as to the appropriation of the attalah musjed, or mosque, to the magistrate of the district, with orders for him to report whether it continued to be used as a place of worship by Mahomedans.

School at Surgeemarree in Rungpore.

In June 1826 Mr. David Scott, who held the situation of agent to the Governor-general in the North-eastern frontier of Bengal, and civil commissioner at Rungpore, called the attention of the Bengal Government to the rude and barbarous state of the inhabitants of the Garrow Mountains, and enclosed copies and extracts of a correspondence which had passed between him and Mr. W. B. Bayley, secretary to the Government, relative to the establishment of a mission for the civilization and conversion to Christianity of the Garrow mountaineers.

The advantages to be expected from this measure, he observed, were obvious and important, and were detailed in a letter from the late Bishop Heber to Mr. Bayley, of which an extract was transmitted for record.

The project was as follows:

First. That an European, in the character of a missionary and apothecary, should be stationed at Surgeemarree, or some other convenient spot in that neighbourhood.

Secondly. That a school for the education of 40 Garrow boys should be established under the superintendence of the missionary, upon the general principles which were recommended by Bishop Heber, in his letter appended with the other papers to this report.

Thirdly. That the surplus net collections derivable from the Garrow markets should be appropriated to the purposes of the mission; which surplus it was calculated would amount annually to about 6,000 or 8,000 sicca rupees.

The Vice-president in Council acquiescing in the suggestions of Mr. Scott, resolved, on the 12th of October 1826, to establish a school at Surgeemarree, or at some other convenient place in the neighbourhood, to be under the superintendence of Mr. Scott, for the education of 40 Garrow boys, upon the general principle recommended by the Lord Bishop of Calcutta; the children to be taught to read and write their own language in the Bengalee character; also the Bengalee language, in which there are many printed books and tracts available for their instruction, which it was presumed the children would soon learn to translate from the Bengalee into the Garrow language, and thus be instrumental in disseminating useful knowledge; and that some of the more intelligent boys should be instructed in the English language.

Appendix (I.)

(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

Pub. Cons.

16 Nov. 1830.
33 to 35.

Jud. from 5 Oct. 1826. 173, 174.
D^o 30 Aug. 1827. 139 to 146.
Crim. Jud. Cons. 12 Oct. 1826.
10 to 12.
D^o 25 Oct. 1827. 54 to 56.
D^o 26 June 1828. 10 to 14.
D^o 20 July 1828. 36 to 38.
D^o 18 Dec. 1828. 11, 12.

Jud. from 13 Oct. 1828,
143 to 146.
Pol. 15 Oct. 1826.
21, 22.

D^o 15 Sept. 19, 20.



Appendix (I.)

Education of
Natives.

At the recommendation of Bishop Heber, Mr. Valentine William Hurley, apothecary to the European invalid establishment at Chunar, was appointed the schoolmaster, with a salary of per month	-	-	-	-	-	R ^s	200
To have one native assistant, at per month	-	-	-	-	-		50
Forty boys to have each four rupees per month	-	-	-	-	-		160
For servants and other contingencies, per month	-	-	-	-	-		40
Making a total monthly expense of	-	-	-	-	-	R ^s	450
Or, per Annum	-	-	-	-	-	R ^s	5,400

A farm to be established, if practicable, and all useful buildings to be erected: the expense to be defrayed out of the surplus collections from the Garrow markets.

In October 1827 Mr. Hurley relinquished this appointment, partly because the scale of the allowances did not fully meet his expectation, and partly because he felt desirous rather to confine himself to medical duties, professing not to have sufficient skill in the Bengalee language to qualify him for a teacher in that language.

In June 1828 Mr. Scott communicated to the Government an offer which had been made by the Rev. Mr. Fenwick, a Baptist missionary, resident at Sylhet, to undertake the superintendence of the Garrow schools, and the other arrangements for the improvement of the Garrows; but as this gentleman had a large family dependent upon him, it was proposed to augment the allowance to be enjoyed by him to 300 rupees per month. Mr. Scott stated, that in an interview with the Garrow chiefs, he had communicated to them the intention of Government to send a missionary for their instruction, at which they unanimously expressed their great satisfaction; that he had also taken an opportunity of consulting some of the more intelligent priests on the subject, and that all the objections of those persons could be obviated and their good will secured; that he had been careful to select a healthy site for the mission, and that in order to clear it, he proposed to establish some Garrow families, with farming apparatus, at an expense of about R^s 5,000, and a native doctor for the school establishment for the instruction of the priests in the use of medicines.

Mr. Scott's proposals were approved and sanctioned, with the exception of his nomination for the appointment of schoolmaster, for which appointment the Government selected Mr. James Fernue, the junior teacher of English and geography in the Hindoo college at Calcutta, a young man of good character, who spoke the Bengalee language fluently.

Mr. Fernue proceeded to his station in July 1828, but the insalubrity of the climate proved fatal to him, and he died at Surgeemarree on the 19th of November following, leaving a widow and three young children, in whose behalf a strong appeal has been made to the liberal consideration of the Government, who directed that they should be enabled to return to the Presidency at the public expense. It further appears, that the Government have, under the circumstances of Mr. Fernue's death, hesitated to appoint a successor, leaving the school for the present to be managed by such means as the commissioner has it in his power to provide.

Moorshedabad College and School.

Pol. from 29 Feb. 1828.
39; Pol. Cons. 26 May
826. 83, 84; D^s 20
eb. 1829, 79, 80.

Pol. to 11 March
1829, 87.

D^s from 26 Dec.
1829, 197.

Cons. 1 July 1829.
39.

In May 1826, Mr. W. L. Melville, who then held the situation of agent to the Governor-general in Moorshedabad, reported the establishment of a college and school in that city, in pursuance of the orders of Government, in the accomplishment of which he stated that he had had to encounter some difficulties and delays. The head moulavee and other principal officers were selected from the Calcutta college, with the exception of Moulavee Musurut Ally, who, out of deference to the religious tenets of the Nizam's family, was chosen from the Sheah sect. This native having been strongly recommended to the resident by the Newaib Munglee, was appointed moulavee, and took charge of the school, although a man much inferior in learning to the teachers from the Calcutta college, but equal to the duties of his appointment. It is added that it was not easy to find persons of the Sheah sect in that part of India who were eminent scholars.

In the selection of scholars, a preference was given to the immediate family of the Nizam, the members of which were encouraged to avail themselves of its advantages; but after some considerable delay, they not consenting to embrace the opportunity of entering the institution, the resident filled up the number of 50 students, of whom six were to attend the college and 44 the school.

The Government approved the conduct of Mr. Melville in the establishment of this college and school, and instructed him to report the progress of the institution, and to submit his suggestions for its future conduct whenever he might be prepared to do so. He was also authorized to draw from the hands of the collector of the district the sum of R^s 4,918. 5. 15.; together with the monthly allowance of R^s 1,500 on the same account, being an annual charge of R^s 18,000.

In January 1827, Captain Ruddell, the secretary of the Calcutta Madrisa, was permitted, at the request of Mr. Melville, to proceed to Moorshedabad, for the purpose of examining the Nizamul students.

School at Hummerpoor in Bundelcund.

In February 1828, Mr. M. Ainslie, the Governor-general's agent in Bundelcund, reported that he had, in conjunction with Mr. William Henry Valpy, the collector of the northern division, established a school at Hummerpoor for the instruction of native children in the Persian and Hindoo languages, and that the Rajah of Dutteeah, who had received an account of

Pol. Cons. 5 June
1829, 87.

Pol. letter from
8 May 1829, 20.
Pol. Cons. 6 June
1828. 78 to 80.

of it from his vakeel, had requested the permission of the Bengal Government to subscribe the sum of 1,000 rupees towards it.

Mr. Ainslie also stated that he had commenced the formation of a library of the best works in the native languages for the amusement or instruction of any persons who might be desirous of availing themselves, without expense, of the opportunity which it would afford them of improving their minds; that his success had been fully commensurate with the means at his disposal, and that he had reason to believe that the Rajah of Duttéeah's example would be eagerly followed by other chieftains, if expressly approved by the Government.

The Government, in reply, authorized the appropriation of the Rajah of Dutteeah's gift to the object for which it had been designed, but, as the school was private, did not consider the occasion to call for further notice from the Government.

State of Education in Nagpore.

Mr. Richard Jenkins, who was for many years the East India Company's resident at the court of the Rajah of Nagpore, in a statistical report prepared by him under the orders of the Bengal Government, and submitted to the Council on the 27th July 1826, gives the following account of the state of education in that country:

Mr. Jenkins's
Report, July 27;
1826, pp. 65 to 70.

"Education is chiefly confined to the children of Brahmins and those of the mercantile classes, and the instruction they receive does not seem much calculated to promote their moral or intellectual improvement. All the other classes are extremely illiterate, and particularly the Kirsans. It is a rare circumstance, says Captain Gordon, to find one amongst them who can write his own name. Captain Wilkinson (one of the resident's assistants) remarks that this ignorance, in some measure, arises from a prejudice which the cultivating class entertain against learning, as giving their children an aversion to their own profession, on which they must depend for subsistence.

"Reading, writing and accounts are the chief objects of education, and these are only carried to the extent necessary for each individual's profession. The only order who ever look at books are Brahmins, and their reading is confined to subjects of Hindoo divinity. The knowledge of Sanscrit is professed by very few even of these. The modes of instruction are the same as described in other parts of India.

"There are no schools exclusively for the education of Mahomedan children. The tribes of Moollahs and Kazees are quite uneducated, and few of them can even read or write the Persian language; they know nothing of Mahomedan law, but are sufficiently acquainted with the common rules and usages of the sect to enable them to officiate at marriages and decide on disputes regarding religious matters.

“In Captain Gordon's district there are 113 schools, superintended by the same number of masters, who are usually Brahmins or Vidoors. These schools are all established in the large towns and kusbahs, and in some of them there are two or three. The total number of children who receive instruction at these schools is 1,170, or calculating the total children under sixteen years, beyond which age they never remain at school, at 80,077, it would appear that public instruction is only extended to one in eighty. The payments of the children to their masters vary from two annas to one rupee per month, according to the circumstances of the parents.

"In the Wyne Gunga district there are 55 schools, 23 in kushbas and 27 in villages; the number of pupils is 452, of whom 45 are taught Persian, the rest Mahratta. The expense is on the same scale as the above.

"In Captain Montgomery's district the number of schools is only seven; the number of scholars has not been ascertained. The expense to the children is from two annas to four per mensem. Of the schools in Chanda district there is no report.

"In Chutteesgurh, there are four or five schools at Rutenpore, five at Rypore, and perhaps one in each other pergunnah. The schoolmasters receive from two to four annas per month from each scholar. The languages generally taught are the Nagree and Mahratta, and some few are instructed in Persian and Hindoostanee.

"Private tuition is gratuitously conveyed to a still greater number of children by the Brahmins, Vidoors or village pandias. The teachers are paid by the parents, at the rate of two or three rupees per annum, or as in Chutteesgarh by presents on certain days, but more frequently by the tutor living free of expense with the parents of the children. If the Shastry or principal Brahmin teaches the children of the village, he has no other object than the performance of a praiseworthy and charitable act, and will seldom accept the presents which are offered him. There is no allowance for schools any where in land or money from the Government, the attention of which was never attracted to public education.

"There are in the city and suburbs, 102 instructors, including teachers of public schools, private tutors, and such as teach boys gratuitously as a religious duty.

"The number of public schools which are supported by the payments made by the parents of the pupils for their instruction, is 46; of these there are for teaching

Mahratta	-	-	-	-	-	-	-	-	-
Persian	-	-	-	-	-	-	-	-	-
Nagree	-	-	-	-	-	-	-	-	-
Mahratta and Hindoostanee, (in the Persian character)	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-



FISHERY MEMORIAL

CSL

Appendix (I.)
Education of
Natives.

"The number of pupils attending these public schools is 736; of which there are learning

Mahratta	-	-	-	-	-	-	-	-	-	624
Persian	-	-	-	-	-	-	-	-	-	22
Nagree	-	-	-	-	-	-	-	-	-	39
Mahratta and Hindoostanee, (in the Persian character)	-	-	-	-	-	-	-	-	-	51
Total	-	-	-	-	-	-	-	-	-	736

"In addition to the public teachers, there are 51 private tutors and teachers who instruct boys gratuitously; of these there are for teaching the

Shasters and Vedas	-	-	-	-	-	-	-	-	-	23
Persian	-	-	-	-	-	-	-	-	-	28
Arabic	-	-	-	-	-	-	-	-	-	4
Telinga	-	-	-	-	-	-	-	-	-	1
Total	-	-	-	-	-	-	-	-	-	56

"The number of pupils taught by these instructors is 323; of which there are learning the

Vedas and Shasters	-	-	-	-	-	-	-	-	-	159
Persian	-	-	-	-	-	-	-	-	-	126
Arabic	-	-	-	-	-	-	-	-	-	33
Telinga	-	-	-	-	-	-	-	-	-	5
Total	-	-	-	-	-	-	-	-	-	323

Total number of pupils - - 1,059

"The average number of pupils in the Mahratta public schools is about twenty and a half to each. The average rate of remuneration to the masters may be taken at three annas per mensem for each boy, which makes about three rupees and twelve annas a month to each teacher. Some of them however do not receive so much as this, and others receive double the amount.

"The school in which Mahratta and Hindoostanee are taught, is supported by a private subscription among the writers in the public offices, and is superintended by a writer named Antone, attached to the residency. Printed translations of the Old and New Testaments into Mahratta and Hindoostanee, (in the Persian character) are in use in this school.

"The remuneration to the private tutors varies from two rupees a month in addition to their food and clothing, to thirty rupees. The private tutors are all Mussulmen, and teach only Arabic and Persian. The education of the children of the respectable part of the Mussulman population is entirely entrusted to these private tutors, who are generally domesticated in the houses of the persons whose children they are employed to instruct.

"The teaching and learning the vedas and shasters is exclusively confined to the Brahmin class, and no remuneration is ever made for instruction in the sacred books. It is considered as a religious obligation to afford instruction to all who are qualified and desirous to learn, without receiving any reward or gratuity whatever.

"It does not appear that any support is given by the Government for the encouragement of education among the inhabitants, either by the establishment of public schools, or the grant of lands or pensions to any of the teachers. The teachers receive no public support whatever, and depend entirely for subsistence on the monthly remuneration they receive for the instruction of the pupils entrusted to their charge.

"Several Mahomedans teach Persian gratis, under the impression that so meritorious an act will be taken into consideration in a future state. These persons usually earn a livelihood by some trade or profession, and devote their leisure hours to the instruction of children.

"As the Rajah advances in years, his attention ought to be drawn to the subject of education, and he might be induced to found a college in the city, and give encouragement to schools on the system adopted in the Company's provinces."

FURTHER NOTICES of Indigenous Schools under the Bengal Government.

Burdwan.

In September 1818, the collector of this district was required to report upon a pension of 60 rupees per annum claimed by Rambullub Butta-charge, for the support of a religious institution and seminary. The collector deputed his ameen to the spot, to inquire whether the institution on account of which the pension was claimed, was still maintained. The ameen reported that the institution appeared to be kept up, and that the number of scholars generally entertained was about five or six, and that the allowance had been sanctioned by the Government during the joint lives of Rambullub Butta-charge and his deceased brother. Under these circumstances the Revenue Board considered the claimant entitled to the full amount of the pension during his life, or as long as he should continue to appropriate it faithfully to the purposes for which it was originally granted; they accordingly authorized the

Proceedings of the
Board of Revenue,
8 Sep. 1818.
11, 12.

Fresh page

Burdwan



the future payment of this pension to Rambullub Butta-charge, and the discharge of all arrears which had accrued subsequently to the decease of the claimant's brother.

In March 1819, the collector of Burdwan applied to the Revenue Board for instructions respecting certain payments to a Musjeed and Madrissa in that district, respecting which a suit had been instituted in the Calcutta Court of Appeal, and the question ordered to be determined by the collector under Regulation XIX. of 1810. The establishment in question was in the hands of Mussil-ud-deen, who was called upon to produce his accounts, which he appears not to have done satisfactorily. The collector therefore sent his ameen to the place to ascertain to what extent the establishment was kept up. That officer reported favourably of the establishment on the authority of the inhabitants of the village in which the Madrissa was situated, but without any documents to corroborate his statements. Under these circumstances the Revenue Board desired the collector to take an opportunity of visiting the spot, in order that he might himself ascertain the grounds on which a decision might be come to.

In July 1823, the Revenue Board reported an endowment for a college in Burdwan of 254 sicca rupees per annum, which was communicated to the general Committee of Public Instruction. B. Rev. 9 July 1823.

Barnagore School, in the City of Moorshedabad.

In December 1818, the collector of Moorshedabad forwarded to the Revenue Board the petition of one Colly Kaunt Surma, praying the continuance to him of a pension of five rupees per month, which had been granted to his father Joyran Neeyah Panchanused, by the late Muha Rauny Bowanny, former zemindar of Chucklah Rajeshahye, for the support of a Hindoo college at that place. The collector accompanied the petition by a statement that the pension had, as represented, been enjoyed by the father of the petitioner, and confirmed to him by the Government on the report of the collector in 1796, and that the petitioner was of good character, and qualified for the superintendence of the college. The Revenue Board, on forwarding this petition and the collector's letter to the Government, observed that the pension had in fact lapsed to the Government in 1811, the petitioner not being then qualified to discharge the duties of the office, but that it was intended fully to ascertain his fitness for the office, and in the event of his competency to give it him. "On general principles," the Board added, "we entertain the opinion, that pensions granted for the maintenance of public institutions for education and instruction should not be resumed so long as they shall be appropriated *bond fide* for the purpose for which they were assigned; and we observe, on reference to our proceedings, that Government has generally been pleased to continue pensions for similar purposes, the Board having previously ascertained the qualifications of the persons in whose favour they have been granted, and we accordingly are induced to recommend the present claim to the favourable consideration of his Lordship in Council."

On this recommendation the Government confirmed Colly Kaunt Surma in the receipt of this pension; upon whose decease in 1821, it was by the same authority conferred on his brother Chundressa Nyalunkur, whose claim was undisputed, and who "then maintained seven students, five of them resident in the house."

Hooghly Imaumbarah.

In August 1817, Mr. D. C. Smyth, who held the situation of local agent at Hooghly, informed the Revenue Board that there was attached to the Imaumbarah a Mahomedan institution, the funds of which were under his management; that there was an akhund or teacher and a moonshee, whose duty it was to teach the sons of the persons connected with the institution to read and write; that this practice had been entirely given up, but that he had desired the teacher to attend daily in the Imaumbarah, and ordered all the pensioners to send their children there; that several had accordingly attended; and that he entertained no doubt that there would be in a short time a large number in daily attendance.

As there were many Mussulmen in the town of Hooghly whose children were in the grossest state of ignorance, Mr. Smyth also recommended the appropriation of a small sum from the funds of the trust at his disposal, to be given as rewards to the children who attended the school; this he conceived would go a great way towards securing their attendance; and the funds, he conceived, could not be better employed.

The Revenue Board approved of this appropriation of the funds, and sanctioned the distribution of the rewards proposed to such scholars as should be found on examination deserving both from regularity of attendance and progress in their studies. The Revenue Board also approved Mr. Smyth's very judicious management for maintaining this reading and writing school, and authorized the further payment of small weekly or monthly sums, by way of subsistence money, to orphans or children whose parents were quite unable to support them at school.

The fund destined to support this school was one-ninth of an endowment bequeathed by Hojee Mohun for the services of the Imaumbarah, viz. repair of the building, ceremonies of the mohurrun, hospital and school.

Under this management, the institution appears to have continued till 1824; it acquired the title of a Madrissa, and was then in a prosperous state. The fund available for its support had become by prudent management "the larger portion of 16,000 rupees per annum;" and



Appendix (L)

Education of Natives.

an establishment was then authorized to the extent of 6,060 rupees per annum, or per month 505, as follows:

	Rupees.
One Arabic Master, per month - - - - -	100
One Persian ditto - - - - -	50
One English ditto - - - - -	50
One Bengalee ditto - - - - -	20
One Librarian - - - - -	15
One Pishmunay - - - - -	40
One Moronyan - - - - -	15
One Teacher for Children - - - - -	15
Diet Allowance and Stewards - - - - -	200
	<hr/>
R ^s	505

The number of young men and boys then attending the school was about 83, of whom 16 were reading Arabic, 7 Persian, and 60 English. The superintendence of the institution was entrusted to Mr. Smyth, who then held the office of judge and magistrate in the district. In 1826, that gentleman was called upon to report the origin and state of the institution and endowment. His report, which narrates the facts above stated, suggested to the Government the expediency of a more regular examination of the state of learning in the institution, and the progress of the students; also that detailed reports should be furnished, and a system of rewards and punishments introduced for the purpose of animating their exertions; that the presidency committee should undertake the supervision; that the funds so superintended, Mr. Smyth observed, were equal to the endowment of a college; as, in addition to the 16,000 rupees annually appropriated, as already mentioned, there were other funds appropriable to this object, particularly the purchase money of the Syedpore estate. The subject was referred for future consideration.

Nuddea

Schools and Colleges in Nuddea.

Board Revenue,
28 Aug. 1818. 26.
11 Ja. 1820. 40, 41.
4 Feb. 1820. 41.
20 Ju. 1820. 55, 56.

In 1813, Ramchunder Biddelunker, who enjoyed an annual allowance of R^s 71 in consideration of his keeping up a chowparee or seminary in Nuddea, died. Application was shortly afterwards made to the collector of the district, and by him referred to the Revenue Board, for the assignment of this allowance to a native who claimed it as the heir of Ramchunder Biddelunker, but the proofs of his right of succession or qualifications not being satisfactory, it was not granted to him.

In 1818, Bolonauth Seromony preferred a claim to this allowance, as the son of Ramchunder Biddelunker and his successor in the chowparee. On reference of this claim to the Revenue Board, the collector was ordered to ascertain whether Bolonauth Seromony did actually keep a seminary in Nuddea; and it appearing on inquiry that he kept a chowparee in which he educated eight pupils in the Turk or Nya Shaster, the Government determined, in June 1820, that the pension of R^s 71 should be continued to him, and the arrears paid up.

Rev. Board,
10 July 1818.
4 Aug. 18.

In June 1818, application was made to the Revenue Board through the collector of Nuddea, on the behalf of Seebnauth Beedya Bayiesputtee, for a pension or allowance of R^s 90 per annum, which had been enjoyed by his father, Suker Turk Bagis, in consideration of his maintaining a seminary in Nuddea. The Board ordered the continuance of the pension and the payment of the arrears.

Board Revenue,
30 Nov. 1819.
24 to 28.

In November 1819, an application was made through the collector of Nuddea to the Board of Revenue, on the behalf of Sreeram Seromony, for a pension or allowance of R^s 36 per annum, in consideration of his keeping up a chowparee or seminary at Nuddea, which had been founded and endowed by the Rajah of Nattore. It was in this case also ascertained, that Sreeram Seromony did keep up the seminary, in which there were then three pupils, and the allowance, together with the arrears, were accordingly ordered to be paid to him.

A similar decision was passed in 1819 in favour of Ramjoy Turkbunka, confirming to him an annual allowance of R^s 62, in consideration of his continuing to maintain a seminary in Nuddea in which he educated five pupils.

Board Revenue.
5 Aug. 1827.
37, 38, 39.
18 July.
29 Aug.
Revenue Cons.

In 1823, it was represented to the Board of Revenue, that a native college existed in the town of Nuddea, in which Ramchunder Turkbagis taught the puranas, for which he petitioned for the annual pension or allowance from Government of Sicca R^s 24, which had been enjoyed by his father while resident in Rajeshahiye, and which he solicited might be continued to him in Nuddea. The Revenue Board directed their nazir to make inquiry as to the facts stated, and to report the result, which he did, as follows:

That Ramchunder Turkbagis did keep a seminary in the town of Nuddea, in which he maintained and instructed in the shasters 31 students, of whose names a list was delivered in, and that he had done so for nine years then last past.

Under these circumstances the Board recommended, and the Government determined, that the pension should be continued to Ramchunder Turkbagis, and the arrears which had accrued since the death of his father be paid to him.

Revenue Board.
19 Nov. 1824. 208, 209.
25 Jan. 1825. 25A B. 26.
15 March, 83, 84.
13 May, 59, 60.
28 Aug. 1827. 42, 43.
11 Sept. 53, 54.

In June 1824, an application was made through the collector of Nuddea to the Board of Revenue, by Deboy Persaud Neabachusputty Buttacharge, as the brother of Collypersaud Turksiddant Buttacharge, who had died in the preceding year, for an annual allowance or pension of Sicca R^s 156. 11. 10., in consideration of his keeping a seminary in the town of Santipore. Inquiries were made as to the character of the deceased, who is stated to have been a pundit of great ability, who had when he died about 10 students under tuition; it also



also appears by the evidence produced on the occasion, that the brother and present claimant assisted the deceased in the tuition of his students who resided with him, and that they read the Dhurm Shaster.

The information thus produced not appearing to the Board satisfactory, the collector was directed to make further inquiries respecting the origin and extent of the endowment, and of the service rendered. His final report does not appear upon the records.

Schools in Rajeshahye.

IN November 1817, the collector of Rajeshahye forwarded to the Revenue Board a petition from Chunder Monay Debeah, widow of Woompershand Buttacharge, and mother of Shubpershand Buttacharge, Bhowannypershand Buttacharge and Hurrypershand Buttacharge, stating that for a length of time the father of her husband had received an allowance of Rs 7. 8. per month, for performing the duty of a school; that it had been continued to her husband on the same conditions; and that after his decease she had appointed Bhulnauth Turk Sheeromony Pundit schoolmaster, who taught her three sons and others to read and write, but that without the pension the school could not be continued. She therefore prayed that it might be continued to her and her sons. The Revenue Board, before passing orders on this application, directed inquiry to be made into the facts of the case, and particularly respecting the number of scholars, and the nature of the instruction the pupils received.

In April 1818, the Revenue Board received from the collector of Rajeshahye a petition from Hurnauth Buttacharge, representing that his father Sheebnauth had received a pension of Sicca Rs 120 per annum, for the religious ceremonies of Ishur Kallachund Takoor, and 60 rupees per annum on account of a school (which latter duty, together with the allowance, had been made over by Sheebnauth to his nephew Raghonauth, whose name had accordingly been substituted for that of his uncle in the collector's books, and that he received the pension); therefore praying that the former sum might be paid to him, Hurnauth Buttacharge, for the performance of the ceremonies.

Upon an investigation of this claim, it was ascertained that the pension of Sicca Rs 120 per annum had been granted in 1804 "solely for the purpose of a school," without reference to any religious establishment. The Revenue Board was therefore desired, before they came to any decision, to make strict inquiry, and to ascertain whether any school was supported by the applicant either at Barnagore or Chundpore; how it had been conducted during the minority of the claimant, and whether that person was qualified to undertake the office of a public teacher.

It appears that in November 1817, Juggernauth Buttacharge, the brother of Raghonauth, applied, through the Revenue Board, for arrears of the same pension during a period of two years; that he had been absent from home on a pilgrimage to Gya, whither he had proceeded to perform the usual religious ceremonies, and had been taken ill there. The Government refused to comply with this request.

Colleges in Rajeshahye.

IN June 1813, the collector of Rajeshahye forwarded to the Revenue Board a petition from Rossissur Bachusputty Govindrans Sirhaut and Hurram Surma Buttachaye, stating, that their father had received from Rannee Bhowannee an allowance of 90 rupees per annum for the support of a college, which allowance, on the decease of their father, had been continued to their elder brother till his decease; that since the date of that event they had kept up the establishment; and therefore praying that the allowance might be continued to them. The collector corroborated the averments in this petition, observing, that Rossissur discharged the duties of one college in the town of Nattore, and that his two brothers had established another in the Mofussil.

The Revenue Board, in forwarding the collector's letter and the petition to Government, observed, that the pension had been conferred by the authority of Government on the late Chunder Sikar Turkshanghess for his life, on a representation from the collector that he had no other means of subsistence, and was properly qualified, and taught the sciences gratis; that he was attended by many students; was the only capable teacher in Nattore; and that the continuance of his pension might be deemed a public benefit.

The Revenue Board further submitted, that as it appeared the brothers maintained the institutions of their father in full efficiency, the pension might be continued to them and their heirs in perpetuity, on the condition of their continuing to uphold these establishments under the supervision of the local agents of the British Government.

The Bengal Government fully acquiesced in this suggestion, and sanctioned the payment of the allowance of 90 rupees per annum, on the condition stated by the Revenue Board.

Sylhet Madrisa.

A NATIVE institution supported by endowments, into the application of which the collector of the district was directed, in April 1827, to make inquiry and report the result to Government. He reported that upon investigation, he had discovered sunnuds of endowments for the support of the Durgah of Shah Jullah, which limited the allowances to lighting it up, and to the bestowment of alms and other charities; also other sunnuds containing provisions for the education of students not attached to any public institution; that the latter were of a very limited extent, and contained conditions for the support of the grantee and his family and descendants; that the descendants of the original grantee performed the obligations of the grant, in so much as to instruct a few disciples in their own family; that the parties appeared to be extremely indigent, and the assigned lands not of sufficient importance to

Rev. Board,
28 Nov. 1817.
20, 21.

Rajeshahye

Rev. Board,
14 April 1818.
28. 29.
D^o 16 July 1819,
33, 34.
D^o 28 Nov. 1819.
18, 19.

Rev. Board,
1 June, 1813.
18, 19.
D^o 18 June 1813.
23.
Cons. 12 Jan. 1790.
B. Rev. 10 Oct.
1794.

Rev. Cons.
5 April 1827. 9.
Jud. Cons.
20 Sept. 1827. 1, 2.

Sylhet



CSL

I. PUBLIC.

Appendix (I.)

Education of Natives.

Chittagong

merit the interposition of Government. Under these circumstances the Government resolved not to interfere with the endowments of this Madrissa.

Chittagong Madrissa.

ANOTHER native institution supported by endowments, into the application of which the collector of the district was directed, in the year 1827, to make inquiry, and report the result to Government. He reported that Meer Hinja had bequeathed lands for the endowment of this Madrissa, which then produced, for the purposes of education, not more than R^s 1,570 per annum, two-thirds of the endowment having been judicially assigned to the founder's children in the year 1790; that with the remaining one-third, the then incumbent Moolavie Ally Mucktoolool Khaun Keman, professed himself unable to keep up the institution on its then present footing, which provided for the instruction of 50 students, and for the support of three teachers, one of Arabic and two of Persian; that the number of students originally contemplated was 150; that the buildings consisted of a small mosque, in good order, and two low ranges of chuppah houses, for the dwelling of the masters and disciples, which were of little value. The collector suggested that the lands would realize twice their present rental, if put up to the highest bidder by order of Government, and submitted that they should be so relet, and the proceeds paid to the Moulavie in monthly instalments; who in return should periodically submit his accounts, and a report of the state of the institution, to the Board of Revenue for the information of Government. The Governor-general in Council approved this suggestion, and it was ordered accordingly.

Hindoo Seminary at Beaspoor.

Beaspoor

Rev. Board,
10 Sept. 1822.
28, 29.

IN July 1822, the collector of Moorshedabad forwarded to the Revenue Board a petition from Kishnout Nye Punchannud, the son of Ramkissur Surma, reporting the death of his father, and praying the transfer and continuance to himself of a monthly pension of five rupees, which had been granted in 1793, for the support of a Hindoo seminary at Beaspoor, near to Colepoor. The collector reported the petitioner to be the heir and rightful claimant of the pension, and well qualified for the performance of the duties of the school.

Under these circumstances, the transfer of the pension from the name of Ramkissur Surma, to his son Kishnout Nye Punchannud, was authorized.

Proposed Endowment of a Native School in Beerbhoom.

Beerbhoom

Board Rev.
11 Nov. 1823. 17, 18.
D^o 27 Oct. 1820. 264.
D^o 20 Mar. 1823.
11 to 14.
D^o 28 Dec. 1821. 2, 3.
D^o 30 Apr. 1822. 9, 10.
D^o 20 Sep. 1822. 1 to 4.

IN 1820, a Hindoo named Surbanund, who claimed succession to the office of oojah, or high priest of the Temple at Deoghur, made an offer to the Government, through the local agent, to give 5,000 rupees as an endowment for a native school in that district, on condition that his claim to the succession of the oojahship might be sanctioned and established by the authority of Government. The offer was declined, and Surbanund informed that he must abide the regular adjudication of the law courts on his claim, which proved unfavourable.

Regimental Schools.

Regimental schools

PROVISION is made by the Government for the education of all natives who enter the military service of the Company at this presidency, and of their children.

PRESIDENCY OF FORT ST. GEORGE.

Tanjore Schools.

Tanjore

Public Cons.
17 July 1829.
13 to 15.
Revenue Board,
27 July 1829.

IN July 1820, the following letter was received by the Madras Government from the secretary to the Madras Committee of the Incorporated Society for the Propagation of the Gospel in Foreign Parts. It was referred, through the Revenue Board, to the collector of Tanjore, in order that he might report upon the subject. His report does not appear upon the records hitherto received from India.

"To the Right honourable the Governor in Council, Fort St. George.

"Right honourable Sir,

"The Madras Committee of the Incorporated Society for the Propagation of the Gospel have the honour to submit that a succession of missionaries has been constantly employed in instructing and superintending those native congregations and schools in the Tanjore district, which were first assembled and taught by the pious Swartz.

"About two years ago, funds were sent from England for repairing or building the chapels and school-rooms of these congregations; and several being now completed and others in progress, the committee are anxious to secure to the society, whose aid has been liberally granted for this pious and benevolent purpose, such a right and title to the ground on which these buildings stand, as is procurable.

"The committee have therefore the honour to forward the accompanying list of small pieces of ground which were granted to the missionaries, and for which sunnuds were subsequently authorized by Mr. Charles Harris, when collector of Tanjore; and they solicit the Government to authorize the principal collector of Tanjore to grant such titles for the portions of ground in question as have already been given for similar parcels of land in the same collectorate on which chapels and school-rooms were built under the direction of the

(1) Tranquebar



Tranquebar missionaries, the whole of which were however transferred by the Danish Government about ten years ago to the Tanjore mission, on condition of being properly maintained and supported.

"With the list of these parcels of ground, the committee have the honour to submit a copy of the report of the Tanjore missionaries on the subject.

"I have, &c.

(signed) "W^m Roy.

"Madras, 25th June 1829."

Appendix (I.)

(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

Committee of Public Instruction at the Presidency.

IN August 1828, the Madras Government reported to the Court of Directors the further measures which they had adopted for the promotion of education among the natives of India, and particularly that they had, in almost every instance, approved and adopted the suggestions of the Committee of Public Instruction.

The first step taken by that committee appears to have been the transmission of the following circular letter to the several officers in the interior :

"(Circular.)

"To N. Webb, H. Lord, I. O. Tod, H. Vibart, and C. Roberts, esquires.

"Gentlemen,

Masulipatam.

"The honourable the Governor in Council having been pleased to institute a Committee of Public Instruction, the object of which is the general improvement of the education of the people in the territories subject to this presidency, and to nominate H. S. Græme, esq., president ; W. Oliver, John Stokes, and A. D. Campbell, esquires, members ; I have the honour, under the directions of the committee, to communicate the same to you, and with the permission of the Government, to request that you will do them the favour, on the receipt of this letter, to place yourselves in communication with them, for the furtherance of the views of Government on this important subject.

2. "I am further directed to state to you, as far as at present seems requisite, such general views as have already been formed, the measures which have been taken, and those which are still in contemplation by the committee, and to request you will endeavour fully to inform yourselves of the actual state of education in your province, and of all matters connected with this subject ; and that you will be pleased from time to time to communicate to this committee the result of your inquiries, or any suggestions that may offer for the promotion of the objects in view.

3. "In viewing the causes of the present low state of education, obstacles to their removal present themselves, to which the committee are strongly impressed with the necessity of attending. What system soever may be formed by this Government to facilitate the education and mental improvement of the population under them, success in its operation must, in a great measure, depend as much on a coincidence of feeling on the part of the people as on the munificence of the Government itself ; and, with reference to the arrangements now to be adopted, the committee wish it invariably to be kept in mind, that no measures can be pursued, whatever other advantages they may offer, which are at variance with the customs and prejudices of the people. Such obstacles must be carefully avoided. Every measure must, as much as possible, be divested of the odium of innovation, and be such as to induce the people to go along with the Government in the undertaking.

4. "The principal causes of the low state of education appearing to be the poverty of the people, the ignorance of the teachers, and the little encouragement which it receives from there being but little demand for it, the Government contemplate the endowment of a number of schools in the several provinces (on an average according to their extent and population), of two superior, and fifteen subordinate schools for each of the collectorates. The former are to be called collectorate schools, in which the teachers will have a salary of 15 rupees ; the latter tehsildary schools, in which the teachers will have a salary of nine rupees per mensem. As a field for their own industry, all the teachers will be allowed to receive, in addition to their fixed pay from Government, the usual fees from their scholars. The want of encouragement will, it is conceived, be remedied, by rendering it more easy to obtain a good education, and by the preference which will naturally be given to well educated men in all public offices. The advantages of education will be extended to the Mussulmans in the same degree as to the Hindoos, and perhaps even in a greater degree, because a greater portion of them belong to the higher and middle classes. But, as their number is comparatively so small, it will not perhaps be necessary, except in a few provinces, where the Mussulman population is considerably above the usual standard, to give more than one Mussulman school to each collectorate.

5. "It however seems necessary, as a preliminary step, to form a body of efficient teachers, and to ensure this, a central school or college is now establishing at the Presidency, for the education of the superior or collectorate teachers. The Hindoos will be taught, on grammatical rules, the vernacular language of the provinces to which they belong, and the Sanscrit ; the Mussulmans will be taught Hindoostanee, Persian, and Arabic ; and both will be instructed in the English language, and well as in the elements of European literature and science.

6. "It is desirable that the collectorate teachers, who are eventually to instruct those for the tehsildary schools, should be natives of the provinces, and not men selected at Madras or deputed thence ; and in order to form a class of candidates for these situations, I am desired

Pub. from 22 Aug. 1828. N° 16.
Rev. Cons. 18 July, 4 Aug 1826.
7, 8, 9, 29 Aug 1826. 37, 38, 39 ;
16 Feb. 1827. 6, 7, 2 Mar. 17, 18.
1 May, 25, 27, 19 June, 3.
24 July, 24, 25, 31 Aug. 21, 22.

Pub. Cons. 3 Nov. 1826. 17.
14 Nov. 12, 5 Dec. 14, 15.
12 Dec. 8, 9, 22 Dec. 24, 25.
23 Jun. 28, 29. 18 July, 17, 18.
22 Aug. 30, 31. 26 Sep. 16, 17.
13 Oct. 4, 5, 26 Dec. 8, 9 ;
23 Feb. 1827. 7, 9. 26 Oct. 20, 21.

*Committee of Public
Instruction*



FISHERY MEMOIR

CSL

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Appendix (I.)
Education of
Natives.

Committee of Public
Instruction (cont.)

to request that you will select, and direct to proceed to Madras, two candidates from the province of Masulipatam, one a Hindoo and the other a Mussulman. They will, on your recommendation, be admitted as students on the foundation of the school, and will be entitled, from the period of their admission, to a salary from Government of 15 rupees per mensem; and when they shall have qualified themselves for the undertaking, they will be sent back to the province on the same pay, to commence their duties as masters in the collectorate schools. Fifteen rupees a month may appear a small salary for such collectorate teachers, but it is considered that their eventual income will principally arise from the fees to be paid to them by their scholars; and if they are superior both in knowledge and diligence to the common village schoolmasters, scholars will flock to them, and augment their income.

7. "It is also desirable that the persons to be selected for this purpose should be respectably connected, about the age of eighteen years, and that they should be distinguished for good natural talents. The committee eventually will not exclude persons of any religious belief; but respecting the Hindoos, deem it advisable at first to give the preference to Brahmins.

8. "The institution thus to be formed at Madras is quite distinct from the tehsildarry schools, of which, however, the collectorate teachers will eventually have some superintendence. The measures respecting the tehsildarry schools are now under consideration.

"Fort St. George, }
24th June, 1826. }

"I have, &c.
(signed) "H. Harkness,
"Secretary to the Committee."

The same to other districts.

The Committee of Public Instruction also proposed, that in three of the principal towns in each collectorate, a tehsildarry teacher should be selected from among the best qualified to be found in those towns, to teach, on grammatical rules, the vernacular languages of those towns or provinces, and common arithmetic; and should the persons first selected for this purpose not prove competent, that they might be replaced by others as soon as persons perfectly competent could be found.

"It is also proposed that the salary of these teachers shall be nine rupees per mensem; and as the object is to give the inhabitants an improved education, and to enable them to get it cheaper than they formerly did, in consideration of the allowance which they will receive from Government, it is proposed to restrict these teachers from receiving any fixed salary, or any thing but the usual voluntary fees and presents from the relations of their scholars, and to oblige them to afford gratuitous instruction to such as may be considered to require this indulgence by the members of the village community to be selected to superintend these schools.

"It is proposed to make these schools free for all classes, the master to pay no more attention to the Brahmin than to the Sudra boy, and that they shall be in the immediate charge of the principal inhabitants of the town, who will be solicited to recommend the master to be nominated, and who will be given to understand that on matters relating to these schools their wishes will be consulted.

"The chief object contemplated by this measure is to promote a favourable development amongst the natives of the system of education about to be established by the Government, by removing all possible apprehension on their parts of innovation repugnant to their habits or feelings, and thus to induce them to go along with the Government in the undertaking.

"If the proposed schools be in the first instance called into action, and if the principal measures relative to them be adopted, through the medium and with the concurrence of the chief native heads of the society, this must raise in them a sense of personal importance, which few know better how to estimate, and which will, it is hoped, soon give rise amongst them to that feeling of personal interest in these establishments, which to the committee it appears so desirable to inspire.

"On the same plan it is proposed to entertain six tehsildarry teachers at the Presidency, but the committee having the means at hand to instruct them, propose that they be at once entertained as students on nine rupees per mensem at the college, in addition to the forty expected as candidates for the office of collectorate teachers from the interior. This, if approved, will enable the committee at once to commence the school.

"The committee have also reason to believe, that the general objects in view will be promoted by sending into the provinces, as teachers of the Sanscrit, Arabic, Tamil, Teloo-goo, and Persian languages, at a few of the principal towns, some of the law students at the college who have obtained the certificate of qualification for the situation of law officers, and who, from their general acquirements in learning, may appear to be particularly eligible for the purpose. They are, at all events, entitled to pay as students under the regulations of the college, until they are appointed on vacancies to be law officers, and it is considered that they cannot in the mean time be more usefully employed, even should it be found expedient to grant to some of them the allowance of a tehsildarry teacher in addition to their present pay, which varies from 4 to 10 pagodas per mensem; but on this point the committee wait the result of a communication which they have made to the College Board."

In these suggestions the Government acquiesced, and further granted to the committee exemption from postage, permission to indent on the Company's stores for stationery, an allowance of 10 pagodas per month for a writer, and a travelling allowance to candidates for the situation of collectorate teachers of half a rupee for every 15 miles. These allowances the collectors were authorized to pay in the country, and the committee was authorized to draw the pay of the teachers at the Presidency, the committee at the same time undertaking to



to keep registers of the teachers, and to have half-yearly or quarterly examinations as to the degree of instruction afforded by them.

In November 1826, the Committee of Public Instruction was incorporated, under the superintendence of the College Board, by a resolution of the Government.

In January 1827, the committee reported the progress which had been made in measures for the education of the people, with some details of their plan, particularly as regarded fees.

By this report it appears that ten candidates for the situation of collectorate teachers from Rajahmundry, Vizagapatam, Chingleput, Salem, Cuddalore, Masulipatam, Cuddapah, and Tanjore, were then prosecuting their studies under the several head masters of the college, and with the most encouraging prospect of success; that the smallness of the number of candidates was an occasion of regret, and that in order to induce more applications the committee had circulated, in the interior, translations into the native languages, of the plan of instruction pursued at the Presidency; that the committee had received reports of the establishment of tehsildarry schools in several of the collectorates, but could furnish no particulars till they had obtained further information. That eight tehsildarry schools had been established within the Presidency district; viz. three Tamil, three Telooquo, and two Hindoostanee schools, and that 189 scholars were then receiving instruction in them; that these schools were visited at fixed periods by those head masters of the college, to whose province, according to the language, they immediately belonged; and that though from the very short time they had been established it was difficult to estimate, in a manner perfectly satisfactory, their degree of efficiency, the Board had every reason to consider it fully equal to their expectation; that periodical reports of the state of the schools were made, and a register of their contents kept.

The Report proceeds as follows:

"It will be remarked that in strict adherence to the first principle of the institution to facilitate education, the Board have adopted a mode of conveying instruction in the different vernacular languages from which they confidently anticipate a most favourable result. In deliberating on measures for the attainment of the objects of the institution, it naturally occurred, as a necessary preliminary, to look minutely into the system of instruction which had hitherto been pursued by the people themselves; to consider whether at any period, under the most favourable circumstances, it had ever been efficient to its purposes; and whether the Board could, by adopting and supporting it, reasonably expect that it could tend to promote the views of Government. Every information on this subject, the official reports and statements from the different provinces, with which the College Board have been furnished by the Board of Revenue, the mature deliberation which had been bestowed on it by several of the members of the Madras School-book Society, and the luminous observations thence elicited, and, as far as the Board have been able to ascertain this point, the general and unfeigned regret of the people themselves that they had not a more efficient system, were the principle grounds on which the Board proceeded to their adoption of the present method of affording instruction in those languages.

8. "The Board were further of opinion, that in strict adherence to the principle of facilitating education and eventual improvement, it was desirable that the system they were to pursue should be their own throughout, that the stages should be consecutive, but that the first, besides being complete within itself, should have a prospective view to those which were afterwards to be pursued. The facility with which a native who has any pretensions to learning can acquire a knowledge of the method adopted, and therefore render himself competent to afford instruction in it to others, fitly adapts it to the purpose of being introduced into the three tehsildarry schools, which have been directed to be established in each of the collectorates of the interior; and it is therefore the intention of the Board that they shall be supplied with it as soon as possible. It is being brought into operation within the Presidency district as fast as completed, and it has met with universal approbation among the native population; so much so, that repeated petitions have been received by the Board for an extension of the system.

9. "To prevent any misunderstanding between the parents or friends of a boy and the masters of the tehsildarry schools, on the subject of fees to be paid to the latter, it appears to the Board advisable, to a certain extent, to regulate them, leaving, however, their definite establishment to a future period. The accompanying statement gives the rate of fees which they propose to allow for the present.

10. "It is calculated at nearly the lowest rates known, but it leaves sufficient field for the personal exertion of the master, and shows at the same time, that where that may be successful, his monthly salary, including these fees, may become double the amount which he will receive from the Government. The Board, however, intend that the master shall distinctly understand that, in cases where the relations or friends of a boy, though not of the lowest classes, may still be too poor to admit of paying even these fees, he is not to be allowed to enforce them.

11. "Respecting the college native classes, I am desired to say that since the secretary became a resident in the college, they are advancing into form and systematical progression; and that within a short period, the Board hope to be able to submit, for the information of the honourable the Governor in Council, the result of an examination of the whole of the classes.

12. "The accompanying statement renders it unnecessary to enter further into detail than to observe, that their progress in general, so far as the shortness of the period will admit of forming an opinion, is very satisfactory. It will be remarked that these classes consist of the candidates for the situation of native law officer, who are under the immediate

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charge of the Persian and Sanscrit head masters; of the candidates for the situation of teachers at the college; of candidates for the situation of collectorate teachers; and of general students. Respecting the paid candidates for the situation of teacher at the college, the Board contemplate that it will not be necessary to continue this expenditure by filling up any vacancies that may occur in this class, and that from among the general students persons fully competent to hold the situation of teacher may be eventually selected.

13. "The Board further contemplate that eventually it may not be necessary to keep up the present full establishment of paid candidates for the situation of native law officer, as a certain number of the students of the Persian and Sanscrit classes may be expected to become qualified for this branch of the public service; that of native law officer, and that of teacher at the college, the situation of collectorate teacher, and that of tehsildary teacher, will hold out the strongest inducements to students to qualify themselves for them; others will endeavour to emulate them; strict attention to the progress of the classes will encourage exertion; and learning, by its own repute, will tend to its own increase.

14. "In this review of the new system for the general improvement of education, which the Board respectfully submit to the honourable the Governor in Council, they have the satisfaction to anticipate, that one of its earliest results will combine a generally beneficent effect to the subjects of this Government, with a tendency to the benefit of the public service."

The Government concurred in the general views of the committee, and considered the arrangements above detailed, judicious; observing, "The course you propose to bring into operation is more simple and efficacious than that which it displaces, and seems generally directed to more useful purposes than the former system, which too much aimed at the acquirement of what was rare and obsolete, instead of such learning as could be of advantage in the common purposes of life.

"The Governor in Council is impressed with the importance of communicating the instruction in European works to the natives, and observes that you have it in contemplation to cause translations to be made of extracts from such works; in carrying your intentions into execution, you should select works which, with the least injury, bear being extracted and translated; and which are, besides being instructive, in some degree attractive, and adapted to the taste of the readers; the importance of the subject induces the Governor in Council to suggest that the inculcating of morality by allegorical tales, is the mode which most assimilates with that in use among the natives, and as these seldom refer to local usages or circumstances with which the natives are unacquainted, they would be more intelligible to them than other passages.

"The rules which you propose for the regulation of fees to be given to the teachers appear unobjectionable."

Early in 1827, the Madras Government applied to the Governor-general in Council for copies of works published at that Presidency, calculated to assist in the education of natives, which were furnished accordingly.

In April 1827, the secretary to the institution reported that the civil authorities at Chittoor had applied for the establishment at that place of a Mussulman tehsildary teacher, in addition to the three Hindoo tehsildary teachers, who had been established within that collectorate. It was ordered accordingly, as had been the establishment of a Mussulman tehsildary school (under the superintendence of one of the law students from the college) at Arcot, in consideration of the large proportion which the Mussulmans form of the population of that town and its vicinity.

In June 1827, the committee obtained permission to print at the college press a series of works in the languages of that part of India, calculated to facilitate education among the natives, and the Government caused the needful supply of stationery to be issued from the Company's stores. Among the works so printed and circulated, was an account of the improved system of education, translated into the native languages.

In March 1828, the committee reported an examination of natives in the Hindoo law class at the college, of whom two had received certificates of high proficiency, nine others had been ranked according to their relative proficiency, and two had been removed after having been attached to the college twelve years, being considered never likely to attain a degree of proficiency sufficient to entitle them to certificates of qualification in order that they might make room for others "of greater promise of capacity."

In May 1828, the committee reported that they had erected two school-rooms, one at Calicut and another at Paulghatcherry, at an expense of R^s 60. 4. 7. which sum was ordered by the Government to be liquidated.

In June 1828, the committee received authority to transmit to the office of the chief secretary to Government, for eventual transmission to the residents at Mysore and Tanjore, in order to their being presented to the rajahs of those countries, copies of all works printed or used by the committee.

In October 1828, the committee's establishment having exceeded its limits, orders were issued to charge the excess, amounting to rupees per month 415 to the Company. An instructor in the Mahomedan languages was also appointed for Masulipatam, at the request of certain Mahomedan inhabitants of that place, who in their petition stated that they had been informed of the Government having allowed law students to teach at Chittoor and Arcot.

In January 1829, the committee reported the progress of the elementary works then in the press, and the occupation of the persons employed in tuition.

In March 1829, the inhabitants of Combaconum requested and were allowed a teacher to instruct the Mahomedan inhabitants of that place.

In

Pub. Cons.
10 June 1828.
16 to 18.

Pub. Con.
6 Jan. 1829, 15, 16.
D^o 30 Jan. 10 to 13.
D^o 20 March. 6, 7.
D^o 11 Sept. 15 to 17.



In September 1829, an augmentation of allowances to the assistants of the several head masters in Arabic, Sanscrit, Tamil, and Telooqoo, was authorized, amounting to, per mensem, 180 rupees.

In October 1829, certain Mahomedan inhabitants of *Trichinopoly* applied by petition for a tehsildarry school to be established in that place, which was authorized accordingly.

In November 1829, the committee reported that a school had been established in the pettah of *Bangalore* for instruction in the English and Native languages, on the principles of the Madras School-book Society, of which the Rajah of Mysore was to be considered the founder, and had promised an annual subscription of 350 rupees. The Madras Government highly approved the measure, and resolved to grant an annual subscription on the part of the Company to the same amount.

Orders of the Court of Directors.

By despatches to Madras, under dates the 16th April 1828, 3d September 1828, and 29th September 1830, the Court of Directors have sanctioned and approved the proceedings of the Madras Government, with a view to the promotion of native education, and have authorized the gradual appropriation of 50,000 rupees per annum towards the estimated expense of the new system. The Court have also directed a vigilant superintendence of the schools to be exercised by periodical examinations, either by local officers or by persons sent from the Presidency, and have approved the incorporation of the College Board with the Committee of Public Instruction, and the publication and circulation of the improved system of education among the natives. The greatest attention is to be given to the subject; the Bengal Government are to afford to that of Madras such information as is in their power; and the central school is to be enlarged so far as may be practicable. The Court's sanction is also given to the other measures proposed, so soon as the state of the Company's finances shall admit of a further outlay, with a view to the improvement of native education.

Regimental Schools.

At this presidency, as at Bengal and Bombay, provision is made by Government for the education of the natives who are in the military service of the Company, and of their children.

School-book Society.

THE School-book Society at this presidency is a branch of that at Calcutta.

PRESIDENCY OF BOMBAY.

Mrs. Boyd's Legacy.

THE question respecting the rate at which interest was to be allowed on the sum of money deposited in the name of Eleanor Boyd, and appropriated as an endowment to the Bombay Education Society, has been determined by the Court of Directors, who have ordered that "the interest upon the balance of the Education Society, and of all other charitable institutions, deposited in the Bombay treasury, be continued at six per cent. per annum, to commence from the 1st of May 1825, when the reduction from six to four per cent. appears to have taken place."

PROCEEDINGS of the Government in correspondence with the Native School and School-book Society.

The Doab.

IN May 1826, the collector of this district reported, that to encourage literature among the natives, he had offered rewards for original compositions, which had brought forth some creditable performances, particularly a history of the Doab in the Mahratta language.

The Deccan.

IN the same month, three Brahmin youths were allowed at their own request to repair to the Presidency for the purpose of learning the English language as candidates for the office of professor and assistants at the Poona college; and the number of native medical students attached to the Poona hospital was augmented to twelve.

School at the Presidency for teaching English to the Natives as a classical language.

THIS school, as appears by the report of the School and School-book Society, was opened in 1824, and commenced with a small number of scholars.

In June 1826, it contained 50 Mahrattas in four classes, and five Guzerattees in one class. The first class of the Mahrattas consisted of 12 boys, of whom two were Brahmins. They read short polysyllable lessons in English from Murray's Spelling and Reading Exercises, and translated them into their own tongue. They also translated short pieces of Mahratta into English, and had gone through an abbreviated course of English grammar.

The second class consisted of 16 boys, of whom two were Brahmins; they read and translated dissyllabic lessons from Murray's Spelling and Reading Exercises, and had acquired in English grammar a complete knowledge of the inflections of nouns and verbs.

The third class consisted of 16 boys, of whom one was a Brahmin. They read and translated monosyllabic lessons from Murray, and had made a little progress in English grammar.

The fourth class consisted of six boys, who were learning to write and read monosyllables on sand.

Appendix (I.)

(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)Pub. to
16 Apr. 1828.
2 to 19.
D^o 3 Sept. 37, 38.
D^o 29 Sept. 1830.
whole.

Fresh page

Pub. from
1 Nov. 1824.
90 to 94.
Military from
8 March 1826.
38, 39.
Pub. to
23 Jan. 1828. 23.Education Cons.
3 May 1826.
1 to 4.D^o 3 May 1826.
5, 6.

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The Guzerattees were learning the powers of the alphabet.

Arithmetic formed a portion of the studies of the whole school.

As an apology for the little progress in language made by the scholars in this school, the secretary to the society observed, that "the language is taught to them grammatically, and according to the method of double translation, by which means a correct knowledge not only of it, but of the relative capabilities of their mother tongue, is impressed on the minds of the scholars. Advantageous, however, as this plan is, it would require, in order to produce its effects in a short space of time, more regular attendance and more application than could be expected from the children of natives, and, particularly, more than one person to conduct and superintend its details."

It was therefore proposed to obtain for it more than one properly qualified instructor, with a further supply of books, and eventually, with a view to the imparting to the native youths in the school, of a general acquaintance with European literature and science, a select library, including maps, globes, and philosophical apparatus.

The report also contains some observations on the expediency of encouraging natives in the study of the English language, which this society considered "as of secondary importance in effecting the mental and moral improvement of the natives." The society further observed in their report, "It is desirable, however, to render those few scholars who evince an inclination and have leisure to continue their studies in the English language, capable of understanding all kinds of works on literature and science. To the attainment of this object the genius and ability of native boys present no obstacle, and the exertions of the society shall not be wanting. But as these works abound in ideas with which the natives are totally unacquainted, these ideas will be most easily rendered comprehensible to them by means of the mother tongue of each scholar. It will therefore, no doubt, be admitted that the time and labour both of the master and the scholar would be materially saved, were these indispensable explanations previously embodied in works written in the native languages; and thus it again appears, that English can never become the most facile and successful medium of communicating to the natives as a body, the literature, science, and morality of Europe."

Upon this report the Governor recorded a minute, recommending that application should be made to the Court of Directors for books, and for one or more English teachers, of such an age as might justify the expectation that they would enter with ardour into the task imposed upon them; observing at the same time, "The arguments stated by Captain Jervis appear to me conclusive against depending on English schools alone; but if a certain number of natives can be prevailed on to devote themselves to the acquisition of European knowledge through the English language, it is to be hoped, that by translations and other works, they would greatly contribute to the progress of their countrymen, supposing the latter to have been properly prepared by previous instruction through their own languages."

On the proceedings of the 5th of July, Mr. Warden recorded a minute dissenting from the sentiments of the School-book and School Society, as well as from some observations of the chief engineer on the inefficiency of English schools.

"The result of my experience," Mr. Warden observed, "is exactly the reverse. I am entirely ignorant of the great means that have been afforded to the natives to learn English. A charity school was established in Bombay, when the church was built, for the education of Europeans only. Since 1814, a greater degree of attention has been paid to that establishment; natives have been admitted into it. Schools have also been opened by one or two Europeans on speculation. From both sources natives have been taught the English language, and they speak, read, and understand it perfectly. Having acquired such a foundation, surely the means at their command in enlarging their capacities through the medium of English books, are beyond measure greater than they can possibly command it all the literature of India were within their reach.

"I know not whether a Native or an European penned a letter of the chief engineer's now before me; if the former, it constitutes a decisive evidence against him. But in that art, whether in the beauty or correctness of the writing, the superiority is infinitely in favour of the natives; at least, I have ever found it so in an office where the fullest opportunity of ascertaining the fact was afforded me. In fact, the most beautifully copied despatches sent home to the Court are by natives.

"Within these few years, the late Mr. Boyce's school was the only one that I am aware of, where natives were taught English in a higher class than that adapted for children. Their proficiency was fully equal to the means afforded them for acquiring a knowledge of English, and of perfectly understanding an English book.

"Unquestionably, the great difficulty we labour under is the want of schoolmasters. The difficulty will annually diminish. In addition to the recommendation to the honourable Court to send out schoolmasters, in which I entirely concur, the best expedient for obtaining a regular supply of schoolmasters, and which I would press on the honourable Court's consideration, would be by the grant of donations by the honourable Court to Bishop's College at Calcutta, as an endowment for four or six schoolmasters for Bombay. Six thousand rupees is the sum, I believe, fixed for each scholarship. The requisite number of the most promising boys might be selected out of the charity school, and sent round to be educated for this presidency.

"The clergy at our stations might also be made useful instruments, if they be not already so employed, in superintending branches of the charity school of Bombay, and in teaching the English language assisted by boys, European or Native, but I would prefer the latter, educated at the charity school, who may be qualified to officiate as masters. A salary to these boys should be given, and a trifling augmentation to the salary of the chaplains would probably be necessary.

" If

5 July. N° 1.



"If the suggestion be at all worthy of attention, the archdeacon might be consulted upon the general question of employing the chaplains as proposed, and the salary that ought to be given to the chaplains. In fact, whatever sum of money the honourable Court may appropriate towards the promotion of education should, in my opinion, be chiefly applied to the diffusion of the English language."

Some further discussions took place between the Governor and Mr. Warden respecting the establishment of a school for teaching English as a classical language, and the subject was referred to the Court of Directors, who concurred in the views of the president, observing that they were not contrary to, but went beyond those of Mr. Warden.

On the 6th June 1826 the School and School-book society reported to the Government a list of 14 Mahratta schoolmasters, who had passed examination on the 19th May preceding, and were stationed by the Government as follows :

Poona	-	-	-	-	-	-	-	-	4
Sattarah	-	-	-	-	-	-	-	-	2
Darwar	-	-	-	-	-	-	-	-	2
Ahmednuggur	-	-	-	-	-	-	-	-	2
Nassick	-	-	-	-	-	-	-	-	2
Dhooliah	-	-	-	-	-	-	-	-	2
									<hr/>
									14

Of these 10 were Chilpawun Brahmins,
3 Dethush Brahmins, and
1 Kurady Brahmin.

They were forwarded to their respective stations and placed under the superintendence of the collectors, excepting the schoolmaster for Sattarah, who was placed under the superintendence of the Rajah, by whom his salary was paid.

The salary of Mr. Murphy, the head master of this school, was, at the same time, augmented, in consideration of his talents, to 110 rupees per month.

In July 1826 it was proposed to appoint superintendents of the schools in Guzzerat and the Deccan, to which also Mr. Warden objected as involving an excessive expenditure.

"Considering," he observed, "the population and extent of those provinces, the control of one individual in each would be perfectly inefficient. The awarding of prizes to scholars and to masters without any limitation is surely objectionable. It is enough, as it appears to me, for the Government to extend that encouragement, and to confine it to the seminary at the Presidency."

"All that the Government require from the provinces would be periodical or annual reports on the state of the schools and the progress of education, and these reports could be furnished by the different collectors, who, from their district and village offices, have ample means of obtaining more correct information than one gentleman can possibly command."

With this minute the discussion dropped, and the whole subject was referred to the Court of Directors.

In April 1827, this society was allowed to forward by the agency of the commissary-general, packages of their publications to the following stations :

Poona	-	to the Collector.	Broach	-	to the Collector.
Ahmednuggur	-	ditto.	Kaira	-	- ditto.
Darwar	-	- ditto.	Cutch	-	- Resident.
Candeish	-	- ditto.	Pallanpore	-	- Political Agent.
Sattarah	-	- Resident.	Kattywar	-	- ditto.
Surat	-	- Collector.	Broach	-	- Revenue Surveyor.
Ahmedabad	-	- ditto.			

Pub. from 1 Nov. 1827. 4 to 20
D^o to 4 Feb. 1824. 18 to 20.
D^o to 2 Sept. 1825. 4 to 10.
D^o to 8 Mar. 1826. 16.
D^o from 9 Sept. 1826.
D^o to 29 Sept. 1830.
Education Cons. 25 Apr. 1827.
1 to 3. 2 May, 1 2. 31 May.
12 Sept. 1 to 5. 26 Sept. 1, 2, 3.

Also to Madras, in consequence of an application from that presidency for a supply of them. Pub. to 20 Apr. 1827.

In furtherance of the objects of this society, it has been allowed to send periodical indents to Europe for stationery, and to receive supplies both from Europe and Calcutta on the Company's ships. The collectors have also been authorized to supply the society with the requisite stores; rents have been paid for school rooms, and books in the native languages, and Sanscrit types purchased by the Bombay Government at Calcutta for the use of this society. 5. 6. 7.
D^o 6 Aug. 1828. 19.
D^o from 31 Mar. 1827.
2.
Education Cons.
1 Nov. 1827. 3. 4.
D^o 19 Dec. 3.
D^o 18. April, 1, 2.

Saye in Ourverlech, in the Northern Concan.

In March 1827, the inhabitants of this large town petitioned the Government through the collector, that a schoolmaster might be sent among them. The petition was immediately sent to the Native School and School-book Society, in order that it might be complied with.

Tannah and Panwell, in the Northern Concan.

In April 1827, Mr. J. B. Simpson, the collector of the Northern Concan, proposed that the schools at these places should be placed under the superintendence of the society. The Government approved of the suggestion, and issued orders accordingly, at the same time commending the conduct of the collector, and expressing entire satisfaction at the progress made in the schools under his control. D^o 4 July.

The two schools at Panwell had been established in the year 1821, at the instance of Mr. S. Marriott, who was then the magistrate and collector of the district, for the immediate purpose of communicating to natives, destined for the public service in the revenue and Pub. Cons.
27 June 1821.

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and judicial departments, so much learning as was necessary, to qualify them for that service. A petition had been presented to him, and forwarded to Government, requesting the establishment of such schools; which, under these circumstances, the Government consented to patronize, although doubts existed in the minds of some of the members of the Council as to their eventual utility.

The following minutes were recorded on this occasion :

By the President, Mr. Elphinstone; subscribed by Mr. Bell and the Commander-in-chief.—“I think these two schools should be instituted; we are sure of ready attendance and zealous superintendence, and the plan, if successful, may be extended.”

By Mr. Prendergast.—“If I could at all rely upon even the expense” (50 rupees per month, and 200 rupees outfit) “of the two schools here suggested to be established at the expense of the honourable Company at Panwell, not exceeding the amount here proposed, I should hardly think it worth while troubling the Board with any observation on the subject; although so very close to Bombay as Panwell is, being just at the opposite side of the harbour, it would from that circumstance seem to be precisely the spot where such institutions are least necessary, for on this island there is already abundant facility for young natives acquiring the English language, as almost every English writer, Purvoo, Parsee, and Portuguese have pupils, who when they have made a little progress, are allowed to practice, and to make themselves useful without pay in almost every public office, in which they afterwards succeed to vacancies, and it is the same at almost every subordinate station.

“I have no doubt if this application is complied with, further aid from Government will ere long be applied for; and if the system is, as contemplated, extended to our other towns and territories, it will grow into an intolerable burthen on the honourable Company's finances.

“I need hardly mention what every member of the Board knows as well as I do, that there is hardly a village, great or small, throughout our territories, in which there is not at least one school, and in larger villages more; many in every town, and in large cities in every division; where young natives are taught reading, writing, and arithmetic, upon a system so economical, from a handful or two of grain to perhaps a rupee per month to the schoolmaster, according to the ability of the parents, and at the same time so simple and effectual, that there is hardly a cultivator or petty dealer who is not competent to keep his own accounts with a degree of accuracy, in my opinion, beyond what we meet with amongst the lower orders in our own country; whilst the more splendid dealers and bankers keep their books with a degree of ease, conciseness and clearness I rather think fully equal to those of any British merchant.

“I therefore consider the institution of the two schools at Panwell unnecessary, and the contemplated extension of the system objectionable.

(signed)

“G. L. Prendergast.”

On which the president recorded the following further minute, which was also subscribed by Mr. Bell and the Commander-in-chief.

“These schools are to teach English as well as the Native languages. I am afraid there is little chance of their proceeding so rapidly, and own I rather propose this as being happy to have an opportunity of trying the experiment under a zealous superintendent, than from any expectation that many will study our language.”

The schools were accordingly established “for the education of such servants on the collector's establishment as might be desirous of availing themselves of the advantages” they hold out.

Bagulkote in the Dooab.

Education Cons.
22 Aug. 1827.
1, 2.

In July 1827, Mr. J. A. R. Stevenson, sub-collector under Mr. Nisbet, the political agent and principal collector in Darwar, stated that several applications had been made to him by the inhabitants of that part of the Dooab, for permission to attend the school at Darwar, and suggesting, as a more expedient measure, the establishment of a school in the town of Bagulkote. As there were at that time in the Presidency school two young natives qualified as teachers, the Government authorized the establishment of this school, provided the allowances did not exceed the authorized limit.

Kupotia Chucklah, in Surat.

Education Cons.
12 Sept. 1827.
2, 3.

In July 1827, the collector of Surat, Mr. W. Stubbs, obtained permission to augment the charge for this school from three to six rupees per month, in order that a larger school-room might be rented for the accommodation of the children, who were then 30 in number.

Chiploon, in the Southern Concan.

Do 24 Oct. 1827,
19 Dec.

In October 1827, the Mussulman inhabitants of Chiploon in the Talook Omjemwah, Zillah Southern Concan, petitioned the Government, stating that there were 1,000 houses in that place inhabited by them, and that they wished their children to be instructed in Persian and Arabic, but that in consequence of their poverty they were unable to effect their purpose, therefore requesting that the Government would be pleased to appoint a teacher of Arabic and Persian, on a monthly salary of 25 rupees.

On reference to the Native School-book and School Society, it was found that there was not at that time a schoolmaster properly qualified for the appointment at the disposal of the society. The applicants were informed accordingly.

Bombay

*Bombay Native Education Society.*

IN 1827, the Native School and School-book Society changed its name for that of the Bombay Native Education Society, under which name it has since conducted all its affairs. The society has received, from the year 1822, the date of its first establishment, a monthly allowance from the funds of the East India Company of 600 rupees.

Appendix (I.)
(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

The Elphinstone Professorships.

IN November 1827, when Mr. Elphinstone was about to resign his office of president of the Bombay Council, and to quit the settlement, the principal native princes, chieftains and gentlemen connected with the West of India, assembled and resolved to subscribe a sum of money to be invested as an endowment for three professors of the English language and European arts and sciences, and to request that the Government would permit a part of the Town Hall to be appropriated for the several establishments for native education, and solicit the Court of Directors to allow properly qualified persons to proceed to Bombay, there to reside in the capacity of teachers. The subscription and proposed institution were declared to be in honour of the Governor, then about to return to Europe, after whom they were to be designated the *Elphinstone Professorships*.

Pub. from 21 Nov. 1827
Bombay Courier,
17 Nov. 1827 No. 1.
Pub. to 10 Dec. 1828.
33.
Pub. Cons.
27 Feb. 1828, 18. 19.
Pub. from 13 Aug. 1828.
44 to 48.
Pub. to 8 Feb. 1829.
2 to 5.

The Bombay Government acquiesced in the suggestion, and committed to the Native Education Society the measures which might be considered proper for carrying the proposal into effect. That society immediately took charge of the subscription, which then amounted to 1,20,000 rupees, composed of sums of money of which the largest single subscription was 17,800 rupees, and the smallest 300 rupees, and which had been collected within the space of three months.

The Education Society also proposed that the persons to be selected should be truly eminent men selected from other candidates "by public examination as to their fitness, and on no account to be nominated by private choice or patronage.

"The sphere of one professor to be languages and general literature; of another, mathematics and natural philosophy, including astronomy, elementary and physical; of the third, chemistry, including geology and botany; the knowledge of the two last professors to be particularly imparted with relation to the useful arts and the future profitable employment of it by the natives in life."

The salary proposed for each professor was not less than R^s 1,000 per month; and it was also submitted that apartments in the government building in the fort might be assigned for the use of the professors.

On these propositions, Sir John Malcolm, Mr. Warden and Mr. Goodwin recorded minutes, in which they have entered into the subject of native education generally, and the proposition was forwarded for the consideration of the Court of Directors.

On the 1st of November 1830, the total amount of subscriptions in Bombay was about 2,15,000 rupees. This amount the Court of Directors have been requested to subscribe on the part of the Company, and to receive the total sum so subscribed by the natives of Bombay and the Government, on interest at six per cent. into the public treasury at Bombay. With the interest of this capital, it is now proposed to have one superior professorship of mathematics, astronomy, and all branches of natural philosophy, at R^s 800 per month, who might have charge of the observatory, and reside rent free in the house which was erected at Bombay for the astronomer; and only one other professor or teacher, upon a salary of R^s 600 per month, who would be expected to possess a complete knowledge of the practical application of the sciences of architecture, hydraulics, mechanics, &c. &c., leaving botany, horticulture and agriculture, particularly as applicable to the soil and climate of India as well as to the habits and character of its inhabitants, to be taught by the natives of India.

The Court of Directors have, on a consideration of all the circumstances brought to their notice with reference to this institution, authorized the Bombay Government to afford it such assistance, either by the grant of a sum of money or annual allowance as may be deemed proper, taking for their model the similar institution in Calcutta, called the Anglo-Indian College.

Pub. to
29 Sept. 1830.

Sir Edward West's Scholarships.

IN December 1828, sixteen respectable natives of Bombay communicated to the Native Education Society a request, accompanied by the sum of 11,400 rupees, that that sum, which had been subscribed by the applicants and others, should be invested in treasury notes, bearing interest at six per cent. per annum, in the same manner as the amount subscribed for the Elphinstone Professorships, as an endowment for certain scholarships and prizes, to be called "Sir Edward West's Scholarships and Prizes."

West Scholarships
Public from
6 April 1829.
16, 17.
Cons. 1 April 1829.
52 to 54.
Pub. to.
28 Apr. 1830. 80.

The Government consented to receive the money and retain it at six per cent. interest, in order to its being appropriated in conformity with the wish of the subscribers. The Court of Directors have since confirmed the decision of the Government.



Appendix (I.)

Candeish.

Pub. Cons.

28 Mar. 1828. 64.

D° 28 Apr. 66. 67.

D° 18 June 33, 34.
54 to 58.

D° 30 July 152.

Education Cons.

31 Dec. 1827.

1 to 3.

In December 1827, an application from Mr. J. Gisborne, the collector of Candeish, for several teachers to be employed at low salaries, was referred to this society. Mr. Gisborne wished to be allowed to employ them at the rate of eight or ten rupees per mensem to each schoolmaster, who should teach 24 boys or upwards, and to diminish the salary rateably for smaller numbers of scholars. "The Mahomedan part of the population," he observes, "are not particularly numerous; but in the towns of Nemdoorbar, Malligaum, Nusserabad, Chokra, Gawal and Pulahs Shada, a Mahomedan teacher would be most beneficial. Low as most of the early conquerors of the peninsula have fallen in learning, and religion and morality, in this province they appear to be more ignorant and less moral by many grades than elsewhere; they scarcely know the shadow of their laws; and I think I may venture to say, that not one in a hundred can even read."

Pub. Cons. 2 Apr. 1828.

1 to 3.

D° 28 April. 72.

D° 30 July. 33.

D° 8 Oct. 29 to 31.

D° 24 Dec. 25. 26.

In April 1828, the Government, at the recommendation of the education society, allowed a pension of 80 rupees per month to Mr. John Morgan, the master of the central school; which situation he had filled for eight years, and his wife that of matron, to the entire satisfaction of the committee.

Candeish Dhoolia.

In October, 1828, the collector reported that this was then the only school in that province, and that 50 boys attended the master's instructions; also that a teacher who had been sent from the central school had died; orders were immediately given to send from the society another master to supply the place of the deceased.

Southern Concan.

Jud. Cons.

14 Jan. 1829. 29.

D° 18 Feb. 8.

Public D° 1 April.

107 to 109.

In January 1829, Mr. G. Elliott, the criminal judge of the Southern Concan, reported as follows: "As though not absolutely included in the subject of the present report, education is a point so intimately connected with the welfare and happiness of the natives, I am induced to add a concluding observation on the state of the schools established by Government, of which there are two at this station, and one in the district. The people evince less reluctance in allowing their children to attend, and the poverty of the Brahmins makes them gladly embrace an opportunity of gratuitous instruction, so that the number of children is increasing; the interest taken in their progress, with the active exertions of my assistant, Mr. Webb, have materially promoted this improvement; and it is hoped that time and perseverance will effect some amendment in their morals and habits of life."

Candeish.

Jud. Cons.

27 May 1829. 93.

In the same month the collector of Candeish recommended the establishment of a school, observing as follows: "Although the reformation of this class (the Bheels) is now so wonderfully brought about, our exertions should by no means cease, and as I am sure Government will patronize every endeavour on the part of its agents to promote the good of the people, I should respectfully propose that a school be established in the Bheel corps, on the same principle as in corps of the line. I am not aware to what amount the allowance for a master is granted by Government, but I think for R° 15 a month a very good one might be found to undertake the duties. At first, perhaps, no great progress would be made, but some of the numerous and idle children would thus be employed, and their natural quickness would tend in a great measure to further the object; the youth thus educated would be most serviceable in the corps, and supersede the necessity of keeping up purdashees. I have spoken to the officer commanding on the subject, and he thinks the introduction of a school would now be of great benefit."

Jud. Cons.

30 July 1828.

118.

D° 31 Dec. 1829.

39, 40.

Cons.

31 Dec. 1829. 39.

In July 1828, a circular letter was issued to the several collectors under the Bombay Government, calling upon them to report annually to the Foujdarry Adawlut the number of schools in their collectorates, the number of boys attending each, and the mode in which education was conducted, also the mode in which printed tracts were sought after and disposed of. In October 1829, these reports having been received, the register of the Adawlut was instructed to forward to the Government a general report of the state of education in the provinces of the Bombay presidency, framed from the information conveyed in the statements of the several collectors, and suggesting the means which, in the opinion of the judges, were most likely to promote and improve the education of the natives of India.

First, by a gradual extension of schools on an improved principle, either by affording the patronage of Government to native schoolmasters, on condition of their improving their system, or by the establishment of new schools in populous places at the expense of Government; and,

Secondly, by the gratuitous distribution of useful books, such as "books of arithmetic, short histories, moral tales, distinct from their own false legends, natural history and some short voyages and travels."

Periodical examinations the judges recommend to be held with caution, as likely to excite alarm, and when voluntarily submitted to by the schoolmasters, to be accompanied by liberal rewards to the scholars for proficiency, "as showing the interest the Government take in the proceedings, and as a mode of encouragement which would seem upon common principles likely to be attended with a good result."

This report is accompanied by the following "Statement of the Schools and Scholars in the different Collectorships, showing the proportion of Persons attending Schools to the Population.

(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

	Schools in which the Master is paid by the Government	Number of Scholars.	Village Schools.	Number of Scholars.	Total Schools.	Total Scholars.	Population.	Proportion attending Schools to the Total Population.
In the Deccan :								
Poona - - -	5	266	304	4,351	309	4,917	558,902	1 in 118
Ahmednuggur - - -	4	232	164	2,906	168	3,138	500,000	159
Candeish - - -	2	59	112	1,610	114	1,669	377,321	226
In Guzzerat :								
Surat - - -	2	96	188	4,068	190	4,164	254,882	61
Broach - - -	2	75	24	967	26	1,042	238,421	228
Kaira - - -	2	157	82	3,024	84	3,181	444,298	139
Ahmedabad - - -	3	127	88	3,226	91	3,353	470,729	140
Concans :								
Northern Concan - -	2	188	135	2,490	137	2,678	387,264	144
Southern Ditto - -	1	21	285	6,700	282	6,721	655,776	97
Darwar - - -	2	94	302	4,196	304	4,290	794,142	185
	25	1,315	1,680	33,838	1,705	35,153	4,681,735	133

Sir John Malcolm, in a minute recorded him by him on this report, expressed his concurrence in the sentiments of the judges of Adawlut, particularly in the expediency of not interfering with the village schoolmasters, in any mode that could excite feelings hostile to the efforts of the British Government for the education of the natives.

In May 1830 the education society reported 25 schoolmasters, 11 Mahrattas, and 14 Guzzerattees ready to commence their duties as teachers in the various schools in the Deccan and Guzzerat and two Concans. They had acquired an accurate knowledge of their own languages, and were so far acquainted with the higher branches of the mathematics as to entitle them to be considered teachers of the second order. Stations were proposed for them by the society, to which they were sent by the Government.

The same month the Deshmooks and Despondeas of the Parnair pergunnah petitioned for a stipend for a schoolmaster of their own selection. Their request, involving a deviation from the rule laid down in the appointment of schoolmasters, was not complied with.

The report of Major W. H. Sykes, officiating statistical reporter to Government, contains a state of the schools in the districts which he had visited, with some observations on the state of education in the provinces under the Bombay Government. His statement of the efficiency of the schools in the Deccan falls much below that in the report of the judges. It is as follows :

In the Poona Collectorate - 1 School to 3,357 souls.
Candeish - - - 1 - to 4,369.
Darwar - - - 1 - to 2,452.

In June 1830, when Captain Jervis of the engineers, who had for several years filled the office of secretary* to the native education society was about to quit India, the native community of Bombay assembled and agreed upon an address to him expressive of their respect and esteem and of their regret at his intended departure. With this address they also tendered a piece of plate, which, under all the circumstances, the Bombay Government permitted him to accept, without previous reference to the Court of Directors.

The Court, after animadverting on this violation of a standing rule of the service of old date, which prohibits Europeans in the Company's service from accepting of any present or gratuity from natives without the Court's previous sanction, permitted Captain Jervis to retain the piece of plate, observing that, "in no case could the indulgence be better deserved."

Native Education Society's Reports.

THE society has since its formation held six public meetings at Bombay, the last on the 12th of April, 1831. From the report of that meeting it appears that its affairs continue to be conducted according to regulations agreed upon by a committee composed in nearly equal proportions of Europeans and Natives ; that its aggregate receipts and disbursements within

Pub. Cons.
23 June 1830.
463. 566.

Jud. Con.
7 Aug. 1830.

Pub. from
23 June 1830.
3, 4.
D^o to 16 Mar. 1831.
77, 78.
Gen. Cons.
22 June.
379 to 384.

Education Society



the year amounted to between 70,000 and 80,000 rupees; that it has constantly on sale more than 40 publications in the native languages, many of them the produce of the Bombay lithographic and other presses, of which former mode of printing favourable specimens are appended to the reports; and that it has under its control and management the several schools and establishments described in the following paragraphs:

"In the central school 250 boys have been through a course of study in the English language; 50 have left it with a competent knowledge of the language, consisting of an acquaintance with geography, mathematics, and geometry. In Bombay the boys in the Mahratta school have amounted to 954, and in Guzzerattee to 427. At present there are altogether 56 of the society's schools, each containing about 60 boys, amounting in the whole to 3,000 boys under a course of education."

This report contains the following further particulars:

"Your committee observe that the boys who have made the greatest progress in the English schools are the Hindoos; they are left longer in the schools by their parents than other boys, who, though equally intelligent and quick, are more irregular in their attendance. Few or no Mahomedan boys ever enter the schools.

"Your committee have hitherto experienced some trouble from the jealousy of the old native schoolmasters, who are unacquainted with the mode of instruction adopted by the society, and who have attempted all they can to deter parents from sending their children to the schools. This spirit of rivalry, from a conviction of the inferiority of the old system and a feeling of shame at opposing the progress of knowledge, has now happily subsided.

"With regard to the schools in the districts, those at Surat, Kaira, Darwar, and Poona, seem to be in a flourishing state, and your committee are glad to mention that this is principally owing to the gentlemen who have superintended them, and who have taken much trouble in constantly informing us of their condition and progress."

After mentioning the misconduct of one of the schoolmasters which had led to his dismissal, the report proceeds: "Your committee feel it a duty to notice the great attention which Mr. Elliott has paid to their interests during his tours through the districts under his charge."

It is further stated that at the examination which took place at the meeting above referred to, several prizes were given, and that "the prize boys of the English schools read and translated *viva voce* from Mahratta into English, and were examined in the higher branches of mathematics. The boys read English very fluently, and all present seemed highly delighted at the progress they had made."

Hindoo College at Poona.

IN reply to the application for a library of English books from Europe for the use of this college, the Court of Directors deferred a compliance with the request, observing, that the major part of those required were elementary, and might be purchased in the bazaars; and that no European professor of English had been, or was proposed to be attached to the college, which continued under the superintendence of a native principal and his assistant.

In February 1828, the principal of this college applied to the Bombay Government, through Mr. John Warden, the agent, for sirdars, stating that many of the students had completed their studies, and might be permitted to quit the college, and others admitted in their stead; and that as was usual in other similar institutions, he was desirous of being allowed "to present them with dresses, (khellauts) and six or twelve months' pay, as a mark of honour." This request was referred to the Native Education Society, with orders to report their opinion upon it. That society reported that the only precedents that had occurred for distributing marks of honour, on students completing a course of instruction, were to be found in the Engineer Institution, where each student, after passing his examination, received a certificate to that effect, and three or four only of the most meritorious obtained prizes, varying from 100 to 30 rupees.

On these papers the following minutes were recorded by the members of the Bombay Government on the 30th July 1828.

Minute by the honourable the Governor, subscribed by the Commander-in-chief—"The principal of the Hindoo college at Poona may be recommended to grant certificates to students on their passing examination, and he may be authorized to grant rewards of a small amount to a few of the most deserving.

(signed)

"J. Malcolm."

Minute by Mr. Warden—"I cannot consent to entrust the distribution of rewards to a native. In my opinion we ought to decline the application preferred from Poona. We must ere long receive the final orders of the Court on the subject of education, and in the mean time we ought to abstain from entangling ourselves with pledges and plans which may be soon superseded.

(signed)

"F. Warden."

Further Minute by the Governor, subscribed by the Commander-in-chief and Mr. Goodwin.—"I continue of my former opinion. The college at Poona was established to conciliate the natives by liberality, and by conferring distinction on learned Hindoos. It may perhaps be deemed more a charitable than an useful institution; but if it tends to the popularity and good name of Government, it is politic to support it; and while we do support it, we should not deny to its heads and professors the additional consideration which they will receive at being made the medium of trifling marks of favour and distinction to their best pupils.

(signed)

"J. Malcolm."

Education Cons.

21 Nov. 1827. 1.

Pub. Cons.

26 Mar. 1828.

61 to 63.

16 May 18 to 16.

30 July. 76, 77.

23 June. 1. to 3.

Hindoo College, Poona

In conformity with the opinion of the majority of the Council, the principal of the Hindoo college at Poona, was authorized to grant certificates to such of his students as might have completed their studies, on their quitting the college, and to grant rewards of a small amount to a few of the most deserving.

On receipt of this permission, he forwarded to the Presidency, through the acting collector of Poona, a list of the names of 29 students, to whom he proposed to give rewards of 60 or 40 rupees each, amounting in the whole to R* 1,520. The measure was approved by the Government, and authorized accordingly.

No application for prizes appears on the records of 1829, but one from the under teachers for an augmentation of allowances, which was not then granted.

In June 1830, a list of 18 students who were then about to quit the college at Poona, was forwarded to Bombay, and the distribution to them of rewards, amounting to R* 920, as follows, was authorized.

First Class, Ten at 60 rupees each	-	-	-	-	-	-	-	-	-	600
„ Eight at 40 „	„	„	-	-	-	-	-	-	-	320
										<u>920</u>

Sholapore, in the Poona Collectorate.

IN April 1829, the acting judge and magistrate reported to the Government, that the native school which had been established at that station was inefficient. "Sad complaints," he observed, "are made by the master of it of the irregular attendance of the boys, none of whom have yet so qualified themselves as to be eligible to hold appointments under Government; I would therefore suggest that periodical examinations be established, and that certain sums be allowed as rewards to those who distinguish themselves, by way of an inducement to exertion on the part of the boys. Should the honourable the Governor consider this recommendation worthy of being acted on, and think fit to give me charge of the examination mentioned, I shall be very happy to do my best towards the improvement of the school."

The Government approved of the periodical examination of the boys, and authorized the grant of trifling presents in money or books, confiding the duty to the collector or his assistant.

Native School Society of the Southern Concan.

THE Court of Directors approved of the establishment and objects of this society, and sanctioned the donation to it of R* 1,000, together with an annual subscription of R* 500, and a supply of books. The further proceedings of the society have been held in correspondence with the Native Education Society.

The Engineer Institution at Bombay.

IN February 1826, the Court of Directors desired to be furnished with full information as to the progress and state of this establishment, observing, that it had been instituted without their authority previously obtained. Before the arrival of the Court's despatch at Bombay, it appears that the subject had been attended to, and a report delivered by the chief engineer, Colonel S. Goodfellow, dated the 17th of May 1826, giving such a view of the progress of the boys in their studies, as induced the Government to express its "high satisfaction" at that progress.

There were then in the institution 86 students, as follows :

	English.	Mahratta.	Guzzerattee.	Total.
1st Class	6	6	7	19
2d Class	9	9	13	31
3d Class	-	10	-	10
Revenue Students :				
1st Class	-	13	-	13
2d Class	-	13	-	13
	15*	51	20	86

Eight European students had either been expelled for misconduct or had deserted the institution.

The chief engineer in his report of the examination, represents the students of the first class as having obtained, in addition to merely theoretical acquirements, a knowledge of algebra, as treated in the first volume of Hutton's Mathematics, and a much more extensive knowledge of geometry, both practical and theoretical, than was at first anticipated as necessary, having acquired the whole of what the above work contains on that subject, consisting of the most useful problems in Euclid. The same may be said of mensuration in which they are proficient.

This report gives not a less favourable view of the success of the other classes of the students, and adverts to the difficulties in the way of success, arising from the want of words in the native languages, to convey the ideas expressed by European terms of art, and from the loss of time occasioned by the numerous holidays of the natives.

Appendix (I.)

(1.) Memoir by Thomas Fisher, Esq. (Supplement.)

Pub. Cons. 15 July. 1829. 62.

Sholapore

Pub. Cons. 29 April. 1829. 44, 45. D^o 27 May. 35 to 39.

Concan

Pub. to 21. Sept. 1825. 16. From 1 Nov. 1827. 16.

Military to 8 Feb. 1826. 109. Public from 31 May 1825. 6 to 9 D^o 1 Sept. 1826. 9. D^o 20 Sept. 1827. 20, 21. D^o 23 Oct. 36. D^o 23 Jan. 1828. 92. Cons. 31 Mar. 9 to 12. Public from 5 Jan. 1828. 3, 4. Military to 4 Nov. 1829, 2 to 6. Pub. Cons. 8 Oct. 1829. 24. Public from 20 Jan. 1830. 117 to 119.

Engineer Institution

Public to 16 Feb. 1831. whole. Public from 23 June 1830. 3, 4. Public to 16 Mar. 1831. 77, 78.

Appendix (I.)

Education of Natives.

In this report, the chief engineer proposed that two boys who had evinced great talent and promise, should be retained as assistants, and be qualified in a superior degree as mathematicians so soon as proper translations of suitable works should have been prepared by the superintendant, Captain George Jervis. These lads were to proceed to conic sections, and the application of algebra to the higher branches of mathematics and spherical trigonometry. "These acquirements" the chief engineer observes, "will prepare them for the study of astronomy, than which there is probably no knowledge so likely to impress on their minds pure and reasonable notions of religion. In prosecuting the study and in contemplating the structure of the universe, and the consequences resulting from it, they can scarcely fail of relieving themselves from a load of prejudice and superstition; they will thus gradually, in proportion as their knowledge is spread (it is reasonable to believe,) become better men and better subjects, and less likely ever to be made the tools of any ambitious man or fanatic. The more intelligence exists in a nation, provided the Government is a liberal one, the less desire is there for a change, and whilst society is increasing in wealth and knowledge, they are pleased with themselves, contented and happy. The advantages, therefore, that may reasonably be expected to arise from the institution, as a branch of education, are great, whether viewed as a question of finance or of policy."

The chief engineer in this report particularly compliments the superintendant, Captain Jervis, for his zeal in the cause of education and acquirements in mathematics, drawing, architecture and building, and on his knowledge of the Mahratta and Guzzerattee languages which had enabled him to translate into those languages several of the standard books of instruction in Europe; on arithmetic and geometry; also for his talent of communication, and his application and temper, which caused him to be regarded as a friend by his pupils.

The Government in reply, acquiesced in the commendations bestowed on the superintendant and others connected with the establishment, and authorized an increased expenditure, by extending to the native students at Bombay, an allowance of Rs 200 per month, which had been enjoyed exclusively by those from the Deccan.

The report of the following year 1827, was also considered to be highly satisfactory. To it is appended a list of 21 lads, chiefly native, who had passed examinations and been attached to different departments of the service.

In 1829, the Court of Directors authorized an augmentation of the allowances of Captain Jervis, as superintendant of this institution, to 800 rupees per month, in consideration of the duties of this office having rendered it necessary for him to relinquish his office of assistant engineer.

In July 1829, the Rajah of Sattarah applied, through the resident, for permission to send Thomas Kain, a young lad (the nephew of an active and intelligent Indo-Briton, who had long been employed with credit and advantage under his Highness), to Bombay, for a scientific education. The Rajah, it was stated, in furtherance of his request, had of his own accord lately added to the funds annually appropriated to the support of schools and teachers in Sattarah; and that his object was to obtain for this youth a superior education.

The Government readily complied with the Rajah's request; and on the arrival of the lad he was placed under the special protection of the chief engineer. Being very young and uninformed, he was first sent to a preparatory school at the expense of the Company, and the Rajah was informed that no pains would be spared by the Government to ensure the careful tuition of the youth; and that the British Government regarded with great interest and satisfaction his Highness's "zeal in the cause of science and the education of his countrymen."

The report of the state of this institution in the year 1829, states that 44 students were then quitting the establishment to enter professional employment. Those who proceeded in the public service were stationed in conformity with their own desires; they were of the following descriptions:

European	-	-	-	-	-	7
Mahratta engineer	-	-	-	-	-	9
Guzzerattee	-	-	-	-	-	5
Mahratta revenue	-	-	-	-	-	23

Mathematical instruments and other necessities have been supplied to this institution by the Court of Directors on indent from Bombay; and it has been proposed to open it to the inhabitants generally, which proposition has received the sanction of the Court.

Medical School at Bombay.

In 1824, the Medical Board at Bombay was required to state to the Government their opinion respecting the expediency of employing the Government native vaccinators as superintendants of the native schools; and also "as to the practicability and means of diffusing a knowledge of medicine and of the sciences connected therewith among the natives, as well as of encouraging the production of elementary treatises on such sciences in the native languages."

The Medical Board returned an immediate answer, favourable to the first proposition, but requested time to deliberate on the second.

In November 1825, they produced the plan of "an institution to be formed at the Presidency for the instruction of natives in medicine, and to be called, a School for Native Doctors." The plan of this institution, published in general orders of the 1st January 1826, is similar in all material respects to that of the school for native doctors which had been previously formed at Calcutta.

The salary of the superintendant, to which office Surgeon John M'Lennen was appointed, was

Pub. Cons.
1 Aug. 1827.
5 to 7.

Pub. Cons.
22 July 1829. 96, 97.
D° 8 Sept. 1829.
27, 28.
D° 31 Dec. 1829.
94, 95.

Pub. Cons. 31 Mar. 1824.
D° from 15 Mar. 1826.
12.
Cons. 29 June 1825.
1 to 4.
Education Cons.
4 Jan. 1826. 1 to 7.
D° 9 May 1827. 1 to 4.
D° 8 July 1827. 1.
Military to 27 Aug.
1828. 53 to 56.
Pub. Cons. 14 April
1830. 47, 48.

Medical School



was fixed at Rs 500 per mensem, with an establishment of three moonshees to assist in reading and translating in the different languages, at 40 rupees per month each, and two peons, at six rupees per month each.

The number of students fixed at 20, on allowances similar to those of the students in the Calcutta medical school.

In January 1827, the superintendant submitted his first report of his proceedings and those of his pupils.

From this document it appears that he had translated into the Mahratta language the London Pharmacopœia, with some remarks on the medicines contained therein; and was in progress with another elementary work, which it was expected would, when completed, make a complete Mahratta Dispensatory. To this work it was proposed to give currency by means of the lithographic press.

Also an introduction to a book on the anatomy and physiology of the human body; and it is observed, "as the anatomy of the great cavities, the eyes, &c. can now be more conveniently demonstrated to the pupils, these parts will be first described, and on obtaining preparations, the anatomy of the skeleton, &c. being finished, it can then be arranged and put in a connected form."

Also an Essay on the Anatomy and Physiology of the Abdomen, translations of Essays on Inflammation, Dysentery, Rheumatism, and Intermittent Fever, of which also it was proposed to multiply copies by means of the lithographic press, as well as of the following works:

"Translation into Mahratta of a Sanscrit medical work, the Madhow Nedom, (said to be of great repute); it is the work of Narrain, one of the pundits entertained in the school."

"Translation into Hindoostanee of the properties and uses of the substances of Materia Medica, arranged in classes according to Murray, and referring to the Hindoostanee Pharmacopœia of Mr. Breton for preparations of medicines, &c."

The superintendant reported that of his pupils the most advanced of the Mussulmans had a tolerable knowledge of the properties of the articles of the Materia Medica, and understood in a general manner the anatomy of the thorax, abdomen, and eyes; and that the Hindoo pupils knew the properties of most of the substances of the Materia Medica, and the formula of the Pharmacopœia, and that they had likewise commenced anatomy, but had not made any progress therein, which is ascribed chiefly to the want of scientific books in their language, and to their having had indifferent educations.

The native Christians, it is observed, understood the properties of the articles of the Materia Medica and formula of the Pharmacopœia, but that much could not be imparted to them without preparing some easy abridgments of common medical works, to which service it was stated to be impracticable for the superintendant to devote his time without neglecting other duties of more importance. He represents the state of education among this class of the community to have been very low, and to have occasioned much trouble to himself and impediment in their progress in the acquisition of medical science.

The superintendant concluded his report by suggesting an increase to the salary of his Mussulman moonshee, and some other arrangements and accommodations, to which the Government consented, observing that the report did great honour to the talents and zeal of Mr. M'Lennon.

In May 1828, the superintendant submitted a report of the proceedings of another year, which report was forwarded to the Government by the Medical Board, with a statement that that Board had recently examined the pupils, and were "happy at being able to report most favourably of their progress, and to bring to the notice of Government the continued zeal, assiduity, and ability displayed by the superintendant, Dr. M'Lennon."

The following is a copy of Dr. M'Lennon's report:

"Another year having elapsed since the establishment of the native medical school, I now do myself the honour of detailing the progress made during that time to carry the orders of Government into effect.

"Since April 1827, Treatises on the Anatomy of the Thorax and Eye have been finished, and are now being lithographed. The first part of the Dispensatory has likewise been completed, and was sent to you in October last, with a recommendation that it too should be printed. Since then, however, I have not heard what the intentions of Government are on that point. With it I should say that all that is necessary to be communicated on materia medica and pharmacy, had been finished.

"In anatomy the quantum of matter communicated on the abdominal and thoracic viscera is perhaps more ample than may be at all necessary on other parts, but as the contents of these cavities can be demonstrated on the human subject in most hospitals, and as much of the phenomena of disease is connected with a correct knowledge of their contents, I am of opinion that all which has been written on them may be after this turned to much practical utility, when engaged on the symptoms and treatment of disease. The translations now in progress by me, are on the anatomy of the pelvis viscera and organs of generation, both in the male and female.

"One on osteology, in which the structure of the joints will be particularly described, with a view to the correct demonstration at a future period of the phenomena of luxations and their cure.

"One on toxicology, taken in great part from Orifilus' work; this has been commenced on, not that it is necessary at this stage of the progress of the school, but because after the translation of the Materia Medica, facilities were afforded for speedily bringing it to a conclusion which would not have existed after a lapse of some time; it is two-thirds finished and will be forwarded in two months hence.



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"A system of noseology, in great part taken from Goode, has likewise been finished, and is now being copied off. An anatomical work (the Sooshroot Sherceer) has been translated from Sanscrit into Mahratta, by one of the pundits attached to the school and shall be likewise forwarded as soon as it is copied.

"To enable the Board to form an opinion as to the species of instruction imparted to the pupils, I did myself the honour of transmitting a set of questions extracted from the translations made for the use of the school; from this it will, I hope, be apparent that some useful matter has been communicated to them in materia medica and anatomy.

"I have procured a skeleton from England and made arrangements for the transmission of other anatomical preparations, and a small set of chemical apparatus; the former necessary to enable me to explain anatomy in a manner void of a possibility of causing doubt as to the real constitution of the human subject; the latter to enable me to show some of the common pharmaceutical processes of the Pharmacopœia.

"In the mean time (after the completion of those now in progress) I shall proceed to the translation of treatises on the practice of physic, but think it my duty explicitly to state, that this really practically useful part of the education of the pupils cannot be carried on with advantage to them unless they are attached to an hospital for native sick to be under my own care and superintendence. I may state that this was found necessary, and has been carried into effect in the Calcutta medical school."

The Governor and Council of Bombay expressed themselves satisfied with this report, and ordered the treatises referred to in it to be lithographed.

In a letter addressed to the Government by the Medical Board on the 8th of March 1830, it is observed, that the native medical school was not so well calculated for the education of East Indians as sending them to European hospitals, where they were under constant surveillance, and a direction given to their habits and studies. It was admitted that a higher theoretical knowledge of medical science would be imparted to them in the medical school; but without the thorough practical knowledge of routine and detail which might be obtained in hospitals, they would cease to be useful as hospital servants in a subordinate capacity, while they would hardly attain such proficiency as to render them capable of acting in any important charge, independent of the superintendence of European medical officers.

"The Medical School," it was admitted, "like all institutions in their first formation, has had great difficulties to surmount, both from the want of books and good materials to work upon, but principally from its not being able, in its present form, to communicate at the same time a practical as well as theoretical knowledge of medical science, and on no other plan can a really useful medical education be imparted to the student; and it was this consideration which induced the Medical Board, in the instances of a vacancy in the appointment of surgeon to the Native General Hospital, to recommend that the superintendant should succeed on a reduced salary of 250 rupees to the medical class of that institution, in order that the pupils, besides increasing their theoretical acquirements, might be at the same time brought in contact with those forms of disease which they are likely afterwards to see in their practice, and with the practical routine duties also of a native hospital.

"It was also in the Board's contemplation to have grafted a native dispensary on their institution, for the purpose of employing the young men in affording advice and assistance to many poor families whose feelings or circumstances prevented them from resorting to an hospital for relief, and who by this plan would have been attended in their own houses. Repeated applications have been made to this effect to individual members of the Medical Board by the more respectable native inhabitants proposing to support this institution by subscription, for the purpose of procuring the required medicines on the behalf of the poor inhabitants; and these young pupils would also have been employed as native assistants on the occurrence of epidemic disease, such as cholera; thus rendering it unnecessary, as at present, to entertain and pay people for that purpose.

"While on the subject of medical education, the Medical Board beg to state for the information of Government, that at their recommendation, and in addition to the means of diffusing medical knowledge already adverted to, two sepoy boys were in 1828 appointed to the hospital of each native regiment, in lieu of the shop coolie formerly employed, and consequently at no additional expense to Government, for the purpose of being brought up as native hospital assistants, it being made necessary to their appointments, that they should be fairly acquainted with one native language. By the adoption of this measure no less than 60 lads have been, or will ultimately be placed under a system of medical education, many of whom can already write English, and have made considerable acquirements in the knowledge of hospital duties; and the Board would beg to recommend, that such of them as may particularly distinguish themselves may be admitted for a certain period into the Native Medical School, and that on leaving the situation with the same character as when they entered it, they may be furnished with certificates and honorary rewards."

The Government upon receipt of this letter communicated it to the medical committee at the Presidency for their observations.

In October 1829, Sir John Malcolm recorded a minute, in which he considered the subject of native education generally, and particularly the Engineer Institution, which he recommended should be opened to the superior classes of inhabitants. This measure the Court of Directors have sanctioned.

Lithography.

BETWEEN the years 1822 and 1830 the East India Company have sent to Bombay a considerable number of lithographic presses for the use of the departments of Government, and a lithographic office and establishment have accordingly been formed at that Presidency.

In



In April 1827 the Court of Directors ordered, in reply to an application made on behalf of the Native School-book and School Society, that the lithographic office should be resorted to on all occasions where lithography might be required, as was the practice in this country, where the lithographic establishment, under the quarter-master general, was available to the various departments of His Majesty's Government.

Regimental Schools.

IN June 1826 the Bombay Government received returns from the several regiments serving at that presidency, of the means employed by the officers of those regiments to promote the education of the children connected therewith, upon which it was resolved, that "the Governor in Council is pleased to sanction an increase to the pay of schoolmasters of native regiments from 12 rupees to 15 rupees per month, and directs that a shed for a school-room be built within the lines of each native regiment, and kept in repair at the public expense."

Schools of American Missionaries in Bombay and its Vicinity.

IN 1825 and 1826, Mr. Gordon Hall, an American missionary at Bombay, obtained from the Government permission to pass various packages of books, paper, printing types, ink, &c. free of duty.

In March 1826, the same gentleman represented the distressed state of the schools attached to the mission, for want of ground on which to erect school-rooms, and solicited the aid of Government by the grant of vacant spots of ground for the erection of suitable buildings, either free of rent or on any other favourable terms which might be considered proper. Mr. Hall also solicited a grant of ground for the erection of a mission-house and a printing-office.

This application was referred to the collector of Bombay for his report, who stated, in reply, that such grants were frequently made to natives for charitable and religious purposes, and recommended a compliance with the request.

The following grants of ground were accordingly made to the American missionaries, to be held rent free, "and on the usual reservation to Government of the right of resuming the land on six months' notice, when required for public purposes, on payment of a just valuation for all buildings erected thereon;"

A piece of ground on the northern side of the Camatty village, close to the Belassis road, measuring 833 square yards;

A small piece nearly in the centre of the Camatty village, measuring 53 square yards;

A small piece near the western side of the Camatty village, measuring 97 square yards; and

A piece of vacant ground in the New Town between Poorum tank and the Rope Walk east of the Duncan-road, measuring 320 square yards.

A spot of ground near the south-east corner of the mission burying-ground, for which also the missionaries had applied, could not then be granted to them.

Orders of the Court of Directors.

THE despatches to Bombay in the Public Department, dated the 16th of April 1828, 18th February 1829, and 29th September 1830, contain a review of the state of native education under the presidency of Bombay, and of the several establishments formed by the Bombay Government with a view to its improvement, and express the Court's general approbation of the measures pursued.

The despatch of April 1829 adverts particularly to the reports of the collectors and judges, and the information afforded by them; and contains observations on the multiplication of schools in the villages, and the course of education; the remuneration of schoolmasters; periodical examinations; the establishment of a rule excluding from certain offices those natives who cannot read nor write; and the services of the school society in the Southern Concan.

The despatch of 18th February 1829 approves of the establishment of a school for schoolmasters at the presidency; requires reports on the several schools in the districts; expresses the Court's approbation of the satisfactory and encouraging report of the chief engineer on the state of the Engineer Institution; approves of the views of Mr. Elphinstone with respect to native education; directs a reconsideration of the proposal to appoint superintendants of schools in Guzerat and the Deccan, and refers for further information to the proceedings of the Bengal Government; it also requires further information relative to Captain Sutherland's proposal for establishing an institution for educating native revenue officers.

The despatch of September 1830 relates to the Engineer Institution, Medical School, Elphinstone professorships, Poona College, and to the native teachers, approving, for the most part, the measures of the Bombay Government.

PRINCE OF WALES' ISLAND, SINGAPORE, AND MALACCA

Penang Free School in George Town.

THIS school is under the management of a local committee of directors. In January 1827, the state of the school was examined and a report of it prepared, which it was proposed to publish in the Prince of Wales' Island Gazette; but the censor of the press objected to its being printed on the ground of its containing observations calculated to excite irritation among the catholics, of whom there was a considerable number on the island, and to lead to religious controversy, which, it was observed, was particularly necessary to be checked in a settlement where there were so many religions. The directors of the school, at a special

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meeting

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(1.) Memoir by
Thos. Fisher, Esq.
(Supplement.)

Education Cons.
7 June 1826. N^o 6.

Regimental Schools

Rev. Cons.
8 Feb. 1826.
6, 7.

D^o 1 Mar. 7, 4.
D^o 28 June.
60 to 63.

*American
Missionaries*

Despatches

7 1828

*The book
was here*

General from
13 Feb. 1830. 75.
Consultations.
15 Jan. 1830.
Letter to
2 June 1825. 30.
Letter from
6 Nov. 1827. 54.
Cons. 8, 15, 26 Feb.
2 10 August.
Public to
17 June 1829. 69.



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meeting, Mr. Ibbetson being in the chair, came to resolutions expressive of their conviction of the necessity of the publication of the report; whereupon the resident, Mr. Fullerton, recorded a minute, in which the other members of the Council concurred, stating his reasons for considering the publication to be inexpedient, and it was interdicted. The Rev. R. S. Hutchins, secretary of the local committee, was advised accordingly. At a subsequent examination of the scholars, which took place in 1829, their progress is stated to have been highly satisfactory. The report of it was ordered to be printed and forwarded to England.

The monthly sum paid from the Company's treasury towards the support of this free school is 210 rupees, or per annum 2,520 rupees; in addition to which endowment it possessed, in the year 1827, a capital amounting to 22,000 rupees.

Penang Boarding School.

Cons. 25 Oct. 1826.
13 Nov.
18 Dec.

IN October 1826, the Government having determined to establish a printing press in Penang, resolved to appropriate the profits expected to arise from that establishment towards the maintenance of a boarding school for 20 boys, the children of indigent parents. The estimated charges attending this establishment were as follows:

	Dollars.
Board for 20 boys, at 2½ dollars per mensem - -	50
Clothes, hats, shoes, &c. 1 dollar each - -	20
Servants - - - - -	25
Extras, needles, thread, oil, &c. - - - -	10
Total Spanish Dollars - -	105

Towards this school, as appears by the Book of Establishments of 1829-30, the Prince of Wales' Island Government contributed monthly the sum of 109 rupees, or per annum 1,308 rupees. The Court of Directors have disapproved of this grant, as unnecessary and as extending beyond the mere object of tuition; at the same time expressing a high opinion of the utility of the free school at Penang.

Roman Catholic School in Penang.

Public to
17 June 1829. 68.

Public from
25 Jan. 1827. 69.
Cons. 26 Oct. 1826.
Public to
17 June 1829.
66 to 72.

IN October 1826, the Government of Prince of Wales' Island, at the request of the Rev. Mr. Boucher, the Roman Catholic priest at Penang, who represented that there were then 97 scholars attached to the Roman Catholic school at that settlement, (and in consideration of the importance of affording every encouragement in the way of education to that numerous class of the community on the island,) augmented their monthly allowance from the sum of 30 to 100 dollars, "under the express understanding that the school will be liable to be examined periodically by a committee appointed by the Government." The priest, in acknowledging the augmented allowance, solicited that the examination might be made half-yearly; accordingly, on the 19th December 1826, an examination of the state of the school took place before Messrs. John Anderson and Thomas Church, two of the Company's civil servants, appointed a committee for that purpose, whose report states as follows: That the proficiency of the scholars exceeded expectation; that the several classes read and recited with propriety, and displayed a growing acquaintance with English grammar; and that the specimens of penmanship produced by the scholars were very creditable to the parties, that the examiners entertained a confident hope that as the institution advanced, the moral and intellectual improvement of the children would be increased and confirmed; and that when the disadvantages under which the institution laboured were obviated, the objects of its establishment would ultimately be fully and perfectly realized.

Cons. 2 Nov.
22 Dec. 1826.
Public from
13 Feb. 1830. 76.

The system of this school is stated to be that of Mr. Lancaster, keeping as nearly as possible to that pursued in the Protestant free school.

The boys were divided into six classes, of which the report states that the *first* class read Murray's Introduction to the English Reader, gave definitions from the dictionary, practised themselves in the rudiments of the English grammar, writing a large text hand, and that in arithmetic 13 boys were in the rule of three, and seven in compound addition.

The other classes were examined only in reading and spelling, and in the elements of grammar. Prizes were given to 20 boys out of 97. They were all Roman Catholics.

Cons. 2 Jan. 1830.

In 1829, another examination of the scholars in this school took place before a committee, the result of which is stated to have been satisfactory.

It is also stated that the school-room is a substantial brick building, with tiled roof 58 feet in length and 33 in breadth, and capable of accommodating 150 scholars, and that it is situated in the compound of the Roman Catholic church.

The monthly sum paid from the Company's treasury towards the support of this school, is R^s 210, or per annum R^s 2,520.

Singapore Institution.

Letter from
25 Jan. 1827. 94, 95.
Cons. 5 Oct. 7 Dec.
From
19 Aug. 1827. 38, 39.
D^o 28 March. 1828.
Cons. Jan. 1827. 19, 20.
D^o March. 204.
D^o April. 91, 92.
D^o 8 June. 382.
D^o 19 June. 462, 463.
D^o 22 June. 485, 488.

THE plan of this institution having been found to be disproportionately large with reference to the circumstances of Singapore, and the funds not having proved equal to the expenses of the proposed edifice, its progress was interrupted, and the trustees offered the building to the Company in its unfinished state, upon terms which the Government of Prince of Wales' Island felt it to be their duty to decline.

Under these circumstances, the Prince of Wales' Island Government have restricted the allowance of 300 dollars per month which had been made to this institution, and sanctioned by the Court of Directors, to 100 dollars per month for the support of an establishment for merely elementary education, under the control of the resident councillor, than which, in the



the present circumstances of Singapore, nothing higher could, in the judgment of the Government and of the Court of Directors, be attempted.

Present allowance per mensem R^s 210, or per annum R^s 2,520.

Malay and Chinese Schools, including the Four Malay Schools in Province Wellesley, and Two Malay and One Chinese School at Prince of Wales' Island.

THE following Return of the state of these schools was made in the month of August 1827 :

	Boys.	Girls.	TOTAL.
Chinese school, Teacher, Chung Yu - -	29	5	34
Malay - ditto - " Liberr Mahta Meser	22	8	30
Ditto - - " Hat Medah - -	15	10	25
Ditto - - " Man - - -	28	7	35
Ditto - - " Hob Menah - -	21	15	36
Ditto - - " Lib Mahta Keepil -	6	17	23
Ditto - - " Mahta Isaac - -	5	15	20
	126	77	203

(1.) Memoir by
Thomas Fisher,
Esq.

(Supplement.)

Public from
12 Feb. 1830. 33.
D^o 11, 16 Nov. 1829,
61, 62.
D^o 27 July, 31.
Cons. 7 April 1828
D^o 25 May.
D^o 8 June.
D^o 10 Aug. 1827.
1841, 2.

The Prince of Wales' Island Government had previously consented to augment the allowance made to these schools on the part of the Company to 100 dollars per month. The schools also enjoyed an allowance made to them by Mr. Church of 10 dollars per month, making together a monthly income of 110 dollars, or 2,640 rupees per annum.

This allowance appears to have been retrenched.

Malacca Anglo-Chinese College.

In July 1827 the President of the Prince of Wales' Island Council, Mr. Fullerton, recorded a minute on the general affairs of Malacca, in which he adverted to the state of education in that district in the following terms: "Of the means of education, the population of Malacca seem, until lately, to have been entirely destitute; few of the children, females particularly, of the Dutch resident families, to all appearance Europeans, can read or write. Poverty is said to have prevented the establishment of any schools whatever; by the census it appears that the number of children of this description amounts to 105, that of the descendants of the Portuguese 721, making a total of 826 Christian children, until, of late, without any means of instruction. A free school has lately been established by private subscription, and I propose that the same sum be allowed by Government to the school at Malacca as at the other settlements; viz. 100 dollars per month.

Letter from
21 Oct. and 26 Nov.
1827. 8, 9.
Cons. 5 July 125 to
129.
D^o 7 Aug. 90.
D^o 22 Aug. 116.
Letter from
20 May 1828. 14.
Cons. 2 Oct. 1827. 125.
D^o 8 Feb. 1828.
D^o 30 April. 230. 232.

"On the subject of education it becomes necessary to mention another institution at Malacca, the Anglo-Chinese college, which was founded by the Rev. Dr. Morrison in the year 1818, its object being the instruction of Chinese youth in the English language, and other branches of European learning and science; to Europeans it was intended to convey instruction in the Chinese language, for which purpose books, teachers, &c. are found. The original object and progress of the institution will be found fully explained in the printed memoir of the Singapore Institution. From that document it will appear that the removal of the Anglo-Chinese college to Singapore formed a part of the general plan. The assent of the founder to this proposal probably arose from Malacca being then a foreign settlement. It is certainly a most fortunate circumstance that this plan never was carried into execution. Malacca has now become a British settlement, and with a long settled indigenous population of quiet and peaceable habits, is admirably calculated for such an institution, as indeed the result has proved by the number of Chinese scholars educated, and the number now attending the college, as well as the preparatory schools, while Singapore is, from its particular situation, the very reverse; possessing no indigenous population, but peopled entirely by passing traders, and wandering savages, there, all attempts at education seem to have failed, and some time must elapse before any hopes of success can be expected. The honourable Court of Directors confirmed the liberal subscription proposed by Sir S. Raffles towards the Singapore institution, viz. 300 dollars per month, but the funds of the institution arising from donations having been principally directed to the erection of extensive buildings of which those funds can never be equal to the completion, and only a part having been appropriated to education, it was not judged expedient to pay up the arrears of subscription due by Government, and that sum amounted in April last to 14,400 Spanish dollars. In consequence of the application of the directors of the institution lately made at Singapore, and considering that the general expenditure had taken place in some degree under expectation of the promised support of Government; adverting also to the embarrassed state of these funds, I deemed it reasonable that such portion of the arrears as could be shewn to have been appropriated to education, the original object, should be repaid them out of the arrears; they therefore received the sum of Spanish dollars 4,526. 82. In respect to the future appropriation of the subscription, Mr. Prince was authorized to appropriate it as far as required, towards the support of elementary schools; but as it is evident that the demand cannot exist to such an extent, it seems more advisable to apply the funds where they can be usefully employed. I therefore propose that leaving 100 dollars per month at the disposal of the resident councillor at Singapore, the remainder be divided between the free school at Malacca and the Anglo-Chinese college. In respect to the disposal of the arrears, other important con-



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siderations present themselves. The main object of the Anglo-Chinese college was certainly the reciprocal interchange of Chinese and European literature and science; but considering the peculiar fitness of the local situation and circumstances of that institution, it appears, that without abating the primary objects and intention, it might be made the great repository of all the languages, science, literature, history and natural philosophy of those extensive regions that surround us. It appears to me, that the appropriation to the Malacca college of a part, if not the whole, of the arrears intended for that of Singapore, would enable the founder and members of that institution to increase the number of professors, to make the study of the Malayan, Siamese and Burmese languages a part of their pursuits. The college already possesses a library, and many manuscripts in the Malayan and Siamese languages; and with but a little assistance might, at no distant period, become the repository of all the learning of these more Eastern countries. Independent of the promotion of science and literature, the Government might derive other more direct advantages which such an institution would afford to such of their servants, civil and military, as were so disposed, means of instruction in languages now beyond their reach, and thus promote the general diffusion of knowledge. I do not contemplate any interference by the officers of Government in the direct management of the institution, being perfectly satisfied that it is now in better hands. The occasional visits of all whom curiosity or better motives may draw thither, will always be sufficient to enable Government to form a judgment and opinion as to the progress of the institution, besides the report of its managers, whom I found on my late visit most ready and willing to communicate every possible information. I propose, therefore, that the payment of 100 dollars per month to the institution commence the 1st of this month; that a recommendation be made to the honourable Court to appropriate to the Anglo-Chinese college at Malacca such portion of the arrears intended originally for the Singapore institution as they may see fit; and that the present members of the college be furnished with a copy of this minute, in order that it may be communicated to the original founders of the institution, suggesting at the same time that no measures involving additional expense be adopted in extension of its objects, until the sanction of the honourable Court to the proposed donation be received."

Public to
17 June 1829. 71.

The Court of Directors has confirmed this grant of 100 dollars per mensem to the Chinese college at Malacca, but not the proposed payment of the arrears.

The following are the laws and statutes of this institution, as published in the year 1825:

"LAWS AND STATUTES."

"There shall be a College Council.

I. "THE college council shall consist of the president of the college, the resident principal, and the professor of Chinese.

"It is understood that the principal has the direction of the ordinary daily concerns of the college; but in any affair of importance to the institution, or in any new case that may arise not provided for by previously existing laws, or in such cases as may hereafter be specified, the principal is required by this statute to confer on the subject with the professor of Chinese and other officers of the college that may be appointed hereafter.

II. "In a case of serious misconduct on the part of any student, the measures to be adopted shall be considered by the college council, and their decision carried into effect by the principal in ordinary cases, and in peculiar cases by such member of council as may be appointed.

III. "When the president is residing at the college, he shall be chairman of the council.

IV. "When a difference of opinion shall arise amongst the members of council on any subject, the president and either of the other members of council concurring, shall decide the question. If the second and third members of council shall differ in opinion with the president, and the case does not require immediate decision, it shall be deferred six or twelve months, re-considered, and in the mean time, if practicable, the opinion of some of the trustees be taken by a joint or separate application of the president and the other two members.

"If the question require immediate decision, the president's opinion shall be adopted, and each party make minutes of the reasons of their opinions, to be referred to one or more of the trustees, whose votes, joined with either party in the council, shall make a final decision.

V. "In case of the president being absent, the principal and Chinese professor shall form a council, and confer on every important subject. The principal may at any time require a meeting, and the second member of council is also allowed to request one. If denied, the reasons must be recorded by the principal, and referred to the president.

"It is to be hoped that there will be a general concurrence of opinion; but when a difference of opinion shall arise, if immediate decision be not necessary, the case shall be deferred, and represented jointly or separately to the president, whose opinion, on either side, shall decide the case. When immediate decision is required, the principal's opinions shall be adopted for the time being, and a representation, known to both parties, be made to the president; or, in the event of the office of president being vacant, to the trustee whose connection with the college has continued longest.

VI. "Should



VI. "Should the principal insist on the immediate decision of a case which the second member of council thinks it right to defer, the second member is by this statute permitted to enter a protest on the minutes of the council.

VII. "After the death of the founder, the appointment of European officers to the college shall be made by the trustees. The appointment of native professors or masters shall be made by the college council. New trustees shall be appointed by existing ones; they shall never be fewer than five.

VIII. "The periodical statements to the public concerning the college shall be drawn up by the college council. As often as practicable, those who have been students in the college shall be appointed as masters; and whenever they are equally well qualified for the vacant office, they shall be preferred to other candidates.

IX. "When there is no specific and sufficient reason to the contrary, the European officers of the institution shall fill the vacancies which may occur by seniority. The council and trustees shall judge if the alleged reason be sufficient or not.

X. "Students shall be admitted by the consent of the college council. When a difference of opinion exists, the council shall come to a decision in the manner above directed.

XI. "The consent of the college council shall be necessary to authorize the principal to expel any student.

XII. "Gross and open immorality, persisted in, shall be a sufficient cause for expelling any student.

XIII. "A continued and obstinate neglect of prescribed studies shall be a sufficient cause to expel a student.

XIV. "A wilful pertinacious disobedience to the rules of the college shall be a sufficient cause of expulsion.

XV. "One of the European officers of the college shall always be present at morning and evening prayers.

XVI. "It shall be the duty of the officers of the college to cherish at all times a paternal feeling of kindness to the students; to set an example of patience, moderation, good temper and assiduity; and to avail themselves of every opportunity to inculcate lessons of morality and true piety; considering the religious and moral instruction of the students as no less intended by the Anglo-Chinese College, than their intellectual education.

"The duty of the president of the college is to promote the general welfare of the institution, and when present at the college, to teach such departments of knowledge as may seem to him expedient.

"The principal has the ordinary general superintendence of the college concerns; and is to teach to native students the English language, geography, the use of the globes, arithmetic and book-keeping, history and such other branches of knowledge, as circumstances may direct.

"The English professor of Chinese is to teach the Chinese language to European students; also to teach the natives logic, theology, natural and revealed, ethics, or moral philosophy, and to assist the principal, as circumstances may require, and his time permit.

"The Chinese master or native professor is to teach the Chinese classics; the reading of the Sacred Scriptures, and other books on the Christian religion, in the Chinese language; to assist foreign students in learning Chinese, and to teach Chinese writing to native and to foreign students.

"As the college makes progress, the mechanical and chemical sciences, natural history, botany, &c. will, it is hoped, be taught; also geometry and the higher branches of the mathematics. The plan of the college does not exclude any branch of human knowledge, nor any one of the circle of the sciences.

"Admission of native students on the foundation.

"All students who enter the college must have a good character.

"Native students must remain three months on probation before they are regularly received into the college.

"If after a trial of three months they are considered suitable persons, they shall be received, on condition that they remain six years.

"The Chinese students are expected to attend prayers in Chinese, morning and evening, every day in the week, and to be present to hear a sermon in the college hall on Sundays.

"Admission of students supported by their friends.

"Any person desirous of educating a Chinese youth, from the age of 12 to 18, may support him at the Anglo-Chinese college for 100 Spanish dollars per year; clothes, washing and a servant, if one be required, are not included.



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“An European youth may be supported at the college for 100*l.* per annum. For this sum he will be supplied with food, lodging, washing, and education; clothes are not included. If a servant or horse be required, the student must find them himself.

“The managers of the college will engage to board, lodge, clothe, and educate a destitute Chinese youth, or a fatherless or orphan lad, for 25*l.* annually.”

Malacca Free Schools.

Cons. 2 July 1827.
51. THESE schools appear to have been established before Malacca came into the possession of the Company, and were supported by private subscription. The one is a boys' school, the other a school for girls. In July 1827, the resident councillor directed the inspector-general to put the school-rooms into a proper state of repair, and assigned for their support out of the Company's funds the monthly sum of 100 dollars, from the month of May 1827. In advising the Court of this endowment, the Prince of Wales' Island Government observed, “in both these schools there is a considerable number of scholars, and personal observation enables us to assure your honourable Court that the subscription is worthily bestowed; and we doubt not the benefits arising to the settlement from thus affording the means of education to the poorer classes of the inhabitants (chiefly Christians and descendants of Europeans) will be fully apparent at no distant period.”

Public from
21 Oct. 1827. 9. The Court of Directors confirmed the grant of 100 dollars per mensem to these schools, viz.

To the boys' school	-	-	-	dollars	-	75
To the girls' school	-	-	-	„	-	25
Total	-	-	-			100
						Or, per Annum, R ^s 2,520

Cons. 21 Oct. 1829.
p. 4. These schools were shortly after their endowment placed under the management of a committee of the principal inhabitants of Malacca. In October 1829 the Government called upon this committee to report the state of the schools. They reported accordingly, forwarding the printed annual reports of the two preceding years, and an account of the state of the schools at the date of their letter, as follows:

Female School:

Number of scholars on the books	-	-	-	50
Average attendance	-	-	-	45

Their progress in reading, writing, and arithmetic was encouraging: eighteen wrote on paper and the rest on slates. Of the class in arithmetic, eight were in multiplication and 12 in addition.

Boys' School:

Number of scholars on the books	-	-	-	105
Average attendance	-	-	-	85

The school was divided into eight classes, the lowest learning the alphabet and writing on sand.

The second, the Malay and English vocabulary, writing on slates and cyphering.

The third, Murray's Spelling-book, writing on slates and cyphering.

The fourth and fifth, reading the New Testament; also writing on slates and cyphering.

The sixth, reading the New Testament and repeating from it daily; also writing on paper, and had commenced multiplication.

The seventh, learning trades; two apprenticed to printing, three to shoe-making, and four to tailoring, occupied with their trades from eight to eleven, and from eleven till two at school; writing on paper, reading and spelling from the New Testament, and multiplication and division.

The head class was composed of monitors: writing on paper and studying English grammar, abridgment of geography, and Carpenter's Spelling-book, with explanation; reading prose once a week from Murray's English Reader.

At twelve every day, the whole of the scholars were drawn out round the school-room, and the pupils interrogated from a Malay and English vocabulary, and at stated periods in the Church and Watts's catechisms.

Malacca, Malay, and Tamil Schools.

Letter from
12 Feb. 1830. 33. To these schools, which appear to be indigenous, the Prince of Wales' Island Government granted an endowment of 60 rupees per month, or 720 rupees per annum.
Cons. 21 Oct. 1829.
3, 4. The Government also, in March 1830, remitted the quit-rent payable for the ground on which these and other schools stand, “so long as the said lots of ground are appropriated for schools or missionary purposes.”
D^o 3 Nov. 25.
D^o 24 March. 1830.



The Roman Catholic Schools at Malacca.

THESE schools, three in number, were opened for the instruction of the Portuguese inhabitants of Malacca of the Roman Catholic persuasion, in the year 1828, and are under the care of the priests of that religion. They were established by private individuals, and about 80 children are instructed in them to read and write, and the girls to work.

The Government has assigned for these schools the monthly sum of 157 rupees, or 1,884 per annum.

Press.

IN September 1827, the Government of Prince of Wales' Island patronized a grammar of the Siamese language, compiled by Captain Low, by the purchase on account of the East India Company of 100 copies, amounting at 10 rupees per copy, to 1,000 rupees; and the Government consented to take, at a fair valuation, the font of Siamese types which had been employed in printing the grammar.

Captain Low's grammar and its author were also recommended to the Court of Directors for further patronage.

Appendix (I.)

(1.) Memoir by
Thomas Fisher,
Esq.
(Supplement.)

Public from
24 Nov. 1828.
22.
Cons. 10 Sept.
59. 61.

Institution of a lending Library at Penang.

IN October 1828, the Rev. Mr. Dunton, the acting chaplain at Prince of Wales' Island, proposed, among other means of promoting the mental improvement of the natives and other inhabitants of the settlement, the establishment of a "lending library of books." The Government approved the suggestion, and ordered it to be carried into effect. The Court of Directors have confirmed this decision.

East India House,
February the 23d, 1832.

Thomas Fisher,
Searcher of the Records.

Pub. from
24 Nov. 1828. 21.
Do to 15 Apr. 1830.
20, 21.

(2.)—AN ACCOUNT of all Sums that have been applied to the purpose of educating the Natives in India, from the Year 1813 to the latest period to which the same can be made out; distinguishing the Amount in each Year.

(2.) Account of
Sums applied to
purposes of Edu-
cation.

—	BENGAL.	MADRAS.	BOMBAY.	TOTAL.
	£.	£.	£.	£.
1813 - - - -	4,207	480	442	5,129
1814 - - - -	11,606	480	499	12,585
1815 - - - -	4,405	480	537	5,422
1816 - - - -	5,146	480	578	6,204
1817 - - - -	5,177	480	795	6,452
1818 - - - -	5,211	480	630	6,321
1819 - - - -	7,191	480	1,270	8,941
1820 - - - -	5,807	480	1,401	7,688
1821 - - - -	6,882	480	594	7,956
1822 - - - -	9,081	480	594	10,155
1823 - - - -	6,134	480	594	7,208
1824 - - - -	19,970	480	1,434	21,884
1825 - - - -	57,122	480	8,961	66,563
1826 - - - -	21,623	480	5,309	27,412
1827 - - - -	30,077	2,140	13,096	45,313
1828 - - - -	22,797	2,980	10,064	35,841
1829 - - - -	24,663	3,614	9,799	38,076
1830 - - - -	28,748	2,946	12,636	44,330

(Errors excepted.)

East India House, }
13 March 1832 }

James C. Melvill,
Aud India Acc^{ts}.



Appendix (L)

Education of
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(3).—MINUTE by Lord Minto, March 6, 1811.

LORD MINTO's PLAN for a Revision of the Hindoo College at Benares, and for the institution of Hindoo Colleges at Nuddea and Tirhoot.

The Governor-general:

Fort William, 6th March 1811.

It is a common remark, that science and literature are in a progressive state of decay among the natives of India. From every inquiry which I have been enabled to make on this interesting subject, that remark appears to me but too well founded. The number of the learned is not only diminished, but the circle of learning, even among those who still devote themselves to it, appears to be considerably contracted. The abstract sciences are abandoned, polite literature neglected, and no branch of learning cultivated but what is connected with the peculiar religious doctrines of the people. The immediate consequence of this state of things is, the disuse, and even actual loss, of many valuable books; and it is to be apprehended, that unless Government interpose with a fostering hand, the revival of letters may shortly become hopeless, from a want of books, or of persons capable of explaining them.

The principal cause of the present neglected state of literature in India is to be traced to the want of that encouragement which was formerly afforded to it by princes, chieftains and opulent individuals under the native governments. Such encouragement must always operate as a strong incentive to study and literary exertions, but especially in India, where the learned professions have little if any other support. The justness of these observations might be illustrated by a detailed consideration of the former and present state of science and literature at the three principal seats of Hindoo learning, viz. Benares, Tirhoot and Nuddea. Such a review would bring before us the liberal patronage which was formerly bestowed, not only by princes and others in power and authority, but also by the zemindars, on persons who had distinguished themselves by the successful cultivation of letters at those places. It would equally bring to our view the present neglected state of learning at those once celebrated places; and we should have to remark with regret, that the cultivation of letters was now confined to the few surviving persons who had been patronized by the native princes and others, under the former governments, or to such of the immediate descendants of those persons as had imbibed a love of science from their parents.

It is seriously to be lamented that a nation particularly distinguished for its love and successful cultivation of letters in other parts of the empire should have failed to extend its fostering care to the literature of the Hindoos, and to aid in opening to the learned in Europe the repositories of that literature.

It is not, however, the credit alone of the national character which is effected by the present neglected state of learning in the East. The ignorance of the natives in the different classes of society, arising from the want of proper education, is generally acknowledged. This defect not only excludes them as individuals from the enjoyment of all those comforts and benefits which the cultivation of letters is naturally calculated to afford, but operating as it does throughout almost the whole mass of the population, tends materially to obstruct the measures adopted for their better government. Little doubt can be entertained that the prevalence of the crimes of perjury and forgery, so frequently noticed in the official reports, is in a great measure ascribable, both in the Mahomedans and Hindoos, to the want of due instruction in the moral and religious tenets of their respective faiths. It has been even suggested, and apparently not without foundation, that to this uncultivated state of the minds of the natives is in a great degree to be ascribed the prevalence of those crimes which were recently so great a scourge to the country.

The latter offences against the peace and happiness of society have indeed for the present been materially checked by the vigilance and energy of the police, but it is probably only by the more general diffusion of knowledge among the great body of the people that the seeds of these evils can be effectually destroyed.

Sufficient, I presume, has been already said to show the fitness of incurring some additional expense with a view to the restoration of learning in the extensive provinces subject to the immediate government of this presidency. I say "additional," because some expense is already incurred for the maintenance of students at Nuddea, and a liberal sum is allowed for the support of a Hindoo college, on an extensive scale, at Benares. In the former case, however, the expense allowed is quite insufficient for the ends proposed, and in the latter the institution requires to be remodelled, in order to adapt it to the prevailing opinions and habits of the natives, and to correct the abuses which have crept into it. The following points appear particularly to demand attention in revising the rules established for the government of the college of Benares.

1st. A prejudice appears to exist among the Hindoos at that city against the office of professor, considered as an office, or even as a service; and the most learned pundits have consequently invariably refused the situation, although the salary attached to it is liberal.

2d. The feuds which have arisen among the members of the college, and which may be ascribed chiefly to the avarice and malversation of the former native rector, entrusted with authority over the rest and with the payment of their allowances, have tended materially to defeat the objects of the institution.

3d. That part of the plan which supposes the attendance of teachers and pupils in a public hall appears to be inconsistent with the usages of the Hindoos. It has not only never taken effect, but has tended to prevent the professors from giving instruction in their own houses.

(L-22) It



It is scarcely necessary to add, that in correcting the above defects in the constitution of the college at Benares, it will be proper to guard against the introduction of them at any other colleges which may be established.

After the foregoing remarks, it only remains to state the number of colleges which I would at present propose should be established in this country, with a view to the restoration of learning and the more general diffusion of knowledge among the great body of the people, and the principles on which I conceive, after making all the inquiries of which the subject is susceptible, that they should be managed.

I would accordingly recommend that in addition to the college at Benares (to be subjected of course to the reform already noticed) colleges be established at Nuddea and at Bhour, near Bhowar, in the district of Tirhoot.

The following are the principal rules which I would propose should be established for the superintendence and management of those institutions, including that already existing at the city of Benares:

That the general superintendence of the colleges be vested, at Benares in the agent to the Governor-general, the magistrate of the city and the collector of the province; at Nuddea in the senior member of the Board of Revenue and the magistrate and collector of that district; at Tirhoot in the senior judge of the provincial court for the division of Patna and the magistrate and collector of that district; and that such other persons be associated with those officers as Government may at any time deem it advisable to appoint.

2d. That pensions be granted, under the appellation of nuka birt, to distinguished teachers, on condition that they deliver instructions to pupils at their own houses.

3d. That the pensions to the teachers be paid by the collectors under the general Regulations respecting pensions.

4th. That the teachers be nominated by the different committees, subject to the approval or rejection of the Governor-general in Council.

5th. That a public library be attached to each of the colleges, under the charge of a learned native, with a small establishment of servants for the care of the manuscripts.

6th. That the librarians be appointed and remunerated in the mode prescribed with respect to the teachers.

7th. That ready access be afforded, both to the teachers and the students, and likewise to strangers, under such restrictions as the public convenience may require, for the purpose of consulting, transcribing the books, or making extracts from them.

8th. That the duty of procuring books, either by purchase or transcription, be entrusted to the librarian, under the control and orders of the committee.

9th. That public disputations be held annually before the committees, and in the presence of all other persons who may be desirous of attending, and that prizes, rewards, and literary honours be conferred on such of the students as shall have manifested the greatest proficiency.

Other subsidiary rules may be requisite for the superintendence and management of the above-mentioned institutions; but the foregoing are sufficient to show the principles on which they should, in my judgment, be founded; and the Statements* annexed to this Minute will exhibit the expense which will be required for their support on those principles.

It may possibly be apprehended that the gentlemen composing the committee will not always, nor even generally, be competent to pass judgment on the comparative merits of competitors at disputations, or to form a right opinion of the merits of candidates for pensions on the establishment of professors. Without denying that this may frequently be the case, it may be argued that the proposed objects are not the less likely to be attained. The native princes who granted pensions to learned men under their protection, or conferred recompenses on disputants maintaining a thesis in their presence, were not generally better judges of the literary acquirements of those who became the objects of their bounty. They were in one selection governed by the reputation of the persons to whom they allotted pensions, in the other by the opinion of learned men who assisted at the disputations held before them. The gentlemen of the proposed committees would equally possess the means of consulting competent persons in aid of their own judgment; and even if they be sometimes misled, the institutions will still produce, though less completely, the benefits expected from them. The native princes were themselves frequently deceived and misguided; but their liberality being sometimes properly directed, had the effect of promoting study.

It will be observed that in the foregoing remarks I have confined myself almost exclusively to the plan necessary to be adopted for the restoration of Hindoo science and literature. Considerations similar to those which have weighed with me in recommending that plan would naturally induce me to propose similar arrangements for the revival of letters among our Mahomedan subjects, and the more general diffusion of knowledge among that part of the community. With the difference only in the population of Hindoos and Mahomedans, all the arguments which have been above stated in support of the arrangements proposed to be adopted for the propagation of knowledge among the former would equally apply to similar institutions for the benefit of the Mahomedans. A sentiment of deference, however, for the Honourable Court of Directors restrains me from recommending any extension of the plan until their orders shall have been received on the subject generally of this Minute. I deem it therefore sufficient to add, on the present occasion, that Mahomedan colleges might be beneficially established at Bhaugulpore, Jaunpore, (where Persian and Arabic literature formerly

Appendix (I.)

(3.) Lord Minto's Plan for a Revision of Hindoo Colleges.

* See proposed Hindoo Colleges in Nuddea and Tirhoot, in the Memoir.



I. PUBLIC.

Appendix (I.)

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formerly flourished), and at some places in the Ceded and Conquered Provinces; and that it might be advisable to reform the Madrassa or Mahomedan collegiate institution at Calcutta, on the principles recommended with respect to the Hindoo colleges. The attention of the Honourable Court will be of course drawn to this interesting subject in the next despatch from the Revenue department.

(Signed) Minto, J. Lumsden, G. Hewett, H. T. Colebrooke.

Orders were issued accordingly to the Revenue Board; to the committee for the superintendence of the college at Benares; and to the committees at Tirhoot and Nuddea.

(4.)—EXTRACT of LETTER, in the Public Department, from the Court of Directors, to the Governor-general in Council of Bengal, dated 6th September 1813.

(4.) Extract Letter in the Public Department, to Bengal; 6 September 1813.

Para. 7. You will not fail to notice the 43d section of the Act, by which our Governor-general in Council is empowered to direct that a sum of not less than one lac of rupees shall be annually applied to the revival and improvement of literature, and the encouragement of the learned natives of India.

8. We shall take an early opportunity of furnishing you with our instructions as to the mode in which we propose that the wise and liberal intention of the Legislature in this respect should be accomplished.

53 Georgii 3, cap. 155, sec. 43. And be it further enacted, that it shall be lawful for the Governor-general in Council to direct that out of any surplus which may remain of the rents, revenues and profits arising from the said territorial acquisitions, after defraying the expenses of the military, civil and commercial establishments, and paying the interest of the debt, in manner hereinafter provided, a sum of not less than one lac of rupees in each year shall be set apart and applied to the revival and improvement of literature, and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India; and that any schools, public lectures, or other institutions for the purposes aforesaid, which shall be founded at the presidencies of Fort William, Fort St. George, or Bombay, or in any other parts of the British territories in India, in virtue of this Act, shall be governed by such Regulations as may from time to time be made by the said Governor-general in Council, subject, nevertheless, to such powers as are herein vested in the said Board of Commissioners for the Affairs of India, respecting colleges and seminaries; provided always, that all appointments to offices in such schools, lectureships, and other institutions, shall be made by or under the authority of the governments within which the same shall be situated."

(5.)—EXTRACT of LETTER, in the Public Department, from the Court of Directors to the Governor-general in Council of Bengal, dated 3d June 1814.

(5.) Extract Letter in the Public Department, to Bengal; 3 June 1814.

10. In our Letter of the 6th September last, in the Public Department, we directed your attention generally to the 43d clause in the Act of the 53d of the King, by which our Governor-general in Council is empowered to direct that a sum of not less than one lac of rupees out of any surplus revenues that may remain shall be annually applied to the revival and improvement of literature, and the encouragement of the learned natives of India. We purpose in this despatch to convey to you our sentiments as to the mode in which it will be advisable you should proceed, and the measures it may be proper you should adopt with reference to that subject.

11. In the consideration of it, we have kept in view those peculiar circumstances of our political relation with India which, having necessarily transferred all power and pre-eminence from native to European agency, have rendered it incumbent upon us, from motives of policy as well as from a principle of justice, to consult the feelings, and even to yield to the prejudices of the natives, whenever it can be done with safety to our dominions.

12. The Clause presents two distinct propositions for consideration; first, the encouragement of the learned natives of India, and the revival and improvement of literature; secondly, the promotion of a knowledge of the sciences amongst the inhabitants of that country.

13. Neither of these objects is, we apprehend, to be obtained through the medium of public colleges, if established under the rules, and upon a plan similar to those that have been founded at our universities, because the natives of caste and of reputation will not submit to the subordination and discipline of a college; and we doubt whether it would be practicable to devise any specific plan which would promise the successful accomplishment of the objects under consideration.

14. We are inclined to think that the mode by which the learned Hindoos might be disposed to concur with us in prosecuting those objects would be by our leaving them to the practice of an usage, long established amongst them, of giving instruction at their own houses, and by our encouraging them in the exercise and cultivation of their talents, by the stimulus of honorary marks of distinction, and in some instances by grants of pecuniary assistance.

15. In a political point of view, considerable advantages might, we conceive, be made to flow from the measure proposed, if it should be conducted with due attention to the usages and habits of the natives. They are known to attach a notion of sanctity to the soil, the buildings and other objects of devout resort, and particularly to that at Benares, which is regarded

as the central point of their religious worship, and as the great repository of their learning. The possession of this venerated city, to which every class and rank of the Hindoos is occasionally attracted, has placed in the hands of the British Government a powerful instrument of connexion and conciliation, especially with the Mahrattas, who are more strongly attached than any other to the supposed sanctity of Benares.

16. Deeply impressed with these sentiments, we desire that your attention may be directed in an especial manner to Benares, and that you call upon your public representatives there to report to you what ancient establishments are still existing for the diffusion of knowledge in that city; what branches of science and literature are taught there; by what means the professors and teachers are supported; and in what way their present establishments might be improved to most advantage.

17. In the pursuit of this information they will have opportunities of obtaining a knowledge of individual characters, which may enable them to point out to your notice those natives with whom it might be desirable you should consult, and through whose instrumentality the liberal intentions of the Legislature might most advantageously be advanced.

18. The influence of such communications could not fail to be strengthened by your causing it to be made known that it is in the contemplation of the British Government to introduce and establish amongst the natives a gradation of honorary distinction as the reward of merit, either by the public presentation of ornaments of dress, in conformity with the usage of the East, or by conferring titles, or by both, as may be deemed most grateful to the natives, who should be invited to communicate their ideas to you upon points so much connected with their feelings.

19. We refer with particular satisfaction upon this occasion to that distinguished feature of internal polity which prevails in some parts of India, and by which the instruction of the people is provided for by a certain charge upon the produce of the soil, and by other endowments in favour of the village teachers, who are thereby rendered public servants of the community.

20. The mode of instruction that from time immemorial has been practised under these masters has received the highest tribute of praise by its adoption in this country, under the direction of the Reverend Dr. Bell, formerly chaplain at Madras; and it is now become the mode by which education is conducted in our national establishments, from a conviction of the facility it affords in the acquisition of language by simplifying the process of instruction.

21. This venerable and benevolent institution of the Hindoos is represented to have withstood the shock of revolutions, and to its operation is ascribed the general intelligence of the natives as scribes and accountants. We are so strongly persuaded of its great utility, that we are desirous you should take early measures to inform yourselves of its present state, and that you will report to us the result of your inquiries, affording, in the mean time, the protection of Government to the village teachers in all their just rights and immunities, and marking by some favourable distinction any individual amongst them who may be recommended by superior merit or acquirements; for, humble as their situation may appear, if judged by a comparison with any corresponding character in this country, we understand those village teachers are held in great veneration throughout India.

22. We are informed that there are in the Sanscrit language many excellent systems of ethics, with codes of laws and compendiums of the duties relating to every class of the people, the study of which might be useful to those natives who may be destined for the Judicial department of Government. There are also many tracts of merit we are told on the virtues of plants and drugs, and on the application of them in medicine, the knowledge of which might prove desirable to the European practitioner, and there are treatises on Astronomy and Mathematics, including Geometry and Algebra, which, though they may not add new lights to European science, might be made to form links of communication between the natives and the gentlemen in our service, who are attached to the Observatory and to the department of engineers, and by such intercourse the natives might gradually be led to adopt the modern improvements in those and other sciences.

23. With a view to these several objects we have determined that due encouragement should be given to such of our servants in any of those departments as may be disposed to apply themselves to the study of the Sanscrit language, and we desire that the teachers who may be employed under your authority for this purpose, may be selected from those amongst the natives who may have made some proficiency in the sciences in question, and that their recompense should be liberal.

24. We encourage ourselves to hope, that a foundation may in this way be laid for giving full effect in the course of time to the liberal intentions of the Legislature; and we shall consider the money that may be allotted to this service as beneficially employed, if it should prove the means, by an improved intercourse of the Europeans with the natives, to produce those reciprocal feelings of regard and respect which are essential to the permanent interests of the British Empire in India.

25. When you have digested any plan calculated to promote the views to which your attention has been directed in the foregoing instructions, you will take the earliest opportunity of submitting it to us for our consideration, but you will not finally adopt any arrangement for carrying it into execution until it shall have previously received our approbation and sanction.

Appendix (I.)

(5.) Extract Letter
in the Public
Department
to Bengal;
3 June 1814.

Appendix (L)

Education of Natives.

Letter from, dated 30th July 1819, (230 to 238; also letter 16th March, 1821, paras. 153 to 180. State of the Madrassa, or Mahomedan College at Calcutta, and of the Hindoo College at Benares, with measures adopted for their improvement; and establishment of a Hindoo College at Calcutta, in lieu of the proposed Hindoo Colleges at Nuddea and Tirhoot.

(6.)—EXTRACT of a LETTER, in the Revenue Department, from the Court of Directors to the Governor-general in Council of Bengal; dated 18th February 1824.

79. The ends proposed in the institution of the Hindoo College, and the same may be affirmed of the Mahomedan, were two; the first, to make a favourable impression, by our encouragement of their literature, upon the minds of the natives; and the second to promote useful learning. You acknowledge that if the plan has had any effect of the former kind, it has had none of the latter; and you add that "it must be feared that the discredit attaching to such a failure has gone far to destroy the influence which the liberality of the endowment would otherwise have had."

80. We have from time to time been assured that these colleges, though they had not till then been useful, were, in consequence of proposed arrangements, just about to become so; and we have received from you a similar prediction on the present occasion.

81. We are by no means sanguine in our expectation that the slight reforms which you have proposed to introduce will be followed by much improvement; and we agree with you in certain doubts, whether a greater degree of activity, even if it were produced, on the part of the masters, would, in present circumstances, be attended with the most desirable results.

82. With respect to the sciences, it is worse than a waste of time to employ persons either to teach or to learn them in the state in which they are found in the Oriental books. As far as any historical documents may be found in the Oriental languages, what is desirable is, that they should be translated, and this, it is evident, will best be accomplished by Europeans who have acquired the requisite knowledge. Beyond these branches what remains in Oriental literature is poetry; but it has never been thought necessary to establish colleges for the cultivation of poetry, nor is it certain that this would be the most effectual expedient for the attainment of the end.

83. In the mean time we wish you to be fully apprised of our zeal for the progress and improvement of education among the natives of India, and of our willingness to make considerable sacrifices to that important end, if proper means for the attainment of it could be pointed out to us. But we apprehend that the plan of the institutions, to the improvement of which our attention is now directed, was originally and fundamentally erroneous. The great end should not have been to teach Hindoo learning, but useful learning. No doubt, in teaching useful learning to the Hindoes, or Mahomedans, Hindoo *media* or Mahomedan *media*, so far as they were found the most effectual, would have been proper to be employed and Hindoo and Mahomedan prejudices would have needed to be consulted, while every thing which was useful in Hindoo or Mahomedan literature it would have been proper to retain; nor would there have been any insuperable difficulty in introducing, under these reservations, a system of instruction, from which great advantage might have been derived. In professing, on the other hand, to establish seminaries for the purpose of teaching mere Hindoo, or mere Mahomedan literature, you bound yourselves to teach a great deal of what was frivolous, not a little of what was purely mischievous, and a small remainder indeed in which utility was in any way concerned.

84. We think that you have taken, upon the whole, a rational view of what is best to be done. In the institutions which exist on a particular footing alterations should not be introduced more rapidly than a due regard to existing interests and feelings will dictate; at the same time that incessant endeavours should be used to supersede what is useless, or worse, in the present course of study, by what your better knowledge will recommend.

85. In the new college which is to be instituted, and which we think you have acted judiciously in placing at Calcutta instead of Nuddea and Tirhoot, as originally sanctioned, it will be much farther in your power, because not fettered by any preceding practice, to consult the principle of utility in the course of study which you may prescribe. Trusting that the proper degree of attention will be given to this important object, we desire that an account of the plan which you approve may be transmitted to us, and that an opportunity of communicating to you our sentiments upon it may be given to us before any attempt to carry it into execution is made.

86. The pecuniary arrangements which you think necessary for the immediate purposes of these institutions are approved.

(7.)—EXTRACT of a LETTER, in the Public Department, from the Court of Directors to the Governor-general in Council of Bengal; dated 9th March 1825.

Letter from, dated 31st July, 1823, (118, 119.) A monthly contribution of 500 rupees granted to the Calcutta School Society at their request.

38. We recently sanctioned a grant of similar amount to the Calcutta School Book Society, and on the same grounds we have no hesitation in sanctioning the present grant. The Calcutta School Society appears to combine with its arrangements for giving elementary instruction an arrangement of still greater importance, for educating teachers for the indigenous schools. This last object we deem worthy of great encouragement, since it is upon the character



character of the indigenous schools that the education of the great mass of the population must ultimately depend. By training up therefore a class of teachers, you provide for the eventual extension of improved education to a portion of the natives of India, far exceeding that which any elementary instruction, that could be immediately bestowed, would have any chance of reaching.

(8.)—EXTRACT of a LETTER, in the Public Department, from the Court of Directors to the Governor-General in Council of *Bengal*; dated 5th September 1827.

(8.) Extract Letter in the Public Department, to *Bengal*; 5 September 1827.

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

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

4. The institutions for education which were already under the control of Government, and the funds for that purpose at its disposal, were undoubtedly of sufficient magnitude to require an appropriate organ of superintendence; and there can be but one opinion respecting the importance of the duties which you have assigned to the committee appointed for that purpose, "the duties of ascertaining the state of public instruction under your presidency, and the state of public institutions designed for its promotion; also of considering, and from time to time submitting to Government, the suggestion of such measures as might appear expedient to adopt, with a view to the better instruction of the people, to the introduction among them of useful knowledge, and to the improvement of their moral character. It gives us great satisfaction to add, that your report and the documents which are now before us yield abundant evidence of the beneficial consequences which have already resulted from the measure; and the zeal displayed by the Committee, and the judicious views which they take of what is useful, and what is not useful, of what it is expedient now to undertake, and what it is expedient to propose, encourage us to form a sanguine hope of equally beneficial consequences from your and their future exertions.

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

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

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

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

8. We entirely approve the purpose of the general committee to regard its plan as experimental, and to adopt any improvement which experience may suggest. In one particular an alteration we should hope may, without much delay, be introduced, in the allowance, we

mean, of pensions to the students at the college. We doubt not that the committee exercised a sound discretion in adopting the practice at first, in conformity with custom, and the wants of at least a portion of the students; but when the benefit of the institution comes to be more fully known, we expect that there will be a sufficient number of candidates for admission without the allurements of a pension. We also trust that you will be careful to avoid any excess in the amount of salaries attached to offices connected with this and similar institutions, as the more you can save in this way, the more you will have to apply to the wider extension of the benefit of instruction.

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

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

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

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

13. We have hopes that the energy and intelligence of the general committee will render the Hindoo college at Benares a more useful institution than it has hitherto proved. The information respecting this seminary communicated with your letter, dated 30th July 1823, is scanty, and the observations in your recent letter of 27th January 1826, do not raise in us a very high opinion either of the good effects which it has produced or the merits of the superintendence under which it has been conducted. You complain justly that the report of the annual examination in December 1824, "was less explicit than could be wished, and that it did not show any attempt to carry into effect the system of progressive and general study which was part of the anticipated reform of the Benares college." We desire it may be notified to the parties concerned that we have taken particular notice of the following passage in your letter: "We regretted to observe that some *unexplained* circumstance had prevented the attendance of the local committee at the disputations and distribution of prizes in 1824; and deeming it to be of vital importance to the efficiency of all the public seminaries that the European officers appointed to their control should take every opportunity they conveniently can, of openly manifesting an active interest in the institutions over which they preside, we directed that the attention of the local committee should be called to these several points by the General Committee of Public Instruction."

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

15. A new building for the purposes of this institution appears from your account to have been undoubtedly required, and we willingly sanction the expense, though it appears to us considerable (Rs. 1,31,308), and though more, we apprehend, has been devoted to ornament than



than the occasion required. The appointment of Captain Ruddell to supply the place of Dr. Lumsden, and the salary allotted to him, are approved.*

16. You have already received our approbation of your design of erecting a Hindoo college at the seat of government in lieu of the projected colleges of Nuddea and Bhaur, and of making provision for the gradual introduction of European science into the seminary, in addition to the more useful parts of Hindoo literature. It affords us real satisfaction to find not only that this design has been carried into effect, but that one year's experience of the proceedings of the institution after its completion, and the first annual examination in January 1825, yield encouraging assurance of its future utility. The views and objects of the committee in planning and conducting this institution accord entirely with our conceptions, and appear to be happily seconded by the sentiments and disposition of the natives themselves. We have perused with particular satisfaction the following passage: "As a proof, at least, of the growing reputation of the Sanscrit college, it may be stated, that soon after the examination nearly one hundred applications were received for admission to the grammar classes as out-students not receiving any allowances."

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

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

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

20. Taking into view the numbers of the native youth who will attain some command of the English language, and some acquaintance with the elements of European sciences in the English classes established in the Madrissa, in the Hindoo college of Government, and in the Vidyalaya, and the importance of affording to them the means of going somewhat beyond the very imperfect attainments which are there placed within their reach, the committee were led to consider the practicability of establishing classes or lectureships of some of the more useful branches of knowledge, 1st. Mathematics, 2d. Natural Philosophy, 3d. English Literature, in which the more promising of the pupils in the English classes of all the three existing institutions might be received, and where their studies might be further prosecuted. From the state of the Education Fund, the committee were of opinion that they could set apart 24,000 rupees for the maintenance of these classes, and from their calculation it appeared that such a sum would suffice. The only remaining deficiency was that of preceptors and books, and the committee urged upon you the propriety of an application to us to send from England two carefully selected preceptors, one for mathematics and one for English literature, and also for a supply of books, and some additions to the philosophical apparatus, of which they submitted a list, which is now before us.

21. Expressing your concurrence with the committee in these views, and recommending them to us in the strongest terms, you suggest one alteration. In the appropriation of the 24,000 rupees, which the committee proposed to deduct from the Education Fund, were included salaries of 400 rupees per month for each of the professors; and the committee expressed a hope that if somewhat larger allowances were required to induce individuals properly qualified to leave England, we would allow the excess, which the Education Fund would not be able to afford, to be defrayed by Government. You proceed to express your "anxious hope that the measures described will obtain our approbation and countenance," and add, "we need not point out to your liberality and discernment how essential a boon it

will

* Secretary to the college council, salary 300 rupees per annum.



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will confer on the cause which we are advocating, if your Honourable Court will be pleased to appoint two well-qualified and accomplished professors for the colleges at this presidency, on liberal and adequate salaries, free of any charge on the Education Fund. The remaining expenditure for the new seminary would of course be supplied from the latter source."

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

23. In conclusion, it is proper for us to remark to you, though we have no doubt that the same reflection has already occurred to you, that, adverting to the daily increasing demand for the employment of natives in the business of the country, and in important departments of the government, the first object of improved education should be to prepare a body of individuals for discharging public duties. It may, we trust, be expected that the intended course of education will not only produce a higher degree of intellectual fitness, but that it will contribute to raise the moral character of those who partake of its advantages, and supply you with servants to whose probity you may, with increased confidence, commit offices of trust. To this, the last and highest object of education, we expect that a large share of your attention will be applied. We desire that the discipline of these institutions may be mainly directed towards raising among the students that rational self-esteem which is the best security against degrading vices, and we particularly direct that the greatest pains may be taken to create habits of veracity and fidelity, by inspiring the youths with a due sense of their importance, and by distinguishing with the approbation of Government, or its dis-countenance, those who do or do not possess these qualifications.

24. We observe with pleasure that the important questions relating to the means of availing yourselves, for the service of Government, of the superior qualifications which may be expected from a better education, and also of rendering appointment to office an encouragement to study and good conduct, have seriously engaged your attention. We approve the instructions which you addressed to the several courts, sudder, provincial, and mofussil, respecting the selection of individuals for public offices in the Judicial department, particularly those of law officer, pleader, sudder ameen, and moonsiff.

25. There being no means of providing books for the use of the students in sufficient abundance, at a moderate cost, except by printing, and no press existing by which they could be supplied, the general committee have thought it necessary to charge themselves with this department also. The original cost, 13,000 rupees, with a monthly establishment of 715 rupees, authorized from the Education Fund, may in time be defrayed by a moderate profit proposed to be made in the sale of the books.

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

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

(9.) Extract Letter,
in the Revenue
Department,
to Bengal;
24 October 1827.

(9.)—EXTRACT LETTER, in the Revenue Department, from the Court of Directors to the Governor-General in Council of Bengal, dated 24th October 1827.

Letter from, dated 30th July 1823,
143 to 147. Grant of 400 rupees per
month, in aid of the Funds of the Free
School established at Cawnpore.

57. We have read the statements relative to the establishment and successful progress of this school with very great interest. That a desire for education of a higher kind than could be furnished by the regimental schools, should be so extensively and strongly felt at Cawnpore, is to us a most gratifying circumstance. The course pursued by the public-spirited individuals who set the institution on foot appears to have been judicious; and nothing can be more gratifying than to learn that English and Native boys, both Hindoo and Mussulman, learn together their respective languages, English, Hindostanee, and Persian; that their association



association as mutually advantageous; and that there is no objection to the reading of English books, even the Bible. Our views with regard to education generally have been stated to you on former occasions. Our anxiety in this case regards the means of securing a continuance of such good management, that a disposition to resort to the school may be promoted, the application of the pupils may be directed to the best objects of instruction, and their progress be rendered as great as possible. The funds which, with our approbation hereby fully granted, you have proposed to supply are, we see, destined chiefly to provide an European of liberal education to superintend the school, and as much must depend upon the choice of the individual, we shall be happy to learn that you have procured for this situation a person who shall unite the qualifications of sense, temper and liberality, with sufficient acquirements, and a warm zeal for the object he is employed to promote.

Appendix (I.)

(9.) Extract Letter
in the Revenue
Department,
to *Bengal*;
24 October 1827.

(10.)—EXTRACT LETTER, in the Separate Department, from the Court of Directors to the Governor-General in Council of *Bengal*, dated 18th February 1829.

(10.) Extract Letter
in Separate
Department,
to *Bengal*;
18 February 1829.

88. We should be sorry to say anything which might seem to discountenance the laudable endeavours of our Indian governments to promote the education and moral improvement of the people. We have no such intention. We must nevertheless observe, that ends, in themselves most desirable, are not always sought by the most judicious means. Indeed, institutions, of which the objects are most excellent, are sometimes those which degenerate the most rapidly, for persons are often deterred from pointing out the bad purposes to which they are occasionally perverted by the apprehension of being thought unfriendly to their objects.

89. Before schools and school-books are provided, there should be at least a reasonable probability of their being attended and read. Before schoolmasters are appointed, strict inquiry should be made into their qualifications for communicating instruction. And when seminaries of a higher order are founded, it should be borne in mind that, were the country studded with them, they would be wholly unprofitable, both to Government and the people, unless the branches of knowledge taught in them were really useful, and their tendency to degenerate were closely watched and provided against.

90. We wish to impress upon you, that the great objects of education will be far more effectually accomplished by means of a small sum judiciously applied, than by acting on the supposition, that your success must be in proportion to the sums you expend.

91. In your Revenue Letter of the 30th July 1823, (para. 107,) you announced your intention of appropriating to the object of public instruction a lac of rupees per annum, in addition to such assignment as had been made by Government previously to the Act 53d of his late Majesty, forgetting, apparently, that the above-mentioned sum was intended, by the Act in question, to be placed at the disposal, not exclusively of one government, but of all the three governments of India; and forgetting also that it was to be so applicable only in the event of there being a surplus revenue, after defraying all the expenses of the government. From the statement below*, you will perceive that the sum expended is four times the amount of the sum conditionally allowed.

(11.)—LETTER, in the Public Department, to *Bengal*, dated 29th September 1830.

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

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

3. We shall briefly pass in review the present state of each of the colleges established under your presidency, principally in order that you may receive in each instance specifically the expression

(11.) Letter,
in the Public
Department,
to *Bengal*; 29
September 1830.

	Rupees per Mensem.
* Bengal - - - - -	2,28,022
Fort St. George - - - - -	53,820
Bombay - - - - -	99,395
Prince of Wales' Island, Singapore, &c. - - - - -	11,808
TOTAL - - - - -	Rs. 3,93,045

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expression of our warmest approbation, both as respects the general system on which these various institutions have been conducted, and the particular improvements which you have successfully introduced.

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

5. At the Sanscrit college of Calcutta the number of pupils is now 176, and is rapidly increasing: of these only 99 receive allowances from the college. While the peculiar studies of the place have been prosecuted with great success, we are happy to perceive that very important improvements have been introduced into the course of instruction. The English language and anatomy on European principles, are now taught to considerable numbers, and with most encouraging results. In the words of Mr. Wilson, who examined the medical class, "the triumph gained over native prejudices is nowhere more remarkable than in this class, in which, not only are the bones of the human skeleton handled without reluctance, but in some instances dissection of the soft parts of animals performed by the students themselves." The study of mathematics is also successfully prosecuted in this college.

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

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

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

9. Such having been the success of the seminaries for native education already established, and the proficiency as well as the number of the students at each receiving every year a considerable increase, those institutions must now annually send forth a number of students who have learned all which the colleges where they were educated are adequate, on their present footing, to teach; and it is therefore of the greatest importance that to these and to others of the native youth, the means should be afforded of cultivating the English language and literature, and acquiring a knowledge of European science, and a familiarity with European ideas, in a higher degree than has yet been within their power. The documents now under review afford most gratifying proofs that a scheme of this extended nature would now be warmly welcomed by the higher ranks of the natives under your Government. Of the spirit which prevails in the Lower Provinces, the establishment and success of the Anglo-Indian college is sufficient evidence; and we learn with extreme pleasure the opinion of the General Committee of Public Instruction, partly founded on the personal observation and inquiries of several of their members, that "the time has arrived when English tuition will be widely acceptable to the natives in the Upper Provinces."

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



(11.) Letter,
in the Public
Department,
to Bengal;
29 September
1830.

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

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

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

14. On these grounds we concur with you in thinking it desirable that the English course of education should be kept separate from the course of Oriental study at the native colleges, and should be attended for the most part by a different set of students. This, however, does not necessarily imply that the two courses of study should be prosecuted in two separate institutions. At the Agra college the Persian and the Hindoo branches are perfectly distinct, and though some of the students are attached to both departments, the greater number confine themselves to one or the other. If an English department were similarly attached to that college or to the college at Delhi, the English language and literature might be taught classically, and the sciences might be taught in English, notwithstanding that studies of another character were pursued within the same walls.

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

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

17. The establishment of colleges is of little use without the provision of appropriate books, both for college instruction and subsequent reading. Your greatest attention is due to this object, and we are happy to perceive that it is bestowed. A certain portion of the funds at the disposal of the general committee is employed in printing such of the books which already exist in the native languages as are best adapted to the use of the various colleges, and other school-books prepared and translated for the purpose. The Calcutta School Society co-operates in the pursuit of this object, and affords the aid of a portion of its funds. It is of the highest importance that the books selected should be instructive in their matter, adapted to the capacity of the scholars and calculated to inspire a taste for further acquirements. We shall more readily sanction expense judiciously incurred for



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this purpose than for any other object connected with native education, because it is the point in which your present means are most deficient, and because much of the expenditure will probably in time be reimbursed by the sale of extra copies of the works printed.

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

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

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

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

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

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

24. Under your presidency the cases of a civil nature, in which the courts administer the Hindoo and the Mahomedan laws, are almost exclusively cases of inheritance, marriage and caste*, while even in these cases the authority of the law books is liable to be superseded by evidence of contrary custom. In criminal cases the Hindoo law is entirely abolished, and the Mahomedan in a great measure superseded. It is true that the law administered by the courts is, and ought to be, in the great majority of cases, the ancient law of the country; but this law is not to be found in the Hindoo and Mahomedan law books; it consists, as Mr. Walters has observed, in "custom, which has obtained from time immemorial."

Nor

* In suits regarding succession, inheritance, marriage, and caste, and all religious usages and institutions, the Mahomedan laws with respect to Mahomedans, and the Hindoo laws with regard to Hindoos, are to be considered as the general rules, by which the judges are to form their decisions. In the respective cases, the Mahomedan and Hindoo law officers of the court are to attend to expound the law.—R. IV. 1793. s. 15.



Nor is this circumstance peculiar to India; on the contrary, it is common to nearly all the nations of the world. In our own country and in all other countries of Europe, the code or statute book there obtaining would convey always a most incomplete, and generally a most erroneous notion of the actual law of the country; but wherever the decisions of the courts of justice are regularly reported and quoted as precedents, a custom has no sooner received the sanction of a judicial decision than it passes into the books of reports, where it may be studied, and learned in the course of a legal education. In India, however, where this takes place to a very limited extent, the customs which principally compose the law really in force are not to be found in any books whatever, they must be ascertained by specific evidence in each case as it arises, and can be learned only in the courts themselves, not at a place of education. These customs moreover are so extremely diversified, many of them varying almost from village to village, that a digest of customs, however carefully executed, would rarely supersede the necessity of learning in each case, the custom of the places concerned, from the testimony of inhabitants or from documentary evidence.

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

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

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

28. If the question were solely between retaining the Persian as the language of public business and replacing it by the English, the change would not be *prima facie* decidedly objectionable, and we should willingly rely upon your judgment and superior local knowledge as a security that its advantages and inconveniences would be duly weighed. But if any change be made in the existing practice, it is deserving of great consideration, whether that change ought not rather to be the adoption of the vernacular language than of our own, as the language at least of judicial proceedings.

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

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

31. We have observed with particular satisfaction, that, in addition to the donations from wealthy natives in aid of the Education Fund, which were noticed in our former despatch, you have received 46,000 rupees from rajahs Shib Chunder and Nursing Chunder Ræe,

(11.) Letter,
in the Public
Department,
to Bengal;
29 September
1830.



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10,000 rupees from Bapoo Goorsopershad Bose. We approve of your having allowed the subscribers to the fund to nominate one free scholar for every 10,000 rupees subscribed.

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

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

34. You will communicate to the governments of Fort St. George and Bombay such of the papers relating to your proceedings in the department of native education as will afford to those governments a complete understanding of the general character of the measures which you have adopted, or may hereafter adopt.

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

We are, &c.

(signed)

W. Astell,

R. Campbell,

&c. &c.

12.—LETTER, in the Public Department, to *Bengal*, August 24, 1831.

(12.) Letter,
in the Public
Department,
to *Bengal*;
24 August 1831.

1. OUR last letter to you, on the subject of native education, was dated 29th September 1830, and formed No. 39, of that year, in the Public department.

2. We now reply to your political letter, dated 27th August (No. 12) 1830, in which you report to us the further proceedings of the General Committee of Public Instruction, and the results, as they gradually unfold themselves, of the measures previously adopted under the superintendence of that able and public-spirited body.

3. The various colleges at Calcutta continue to prosper, and if their growth during the last year has not kept pace with the rapidity of their previous progress, that progress (it must be remembered) had far exceeded every reasonable calculation. It is highly encouraging that in the mere infancy of these establishments, they should have attained their present magnitude and importance.

4. The Madrissa or Mahomedan college is now attended by 85 students, which Captain Ruddell, the secretary, states to be "the full number of students allowed at the institution." We presume he means the full number receiving stipends; for it would be inconsistent with the spirit of your measures and views, to refuse admittance to any additional students, who may wish to avail themselves of the institution, without the allurements of scholarships; and it is in fact stated by the committee, that 99 persons attend the newly-established English class, of whom a large proportion are out-students, not receiving stipends.

5. The mathematical, medical and law classes, continue to prosper: the last "comprises all the students attached to the institution." The establishment of an English class has been attended with complete success. As, however, there appeared some ground for believing that many of the students, having entered the college solely to qualify themselves for public situations, might neglect the other studies of the place, and devote themselves exclusively to the law class, we approve of your having resolved, that candidates for certificates as law officers, who had studied in the Government institutions, shall be required to produce, before admission to examination, certificates of good conduct, and of proficiency in their general studies.

6. At the Calcutta Sanscrit college, the number of scholars on the foundation is 81, and that of the out-students 56, independently of five scholars of the Anglo-Indian college who resort to this institution for the study of Sanscrit. The peculiar studies of the place continue to be successfully prosecuted: the English class meets with respectable, and the medical with eminent success. There is now every reason to hope that medical education in India will be improved in a very material degree by this institution. Concurring in your opinion of the importance of affording to the medical pupils ample opportunities of studying diseases in the living subject, we approve of your having, at the recommendation of the committee, sanctioned the establishment of an hospital, near the Sanscrit college, at an expense not exceeding 300 rupees per mensem, a sum which the funds of the institution it appears are adequate to supply. The only aid which is afforded directly from Government, is that of an European apothecary, who is to be furnished from the Military department, without any charge to the college: an arrangement which we readily sanction.

7. The number of students of the Anglo-Indian college is 421, of whom 310 are pay scholars. The classes have made progress during the last year; but Mr. Wilson is of opinion that a more rapid advancement might have been expected. The deficiency, however, he considers to be on the part of the teachers; if so, it is no cause of discouragement, as the remedy is in your own hands.

8. The institutions in the Mofussil have made greater advances during the year now under review than those at the Presidency.

9. The Benares college has now 279 students, of whom 116 are on the foundation. The acquirements of the pupils are stated to be of a higher order, and more varied than formerly, and an English class has been added to the establishment. Deeming it advisable on
account



account of the peculiar character of this college, that in the first instance native teachers only should be employed, the General Committee of Public Instruction has despatched to Benares two of the pupils of the Anglo-Indian college, to act as teachers of English under the superintendence of the Benares Committee; and we indulge sanguine hopes that the results of this experiment will answer your expectations.

10. The students of the Agra college amount to 200, of whom only 73 receive stipends. The accounts of their progress are highly favourable; the English, however, has been too recently established to allow of any considerable success.

11. In addition to the college already established at Delhi, a separate institution has been founded at that place for the study of English, and of other branches of knowledge, through the medium of that language. At the former establishment the number of students is 152, at the latter 68; all however receive stipends. The reports of their proficiency are highly favourable. The Committee recommends that the stipendiary scholars should be limited to a certain number: this is obviously proper. While there is no limit to the number of free students, none of course can be expected to pay anything for their education; and this probably is the only reason why there are no pay scholars at Delhi, when there is so considerable a number at the Agra college.

12. The cause of native education at Delhi has received the valuable aid of a donation of a lac and 70,000 rupees from the Nawab Jatimadood Dowlah, lately minister to the king of Oude. The intended commemoration of this well-directed munificence, by a marble tablet, to be placed in a conspicuous part of the college, as suggested by the local committee, has our warmest approbation.

13. By the Nawab's liberality about 700 rupees per mensem are set free for the general purposes of the Education Fund.

14. It is not necessary to recapitulate the information which you have afforded, or the proceedings which you have adopted, with regard to the various schools of a more elementary character, which you found already established by private subscription, or by Government grants made at former periods, and which have been placed under the committee's superintendence. You appear to us, in all such cases, to have taken a correct view of the principles which should be acted upon, and you are aware of our general sentiments upon the subject.

15. We perceive that the Committee's attention continues to be judiciously and energetically directed towards the multiplication of school books, suited for the use of the native colleges and schools. We observe with pleasure the intention of that meritorious body, the Baptist missionaries at Serampore, to publish in English and Bengalee, a series of elementary works on history, literature, and science; and we approve of your having subscribed for 100 copies in English, and the same number in Bengalee, at a price amounting for the forty numbers to rupees 4,800.

16. We perceive by Mr. Macnaghten's letter to the Sudder Board of Revenue, dated 12th August 1830, that you are alive to the importance of finding motives to induce the landholders in the interior to take advantage for their children of that improved education which is now obtainable at the Presidency. You are fully sensible of the difficulty of inspiring the zemindars with such a desire, in a degree adequate to overcome the difficulties and objections which would occur to them. But you think that these objections might gradually cease "if a commencement could be made with the boys, who being minors, and inheriting landed property, are under the superintendence of the Court of Wards." You have invited a communication of the sentiments, both of the Sudder Board of Revenue and of the Committee of Public Instruction, on this suggestion, and we are anxious to learn in what manner those bodies have answered your call.

We are, &c.

(signed)

R. Campbell,

J. G. Ravenshaw,

&c. &c.

(13.)—LETTER, in the Public Department, to Bengal; dated 24th Oct. 1832, No. 74.

PARA. 1. WE now reply to your public letter, dated 30th August (No. 29.) 1831, being a report of the proceedings of the General Committee of Public Instruction for the year 1830.

2. The colleges and other seminaries under the committee's management appear during the year in question to have about kept up or somewhat increased their number of students. The following is a comparative view of the two years:

(13.) Letter,
in the Public
Department,
to Bengal;
24 October 1832.

	Number of Pupils in 1829.	Number of Pupils in 1830.	Increase.	Decrease.
Madrisa, or Mahomedan College, at Calcutta - - - -	85	62	- - -	23
Sanscrit College at ditto - - - -	137	146	9	—
Anglo-Indian College - - - -	421	409	- - -	12
Benares College - - - -	279	287	- - -	—
Agra College - - - -	200	185	- - -	15
Delhi College - - - -	152	257	105	—
Delhi English Institution - - - -	68	106	38	—



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3. The contemplated English institution at Benares has also commenced operations under the management of two young men, educated at the Anglo-Indian college. The number of pupils at the end of the first three months was 43.

4. The success of these institutions, in producing both remarkable instances of proficiency and a high general average of attainments, has been on the whole not inferior to the expectations raised by the brilliant successes of former years. The Anglo-Indian college, as on former occasions, takes the lead. The increase of its usefulness is still said to be much retarded by the want of an adequately qualified head teacher, a deficiency which, as you are aware, we have subsequently taken measures to supply. Notwithstanding this drawback, the committee state that, "to an extensive command of the English language, the pupils add a considerable conversancy with English literature, with ancient and modern history, with geography and the rudiments of astronomy; with natural philosophy, chemistry, and mathematics. It is not possible," add the committee, "to carry them much beyond the limits they now reach with the present establishment; but as many of them are willing and able to continue a course of study, it is highly desirable that this disposition should be applied to some beneficial purpose. A portion of their time may be devoted to the higher mathematics; but we could wish to appropriate part of it to more practical pursuits, and to such as may be useful in after-life. Those suggested by the visitor are law, political economy, and practical chemistry; and they appear to us well-calculated to afford information that may ultimately be available both for public and private benefit. For chemistry a teacher is already provided, and Mr. Ross will only have to extend and modify his lectures accordingly, fitting up a laboratory in the manner Mr. Wilson proposes. For the two other branches it will be necessary to retain a lecturer: we therefore beg to recommend that a qualified professor be engaged to lecture on the principles of political economy and law, including in the latter the elements of general jurisprudence, the principles of English law, and as much of the Mahomedan and Hindoo law as is requisite with the local Regulations for the administration of justice in British India. For these duties we should recommend the professor receiving a salary of 300 rupees a month from the Education Fund."

5. You concurred in these views of the committee and empowered them to make arrangements accordingly. The difficulty of procuring a person properly qualified to give instruction on the subjects mentioned by the committee is the only objection which can exist to what they recommend. It appears that Mr. Wilson knows of an individual who is willing to undertake the duty, and whom that gentleman deems competent to it. Should he prove so, his appointment will form a most valuable accession to the utility of the college.

6. The greatest difficulty with which all your institutions for native education have to contend is the rarity of proper elementary books in Oriental languages. Mr. Tytler, to whose exertions the colleges at Calcutta owe so much, expresses himself with great earnestness on this subject. Of books suited for medical education there appear to be scarcely any. The medical tuition at the Madrissa is conducted on the exploded principles, and by means of the imperfect books, of the Arabian physicians; and though at others of the colleges instruction is given in the sciences connected with medicine, on European principles, the benefit derived from it is not, nor can be expected to be, great, until you shall have succeeded in obtaining, by judicious encouragement, suitable translations and adaptations of European medical books in the languages of the Hindoo and Moslem population.

7. To this point therefore the committee should pay peculiar attention. Nor is it of less importance to procure an ample supply of school books of all other kinds in the native languages. European knowledge and ideas can never become widely diffused, even among the more opulent classes in India, while accessible only through the medium of a foreign language.

8. For the reasons given in the documents which you have transmitted to us, we approve of your keeping up the Saugor schools, and placing them under the committee's superintendence; of your donation of 1,000 rupees in aid of the free school founded by private subscription at Jaunpore; and of the establishment of a certain number of scholarships* at the Agra college, to be given as rewards of proficiency, some such encouragement seeming to be required at that place, and the funds of the college being stated to admit of it.

* At rupees 15 per mensem.

(14.)—MINUTE of Sir Thomas Munro, Governor of Madras, June 25, 1822.

(14.) Minute of Sir T. Munro; 25 June 1822. Fort St. George; Revenue Consultations; 2 July 1822.

1. MUCH has been written, both in England and in this country, about the ignorance of the people of India, and the means of disseminating knowledge among them; but the opinions upon this subject are the mere conjectures of individuals, unsupported by any authentic documents, and differing so widely from each other, as to be entitled to very little attention. Our power in this country, and the nature of its own municipal institutions, have certainly rendered it practicable to collect materials from which a judgment might be formed of the state of the mental cultivation of the people. We have made geographical and agricultural surveys of our provinces; we have investigated their resources, and endeavoured to ascertain their population; but little or nothing has been done to learn the state of education. We have no record to shew the actual state of education throughout the country. Partial inquiries have been made by individuals, but those have taken place at distant periods, and on a small scale, and no inference can be drawn from them with regard to the country in general. There may be some difficulty in obtaining such a record as we want. Some districts will not, but others probably will, furnish it; and if we get it only from two or three, it will answer in some degree for all the rest. It cannot be expected to be very accurate, but it will at least enable



us to form an estimate of the state of instruction among the people. The only record which can furnish the information required, is a list of the schools in which reading and writing are taught in each district, showing the number of scholars in each, and the caste to which they belong. The collectors should be directed to prepare this document according to the form which accompanies this paper. They should be desired to state the names of the books generally read at the schools; the time which scholars usually continue at such schools; the monthly or yearly charge to the scholars, and whether any of the schools are endowed by the public, and if so, the nature and amount of the fund. Where there are colleges or other institutions for teaching theology, law, astronomy, &c., an account should be given of them. These sciences are usually taught privately, without fee or reward, by individuals, to a few scholars or disciples; but there are also some instances in which the native governments have granted allowances in money and land for the maintenance of the teachers.

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

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

(signed) *Thomas Munro.*

Appendix (I.)

(14.) Minute of
Sir T. Munro;
June 25, 1822.

(15.)—REPORT of *A. D. Campbell*, esq. the Collector of Bellary, dated Bellary,
August 17, 1823.

Read the following Letter:

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

Gentlemen,

1. THE delay of my amildars in furnishing the requisite returns, has hitherto prevented my submitting to you the inclosed Statement, called for in your orders of the 25th July 1822 and 19th of June last.

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

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

4. The English language is taught in one school only; the Tamul in four; the Persian in 21; the Mahratta in 23; the Telooogoo in 226, and the Carnataca in 235. Besides these there are 23 places of instruction attended by Brahmins exclusively, in which some of the Hindoo sciences, such as theology, astronomy, logic and law, are still imperfectly taught in the Sanscrit language.

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

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

7. Some children continue at school only five years; the parents, through poverty or other circumstances, being often obliged to take them away; and consequently in such cases the merest smattering of an education is obtained; where parents can afford it, and take a lively interest in the culture of their children's minds, they not unfrequently continue at school as long as 14 and 15 years.

(445.—I.)

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8. The

Proceedings of the
Board of Revenue
at Fort St. George;
25 August 1823.



Appendix (L)

Education of Natives.

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

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

10. Having attained a thorough knowledge of the letters, the scholar next learns to write the compounds, or the manner of embodying the symbols of the vowels in the consonants, and the formation of syllables, &c., then the names of men, villages, animals, &c., and lastly arithmetical signs. He then commits to memory an addition table, and counts from one to 100, he afterwards writes easy sums in addition and subtraction of money, multiplication, and the reduction of money, measures, &c. Here great pains are taken with the scholar in teaching him the fractions of an integer, which descend, not by tens as in our decimal fractions, but by fours, and are carried to a great extent. In order that these fractions, together with the arithmetical tables in addition, multiplication, and the threefold measures of capacity, weight and extent, may be rendered quite familiar to the minds of the scholars, they are made to stand up twice a day in rows, and repeat the whole after one of the monitors.

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

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

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

14. The whole of the books, however, in the Telooogo and Carnatic schools, which are by far the most numerous in this district, whether they treat of religion, amusement, or the principles of these languages, are in verse, and in a dialect quite distinct from that of conversation and business. The alphabets of the two dialects are the same, and he who reads the one can read, but not understand, the other also. The natives, therefore, read these (to them unintelligible) books to acquire the power of reading letters in the common dialect of business; but the poetical is quite different from the prose dialect which they speak and write; and though they read these books, it is to the pronunciation of the syllables, not to the meaning or construction of the words, that they attend. Indeed few teachers can explain, and still fewer scholars understand the purport of the numerous books which they thus



thus learn to repeat from memory. Every schoolboy can repeat *verbatim* a vast number of verses, of the meaning of which he knows no more than the parrot that has been taught to utter certain words. Accordingly, from studies in which he has spent many a day of laborious but fruitless toil, the native scholar gains no improvement, except the exercise of memory and the power to read and write on the common business of life; he makes no addition to his stock of useful knowledge, and acquires no moral impressions. He has spent his youth in reading syllables, not words, and on entering into life he meets with hundreds and thousands of words in the common course of reading books, of the meaning of which he cannot form even the most distant conjecture; and as to the declension of a noun, or the conjugation of a verb, he knows no more than of the most abstruse problem in Euclid. It is not to be wondered at, with such an imperfect education, that in writing a common letter to their friends, orthographical errors and other violations of grammar, may be met with in almost every line written by a native.

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

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

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

18. I am sorry to state, that this is ascribable to the gradual but general impoverishment of the country. The means of the manufacturing classes have been of late years greatly diminished by the introduction of our own European manufactures in lieu of the Indian cotton fabrics. The removal of many of our troops from our own territories to the distant frontiers of our newly subsidized allies has also, of late years, affected the demand for grain; the transfer of the capital of the country from the native governments and their officers, who liberally expended it in India, to Europeans, restricted by law from employing it even temporarily in India, and daily draining it from the land, has likewise tended to this effect, which has not been alleviated by a less rigid enforcement of the revenue due to the State. The greater part of the middling and lower classes of the people are now unable to defray the expenses incident upon the education of their offspring, while their necessities require the assistance of their children as soon as their tender limbs are capable of the smallest labour.

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

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

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

22. There is no doubt, that in former times, especially under the Hindoo governments, very large grants, both in money and in land, were issued for the support of learning. Considerable *yeomials*, or grants of money, now paid to Brahmins from the treasury, and many of the numerous and valuable Shetrum villages, now in the enjoyment of Brahmins in this district, who receive one-fourth, one-third, one-half, two-thirds, and sometimes the whole of their annual revenue, may, I think, be traced to this source. Though it did not consist with



Appendix (I.)

Education of
Natives.

the dignity of learning to receive from her votaries hire, it has always in India been deemed the duty of Government to evince to her the highest respect, and to grant to her those emoluments which she could not, consistently with her character, receive from other sources; the grants issued by former Governments, on such occasions, contained therefore no unbecoming stipulations or conditions. They all purport to flow from the free bounty of the ruling power, merely to aid the maintenance of some holy or learned man, or to secure his prayers for the State. But they were almost universally granted to learned or religious persons, who maintained a school for one or more of the sciences, and taught therein gratuitously; and though not expressed in the deed itself, the duty of continuing such gratuitous instruction was certainly implied in all such grants.

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

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

25. I would propose the appointment of an able *shastry* from amongst the law students at the college, with an addition to his existing pay of only 10 pagodas per mensem, to be placed under me at the principal station of the district, to instruct *gratuitously* all who choose to attend him, in the Hindoo sciences, in the Sanscrit language, and the native schoolmasters in the grammar of the Teloofoo and Carnataca tongues, being those vernacular here. Such a man I have no doubt that I could soon obtain from the college for if one with all the requisite qualifications is not at present attached to the institution, there are many that I know there who can speedily qualify themselves for it in a very short time.

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

27. The highest expense of such an institution would be 273 rupees, the lowest 154 rupees per mensem. The first expense must necessarily be borne by Government, who alone are able to originate and at first support such a plan. But proper steps may be taken to engage in it the aid of the more opulent classes of the community, and, if practicable, to induce them, in due time, willingly to contribute to the support of such schools. Indeed, I have little doubt that the plan would soon carry with it the united consent, and grateful approbation, of the more respectable and well-informed of the inhabitants at large.

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

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

30. To cover the first expense of these schools, and to provide further for their gradual extension, if found advisable, without entailing any additional or new expense on Government, it might be provided that on the demise of any persons now holding *yeomiah*s, or alienated lands,



lands, a new inquiry be instituted; and that though the same may have been continued for more than one generation by the British Government, it be resumed, and carried to a new fund, to be termed the "School Fund," (to which the proposed expense should also be debited,) unless it is clearly stated in the body of the original grant to be "hereditary;" or the intention of the ruling power at the time to make such grant hereditary be clearly proved to the satisfaction of Government.

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

(Signed) *A. D. Campbell*, Collector.

Appendix (I.)

(15.) Report of
A. D. Campbell,
Esq. : 25 August
1823.

(16.)—MINUTE of *Sir T. Munro*, January 1825.

THE College Board, in their letter of the 7th ultimo, state, that there are now 15 Mahomedan and five Hindoo law students in the college, who have obtained certificates of qualification for the situation of law officers in the Judicial Court. That the services of these students are at present unimportant, and that their prospects of promotion from the abolition of some of the courts, and other causes, have become distant; and in order to remedy this inconvenience, they propose that instructions be given to the zillah and provincial courts, to apply to the Board of Superintendence to recommend fit persons for the situation of district moonsiff, whenever candidates of superior qualifications may not be found in the provinces, and that the recommendation of the Board should be limited to persons holding certificates in the form (A) of Regulation V. of 1817; as a further argument in favour of this measure, it is observed by the College Board that the students, from their sound knowledge of law and acquaintance with the Regulations, are peculiarly qualified for the administration of justice.

(16.) Minute of
Sir T. Munro;
January 1825.

I confess that I do not see this scheme in the same favourable light as is done by the college, and as I think that no established rule should be abolished, or new ones adopted, unless it is more clear that some advantage would result from it, I am entirely against the proposed change. If it were adopted, it would quicken the promotion of the students and improve their situation; but I doubt if it would equally improve the administration of justice in the country. It is the nature of every public body, when not vigilantly watched, to endeavour to extend its authority and influence, and the college would gradually, under the cover of the new rule, acquire virtually the whole of the native judicial patronage.

The limiting of recommendation to persons holding certificates in the form (A) would answer very little purpose, except to facilitate the obtaining such certificates. There never would be a want of them whenever it was found that they were so useful in procuring employment; they would insensibly lead to much intrigue and to the throwing into the hands of the native teachers at the college the nomination of all the district moonsiffs.

The knowledge of law and acquaintance with the Regulations required by the college students are no doubt valuable attainments, but they are not alone sufficient to render a man fit for the situation of district moonsiff. They will not compensate for the absence of good character, of habits of business, of application, and of sound judgment, and a knowledge of local habits and customs.

The instruction received at the college is better adapted to qualify men for the duties of law officers and pleaders than for those of district moonsiffs, and the college has, already sufficient control over the appointment of all law officers and pleaders; as without these certificates no person can be nominated to any of the offices. If, as supposed, the zillah and provincial judges should at any time be enabled to find persons fit for the situation of district moonsiff, they have it always in their power to look for them amongst the authorized vakeels, but especially among those who hold certificates in the form (B); and if among such persons, having either no employment or earning less than district moonsiffs, the judges do not make a selection for the vacant office of district moonsiff, it is to be inferred that they have found other men who are better qualified.

The monopoly of the college over the appointment of law officers and vakeels is already sufficiently great, and ought not to be extended over any other class of judicial servants. There should be no privileged body having the exclusive right of furnishing district moonsiffs; the whole population ought to be left open to the zillah judge. The college certificate will always on such occasions have its due weight, but it ought not to outweigh higher qualifications in the man who has no certificate.

(Signed) *Thomas Munro*.



I. PUBLIC.

Appendix (I.)

(17.)—EXTRACT LETTER, in the Revenue Department, from the Court of Directors to the Governor in Council of *Fort St. George*, dated 18th May 1825.

Letter from, dated 14 January 1823.

(40.) Instructions given to the collectors to transmit information relative to the state of education in their districts.

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

(18.) Minute of Sir T. Munro; 10 March 1826.
Fort St. George, Revenue Consultation, 10 March 1826.

(18.)—MINUTE of Sir *Thomas Munro*, March 10, 1826.

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

2. It is remarked by the Board of Revenue, that of a population of 12½ millions, there are only 188,000, or 1 in 67 receiving education. This is true of the whole population, but not as regards the male part of it, of which the proportion educated is much greater than is here estimated: for if we take the whole population as stated in the report at 12,850,000, and deduct one half for females, the remaining male population will be 6,425,000; and if we reckon the male population between the ages of five and ten years, which is the period which boys in general remain at school, at one-ninth, it will give 713,000, which is the number of boys that would be at school if all the males above ten years of age were educated; but the number actually attending the schools is only 184,110, or little more than one-fourth of that number. I have taken the interval between five and ten years of age as the term of education, because, though many boys continue at school till twelve or fourteen, many leave it under ten. I am, however, inclined to estimate the portion of the male population who receive school education to be nearer to one-third than one-fourth of the whole, because we have no returns from the provinces of the numbers taught at home. In Madras the number taught at home is 26,903, or above five times greater than that taught in the schools. There is probably some error in this number, and though the number privately taught in the provinces does certainly not approach this rate, it is no doubt considerable, because the practice of boys being taught at home by their relations or private teachers is not unfrequent in any part of the country. The proportion educated is very different in different classes: in some it is nearly the whole; in others it is hardly one-tenth.

3. The state of education here exhibited, low as it is compared with that of our own country, is higher than it was in most European countries at no very distant period. It has, no doubt, been better in earlier times; but for the last century it does not appear to have undergone any other change than what arose from the number of schools diminishing in one place and increasing in another, in consequence of the shifting of the population, from war and other causes. The great number of schools has been supposed to contribute to the keeping education in a low state, because it does not give a sufficient number of scholars to secure the service of able teachers. The monthly rate paid by each scholar is from four to six or eight annas. Teachers in general do not earn more than six or seven rupees monthly, which is not an allowance sufficient to induce men properly qualified to follow the profession. It may also be said that the general ignorance of the teachers themselves is one cause why none of them draw together a large body of scholars together; but the main causes of the low state of education are the little encouragement which it receives, from their being but little demand for it, and the poverty of the people.

4. These difficulties may be gradually surmounted: the hindrance which is given to education by the poverty of the people may in a great degree be removed by the endowment of schools throughout the country by Government, and the want of encouragement will be remedied by good education being rendered more easy and general, and by the preference which will naturally be given to well-educated men in all public offices. No progress, however, can be made without a body of better instructed teachers than we have at present;

but



but such a body cannot be had without an income sufficient to afford a comfortable livelihood to each individual belonging to it; a moderate allowance should therefore be secured to them by Government, sufficient to place them above want; the rest should be derived from their own industry. If they are superior both in knowledge and diligence to the common village schoolmasters, scholars will flock to them and augment their income.

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

6. We have 20 collectorates; the number of tehsildaries is liable to change: but it will be sufficient for the present purpose to estimate them at 15 on an average to each collectorate, or 300 in all. This would, according to the plan proposed, give about 40 collectorate and 300 tehsildary schools. The monthly salaries of the teachers of the collectorate schools might, on an average, be 15 rupees to each, and those of the tehsildary nine rupees each. These allowances may appear small, but the tehsildary schoolmaster who receives nine rupees monthly from Government, will get at least as much more from his scholars; and, considering all circumstances, his situation will probably be better than that of a parish schoolmaster in Scotland.

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

Madras School-book Society, per month	-	-	-	Rs. 700
Collectorate Schools, Mahomedan, 20 at 15 rupees	-	-	-	300
- Ditto - - - Hindoo, 20 at 15 rupees	-	-	-	300
Tehsildary Schools, 300 at 9 rupees	-	-	-	2,700
Per Month				4,000
Per Annum				Rs. 48,000

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

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

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

(signed) Thomas Munro.



CSL

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(19.)—EXTRACT of a LETTER in the Public Department, from the Court of Directors to the Governor in Council of Fort St. George, dated 16th April 1828.

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

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

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

5. It appears that reading and writing in the vernacular dialects of the country, together with the first rudiments of arithmetic, are taught to a proportion of the male population which Sir Thomas Munro estimates at one-third: a point of very great importance, and on which we hoped that considerable information would be afforded by the reports of the collectors, as to the character of the books in which reading is taught. From this you would have learned two things, which it would have been desirable to know; namely, first, the quantity of useful information which the children are enabled incidentally to acquire while learning to read, and next, the mode of adapting, as far as it might be expedient, the school books which you may cause to be prepared, to the previous habits and associations of the people. The character, however, of the books used in the schools was a subject which the generality of the collectors do not seem to have thought it within their province to inquire into. The appendix to the report of the committee of the School Book Society appears to have contained some information of the kind required, but this is not recorded on your consultations; and we regret that you did not from the first include this among the subjects marked out for inquiry, and afterwards, when you found that it had been overlooked by the collectors, that you did not require them to furnish special reports on this particular point. We should have been well pleased also that the collectors had afforded some information on the question, whether any desire exists among any portion of the natives for better instruction than what their own rude institutions of education afford, and how far they are disposed, or by what means they might most easily be induced to avail themselves of better schools, if any such should be established. We lament that these points were not likewise made the subject of special reference to the collectors. We advert to these omissions on your part with the less reluctance, as in all other respects your proceedings appear to us deserving of unqualified praise.

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

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

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



9. Of the quality of the instruction received at these colleges, we learn nearly as little from the collectors' reports, as we do of that received in the elementary schools. Mr. Ogilvie, however, the sub-collector in charge of the collectorate of Cuddapah, thus describes the result of the highest sort of education which is to be met with in the territory that he superintends: "In nearly all the villages of this district there is an enam set apart, as is doubtless well known to the Board, for the support of a Punchangum Brahmin, and it might be conjectured that amongst so many there would be found some who had attained considerable perfection in astronomy and theology; of this, however, there is hardly an instance. The persons holding such enams are quite content to be ignorant of the higher branches of science; their utmost ambition being confined to the distinction of foretelling a fortunate "hour for reaping, or a lucky day for a marriage, and of contriving a horoscope for persons of distinction in the village."

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

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

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

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

14. You have not yet, it would appear, finally determined what shall be the branches of education included in your plan. The committee of the School-book Society, in a report which does great credit to their judgment and zeal, recommend that reading and writing in the English, Tamil, and Teloo-goo languages, together with grammar, arithmetic, geography, and history, should form the course of education at the school for the instruction of teachers. This course, assuming the school-books used to be of the kind best calculated to impart to them useful knowledge, and to strengthen all good habits in their minds, appears to embrace all that is mainly required. To the three languages above enumerated, it is proposed by the Committee of Public Instruction subsequently appointed by you, that Sanscrit and Arabic should be added: Sanscrit for the Hindoo, Arabic for the Mussulman scholars. You are alone competent to judge how far their possessing a knowledge of these languages might contribute to increase the resort of pupils to them when established as schoolmasters.

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

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

17. The most difficult part of your task for a long time will be the business of superintendence. For, although the dependence of a great part of the teacher's reward upon the fees of his pupils, is, in general, a strong incentive to the diligent performance of his duty, so few of the natives are as yet qualified, especially in the distant collectorates, to form a correct estimate of the quality of the instruction which their children will receive, that we cannot doubt the necessity of a vigilant supervision on the part of better judges than themselves. A general superintendence may be exercised at all times by the collectors; but periodical examinations, conducted either by the local officers or by persons sent from the Presidency, would be the most effectual means of compelling the masters to do their duty, and of encouraging the pupils by opportunities of distinguishing themselves, and of attracting the notice of Government. You will thus too be enabled to know more effectually than by



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any other means, where the fittest instruments for your future plans of education, and the individuals best qualified to fill public situations are to be found. And not only will you know this yourselves, but what perhaps is almost of equal importance, the natives will be aware that you know it, and that you give the preference for all public purposes to the best instructed.

18. You have appointed a general Committee of Public Instruction, and it will be peculiarly their business both to devise and to carry into effect a plan for effectual supervision. It was originally intended, however, that the school for teachers should be established and managed by the School-book Society, with the aid of a contribution from Government, and the committee of the society had then made arrangements for a most efficient superintendence of that school. Though it will now, in common with the other schools, be under the control of the Committee of Public Instruction, yet, as there cannot be too many securities for the efficiency of so important an institution, the committee of the society might still, if you see no objection, be solicited to afford such aid as their leisure will allow of, in the supervision of the school, or, at least, in the examinations. Their good sense, activity, and ardour in the pursuit of the end, is a sufficient guarantee that, whatever they might undertake to do, would be well done; and they have themselves remarked that their members "will by that means become better acquainted with the precise wants of the native mind, and more readily perceive the desiderata for its improvement."

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

(20.)—EXTRACT of LETTER in the Public Department from the Court of Directors to the Governor in Council of *Fort St. George*, dated 3d September 1828.

Letter from, 1 May 1827, (19 to 24 & 32; also 6 & 25 of 31 Aug. 1827, and Secretary's Letters, dated 5 Jan. 1827, and 25 Jan. 1828.)
Proceedings relative to the College and Public Instruction.

Para. 37. We have no doubt that in incorporating the College Board with the Committee of Public Instruction, you have acted wisely.

38. We perceive that you are assiduously engaged in training teachers for the collectorate schools. The qualifications requisite in the teachers of the tehsildarry schools, being more limited, the establishment of these schools has already commenced. In the particulars which we have learned on this subject, since our last general despatch on native education, we find nothing which calls for any addition in the way of directions for your guidance, to what has been there said.

39. You have acted judiciously in printing and circulating in the different languages of the part of India subject to your government, an account of the system of education which you have adopted. We are happy to receive the testimony of the Board for the college and for public instruction, to the fact that the natives are generally and unfeignedly desirous of a better system of education than they have hitherto possessed.

(21.)—COPY LETTER to *Madras*, dated September 29th, 1830.

(21.) Letter to the
Madras Govern-
ment, 29 Sept.
1830.

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

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

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

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

5. The improvements in education, however, which most effectually contribute to elevate the moral and intellectual condition of a people, are those which concern the education of the higher classes; of the persons possessing leisure and natural influence over the minds of their countrymen. By raising the standard of instruction among these classes, you would eventually produce a much greater and more beneficial change in the ideas and feelings of the community than you can hope to produce by acting directly on the more numerous class.

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

7. Measures have been adopted by the Supreme Government for placing within the reach of the higher classes of natives under the presidency of Bengal, instruction in the English language



language and in European literature and science. These measures have been attended with a degree of success, which, considering the short time during which they have been in operation, is in the highest degree satisfactory, and justifies the most sanguine hopes with respect to the practicability of spreading useful knowledge among the natives of India, and diffusing among them the ideas and sentiments prevalent in civilized Europe.

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

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

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

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

12. We desire that the whole subject may engage your deliberate consideration; and we hope to receive, at an early period, your opinion as to the best mode of rendering accessible to the natives the higher education which we desire to confer on them, and of encouraging them to take advantage of it; and although we are unwilling that you should, without previous communication with us, engage in any plan which would commit your Government to a large annual expenditure, we are yet anxious that no time should be lost, and that you should proceed to take, without delay, any preliminary steps in which, under the knowledge which you will possess of our general views from the despatches herewith enclosed, you may confidently anticipate our concurrence.

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

We are, &c.

London, 29 Sept. 1830.

(signed)

W. Astell,
R. Campbell,
&c. &c. &c.

(22.)—EXTRACT MINUTE by the Hon. Mountstuart Elphinstone, Governor of Bombay, dated December 13, 1823.

3. I HAVE attended, as far as was in my power since I have been in Bombay, to the means of promoting education among the natives, and from all that I have observed, and learned by correspondence, I am perfectly convinced that without great assistance from Government no progress can be made in that important undertaking. A great deal appears to have been performed by the Education Society in Bengal, and it may be expected that the same effects should be produced by the same means at this presidency. But the number of Europeans here is so small, and our connection with the natives so recent, that much greater exertions are requisite on this side of India than on the other.

(22.) Minutes by
Hon. M. Elphinstone,
13 Dec. 1823.

4. The circumstance of our having lately succeeded to a Brahmin Government likewise, by making it dangerous to encourage the labours of the missionaries, deprives the cause of education of the services of a body of men who have more zeal and more time to devote to the object than any other class of Europeans can be expected to possess.

5. If it be admitted that the assistance of Government is necessary, the next question is, how it can best be afforded, and there are two ways which present themselves for consideration. The Government may take the education of the natives entirely on itself, or it may increase the means and stimulate the exertions of the society already formed for that purpose. The best result will probably be produced by a combination of these two modes of proceeding. Many of the measures necessary for the diffusion of education must depend on the spontaneous zeal of individuals, and could not be effected by any resolutions of the Government. The promotion of those measures, therefore, should be committed to the society; but there are others which require an organized system, and a greater degree of regularity and permanence than can be expected from any plan, the success of which is to depend upon personal character. This last branch, therefore, must be undertaken by the Government.

6. It would, however, be requisite, when so much was entrusted by Government to the society, that all the material proceedings of that body should be made known to Government, and that it should be clearly understood that neither religion nor any topic likely to excite discontent among the natives should ever be touched on in its schools or publications.

7. The following are the principal measures required for the diffusion of knowledge among the natives: 1st, To improve the mode of teaching at the native schools, and to increase the number of schools; 2d, To supply them with school books; 3d, To hold out some encouragement



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ment to the lower orders of natives to avail themselves of the means of instruction thus afforded them; 4th, To establish schools for teaching the European sciences and improvements in the higher branches of education; 5th, To provide for the preparation and publication of books of moral and physical science in native languages; 6th, To establish schools for the purpose of teaching English to those disposed to pursue it as a classical language, and as a means of acquiring a knowledge of the European discoveries; 7th, To hold forth encouragement to the natives in the pursuit of those last branches of knowledge.

8. 1st, The *improvement* of schools must be almost entirely left to the Education Society, with such pecuniary assistance as Government may think it expedient to afford. The constant and minute superintendence which will be requisite over the schools in all parts of the country is such as can only be expected from a very general spirit of anxiety to promote the object. Any attempt to produce it on the part of Government would require a large and expensive establishment, and after all would have very little chance of success.

9. The establishment now recommended by the committee for teaching schoolmasters may be sanctioned. It will be some time, perhaps, before properly qualified persons are found, but no slackness should appear on the part of Government in providing the means of securing their employment. It ought, at the same time, to be communicated to the committee that Government would be gratified by receiving, occasionally, accounts of the progress made, and of the number of schoolmasters to whom instruction had been afforded. In the meantime it appears probable that a very beneficial effect would be produced if an attempt were made to disseminate the improved method of teaching by means of the press. For this purpose, a very concise treatise, or rather two treatises, as proposed by Mr. Farish, might be prepared in each of the native languages, containing a few rules for the management of schools in the modern way, along with a short exposition of the advantages which would accrue both to masters and scholars from the adoption of these improvements. The same tract might contain a notification of the persons from whom school-books might be procured, and likewise of the manner in which prizes might be obtained by persons properly qualified in this stage of education. The circulation of these tracts and a few corresponding ones in English, together with the superintendence and assistance which might be voluntarily bestowed by gentlemen throughout the country, and the aid from the vaccinators, which will presently be explained, would probably effect much towards the improvement of common schools, and would pave the way for the employment of those schoolmasters who are to be trained under the institution proposed by the committee.

10. The means by which the direct exertions of Government can be best applied to promote schools is by endeavouring to increase their number, and on this I am of opinion that no pains should be spared. The country is, at present, exactly in the state in which an attempt of the sort is likely to be most effectual. The great body of the people are quite illiterate, yet there is a certain class, in which men capable of reading, writing, and instructing, exist in much greater numbers than are required or can find employment. This is a state of things which cannot long continue. The present abundance of people of education is owing to the demand there was for such persons under the Mahratta government. That cause has now ceased; the effect will soon follow; and unless some exertion is made by the Government, the country will certainly be in a worse state under our rule than it was under the Peishwa's. I do not confine this observation to what is called learning, which, in its present form, must unavoidably fall off under us; but to the humble acts of reading and writing, which, if left to themselves, will decline among the Brahmins without increasing among the other castes.

11. The advantage of the present time is not confined to the facility of finding masters. The funds are more easily obtained at present than they will be hereafter. The *gaum khurch* (village expenses), except in the old districts, have not yet undergone regulation, and many *wurshashans*, *naimnooks*, allowances to *fakeers*, &c. might now be turned to this useful purpose that will soon be lost altogether.

12. Mr. Chaplin formerly suggested that an allowance of from 3 to 10 rupees from the *gaum khurch* should be offered to any properly educated master who would undertake to teach a village; and if the smallest of these sums should seem too little for the largest village, it may be increased by consolidating the funds in all cases where villages are sufficiently near each other. It would not, however, be politic (as Mr. Chaplin has since remarked) that this expense should fall directly on the village; such a measure would too closely connect the ideas of education and taxation, and the ryots might endeavour to bring about the failure of the school, in hopes that they might thus get rid of the impost. The school money, therefore, should be taken from the gross income of the village before the Government's share is separated, and the amount should be made good by the reductions in the *gaum khurch*. If the saving does not cover the expense, the loss will still be very small, either to Government or the ryots, when compared with the advantage gained.

13. The schoolmasters should be allowed to take the usual fees from their boys besides this allowance, and should receive a certain degree of assistance in printed tables and books of the cheapest description.

14. An important addition to the resources applicable to the maintenance of schools might be obtained by diverting towards that purpose other funds drawn from the Government treasury, and not from villages, which are at present employed on objects of no utility, and which are equally lost to the state and to the people. Occasions continually occur in which *sirkar*, *wurshashans*, *enams* and other lands and allowances are granted unconditionally from humanity or policy to persons claiming them on doubtful titles; in all such cases the grantee might be obliged to submit to a small annual payment towards maintaining schools. There are also many village allowances, which it would be impolitic to resume, but which might, by proper management, be diverted to this purpose. Lands and allowances are also often held on condition



dition of performing religious or other services; it would be unpopular to exact a payment in commutation for these services, if the benefit went to Government; but it might easily be levied for an object so advantageous to the people themselves. In most cases, however, the purpose for which any deduction is made from an allowance, should be kept entirely out of sight, to avoid raising odium against our plans of education. It at first seemed to me to be practicable, by giving a small addition in money to the allowances enjoyed by village priests, astrologers, &c., on condition of their teaching a certain number of boys, to induce them to undertake a more useful profession, which might gradually supersede their original one; but many objections presented themselves to the arrangement, of which the most important was, that it necessarily rendered the situation of schoolmaster hereditary in all instances where it was adopted.

15. Even if funds were provided for the support of new schools, we should still feel the difficulty of securing the useful employment of them. If we could at all depend, either on a judicious selection of schoolmasters in the first instance, or on a moderately careful supervision afterwards, there could be no doubt of the entire success of the proposed measure; but the over-employment of the Europeans, and the indolence and indifference of the natives, make both of most difficult attainment. The object, however, is too important to be given up without an effort. The collector might have the general charge of all schools which derived any aid from Government, and a power to resume the allowance in all cases of gross neglect. At stations where many Europeans reside, some might probably be found to undertake the care of the schools in the neighbourhood. The Education Society might perhaps induce some to charge themselves with this task; and all officers, of whatever description, who had any share in the management of schools, should be encouraged to correspond with the society, and to promote its improvement.

16. In all subordinate villages, a great deal may be probably expected from the vaccinators. If these gentlemen should enter with zeal into the promotion of education, there are none by whom so much assistance could be afforded. They belong to a learned and liberal profession, and are selected for their activity and humanity; their duties lead them on tours precisely of the nature of those required for the superintendence of schools, and bring them into contact with all classes of the people; their duties, also, at each place must soon be transacted, and a good deal of time left applicable to such employments as are now recommended. Some remuneration ought to be given for the additional trouble; perhaps 150 rupees, with the actual expenses incurred for books, might be sufficient. The line of each person's charge should be well marked, to prevent all mistakes, which would be likely to damp zeal. The vaccinator should be quite independent in all places of which he took charge, and the collector should be requested to attend to his suggestions on all points connected with his schools. Any person who voluntarily took charge of a school should receive similar support, and should be encouraged to procure a successor to take up his charge, when he should be removed from the station. On this subject, however, the Education Society will be best qualified to suggest the most desirable mode of proceeding.

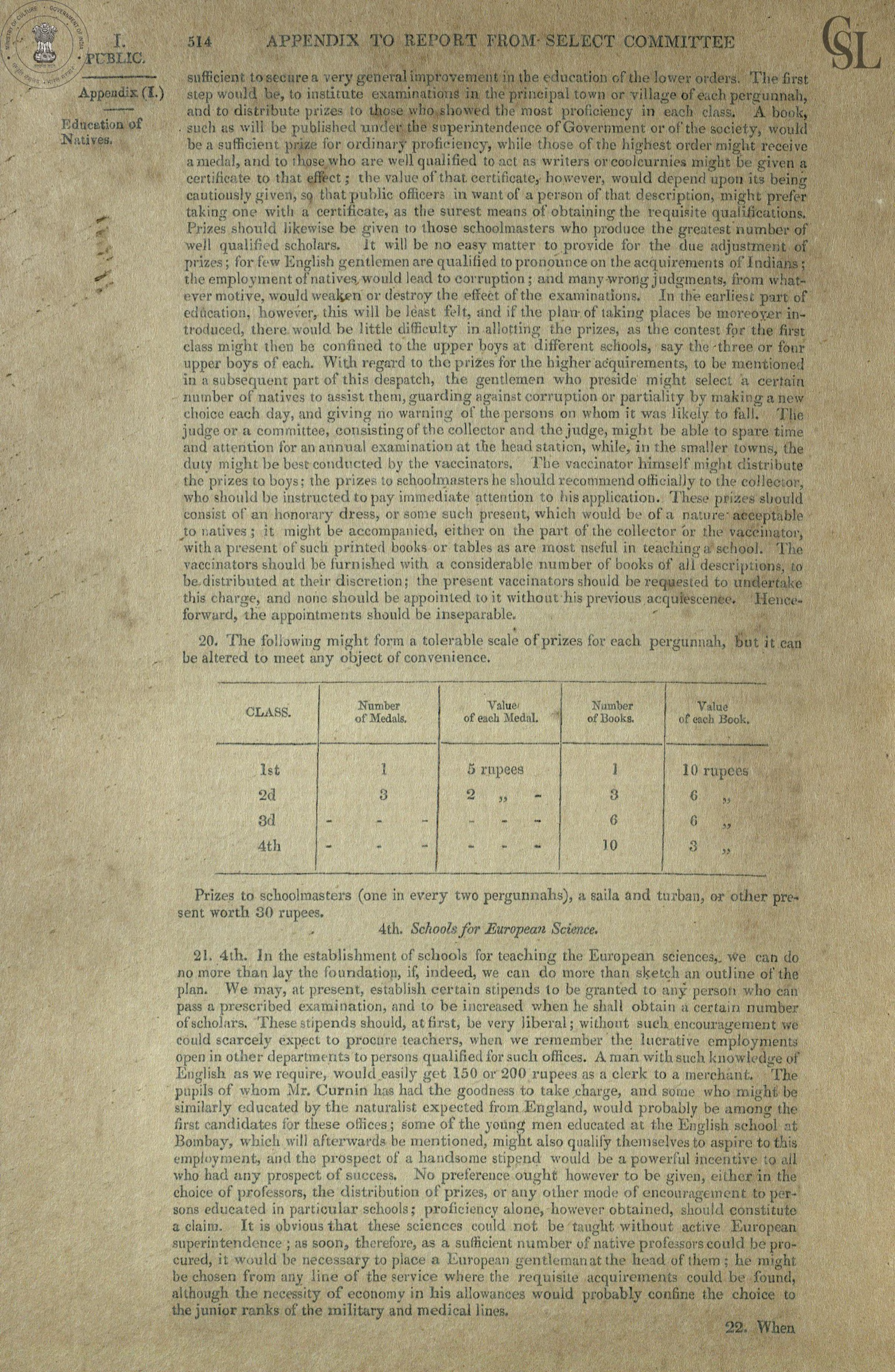
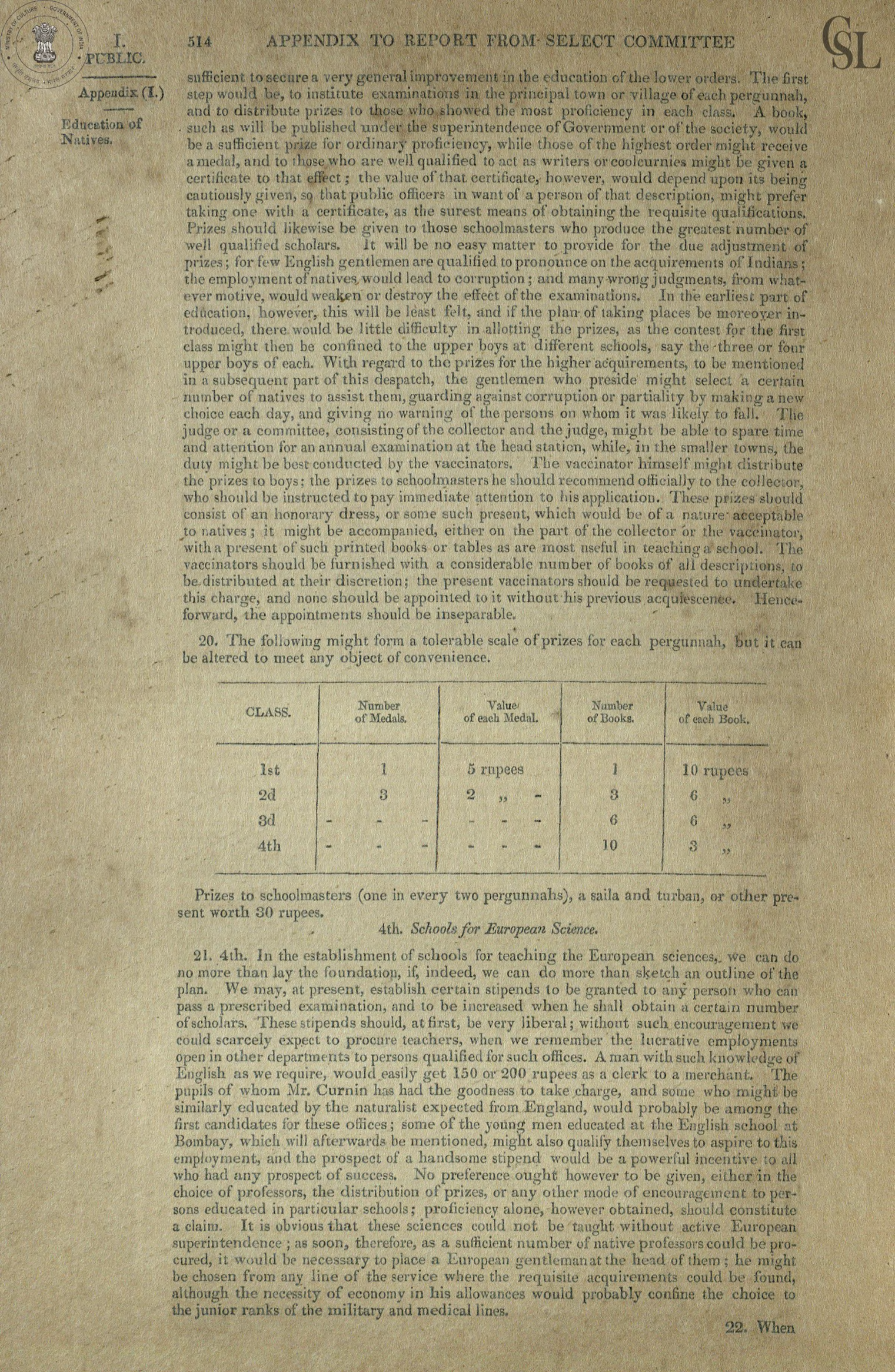
17. Inquiries relating to the possibility of providing salaries for teachers out of the gaum khurch, or even by a small addition to that fund, and likewise regarding the possibility of diverting any of the religious or other Mahratta grants, in the manner before alluded to, should immediately be addressed to the collectors, (those in the Deccan through the commissioner,) who may also be requested to send a statement, showing the villages in their district, and the number of schools in each, accompanied by such a general report on the state of schools, as they may have the means of affording. They might, for instance, give a guess at the number of boys taught at each, the learning they acquire at each, and the particular classes who attend them, whether only those whose trade requires a knowledge of reading and writing, or others also. Their opinion should likewise be solicited as to the persons who could with most advantage be employed as schoolmasters, and as to any other expedients that may seem practicable for promoting the object at a small expense. I am aware that a reference of this sort is usually fatal to a proposal for improvement; the time of public officers is so fully occupied by current business, that they have little leisure for general inquiries, and commonly lay aside the letter, in despair of being able to answer it, while we, equally suffering under the pressure of current business, often allow a long period to elapse before we revive a subject which has been disposed of by such a reference. One important question, however, in the present instance, that of the number of schools and scholars, can be ascertained through the cammasvisdars and sheikdars, with the utmost facility, and on the other, a few reports from intelligent collectors is all we can expect. The secretary will also be able, by making the questions distinct and simple in the first instance, and by occasionally repeating the call in cases of delay, to prevent the usual fatality from attending this highly important and interesting inquiry. It is very great satisfaction to me, that since the draft of this minute was finished, a plan, nearly of the same nature, has been proposed by Major Robertson, who has also pointed out funds for supporting it. I consider this voluntary opinion from so experienced a collector, to be of the greatest value, and recommend that his proposal should be sanctioned without delay; at the same time, a copy of this minute, if agreed to, may be sent to him.

2d. School-books.

18. 2d. The expense of printing school-books may, for the present, be undertaken by the Government; the superintendence of the printing and the distribution, except in certain cases, must be managed by the society.

3d. Encouragement to Schools.

19. 3d. The encouragement to be afforded to native schools is a point of greater difficulty, but it is one of the utmost importance, which, if properly made use of, would be sufficient

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sufficient to secure a very general improvement in the education of the lower orders. The first step would be, to institute examinations in the principal town or village of each pergunnah, and to distribute prizes to those who showed the most proficiency in each class. A book, such as will be published under the superintendence of Government or of the society, would be a sufficient prize for ordinary proficiency, while those of the highest order might receive a medal, and to those who are well qualified to act as writers or coolcurnies might be given a certificate to that effect; the value of that certificate, however, would depend upon its being cautiously given, so that public officers in want of a person of that description, might prefer taking one with a certificate, as the surest means of obtaining the requisite qualifications. Prizes should likewise be given to those schoolmasters who produce the greatest number of well qualified scholars. It will be no easy matter to provide for the due adjustment of prizes; for few English gentlemen are qualified to pronounce on the acquirements of Indians; the employment of natives would lead to corruption; and many wrong judgments, from whatever motive, would weaken or destroy the effect of the examinations. In the earliest part of education, however, this will be least felt, and if the plan of taking places be moreover introduced, there would be little difficulty in allotting the prizes, as the contest for the first class might then be confined to the upper boys at different schools, say the three or four upper boys of each. With regard to the prizes for the higher acquirements, to be mentioned in a subsequent part of this despatch, the gentlemen who preside might select a certain number of natives to assist them, guarding against corruption or partiality by making a new choice each day, and giving no warning of the persons on whom it was likely to fall. The judge or a committee, consisting of the collector and the judge, might be able to spare time and attention for an annual examination at the head station, while, in the smaller towns, the duty might be best conducted by the vaccinators. The vaccinator himself might distribute the prizes to boys; the prizes to schoolmasters he should recommend officially to the collector, who should be instructed to pay immediate attention to his application. These prizes should consist of an honorary dress, or some such present, which would be of a nature acceptable to natives; it might be accompanied, either on the part of the collector or the vaccinator, with a present of such printed books or tables as are most useful in teaching a school. The vaccinators should be furnished with a considerable number of books of all descriptions, to be distributed at their discretion; the present vaccinators should be requested to undertake this charge, and none should be appointed to it without his previous acquiescence. Henceforward, the appointments should be inseparable.

20. The following might form a tolerable scale of prizes for each pergunnah, but it can be altered to meet any object of convenience.

CLASS.	Number of Medals.	Value of each Medal.	Number of Books.	Value of each Book.
1st	1	5 rupees	1	10 rupees
2d	3	2 „ -	3	6 „
3d	- - -	- - -	6	6 „
4th	- - -	- - -	10	3 „

Prizes to schoolmasters (one in every two pergunnahs), a saila and turban, or other present worth 30 rupees.

4th. Schools for European Science.

21. 4th. In the establishment of schools for teaching the European sciences, we can do no more than lay the foundation, if, indeed, we can do more than sketch an outline of the plan. We may, at present, establish certain stipends to be granted to any person who can pass a prescribed examination, and to be increased when he shall obtain a certain number of scholars. These stipends should, at first, be very liberal; without such encouragement we could scarcely expect to procure teachers, when we remember the lucrative employments open in other departments to persons qualified for such offices. A man with such knowledge of English as we require, would easily get 150 or 200 rupees as a clerk to a merchant. The pupils of whom Mr. Curnin has had the goodness to take charge, and some who might be similarly educated by the naturalist expected from England, would probably be among the first candidates for these offices; some of the young men educated at the English school at Bombay, which will afterwards be mentioned, might also qualify themselves to aspire to this employment, and the prospect of a handsome stipend would be a powerful incentive to all who had any prospect of success. No preference ought however to be given, either in the choice of professors, the distribution of prizes, or any other mode of encouragement to persons educated in particular schools; proficiency alone, however obtained, should constitute a claim. It is obvious that these sciences could not be taught without active European superintendence; as soon, therefore, as a sufficient number of native professors could be procured, it would be necessary to place a European gentleman at the head of them; he might be chosen from any line of the service where the requisite acquirements could be found, although the necessity of economy in his allowances would probably confine the choice to the junior ranks of the military and medical lines.

22. When



22. When things should have reached to this stage, which must be considered as remote, the college at Poona might be put under the same officer, and the European and Native establishments might be united: by this arrangement the means of improvement would be held out to those already in pursuit of knowledge; and as the European branch might in time be expected to swallow up the Hindoo one, the whole funds of the Poona college would become applicable to the diffusion of useful science; at present such an union would be fatal to both branches; the jealousy of the Brahmins would repel the approach of foreign doctrines, and the disadvantageous comparison between their own salaries and those of the new comers would increase their hostility, and would soon occasion the desertion of the college.

23. There is one science in which great progress may immediately be made. The commissioner was not at first able to procure a medical professor for the college at Poona, private practice being more lucrative than the salary he had to offer; this deficiency might be easily supplied, as there are few sciences in which the natives have so little to preserve, or in which we have so much to teach, and so much facility in teaching. If the attention of our medical establishment could only be called to this object, we might, almost without an effort, communicate to the natives a vast store of sound and useful knowledge. A small prize, of the value of 200 or 250 rupees, might be offered to any native who could acquire a certain knowledge of anatomy, medicine, or chemistry, and the warm approbation of Government might be held out to any surgeon who would impart that degree of knowledge. The situation of civil surgeon is, generally, reckoned desirable, and it requires no particular qualifications. It might, with great advantage, be intimated to the Medical Board, that the first vacancy in these appointments would always be conferred on any assistant surgeon who should either produce an elementary treatise on one of the sciences connected with the profession, in a native language, or bring a native instructed by him to a certain pitch in some one of those sciences. A medical man, already a civil surgeon, might be promised promotion to the superior situations of Poonah, Sattarah, or Cutch, on the same terms; for the same temper and knowledge of the natives which would enable him to accomplish the condition, would secure his possessing the qualities peculiarly required at those stations. Each surgeon should also be indemnified for all the expense incurred on account of the native whom he instructed, provided he proved to possess the requisite knowledge. The Medical Board must, however, be required to fix, with some precision, the nature of the treatise to be produced, and the exact amount of proficiency to be required from each native student. When so educated, these native students might be employed as a superior class of native medical assistants, and might furnish one or two professors for the college.

24. It would be an excitement to attempt something in this branch, to know that in Bengal there is an institution with a medical gentleman at the head of it, who has an allowance of 1,600 rupees a month, and a number of students, who receive an exhibition for their maintenance during their studies.

5th. Books.

25. 5th. It is of comparatively little use that people are taught to read, if their studies are to be confined to legends of Hindoo gods, and it seems at first sight to be extremely easy, at a trifling expense, to supplant the few inaccurate and expensive manuscripts which are in the hands of the natives, by an abundance of simple and rational publications through the means of the press. The difficulty, however, has been found to be much greater than was thought. In four years we have only accomplished the publication of two native books, and they also are translations from the Sanscrit, undertaken more with a view to bring printed books into use, than on account of any instruction they were themselves calculated to afford. The principal cause of this delay has, no doubt, been the extreme slowness of printing in India, at least at Bombay; but had the printing not detained us, we should soon have been brought to a stand for want of translations to publish. The best remedy appears to be that suggested by the society, to advertize for the best translations of particular books, or for the best elementary treatises on particular subjects in specified languages. The books recommended by the committee in No. 1, are most of them well judged; but next to a system of arithmetic, which is already in hand, I should think a treatise on the elements of geometry, with the application of them to practice in mensuration, &c., would be desirable. A system of ethics, as suggested, would certainly be valuable, but it would be difficult of execution. In the meantime a few tracts, or one tract, containing those prudential maxims which are most important to the poor, and which are least known in India, would be of the greatest utility. Those most repugnant to their prejudices, as those which discountenance the marriage of infants, expensive feasts to the caste, &c., might be introduced in the mode most likely to elude or disarm opposition; but the success of such books must depend almost entirely on their execution, and they need only be undertaken by persons who feel a strong desire to inculcate the truths to which they refer.

26. When the labour required for these translations is considered, and likewise the previous knowledge necessary to render them useful, it is obvious, both that the reward must be very liberal, and that we need be under no apprehension from the number of successful claimants. Each book should, when recommended by the Education Society, be submitted to a committee or one individual appointed by Government, who should pronounce on its fitness for publication. It might be expedient to have at least two rates of reward, one for a book absolutely fit for publication, and another for books which could, with moderate alteration, be adapted to the press. I should propose that the remuneration should vary from 100 to 300 or 400 rupees for school books, to 4,000 or 5,000 rupees for superior productions, the amount being left to the committee, provided it does not exceed the largest of these sums. In extraordinary cases, where a higher reward seemed due, the committee might submit the claim to Government.



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Natives.6th. *English Schools.*

27. 6th. If English could be at all diffused among persons who have the least time for reflection, the progress of knowledge, by means of it, would be accelerated in a tenfold ratio, since every man who made himself acquainted with a science through the English, would be able to communicate it, in his own language, to his countrymen. At present, however, there is but little desire to learn English with any such view. The first step towards creating such a desire would be to establish a school at Bombay where English might be taught classically, and where instructions might also be given in that language on history, geography, and the popular branches of science. This school might be managed under the Education Society. A master, I understand, could be found at a salary of 50 rupees, to be doubled when he should pass an examination in Mahratta, and again increased, by the amount of his original salary, when he should pass in Guzerattee. He might also be allowed to take fees from the scholars who attended him, the amount of which might be fixed by the committee. To prevent such a mixture of ranks as might prevent the higher order of natives from using the school, no boy should be admitted until he was approved by the committee, and a preference should be given to the sons of wealthy natives, and to boys that should show particular promise of talent. When the school became more extended, a separate class should be instituted for the lower castes. There might be two examinations a year by the committee, with the assistance of one or more gentlemen whom they might themselves select, and on those occasions prizes of books or medals should be distributed.

28. Should we ever be able to extend English schools to the out-stations, admittance to them might be made a reward of merit in other studies, which might tend to render it an object of ambition, or, at least, to remove all suspicion of our wishing to force our own opinions on the natives.

7th. *Encouragement.*

29. 7th. If it is difficult to provide the means of instruction in the higher branches of science, it is still more so to hold out a sufficient incitement to the acquisition of them. The natives, being shut out from all the higher employments in their own country, neither feel the want of knowledge in their ordinary transactions, nor see any prospect of advancement from any perfection of it to which they can attain, nor can this obstacle be removed until, by the very improvements which we are now planning, they shall be rendered at once more capable of undertaking public duties, and more trustworthy in the execution of them. In the meantime their progress must be, in a certain degree, forced and unnatural, and, for this reason, must require more assistance on the part of the Government than would be necessary in a better state of society.

The first step in this stage also would be to give prizes. These must be of more value and distributed with more care than the prizes formerly recommended. Part of the prizes of the Dukshna have, by long custom, become fixed annuities to certain persons who are supposed, for a succession of years, to have best merited them, but the remainder ought henceforth to be given with a very strict attention to proficiency; and as the annuities fall in, the amount of them should be employed in the same manner. It would certainly give much disgust if any part of this fund were immediately to be applied to the encouragement of European science. A preference has, however, already been given to the more useful branches of Hindoo learning, and this should be gradually increased, as well by assigning all new prizes arising from lapsed annuities to that species of attainment, as by taking advantage of other opportunities that might arise. In the meantime, a certain number of prizes, distinct from the Dukshna, should be instituted for persons who might stand an examination in particular branches of European knowledge. The exact species of knowledge ought not, at first, to be too nicely insisted on; but geometry, algebra, the higher branches of arithmetic, geography, and the knowledge of our system of astronomy might be among the number. The principal prizes should be of considerable value, and as they would probably not be claimed for several years, they ought to be allowed to accumulate till the amount became sufficiently dazzling to be of itself an inducement to study the elements of science. Smaller prizes might, in the meantime be granted, that even attempts at improvement might meet with some reward.

An obvious means of giving effect to public instruction would be to render a certain examination a necessary preliminary to admission to all offices, but as it is essential that the selection of public functionaries should depend, as much as possible, on their fitness for their particular duties, it is inexpedient to embarrass the choice of them by any extraneous conditions. There are, however, instances in which stipends are enjoyed without the exaction of any corresponding service, and, in these cases, it would be by no means unreasonable to oblige the persons to confer a benefit both on himself and the public by devoting some portion of his life to study. It might, therefore, at some future period, be announced that no *warshashan*, *naimnook* or other religious grant or pension would be continued to the heirs of the actual incumbents, unless they should first pass a prescribed examination. The notification might be so expressed as to avoid giving perpetuity to such allowances as it might be intended to resume; and a power might be reserved to dispense with the examination, in cases where there might be peculiar claims. It may be a question, whether a condition, like the present, might not be annexed to the enjoyment, even of *enams*, when they have avowedly been granted for religious purposes; and it certainly might be attached to the succession to such pensions or *jageers* as it may be thought expedient to make hereditary, with the exception of such as are given for the maintenance of the representatives of great families. As many of the claimants to the allowances in question reside at a distance from the European stations, and even from the principal native towns, it would be necessary that a moderate knowledge



knowledge of any useful Indian science should be sufficient to entitle a person to the benefits of the grant. Where opportunities of instruction were afforded, some knowledge of European science might be required, or at least a smaller portion of European learning might be made equivalent to much more extensive qualifications in the science of the country. All this, however, is for future consideration. At present, everything that is likely to render large classes hostile to our views on education should be carefully avoided.

30. We are now to see what steps ought to be taken immediately. I have already recommended a reference to the collectors regarding the number of schools now in existence, and the possibility of increasing it by means of the *gaum khurch* and other funds distinct from those of the Government. It will be expedient to wait their reports before any decision is passed on those points.

31. The vaccinators (should they accept the office) may, however, be authorized to commence on the granting of allowances to schoolmasters, experimentally, in villages, where their instructions seem likely to be well received, and where they might be able to see that their duties were not neglected.

32. The attention of the School Society might be called to the preparation of a tract on the best mode of teaching. The whole of this minute, if concurred in, might indeed be communicated to them.

33. The allowance proposed for the native secretary might be sanctioned, as well as that for the native instructors of schoolmasters to be entertained, as an experiment; and to help to cover the expense, the persons now employed in conducting translations from the Sanscrit might be discharged. A place might perhaps be found in some of the public offices (as the old *Sudder Adawlut*), where the books of the society might be safely deposited, and the native secretary might be entrusted with the care and issue of them.

34. The necessary communication should be made to the Medical Board regarding the employment of the vaccinators, and the means suggested for diffusing medical science. The vaccinators also should be consulted as to their disposition to undertake the task proposed for them.

35. The printing of the school-books suggested by the society should immediately be sanctioned, and the society should be authorized to issue advertisements inviting translations, and promising remuneration at the rate already mentioned.

36. The society should be requested to give directions for the preparation of medals, and the Persian secretary might direct some of the books already printed under his superintendence to be bound, some handsomely and some plainly, as prizes. The total expense of each, however, should not exceed the sum laid down in a former paragraph, including the prime cost of the book. Those prizes might then be distributed to the collectors and the vaccinators, if they should enter into the design; and they might be requested to commence the distribution, either generally or gradually, and experimentally, as they thought most expedient.

37. The society should likewise have some of the cheaper publications which are printed under its superintendence properly bound, at the expense of Government, for distribution as prizes, and the expense of prizes to schoolmasters should be authorized.

38. The expense of the English school at Bombay may be immediately authorized, and the School-book Society requested to take the management of it; the expense being limited to 2,500 rupees a year.

39. The professorships for English sciences cannot be promised without the sanction of the honourable the Court of Directors, to whom the question should be referred; unless some part of the money allotted to religious purposes should become disposable, when stipends and prizes may be held out as far as the amount recovered will go. The commissioner at Poona should be requested to avail himself of any such opportunities.

40. There are many details to be filled up in these plans, for which I must depend on the kind assistance of the secretary. As the correspondence is chiefly with the collectors, the execution may be as well committed to the revenue as any other department. I am led to wish it should be so on this occasion, from the attention Mr. Farish has already given to the subject, and still more from the belief that Mr. Henderson is likely to be interrupted before he can make any great progress in organizing the proposed plan.

41. I can conceive no objection that can be urged to these proposals except the greatness of the expense, to which I would oppose the magnitude of the object. It is difficult to imagine an undertaking in which our duty, our interest and our honour are more immediately concerned. It is now well understood, that in all countries the happiness of the poor depends in a great measure on their education. It is by means of it alone that they can acquire those habits of prudence and self-respect from which all other good qualities spring, and if ever there was a country where such habits are required, it is this. We have all often heard of the ills of early marriages and overflowing population, of the savings of a life squandered on some one occasion of festivity, of the hopelessness of the ryots, which renders them a prey to money-lenders, of their indifference to good clothes or houses, which has been urged on some occasions as an argument against lowering the public demands on them; and, finally, of the vanity of all laws to protect them, when no individual can be found who has spirit enough to take advantage of those enacted in their favour: there is but one remedy for all this, which is education.

42. If there be a wish to contribute to the abolition of the horrors of self-immolation and of infanticide, and, ultimately, to the destruction of superstition in India, it is scarcely necessary now to prove, that the only means of success lie in the diffusion of knowledge.

43. In the meantime the dangers to which we are exposed from the sensitive character of the religion of the natives, and the slippery foundation of our Government, owing to the total separation between us and our subjects, require the adoption of some measures to counteract

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them; and the only one is, to remove their prejudices, and to communicate our own principles and opinions by the diffusion of a rational education.

44. It has been urged against our Indian Government that we have subverted the states of the East and shut up all the sources from which the magnificence of the country was derived, and that we have not ourselves constructed a single work, either of utility or splendour. It may be alleged with more justice that we have dried up the fountain of native talent, and that, from the nature of our conquest, not only all encouragement to the advancement of knowledge is withdrawn, but even the actual learning of the nation is likely to be lost and the productions of former genius to be forgotten. Something should surely be done to remove this reproach.

45. It is, probably, some considerations like these that have induced the Legislature to render it imperative on the Indian Government to spend a portion of its revenue in the promotion of education; but whatever were the motives that led to it, the enactment itself forms a fresh argument for our attention to the subject. It may be urged that this expense, however well applied, ought not to fall on the Government; that those who are to benefit by education ought to pay for it themselves; and that an attempt to introduce it on any other terms will fail, from the indifference of the teachers and from the want of preparation among those for whose benefit it is intended. This would be true of the higher branches of education among a people with whom sound learning was already in request, but in India our first and greatest difficulty is to create that demand for knowledge, on the supposed existence of which the objection I have mentioned is founded.

46. With regard to the education of the poor, that must in all stages of society be in a great measure the charge of the Government; even Adam Smith (the political writer of all others who has put the strictest limits to the interference of the executive Government, especially in education) admits the instruction of the poor to be among the necessary expenses of the Sovereign, though he scarcely allows any other expense, except for the defence of the nation and the administration of justice.

47. I trust, therefore, that the expense would be cheerfully incurred, even if it were considerable and permanent, but that of the schools is to be borne by the villages; the prizes and professors by funds already alienated; the press, as the demand for books increases, may be left to pay itself; and when the plans I have proposed shall once have been fully organized, I hope that the whole of the arrangement, so beneficial to the public, will be accomplished without any material expense to the Company.

48. The immediate expense may be considered according to the different branches which I have suggested.

49. The expense of the native secretary and the head schoolmaster is to be met in part by a reduction to the same amount in the allowances to persons now employed in superintending native publications; enough having been done in that way, there will remain about 350 rupees amount to be paid.

50. The allowances to the four vaccinators, if accepted, will be 7,200 rupees a year. The prizes are for the most part books, the charge for which will be accounted for under that head; that for medals will not be considerable; and that of the prizes to schoolmasters may be guessed at 2,000 rupees a year.

51. I do not think we shall be required to incur a greater expense in printing, even for the first year, than we now incur for that purpose; and although the rewards for translations are considerable, I think the chance of their being often demanded extremely small; perhaps three a year of different value, in all about 4,000 or 5,000 rupees, are the most we can expect; but we have the satisfaction to know that any increase in this branch of expenditure will bear an exact proportion to the extent of the success and utility of that part of the present plan; this expense might also at any time be stopped by advertising that no more rewards would be given after a certain time; six months warning should, however, be given to allow people to complete any translations they had begun.

52. I have already drawn one example from the liberality of the Supreme Government; I may now add, as applicable to the whole question, that in addition to large subscriptions to education societies, the Governor-general in Council has lately allotted the whole of the town duties, amounting to about six lacs of rupees, to local improvements, of which the schools form a most important branch.

53. Annexed is a memorandum which Mr. Farish was so good as to draw up at my request, and which contains much information and many valuable suggestions; I have already availed myself of many of the ideas thrown out in it; the following points, however, still remain to be noticed and recommended.

The importation of types and sale of them at a cheap rate with a view to encourage printing.

The allotment of prizes for essays in the vernacular languages of India, and for improvements in science. The annual report by each collector on the state of the schools.

The obligation on villages to pay for school-books after the first supply; or, as that might prevent their applying for them, the obligations to pay for such as were lost or destroyed.

54. Some of the other plans suggested seem to me more doubtful; the payment of schoolmasters in proportion to the number of boys taught is in itself highly advisable; but in the present state of our superintendence it would lead to deceptions, while the payment of a very small fixed stipend will keep a schoolmaster to his trade, and his dependence on the contributions of his scholars for the rest of his maintenance will secure his industry.

55. It is observed that the missionaries find the lowest castes the best pupils; but we must be careful how we offer any special encouragement to men of that description; they are not only the most despised, but among the least numerous of the great division of society; and it is to be feared that if our system of education first took root among them, it would never spread



spread farther, and in that case we might find ourselves at the head of a new class superior to the rest in useful knowledge, but hated and despised by the castes to whom these new attainments would always induce us to prefer them. Such a state of things would be desirable if we were contented to rest our favour on our army or on the attachment of a part of the population, but inconsistent with every attempt to found it on a more extended basis.

56. To the mixture of religion, even in the slightest degree, with our plans of education, I must strongly object. I cannot agree to clog with any additional difficulty a plan which has already so many obstructions to surmount. I am convinced that the conversion of the natives must infallibly result from the diffusion of knowledge among them. Evidently they are not aware of the connection, or all attacks on their ignorance would be as vigorously resisted as if they were on their religion. The only effect of introducing Christianity into our schools would be to sound the alarm, and to warn the Brahmins of the approaching danger; even that warning might perhaps be neglected as long as no converts were made; but it is a sufficient argument against a plan, that it can only be safe as long as it is ineffectual; and in this instance, the danger involves not only failure of our plans of education, but the dissolution of our empire.

(signed) *M. Elphinstone.*

(23.)—MINUTE by *Francis Warden, Esq.* Member of Council at *Bombay*, dated December 29, 1823.

1. DEEPLY sensible of the high importance of the subject treated of in the honourable the President's minute, I am naturally anxious to afford it the maturest deliberation; at the same time, as I am averse from arresting the progress of the further inquiries which the Governor suggests, I will briefly recapitulate a few general remarks on the chief points submitted for discussion.

2. Of the necessity that exists for the diffusion of an improved system of education among the natives, no difference of opinion can well exist, but the best means of doing so involves a difficult and delicate problem.

3. In maturing a plan for that important purpose, the main point for the Government to attend to is, to be careful not to take too much upon itself; it ought to be our policy to excite the zeal of individuals, by holding out a preference to official employment to those who may qualify themselves by a particular course of study, rather than to be too forward in incurring the greater portion of the expense in diffusing education. My argument is grounded on a conviction that education, as a Government concern, will be expensive without being beneficial, at least so extensively beneficial as it is susceptible of being rendered by judicious encouragement. If the Government be too prominently forward, all individual exertions will cease, even the poor villager will find it his interest to withhold his handful of rice as the payment for his education.

4. That situations of emolument enjoyed by natives have diminished under the British rule I admit; but the evil has been counterbalanced by the field affording a comfortable maintenance, or an independency to greater numbers of individuals having been much enlarged. What was the system under the Mahratta Government? territories were farmed to maintain a few favourites, and these were re-farmed until the farm itself devolved as a bad bargain, with the administration of the country, into the hands of the district and village officers. Here the Sovereign, with a few individuals, monopolized and hoarded up the wealth of the country, not as salary paid from the treasury of the state, but acquired by rapine and extortion. These have disappeared certainly; but the great landholders and chiefs, the district and village officers, continue with the salaries and emoluments and privileges they enjoyed under the Native Government, in addition to which our judicial and revenue establishments have been introduced, which afford employments for natives on more moderate allowances, it is true, but yet on a greater scale than ever existed under our immediate predecessor.

5. It appears to me questionable whether the demand for people of education is less under the British, than it was under the Native Government.

			Rupees.
The charge of our revenue and judicial establishments aggregate	-	-	31,82,308
The salaries of European functionaries amount to	-	-	8,29,796

Leaving R' 23,52,512

which is diffused among natives, independently of the district and village establishments, and the natives employed in the administration of justice, who derive their emoluments from lands and fees. Assuming the fixed expenses of the native army and military departments at 78 lacs, and 14 of that to be allotted to the European officers, 64 lacs are distributed among the native soldiery and others attached to departments. The same proportion, in favour of the natives, preponderates in the commercial and general branches of the administration, and in the marine.

6. The field for employment then appears to me to be sufficiently wide. It is our object to render it more inviting, by assigning greater salaries to natives of talent and assiduity. That India has supplied, and will continue under our Government to supply, functionaries of that character, able and expert in the administration of justice, and keen and intelligent in a knowledge of revenue details, there is evidence abundant on the records of India, published and unpublished, whilst in respect to commerce, and a conversancy with accounts, the natives display a knowledge by which Europeans profit in no ordinary degree. It is much

to be regretted that the range of employment is so much contracted by the system which renders so many eligible situations hereditary; where, whether qualified or not, the heir succeeds to offices of responsibility and emolument; it destroys emulation, and perverts the resources of the state in the support of useless agents. The same remark applies to the village institutions.

7. By these remarks, I mean to contend that India is not without the means of supplying agents, not only for the affairs of the Government, but also for the advancement of individual interests. I question whether the intellect of the mass of the population is in a more degraded state in India than that of the United Kingdom. But it is the furthest from my intention to contend that a higher order of education, and in particular a better, a purer, and more perfect system of morality is not indispensably necessary.

8. But the means by which that improvement is to be attained, is a delicate and difficult question. I must repeat my opinion that the Government should not be too forward in taking the education of the natives on itself, nor interfere too much in the institutions that exist in the country, imperfect as they may be.

9. Though aware of the impolicy of the former measure, the Governor's propositions yet appear to infringe on both those positions in too great a degree. From an over anxiety to complete so good a work, we run the danger of attempting too much at once, and defeating our object.

10. I would leave the native village schools untouched and unnoticed, without attempting to institute examinations, or to distribute prizes, on the part of the Government. I question whether this interference, even if practicable through so extensive a range of country, would not be prejudicial. The schools to be established on a better model, in addition to these, should be few in number but efficient in the means of instruction, and of producing schoolmasters.

11. I would not ostensibly, but indirectly, give every encouragement to the missionaries; for although I entirely concur with the Governor in the expediency of abstaining from all attempts at religious improvement, yet so long as the natives do not complain of the interference of the missionaries with their prejudices, and so long as they prosecute their labours with the caution and judgment they have hitherto manifested, their exertions cannot fail of being profitable; even if they combine religious with moral instruction, no danger will arise out of their agency. The beneficial result may not be immediately conspicuous, yet it must ultimately appear, even if limited to the education of the lower classes of the natives. If education should not produce a rapid change in their opinions on the fallacy of their own religion, it will at least render them more honest and industrious subjects.

12. These observations involve an objection to the proposed employment of vaccinators with salaries. They have as important a duty to perform, to screen the country from a scourge which has depopulated villages wherever it has appeared. That their attention may not be diverted from that object, it is provided by the 2d clause of Article IX., section 13, of the Medical Code, that a vaccinator shall hold no other appointment whatever, but his whole time and attention be solely devoted to the dissemination of vaccination. They cannot spare time to attend to the diffusion of knowledge also.

13. For the establishment of the most efficient seminary at the Presidency, as a basis for the education of the natives, I yield my most cordial assent. It is here that all our efforts and resources should be concentrated, whence the rays of education could be the most advantageously diffused, gradually to improve the mental and moral condition of India. The wealthy inhabitants of Bombay, some of whom are members of the Bombay Native School Society, would, I am persuaded, contribute more largely to the support of such an institution, and avail themselves of it for the education of their children. They have hitherto, it is true, not displayed much liberality, having granted in benefactions only R^s 1,534, and in annual donations R^s 473 to the society in question, but the Government has not yet contributed very largely towards the education of the natives. If an example were set, I am persuaded it would be more generally followed.

14. Whenever the seminary may be competent to furnish well qualified schoolmasters, whether Christians, Parsees, Mussulmans or Hindoos, the most capable might be selected and stationed in each zillah under the control of collectors; a bungalow might be built for the accommodation of each schoolmaster at the expense of Government, and a few begahs of land attached to it. If there is no public building available for a school-room, a shed might be constructed, the whole would not cost R^s 1,000, a salary being allowed to the schoolmaster from the funds of the society, until his receipt from his own earnings be sufficient for his maintenance; he should be bound to instruct the lower classes in reading, writing, and accounts gratuitously, and receive a small stipend from those who can afford it, of which the collector should be the judge; the buildings and land being considered as an endowment for the accommodation of the schoolmaster of the station.

15. I would establish it as a rule, that no person be entertained in any office under the Government, even down to a peon, without the production of a certificate of his qualification in reading and writing, either in the English or his own language.

16. Certificates to be granted by schoolmasters, testifying to the merits and qualifications of their pupils for public employment, would operate as the best incentive. The integrity of such credentials might easily be ascertained when presented to collectors or other public functionaries, by those seeking to be employed. To the most distinguished agricultural classes of scholars, or the sons of our district and village officers, grants of waste lands might be made, with this condition, that it be not liable to assessment during the life of the first incumbent; that on the succession of the next proprietor, the estate be surveyed and the assessment fixed at one-fourth of the net produce, in perpetuity; and that it be held and descend



descend as an undivided estate to the heirs of each proprietor, in failure of which it reverts to the Company.

17. As the means of improving the education of the natives by any of their own literary works are admitted by all to be inefficient, it is proposed to encourage by the grant of premiums, the composition of elementary books and useful manuals, and to translate, and print and circulate moral tracts and works on science. That this system must prove most expensive and slow in its operation there can be no doubt.

18. If the Government were to bear the expense of printing all tracts in the native languages that might be approved, or, which would be a preferable plan, of subscribing for a certain number of copies, the encouragement would be sufficient. We have had two or three instances of a laudable ambition of the natives to become authors; that disposition will increase with the progress of knowledge. If we grant premiums for two or three years, the cessation of such grants (for it must terminate some time or other) will create a relaxation in that disposition. Individuals will also withhold their patronage of literary works, when they perceive the Government anxious to assume and to exercise it. I am persuaded that the grant of premiums will not be so efficacious as the system we have hitherto pursued.

19. The mode in which it is proposed to encourage assistant-surgeons either to produce an elementary treatise on one of the sciences connected with the profession in a native language, or bring a native instructed by him to a certain pitch in some one of those sciences, appears objectionable in principle, on the ground of its being likely to operate as an encroachment on patronage; some governors would cordially redeem a pledge dictated by so liberal and disinterested a motive, but there are others who would complain of such anticipations of their patronage, and not feel themselves bound to fulfil the promise. The measure also would appear to undervalue other descriptions of merit, and claims to official reward, of an equal, if not of a more powerful character.

20. It would be better to require from the Medical Board the production of such a treatise; it might then be translated, and it would serve as a useful means of instructing medical students at the proposed seminary.

21. With respect to funds, it appears to me objectionable to appropriate any particular source of receipt towards the dissemination of education. It would be a preferable plan were Government to provide a suitable building for the seminary at the Presidency, and to endow it by a grant, say of a lac or two of rupees, the interest of which should be placed at the disposal of the Bombay Native School Society. A quarterly report may be made to the Government of the progress of the society and of the state of the funds. Should any deficiency arise, which it is to be hoped would not be to any material extent, it might be supplied by the Government. A system of this kind would simplify the mode of affording public support to the institution, and stimulate contributions on the part of the natives, without which the expense will be too great to the state. It would also relieve the Government from any pledge to the support of education by contributing sums from the lapse of grants and other contingent sources which might exceed what ought in reason to be expected from its liberality. If the grants made by Parliament for the promotion of education in the United Kingdom be compared with the sum proposed to be allotted for the purpose of enlightening so great a population, the donation will not be considered extravagant, especially when we bear in mind how little has yet been disbursed by the British Government in the improvement of education in India. We shall reap the fruit of it in due time, and abundantly.

22. Respectable and well qualified schoolmasters for the principal seminary might, I should think, be obtained on salaries of 150 or 200 rupees a month. Those who are qualified as teachers are not the description of men in demand as clerks in the public offices, or in those of merchants, where penmanship is the chief requisite. The income of schoolmasters in every part of the world is on a small scale; the object is not to make it too high in India; they derive their respectability from their usefulness. All European functionaries should be required to treat them with every degree of attention, with the view of elevating their character in the estimation of the country; such marks of respect will be more efficacious than if the salary were 50 or 100 rupees a month, more or less. If teachers with those salaries were entertained, we should afford a decisive proof to the natives of our desire not to limit the resources of the institution exclusively in favour of Europeans, and the most beneficial effects would result in stimulating contributions. I would give the same salaries to a Native as to an European teacher. The natives are too apt to suspect that in all our institutions, our object is directed to promote the pecuniary interest of individuals of our own and not of this country.

23. The suggestions of the Governor for educating the natives in a knowledge of anatomy, medicine, or chemistry, appear to me to be entitled to every attention. The country is in great want of medical practitioners; thousands of lives would be saved by extending that branch of science. In addition to what is proposed, I would grant a moiety or the whole of the salary intended for vaccinators to one of the staff-surgeons at the Presidency, who may have the most leisure to superintend this branch of the seminary at Bombay. The students should be obliged to attend the dispensary, to visit the hospitals, and to avail themselves of all those aids in obtaining a proficiency which the Presidency affords beyond any other station.

24. If types are to be bought and distributed throughout the country, boys ought to be attached to the different presses at Bombay to learn the duty of compositors. Whatever may be my own views on the subject, a most important question, which has been much discussed under the presidency of Bengal, presents itself, What would be the effects of the power and influence of the press in the present state of the country, if the natives are to be taught the art of printing? the dissemination of whatever they choose to publish, would, of course, immediately follow. If we could control the press which a distribution of types would necessarily



Appendix (I.)

Education of Natives.

establish and multiply, by publishing only what the local authorities might approve, it would be well, but such a precaution would manifest to the discrimination of the natives so great a dread of the effect of our own policy in facilitating the means of diffusing knowledge, that we should excite a spirit of inquiry and of agitation under a controlled system, which would not be very favourable to our character for consistency, or to any confidence in the stability of our supremacy. The distribution of types throughout the country demands the gravest consideration.

25. No doubt the progress of knowledge can be most effectually and economically promoted by a study of the English language, wherein, in every branch of science, we have, ready compiled, the most useful works, which cannot be compressed in tracts and translated in the native languages without great expense and the labour of years. A classical knowledge of English ought to constitute the chief object of the Bombay seminary. As far as I have conversed with the natives, they are anxious that their children should be thoroughly grounded in the English language; some of the wealthiest would be glad to send their children to England for education, were it not for the clamorous objection of their mothers: nothing can be more favourable for commencing, or for the establishment of a good system of education, than such a disposition.

26. The means of encouragement to which I have already adverted as existing, apply only to the lower or middling classes of society. I am aware of the obstacles that exist, as far as affects the higher ranks, in consequence of their exclusion from offices of responsibility and emolument; but the diffusion of a higher order of education will, in respect to those also, work its own advantages. Lucre, the thirst for accumulating wealth, leads every native of rank to look to commerce as the sole pursuit of life. The wealth many have acquired is enormous; the losses many have sustained have been great and ruinous. The present depressed state of trade is peculiarly favourable to the conversion of a commercial spirit into a literary one. By giving them a knowledge of the sciences, a fondness for books, a desire of reading will supersede a devotion to a profit and loss account; they well know and feel how much their permanent welfare depends on converting a portion of their wealth into lands, yielding, though a moderate interest, yet a handsome and secure income for ever, instead of trusting it to the contingencies of commerce, and they will establish themselves as landholders in the country. Education will teach them that commerce renders them wealthy one day and beggars the next; that in commerce prosperity is uncertain, that in the tenure of a landed estate it is secured for generations to come. The spread of knowledge will, of itself, produce the best encouragement in respect to the higher ranks; all forced excitements must be expensive and will fail in the end, especially where they are administered by the Government.

27. But would not the encouragement, in a greater degree than prevails, of regimental schools prove a great auxiliary to the diffusion of useful knowledge? Lieutenant-Colonel Sealy's report is particularly gratifying. If every battalion had 50 boys under a course of education, there would be at least 1,300 constantly in progress of improvement.

28. The general order of the 22d November 1821 permits a pundit to be entertained in every native battalion, on a monthly allowance of R^s10. 2. for the instruction of the sepoy boys in writing and accounts. Reading seems not to have been considered necessary. I think the allowance too small, and that this class of teachers should not be confined to one sect. Why not allow the sepoy boys attached to corps at the Presidency, or at other stations, to attend the schools that are maintained under the control of the Bombay Education Society? The situation of schoolmaster might be bestowed on the boy who may be the most distinguished in qualification; and if it were established as a regulation, that no native soldier who could not read nor write should be promoted to the higher ranks, it would be productive of the best effects; it would add to the respectability of native officers, the majority of whom can do little more than affix their mark in substitution of their names.

29. If the suppression of the native college at Poona, or rather its transference to Bombay, or its conversion to a more general diffusion of knowledge in its emancipation from Brahminical control, would create the slightest sensation unfavourable to our popularity, it unquestionably ought to be continued. The statement of students, however, does not exhibit much thirst for knowledge in the Deccan, especially if it embraces the whole number that has been admitted since its institution; and R^s14,000 a year might be employed in a more profitable manner.

Bombay, 29 Dec. 1823.

(signed) F. Warden.

(24.)—EXTRACT LETTER, in the Public Department, to the *Bombay* Government, dated 21st September 1825.

(24.) Letter to the *Bombay* Government, 21 Sept. 1825.

THE measures which you have as yet adopted for the furtherance of this important object are inconsiderable, compared with those which you have in contemplation. There is one of them, however, to which we are disposed to attach very considerable importance, the establishment of an English school at the Presidency (under the superintendence of the committee of the Native School-book Society), where English may be taught grammatically, and where instruction may be given in that language on history, geography, and the popular branches of science; and we are happy to find that Mr. Warden bears testimony to the anxious desire of many among the natives to obtain the benefit of an English education for their children.

We observe also, that you have sanctioned, experimentally, the proposal of the committee of



of the School-book Society, for employing certain natives, competently qualified as instructors of schoolmasters; this also we regard as a measure of no small utility.

You have afforded other pecuniary assistance to a small extent, in several ways, to the School-book Society, all of which are sanctioned.

We have received high gratification from the formation of a society in the Southern Concan for establishing and conducting schools, and particularly from the very liberal contributions which appear to have been made to it by the natives of that province, and which we regard as an earnest of what will be done for the promotion of the same object by their countrymen in other parts of India; we willingly sanction the donation of 1,000 rupees, and annual subscription of 500, which you have granted to this society, together with the grant of books for the schools.

Our attention is next drawn to the more extended plans which you have in contemplation for the education of the natives.

We entirely agree in the opinion of Mr. Marriott, as expressed in his letter to your secretary, dated the 2d of December 1823, and recorded on your consultations of the 10th of March following, that "the grand attention of Government should, in the first instance, be directed to affording means to their subjects at large to acquire simply the elementary parts of literature, reading, writing, and arithmetic; after the acquirement of which the advancement of the scholars must mainly depend upon their means of obtaining usefully instructive books on moral and scientific subjects."

Mr. Marriott declares the character of the Hindoo literary works to be such as "to make it anything rather than desirable that such works, in their unculled state, should become the basis of education;" and recommends, that to provide good books, and place them within the reach of the natives, be among the objects which principally engage the attention of Government. In this view of the subject your president concurs, justly observing, "it is of comparatively little use that people are taught to read if their studies are to be confined to legends of Hindoo gods."

Your principal object, therefore, has been to devise arrangements for the supply of books, and the establishment of elementary schools. And a difference of opinion appears to exist between your president and Mr. Warden with regard to the best choice of means for these ends.

Your president proposed that schools, in such number as might seem advisable, should be established by Government; that moderate salaries should be paid by Government to the masters, who should likewise be permitted to take fees from their pupils, and that the schools should be under the superintendence of the collectors, where such an arrangement was practicable, and elsewhere under that of the vaccinators; that pecuniary and other encouragement should be held out to the production of school-books of the requisite kind; that the expense of printing them should be borne by Government, and that each school should be furnished with a certain quantity. A number of minor arrangements were also suggested in your president's minute, to which it is unnecessary for us at present particularly to advert.

Mr. Warden objected to several of the principal features of your president's plan, and suggested other measures in his opinion better calculated to answer the end.

Before deciding upon a question of so much difficulty and importance, it was desirable to obtain the fullest possible information on the present state of education, and the comparative practicability of the different means suggested for its advancement. You have, therefore, very properly addressed a circular letter to the collectors, transmitting a list of questions, answers to which are required.

Until the receipt of the information which has been thus called for, it would be premature in us to pronounce any opinion on the arrangements which have been suggested by your president on the one hand, and by Mr. Warden on the other. We therefore anxiously await the arrival of the reports which the collectors have been ordered to furnish, and which we hope will contain all the facts which are necessary to enable us to come to a decision on this subject.

You will, however, understand, that whatever arrangement may ultimately appear to you to be most advisable, it must on no account be acted upon without our previous sanction.

(25.)—MINUTE of *Francis Warden, Esq.*, dated March 24, 1828.

1. In the 24th para. of my Judicial Minute of the 25th of June 1819, I alluded to the very strong desire that had sprung up among the natives to avail themselves of the facilities which had been afforded of acquiring the benefit of a better education. In a subsequent discussion, I noticed the eagerness the natives had displayed to obtain a knowledge of the English language, and enlarged on that subject in my minute of the 6th of April 1825. Propositions having been made to the colleges at Poona and Surat to open a branch for teaching the English language, it was declined by the latter, and readily accepted by the former.

2. Yielding to no individual in a conviction of the advantages of education to every country, I have yet differed widely in respect to the best means of successfully prosecuting that object. I am so far from abandoning the grounds of that opinion, that every year's experience rather confirms me in its soundness. I have urged the policy of directing our chief effort to one object, to a diffusion of a knowledge of the English language, as best calculated to facilitate the intellectual and moral improvement of India. We have as yet made that only a secondary object.

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3. I must confess that I did not expect to receive so unqualified a corroboration of the popularity at least of that opinion among the natives as is afforded by the letter from the leading members of the native community of Bombay, bringing forward a proposition for establishing professorships to be denominated the Elphinstone professorships, for the purpose of teaching the natives the English language, and the arts, sciences, and literature of Europe, to be held in the first instance by learned men to be invited from Great Britain, until natives of the country shall be found perfectly competent to undertake the office.

4. Nor did I expect to find so decisive a proof of the facility with which the English language could be diffused as is evidenced by the report recently published in the papers, of an examination at Calcutta, of the natives educated at that presidency, which exhibits a display of proficiency in that tongue almost incredible.

5. Under these impressions, I subscribe entirely to the opinion expressed by the author of the Political History of India, that it is better and safer to commence by giving a good deal of knowledge to a few than a little to many, to be satisfied with laying the foundation stone of a good edifice, and not desire to accomplish in a day what must be the work of a century.

6. But the object of giving a good deal of knowledge to a few can only be promoted by a better system of education; and the surest mode of diffusing a better system is by making the study of the English language the primary, and not the merely secondary object of attention in the education of the natives. The reviewer of the work above alluded to remarks, in which I still more cordially concur, that a more familiar and extended acquaintance with the English language would, to the natives, be the surest source of intellectual improvement, and might become the most durable tie between Britain and India. In any plan, therefore, for the public education of the natives, the complete knowledge of our language ought to form so prominent an object as to lay ground for its gradually becoming at least the established vehicle of legal and official business. The English tongue would in India, as in America, be the lasting monument of our dominion; and it is not too much to hope that it might also be the medium through which the inhabitants of those vast regions might hereafter rival the rest of the civilized world, in the expression of all that most exercises and distinguishes human intellect.

7. If it be desirable to diffuse a better system of education, we ought at once to encourage the study of the English tongue, as the leading object with the Native Education Society. I attended its last annual meeting, and had only to regret that a sufficient progress had not been made by the natives to enable them to benefit by the higher instruction to be derived from the professors on their arrival in India, instruction which must be given in the English language; its study then should be strongly recommended to the Native Education Society. No one, I imagine, contemplates the education of a hundred million or of seven million of natives in the English language; but I perceive nothing chimerical in laying the foundation stone of a good edifice for teaching what the higher classes of natives are eager to acquire, a knowledge of English. The example will be followed, and its effects in diffusing a better system than in sending forth, as at present, schoolmasters, and in circulating translations which not one in a hundred can read or understand, with a smattering of knowledge, will very soon be seen and felt.

8. At that meeting, I also heard, what I was not aware had yet been issued, a reply read to the letter from the Education Society, announcing the means pursued by the principal gentlemen of the native community for the endowment of the Elphinstone professorship, and must confess that the reply is not at all suited to the truly liberal and highly creditable nature of that institution. In addition to those sentiments of high approbation and commendation which such an object demanded, I think we might appropriately have urged on the consideration of the native community the necessity of being prepared to meet the arrival of the professors by encouraging the acquisition of a more intimate knowledge of English among their children.

9. I have already offered an opinion that a donation on the part of the honourable Court of one or two lacs of rupees, for establishing a seminary at Bombay, would encourage the natives to come forward with their contributions in a greater degree than they had done in 1824; but as these have now taken the lead, and, instead of following, have set an example of liberality, I think that the donation of a sum at least equal to what the natives of Western India have raised, is the smallest which the honourable the Court of Directors ought to contribute to aid in the promotion of so great a blessing to a country as the diffusion of a better system of education than prevails in India.

10. My attention has also on this occasion been directed to the institution for teaching natives in the engineer branch of science. It has cost since its establishment 87,502 rupees, or 17,500 rupees a year, and it has sent forth 34 boys; the education of each boy then has cost 2,575 rupees; how long they were under a course of tuition I know not, but it is impossible that they can have acquired anything beyond the most superficial knowledge. In this institution also I think the English, and nothing but the English, should be taught, which will prepare the boys to benefit by the higher instruction to be derived from the professors on their arrival.

(signed) F. Warden.



(26.)—MINUTE of Sir John Malcolm, Governor of Bombay, 1828.

Appendix (I.)

(26.) Minute of
Sir J. Malcolm,
1828.

I CONCUR with Mr. Warden as to the desirable object of diffusing education, but differ as to the mode.

I am of opinion the method adopted at this presidency is of all others the best that can be pursued. The chief ground on which I anticipate advantages from the establishment of the Elphinstone professorships, is, that a certain proportion of the natives will be instructed by them not only in the English language, but in every branch of useful science. To natives so educated I look for aid in the diffusion of knowledge among their countrymen, through the medium of their vernacular dialects; and I certainly think it is only by knowledge being accessible through the latter medium that it ever can be propagated to any general or beneficial purpose.

This question may be decided by reference to the History of England. Before the Reformation, our best books on religion, morality, philosophy, and science were veiled in the classical languages of Greece and Rome; and it is a remarkable fact, that since all those works have been translated into the vernacular language of our native country, though gentlemen, men of the learned professions, and those who are to instruct youth, still study the classical languages, as the fountains of our knowledge, these are unknown to the great bulk of our countrymen, to whom improved education has been so useful. The reason is plain; the latter have neither that time nor money to spare which is necessary for such studies. There is a still greater necessity that the natives of India, whom it is our object to instruct, should have the path of knowledge rendered as short and as smooth as possible; all that we are now doing tends to that object, the complete accomplishment of which will be effected by the establishment of the Elphinstone professors, whose duty it will be to teach the few who are to teach the many, and from whom, as a source, the natives of this quarter of India will be able to obtain that information and knowledge which is best suited to their wishes, their talents, and their various occupations in life.

I have on political grounds a consolation, derived from my conviction of the impossibility of our ever disseminating that half-knowledge of our language, which is all any considerable number of the natives could attain. It would decrease that positive necessity which now exists for the servants of Government making themselves masters of the languages of the countries in which they are employed, and without which they never can become in any respect competent to their public duties.

One of the chief objects I expect from diffusing education among the natives of India, is our increased power of associating them in every part of our administration. This I deem essential on grounds of economy, of improvement, and of security. I cannot look for reduction of expense in the different branches of our Government from any diminution of the salaries now enjoyed by European public servants, but I do look to it from many of the duties they now have to perform being executed by natives on diminished salaries. I further look to the employment of the latter in such duties of trust and responsibility, as the only mode in which we can promote their improvement; and I must deem the instruction we are giving them dangerous, instead of useful, unless the road is opened wide to those who receive it, to every prospect of honest ambition and honourable distinction.

To render men who are employed beyond the immediate limits of the Presidency fit for such duties as I contemplate, no knowledge of the English language is necessary. The acquisition of that would occupy a period required for other studies and pursuits, but it is quite essential to aspiring natives that they should have the advantage of translations from our language of the works which are best calculated to improve their minds, and increase their knowledge not only of general science, but to enable them to understand the grounds which led us to introduce into the system of the administration we have adopted for India the more liberal views and sounder maxims of our policy and legislation in England. It is to the labours of the Elphinstone professors that we must look for that instruction which is to form the native instruments that must become the medium of diffusing such knowledge; and as no duty can be more important than that of men who are placed at the very head of this course of instruction, and as the power of selecting those qualified for the important task will much depend upon the liberality of the salaries assigned them, I trust with Mr. Warden, that the honourable Court will make a grant, to promote this institution, of a sum at least equal to that subscribed by the natives of this presidency.

I have since my arrival paid much attention to the institution for educating natives in the engineer and revenue branch, and regret that my sentiments regarding its progress and utility should differ so much from those of Mr. Warden, and particularly on the essential point of the language in which instruction is conveyed in this seminary.

While I can quite understand the facility with which sons of Europeans brought up at the national school, and similar charitable establishments, can pursue their studies by the aid of English books and English masters, I am convinced that limiting this course of instruction to that language would be to exclude almost all the natives from advancement in a line it is most desirable they should pursue, and for which some classes of them, particularly the Brahmins, are singularly well prepared by previous education.

The objections which some of the natives have to enter our seminaries to learn English, are not unreasonable. The study is arduous, and must exclude many pursuits which are



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prescribed by their customs and religion. Besides numerous causes, local and others, combine to prejudice them against such schools; but when they find the means presented to them, as they now are, of acquiring science through the medium of the native languages, the great obstacle is overcome. They enter at once upon the study of the science they desire to attain, and from being able to read and write the language in which it is made accessible, their progress is quite surprising. It is true that in the plans and surveys they make, we have the names of places in the native language, instead of English, but adding the latter when it is required is a slight labour to the superintendant, and the construction of the original work with the names of places in the native language, is calculated to spread wide a love and knowledge of science.

There is, I confess, no branch of education that I look forward to with more sanguine expectation than the Engineers' Institution at this Presidency, because I deem it in a singular degree calculated not only to give respectable employment to those whom it educates, but to disseminate useful knowledge among all classes. The pupils at this institution are instructed in reading, writing, and accounts, in algebra, in mathematics, in plan and perspective drawing, in architecture, and mechanics; and I am confident, from what I have already seen, that besides the advantage the public will derive from their attainments, natives of rank will early employ their scientific countrymen in surveying their estates, and building houses and bridges, and that the profits and consideration derived from such employ, will stimulate others to exertion, and spread abroad, without any aid from Government, both the desire and the means of acquiring science.

Mr. Warden has commented upon the actual cost of this institution, and that of each pupil which it has yet sent out. I must in the first place object to this mode of judging an institution, the progress of which towards its objects must be too gradual to admit of any estimate being formed of its value within four years of its establishment; but taking the Engineer Institution even on this ground, I think I shall in a short period be able to shew that it has become already a great saving of expense to Government, and will prove soon to be one to a much greater extent. From what I have already stated, I hope soon to lay before the Board surveys by natives educated at this institution, which will bear comparison with those executed by European officers, who have cost Government five times the salary of the native surveyors. Independent of this fact, is it not admitted that the employment in the detail parts of range surveys has proved uniformly ruinous to the health of European officers, and that it has not only taken them from their regimental duty, but destroyed the constitution of some of the most promising young men in the army. But there are other results still more important to be looked for from the Engineers' Institution; while we expect it to supply instruments for every branch except the very highest in future surveys, we have the pleasing prospect through its success, of seeing natives of education rise to respectable employment. I value this, as it relates to every class of our subjects, but particularly the Brahmins, who I am pleased to see form the greatest proportion of the students, amongst all the natives of this class, who have suffered most from the establishment of our dominion. Their religious character, their superior intellectual attainments, and habits of business, gave them influence and power under every native state; that is now gone, and it is not in nature that they should have friendly feelings towards those who have so greatly deteriorated their condition in the community. For this reason I prize every opportunity, however slight, that presents itself of conciliating this class. The acquisition of science, and the employments to which it lead, will raise them among their countrymen. They will become again objects of respect and admiration, and attain an influence upon grounds on which it is not only safe, but desirable they should possess it. Nothing can be more foreign to the habits of intrigue, or gradually more subversive of those superstitious prejudices, for which the Brahmins are so remarkable, than the studies and pursuits to which those educated at this institution will be devoted, and while the knowledge of mathematics and other sciences which they attain, are calculated to instil insensibly the love of truth into their minds, it must at the same time increase their respect and attachment for superiors, from whom they derive a knowledge by which they are at once benefited and elevated.

(signed) *John Malcolm.*

(27.)—MINUTE by *R. Goodwin, Esq.* 1828.

(27.) Minute by
R. Goodwin, Esq.
1828.

My ideas are entirely in accordance with those expressed by the Governor. It is quite unnecessary for me to enlarge in these times, on such a topic. Happily for the natives of India our system of Government seems to be quietly undergoing an alteration, which will gradually place them in new and beneficial relations towards us. The experiment is not only philanthropic, but just, and I think well deserved. When education brings employment, and employment leads to distinction and independence, then, we may be sure, the natives have certain interests in the maintenance of a rule, which, though it is that of foreigners, is more tolerant and protective to them than any they have known for ages. It may be hoped they will cling to a power which thus shelters and exalts them. They will have motives of action different from those which assisted the extension of our Government, and infinitely more to their honour.

(signed) *R. Goodwin.*



(28.)—EXTRACT of LETTER, in the Public Department, from the Court of Directors to the Governor in Council of *Bombay*, dated 16th April 1828.

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3. THE reports of the judges, collectors and other local officers, on the state of education in their several districts, are now before us, and contain ample information on all the points on which it was chiefly required. We have had much pleasure in perceiving that these functionaries in general have cordially entered into your benevolent views, and have applied themselves with alacrity to devise effectual means of forwarding your object. (28.) Letter to the *Bombay Government*, 16 April 1828.

4. The reports prove, that of the population under your Government, only a small proportion receive even the elements of a school education; a proportion indeed still smaller than we were prepared to expect from what has been ascertained concerning the state of education on the other side of the Peninsula. At the Mahomedan schools the children are taught to read the Koran and some other religious books. With respect to the Hindoo schools the instruction which they afford is not calculated to give to the pupils moral and intellectual improvement. What they learn consists of reading, writing, and in most districts, the rudiments of arithmetic, the latter taught in a cumbrous and apparently inefficient way, and the power of reading and writing confers on them little benefit, since their languages afford but few books from which any thing useful can be learned, and these few, it appears, are seldom read in the schools.

5. There are but two means of placing a better education within the reach of the natives under your Government; the improvement of the existing schools, and the establishment of others. The first, could it be done ever so effectually, would not supersede the necessity of the last, there being an immense number of entire mehals without any schools whatever, and the number of villages destitute of schools being greater, beyond all comparison, than the number which possess them. The masters of the existing schools being, in respect to useful information, almost on the same level with their scholars, it was alike necessary whether with a view to the improvement of the present schools, or to the establishment of new, to provide better teachers and better school-books.

6. The English school which has been already under our sanction established at the Presidency, will, we hope, eventually supply the former of these wants, and we trust that no exertions will be spared to adapt it to that purpose. We are happy to learn that an English branch is to be added to the Poona college; but, though a knowledge of the English language, or even in some degree of English literature, may be communicated to a portion of the higher classes among the natives through this medium, it will not be safe to expect in the training of schoolmasters much aid from an institution in which all the teachers must be Hindoos.

7. The other deficiency, that of school-books, bids fair to be in time supplied by the exertions of the Native School-book and School Society, Government defraying, as you propose that it should do, the expense of printing the society's publications, and of course (we presume) receiving whatever returns may arise from the sale. The works hitherto printed appear to have been judiciously selected, and we are happy to observe, that there is a considerable and regular demand for them; a demand, which if it proceeds (as we conclude it does) from the existing schools, justifies the hope that your exertions for the improvement of those schools will not be unavailing. You have likewise adopted the judicious measure of offering rewards for the preparation of such school-books in the native languages as you shall approve of, and we perceive that the invitation thus held out has already caused some works to be commenced.

8. It remains to consider what may most expediently be done for the multiplication of schools; your views extend to the immediate establishment of a school in each of the principal towns and sudder stations; and when these shall have produced a sufficient number of persons capable of teaching, in all the cusbas and large villages. We agree with you in looking to this wide extension of the benefits of education as the ultimate end to be aimed at.

9. You have nowhere however distinctly stated to us, how much you intend should be comprised in the course of education at these schools, supposing them to be established. If you intend that they should merely teach reading, writing, and arithmetic, all these being already taught in the native schools, it would not perhaps be necessary to incur the expense of establishing schools for this purpose, except in places where none already exist. In those places where there are schools within reach, a preferable mode of assisting them would be to encourage the poorer natives to educate their children by defraying a part of the expense. Several modes of affording this assistance have been recommended by the local officers, nor are these the only or perhaps the best which might be suggested. Even in places where there are at present no schools, the knowledge that aid would be afforded to them in this way, would probably cause their establishment. In return for the additional emoluments which the schoolmasters would derive from this source, they would probably be willing that their scholars should be subjected to any examinations which you might think fit to prescribe: and the demand which already exists for the publications of the School-book Society renders their gradual introduction into the existing native schools far from hopeless.

10. In the event of your establishing the Government schools which you propose, it is still to be decided what remuneration the schoolmasters shall receive from Government, and in what shape it shall be bestowed. In regard to the mode of payment, your choice lies between a fixed salary and an allowance for every pupil. The local officers mostly give the preference to the latter plan, under the idea that the former would give encouragement to laziness; but we cannot perceive that this objection would be applicable to it, unless the

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salary were much greater than it ought to be. The other plan, that of proportioning the reward to the number of pupils, has, however, this advantage, that it would give the school-master a motive to receive among his pupils, for the sake of the Government allowance, those whose parents are too poor to contribute any thing themselves. This mode of remuneration, therefore, if you should also prefer it, you will consider yourselves authorized to adopt. The arrangements suggested by Major Robertson (in the Paper forming Appendix (A.) to Mr. Farish's memorandum) for regulating the time and manner of payment, so as to render it most efficacious as a security for good teaching, merit approbation and sanction. We concur with the same officer on the propriety of withholding the allowance in the case of those children whose parents are in circumstances adequate to defray the whole expense of their education without pecuniary assistance. What should be the rate of the Government allowance you are most competent to judge; it ought not, however, to be so great as to render the teacher independent of the fees of his pupils.

11. We perceive that the mode of rendering the examinations most efficient, is receiving that attention from you which its importance demands, and we shall not attempt to direct you in the choice of means, further than by expressing our decided conviction that European examiners can alone be relied upon for performing that duty with the necessary impartiality and intelligence. We deem this caution the more requisite, because more than one of the local officers appear to contemplate the employment chiefly of native agency for that purpose. We approve of the proposition that the periodical examinations should be accompanied by the distribution of prizes, both to the scholars and to the teachers; and by the issue of certificates to the more meritorious of the former, entitling them to preference as candidates for public employment.

12. The degree in which the natives feel a desire for better education, or would be inclined to avail themselves of it if offered, is differently spoken of by the local officers in different districts. In no one of the reports, however, is it stated that they have any prejudice against it; in some they are even said to have an anxious desire for it; and those who doubt their disposition to avail themselves of it, ascribe their reluctance solely to the advantage they derive from the labour of their children. To obviate this difficulty, Mr. Stevenson, sub-collector of Darwar, suggests that a small remission of the assessment should be made to each ryot while any of his children are at school. We doubt the propriety or expediency of agreeing to that proposal; but at any rate, previously to adopting this or any other measure of a similar tendency, it will be necessary to ascertain by experience whether the reluctance exists.

13. The local functionaries are universally favourable to the establishment of a rule excluding those who cannot read and write from the office of jemadar or naick of peons, and all offices higher than that of a peon, but they mostly anticipate great inconvenience from the extension of the same rule, at least for the present, to the peons themselves. On this subject we are willing to leave to you an entire discretion, and we shall only observe, that, judging from the great stimulus stated by Major Robertson to have been given by the establishment of the office of tullatee in Guzerat to the acquisition of the degree of education necessary to qualify for that office, a rule confining public employments to persons who could read and write, would most materially forward the object of your exertions.

14. We have derived great satisfaction from the proceedings of the school society which has been formed in the Southern Concan. Their success, allowing for the short time during which they have existed as a society, is highly creditable to them, and the zeal and liberality which has been evinced by the principal native members of the association is not the least gratifying circumstance of the whole. It is highly desirable that you should keep your eyes fixed upon their proceedings, and communicate with them frequently, as the experience which they are acquiring cannot but be highly useful to you in your more extended field of action, especially while they retain the services of so able and efficient a secretary as Lieutenant Jervis.

15. The library which you have requested us to provide for the Poona college has formed the subject of a previous communication in this department, dated 13th June 1827.

(29.)—EXTRACT of LETTER, in the Public Department, from the Court of Directors to the Governor in Council at *Bombay*, dated 10 Dec. 1828.

Answer to Letters dated 1st and 21st November 1827.

Resignation of the Honourable M. Elphinstone: his departure for England via Egypt. Addresses and other Proceedings of the European and Native Communities on the occasion.

33. We have perused, with much gratification, the testimonials of esteem and attachment which your late excellent Governor has received from the European and Native inhabitants; and it is highly pleasing and encouraging to observe that the native community have chosen, as a means of perpetuating their respect and gratitude towards Mr. Elphinstone, the endowment of three professorships bearing his name, for instructing the natives in the English language, and the arts and sciences and literature of Europe; the professorships to be held by properly qualified persons invited from England.

34. As the subscription for this purpose, though amounting to more than two lacs of rupees, was not yet closed, and as you have given us reason to expect an early communication from



from yourselves on the subject of the professorships, we shall wait for its arrival before giving any instructions respecting the contributions which the committee of natives have solicited from government in aid of their design.

(30.)—EXTRACT of LETTER, in the Public Department, from the Court of Directors to the Governor in Council of *Bombay*, dated 18th February 1829.

(30.) Letter to the *Bombay* Government, 18 Feb. 1829.

2. We shall now proceed to notice paragraphs 4 to 20 of your letter, dated 1st November, 1827, wherein you reply to our Education Letter of 21st September 1825, and report to us your further proceedings connected with native education, and with the instruction of the junior civil servants in the native languages.

7. The measures which you have adopted for the promotion of native education have hitherto been of an experimental nature, and on a small scale.

8. We had already expressed our approbation of the experimental arrangement for the instruction of schoolmasters under the superintendence of the School-book Society. We now learn, that among a number of Guzerattees who have been under instruction for the situation of schoolmasters at the Society's expense, ten have been found qualified to undertake the office; that you have distributed these to certain stations suggested to you by the society; have granted to each of them an allowance of R^s 20 per mensem, and have placed them in suitable houses to prosecute their labours, the society undertaking to provide each master with a set of its publications; this arrangement merits our approbation, partly as a useful experiment and partly because it was obviously proper that persons who had been encouraged to qualify themselves as schoolmasters, by expectations held out to them on the part of Government, should not be disappointed. We shall expect to receive at an early period, from the collectors in whose districts they have been placed, a report of the success with which the experiment has been attended; and we have no doubt that you will have duly profited by whatever useful hints or cautions its results may suggest.

9. We have derived much pleasure from the report of the chief engineer on the institution established with our sanction, to train European and native youths for the subordinate functions of the engineer and survey departments. The attainments of the pupils are not only highly satisfactory, so far as the immediate purposes of the institution are concerned, but encouraging as regards the prospects of success for a more extended scheme of native education. We observe that the course of instruction at this establishment is not confined to the technical details of engineering and surveying, but embraces the elements of a general scientific education, and that Captain Jervis the superintendant has voluntarily taken upon himself the irksome and difficult task of translating into the Mahratta and Guzeratte dialects, for the use of the pupils, some of the standard books of instruction in the European languages on arithmetic and geometry. We desire that Captain Jervis may be informed of the very great satisfaction with which we view this instance of zeal and application on his part, and the extremely favourable opinion which we have formed of the judgment and ability with which he has hitherto managed the institution under his charge.

10. What we have now noticed, comprises nearly the whole of your actual proceedings on the subject of education, within the period under review; but your late president, Mr. Warden, and Mr. Goodwin, have continued to discuss, in minutes which they have from time to time placed upon record, the comparative advantages of the plans of native education which Mr. Elphinstone and Mr. Warden had respectively proposed for our consideration. You had been previously informed that we should come to a decision upon these plans, as soon as we should have received and considered the reports which you had required from the different collectors under your presidency. Those reports have since been received, and our deliberate opinion on the entire subject has been communicated to you in our letter dated 16th April 1828. You will have gathered from that despatch, that we, on the whole, concur in the more comprehensive, and we think, sounder views of your late governor; and you will have perceived that we have sanctioned the whole of his plans, which, as he has himself observed, are not inconsistent with those of Mr. Warden, but go beyond them. Because an attempt is made to communicate to the natives the elements of useful knowledge in their own languages, it by no means follows that to those who desire them, facilities should not be afforded for learning English. But such knowledge as suffices for the common purposes of life, may without doubt be easier taught to the natives in their own than in a foreign language. We are persuaded (and experience on the other side of the Peninsula confirms us in the opinion) that a desire for European knowledge and for the advantages connected with it, is the only effectual stimulus to the acquisition of the English language.

11. We perceive that the Supreme Government and the Government of Madras have given you full information of their measures for the education of the natives, and their communications, especially

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especially that of the Supreme Government, deserve to be diligently studied by you. We have expressed to both Governments our unqualified approbation of their proceedings, and, if those Governments have not already supplied you with copies of our despatches to them on this subject, we desire that application to that effect be made to them, and that our views, as expressed in those despatches, may be conformed to in your future proceedings, with such modifications as difference of circumstances may require, and with all due attention to economy.

12. In the letter now under reply, you submit to our favourable consideration the recommendation of the School-Book Society, for appointing an officer in the public service to superintend the schools in Guzerat, and another in the Deccan. In sanctioning your general plan of public instruction, we of course intended to sanction a proper system of superintendence, but we presume that this subject will have undergone an entire re-consideration, on the receipt of our letter of 16th April 1828.

13. You also refer us to a letter from the committee of the society, in reply to a question which you had addressed to them respecting the progress made by the school established under their superintendence for teaching English at the Presidency. From this report you say, we shall observe "that the English school, though successful so far as it has gone, has as yet been very limited in its progress." The number, however, of the scholars, fifty Mah-rattas and five Guzerattees, is not altogether discouraging; but their attainments appear to us to fall short of what might have been expected. You ascribe the limited success of this institution to the want of properly qualified teachers, and observe, that although a certain degree of knowledge can be imparted through the medium of the native languages, by persons entertained from among the natives themselves, "the English language and the higher branches of science can only be taught by well-educated Englishmen." You accordingly recommend to us, very earnestly, to send out one or more European teachers, "who should," you observe, "if possible, be of such a time of life as would render them likely to enter with ardour into the task imposed on them, and to acquire the languages of the country, without which, it is evident, they cannot instruct its inhabitants."

14. This request will be taken into consideration when we shall have received further particulars respecting the institution, which, as we learn from your letter of 21st November 1827, is about to be founded by a subscription among the natives for teaching the English language and English literature and science.

15. Our attention has been drawn to a proposal submitted by Captain Sutherland, for the establishment of an institution for educating native revenue officers. Considerable discussion and correspondence appear to have taken place on this proposition, but you have never directly brought it to our notice. Mr. Warden, it seems, is adverse to the proposed institution; your late president was favourable to it.

16. Our means of judging of the expediency of such an institution are imperfect, but the evidence before us leads to the conclusion, that there is great room for improvement in the character of the native revenue officers, both in regard to their general moral and intellectual qualifications, and to their practical knowledge of the details of business; but that their deficiencies are at present greater in the former particular than in the latter. We acknowledge, however, that in the present state of society in India, we have less confidence in the efficacy of any moral tuition which can be imparted to the natives in a public school, than in the skilful employment of those means of rewarding good and discouraging bad conduct, which every Government has at its disposal. It is by appointing to situations in the service of the state those only who are distinguished by moral as well as by intellectual superiority; by rewarding, in proportion to their merits, those of your servants who deserve well, and by removing and punishing those who are unfaithful to their trust, that you can hope to elevate the moral character of the people of India, by strengthening their incentives to virtuous conduct, and by giving that importance to morality in their estimation, which is produced by the conviction that it stands foremost of all things in yours. The detail of the business of the Revenue department can at best be very imperfectly taught in schools, and to be learned effectually, must be learned by practice in a collector's catcherry. Mr. Chaplin's testimony to this last point is very explicit, and the opinion appears in itself reasonable. As the improvement, therefore, of the natives in general knowledge will have been provided for in the best manner you are able by your general arrangements, we do not see the necessity of a separate institution for the particular education of candidates for revenue employments. In the selection of natives to fill situations in our service, you will be guided of course by their qualifications only. Those who may be educated at your general institutions for education, will have the opportunity of acquiring higher qualifications than others and of showing that they have done so; but we desire that their superior advantages may end there; and that you will not consider yourselves under the necessity of appointing persons, educated at your institutions, to situations in any department for which they may prove unfit. You will make known to persons entering your institutions the exact terms on which they are received.

17. When you referred Captain Sutherland's plan to the consideration of Mr. Chaplin, you directed him to select and send some young natives to Captain Jervis's institution, "to be rendered competent to instruct other natives, if the present plan should be adopted; and to be fitted at all events for the able discharge of the public service in their own persons." Mr. Chaplin, on receiving those instructions, issued a public notice, inviting young men to pass an examination at Poona, in order that if found qualified in certain respects, they might proceed to Bombay, and be instructed under the superintendence of Captain Jervis in the branches of knowledge requisite for performing the duties of the revenue and judicial departments. Twenty-four youths having presented themselves in consequence of this invitation,



invitation, you, notwithstanding certain objections to the proceeding which occurred to you, considered yourselves bound to fulfil the pledge which had been held out to them. You will report to us the result of this experiment. We have little hopes of its success.

18. We take this opportunity of replying to your secretary's letter, dated 9th September 1826, requesting that we will send out the whole, or such part as we may think proper, of the books and instruments enumerated in two lists, one of books for the library of the Bombay Education Society, the other of books and philosophical instruments for the English school of that society.

19. The former of these lists you have, by some inadvertency, omitted to transmit to us. And we are not aware of the necessity which exists for our supplying books to form a library for the Education Society.

20. We are willing, however, to go to a moderate expense in providing such common books as may be required for the English school of the society. Many of the books included in the list submitted by you, are in our opinion ill chosen for the purpose; and the remainder, being among the most common English school-books, might, we should think, be more cheaply purchased in India, especially at Calcutta.

21. A set of philosophical instruments adapted for lectures is among the articles solicited by you; but this would form a more suitable appendage to the college now in course of establishment by the native community, than to the English school of the Education Society, the utility and success of which have hitherto been so limited. The consideration, therefore, of this part of your request is for the present postponed.

(31.)—EXTRACT of LETTER, in the Public Department, from the Court of Directors to the Governor in Council of *Bombay*, dated 8th July 1829.

Para. 2. We now reply to paragraphs 44 and 49 of your public letter, dated 13th August 1828, communicating to us the further progress of the subscription for the establishment of the Elphinstone professorships, which amounted on the 1st December 1827 to Rs 2,26,172, and was expected ultimately to realize three lacs, and recommending to our favourable consideration the request of the committee of subscribers, that a sum, which you propose should be equal to the amount subscribed by the natives, may be granted from the public money in aid of the undertaking.

3. The indication which this subscription affords of the capacity of the higher ranks among the natives to appreciate the advantages of improved education, and the value of European civilization, does honour both to themselves and to those who have held the reins of Government over them of late years, for to their fostering influence it is but just in some measure to attribute the growth of the new spirit of improvement.

4. We are ready and desirous to afford every proper encouragement to this spirit among the natives, and there cannot be a fitter means of bestowing such encouragement, than by assisting them in the meritorious undertaking in which they have now engaged. We are, therefore, disposed to view with favour your present recommendation, but to an immediate compliance with it there is an insurmountable obstacle, viz. the absence of any definite and well-digested plan for the attainment of the benefits which are sought. Until that deficiency be supplied, we can give no final answer to the application, since, before we can be justified in appropriating to any purpose so large a sum as that which is now solicited from us, we must be satisfied not only that the end aimed at is desirable, but that the means by which it is to be pursued are judiciously chosen.

(32.)—MINUTE of Sir *John Malcolm*, dated *Dhappoorree*, 10th October 1829.

THE letter from the honourable Court of Directors upon the subject of education has called my attention very forcibly to that important question, and after offering some general observations upon it, I shall refer particularly to the different institutions which have been formed at the Presidency for the purpose of training youth of all classes. I shall also notice in general the constitution of those public establishments, in which those we educate may look to find employment.

It will, I conclude, be admitted as a fact, that though our schools may give the elements of knowledge, it is only in its application and in the opportunities for the development of that talent we cultivate, that success can be insured to the efforts made for the improvement of our Indian subjects. It follows, therefore, that their education and the manner in which youth are brought up, should be suited to those occupations which the Government have the power of enabling them to pursue, and to the character and construction of the community among whom they are expected through their better education to obtain a respectable livelihood.

The East Indians from their character as a community and increasing number, require primary consideration, and I shall shortly state my views regarding those objects, which I deem it for the interest of this class to pursue, and the aid Government can afford them towards their attainment.

Education of Natives.

The principal persons of this class have hitherto had their views much limited to employment in the public offices as writers and accountants, as sub-assistants and dressers in hospitals, or in the quarter-master general's or survey branch as subordinate assistants. These are very respectable lines of life, but not calculated to raise a community to that rank in the society, to which every class has a right to aspire. Far less is that to be attained through meetings, speeches, or memorials, or by any grant of privileges, or any equality of rights which can be conferred on this class. They must earn that honourable place in the population of our Indian territories, to which they should be encouraged to look, and aided to attain, through persevering industry, frugality and honesty. These qualities, displayed in all the detail and hazard of agricultural and commercial pursuits, as well as in the various branches of art and science, will lead to the attainment of a wealth and reputation, which will soon give them a weight and consideration in the community, which it is not in their power to obtain by other means.

* Admitting them as Clerks and Pursers in the Marine, placing them at the Mint to be instructed in working a steam engine, and in the dock yards to be educated as joiners.

Several measures* have recently been carried into effect, that tend to open new paths to this class of our subjects; I shall early propose others that will, I trust, still further extend their means of employment, and I am quite gratified by the conduct of the association of East Indians at Bombay, whose proceedings have hitherto been marked by moderation and good sense; and they will, I make no doubt, aided by the liberal policy of Government, succeed in their rational and laudable views of gradually raising the community to which they belong.

The proper place for the East Indians to strive for in the population of India is to become a useful and connecting link between the Europeans and natives, for which they are by their birth, their education and their religion, well suited. If they should remain from difference of climate or other causes a shade inferior to the Europeans with whom they may have to compete, in energy of character and knowledge, their education and means of adding to their information will generally give them many advantages over the natives engaged in similar pursuits.

The acquaintance of the East Indian from infancy with the English language will enable him to refer to every improvement of art and science in Europe, and these, until translations are greatly multiplied, must remain almost a dead letter to the other inhabitants of India.

The East Indian, though he may be in some points inferior to the European with whom he may have to compete in labour or in art, will have many advantages. His knowledge of the native languages and of the manners and usages of India will be greater, and his habits of life will render his expenses of living much less. This latter advantage it is of great importance to the lower classes of this community to preserve, for nothing but simplicity of clothing and diet, that approximates their mode of living much more to the natives than the Europeans, can ever enable them to keep their place, as mechanics and workmen in every branch of arts and manufacture.

With regard to the education of the native subject to this Presidency, I am happy to find that the general sentiments I have stated in my minute upon that subject, under date the 11th April 1828, are in conformity with the sentiments expressed by the honourable the Court of Directors, in the despatch already alluded to, and there can, I trust, be no doubt that while every facility is afforded to natives desiring to learn English, the only practicable mode of diffusing useful knowledge is through the vernacular languages of the country.

With respect to the general principles upon which our native education at Bombay is founded, they are liberal and wise, but in several points it is my intention to suggest a modification, if not a change of the established rules. To natives of the town and island of Bombay, schools will of course continue, and some of the establishments at the Presidency must always remain upon a scale that will admit of schoolmasters, and students (above 17 or 18 years of age) who resort to them from our provinces, being instructed in those branches of knowledge which will better enable them to fulfil their duty in instructing others, or if not so occupied, in improving themselves and becoming more qualified for public employment; but it is my decided opinion that native children or youths under 17 or 18 should not be brought to Bombay from the interior, and separated from their parents for the benefit of instruction. None that they can receive will be equal to the hazards incurred to their morals, and to that of weakening if not destroying those ties of caste and kindred which now bind Indian families and societies, and which, with all their defects, have advantages that should not be cast away until we can well supply their place with motives and duties that will equally or better promote the good order of society.

The promises given to parents and a desire to conform with the wishes of Government, made numbers send children on the first establishment of schools and institutions at Bombay, who under other circumstances would have been reluctant to do so; but still none of any rank could be tempted, even by the flattering prospect of future employment in the public service. The Mahomedan and Hindoo mother are alike adverse to part even for a period from their sons. It is to them they look for enjoyment and importance in life; a wife is often neglected, a mother is always respected. In this state of society there can be nothing more hurtful to the feelings than such separations, and the pain they create is aggravated by the just alarm parents have, of their children being brought up in a large and dissolute town like Bombay, where the mixture of all tribes causes much uneasiness to parents of high caste, lest their children should be polluted by improper intercourse.

Though the benefits from the Engineers' Institution and the Bombay native Education Society have been great, owing to the liberal spirit in which they were instituted, and the zeal and talent of those charged with their superintendence, they cannot be expected to effect more for the remote provinces of the presidency than in furnishing them with some well qualified surveyors and schoolmasters.

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Sir J. Malcolm,
10 Oct. 1829.

The expectation of the Engineer Institution supplying native revenue officers is not likely to be fulfilled, for though there may be many persons educated at this institution, well qualified so far as acquirements could recommend them for such offices, these persons will probably not be found such as from birth, influence or local reputation it may be expedient to select for employment to the exclusion of others, who, though with a less perfect education, are more eligible to promotion on other grounds. All advantages will be combined, when education is brought nearer to natives of rank and consideration in our provinces; and from the great progress already made, I have no doubt but with encouragement we shall soon have masters at the principal towns, equal to instruct others in almost every branch of knowledge and science. The Court of Directors appear not to have anticipated success from the proposed education of native public officers for the revenue branch, at the Engineer Institution of Bombay; but without imposing it as a duty, young men, who have a right from their character and connections to expect employment, might be encouraged to go to Bombay for their improvement; and certificates of their acquirements might be received as a recommendation to advancement.

It is my intention as president of the central school, to offer to the respectable committee who have the management of the affairs of that admirable establishment, some suggestions that much experience leads me to think might promote its success, my solicitude for which will ensure my being pardoned, even if my sentiments are not honoured by their concurrence.

There is little if any analogy between this establishment and those apparently of a similar nature in England. The pupils are of a different class, and belong to a community altogether opposite in character and condition. Such institutions in England have usually considerable property in land or in money. They, however, like the central school at Bombay, are chiefly supported by contributions, but how different are the motives that actuate those by whose humanity and liberality they are maintained. In England the subscriber is probably a parishioner, or settled for life in the vicinity of the establishment; other circumstances may give him an interest in its welfare, and lead him to contribute to its support. It may promote his local reputation. It may be useful instruction to his children to render them the instruments of charitable offices. Some of the pupils may be children of his dependants, or he may look to create an influence that will further his objects in life by standing forth as a generous benefactor to a popular charity.

None of these motives tend to increase or give permanence to charitable institutions in India. The community on which they depend is perpetually changing, and many causes tend to diminish subscriptions, few to increase them. We may perhaps always count upon enough of good feeling and generosity in the society to answer an urgent call for so excellent an institution as the central school, but every means should, I think, be adopted that can render this seminary less dependent than it now is, upon extraordinary contributions; and the adoption of these means will, in my opinion, promote instead of defeating the objects of this institution.

The Bombay central school should, I think, be strictly a charitable institution, and none received into it who were not so completely objects of charity, that their parents had actually not the power of supporting and educating them. There could, I conceive, be no objection, if it be practicable, to admit, with separate diet and clothing and accommodation, some parlour-boarders of both sexes, or to make a distinct branch of this establishment, the children belonging to which should be wholly maintained by their parents or guardians, nor should the Government be bound in any manner to provide for boys so educated, though being at the school, and passing through the classes with distinction, might prove to young men a recommendation to employment.

The charity boys should be clothed, fed and altogether maintained at the lowest possible rate; not only the economy of the establishment requires this, but the future success of these children, and their advancement as a class in the community. If educated with the habits of Europeans, they will, from causes already alluded to, be certain to fail, and those bred as mechanics will not obtain employment. I have already given my sentiments on this subject; I can only now add, that I know no seminary which produced better brought up young persons of this class than Dr. Bell's school at Madras, when it was conducted upon a very economical scale, and the boys were in the habit of doing every thing for themselves. They had for clothing, a coarse frock and trowsers, but neither hat nor shoes; a leathern cap and jacket were worn on Sundays. Their diet was the same as that of a native; tire and rice for breakfast, curry for dinner, and pepper-water for supper. They had no plates, knives or forks, but eat out of an earthenware dish, and had nothing allowed but a pewter or china spoon.

I have had an opportunity, during 35 years, of watching the progress of East Indians bred at this school, and I have seen them derive the greatest benefit from habits which, so far as their modes of life went, quite assimilated them with the natives of the country.

There are several persons of the first respectability among the East Indians at Bombay, who were brought up at Dr. Bell's school in the manner I have described. Among them I may mention Mr. Webbe* and Mr. Lundt, of the deputy surveyor-general's department, and Mr. Horne in the chief secretary's office, and Mr. Smith, now with the Rajah of Sattarah.

It

* I applied to Mr. Webbe for information as to the manner of living at Dr. Bell's school when he belonged to it, and cannot refrain from giving his answer:

"To His Excellency Sir John Malcolm, &c. &c. &c., G. C. B.

"Sir—According to your desire, I beg leave to state the following as the mode of treatment used in Dr. Bell's school, regarding the diet, clothing and care of the boys whilst I was in it.

(445.—I.)

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It may be practicable to make an alteration in the clothing and diet of the pupils at the central school; they may reduce expenses, and the servants of that establishment may probably be also reduced, when children of both sexes keep the school clean, dress their own victuals, and attend upon themselves; but a still greater saving will be produced when boys (unless under peculiar circumstances) are allowed to go out at an earlier age than they used to do; a proposition to which the committee will, I hope, consent, when they know the measures Government mean to adopt to secure their further education being associated with employment in the lines in which they are destined.

The Engineer Institution of Bombay merits particular attention. The reports of its progress are on record, and no establishment can promise better results; but this establishment will admit of some modifications that may diminish expense without detracting from its utility.

It will be necessary, in considering this subject, to view the objects of the institution and its actual condition.

The objects are defined in the regulations which, as the students were intended to fill offices in the revenue department, and to become surveyors and builders, provided that they should be instructed in those branches of knowledge, art and science, which were calculated to make them succeed in those lines for which they were destined.

The following is the actual condition of the seminary.

From an abstract of the list of students it appears there are,

	First Class.	Second Class.	Third Class.	Total.
European Department	7	8	—	15
Mahratta ditto, Engineer students	9	8	—	24
Guzerattee ditto, { Revenue ditto	16	8	—	24
{ Engineer ditto	5	5	6	16
Total	—			79

The pay sanctioned by Government for the boys while under tuition at the institution, is as follows: European half caste boys, each 15 rupees a month. This sum is paid to a serjeant to clothe and feed them. The number of European boys is not limited, and those lads only are entitled to the allowance who are admitted into the institution from the English Education Society's charity schools. The sum drawn at present is 14 boys at 210 R^s per month.

Revenue students, at 8 rupees a month each	—	—	200	”
Mahratta and Guzerattee Engineer students at present	200			”
allotted to 40 boys, at 5 rupees each	—	—	—	—
Total monthly allowance for boys who may be considered on the foundation	—	—	—	610

The

“The boys had for their meals tire and rice, and in the rains, pepper-water and rice for breakfast, curry and rice for dinner, and pepper-water and rice or milk and rice for supper. These were served to us in an earthen dish, with a pewter or china spoon, on a mat and on the floor. The boys, I am sure, as it was often my case, could eat twice as much more as what was given for a meal, but a second supply was never allowed.

“Clothes were given three times a week to change; these were a coarse pair of trousers and a shirt; a jacket and a leather cap were the only additions made to the dress when the boys went to church or elsewhere. Shoes were not allowed, even if the parents or friends were desirous of supplying them.

“We slept on the floor on a country mat, without pillows or covering, except in the rains, when a light quilt was given to the boys. We felt no bad effects from this, as it was a brick floor. All kinds of exercise were allowed to the boys, and a play ground was enclosed for this purpose. We were indulged with bats and balls, and all sorts of amusement conducive to health, and to make us hardy and strong.

“The boys in the hospital were treated with great care; two nurses were attached to attend on them, and the food was agreeable to what the doctor used to direct, rice puddings, all sorts of broths and conjees, and a little wine occasionally was given, and the boys were clothed warm, had a bed and a cot to sleep on, and a quilt for a cover.

“The hours for learning were from eight in the morning till twelve at noon, and from two till five in the afternoon. We sat on benches and had tables to work on.

“This mode of treatment to orphan children is, in my opinion, the best that can be adopted in India; it makes them hardy, and it takes away a good deal of that high and foolish notion which the youth on this side generally imbibe the moment they leave the school. It would make them fit for any employment, and they would cheerfully be resigned to any state, should circumstances, after filling a higher situation reduce them hereafter. I respectfully state this from experience; witness the many (some that are now on this side) from Dr. Bell's school, who are now doing well, they would not think it degrading should fortune so change, to eat their meals again from an earthen dish. We never knew the use of a knife and fork while at school, and I never handled one until I accompanied your Excellency on the first mission to Persia.

“I am, Sir, with respect,

“Your most obedient Servant,

(signed) “W. Webb.”

“Poona, 6th August 1829,



The pay of the students from the Engineer Institution, attached to Government offices, detailed in pages 5 and 6 of the Regulations, is as follows :

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The number of boys educated at this institution, and attached to public offices is	34
Ditto passed, but declined to serve	2
Ditto educated at the institution, but left without passing an examination	71
Ditto expelled	8
Total	115

Boys reported ready to pass at this date for Government service, European	7
Mahratta Revenue students	16
Ditto Engineer ditto	9
Guzerattee ditto	5
Total	37

Every student is taught, in his mother tongue, and on the European system, arithmetic, book-keeping, logarithms, algebra, geometry, application of algebra to geometry, plain trigonometry, mensuration of heights and distances, mensuration of plains and solids, framing and estimates for buildings; the use of all instruments used in surveying and buildings; trigonometrical and revenue surveying; drawing, topographical, architectural, landscape and figure; the use of the globes to some;* the use of embankments; and, excepting the Revenue students, all the boys are instructed in carpentry, and are practised in models. be taught.

The following is the pay to which they are entitled by covenant:

Sub-assistant surveyors and builders, for the first three years	30 R ^s per mensem.
In the last two years of his apprenticeship	45 "
Assistant surveyors and builders, for the first five years	60 "
Ditto for the second five ditto	80 "
Ditto for the third five ditto	100 "
Surveyors and builders	180 "
Allowance to a sub-assistant surveyor and builder when in the field on survey duties, a subaltern's tent but from the public stores, one country poney from the commissariat.	
Four Lascars for public instruments	40 "
Three bullocks for the carriage of a subaltern's tent	15 "
Two ditto, private baggage	10 "
Grain, forage, boy, and shoeing of a poney	20 "
Total	R ^s 580

Allowance to a sub-assistant surveyor and builder, when employed in building only, at more stations than one, a subaltern's tent from the public stores, one country poney from the commissariat.

Two Lascars for carrying instruments	28 R ^s
Three bullocks for the carriage of subaltern's tent	15
Two ditto for private baggage	10
Grain, forage, boys, shoeing of poney	20

The objections that appear in operation to the Engineers' Institution are its monthly expense; but a still greater one, however, is entailed by the pay which Government is bound by covenants to give to those who qualify themselves for public employment.

This pay is assigned as a right for acquirements before the character of the youth is sufficiently developed to show that his conduct is equal to his talent, or that his constitution will enable him to go through the laborious duties of survey, or other branches of the service to which he is destined.

From the institution being at Bombay, where there is a great demand for talent, some of the boys, after their education has been completed at the public expense, leave the branch for which they have been educated to follow other lines, and in these they are often aided by individuals who take an interest in their welfare. It appears indeed, from what I have stated, that no less than 71 left it in three years without passing examination.

A number of youths have been sent into the engineers' and survey departments; a few have proved themselves highly qualified, and some give considerable promise; but others have, either from the want of energy or negligence, or the indifference of those under whom they are placed, become mere writers and copiers of plans in offices.

The pay of these youths was perhaps wisely fixed high to give an impulse and encouragement that was required on the foundation of a new institution; but this purpose has been answered, and under the changes that have since been determined upon, and the various paths which are now opened to enable youths of all classes to achieve their own advancement, the Engineers' Institution cannot be kept upon its present liberal footing without sanctioning a pay in their progress through the public service to those who are educated at it, which would render their possession of high salaries almost exclusive, and cause those of the same

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class in life, bred at other establishments, to be disheartened and discontented, and thus impede instead of forwarding the general diffusion of useful knowledge.

From a conviction of these facts, I should propose the abolition of the Engineers' Institution upon its present footing, and its restoration with other duties under the name of the Government Institution, with a superintendant, and an establishment for instruction of the same nature as the Engineers' Institution.

The following is the plan on which I would propose to remodel this institution for the public instruction :

The monthly stipend sanctioned by Government for the pupils of the Engineers' Institution are 15 rupees to each European, 8 rupees to each revenue student, and 50 rupees to each boy in training for the engineers' and quartermaster-general's departments; and Government must no doubt fulfil towards those now at the Institution, whenever they shall pass their public examination, the stipulations for employment in the public service, which were established by authority. Henceforward, however, all the youths admitted, whether European or native, shall receive from the institution no pecuniary allowance, but merely gratuitous instruction, nor shall these latter have any direct claim on Government from the mere circumstance of having been so *educated* for future service or pension; henceforward youths shall not be taken indiscriminately into the institution, but admitted from any public or private school, from any department civil or military, throughout this presidency, of manifest superior intellect, good conduct, and a disposition to acquire the higher branches of useful knowledge. The selection of such youths shall rest with the heads of offices and departments, and at stated intervals they shall be sent to the superintendant of the institution in Bombay, with certificates of recommendation, specifying the degree of knowledge they had previously obtained, the aptitude they may have evinced for any particular pursuit (in order that the same may be cultivated and improved,) and containing an agreement on the part of their parents or guardians to conform to all the rules prescribed by Government for conducting the studies and duties of the institution. The offices or departments sending youths for instruction will take steps for having them maintained in Bombay while under tuition; and when they have completed their studies and passed a final examination, each lad shall be returned (with a certificate from the superintendant setting forth the same and announcing any prizes or distinctions he may have obtained) to the department from which he was received. Such testimonials will form documents of his good conduct and claims to further advancement.

The course of instruction now pursued in the institution in mathematical and physical science, both *theoretical* and practical, shall be continued, keeping in view especially its application to the useful purposes of life; and as circumstances admit, it shall be from time to time still further extended. The purposes of the institution being thus changed from a limited to a general nature and use, and being open not only to all branches of the service, but to all youth under this presidency to acquire the privilege, the denomination of "Engineer Institution," under which it at present exists, shall be changed to that of the "Government Institution," the superintendant to be styled "Superintendant of Public Instruction," and the whole establishment to be placed under the immediate control of the Governor in Council, instead of the Chief Engineer. With a view of maintaining discipline, youths who may be dismissed from the institution for any impropriety or negligence, shall not be employed in the public service without the special sanction of the Governor in Council.

The regimental schools for European, East Indian, and Native children appear upon an excellent plan. They have occupied much of the attention of the Commander-in-Chief, Sir Thomas Bradford, whose efforts to promote education in the army have been very successful. I have given the most particular attention to the subject, but have little to suggest, except that I think there is so great an advantage in the European and East Indian boys remaining till ten or twelve years of age with parents that are respectable, that I would not recommend their ever being removed in such cases to the central school at Bombay, but being apprenticed at once or annexed to one of the public departments. The chief ground upon which I would recommend this is the much greater economy of the education and the more frugal habits given to the youth. They are taught reading, writing and arithmetic. The care of good parents, or when orphans, that of some respectable person to whose charge they may be devolved, combined with that strict discipline in observance of which they are reared, gives them advantages which are perhaps equal to those they would obtain from being at the central school.

The numbers at the regimental school being seldom great, the attention paid them is considerable. The school is in fact the pride of every well-regulated corps, and I have seldom been more gratified than by the late inspection of several; that of the battalion of artillery at Ahmednuggur consists of boys, some of whom I found well advanced in reading, writing and arithmetic, and some ready from their age (being twelve and thirteen) to enter as apprentices to the store and other departments. The calculation of the whole expenses of a boy brought up at this school, including every thing but his lodging, was only five rupees per mensem, and the parents were quite willing that they should enter the arsenal or any establishment at that place, with no more than that allowance for two or three years, and without any obligation for their being kept, unless they proved useful at the termination of their apprenticeship. These boys, when fit, could be placed on the establishment at the pay to which their progress entitled them; or if they evinced superior talent for any other line, they might be transferred to it, or allowed the benefit of more extended instruction at the Government Institution, by being sent to Bombay, where they would become qualified to contend for the prizes of higher employment.

I found



I found the regimental school of the artillery at Ahmednuggur conducted upon the most economical principles, but there was evidently no deficiency either in dress or food. The calculated expense of a boy in one of His Majesty's corps on this establishment is five rupees and a half a month.

The horse artillery at Poona reckon 10 rupees for each boy, which I must think is more than necessary, but still it is less by one-third than the calculated expense at the central school, and this is a point to which we cannot give too much attention, for upon the strictly frugal habits given in their earliest years to East Indian boys must ever depend their success in life, and, so far as their employment is concerned, the economy of the public service.

With respect to the education of the boys of native corps, the present regimental schools appear to me to be upon an improved and good footing, but I would strongly deprecate our proceeding further. I have already given my reasons for this opinion, and those I have stated in this minute regarding the impolicy of removing native boys at an early age from their parents, applies more forcibly to sepoys than to any other class. We must not deceive ourselves by thinking that the prompt acquiescence which habits of obedience make these gallant men testify to any innovation upon their habits or usages, is a pledge of such being safe, nor is it from the abstract merit of the measure that we are to judge its effect. Our rule has and must continue to have many enemies. It is only through the facility and attachment of our native troops that it can be assailed, and to them therefore the artful, the discontented, and the seditious will ever look as the dupes or instruments that are to promote their schemes of sedition. The habits, the prejudices, and the superstitions of our native troops render them singularly liable to have their feelings, their apprehensions and their passions worked upon. The mere elements of education, which is all we can give, will never remove the great body of our native troops above their actual condition, in a degree that will preserve them from the evil impressions that may be made upon their minds by those of superior intelligence of their own country. These may often have an object in making them believe that every change, and particularly such as go to weaken the ties of caste and kindred, is part of a plan to effect their ruin as a community, and to change not only their habits, but their religion. It is argued by many that it will be useful to have, through changes, a separation in our native subjects, and some classes upon whom we can better depend than others; but my opinion is exactly opposite. To me it appears that once compelled to count numbers, we are lost, and that our existence in India depends upon the general impression which the great population of that country entertain of our toleration, justice and desire for the prosperity of all, not a part, of the inhabitants of our great empire.

The subject of the medical instruction for hospital assistants will require revision. The chief point will be to render their pay and rise more gradual. Numbers of this class are ruined by possessing at too early an age the means of dissipation. The East Indians introduced into this line should have less pay in their first grades, while higher objects might be opened to the ambition of those who proved themselves equal to superior trust. I confess I am unconvinced by any argument I have yet heard, that this class might not be sufficiently educated in India, to perform many minor duties in the service which now occupy much of the time of the surgeons from England, and compel Government from increasing expense in this department to recur to reductions that may terminate in deteriorating one of the most essential classes of public servants, and decreasing the reputation of the medical establishment of India. If our efforts in bringing forward East Indians and natives to a degree of proficiency in this line succeed, the ends of economy will be answered by reducing the number of surgeons from England, and in this view the Native Medical Institution merits much attention, particularly as it appears to me this might with advantage be made a seminary also for bringing up youth intended for hospital mates and apothecaries.

The expense of the Native Medical Institution is at present 784 rupees permensem. Its objects are liberal and wise, being to introduce a knowledge of medicine among our native subjects according to European principles, by the training of native doctors for the civil and military branches of the service. It has been instituted more than three years, and some of the pupils have made considerable progress; but though several of these have been sent to European corps as apprentices, and posted to native regiments, none are deemed by its able superintendant to be so complete as he could wish, even in the elementary parts of their education. This is ascribed by Mr. McLennan to his not having been as yet able to prepare works sufficient for their instruction, nor does he expect to finish the translations he proposes to make, in less than two or three years. Fifteen medical treatises have been lithographed, or are nearly ready for the press, and the superintendant counts upon as many more being necessary to complete the original plan of giving to the natives a library of European medical science. From the inquiries I have made in the country, I must anticipate a gradual but most beneficial result from the establishment of the medical school, though I think some modifications may be made with advantage in its constitution. I propose that the superintendant at Bombay should take no more boys, and that he dispense as soon as he can, with one of the moonshees, unless that should interfere with translations, and of these I think the further translations from Sanscrit may be omitted without any loss to science. Further, that he should send the students now with him to employment or practice in the country as soon as they are prepared, and discharge those who are unwilling or unable to learn the medical profession.

If one moonshee can be discharged, and the number of students gradually reduced to ten, a great saving would be effected, and supposing the first student had 20 rupees, and the second 12 rupees each, instead of eight, an emulation would be excited, and the superintendant would be furnished with aid in instruction, from their remaining longer with the institution.

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From the benefit I have before stated which must result from uniting work with instruction, I think the present plan of educating boys in hospitals who are meant for hospital assistants, apothecaries, &c. is better, but there will remain to the native institution a field of great importance; from it all vaccinators should be furnished with native assistants. They might also be allowed for collectors' establishments, and in many cases for gaols. In all those employments the native medical person should be furnished with the works translated by Mr. M'Lennan, accompanied with a moderate supply of medicine, and allowed to practise, for this would reconcile them to a moderate pay from Government, and they would soon attain a superiority over the present ignorant practitioner, and gain a profitable popularity.

Every civil surgeon or vaccinator might be allowed to attach to those assistants one or more pupils, and a preference should be given to the boys most distinguished in the native schools of the town, who desired to follow the medical profession; such boys might be allowed four or five rupees per mensem, and when (being of the age of 16 or 17) they showed talent and industry, they might be sent to the medical school at Bombay, where they would strive for that employment as assistants, which would be given when vacancies occurred in the public service, as prizes to the best conducted and most distinguished students.

It has been suggested by the able superintendent of this school, that it would be an advantage if English were taught in this institution, and sufficient of instruction might be given to enable the most forward of the students to understand medical prescriptions. A work that simplified this necessary branch of science to an East Indian and native student would be of great value, and its knowledge, as well as that of English, would, I think, be much facilitated if a class of East Indians was added to the native medical school, and boys, after passing a short apprenticeship upon no more allowance than was enough for their subsistence, were sent for further instruction as hospital assistants, and in this line their advancement in the public service should be made the prizes for which they laboured, and the struggle for those should be open to all, wherever educated.

There are several schools of the Native Education Society in Bombay, and at the out-stations.*

The schools of the native society at the Presidency have, and will continue to send out the best schoolmasters to the country; but I would propose that while every effort is made to add to the qualifications of the teachers so detached, the numbers be limited. They are only required at our provincial capitals. These should be well supplied, and sufficient teachers should always be at them, to enable the best qualified to make half yearly circuits of the smaller towns and villages to distribute books, to give instructions and to make reports upon the qualifications of the village schoolmasters and the progress of the pupils.

The pay of the schoolmasters sent from Bombay might be graduated according to their attainments, as it would be very desirable at towns like Poona and Ahmednuggur to have some of superior acquirements, who might have ushers under them to take their duties when absent on visitation. In the proposed reform of the Engineers' Institution, some natives educated at it possessing information, learning, and science, might be well distributed among our principal towns, and their stations with those of the grades below them would become objects of ambition, and be conferred as prizes on those who hereafter added certificates of high character to superior acquirements. By limiting the number of these schoolmasters, the society would be enabled, if necessary, to increase their pay, and we should not disturb by change the present village establishments, but gradually improve them; and it is through exciting locally a desire of knowledge, we can alone hope to attain the objects we desire to accomplish.†

The schools of the different missionary societies are very numerous, but they are much limited to the coast extending from Goa to Bassein. They teach both sexes, and from their institutions being well-regulated are making a silent but gradual progress in diffusing knowledge. As youth acquire at all these schools the elements of reading, writing, and accounts, we may expect, when objects of ambition are presented, that scholars bred at them will, like others, become competitors, and if they desire to obtain situations as schoolmasters, they should have the opportunity afforded them of proving their fitness by examination.

I observe from the report of the Scottish mission, that 100 rupees is deemed in the Concan a fair remuneration to a schoolmaster. This might be the minimum to the schoolmasters sent from the education society, while the scale might rise as high as 250, and the latter salary would become augmented from the pay or presents of parents of rank, who sent their sons to a highly qualified teacher.

Many references have, I find, been made to collectors and others who had local information regarding village schools. Among the answers to these, one of the fullest is from Mr. Williamson, dated Kaira, the 27th July 1828.

Mr. Williamson recommends pay to schoolmasters, small prizes and prospect of employment to the boys who distinguish themselves; and his opinions on this point quite correspond with my own, and with those of the best informed persons I have consulted. He also recommends a local school for teaching English, which on a limited scale I approve, as it would aid (a most desirable object) in reducing the pay of English writers under this presidency.

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* I have already stated my strong objections to boys of a tender age being encouraged to go to Bombay; but as these are schools of charity, Government can do no more than to refrain from using its influence to make them proceed there, and to incur no expense whatever on that account.

† It would be necessary to give to each of those superior teachers a defined circle which he could easily visit, and to him would be committed the care of distributing books and of reporting on the general state and progress of education.



The principal and almost only part of this subject on which I differ from Mr. Williamson, is respecting the classification and pay in the small towns and villages to schoolmasters; I think it will be better to leave the gradual improvement of the qualifications of the masters to the operation of the system of annual visits of the superior teachers in cities and circles; and I am of opinion that, independent of allowances received from boys, five rupees per mensem to the master where the boys exceeded 30, and three rupees when below, would be sufficient remuneration. I further think that this pay should be charged to the gaum khurch or village expense, which would identify the school with the village constitution, and raise its value in the opinion of the community.

A certain number of boys might be admitted gratuitously when the parents could not pay even the small sum usual; but these should be designated charity children, and, as such, separated from the others. This distinction would operate in preventing men who can pay attempting to have their children educated for nothing.

Mr. Boyd, the acting collector at Ahmednuggur, in a letter to Mr. Norris, under date the 17th of August, recommends a plan similar in principle to that of Mr. Williamson, and both agree in an opinion, in which I completely concur, that prizes should be distributed in medals, money, books, or cloth, to encourage the boys; and to those who particularly excel, and who desire to enter the public service, small salaries should be assigned of a few rupees per mensem in the cutcherry of the collector or the adawluts as copyists, from whence they could rise, if deserving, to the office of karkoon. This, I am satisfied, is the only effectual way of promoting education in our provincial capitals. In villages or small towns, the best scholars might have lesser prizes, and the cleverest might be taken into employ in the district cutcherry.

While in the Southern Mahratta country at Poona, and when on my late tour to the eastward, I communicated with many of the most respectable native inhabitants, as well as with the principal schoolmasters and with the fathers of some of the children. All asked me the same question, To what immediate and specific objects is this education to lead? When I mentioned the intention I have now stated of giving small prizes and opening the path to promotion in the public service to those who added to education perseverance and good conduct, they appeared delighted, and said all would learn in the hope of such distinction.

The plan I have proposed may, I am assured, be introduced upon principles of economy. The most popular and useful of the translations published at the lithographic establishments might be given as prizes, with small medals struck at the Mint, from the value of one to five rupees. A turban or small present in money might be given to the boy who entered the collector's cutcherry; and in that, arrangements could, I am satisfied, be easily made, without putting the Government to any expense whatever. The pay of a karkoon, whose duties in copying papers could be done by these boys, would maintain three of them, and changes would make vacancies every year.

Where any of the youth showed superior qualities, and desired to prosecute their studies, they might, at the recommendation of the collector, be aided to proceed to Bombay, and to obtain further instruction, either at the schools of the Education Society, or at the Government institution, where they might, through proved superiority at examinations, recommend themselves to appointment as teachers, or in any other line in which their attainments entitled them to preference.

The schools of the missionay societies, as well as those who are brought up privately, must, as before stated, have a right to stand for prizes at every public examination. The object is to diffuse knowledge, and this is attained in whatever way it is acquired. Indeed it will be the happiest result of our labours when instruction is sought, and obtained free of all aid from Government.

I have given my sentiments most fully upon the inexpediency as well as impracticability of conveying general instruction to our native subjects in India through the medium of the English language, but I by no means desire to express an opinion that schools for that purpose should not be extended. While records of offices, a part of judicial proceedings, and all correspondence and accounts, are written in English, there will be profitable employment for all who learn to read and write this language, and a familiarity with it will open to those who possess it new sources of knowledge, and qualify them to promote improvement. From English schools being established at no place but Bombay, the pay of writers and accountants is immoderately high; and when these move from the Presidency, they require still higher wages, and when well qualified they can from their limited numbers command almost any pay they demand. This introduces a tone of extravagance of demand from this class of persons in all our departments. Of some remedies for this evil I shall speak hereafter; but the real mode to decrease the price is to multiply the article.* English schools should be established or encouraged at Surat and Poona, and I look to the small colony of East Indians about to be established at Phoolsheher with great hope of aid in this as in other branches of improvement. The grounds upon which these expectations rest will be explained in a separate minute. Suffice it at present to observe, that from the liberality of Government, combined with the character of some of the persons who will form part of this establishment, I look with the most sanguine expectation to its success in every way, but in none more than as a seminary for the instruction of youth in every branch of useful knowledge.

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* The excellent English schools of Masulipatam and other towns of the Madras presidency have so lowered the pay of English writers, that one equally qualified with the Bombay purvoo at 40 rupees per mensem, can be hired on the Madras establishment for 20 and 25 rupees, and so in proportion through all the grades.

Appendix (I.)

Education of Natives.

The promotion of education, as well as the economy, efficiency and integrity of the public service, must, I am positive, depend upon a complete revision of public offices and establishments, civil and military: and unless this is done, all attempt at real improvement and reform will prove temporary and futile; nor must this revision be partial; it must extend to all branches of the service, and be rigorously enforced. I shall not enter upon the details of the plan I desire to propose. If the principles I recommend are adopted, these can be easily settled. The fundamental principle upon which the plan I mean to propose must rest is, that offices and other establishments should be so constituted as to become a regular service, governed by rules that admitted a latitude of selection, but debarred all introduction (unless in extraordinary and special cases) of persons to the higher places who had not gone through the lower grades of official service. To effect this, it would be necessary to class all offices, civil, political, military and marine, and the pay of each class should be fixed, with reference to the nature of the duties to be performed, and the qualities necessary for the persons employed: the demand upon their time and talent, and the degree of trust and responsibility attached to the stations they occupied.

I propose that there should be in each department a first and second class, with pupils and boys.

The pay of each class to be fixed on a moderate scale; but in order to reward talent and conduct and excite to exertion, I would institute a separate list, entitled "The Class of Merit," to an increase of allowance from which men of all classes may entitle themselves by individual claims. These, at present, it is often difficult to reward, without burthening the office with an increase of expense and establishing a precedent that renders, in nine cases out of ten, that expense permanent.

The number of boys will depend upon the extent of the office.

They should be entertained by the heads of offices, and these should have, until two years of their service had expired, the right to discharge them for bad conduct, idleness or incompetency.

The pay of these boys, who might be taken as young as ten or twelve, should not be more than sufficient for their subsistence and clothing; after a service of two years they would become pupils, in which grade they should serve two or three years at least. They should not be liable to be discharged from this grade by persons in charge of subordinate offices without the sanction of the head of the department, and no person filling a place in the first or second classes in offices should be promoted or discharged without the approbation or sanction of Government. This usage already obtains in regard to the discharge of persons whose pay is above 30 rupees per mensem; but it must be made equally strict as to promotion, or the objects of Government will be completely disappointed.

By constituting public offices upon the above principles, many and serious advantages will be obtained.

A great saving will accrue to the public; for men, when guarded from those superessions which too often follow the change of heads of offices, and certain of rise in proportion of their merits (for it is far from my intention to recommend the dull routine of seniority), will be contented with less pay, and particularly as a class of merit will be open to their ambition. They will also, from entering younger and having been compelled to live upon small means, have more frugal habits than at present; but one of the most important results will be the stimulus it must give to education; for while admission into public offices as boys may be the prize for which the youth at the central and other schools contend; those that aspire to promotion in the more scientific department will have to prove their competency by their performances, or by the examinations they have passed, and the prizes they have obtained at the Government institution. There will be another and great advantage in the power which Government will possess of forming new establishments on emergency for any department that it is necessary to increase or create; those who have any experience in India must know how often and how deeply the public interests are exposed to suffer from the defects of our pay departments and others in this particular.

It may be argued by some, that this plan will diminish the influence of the head of a department.

It will not, I am positive, diminish it in any manner injurious to the public interests. Patronage will be limited, but a latitude will be given to the selection of merit; and from the little connection there is between the European heads of departments and those employed under them, we may always, under the rules I have proposed, anticipate that being exercised with a fair view to the public service, and a just consideration of the claims of individuals; it is not meant that this plan should affect incumbents who have claims from their character or service. Its operation will be in a great degree prospective.

It will, no doubt, exclude, except on extraordinary occasions, Europeans from the public offices and departments. But this I deem no disadvantage. It affects patronage, and may defeat the hopes of some meritorious and able men, but it will prevent many from suffering serious disappointment, by coming to India for employment that cannot be realized.

A few situations may, if thought expedient, be left open for this class, but they should be so under the distinct appellation of uncovenanted assistants, and be quite separate from the classes I have stated. The high pay European writers require, and no doubt very often merit, in offices, from their superior energy and talent, has tended, more than any cause I know, to introduce higher rates in all our offices, and too often to encourage ruinous habits of expense in those belonging to them.

East Indians and natives of connection and influence will no longer be able to obtain at once the high station they now do in offices. This I consider will not be more beneficial to Government than to individuals, who will hereafter have to work their way gradually to the employments



employments at which they aim, and their characters will be formed by the efforts they are compelled to make before they can attain the objects of their ambition.

The above are the general outlines of a plan by which the progress of useful education and improvement of offices and establishments may, I conceive, be so combined as most essentially to promote the economy, integrity and efficiency of the public service. The details will require to be examined and settled with great care by a committee I mean to propose for the purpose, while I myself am engaged in inquiries that will enable me to lay before the Board the mode in which I propose to apply the principles I have stated, in the reform and revision of some of the most important departments under this Government.

(signed) J. Malcolm.

Appendix (L.)

(32.) Minute of Sir J. Malcolm, 10 Oct. 1829.

(33.)—EXTRACT from LETTER of the *Calcutta Civil Finance Committee* to the Governor-general in Council at *Bengal*, dated 26th April 1830.

THE Engineer Institution forms a considerable item of charge under the original rules. Boys received while attached to the institution a certain allowance, and were entitled, apparently without reference to their general conduct and acquirements, to a progressive increase of salary on leaving it for the public service which they were at liberty to quit, and if so disposed, to apply themselves to other pursuits, after having received the benefits of the institution. These rules have recently been modified, and hereafter, it is intended that no pecuniary allowance shall be made to pupils: instruction only will be afforded gratuitously, without any pledge that when qualified they shall be admitted into the public service; but with the exception of the discontinuance of the allowance of the pupils, no further reduction of expense appears to be contemplated. Although the success of the institution appears to be considerable, still, in our judgment, it has not been such as at the present period of financial difficulty to justify the expense which attends it. Having consulted the late military committee of finance as to the expediency of maintaining the institution on its present footing exclusively for military purposes, we have the honour to submit a copy of the communication received from them on the subject, and beg to state our entire concurrence in the opinion that the expense of maintaining a separate institution might be saved, and that the elementary instruction requisite for East Indian and native youths intended for employment in the lower grades of the public service, both in the civil and military branches, may be acquired in the various public and private schools at the different Presidencies, fostered, as they now are, by the liberality of the government, and that hereafter there may be expected to be no want of well qualified candidates for employment. We accordingly beg to recommend that all expenses connected with the Engineers' or Government Institution at Bombay be henceforth discontinued.

(33.) Letter from the *Calcutta Civil Finance Committee* to the *Bengal Government*, 26 April 1830.

The actual charge during the year 1828-29, was R. 35,756.

(34.)—LETTER, in the Public Department, to the Governor in Council at *Bombay*, dated September 29th, 1830.

Para. 1. SINCE your letter of the 1st November 1827, in this department, we have not received from you any general account of your proceedings on the subject of native education. We are desirous of receiving from you a full report of the measures for the extension and improvement of education among the natives of your Government, which may have been taken by you, subsequently to the receipt of our letter of 16th April 1828.

(34.) Letter to the *Bombay Government*, 29 Sept. 1830.

2. We have received a Minute, recorded by your president, under date the 10th of October 1829, which proposes several modifications in the plan already in progress, and contains various suggestions, deserving of attentive consideration, on the means of encouraging mental improvement among the natives. On some of these we shall defer pronouncing any opinion till we are informed of the result of the deliberate consideration to which they will doubtless have been subjected by your Board. There are others of which, as being immediately connected with the subject of the present despatch, we shall make particular mention.

3. Sir John Malcolm proposes, that the Engineer Institution, the success of which, and the ability with which it is managed, have attracted our attention on a former occasion, should no longer be restricted to the limited purpose indicated by its name, but should be called the Government Institution, and opened to the natives generally; or at least to all native youths who, at any private or public school, or in any department of the public service, have manifested "superior intellect, good conduct, and a disposition to acquire the higher branches of useful knowledge." He also proposes, that Government should renounce the practice of allowing salaries to students, but should continue to bear the whole expense of their instruction.

4. As the Engineer Institution already affords the means of acquiring the elements of a scientific education, and as it will in all probability become better and better adapted to that end, as the scientific treatises translated into the native languages become more numerous, the suggestion of Sir John Malcolm would, if adopted, place within the reach of a large class of natives good scientific instruction, through the medium of their own language. Unless, therefore, weighty objections, which did not occur to Sir John Malcolm when he composed his Minute, should have presented themselves to your minds, on subsequent deliberation, you will consider yourselves authorized to adopt the proposed measure, without a reference to us.

5. The practice of granting pecuniary allowances to students could only be proper while



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APPENDIX TO REPORT FROM SELECT COMMITTEE

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the establishment was in its infancy, and should be abolished without delay, if, as your president conceives, and as there seems strong reason to suppose, the institution has firmly established itself, and has acquired the confidence of the natives. We are also inclined to think, that those who receive gratuitous instruction should be limited to a certain, though considerable number, and that admission on the foundation should be a reward of previous attainments and good conduct; all extra pupils beyond the fixed number being required to pay for their education. This rule has been adopted with great advantage at some of the colleges established by the Supreme Government. On the expediency, however, of introducing it on your side of the peninsula, we shall be willing to defer to your judgment.

6. The medical school appears from the statements of the Medical Board to have made considerable progress, and the exertions of the superintendant, Dr. M'Lennan, in compiling and translating medical works for the use of the school, appear to be most unremitting. Your president proposes, that appointments in the public service should be given as prizes to the most deserving students of this institution; a suggestion which seems worthy of adoption.

7. With respect to the more extensive project of providing teachers for the elementary schools, those teachers being themselves educated in the schools of the native Education Society at the Presidency; it is the opinion of your president that such teachers should be appointed only to the principal towns, and in sufficient number to enable the best qualified of them to "make half yearly circuits of the smaller towns and villages, to distribute books, to give instruction, and to make reports upon the qualifications of the village schoolmasters and the progress of the pupils." He recommends that exertions should be made rather to raise the qualifications of the teachers appointed by Government, than to multiply their number.

8. Without expressing any opinion on these suggestions, which will doubtless have received from your Board that full consideration to which they are entitled, we concur in the general views which they indicate.

9. It is our anxious desire to afford to the higher classes of the natives of India, the means of instruction in European science, and of access to the literature of civilized Europe. The character which may be given to the classes possessed of leisure and natural influence, ultimately determines that of the whole people. We are sensible, moreover, that it is our duty to afford the best equivalent in our power to these classes, for the advantages of which, the introduction of our Government has deprived them; and for this and other reasons, of which you are well aware, we are extremely desirous that their education should be such as to qualify them for higher situations in the civil government of India, than any to which natives have hitherto been eligible.

10. That the time has arrived when efforts may be made for this purpose, with a reasonable probability of success, is evidenced by various facts, one of the most striking of which is, the liberal subscription which has recently been raised among the natives under your presidency for the foundation of an institution, at which instruction is to be given in the English language and literature, and in European science, through the medium of the English language.

11. To this projected institution we have already, at your recommendation, expressed our willingness to afford liberal support, but we delayed authorizing any specific subscription, in consequence of our not having received, either from yourselves or from the native subscribers, any mature and well-digested plan.

12. We have since received from the Supreme Government a further report of the progress of the seminaries for the education of the natives which have been established under the presidency of Bengal. The success of those institutions has been in the highest degree satisfactory; and the various experiments which have been made in that part of India have afforded so much valuable experience, that we now no longer feel that uncertainty which we expressed in our despatch last referred to, with respect to the choice of means, for an end we have so deeply at heart.

13. Among the native colleges which now exist and flourish in Bengal, none has had so great success as the Anglo-Indian College, which originated like the proposed Elphinstone Institution, in a subscription among the natives, and is directed to the same objects. This college is partly supported by Government, and is under the inspection of the general committee which has been appointed by the Supreme Government for the superintendence of public instruction.

14. In forming a plan for the Elphinstone Institution, it is of course proper that the wishes of the subscribers should be consulted. They however, like the natives who established the Anglo-Indian College, would, we have little doubt, be willing that the institution should be under your general superintendence, and a committee of their own body might be associated in the management, with some officer or officers of Government, in such manner as you might judge most advisable.

15. If the subscribers are willing to acquiesce in such an arrangement, we authorize you to concert with them a plan for the formation of the projected institution, taking the Anglo-Indian College at Calcutta generally for your model; and if the plan when completed should not differ very materially from that of the college last mentioned, we authorize you to make such donation or such annual subscription to the Elphinstone Institution as may appear to you advisable, with reference to the importance of the object in view.

16. We have desired the Supreme Government to furnish you with such documents as will put you fully in possession of the necessary information; and we now enclose as numbers in the packet copies of our despatches to that Government, dated 5th September 1827 and



29th September, No. 39, of 1830, from which you will be more fully informed of our sentiments on many subjects connected with native education.

17. You will perceive from those despatches and from the proceedings of the Supreme Government that the Sanscrit College at Calcutta has been rendered a highly valuable seminary for the instruction of the natives in useful knowledge, and we are anxious that this should likewise be the case with the college at Poona. We sanctioned in a former letter the addition of an English branch to that institution, and we wish to be informed of the results which have arisen from this extension of its plan.

18. You will also report to us whether the deficiency formerly complained of, in the number of persons qualified to fill the situation of law officers in the several courts under your presidency still continues to exist, and to what degree the Poona College has contributed to supply that deficiency.

19. We desire that you will transmit to us annual reports upon the progress of the Poona College, and of the other institutions for the education of the natives which exist, or may hereafter be established, under your presidency.

London,
29 September 1830.

We are, &c.

(signed)

W. Astell,

R. Campbell,

&c. &c.

Appendix (I.)

(34.) Letter to the
Bombay Govern-
ment, 29 Sept. 1830.

(35.)—EXTRACT MINUTE of Sir John Malcolm, on his Administration of the Bombay Government, dated November 30, 1830.

219. PREVIOUSLY to my arrival, education had received great encouragement at Bombay; schools and institutions had been established upon the most liberal principles to promote the improvement of all classes of the community, and individuals have vied with Government in their efforts to effect this object. The progress which had been made attracted the attention of the Court of Directors, who, giving general approbation to the measures which had been adopted, expressed an opinion of the expediency of modifying some part of the system which had been introduced. Their despatch called my attention to the whole subject, and I have given my sentiments at considerable length upon it in the Minute noted in the margin, in which I proposed some alteration and a connection between our schools and public offices that would, I thought, be beneficial to both, while it promoted economy and advanced general improvement. This plan has been carried into successful execution. Its nature and object will be best elucidated by quotation from the Minute on which it was grounded. It proceeded, in its commencement, upon the principles that—

(35.) Minute of
Sir J. Malcolm,
30 Nov. 1830.

Vide Minute on
Education and
Establishments,
10 Oct. 1829.

220. "Though our schools may give the elements of knowledge, it is only in its application and in the opportunities for the development of that talent we cultivate, that success can be insured to the effort made for the improvement of our Indian subjects. It follows, therefore, that their education and the manner in which youth are brought up should be suited to those occupations, which the Government have the power of enabling them to pursue, and to the character and construction of the community among whom they are expected, through their better education, to obtain a respectable livelihood."

221. In adverting to the East Indians, I observed, "The principal persons of this class have hitherto had their views much limited to employment in the public offices, as writers and accountants, as sub-assistants and dressers in hospitals or in the quartermaster-general's survey branch as subordinate assistants. These are very respectable lines of life, but not calculated to raise a community to that rank in society to which every class has a right to aspire. Far less is that to be attained through meetings, speeches, or memorials, or by any grant of privileges or any equality of rights which can be conferred on this class; they must win that honourable place in the population of our Indian territories to which they should be encouraged to look and aided to attain, through persevering industry, frugality, and honesty. These qualities, displayed in all the toil and hazard of agricultural and commercial pursuits, as well as in the various branches of art and science, will lead to the attainment of a wealth and reputation which will soon give them a weight and consideration in the community, which it is not in their power to obtain by other means."

222. "Several measures * (I remarked) have been recently carried into effect that tend to open new paths to this class of our subjects."

223. "I shall early propose (I added) others that will, I trust, still further extend their means of employment, and I am quite gratified by the conduct of the association of East Indians at Bombay, whose proceedings have hitherto been marked by moderation and good sense; and they will, I make no doubt, aided by the liberal policy of Government, succeed in their rational and laudable means of gradually raising the community to which they belong."

224. "The proper place (I gave my opinion) for the East Indians to strive for in the population of India is to become a useful and connecting link between the Europeans and natives, for which they are by their birth, their education, and their religion well suited. If they should remain from difference of climate or other causes a shade inferior to Europeans, with whom they may have to compete in energy of character and knowledge, their education and means of adding to their information will generally give them many advantages over the

natives

* Admitting them as clerks and pursers in the Marine, placing them at the Mint to be instructed in working a steam engine, and in the Dock-yard to be educated as joiners.

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natives engaged in similar pursuits; the acquaintance of the East Indian from infancy with the English language will enable him to refer to every improvement of art and science in Europe; and these, until translations are greatly multiplied, must remain almost a dead letter to the other inhabitants of India."

225. "The East Indian, though he may be in some points inferior to the European with whom he may have to compete in labour or in art, will have many advantages; his knowledge of the native languages and of the manners and usages of India will be greater, and his habits of life will render his expenses of living much less. This latter advantage it is of great importance to the lower classes of this community to preserve, for nothing but simplicity of clothing and diet, that approximates their mode of living much more to the natives than the Europeans, can ever enable them to keep their place as mechanics and workmen in every branch of arts and manufactures."

226. The principal change made in the system of education of the natives was the abolition of the Engineer Institution at Bombay, and the converting it into a Government Institution at Poona, under the same head and supervision, but with modifications suited to the alteration made in other branches. The reasons for these changes are stated at length in the Minute referred to. The covenants given to boys on their entry into this institution secured to them an increase of allowances and pensions as they rose in the service, which would, it was feared, interfere with general plans which went to promote economy as well as other objects of the public service. This related chiefly to those bred to survey and scientific pursuits; and so far as such students were concerned, the institution, as it is modified, is less of a school to prepare than an establishment to perfect them, and to give annual examination certificates to candidates for public employment educated privately or at the various other schools and seminaries of the Presidency and the provinces.

227. The plan of educating, at Bombay, natives for the revenue line was objected to by the Court of Directors, and in my opinion on just grounds; but practically it had been found impossible to induce natives of that rank and influence in the provinces, whose sons it was desirable to employ in this branch, to send them to the Presidency for examination.

228. "The promises (I observed, in noticing this part of the subject,) given to parents, and a desire to conform with the wishes of Government, made numbers send children on the first establishment of schools and institutions at Bombay, who, under other circumstances, would have been reluctant to do so; but still none of any rank could be tempted even by the flattering prospect of future employment in the public service. The Mahomedan and Hindoo mothers are alike averse to part, even for a period, from their sons. It is to them they look for enjoyment and importance in life; a wife is often neglected; a mother is always respected. In this state of society there can be nothing more hurtful to the feelings than such separation; and the pain they create is aggravated by the just alarm parents have of their children being brought up in a large and dissolute town like Bombay, where the mixture of all tribes causes much uneasiness to parents of high caste, lest their children be polluted by improper intercourse."

229. The establishment of the Engineer Institution upon the liberal scale it had been placed, had given a great impulse to education. Many East Indians and natives had made considerable progress in science, while some of the latter had been well qualified and sent to the districts to teach others. It had so far answered its objects, and it had shown a quickness of acquiring knowledge and of its application that left no fear of success in a plan which reduced charge and opened a wider field for the acquisition of all branches of education except the very highest; and to afford instruction in these, the institution was still open, while it being planted at Poona approximated it to natives of rank, and gave those who, from birth, caste and condition, must in a great degree be the leaders of the community, an opportunity of attaining knowledge which they could not otherwise have enjoyed.

230. The Engineer institution had formerly both the English and native lithographic presses: the former, much reduced, has been placed in the secretary's office; the latter is continued to the Government Institution; and owing to the labour and talents of its superintendant, and the liberal pay given to writers, the native works lithographed (particularly Persian) are unequalled for beauty and correctness. Many useful and scientific works have been disseminated by the institution, in the vernacular languages of the provinces, a measure from which great benefit has arisen and will arise. The institution as at present constituted possesses within itself every means in books and apparatus of explaining and teaching science and natural philosophy; and when we add the fact that several of the natives who have been educated and now belong to the establishment, are Brahmins of learning and respectability, who are alike distinguished for knowledge in Sanscrit and for their attainment in science, we may anticipate every benefit from this institution, planted, as it now is, in a situation the most favourable for promoting the objects of improving the natives in all branches of useful knowledge.

231. East Indians educated by officers employed on surveys and by the Engineer Institution are now teaching natives with the greatest success in the provinces; and, as I have noted in another place, accurate surveys are carrying on at very small comparative expense.* But when we dwell on such happy results, we must never forget that it is to those liberal establishments which were instituted when we first came into possession of the provinces, in which those surveys are made to which we owe our present means of attaining important objects at very trifling expense, at the same time that we diffuse useful knowledge.

232. The

* This survey, which some years ago cost nearly a lac of rupees, and latterly upwards of 30,000, is now carried on by two well qualified East Indians, and a number of natives, at an expense of about 6,000 rupees per annum.

Capt. Jervis.

Vide Minute on
Guzerat, 15 Oct.
1830.



232. The engineer corps has, under modifications before noticed, become an excellent school for instruction in science; the establishment of East Indians at Poolshair will soon become the same, and promote knowledge in all useful arts of life. The elements of education in English, arithmetic, writing, and accounts, are excellently given at the central school at Bombay. The regimental schools of the European corps, which teach the same, are well regulated. The schools of the Native Society at Bombay are upon excellent principles; they are liberally supported; and, besides the useful knowledge they impart to numbers, they send schoolmasters through the provinces. The missionaries of the different societies who dwell at Bombay and the provinces are zealous and successful in promoting education and knowledge among the natives, and that is promulgated still more generally by large schools at every principal town, which are under the immediate inspection of the collector, and one of the principal masters of them goes circuits throughout the village schools of the district.

233. There is no part of the instruction of natives that has been deemed more important than that of the "Native Medical School," which was placed under a highly qualified superintendant, whose excellent knowledge of the languages enables him not only to attend to his pupils, but to circulate valuable medical tracts throughout the provinces. There are many and serious obstacles, however, to the imparting of a knowledge of physic and surgery to the natives, but these will be gradually overcome. Modifications have been made in the system of this school of instruction, but none that affect the principles of the establishment.

Dr. McLennan.

234. I was quite satisfied that sufficient had been done at this presidency to facilitate instruction in every branch of useful knowledge, and that with the establishment of the "Elphinstone Professorships," for which funds are provided, the system will be complete; but more was required to stimulate numbers to pursue an object which, when attained, might leave the person who had acquired the learning and knowledge so liberally given with nothing but qualities that if not called into action would to him be useless, and more likely to prove a source of discontent than of happiness. Besides, it must be evident to every man of experience that schools and colleges never have and never can do more than furnish the elements which so materially aid in forming men for every condition of life. We must add to the knowledge acquired the power of applying it, or it is useless. This and the maturing of all the lessons that youth receive, must depend on the situation in which they are afterwards placed, the habits that are formed on their entrance into life, the checks imposed on vice, and the rewards offered to good conduct. It is only in the progress of their career that men can develop those qualities that are to render them valuable to their families, to the community to which they belong, or to the state of which they are subject. It becomes therefore of as much importance, if not more, to provide a field for the full display of the energy, the virtues and the talents of such persons as to give them instruction; if we do not, few, if any, will have an opportunity of gaining that confidence and respect on which their future claims to employment will depend, and the labour and money expended in education will be worse than wasted, for it will impart information and knowledge which, if not secured to the aid of Government, will be against it. These are the reflections which led me to recommend the plan I did for the reform of public offices, and constituting them upon principles that would embrace the object of employing usefully numbers of those we instructed. I cannot better illustrate this part of the subject than by quoting from the concluding paragraph of the Minute to which I have so often referred.

235. The fundamental principle upon which I proceeded was that offices and other establishments should be so constituted as to become a regular service, governed by rules that admitted a latitude of selection, but debarred all introduction (unless in extraordinary and especial cases) of persons to the higher places who had not gone through the lower grades of official service.

236. "To effect this, it would (I observed) be necessary to class all offices, civil, military and marine; and the pay of each class should be fixed with reference to the nature of the duties to be performed, and the qualities necessary for the persons employed, the demand upon their time and talent, and the degree of trust and responsibility attached to the stations they occupied.

237. I proposed that there should be in each department a first and second class, with pupils and boys.

238. "The pay of each class to be fixed on a moderate scale, but in order to reward talent and good conduct, and excite to exertion, I would institute (I stated) a separate list, entitled the Class of Merit, with an increase of allowance to which men of all classes may entitle themselves by individual claims. These at present it is often difficult to reward without burthening the office with an increase of expense, and establishing a precedent that renders in nine cases out of ten, that expense permanent.

239. "The number of boys will depend upon the extent of the office. They should be entertained by the heads of offices, and these should have, until two years of their service had expired, the right to discharge them for bad conduct, idleness or incompetency.

240. "The pay of the boys, who might be taken as young as ten or twelve, should not be more than is sufficient for their subsistence and clothing. After a service of two years they would become pupils, in which grade they should serve two or three years at least. They should not be liable to be discharged from this grade by persons in charge of subordinate offices without the sanction of the head of the department, and no person filling a place



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in the first or second classes in offices, should be promoted or discharged without the approbation or sanction of Government. This usage already obtains in regard to the discharge of persons whose pay is above 30 rupees per mensem; but it must be made equally strict as to promotion, or the objects of Government will be completely disappointed.

241. "By instituting public offices upon the above principles, many and serious advantages will be obtained.

242. "A great saving will accrue to the public, for men, when guarded from those superessions which too often follow the change of heads of offices, and certain of rise in proportion to their merit (for it is far from my intention to recommend the dull routine of seniority), will be contented with less pay, and particularly as a class of merit will be open to their ambition. They will also, from entering younger and having been compelled to live upon small means, have more frugal habits than at present; but one of the most important results will be the stimulus it must give to education, for while admission into public offices as boys may be the prize for which the youth at the central and other schools contend, those that aspire to promotion in the more scientific departments which require instruction beyond mere writing and accounts, will have to prove their competency by their performances, or by the examination they have passed, and the prizes they have obtained at the Government Institution. There will be another and great advantage in the power which Government will possess of forming new establishments on an emergency, for any department that it is necessary to increase or create. Those who have any experience in India must know how often and how deeply the public interests are exposed to suffer from the defects of our pay department and others in this particular.

243. "It may be argued by some, that this plan will diminish the influence of the head of a department. It will not, I am positive, diminish it in a manner injurious to the public interests. Patronage will be limited, but a latitude will be given to the selection of merit, and from the little connection there is between the European heads of department, and those employed under them, we may always, under the rules I have proposed, anticipate that being exercised with a fair view of the public service, and a just consideration of the claims of individuals. It is not meant that this plan should affect incumbents, who have claims for their character or service. Its operation will in a great degree be prospective. This will no doubt exclude, except on extraordinary occasions, Europeans from the public offices and department; but this I deem an advantage: it affects patronage, and may defeat the hopes of some meritorious and able men; but it will prevent many from suffering serious disappointment, by coming to India for employment that cannot be given.

244. "A few situations may, if thought expedient, be left open for this class; but they should be so under the distinct appellation of uncovenanted assistants, and be quite separate from the classes I have stated. The high pay European writers require, and no doubt very often merit, in offices, from their superior energy and talent, has tended more than any cause I know, to introduce higher rates in all our offices, and too often to encourage ruinous habits of expense in those belonging to them.

"East Indians, and natives of connection and influence, will no longer be able to obtain at once the high station they now do in offices. This I consider will not be more beneficial to Government than to individuals, who will hereafter have to work their way gradually to the employment at which they aim, and their characters will be formed by the efforts they are compelled to make, before they can attain the object of their ambition."

245. The above are the general outlines of a plan by which the progress of useful education and improvement of offices and establishments will, I am satisfied, be combined so as most essentially to promote the economy of the public service.

246. I have given this plan in detail, as I desire most earnestly to draw the attention of my successor to it. My personal efforts, continued unremittingly for two years, have hardly enabled me to give it full operation. The prejudices and habits of many belonging to public offices are against it. It interferes with the prospect in which subordinate persons in office had before indulged, of the speedy rise of their relatives and connections; the great good it is calculated to effect, can only be understood by those who view it as a measure of state policy. With me it has, as such, the greatest importance, but I am quite aware, that if it is not vigilantly supervised and rigidly enforced, it will fail; and in its failure I cannot but contemplate the most serious injury, not only to the Government, but to the progress of education, and to the moral improvement and elevation of the classes of men it affects.

(36.)—LETTER, in the Public Department, to the Governor in Council at *Bombay*, dated 12th December 1832.

(36.) Letter to the
Bombay Govern-
ment, 12 Dec. 1832.

Para. 1. We now reply to the following letters and paragraphs from your presidency, on the subject of native education:

Public Letter dated 24th November (No. 19) 1830; 30th November (No. 34) 1831; 4th January (No. 1) 1832, paras. 62 to 78.

2. Our letter of 29th September (No. 21) 1830, has conveyed to you, by anticipation, our sanction to most of the measures which the letters and paragraphs now under reply inform us that you have carried into effect.

3. We



3. We have perused with interest the two reports from the judges of the Sudder Adawlut, containing an abstract of the information afforded by the collectors during two successive years, on the state of education in the provinces subject to your presidency.

4. From these documents it appears that the number of schools, though small in proportion to the population, is in itself not inconsiderable, but that the education (which is wholly elementary) is most imperfect of its kind, and that there is little or no disposition on the part of the schoolmasters to avail themselves of the facilities which you afford them towards rendering it better. There have been scarcely any applications for the improved school-books which you have for some years gone to so much expense in providing.

5. This being the case, we think it would have been more eligible if, instead of granting to every schoolmaster a fixed salary,* chargeable to the gaum khurch, or village expenses, you had made this improvement in their situation conditional upon their using such books of instruction and adopting such other improvements in their mode of tuition, as you might deem it advisable, in existing circumstances, to attempt to introduce.

6. You have placed, and intend to continue placing in the largest towns, schoolmasters who have received the benefit of a superior education, in the Government institution at the Presidency, or elsewhere. And we highly approve of the plan of periodical circuits by these superior teachers, to examine and report upon the state of the village schools, persons being provided to officiate for them at their own stations during their absence.

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

8. There is but one part of your arrangements which appears to us not to work well. We refer to the mode hitherto adopted for supplying school-books.

9. These have hitherto been provided under the directions of the Native Education Society, an association to which you do not directly subscribe, but which you assist in various ways; among others, by paying the expense of printing all the Society's books, retaining no control over them afterwards, but leaving the society to fix the price, and to distribute the copies at its own discretion.

10. From a memorandum by your secretary, Mr. Bax, on the subject of Captain Molesworth's dictionary, we find that in 1825, the Education Society was authorized "to publish works not exceeding R^s 5000 in charge, without reference to Government. In five years, from 1826 to 1830, the works so published by the society have cost Government R^s 97,223. 3. 8.; and the profits of the sale (some are given away by the society) go entirely to the society. Government moreover pays R^s 14,400 per annum, for the Native Education Society Establishment, and gives prizes for translations (R^s 32,700), so that, exclusive of the dictionary, the total charge to Government in five years has been R^s 2,01,923. 3. 8." This sum is as much as was solicited by the subscribers to the projected Elphinstone Institution, which, if properly constituted, could not fail to do much more for native education than has been accomplished by the expenditure of the money in the other mode. The natives themselves seem to be of the same opinion, for while they have subscribed more than two lacs of rupees to the Elphinstone Institution, their contributions to the Education Society in three years have amounted only to R^s 4,714. The European subscribers contributed during the same period R^s 8,183. The Education Society, therefore, is in the main supported by Government; and it is matter for consideration, whether Government might not employ the same sum of money more beneficially for the purposes in view.

11. It appears to us, that in the provision of books for the education of the natives of India, it would be beneficial that the three presidencies should act in concert. The difference indeed in the vernacular languages renders it convenient that the translations into those various languages, and the works necessary for their grammatical study, should be prepared wherever it is easiest to find persons familiarly acquainted with those languages respectively. But the case is different with regard to the preparation of scientific and medical works adapted to the use of the natives, and popular literary compositions suited for schools. The want of such books is strongly felt, and must greatly diminish the utility both of the elementary and the higher seminaries. But works of this description may be prepared once for all, and if approved, may be translated into all the native dialects. Whatever is done by Government to encourage the production of such works, by prizes or otherwise, should be done systematically, with the cognizance of all the three presidencies, but under the direct authority of one. Otherwise it may happen that expenses are incurred at one presidency, for purposes already sufficiently answered by what is done or doing at another.

12. The Supreme Government, with the advice of the General Committee of Public Instruction at Calcutta, seems the most proper organ for controlling this branch of the education department. You will therefore place yourselves in communication with that Government, with a view to ascertain their sentiments on the subject. They may probably consider it advisable that you should hereafter confine the disbursements under the head of school-books

Appendix (I.)

(36.) Letter to the
Bamby Government,
12 Dec. 1832.

* Five rupees per month when the number of scholars exceeds 30, and three rupees when it falls short of 30.

I.
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books at your presidency, to provide the books necessary for the grammatical study of the Guzerattee and Mahratta languages, and translations into those dialects, of works approved by the general committee at Calcutta.

13. Should any such arrangement be adopted, your present large contributions to the Education Society will of course no longer continue, at least in the same shape and on the same scale.

14. We have already, in our letter of 19th September 1830, empowered you to grant such sum as you may deem advisable in aid of the proposed Elphinstone Institution; your suggestions as to the mode of constituting that institution appear judicious. You think that the teachers to be furnished from this country should be, "one superior professor of mathematics, astronomy, and all branches of natural philosophy, together with an under professor or teacher, who ought to possess a complete knowledge of the practical application of the sciences of architecture, hydraulics, mechanics, &c. to the useful purposes of life." To the latter person you propose allotting R^s 600 per mensem; to the former, R^s 800, with the use of the house built for the astronomer, and the charge of the observatory and instruments. As the study of the English language and literature was one of the main objects for which the institution was founded, it is of course intended that either the head professor or his assistant should be competent to give instruction on those subjects as well as on science.

15. It is the wish of the subscribers that we should grant a retiring allowance to the English professor; but this we cannot undertake, at least for the present, and as a general rule. The success of the institutions may enable it to bear this expense from its own resources; experience of its utility may justify us in incurring a larger outlay on account of it than would now be proper; or the long services and zealous exertions of particular professors may give them personal claims on our liberality. But of this the future must decide.

16. The regulations for the management of the institution are not yet framed; but we observe that you have directed the attention of the subscribers to that subject. The appointment of the professors should, we think, be vested jointly in a committee of subscribers and in your Government.

17. It is the desire of the subscribers, that Mr. Elphinstone should nominate the professors to be first appointed. We shall communicate their wishes to Mr. Elphinstone, and the appointment will be made in concert with that gentleman.

18. Your late president, Sir John Malcolm, proposed that the property of the late Dessainee of Kittoor, which escheated to Government by her death, should be applied to the purposes of native education at or in the neighbourhood of Darwar. You, however, deemed it proper that the effects of the Dessainee should be taken as indemnity for the expenses occasioned by the insurrection to which she had been a party. These expenses the property was not sufficient to cover. Nevertheless, your present Government resolves to apply a sum equal to that contemplated by Sir John Malcolm (viz. R^s 15,000) to the purpose indicated by him, making it generally known that the money was the gift of Government, and not the property of the Dessainee. This we consider a very injudicious disbursement.

19. No peculiar demand was stated to exist at Darwar more than elsewhere, for the expenditure of such a sum on education, nor had any particular mode been suggested of applying the money to that purpose. The idea was suggested to Sir John Malcolm, partly by a scheme which does not seem to have been followed up, for the formation of a native civil service at Darwar, and partly by political reasons which, if the funds are not derived from the property of the Dessainee of Kittoor, no longer exist. If, therefore, the expense, or a large part of it, has not already been incurred, we direct that the scheme be abandoned.

London,
12th December 1832.

We are, &c.

(signed)

J. G. Ravenshaw.
C. Marjoribanks.
&c. &c.



Appendix (K.)

Appendix (K.)

(1.) Queries circulated by the Commissioners for the Affairs of India.

Slavery.

(1.)—QUESTIONS on SLAVERY in the *East Indies*, circulated for the Affairs of India.

Commissioners

1. HAVE you had any opportunities of acquiring a personal knowledge of the state of slavery, either domestic or agrestic, that is, either in the house or for field labour, in the East Indies? And, if you have, be pleased to state particularly what your opportunities were.

2. In what way, or in what several ways, and in which of such several ways most commonly, do individuals become slaves in the East Indies? Be pleased to distinguish the particular countries to which the answer applies.

3. Can you furnish any idea of the number of the slaves in India, or in any particular regions or districts of it, with which you are acquainted? And here distinguish between house and field slaves.

4. Do the laws, as administered, sanction or recognize the state of slavery, either domestic or agrestic, and to what extent?

5. What, in point of comfort, employment, food, clothing, treatment, provision for age or sickness, or in any other respect, is the general condition of the slaves, domestic or agrestic? Is there much difference in these respects between those two classes?

6. In the case of agrestic or field slaves, state particularly in what they are employed and how they are worked? What species of produce are they employed in raising? Do they work in gangs under a driver? for how many hours in the day? for how many days in the week? more or less severely in different seasons? Is task-work, as you know or believe, ever used? Is the lash employed, and to both sexes?

7. What is the precise condition of the slaves in point of law? Are they to any, and what extent, under the protection of the civil magistrate? Can they be witnesses against freemen in a court of justice? May their masters take their lives?

8. In the later periods of villenage in England, villeins were for many purposes free as between them and strangers, though slaves as between them and their lords; is there any thing analogous to this in India?

9. Are any of the agrestic slaves in India, *serfs*, attached to the soil? And if so, does this species of slavery increase?

10. What are the slaves in point of religion, and what are their habits or morals? Can they, and do they, marry? May they marry free people? Can they in any degree acquire property for themselves and hold it against their masters?

11. Can slaves be sold at pleasure? and are they, in fact, often sold? May they be seized and sold for the debts of their master? Does law or custom impose any restriction on so selling slaves as to separate them from their families?

12. Is there any law to hinder or promote the manumission of slaves? Can they purchase or in any way acquire their own freedom? Is a slave's child necessarily a slave? Are slaves, in fact, often manumitted or liberated, and in what way?

13. Have any, and what, material changes taken place in the state or condition of Indian slaves, as referred to in the foregoing questions, within the period of your observation or attention to this subject? If so, be pleased to describe such changes, and to state in what countries they have taken place?

14. Have any, and what, measures been adopted, and especially by the British Government, to abolish or ameliorate the state of slavery in India? Has the existence of the British rule in India in any manner affected the extent or character of slavery there; and if so, in what manner?

15. Be pleased to give any information that seems to you useful with regard to the facts of this subject, though not particularly touched by any of the preceding questions.

16. Do you conceive that the British policy ought to be directed to the ultimate abolition of East Indian Slavery? Or ought it to be content with aiming only at the practical melioration of the system?

17. State any measures that occur to you as proper to be adopted, with a view either to abolition or melioration.

(2.)—ANSWERS of Rev. Joseph Fenn.

(2.) Answers of
Rev. Joseph Fenn.

1. I RESIDED between eight and nine years in the interior of the kingdom of Travancore, but never made any particular inquiry on the subject of slavery, and have only the knowledge which observation (and that only a partial one) furnishes.

2. As far as my observation reaches, by birth only, but report speaks of other ways. I speak only of Travancore.

3. I have no means of knowing. In Cottayam, where the population, exclusive of the slaves, was between 3,000 and 4,000, I have sometimes assembled some hundreds. They are, as far as my observation goes, employed wholly in agriculture, and would not be allowed within doors.

4. I think slavery is recognized by the Hindoo code and by the local laws.

5. They present a wretched appearance to the beholder. There is a custom of giving them

them a cloth occasionally, the only clothing they wear. I am not aware of any provision for age or sickness. They may work for other persons when their masters do not want them, and they then receive one or two chuckraws a day, or the equivalent in rice.

6. They are employed in all kinds of agricultural labour, rice tillage and the sugar cane. Those in the possession of the Nairs, work with their master, or under the eye of an overseer, who generally works with them. But as they are not numerous in comparison with the other classes of the population, they are distributed by small numbers among different owners. Many owners have not more than one, two, or three slaves. I have never seen the lash used. Corporal punishment prevails much in India. I am not aware that it prevails more among the slaves.

7. They are protected by the letter of the law as far as life is concerned: but I question whether they enjoy the actual protection of the law in the kingdom of Travancore. I do not know whether they can be witnesses. Their masters cannot legally take their lives.

8. I do not exactly understand this question. Slaves are out of society, out of caste, except as between themselves; they live together in the fields and out-parts adjacent upon the villages. But when they work for strangers they receive pay for it.

9. I have not met with any.

10. They are very gross in their superstitions. Have certain individuals of their own caste to manage their ceremonies. They are allowed no intercourse with the rest of the natives in matters of religion any more than in other matters. They marry among themselves. Whether faithful or no, cannot say. I have heard of instances of their possessing property.

11. Yes; and they are frequently transferred. The price of a good slave, a male, is about 300 pence. I suppose they are seizable for the debts of their masters. I know of no restriction. Husbands and wives are, I know, separated by sale to different parties. I have met with an instance; whether it is of frequent occurrence I do not know: perhaps not, as it was brought to my notice as a hardship.

12. I heard while in Travancore that slaves could not be manumitted, but that all slaves without a proprietor were the property of the Government. But I incline to think that the statement, if true, refers to one class of slaves only, a class differing from the other only by caste, and not, that I am aware, in any other particular.

13. None took place that I knew of during my residence in India; British influence had been exerted a short time previously to protect their lives.

14. This question does not apply to Travancore. The British rule has abolished the power of the master over the life of the slave.

16. I am not qualified to give any opinion upon the subject. The slaves are in the lowest possible state of degradation. If it were lawful to speak so of fellow-creatures possessing the same capabilities and the same destinies with British Christians, I should say that they were wild men.

17. Nothing but Christianity, in my opinion, descends or can descend low enough to meet them and to raise them to the level of mankind. I was a missionary in India; my testimony, therefore, will be received with caution upon this subject. But I am decidedly of opinion that the Bible is the only book adapted to them in their present state. If it should please God to allow a free publication of its truths among them, I think it would soon be evidence that, independently of the great change it creates in reference to God and eternity, it brings in its train elevation of mind and character, and all the blessings of civilization and education.

Where my answers fall in with the opinions of others well versed in Indian matters, they may be of use as confirmatory, but I should be very diffident of any opinion I have given, if opposed by any one who has been resident in India.

Blackheath-park, 24 Sept. 1832.

Jos. Fenn.

(3.) Answers of
T. H. Baber, Esq.

(3.)—ANSWERS of *T. H. Baber, Esq.*

(A.) Para. 1. I HAVE; having resided a period of 32 years, and been actively employed during that time in every department of the public service, Revenue, Police, Magisterial, Judicial and Political, in various countries where both domestic and agrestic slavery prevails: those countries are,

Para. 2. First, The Bombay territory, lying between the rivers Kistna and Toongbutra, and comprising the late southern Mahratta States, now partly administered by the Honourable Company, and partly by the Putwurdun family and other principal Jaggeerdhars; also the dominions of his highness the Kolapore Rajah.

Para. 3. Secondly. The western division of the Madras territories, comprising the zillah of Canara, in which are the ancient countries of Konkana, Haiga and Julava, the three Balagat districts of Soond, Soopa and Bilghi, and to the south the talook of Neelisheram, the zillah of Malabar, including the Balagât district of Wynâad, and also the island of Seringapatam.

Para. 4. My duties have also led to constant official intercourse, upon a variety of subjects, with the political residents at the durbars (courts) of the neighbouring states of Mysore, Coorg, Cochin and Travancore, some of which related either to slaves who had been compelled by constant ill-treatment from their masters in Malabar to take refuge in the territories of the Coorg or Mysore rajahs, or to slaves who had been kidnapped in Travancore and sold to British subjects, and even to freeborn children of various castes of Hindoos, subjects of the Cochin or Travancore rajahs, reduced to slavery in the Honourable Company's dominions



dominions, who had been procured by the most fraudulent and violent means, and deprived of their caste by cutting off the lock of hair (the distinguishing mark of their caste), by making them eat prohibited food, and by otherwise disgusting and polluting them.

Para. 5. By these means, as well as by personal inquiries, when I have visited the adjacent districts of the neighbouring states of Mysore, Coorg, Cochin and Travancore, or when business or pleasure has brought the respectable natives of those countries to where I have been in authority, I have become acquainted, amongst other subjects of interest, with the prevailing "slavery" throughout, I may say, the Western Provinces south of the Kistna, to the extremity of the Indian continent, Cape Comorin, or properly Kānya Coomāri.

(B) Para. 1. In all the countries above enumerated, the varieties and sources of domestic slavery are very numerous; namely, those persons who are the offspring or descendants of freeborn persons captured during wars; out-caste Hindoos, who had been sold into slavery under or by former Governments; kidnapped persons, brought by bingarries and other travelling merchants from distant inland states, and sold into slavery; persons imported from the ports in the Persian Gulf, in the Red Sea, or from the African coast; persons sold, when children, by their own parents in times of famine or great dearth; the offspring of illegitimate connexions, that is, of cohabitation between low-caste Hindoo men and Brahmin women, and generally between Hindoos of different castes, or within the prohibited degrees of kindred; persons who, in consideration of a sum of money, or in discharge of a security for the payment of a debt, have bound themselves, by a voluntary contract, to servitude, either for life or a limited period, all of which have in former times, or do now prevail, more or less, wherever domestic slavery is found, but chiefly in the southern Mahratta country, both in the Company's and Jaggheer portion of it, and in the Kolapore rajah's dominions; also in those of Coorg and Mysore.

Para. 2. Of agrestic or prædial slavery, the origin is of very remote antiquity: the general term given for this description of slavery is Adami, or literally, as I understand the term serf, aboriginal or indigenous, being held precisely under the same tenures and terms as the land itself throughout, under some slight modifications, the Malabar coast, in the Balagat districts already mentioned, and even in the western parts of the table-land of Mysore.

(C) Para. 1. I can, generally; and will at the same time state my authority for my different estimates. In the Dooab, or southern Mahratta country, including Colapore, the number of domestic slaves I compute at 15,000, or rather more than three quarters per cent. of the general population, which may be reckoned at about two millions, as follows: the number*, in the year 1822, in the Honourable Company's portion of the Dooab, was 684,193, and in the Jaggheers 778,183, as reported by Mr. Commissioner Chaplin, exclusive of Colapore, about 250,000 more; since which period (judging from the augmented jumma, or gross annual revenue,) the increase in the general population of the whole of the southern Mahratta country cannot be less than one-tenth more. The same gentleman also reported†, "throughout the Deccan slavery to be very prevalent." In the southern Mahratta country all the juggeerdhars, deshvars, zemindars, principal brahmins and sahookars, retain slaves on their domestic establishments; in fact, in every Mahratta household of consequence they are, both male and female, especially the latter, to be found, and indeed are considered as indispensable.

Para. 2. In the zillah of Canara the total number of slaves, agrestic and domestic, may be fairly computed at 80,000, or about one in twelve of the gross general population, which, when I left the Malabar coast in 1828, amounted to nearly a million of souls‡. In 1801§, Mr. Ravenshaw, the collector of the southern division, reported the gross population at 396,672: the northern division may be calculated at one-third of this number; and Mr. Ravenshaw further reported the slave population to be 52,022, besides 722 illegitimate children, whom, he writes, it was the custom of the Biddenore government to take possession of and sell as slaves; and also slaves imported from Arabia, of whom there were many. "In 1819, the Honourable Thomas Harris, the principal collector of all Canara, reported the number of slaves at 82,000 of whom 20,000 were persons (or rather their descendants) who had been taken in battle, or concubines, or Brahmin and Sooder women, who had lost caste by having connexion with men of inferior caste: the two last description (he adds) were sold under the Mussulman government, and their descendants continue slaves; and that under Mr. Baber, when magistrate here, some stop was put to this practice; but there is no doubt it exists in an underhand manner at this day." I should here add that Mr. Harris also stated that "the number of slaves had never been correctly ascertained." By a census taken in 1807 of all Canara, the total number of inhabitants was found to be 576,640¶; as I have above stated, in 1827 the gross population amounted to nearly a million, making an increase of 70 per cent. in 20 years, while the slave population has been stationary.

Para. 3. In the zillah of Malabar** Mr. Warden, principal collector, in 1806-7 reported the

* Vide Mr. Commissioner Chaplin's Report, dated 28th August, 1822, para. 6, vol. iv., Selection of Judicial Papers.

† Ditto, ditto, para. 279.

‡ Slavery in India documents laid before Parliament, 12 March 1828, fol. 549 & 550.

§ Letter from J. G. Ravenshaw, Esq. to William Petrie, Esq., President of Board of Revenue, dated 7th August 1801, para. 15 & 18.

¶ Slavery in India Papers, fol. 844, para. 7; 3 of Collector's Letter to Board of Revenue, dated 10th July 1819.

¶ Hamilton, p. 255, 2d vol.

** Slavery in India, fols: 922, 926. Mr. Commissioner Graeme's Report, 14th January 1822, para. 54; and Mr. James Vaughan, Principal Collector's Letter to the Board of Revenue, para. 5, fol. 845. (445.—I.)



Appendix (K.)

Slavery.

the number of slaves at 96,386, and in 1815-16 at 94,786; and his successor, Mr. James Vaughan, in 1819, stated the number to be 100,000, "exclusive of Wynâd, containing about 3,000 more; and in 1827 the late principal collector, Mr. Sheffield, ascertained the number of slaves to be 95,696,* exclusive of Wynâd, as follows: Pooliar Cherumar, 48,579; Kanaka Cherumar, 20,798; Terrawa Cherumar, 20,058; Kallady Cheroomar, 2,279; Vallow Cheroomar, 615; Betwas, or Wettowar, 3,847 (being a moiety of them, as it is only in some districts of Malabar they are laid claim to as slaves). In 1806-7, previous to which the country, as Mr. Commissioner Thackeray reported,† "had been a prey to civil wars, which burnt with a raging or smothered flame ever since the Company got that province," the general population was, according to Mr. Warden's estimate, 700,000.‡ In 1827 it amounted, by Mr. Sheffield's returns, to 1,003,466. In Malabar, therefore, the slave population would seem to have been diminishing, as I find Mr. Warden has already stated,§ in his evidence before the Select Committee of the House of Lords, while the increase in the general population has been nearly as great as in Canara.

Para. 4.—The only return of the population of Travancore I have met with is that of Fra Paolino de San Bartolemeo, in his work, *Viaggio alle Inde Orientale*, published at Rome in the year 1796. This person resided many years in Travancore, and has certainly given a most minute account of the manners, customs, &c., of the inhabitants of that country. He estimated the whole population at 1,600,000; and judging from all I have been able to collect, in the course of my inquiries among the kariakars (ministers) and other intelligent persons as to the aggregate general revenue, as well as on this point, this estimate is probably the extent of the present population. It would, no doubt, have increased in the same ratio as Malabar or Canara have, but for the war of 1809-10, and other political causes; and as the whole labour of wet cultivation is (as in the adjoining province of Malabar) carried on by slaves (superintended by hired freeborn persons, called pannikar or chooralakar), the number of slaves may be taken at a twelfth of the whole population. Cochin I reckon at about 150,000 souls, of whom about 12,000 are slaves.

Para. 2 of (B.)

(D) Para. 1. They do; domestic slavery being fully recognized by both the Hindoo and Mahomedan code, as well as by the usages of the people; and agrestic or prædial slavery being equally so by the common law, called *Desh-ajary*, having existed from time immemorial, but not so absolute as has obtained since the Malabar coast provinces came under the Company's government, namely, of disposing of them off, or separate from, the soil, the land of their birth, which I consider as decidedly at variance with and in innovation of that law, as observed in ancient times; and in this opinion I consider myself borne out, as well by the traditionary legends of their origin as by the fact I have before mentioned, of the tenures and forms of sale of slaves being precisely the same as of lands; such a practice is, moreover, inconsistent with the due observance of their religious ceremonies, every part of Malabar having its tutelary deity, and all classes of slaves having their household gods (their *Lares* and *Penates*) to whom, on particular days, they perform the same ceremonies that all other castes, who are freeborn, do to their's. They likewise cherish the memory of their pitris or carawrinmar (ancestors), by consecrating a spot of ground called *koodiwekka*, where all the members must meet, and make offerings of manisum and maddium (meat and liquor).

Para. 2.—The following extract from the Report of the Joint Bengal and Bombay Commissioners (of which the Honourable Jonathan Duncan, the late able governor of Bombay, was president), on the first settlement of Malabar in 1793, and which may be considered as giving the most accurate account of the ancient institutes, and the usages in general, as observed at that early period of our rule, of that singular people (the inhabitants of the Malabar coast), and certainly more to be relied on than anything that has since been written, would seem to put this view of the subject beyond question.¶ Speaking of the degraded castes of Poliars and Cherumars, he writes, "they are considered in a great degree in a state of villenage, and as bondsmen attached to the soil, though they are not properly or lawfully objects of slavery, like slaves in the full extent of that word, unless they happen to be thus made over as part of the stock, at the same time that the master, the Brahmin or Nairn landholder, should have disposed of the land on which they live."

Para. 3.—How or whence this oppressive and cruel practice, not only of selling slaves off the estate where they were born and bred, but actually of separating husbands and wives, parents and children, and thus severing all the nearest and dearest associations and ties of our common nature, originated, it would be difficult to say; but I have no doubt, and never had in my own mind, that it has derived support, if not its origin, from that impolitic measure, in 1798¶, of giving authority to the late Mr. Murdoch Brown, while overseer of the Company's plantation in Malabar, upon the representation** of "the difficulties he experienced,"

* According to documents in Mr. Baber's possession.

† Fifth Report from the Select Committee of 1812, p. 983.

‡ Mr. Warden's Evidence, Question 1899.

§ Ditto, Question 1903.

¶ Letter to Marquis Cornwallis, Governor-general in Council, dated 11th October 1793, para. 14.—*N.B.* Not in Slavery in India documents.

¶ Commissioners' Letter to Mr. Brown, dated 10th August 1798, *vide* fol. 598.—*N.B.* Government's Letter, dated 26th June 1798, wanting.

** Mr. Brown's Letter, dated 5th May 1798, where he complains of the backwardness of the *tehsildar* in furnishing him with labourers, and of the necessity of employing his own peons, and of their being abused and threatened, and five of his peons even beaten; also requesting to be empowered to



rienced," even with "the assistance of the tehsildar," (the head-native authority), and "his own peons," (armed persons, with badges of office), "to procure workmen," and "of the price of free labour being more than he was authorized to give," to purchase indiscriminately as many slaves as he might require to enable him to carry on the works of that plantation; and of actually issuing orders to the European as well as the native local authorities, to assist him (Mr. Brown), and even to restore slaves who had run away, and returned to their homes, (without any orders to inquire the reason of their absconding), and who, as has since been ascertained from the surviving slaves themselves, have been actually kidnapped by the darogha (head police officer of Chowghaut, in the southern parts of Malabar people), and sent up to North Malabar to Mr. Brown, which person had continued, up to 1811, or for a period of 12 years, under this alleged authority, granted by the Bombay Government, to import slaves and freeborn children from the Cochin and Travancore states *; when by the merest accident this nefarious traffic came to my knowledge, and to which, after considerable opposition on the part of the provincial Court of Circuit, I succeeded in putting a stop, after having restored to liberty and their country 123 persons who had been stolen, of whom 71 were actually found in Mr. Brown's possession †.

Para. 4. This, however, was but a small portion of the number originally supplied him, many having absconded, but more than half having died, as ascertained from the survivors ‡. Mr. Brown's agent, Assen Ally, himself acknowledged that during the time he was at Aleppi, in Travancore, in 1811 §, no less than 400 children had been transported to Malabar.

Para. 5. The still more objectionable measure of realizing the public dues by the seizure and sale of slaves off the land, in satisfaction of revenue arrears, or compelling their owners, the revenue defaulters, to do so, and the collector contending for a continuance of the practice by such subtle arguments as those in Mr. Vaughan's letter of the 20th July 1819||, namely, "the partial measure of declaring them not liable to be sold for arrears of revenue, will be a drop of water in the ocean; though why Government should give up a right, which every proprietor enjoys, is a question worthy of consideration," cannot fail to have confirmed proprietors in the too ready disposition to consider their slaves as much property as any other chattel or thing.

(E) Para. 1. The treatment of slaves, whether domestic or agrestic, necessarily depends upon the individual character of their masters; of the domestic slaves, (especially the most numerous part of them, the females,) it would be difficult to say what the treatment is, or how employed, clothed or subsisted, amongst a people like the natives of India, who, whether Hindoos or Mahomedans, observe such watchful jealousy in all that regards their domestic economy, and consequently of whose family arrangements and habits, and indeed domestic character in general, we can know so very little: generally speaking, however, both male and female are employed as menial servants; a great many are kept for purposes of state; and possessing the advantage they (the men) have of approaching freemen, (which the prædial slaves, from being considered so very impure, of which more hereafter, have not,) and thereby the means of making their complaints known, in case of any severe treatment, there is no reason to suppose that their condition is particularly grievous; though it must be obvious that, under the most favourable circumstances, a state of perpetual servitude, whether employed as menials, and kept for the purpose of saving the greater expense of free labour, or what is almost universal with respect to female domestic slaves, for sensual gratifications, must, at best, be but a life of pain and sorrow, and as such, as repugnant to humanity and morality, as it is to the principles of British rule.

Para. 1, of (E.)

Para. 2. With respect to the condition of agrestic slaves, nothing can be more truly miserable and pitiable, excepting that portion of them who reside on, or in the vicinity of, the sea coast and large towns, where they are much better off than their hapless brethren in the inland districts, provided, that is, their masters permit them to work for themselves, (which they

to take one in ten from amongst the inhabitants, as he could employ 2,000 men and 800 women, but had not been able to procure one, because they wanted more wages than he was authorized to give. He had purchased 45 Poliards, but four had absconded; he purchased them from the Darogha of Chowghaut. He had traced them beyond Beypoor, and had no doubt of their having returned to their old master; requests an order to the assistant in charge to direct their being sent back, "to show those people they cannot escape from hence." In the Commissioners' reply they say, "The assistant had been directed to endeavour to recover and restore to him the four Poliards who had absconded!" In the first part they tell him, "The northern superintendent had been directed to furnish him with labourers." *Vide Slavery in India*, fol. 594 to 597.

* East India Slavery documents, para. 2d of Mr. Baber's Report, dated 29th February 1812, fol. 565.

† The Advocate-general's Report, where he alludes to "Mr. Baber's perseverance in restoring the kidnapped children in spite of very extraordinary opposition," fol. 785, and "to the extraordinary support Mr. Brown appears to have received in these dealings in stolen children," fol. 788.

‡ Para. 31, Letter to Government 29th February 1812, and depositions of kidnapped Slaves, fol. 615 to 645.

§ Para. 39, Ditto.—*N.B.* The document numbered (H. 3.) in that despatch omitted. And also see Letter to Political resident, para. 3, dated 9th January 1812, fol. 591.

|| Para. 16, Mr. Vaughan's letter to the Board of Revenue, dated 20th July 1819, fol. 846; and also Mr. Vaughan's letter, 24th November 1818, "The sale of chermers, in execution of decrees for arrears of revenue, was as common as the sale of land."—*N.B.* In the Madras Board of Revenue's Proceedings, fol. 899.