

EDUCATION COMMISSION.

1884.

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E. B. NO. 12. Report on the Madras
Provincial Committee with
evidence taken before the Committee and
Memorials addressed to the Education
Commission.

pp 91—408.

suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—Owing to primary schools under inspection being, almost without exception, mastered by fifth grade men or unpassed village schoolmasters, the instruction is necessarily confined to the vernacular. This does not meet the requirements of pupils who wish to proceed to middle schools, because boys who pass the *third* standard, or lower primary examination, should be admitted to the second anglo-vernacular or upper primary class, and those who pass out of this class, that is, who pass the *fourth* standard, or upper primary examination, should be admitted to the *third* class of a middle school on passing the necessary examinations in *English*; but this they are unable to do. The consequence is that they have to begin *English* in the lowest anglo-vernacular class; thus they are thrown back for *two* years in the case of those who have passed the *fourth* standard in the vernacular only, and for *one* year in the case of those who have passed the *third* standard in the vernacular only. This is one of the chief causes of the weakness of middle schools. In order to remedy this defect an effort should be made to supply *fourth* grade trained men in addition to the present *fifth* grade men. To do this it will be necessary to institute in each district one or two Normal schools training up to the *fourth* grade; and matriculates who may wish to become schoolmasters might also be trained in these Normal schools. To induce such trained men to take up the primary schools in villages, higher rates of stipends, on the combined system of results grants, than those now in vogue, should be allowed them, or Local Fund Boards should have one or two fully developed (i.e., *anglo-vernacular*) primary schools working in each taluq. The latter would, however, probably be the more expensive scheme.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—By particular classes only—Namburi Brahmins, Mukuvars, Mapillas, Cherumars, and all the jungle tribes hold aloof. Namburis because they fear pollution; Mapillas because their Mollahs will not let the children leave their mosque schools until they have gone through a course of the Koran. (A separate Mapilla primary school very recently started by the Calicut Municipality, which I paid a special visit to, is in my opinion a great success, but many of the boys in it would be considered far too old for an ordinary primary school.)

The other classes being very low in the social scale hesitate to send their children to mix with Brahmins and Nayars, who would scout them. A few Mukuvars fishermen are to be found in Government schools, but no Cherumars, the ancient slave caste. A Cherumar would be hounded out of a school. The influential classes are gradually taking broader views and ceasing to feel jealous of others having the same educational advantages as themselves, but this does not apply to the wretched Cherumars, who are ground down and treated with the utmost contempt. Were a

Cherumar to be seen with a book in his hand, it would probably be seized and torn up by some passer-by. This has actually occurred. A Cherumar school was tried in Calicut, but the Nayars and Tiyaars used to waylay the boys as they were going to school and snatch their books out of their hands. I give this on the authority of the Deputy Inspector of Schools of this range.

Ques. 4.—(a) To what extent do indigenous schools exist in your province? (b) How far are they a relic of an ancient village system? (c) Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? (d) What fees are taken from the scholars? (e) From what classes are the masters of such schools generally selected, and what are their qualifications? (f) Have any arrangements been made for training or providing masters in such schools? (g) Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? (h) Are the masters willing to accept State aid and to conform to the rules under which such aid is given? (i) How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—For convenience sake I will answer this series of short questions under heads a to i.

(a) In the Central Range (Malabar District) there are, I believe, about 350 indigenous schools (i.e., non-Government or Mission schools), of which some 270 receive grants on the results system.

(b) In Malabar many of these schools teach to recite or chant the Puranas and Hindu Poems in Malayalam and Sanskrit, also *patus* (local songs). Writing on *olabs* (cadjans) with styles and on sand with the fingers is also taught. Remunerating the masters in kind and gifts to them of cloths at certain festivals, more specially at Onam and Vishu, may also be mentioned as relics of the ancient system; to which I may perhaps add the designations of the village schoolmasters, such as 'Gurukkal' (Preceptor), 'Ezbutachen' (teacher of letters), 'Panikkars' (professional astrologers and schoolmasters). The buildings used as schools are still mere open sheds, such as have been used for centuries. Some improvement in the matter of buildings is highly necessary.

(c) In addition to the subjects mentioned above as being taught in these schools, most of them (having either come under inspection or intending to do so) teach the subjects prescribed in the Grant-in-aid Code. In the hands of a class of men such as these village schoolmasters are, the instruction is to a very great extent mechanical. The pupils' powers of memory are developed, but their intelligence is left almost wholly unexercised. The children assemble for work at stated hours, and all things considered, the discipline is fair, but the modes of punishment are somewhat unnatural.

(d) With the exception of what has been mentioned as being paid in kind, or as customary gifts, there is no system of fees worth mentioning.

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(e) From the class called Pannikars (*astrologers*) and Ezhuthachens (*teachers of letters*). In Malabar these men are nearly always low caste Sudras.

(f) In Malabar there are four Elementary Normal Schools (at Tellicherry, Calicut, Palghat, and Ponani for *Mapillas*).

In these schools there are, I believe, from 60 to 70 such men, now under training, also some Nayars, Brahmins, Native Christians, and Mapillas. This number is obviously far too small for the requirements of the district, as, out of the 350 indigenous schools referred to above in (a), hardly more than *one-seventh* are mastered by passed and trained men. A greater extension of Normal schools seems to be the remedy for this state of things.

One such *fifth* grade Normal school to each taluq would not be too many. We cannot expect men of the village schoolmaster class to go what to them are great distances from home, and to live in such expensive places, as Calicut for example, on the monthly stipends of Rs. 4 to 5 they are now allowed.

(g) To extend and improve the village schools so as to get them to impart a sound and popular education, I can think of no better plan than that indicated above. A Normal school, with a model practising school attached, should be set up in each taluq (in Malabar at least). These Normal schools should only train up to the fifth grade, and from them would flow a supply of masters for *vernacular* primary schools, while the fourth grade Normal schools (recommended for each district in my answer to question 2), would supply teachers for a few *anglo-vernacular* primary schools in each taluq.

(h) Yes,—but the provision in the Code that preference shall be given to such schools as pay fees is an obstacle. Perhaps this might be got over by recognising the payment of fees in kind. Parents object to paying fees, since they look upon the grant as a payment to the master for instructing their children, and this is *especially* the case in schools on the combined system.

(i) As far as funds allow; but the general outcry is that the funds are insufficient to meet the present requirements of the country, so that elementary education has received a check and is practically in a very backward state.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—That it is well nigh valueless. A boy educated at home is quite unable to compete with a school-taught boy. This is of course owing to the want of system in home instruction.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can

you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Government can depend on aided private efforts to a considerable extent. The private agencies which exist for promoting primary instruction are the village schoolmasters mentioned above and the Missions, especially the Basel Mission.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—District Committees (by which I understand Committees formed at certain centres in each district), and Local Fund Boards should not, in my opinion, fix the salaries of masters. The funds over which they have control should be allotted by them strictly in accordance with the advice of the Educational officers, who are held responsible for the educational well-being of the people generally. The control to be exercised by such bodies should be the assignment of funds (under the recommendation of the Educational officers) for the up-keep of schools and the erection of school-houses.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Middle and primary schools. I would guard against Municipal Committees failing to make proper provision for education by enacting that every Municipality should annually set apart a certain fixed proportion of its income for this purpose.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—As I have already stated, four fifth grade normal schools exist in Malabar for training men for this class of schools, but such training schools are required in each taluq in a thickly populated district like this.

The present social status of the village schoolmaster is decidedly a low one, and his influence among the villagers is very trifling. Here and there an exceptional man holds an exceptionally high position. I would, whenever it is possible to do so, make the village schoolmaster the village postmaster, and, by bestowing bangles on the best of such men from time to time, lead the villagers to look up to them and their position. If an upper primary certificate be made the condition of the appointment of a village official (the Adigari and Menon—the Monigar and Karnam of Tamil Districts), the education of the children of village officials and others who aspire to such distinctions will be entrusted, as a rule, to village schoolmasters, and this will to a great extent improve the social status of these men.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—Agriculture, such as would meet the requirements of the district, and singing, according to *ragams* (native tunes), unobjectionable stories from the Ramayanam and Bharata, might be advantageously introduced into the Second and Third Vernacular Readers. At present, I believe, there are no stories from these poems in either of these Readers. By making these subjects form part of the schoolmasters' test and introducing them into the primary school course, it is probable that elementary schools would gradually become more popular. Our object must be to draw the people into the habit of sending their children to school. This can only be done by yielding to their prejudices for some years to come.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—Yes, it is the dialect of the people.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I think the results system is not unsuitable. The only alternative is to pay the masters fixed stipends, but to do this in the case of village schoolmasters would be in many cases to offer a premium for idleness and perfunctoriness. The combined system, developed, if not originated, by Mr. Garthwaite, Inspector of Schools, 6th Division, is, if it were made a little less intricate than I understand it to be, an excellent one.

Mr. Lewis, the Deputy Inspector of Schools, Central Range, Malabar, spent a morning with me in the recently instituted Municipal school for Mapillas. This is being worked on a system suggested I believe by Mr. Lewis, and which he calls the cheap combined system. The masters are paid regular stipends,—the Head master getting Rs. 12 a month. At the end of the year, when the school is examined for a grant, the pay of the masters will be deducted from the grant earned and the balance handed to them. This system commends itself as one likely to incite the masters to exert themselves to the utmost, and the school, which has 119 boys already on the rolls, has made remarkable progress for the four months of its existence.

When discussing this particular scheme with the Deputy Inspector, a still further modification (if it can be so called) of the combined system struck me as possible, and as I intend to recommend its adoption in the primary and middle schools of the Kerala Vidyasala from January next, I will briefly state it here. Under my proposed system—and I think it might in favourable localities be found to work very well—I would pay the masters fixed salaries the first year, telling them that at the end of the year all the money they earn will be set aside and form the fund out of which the following year's salary will be paid. If they neglect their work and earn less than the equivalent of their salaries, they are punished by some reduction in their salaries; if they work hard and produce good results, they are rewarded by drawing higher salaries through the whole of the succeeding year. That this would

not act unfairly can at once be seen by taking in illustration the Municipal Moplah Primary School (of 119 boys and 3 masters) already referred to:—

	R.
The head master gets . . .	12 a month.
Second-master " . . .	9 "
Third master " . . .	7 "
TOTAL . . .	28

The total for the year comes to Rs. 336. The grant earned is very unlikely to come to less than this, if the masters have been fairly diligent, and, as a matter of fact, it is expected to exceed this amount. By my scheme the masters would be punished for neglect of duty in (most probably) a *slight* loss of monthly pay;—by both our schemes alike they would be rewarded for doing well. The same principle underlies the Deputy Inspector's scheme and my own as is found in the recommendations of Mr. Fowler, Inspector of Schools, Presidency Division, at p. 127 of the Report on Public Instruction for 1879-80. Mr. Fowler seems to me there to have hit the great defect in the working of the results system.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—As I have already indicated, it seems desirable to have two classes of primary schools.—(A) *anglo-vernacular* primary schools, and (B) *vernacular* primary schools. In the A class of schools regular rates of fees should be charged, but not in the B class.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and secondly, how they can be gradually rendered more efficient?

Ans. 14.—By appointing Committees of not less than six members in each taluq, with the Deputy Inspector of Schools belonging to the Range and the Tahsildar as *ex-officio* members. These Committees should be gazetted in the District Gazettes. A system of rewards for diligent but poor students should be organised and gradually extended.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I do not know of any such cases, unless the Government Normal schools in Madras and at Vizagapatam, which at one time used to teach up to the F.A. standard and which were closed as institutions for general education in 1877, may be cited as instances. A few inferior schools (as pointed out by Colonel Macdonald in his letter to Government, 1st May 1879, No. 1737, paragraphs 3 and 27) have been closed, but that is all. There are at least two instances in Malabar where the contrary has been the case. The old rate school at Palghat, and the Brennan High School at Tellicherry, at one time managed, respectively, by a Local Committee and the Basel Evangelical Mission, have become Government high schools pure and simple. I believe the high schools were very averse to the Brennan school being taken away from them, and are now very anxious to have it back again. I do not think that until within the last four or five years the time had *anywhere* fully come for giving effect even partially to paragraph 62 of the Despatch of

1854, but the whole tendency of Colonel Macdonald's administration was, undoubtedly, diametrically opposed to both the letter and spirit of that Despatch, and of various (Madras) Government orders, notably the order dated 23rd March 1879. I can not say, too, that the Inspectors of Schools have shown any very strong bias towards private efforts and private institutions, but rather the reverse. This was only in the nature of things when the head of the Department was known to be in favour of the extension of Government as opposed to private institutions. In this connection I beg to submit certain correspondence with the authorities (marked A1—A9). Though I made every effort to obtain from the then Director of Public Instruction and the Duke of Buckingham's Government copies of the letters of Mr. Garthwaite, Inspector of Schools, 6th Division, and of Mr. Morgan, Head Master of the Government College, I received a distinct refusal to supply me with them (A9). Comment on this seems unnecessary.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interest which it is the duty of Government to protect?

Ans. 16.—In Malabar—and, *mutatis mutandis*, my remarks will apply to many other districts,—I believe that the three Government high schools at Palghat, Tellicherry, and Cannanore, and the Calicut College, might be handed over to Committees formed of the leading members of the communities resident in these towns, without any detriment to education or the interest of any class of the population. If this were done on some well-considered plan and given a trial at one or two selected places, say for five years, I am confident the results would be satisfactory. It would be necessary to give a fairly liberal grant-in-aid for some years to come, but under the management of a carefully selected Committee the schools might be more economically worked than they now are. No step has ever yet been taken in the direction indicated; therefore it is only possible to state one's opinion, not to prove to demonstration the soundness of one's views.

Ques. 19.—Have you any remarks to offer on principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' Schools, (c) Girls' Schools, (d) Normal Schools.

Ans. 19.—In my answer to question 12 I have already partly dealt with the mode of distributing results grants. The amount of grants given under this system seems to me fairly adequate, but a premium should be given for merit and a high standard of efficiency in the shape of increased grants for all who pass in the 1st class (which would be equivalent to passing in every head of every standard). This extra grant need not be very high, say from 8 annas extra for a 1st class in the 1st standard to Rs. 5 in the highest (VIIth) standard.

I. Standard	As.	8	for each 1st class pass.
II.	"	Rs. 1	"
III.	"	" 1½	"
IV.	"	" 2	"
V.	"	" 3	"
VI.	"	" 4	"
VII.	"	" 5	"

That this would tend to increase the efficiency

of all primary and middle schools can hardly be doubted.

The list of schools to be examined for results grants from Municipal funds in the Calicut Municipality has lately been published. There are ten schools on this list of which four are managed and mastered by *unpassed* and *untrained* men. I submit this list (marked B). I sent in an application for the examination under the results grants system of the primary and middle schools of the Kerala Vidyāsāla. My application was rejected by the Calicut Municipality on grounds that the Director of Public Instruction has not considered sufficient, since he has sanctioned the examination of the classes for results grants to be paid from Provincial Funds (list marked C).

Considering how strictly the salary grant system is worked, I consider that, within certain limits, the results grant system should be worked in a more liberal spirit, setting aside mere technical objections. In the case of (a) 'Colleges' if, as I read Rules 26 and 27 of the Code aright, only a *one-third* grant will ordinarily be sanctioned, I do not consider it sufficient. It is unnecessary to go into details, but under the increased pressure on the funds of such institutions to meet the extended B.A. course of study, a *half* salary grant would not be more than adequate. For (b) Boys' Schools, by which I understand all anglo-vernacular schools educating up to the Matriculation standard, the rules seem sufficiently liberal. The fees in a college do not cover, save in exceptional cases, any considerable fraction of the necessary outlay, but the contrary is the case in large and well-conducted high schools.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, i.e., one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—On the whole, I consider that the Department of Public Instruction has shown great fairness in this respect. It cannot, however, be denied that instances have occurred of aid being readily given in support of private *Hindu schools* started in opposition to *Mission schools*, while great difficulties have been raised and grants refused to private institutions which attempts have been made to start in places where Government schools already existed.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—I am not quite clear as to the meaning of the word "classes" in this question, but if 'castes' are meant, then there can be no doubt that the Brahmins and Nayers, the two highest caste in the Malabar, are those who mainly help to fill our schools. Many of these are sons of officials and well-to-do land-owners, who wish their sons to become Government servants or Vakeels. In 1880, at my suggestion and on my recommendation the fees in Calicut were raised considerably, this town being placed in class A (correspondence marked D). The results have shown the wisdom of the step then taken. Our college classes are much—fully one-third—larger than they were before, and (though I do not advocate the doing so just yet), I am convinced that we

might raise our fees still higher without in the end lessening the strength of our classes.

The fees charged in the colleges and high schools of the Government College and of the Kerala Vidyāsāla are the same as those in class A of mofussil Government schools, and in the Basel Evangelical German Mission High School (as will be seen from the table below), slightly higher than those in aided schools, Class A of mofussil towns. The Government high schools at Palghat, Tellicherry, and Cannanore are still in Class B of mofussil Government schools.

	College. R a. p.	Sixth Class. R a. p.	VIIth Class. R a. p.
Government College and Kerala Vidyāsāla, Calicut	4 0 0	3 0 0	2 0 0
B. E. G. M. High school	No class.	2 0 0	1 12 0
Government high schools at Tellicherry, Palghat, and Cannanore	No class.	2 8 0	2 0 0

Ques. 22.—Can you adduce any instance of proprietary school or college supported entirely by fees?

Ans. 22.—There is a high school in Combaconum under Native management which is reported to be entirely self-supporting, and another recently started at Coimbatore, to the great detriment of the Coimbatore College and London Mission High School. The very nearest approach to this state of things that I am acquainted with in Malabar is the institution of which I am the Principal, the expenditure on which is Rs. 1,030 per mensem, and the average income from fees Rs. 815 a month, the difference of Rs. 215 being made up by the Zamorin and the senior Rajahs of his family. In the course of a few years, if the scale of fees charged be slightly raised, I have no doubt the institution could be made self-supporting.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—I am obliged again, in answer to this question, to refer to the Kerala Vidyāsāla as a striking instance of such an institution. Started in 1877 and gradually raised to the grade of a second grade college, it is now one of the most influential and successful second grade colleges in the Presidency. The Zamorin and the senior Rajahs of his family give a nominal grant of Rs. 370 a month in support of the institution. In the early days of the school this amount had sometimes to be exceeded, but we have long since tided over all our difficulties, and last official year, taking this grant as a fixed part of our income, worked at a profit, even after including additional expenditure on a new building 105 feet long and 22 feet wide, and an expensive set of chemical apparatus. The latter portion of this question is partly answered above. If wealthy Rajahs and landed proprietors come forward and do as the Zamorin and his family have done, there should be no difficulty. I should here perhaps mention, as will be seen from my letter to Mr. McWatters (A-6), that the Kerala Vidyāsāla is an institution for the high castes only, favourably suited in a suburb inhabited only by people of good caste. At the same time I should note that we charge exactly the same fees that are charged in the Government college.

Ques. 24.—Is the cause of higher education in

your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—I do not think it is injured,—judging by the results of the last 3 years and comparing these with the results of the previous 13 years. From 1865 to 1878 the Government college at Calicut passed 68 First in Arts students; in the three years 1879 to 1881 the two institutions have together passed 72 First in Arts students. These figures point to great progress in higher education in Malabar. All that I should desire in Calicut is a little more harmony and less decided expression of jealousy on the part of the heads of the Government Institution. When Mr. S. Seshayya was Acting Head Master of the Government college, we were on friendly terms and the wheels of the educational machine rolled along smoothly enough, but I cannot say there has been no friction since. I fancy from my own observations the same thing occurs in other places. The Government master views with a jealous eye the progress of any rival private institution. The spirit engendered is a bad spirit and must to a certain extent be prejudicial to the interests of education.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Yes. The demand for B.A.s is far greater than the supply, and great numbers of Tamil graduates have been imported.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—I consider that it is only partially calculated to do so. (*Fide* Mr. Garthwaite's remarks, p. 103 of Report on Public Instruction for 1879-80.) Greater efforts should be made to introduce such subjects as agriculture, book-keeping, and land-surveying.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—In my view there is. The Matriculation course is such an extended one—all extension and no depth—that there is no time to teach boys any one subject thoroughly. Masters would require a hundred tongues to impart, and boys a hundred ears each and a few dozen brains to take in to any good purpose, all the subjects they are now expected to study. I am utterly and unbendingly opposed to the present system. I would take for the Entrance examination three or four subjects at the most, and insist on some real—not crammed—knowledge of these subjects before allowing boys to pass. I know what the result would be; for 3 or 4 years we should have greatly depleted college classes, but things would soon right themselves. I can positively assert that the present Matriculation course tends to bring on a system of "cramming" in the sense used by Mr. Latham. Unless one 'crams' the boys, one cannot pass them. All this, if it be true, as I assert it is, cannot but "impair the practical value of the education given in secondary schools." Mr. Latham, in his work *Examination as a means of selection*, pp. 7-11, has the following remarks, which, as they are in a great

1854, but the whole tendency of Colonel Macdonald's administration was, undoubtedly, diametrically opposed to both the letter and spirit of that Despatch, and of various (Madras) Government orders, notably the order dated 23rd March 1879. I can not say, too, that the Inspectors of Schools have shown any very strong bias towards private efforts and private institutions, but rather the reverse. This was only in the nature of things when the head of the Department was known to be in favour of the extension of Government as opposed to private institutions. In this connection I beg to submit certain correspondence with the authorities (marked A1—A9). Though I made every effort to obtain from the then Director of Public Instruction and the Duke of Buckingham's Government copies of the letters of Mr. Garthwaite, Inspector of Schools, 6th Division, and of Mr. Morgan, Head Master of the Government College, I received a distinct refusal to supply me with them (A9). Comment on this seems unnecessary.

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Considering how strictly the salary grant system is worked, I consider that, within certain limits, the results grant system should be worked in a more liberal spirit, setting aside mere technical objections. In the case of (a) 'Colleges' if, as I read Rules 26 and 27 of the Code aright, only a *one-third* grant will ordinarily be sanctioned, I do not consider it sufficient. It is unnecessary to go into details, but under the increased pressure on the funds of such institutions to meet the extended B.A. course of study, a *half* salary grant would not be more than adequate. For (b) Boys' Schools, by which I understand all anglo-vernacular schools educating up to the Matriculation standard, the rules seem sufficiently liberal. The fees in a college do not cover, save in exceptional cases, any considerable fraction of the necessary outlay, but the contrary is the case in large and well-conducted high schools.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

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The fees charged in the colleges and high schools of the Government College and of the Kerala Vidyāsāla are the same as those in class A of mofussil Government schools, and in the Basel Evangelical German Mission High School (as will be seen from the table below), slightly higher than those in aided schools, Class A of mofussil towns. The Government high schools at Palghat, Tellicherry, and Cannanore are still in Class B of mofussil Government schools.

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Government College and Kerala Vidyāsāla, Calicut	4 0 0	3 0 0	2 0 0
B. E. G. M. High school	No class.	2 0 0	1 12 0
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Ques. 22.—Can you adduce any instance of proprietary school or college supported entirely by fees?

Ans. 22.—There is a high school in Combaconum under Native management which is reported to be entirely self-supporting, and another recently started at Coimbatore, to the great detriment of the Coimbatore College and London Mission High School. The very nearest approach to this state of things that I am acquainted with in Malabar is the institution of which I am the Principal, the expenditure on which is Rs. 1,030 per mensem, and the average income from fees Rs. 815 a month, the difference of Rs. 215 being made up by the Zamorin and the senior Rajahs of his family. In the course of a few years, if the scale of fees charged be slightly raised, I have no doubt the institution could be made self-supporting.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—I am obliged again, in answer to this question, to refer to the Kerala Vidyāsāla as a striking instance of such an institution. Started in 1877 and gradually raised to the grade of a second grade college, it is now one of the most influential and successful second grade colleges in the Presidency. The Zamorin and the senior Rajahs of his family give a nominal grant of Rs. 370 a month in support of the institution. In the early days of the school this amount had sometimes to be exceeded, but we have long since tided over all our difficulties, and last official year, taking this grant as a fixed part of our income, worked at a profit, even after including additional expenditure on a new building 105 feet long and 22 feet wide, and an expensive set of chemical apparatus. The latter portion of this question is partly answered above. If wealthy Rajahs and landed proprietors come forward and do as the Zamorin and his family have done, there should be no difficulty. I should here perhaps mention, as will be seen from my letter to Mr. McWatters (A-6), that the Kerala Vidyāsāla is an institution for the high castes only, favourably suited in a suburb inhabited only by people of good caste. At the same time I should note that we charge exactly the same fees that are charged in the Government college.

Ques. 24.—Is the cause of higher education in

your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—I do not think it is injured,—judging by the results of the last 3 years and comparing these with the results of the previous 13 years. From 1865 to 1878 the Government college at Calicut passed 68 First in Arts students; in the three years 1879 to 1881 the two institutions have together passed 72 First in Arts students. These figures point to great progress in higher education in Malabar. All that I should desire in Calicut is a little more harmony and less decided expression of jealousy on the part of the heads of the Government Institution. When Mr. S. Seshayya was Acting Head Master of the Government college, we were on friendly terms and the wheels of the educational machine rolled along smoothly enough, but I cannot say there has been no friction since. I fancy from my own observations the same thing occurs in other places. The Government master views with a jealous eye the progress of any rival private institution. The spirit engendered is a bad spirit and must to a certain extent be prejudicial to the interests of education.

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1854, but the whole tendency of Colonel Macdonald's administration was, undoubtedly, diametrically opposed to both the letter and spirit of that Despatch, and of various (Madras) Government orders, notably the order dated 23rd March 1879. I can not say, too, that the Inspectors of Schools have shown any very strong bias towards private efforts and private institutions, but rather the reverse. This was only in the nature of things when the head of the Department was known to be in favour of the extension of Government as opposed to private institutions. In this connection I beg to submit certain correspondence with the authorities (marked A1—A9). Though I made every effort to obtain from the then Director of Public Instruction and the Duke of Buckingham's Government copies of the letters of Mr. Garthwaite, Inspector of Schools, 6th Division, and of Mr. Morgan, Head Master of the Government College, I received a distinct refusal to supply me with them (A9). Comment on this seems unnecessary.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interest which it is the duty of Government to protect?

Ans. 16.—In Malabar—and, *mutatis mutandis*, my remarks will apply to many other districts,—I believe that the three Government high schools at Palghat, Tellicherry, and Cannanore, and the Calicut College, might be handed over to Committees formed of the leading members of the communities resident in these towns, without any detriment to education or the interest of any class of the population. If this were done on some well-considered plan and given a trial at one or two selected places, say for five years, I am confident the results would be satisfactory. It would be necessary to give a fairly liberal grant-in-aid for some years to come, but under the management of a carefully selected Committee the schools might be more economically worked than they now are. No step has ever yet been taken in the direction indicated; therefore it is only possible to state one's opinion, not to prove to demonstration the soundness of one's views.

Ques. 19.—Have you any remarks to offer on principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' Schools, (c) Girls' Schools, (d) Normal Schools.

Ans. 19.—In my answer to question 12 I have already partly dealt with the mode of distributing results grants. The amount of grants given under this system seems to me fairly adequate, but a premium should be given for merit and a high standard of efficiency in the shape of increased grants for all who pass in the 1st class (which would be equivalent to passing in every head of every standard). This extra grant need not be very high, say from 8 annas extra for a 1st class in the 1st standard to Rs. 5 in the highest (VIIth) standard.

I. Standard	As.	8	for each 1st class pass.
II.	"	Rs. 1	"
III.	"	" 1½	"
IV.	"	" 2	"
V.	"	" 3	"
VI.	"	" 4	"
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measure (especially the portions which I have italicised) applicable to the point under discussion, I shall here quote:—

"A young man has to present himself for an important examination on certain day, a list of subjects is given him with the number of marks assigned to each, and the number required to ensure success is pretty well understood. His tutor has a limited time for preparation. The problem before him is therefore very different from that of simply doing what is best for the pupil. The tutor must consider not what studies or what kind of teaching will do for him most good, but what studies will yield the highest aggregate in the given time, and he must teach his pupil each subject not with a view to call out his intelligence, but with a view to producing the greatest show on a stated day: for instance, he must teach him a language by some sort of Ollendorff process, which shall address itself to the ear and the memory, rather than by a method which involves any grammatical analysis; while in mathematics he must teach him such operations as can be performed by a sort of general recipe. The tutor must turn the qualities of the pupils, such as they may be, to the best account he can in point of marks. He cannot try to remedy any mental defects, there is not time enough for any such undertaking to yield profit; he must make the most of such qualities as the pupil has; in the case of one who is tolerably quick but mentally self-indulgent and repelled by the first serious difficulty, he must, instead of forcing him to face the fancied giants in his path, humour his weak points and make the most of his strong ones, and he must direct him to take up several subjects which require no further power than that of carrying matter for a short time, a useful one indeed in many callings, but which is sure to find all the exercise it wants; in short, the tutor in such a case has to look to the work that can be turned out, more than to the effect of the training on the producer; that is to say, the spirit of technical teaching enters very largely into the education given, though the subjects may be those used for a liberal education.

"Those who afford this kind of preparation are often called *crammers*. Now, so far as this term implies any opprobrium, it is unjustly applied; a market has been opened for a particular kind of slight fabric, the stouter and costlier stuffs are thereby rendered less saleable, and the mill-owner must meet the popular demand or close his mills. People are hardly aware how thoroughly the educational world is governed by the ordinary economical rules. While employing the motives of gain and advancement most profusely, the public seems to find fault with teachers and pupils for being influenced by these considerations,—they set young men to run a race, and then wonder that they run not to improve their physique but simply to win—they make learning a marketable commodity, and then complain that it is grown for the market, and that few are now influenced by a pure devotion to science. All teachers would rather educate than cram. It is painful to them to say, 'You must get off this list of authors and their works by heart. I know it will do you no good, I know that the words Drayton's *Polyolbion* or Evelyn's *Sylva* convey to you no more meaning than if they were the names of Gasteropods, but they will probably be asked for to-morrow.' Many of these men are fighting hard to retain their self-respect under the adverse circumstances in which they are placed; but to fight single-handed against a system enforced by official examinations is to cease to be a tutor at all.

"The words 'Cram' and 'Crammer,' as Mr. Todhunter observes (The conflict of Studies, and other Essays. Macmillan and Co., 1873) are sometimes loosely used, and sometimes serve as a bugbear to raise cry against some kind of teaching. This is frequently true when they are used by writers,

but when used by a pupil or an undergraduate, he means something very definite; he is the individual who wears the shoe, and such I have generally found can usually be trusted both when they tell you where it pinches, and where they find it best to cut a hole to make it easy. So when a youth says he has left a tutor's and gone to a 'Crammer's' in London to prepare for 'his Army Examination,' he is sensible of a real difference; he does not mean any personal disrespect, but he looks on the latter person more as he would on a Music master or a French master, as a person who has nothing to do with educating him as a moral or reasonable being, but whose business is to endow with some one accomplishment, which in this case is that of being able to answer so many printed questions on a particular day."

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—Most decidedly the numbers who present themselves are unduly large. I cannot say whether they are so "compared with the requirements of the country," but certainly so, in my view, with the numbers that should be allowed to appear. I would require every candidate to produce a certificate from some qualified person that he is fit to present himself. This would make boys in schools work harder in order to acquire the necessary certificate. It would tend to increase the proportion of passed to failed; it would lighten the work of the examiners; and lastly, and most important thing of all, it would enable the lists of passed candidates to be brought out sooner.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—In Government institutions free scholarships are limited to 5 per cent. (See Standing Orders, p. 44). In the Kerala Vidyasala we have 500 pupils and 35 free scholars, or 7 per cent. Attached to some Government colleges and schools there are scholarships founded by subscription and by private persons. A list of these in the second grade colleges and high schools will be found at pp. 42 and 43 of the "Standing Orders." An account of the Stipendiary Scholarships open to public competition and the rules relating to them will be found at pp. 40 and 41 of the "Standing Orders."

I consider that Rule I of the open Stipendiary Scholarship Rules should be expunged, as its action can only be an injurious one. Rule II allows only one F.A. Scholarship to each district where there is an institution educating up to the F.A. Standard (only). This rule excludes a good many districts in the Presidency, and the number of scholarships is far too small; also the rule is equally favourable to the most advanced and the most backward district as long as they contain one or more institutions educating up to the F.A. Standard (only).

The rules as they stand have too many restrictions and are not liberal enough. I think they are impartially administered.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—The Malabar Municipalities and Local Fund Boards do not, in my opinion, make adequate provision for educational grants-in-aid, but they can, like most other similar bodies in India, fairly plead want of funds. They are impartial in the allotment of the funds they provide.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—I am of opinion that it does, for such masters as I would appoint to high schools; but what is wanted is to raise the general status of the schoolmaster by making teaching a regular profession. See my answer to question 47. My own plan has always been to appoint or recommend for appointment first in Arts men or graduates for the Fifth or Preparatory Matriculation class and graduates for the Matriculation class.

I have always been indifferent as to whether such men have been trained or not, but, other things being equal, I should prefer a trained to an untrained man. What is wanted for such men is not so much training in teaching small boys, as a knowledge of the theories and systems of education. I think the want could be best supplied by having a Professor of the Theory and History of education attached to each first grade college. With regard to masters for the middle school, I would never appoint an untrained if I could by any exertion get a trained man. The closing of an excellent Normal school we had here was a grave error, of which we are only now beginning to feel the full effects. It was moreover an error deliberately committed in the face of all Mr. Garthwaite, the Inspector of Schools, could say to the contrary. In the Report on Public Instruction for 1789-80, p. 149, Mr. Garthwaite says, "No means now exist in Malabar or Canara of training men of higher stamp. Whatever teachers are required to teach the upper primary schools and schools above that grade must now be got from Madras. I still regard this as a serious blow to the extension of education in these districts, especially in Canara." The fact is that trained men cannot be got, nor can we get men willing to go to Madras to be trained. I have several times tried to induce men to go to the Madras Normal school, but after promising to do so they have at the last moment refused to be sent, and I have been compelled to appoint untrained men to classes which I am strongly of opinion should be taught only by trained men. Even if men are induced, as in a few cases has been done, to go to the Madras Normal school for training, I am at a loss to understand how, without any Malayali boys to practise upon, they are to be efficiently trained. It seems to me that such training must be a mere farce.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—Malabar is in the 6th Educational Division. There is an Inspector of Schools, and for Malabar there are three Deputy Inspectors, with head-quarters at Calicut, Tellicherry, and Palghat respectively. The system of inspection is, I believe, a uniform one throughout the Presidency, and as it must have already been described by one or more of the Inspectors themselves, I think it unnecessary for me to go into details. In my view the heads of the second grade colleges of the higher class should correspond directly with the Head of the Department, and

not through the Inspector. I am also of opinion that the Director of Public Instruction should himself inspect (I do not say examine) every college once a year. In the 6th Division the Inspector and his Deputies are much over-worked, notwithstanding the recent appointment of an extra Deputy Inspector for the Central Range, and I should think that the work of the Inspector on the one hand and that of his Deputies on the other, would be lightened and facilitated by the appointment of an Assistant Inspector. This appointment might be made a prize open to deserving Deputy Inspectors and the First Assistant of second grade colleges. There is another very important point connected with the inspectional agency of the lower grades. It is a great mistake, in my view, to appoint Brahmins to such posts as those of Deputy Inspector and Inspecting Schoolmaster. As schoolmasters Brahmins are second to none—not even to Europeans, but they do not make good Deputy Inspectors or Inspecting Schoolmasters, because of their caste restrictions, which prevent their stopping at villages inhabited by low caste men. Numerous other reasons will also readily suggest themselves to the initiated. I am not here objecting to the appointment of Brahmins to the higher posts of Assistant Inspectors, but until it is clear that Brahmin Deputy Inspectors are free from caste prejudices—a direct hindrance to the work they should perform—it seems highly inadvisable to appoint them to such posts.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—I think the Tahsildars might be encouraged to inspect the schools in their taluqs and make reports on them to the superior authorities. I also think that in large Municipalities where colleges and high schools exist, the heads of these institutions might be annually invited to make careful inspections of the Municipal schools, being paid fees for doing so if necessary. It would be perfectly possible, for example, for me to inspect annually or biennially the Municipal schools of all the Municipalities in Malabar. I made an offer to do this a year or two ago, but the Collector was unable to consider my plan then, as he was handing over charge to a *locum tenens*.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—This is a very large question and cannot be answered fully except at such length as would be entirely out of place here. A Committee with Colonel Macdonald as President was appointed in 1873 (?) to go into this very matter. The report submitted to Government embodies many of my views. When issuing the "Standing Orders" Colonel Macdonald seems to have revised the curricula mainly on the lines indicated in the Report, but many experienced educationists were not consulted, and the general curriculum, Appendix A, of the "Standing orders" is open to considerable criticism. A Malayalam Revision Committee was appointed to revise the Malayalam school books in use, but nothing seems to have been yet done in the matter, and in this very important particular of vernacular text-books Malabar is still suffering. Private efforts have partly met requirements. The curricula require careful and thorough revision so as to adapt them for all classes of schools—aided and private, as well as Government.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of useful vernacular literature?

Ans. 35.—The hand-writing test for the Middle School examination is so severe that I believe the best pupil I have ever had (who passed second at the First in Arts examination of 1881) would never have got beyond the upper fourth class had he not done so before the institution of this test, and I cannot really say that after a three years' trial the Middle School examination has done very much to improve the hand-writing of our pupils. In other respects I have no fault to find with this test, which is being gradually improved by the present Director of Public Instruction.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—I would leave higher education gradually to itself, aiding it moderately, but nothing should be done hurriedly. A Government college and a high school or two—the least successful ones first—should be handed over to private agencies from time to time, on a five years' trial, say, and the Inspectors instructed to watch and report upon the results of the experiment. Middle school education should be the special care of the Educational Department, and whether directly under the Government Department, or aided, be charged against provincial funds. Elementary education should be mainly, if not wholly, under the care of Local Fund Boards and Municipalities.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—I think it would be highly undesirable to withdraw to any large extent. The fact is that before any steps to do so are taken we should see that we have sufficiently educated the upper classes to enable them to start and manage high schools and colleges for themselves. This I admit has been partly accomplished. Theoretically it seems right to begin at the bottom and build upwards, but I do not consider this a sound principle to go upon in a system of education for a country like India. The higher classes should first be thoroughly educated and imbued with liberal Western ideas. When education has thoroughly permeated the upper layers of society, it will be an easy task to educate the masses. Reverse the process and the reverse will be the case, as it has been found to be in India.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—I do not consider that the standard in colleges would deteriorate at all. It is now very nearly as high in aided colleges of the first grade as in Government colleges, and far higher in

"private and aided second grade colleges" than in the long-standing Government colleges of the second grade. The following table compiled from the last Report of the Syndicate of the Madras University will illustrate this. I have selected the three best colleges of each class in each grade:—

Name and Grade.	Class of Institution.	Percentage of Passed B.A.	Percentage of Passed P.A.
<i>First Grade.</i>			
Presidency College	Govt.	63.5	69.2
Kumbakonam College	Do.	76.5	77.01
Rajahmundry College	Do.	50	59.09
Christian College	Aided.	67.2	63.6
St. Peter's College, Tanjore	Do.	44.4	61.3
St. Joseph's College, Negapatam	Do.	45.4	72.7
<i>Second Grade.</i>			
Calicut College	Govt.	...	34.6
Mangalore College	Do.	...	37.5
Bellary College	Do.	...	50
Kerala Vidyasala	Private.	...	75
Pancheppai's College	Aided.	...	63.6
Trichinopoly S. P. G. College	Do.	...	62.5

In the Matriculation examination the standard of Government colleges judged by results is, as Colonel Macdonald has not failed to point out, higher than that in private and aided schools, but the reason is not far to seek. It does not matter an iota to the head of a Government high school whether he has 30 or 60 boys in his Matriculation class, since, many or few, his pay cannot be affected. Head masters of private and aided high schools,—I speak from experience,—are compelled to admit boys unlikely to pass in order to increase their receipts from fees. On this very point I beg to embody here a letter (marked E) addressed to me as Editor of the *Student* in 1879 by Mr. C. C. Flanagan, M.A., Principal of the Coimbatore college. The abolition of Government high schools would, I think, obviously tend to remedy this defect in private and aided schools by giving the heads of them a wider selection of students. Other reasons for the alleged superiority of the Matriculation classes of Government schools to private and aided schools are set forth on pp. 126 and 127 of "Educational Papers." (Supplement to the South India Missionary Conference Report.) By all this I must not be understood to advocate the withdrawal of Government to any large extent from the direct management of schools and colleges. I do not think any new Government high schools or colleges should be *anywhere* set up, but would urge that, as a purely tentative measure, two or three Government high schools and one or two colleges of the second grade should be handed over to Local Committees for a period of 5 years. If at the end of that time the measure was found a successful one, greater effect might be given to the terms of the Despatch of 1854. I would certainly keep up one Government high school in each district (where one now exists) as a model to private schools of the same grade—but then it should be a *model*.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—The series of English Readers and Mr. Garthwaite's Malayalam Readers in use are full of passages and extracts teaching morality, but

there is no time specially set apart for instilling moral principles into the youth who attend Government colleges and schools—or, for the matter of that, who attend private (non-missionary) schools.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—None to speak of. The Calicut Government college has a gymnastic instructor but no proper gymnasium. I do not know of any gymnasia existing in any other of the schools and colleges in Malabar, though I believe plans and estimates have been prepared for erecting them at Tellicherry and Palghat. I think where there are European troops, as is the case in many of the large stations a military instructor should be engaged by all the schools in the station clubbing together and that he should go to each school for two or three hours a week. Physical education has not yet been systematised in the mofussil, and it will be several years before any progress can be made in this respect. I have repeatedly heard the most enlightened Natives decri gymnastics, as (1) dangerous, (2) a waste of time.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Yes. The Nayar girls of Malabar are generally taught to read and write Malayalam, to repeat slokas and to sing. Such instruction is carried on at home by private tutors and not in schools.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—For the size of this town of Calicut, according to the last census 50,000, female education (properly so called) is in a most backward state. By the efforts of Deputy Collector P. Karunakara Menon, Vice-President of the Calicut Municipality, a girls' school has been recently opened in a somewhat favourable locality. It is supported by the Municipality. On the subject of female education in the Central Range, Malabar, I would here quote from the Report for 1881-82 of Mr. Lewis, Deputy Inspector of Schools. He says:—

"The total number of girls under instruction at the close of the year in the taluqs (not including those in the Municipalities) were 1,199 out of a school-going population of 11,739. The girls were all children of respectable and well-to-do people, mostly Nairs and some Tiyans. The number of Mappila girls under instruction, mostly children of very poor Mappilas, was 168. These girls seem to attend schools simply to obey the Mappila masters and not for the sake of education, as Mappilas do not care to educate their females. The Badagara and Koiandy Ranges show great progress in respect to female education. There is, I think, a fair sprinkling of girls in most schools in the ranges. In my examinations of these schools I have given the girls every reasonable encouragement, and I doubt not that it will have the effect of increasing the attendance considerably. There are certain niceties to be attended to in conducting the examination of caste girls, if examination is to be made popular amongst them. I have always carefully attended to such niceties, one of which is not to make the girls stand during examination in the same line or on the same

level with other caste children, such as Tiyans, Artisans and Mappilas. I think the time has arrived to hold out some special encouragement to girls. A gold bracelet, for example, given annually to the girl who passes the best examination in each range, would serve as a great incentive to progress."

I would most strongly urge the employment of Inspectresses of Schools and of a Deputy Inspectress in every Municipality in the Presidency. No real progress will be made in female education till some such step as this is taken. Desultory efforts, such as are now made, do but little good.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Natives have no objection to such schools. Most of the indigenous primary schools are mixed ones.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—A training school for female teachers should be started wherever it is practicable to do so. There should certainly be one in Calicut or some other large town in Malabar.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—Yes, I think so.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—So far as my experience goes, European ladies do not exert themselves much to further female education. Probably a circular letter addressed to the wives of all Civil Servants of Government, Chaplains, and European schoolmasters, pointing out in what way they could help in the good cause, might stir some up to exertion. I believe the reason they do little or nothing in this respect is because they feel nervous and do not know how to set about. There is only one Inspectress of Schools in this Presidency at present. I think if she were to make a tour through the Presidency and get some leading lady at each large station to call a ladies' meeting to listen to a statement from her and to make and receive suggestions, some real good in the desired direction might be effected.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—SALARY GRANTS.—I am decidedly of opinion that the existing salary grant system for high schools and colleges wants remodelling and simplifying. At present no facilities for obtaining grants are offered, but the rules as they stand are obstacles to doing so. I need only point as a proof of this to the correspondence with Colonel Macdonald. At the same time I may remark that the Director's policy is of a more liberal character and more in accordance with terms of the Despatch of 1854. To colleges lump grants should be given. Any other form of payment imposes unnecessary restrictions on a college.

PAY OF ASSISTANT MASTERS IN GOVERNMENT SCHOOLS AND COLLEGES.—I do not think it right, regarding the question from a purely private school point of view, that now that graduates are

so plentiful, the same high rates of pay should be given in Government schools and colleges that were fixed when it was very difficult to obtain qualified teachers. The effect in aided and private schools is obvious—not being able to pay such high salaries they are obliged in many cases to put up with inferior teachers, Government schools drawing away all the best men by the higher rates of pay and other advantages offered. This may be given as a *fifth* reason why the Matriculation classes in aided and private schools are not quite up to the standard reached in Government schools; *four* other reasons will be found in "Educational Papers, pp. 126 and 127 and in my reply to Q. 38." To remedy this state of things I would suggest that the Director of Public Instruction should hold a conference of Principals and headmasters selected impartially from the chief colleges and schools of all classes in the Presidency, discuss this matter fully with them, and then submit a report with his recommendations to Government. Vested interests should not be touched, but the time has come for putting Government and non-Government institutions on a more equal footing in this respect.

SCIENCE AND SCIENCE TEACHERS.—The University has forced upon all high schools and colleges throughout the Presidency the teaching of science, but no proper means has been taken to supply science teachers. What seems to be required is a school of practical science on a plan of *Naturwissen Schaffliches Seminar* at Bonn, in which men shall not only be taught science themselves but taught to teach it.

INSPECTORS OF SCHOOLS.—Much evil has been wrought in the 6th Educational Division by those who have acted for the permanent Inspector, Mr. Garthwaite, either failing to carry out his policy or running directly counter to it. It is all very well for a new permanent Inspector to strike out a new line, but when a man is only acting it seems highly desirable that he should follow in the permanent man's footsteps, not deliberately go to work to upset all that has been done.

SCHOOLMASTERS.—I consider that a law should be passed by which no one should be allowed to teach save under a *facultas docendi*. No Barrister is allowed to exercise his profession in India until he has been properly enrolled as an Advocate of some High Court—no Pleader can plead without a *sunnad*—no Doctor can exercise healing art (in England) unless he is properly qualified, and it is high time that educational quackery should be put a stop to. Education rightly considered is quite as much a profession as Law or Medicine and deserves the attention of the State quite as much. It would not be a matter of insuperable difficulty to prepare a school by which a conditional or unconditional *facultas docendi* should be given to every man aspiring to become a teacher of youth.

MOVING MASTERS FROM SCHOOL TO SCHOOL.—It seems to me a great defect in the present Government system of education that men should be moved about so much and sent to districts with the vernaculars of which they are unacquainted. I will enumerate a few instances which have come under my observation.

K. S. Rama Rao, 1st Assistant, Government College, Mangalore, a Canarese man, is now acting Head Master of Karnool in a Telugu District.

V. Raghava Rao, 3rd Assistant Master, Government College, Mangalore, a Canarese man, is

appointed permanent 2nd Master of Cuddapah High School, also in a Telugu District.

Mr. J. M. Hensman, permanently appointed Head Master of the Tellicherry High School in Malabar, is a Tamil man.

Mr. D. Joseph, permanent 1st Assistant Government College, Calicut, in Malabar, is a Tamil man.

As a remedy for this state of things the whole Department should be graded.

EDUCATIONAL CONFERENCES.—I think it highly desirable that the Director of Public Instruction should hold educational conferences every two or three years to which Inspectors of Schools and the heads of the chief institutions in the Presidency should be invited. It is not necessary to point out the advantages likely to flow from this.

EDUCATIONAL REPORT.—The latest Report on Public Instruction that I have been able to obtain is that for 1879-80. The great delay in the issue of these Reports almost entirely destroys their value, and I consider the omission from them of the complete annual Reports of the Inspectors of Schools a great defect. I would strongly recommend the publication of the Inspectors' Reports in a separate form and their thorough circulation in the respective districts to which they have reference if it be found impossible to embody them in the general Public Instruction Report and to bring that out regularly and punctually.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—I think it would be possible to close the College Department of the Government College and to reduce the institution to the grade of a High school without any real detriment to education or any vested interests. By doing this the College Department of the Kerala Vidyāsāla might be made more nearly self-supporting than it is, and the heavy expenditure on the Government college saved. In the Report for 1879-80 I find the cost of the college department of the Government College stated at Rs. 6,596 and the net cost to Government of educating each pupil at Rs. 305, while the gross cost of the college department of the Kerala Vidyāsāla was Rs. 6,404, and the cost of educating each pupil Rs. 237-3 (to Government *nil*). I find the average number on the rolls for the year at the Government College was 22, of whom probably not more than 5 or 6 would be excluded from our college classes on caste grounds. Whether Government should keep up such an expensive college for these five or six seems to me questionable.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—The following table shows the measure of success gained by the new class of second grade colleges instituted under Colonel Macdonald's régime:—

Institution.	1879.	1880.	1881.	Total.
Berhampore	3	4	...	7
Cuddalore	...	4	7	11
Salem	...	2	3	5
Madura	...	...	8	8
TOTAL	...	...	...	31

To show that private efforts if encouraged might have produced better result I will compare with the above results the outturn of four private and aided colleges started about the same time.

Institution.	1879.	1880.	1881.	Total.
Kerala Vidyāsāla	13	14	27	51
Hindu College, Vizagapatam	...	4	3	7
Do. do., Tinnevely	2	1	11	14
Pacheappa's College, Madras	...	...	4	14
TOTAL	...	...	...	86

Thus in the last three years four *second* grade colleges under independent private management have passed nearly thrice as many First in Arts men as the same number of Government colleges of the same standing. I have no means at my disposal of comparing the expenditure at these colleges owing to the non-issue of the Report on Public Instruction for 1880-81 and 1881-82, but the total cost of educating each pupil was less in 1879-80 at the Kerala Vidyāsāla than at any Government second grade college in the Presidency. (Report on Public Instruction for 1879-80, subsidiary tables, pp. 2-5.) At Berhampore the total cost of educating each college pupil was more than *thrice* as great, and at Salem more than twice as great as at the Kerala Vidyāsāla. If direct encouragement had been held out to private enterprise at Berhampore and Salem, the outturn of students at these two centres would probably have been greater; it could not well have been less. I have no wish to cast any reflection on the heads of these two institutions, both of whom are personally known to me as experienced and even able educationists. The fault is not in them, but in the conditions under which they are required to labour.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—I do not think there is in this Educational division. Mr. Garthwaite, the permanent Inspector of Schools, has done a great deal to promote elementary education, and could and would have done much more had funds been at his disposal. I have watched the progress of education in Malabar for the last eleven years, and it has been remarkable. The progress of higher education (with which I am more particularly acquainted) serves to indicate the progress of secondary and primary education, and it will perhaps not be out of place for me to give a few facts here relating to Malabar. When I came to Calicut in 1871, there was but one collegiate high school, then called the Calicut Provincial School, now the Government College. It had a college department of 24 and a high school of 67 pupils. There are now *two* second grade colleges and *three* high schools, with the following numbers on the rolls:—

Name of Institution.	College Department.	High School.
Government College	52	91
Kerala Vidyāsāla	77	112
Basel Evangelical Mission High School	...	47
TOTAL	129	250

Thus in some ten years the number of college students in Malabar has increased more than *five-fold*, and of those reading in the Calicut high schools nearly *fourfold*. It is almost needless to point out that unless middle and primary education had been fostered to some extent, such an enormous increase of pupils could not have resulted. With regard to the latter part of this question, facts lead me to the conclusion that for institutions educating up to the Matriculation standard trained men very often prove themselves to be the best teachers. Beyond that standard the rule is I think the reverse, but for my own part, as teachers for high school classes, I am, as I have already stated, practically indifferent whether such men are trained or not. If the question is intended to refer to the Inspectors of Schools, then I should most certainly say that men trained in the art of teaching and school management are in most cases to be preferred to untrained and inexperienced men however highly educated. In any case, it seems opposed to all the laws of common sense to get a graduate out from home to place him, all inexperienced and untrained as he is, in charge of a Division, when there are well qualified, trained, and experienced Europeans on the spot. It is quite a different thing when after long experience as teachers in large Indian schools, British graduates are made Inspectors. Experience as a teacher added to ability will often more than make up for the training which is otherwise so valuable.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—It is not in force in anglo-vernacular schools of any grade, but in the lower class of indigenous schools there is generally a post of monitor.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—I am not aware that there is.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—The higher and wealthier classes can well afford to pay enhanced rates of fees, but there would be great difficulty in devising a workable scheme in the direction indicated.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—The fees are still too low to permit of my answering this question in the affirmative, but I can conceive it possible for school-mastering to become at no distant date a profitable profession in Malabar. I am not aware of any schools being now worked by such men in this province, but I have heard of the success of such men in Combaconum. An attempt was recently made by two or three graduates to start a private school in Coimbatore, with what result I do not know. If Government was to come forward and say to such men, "we are not prepared to give you any grant-in-aid of the salaries of your teachers, but we will, on your undertaking to keep up the school for five years, give you a lump sum of Rs. 2,000 to 5,000 for the erection, under proper supervision, of a school-house and the purchase of fittings, to take your school under inspection,—to allow

According to the grade of schools or colleges, and payable quarterly in advance in high schools and colleges, in other schools monthly as at present. The following table, prepared for a complete anglo-vernacular school of the first mofussil grade, will serve to illustrate my suggestion :—

Class of Institution.	Entrance Fee.		Rate of the Monthly Fee.		Payable.
	R	a. p.	R	a. p.	
College	5	0 0	5	0 0	Quarterly in advance.
High School	3	0 0	3	0 0	Do.
Middle School	2	0 0	2	0 0	Monthly.
Upper Primary School	1	0 0	1	0 0	Do.
Lower Primary School	0	8 0	0	8 0	Do.

I do not think either the scale of fees suggested above, or the mode of payment, would be found to be oppressive, and it has the advantage of being more simple than the present tariff, which in the same class of Government institutions begins at *two annas* and rises gradually to Rs. 4.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—Perhaps it does.

Ques. 61.—Do you think that the institution of University Professorships would have an important effect in improving the quality of high education?

Ans. 61.—I do not think University professorships well suited for India, where the colleges composing the Universities are so scattered.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I cannot say that I think it is. Certainly Principals of colleges of any grade might be left to make the promotions in the schools under their charge, and the head master of a high school is not fit for his post if he is unfitted to

regulate his promotions. It would be easy for each Inspector of Schools to call for an annual report from Principals and head masters in his Division as to how the examinations for promotion had been conducted.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—In Calicut a meeting was held at my suggestion in May 1880 and a set of simple rules (marked F) drawn up. These have been fairly well enforced, all things considered. I have however found that when changes take place in the management of a school, the new Manager or head master is rather inclined to set at nought the rules by which his predecessor was guided. There can be no doubt that if some means can be devised for preventing boys from running about from school to school great good will be done to the cause of education. School boys in India are much more their own masters than they are in England, to the great detriment of education generally.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so under what limitations or conditions?

Ans. 64.—I have already partly dealt with this question in my answers to questions 16 and 18, and I think I have shown that the Government mofussil second grade colleges are certainly not model colleges at present. The three Government mofussil colleges of the second grade, and of the highest rank, are those at Calicut, Mangalore, and Bellary respectively, and it may not be out of place to compare the results produced in these colleges with three of the leading aided and private second grade colleges during the last two years. My figures are taken from the Syndicate's reports on the examinations of 1880 and 1881.

COLLEGES.	Class.	Results in 1880.	Percentage of Passed.	Results in 1881.	Percentage of Passed.
Calicut	Govt. .	5	41.7	9	34.6
Mangalore	Do. .	5	33.3	6	37.5
Bellary	Do. .	...	...	4	50
	TOTAL .	10	Av. 25	19	Av. 40.7
Kerala Vidyasala	Private. .	11	50	27	75
Trichinopoly S. P. G.	Aided. .	7	46.7	20	62.5
Noble College, Masulipatam	Aided. .	3	50.7	1	16.5
	TOTAL .	21	Av. 49.1	48	Av. 51.3

I gather from the *Madras Journal of Education* for 1878, vol. xx, p. 2, and from the Report on Public Instruction for 1879-80, pp. 42 and 43, that the total number of passes in these three Government and private colleges from 1871 to 1879, inclusive, were as follows:—

COLLEGES.

GOVERNMENT.	1871	1872	1873	1874	1875	1876	1877	1878	1879	TOTAL.
Calicut	6	4	8	9	12	2	12	6	7	66
Mangalore	1	4	6	8	4	4	6	9	10	52
Bellary	1	...	3	1	7	5	...	3	2	22
	TOTAL									140
Private and Aided.										
¹ Noble College, Masulipatam	3	...	6	2	5	3	3	1	5	28
Trichinopoly S. P. G.	...	...	...	4	7	4	2	4	15	36
Kerala Vidyāsāla	...	...	...	...	...	...	...	...	13	13
	TOTAL									77

¹ I should have substituted Pachappah's College for the Noble College had it been sufficiently long in existence.

Judging by the success of the private *second* grade colleges throughout the mofussil, I think the statistics I have given go to show that they are rapidly outstripping the long-established and much more expensive second grade Government colleges. In a few years more, when Pachappah's college has had time to develop itself fully, the comparison is likely to be still more favourable to the non-Government colleges. If the question had reference to high schools, I should be in favour of a model high school being kept up in each district where one now exists.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—With Combaconum before one's eyes it is difficult to answer this question satisfactorily. Natives, especially Brahmins, make splendid teachers, and Combaconum has long had the monopoly of all the best Native teaching talent in the presidency—such as Mr. Gopala Row Rai Bahadur, Mr. S. Sheshayya, Mr. Sundara Row, Mr. Srinivasa Iyer, Mr. Hanumantha Row and others; it has been therefore exceptionally well off. My own experience leads me to say that a mixed staff is perhaps the best that can be devised. At Combaconum the present collegiate staff is, I believe, composed entirely of Brahmins. This answers very well there where more than 90 per cent. of the students are Brahmins, but in many places it does not answer to have a Brahmin Principal or a majority of Brahmin assistant masters. The English and Physical Science Professorships should, I think, be held by Europeans, and, generally speaking, so should the History and Mental and Moral Philosophy Professorships. The Professorships of Mathematics and Logic and Natural Science might well be held by eminent Native graduates.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—Take the Trivandram college, where there are two European professors, and the Central college, Bangalore, where the Principal is a European. These are both first grade colleges under

Native states, but if we come to second grade colleges in the Madras Presidency, even where they are managed by Native Committees, Europeans and good Eurasian graduates are sought for as Principals in preference to Native graduates. I will name a few such colleges, taken from the list of affiliated second grade colleges found in the University Calendar—*The Hindu College, Tinnevely; The Hindu College, Vizagapatam; The Kerala Vidyāsāla, Calicut; and Pachappah's College, Madras.*

Ques. 67.—Are the circumstances of any class of the population in your province (e.g., the Mahomedans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—I have already in a great measure answered this question in my reply to question 2.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—Yes. Witness the Hindu Colleges at Vizagapatam and Tinnevely, the Vizianagram Rajah's College, the Kerala Vidyāsāla and Pachappah's College, but most of these have European or Eurasian Principals.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—I think they are. I consider that had the late Director of Public Instruction, Colonel Macdonald, taken a more liberal view of the matter, we should now have had a flourishing first grade college at Calicut, at very small expense to Government, but the various objections raised by him caused Government to reject our application for a grant. I beg to refer to the correspondence marked A 1—9. For my part the rules have hitherto proved so obstructive that I do not see my way to any further development of the Kerala Vidyāsāla, though the need for a first grade college on this coast is urgently felt. The present Director's policy seems to be to encourage

us, and to aid in our development, but the grant-in-aid rules want altering and simplifying, so as to make it much easier for properly managed institutions to get both salary and result grants.

Supplementary Question—

** Ques. 71.*—Do you think it advisable that the Director of Public Instruction and the Inspectors of Schools should take a more decided part in assisting to start and organise aided and private high schools and colleges than at present?

Ans. 71.—I do. The Director of Public Instruction and the Government Inspectors seem to me to have hitherto taken too narrow a view of their duties. Whatever becomes of Government colleges and high schools, their services, in probably increasing numbers will always be required, and it should be their aim to do all in their power to assist the efforts of private individuals to start and develop schools. I consider, for example, that Colonel Macdonald, instead of doing all in his power to thwart our efforts to raise the standard of the Kerala Vidyāsāla, would have acted more in accordance with the spirit of the Despatch of 1854,

had he communicated to the Zamorin his wish to have a first grade college opened on this coast, and “held out hopes of Government assistance in doing so,” than he did by starting a number of second grade Government colleges, of admittedly an inferior type. The argument he adduces in support of his policy in the matter of the Salem and Cuddalore colleges in his letter to Government of 1st May 1879, No. 1837, paragraph 39, p. 91 of “Educational Papers,” applies with even greater force to the necessity that exists for a first grade college on the Western coast. Directors of Public Instruction in this Presidency have hitherto considered it lay with them to take the initiative in starting and raising the standard of Government schools and colleges, but that it was no part of their duty to give any assistance at the birth of a new private institution. A Director of Public Instruction is, or should properly speaking be, a kind of secretary of state for education, able and willing to help on education in every way, and not merely the head of a Government Department, looking with jealous bureaucratic eye on all independent efforts.

* This question was suggested by the witness himself.

APPENDIX TO MR. BARROW'S EVIDENCE.

From CREIL M. BARROW, Esq., B.A., &c., to GEO. McWATTERS, Esq., B.A., Acting Collector of Malabar,—dated Calicut, 5th September 1879.

SIR,

With reference to the conversation held with you regarding the Kérala Vidyāsāla on Wednesday 20th August, I have the honor to submit certain proposals for securing the development and stability of the Institution.

2. The history of the school up to the present time is as follows:—

In June 1877 His Highness the Zamorin Rajah of Calicut, in conjunction with the senior members of his family, determined, on the advice of the Collector, Mr. Logan, to start an English school for the education of the young Rajas.

The school was accordingly opened and held in the Tali Palace. In the course of a few weeks about twenty young Rajas were attending school regularly. This school, named the Zamorin's High School, was placed under my charge. In the same year and month I opened a private school under the name of the Malabar High School which soon had nearly 200 boys on its rolls, and from which 5 pupils passed the Matriculation Examination of 1877, as noticed by the Director of Public Instruction in his letter to Government of 13th December 1878, one being placed in the first class,—(the only one from Malabar so placed that year).

After some discussion the Zamorin resolved, at my suggestion, to amalgamate the two schools from the beginning of 1878, and to admit all boys of the Brahmin and Sudra castes to the new school thus formed. This was done, a considerable portion of the Tali Palace being altered, repaired, and set apart for school purposes. The name of the amalgamated schools was, as suggested by the Collector, changed to that of 'Kérala Vidyāsāla.'

On the 3rd of August 1878 the Government of Madras passed the following Order (No. 374) on a letter from Mr. Logan, the Collector, bringing to their notice the establishment of the Kérala Vidyāsāla.

"His Grace the Governor in Council is pleased to express the utmost satisfaction with the enlightened and liberal action of Manavikama, Zamorin of Calicut, in establishing the Kérala Vidyāsāla.

"The Acting Director of Public Instruction will, in communication with the Collector of Malabar, submit detailed proposals for a School Library and Apparatus to be presented by Government in recognition of the public spirit of the leading member of native society in Malabar."

On the 13th September 1878 Government passed an additional Order (No. 423) placing the sum of R 1,815-0-0 at the disposal of H. H. the Zamorin for the purchase of a small Library, Physical science apparatus and Physiological Diagrams and Models to be used in the Kérala Vidyāsāla. Since then a further sum of R 363-3-1 has been sanctioned in G. O. No. 295 of 31st July 1879.

During the year 1878 the School worked with fair success, the average number on the rolls for the year being rather over 200, and the fee receipts averaging R 300 per mensem. At the Matriculation Examination of 1878 only two boys passed out from the school owing to the severity of that year's test. In February 1879 the school was affiliated to the University of Madras and raised to the Grade of a Collegiate school educating up to the F. A. Standard.

The Institution, which is now on a fairly sound and firm footing, is situated in Tali, occupying that part of the Tali Palace which extends the whole length of the eastern side of the great Tali tank.

There are at present 436 boys on the rolls, of whom 41 are in the College Department, 172 in the Upper School (VIth and Vth classes) 134 in the Middle School (IVth and IIIrd classes) and 89 in the Lower School (IInd and Ist classes). The School Department has been placed under Government inspection and the Upper 4th and 5th classes go up for the Departmental Comparative Examination.

The average fee collections now amount to rather over R680 a month. These, with a grant of R370 per mensem from the Zamorin and the members of his family, constitute the whole income of the school.

The teaching staff is a strong one, composed of 4 B. A.'s (including the Principal) 2 F. A.'s, 8 Matriculates and 2 Munshis (Sanskrit and Malayalam).

3. In March last the school was inspected by Mr. S. Seshayya, the Acting Inspector of Schools, from whose report, addressed to the Director of Public Instruction, and dated 8th April 1879, I extract the following remarks:—

"Founded in 1877 by His Highness the Zamorin Maharajah Bahadur for the benefit of the princes of the three Kovilagoms, or palaces of his family, the Kérala Vidyāsāla has now become the most numerously attended Institution on this coast, and, far from being an exclusive school for the select few of the princely families or the aristocracy, it is sufficiently catholic to admit youths of all castes except those who are on this coast regarded as the polluted.

"The Institution is on the whole as well officered as any Government School of similar position is, or is likely to be.

"The Kérala Vidyāsāla having been affiliated to the University of Madras and the F. A. Classes, senior and junior, having been opened, it may be said to contain, according to the nomenclature sanctioned in G. O. No. 53 of the 17th February last, a College, a High school, a Middle school, and a Primary school, the four forming a complete whole.

"It would be seen that the senior F. A. class having on the rolls no less than 29 is particularly strong, probably stronger than that of any Institution teaching only up to the F. A. Standard. The comparatively low strength of the junior F. A. class (now 12) is to be attributed mainly to the unusually small number that passed the Matriculation Examination of last year. The attendance of the lower classes is all that could be wished. The fees charged are the same as those in Government Schools and it is satisfactory that the collections for March last amount to no less than Rs. 641."

4. About the middle of this year, being desirous of learning no means untiring to secure general efficiency throughout the school, I applied to the Director of Public Instruction to allow our 5th and Upper 4th classes to present themselves for the Departmental Comparative Examination of High schools to be held in November. This permission has been kindly accorded to us in Proceedings No. 3199 P. of 30th July 1879.

5. Matters have thus during a space of two years progressed satisfactorily and the success of the school, as stated in your letter to Government No. 1290 of 5th July 1879, has exceeded "all expectation."

6. We are sending up a large number of boys and young men this year for the Matriculation and F. A. Examinations, and hope to pass a fair proportion of them.

7. Throughout the length and breadth of the British possessions on this coast, in the Madras Presidency, there is no Institution educating up to the B. A. Degree, while on the other coast there are many Colleges from which students can graduate in Arts. I have His Highness the Zamorin's authority for saying that he will personally give every encouragement and assistance in his power towards opening B. A. classes in connection with the Kérala Vidyāsāla.

Of the young men who annually pass the F. A. Examination an increasingly small proportion go to Madras, many being deterred by the heavy expenses to which they are put. There is, consequently, the greatest difficulty in getting qualified Malayali Graduates to fill masterships in schools and other important posts on this coast, as the supply of such is so small that the Revenue, Judicial, and Registration Departments at once secure their services.

A fair number of young men pass their F. A. Examination annually at Mangalore, but very few indeed of them ever take their degree, as after reaching Calicut, they have still 406 miles farther to go by rail.

Were there a fully developed College on this coast I have little doubt the supply of Graduates would in a few years equal the demand.

Calicut holds a tolerably central position and a B. A. class established here would attract students from Mangalore, Coimbatore, and Cochin, at each of which places there are F. A. classes, while in Calicut itself there are two Institutions educating up to the F. A. Standard.

8. My object, in what I have said above, has been to show the necessity for a fully developed College on this

coast. This being granted I will proceed to show at what a small expenditure to Government such a College can be maintained.

9. In the Kérala Vidyāsāla, as you are aware from having recently gone over the whole Institution, we have ample accommodation for from 500 to 600 students. Our strength is at present 436. We have a very good little Library and excellent Physical Science apparatus presented by Government, and, lastly, we have a strong staff, which would however, in the event of our opening B. A. classes, require to be strengthened by one Graduate the first year and by another the second year,—the two extra College classes requiring two extra men.

10. I now come to the financial question involved. The total extra expenditure would amount to 480 rupees. The portion of the staff that would be affected by the changes is shown below:—

	Present.	Proposed.
Principal,	R. 375	450
1st Assistant, B.A. (Do.)	(Vacant)	300
2nd " B.A. Madras	120	150
3rd " B.A. Do.	90	100
4th " B.A. Do.	70	75
5th " B.A. Do.	(Vacant)	63
	R 655	R 1,135

Difference R 480.

11. Now, we may safely calculate on increasing our fees by 100 rupees per mensem, and this, with allowances for fluctuations, would enable us, with a Government grant such as that proposed by the Director of Public Instruction for a College Department, to do all that is required; I would therefore solicit from Government through you a grant from the beginning of next year of R 450. (See para. 9. Director of Public Instruction's letter to Government, dated 13th December 1878.)

12. I do not overlook the fact that Colonel Macdonald in para. 12 of the same letter points out that special schools should in his opinion receive no grants of any kind, but as the Acting Inspector of Schools observes in his report referred to above (para. 3), the school is by no means of an exclusive kind.

13. In connection with the request put forward in this letter I would draw your attention to para. 27 of the Government Order on Education dated 23rd October 1878.

14. Should the Director of Public Instruction, on the one hand, see fit to recommend the grant, and the Government, on the other, to sanction it, we would at once take measures to secure the services of a competent European Graduate as First Assistant through the good offices of Mr. Logan who is now at home and whose interest in the school never flags.

A-2.

From G. McWATTERS, Esq., C.S., Acting Collector of Malabar, to C. G. MASTER, Esq., Chief Secretary to Government, Madras,—dated Calicut, 8th November 1879.

I have the honor to forward, for the favourable consideration of His Grace the Governor in Council, a letter received from Mr. Barrow, the Principal of the Kérala Vidyāsāla, Calicut, submitting certain proposals for securing the development and stability of that Institution.

2. I agree with Mr. Barrow in considering that a fully developed College is a great want on the western coast and that this want can be best supplied by adding B. A. classes to the Kérala Vidyāsāla.

3. The Government grant asked for this purpose is 480 rupees a month from the beginning of next year.

4. If B. A. classes are added to the Kérala Vidyāsāla I have every reason to believe that the Zamorin will eventually throw them open to all castes and when this is done considerable savings might be effected in the teaching staff of the Government school at Calicut, which is considered by some as too strong at present for the work it has got to do.

5. Mr. Barrow's proposals, if sanctioned, will certainly have the effect he desires of securing the stability of the Kérala Vidyāsāla, for I believe that save Combaconum there are few places in the Presidency where is better material than at Calicut for the schoolmaster to work with.

A-3.

From L. GARTHWAITE, Esq., Inspector of Schools, 6th Division, to C. M. BARROW, Esq.,—dated 2nd December 1879.

In a conversation we had the other day you stated that if the competition of the Government school here were withdrawn, you would raise the fees at the Kérala Vidyāsāla

and would in that case be prepared to carry on the school without any Government grant at all. With such a proposal you might I think fairly ask Government to close their school. Are you prepared to authorize me to say that you will take over the work Government is now doing through the Provincial school, on these terms?

A-4.

From CREIL M. BARROW, Esq., to L. GARTHWAITE, Esq., Inspector of Schools, 6th Division,—dated 8th December 1879.

I have the honor to reply to your demi-official note of 2nd December asking whether I would authorize you to say that in case Government were willing to abolish the Government College we should be prepared to provide for higher class education here without any grant.

2. We have not yet asked for any Grant for the school Department of the Kérala Vidyāsāla, nor do we propose to do so, but in my letter of the 5th September to the Collector of Malabar (since forwarded by him to Government) para. 11, we have asked for a Grant of R 450 per mensem for our College Department—which we propose to raise to the B. A. Standard.

3. As nearly as I can calculate the expenditure by Government on the three schools noted below would in case of our being sanctioned be as follows:—

	PER MENSEM.
Government College (Deducting Fees)	R 500
The Kérala Vidyāsāla (College Department)	450
Basel Evangelical Mission Anglo-Vernacular School	95
TOTAL	1,054

4. If Government were to abolish the Government College we (the Kérala Vidyāsāla) could not by ourselves undertake to carry on the whole of the higher class education in Calicut, but what part of it we could not provide for, the Basel Evangelical Mission could and would.

5. The cost to Government would then be as follows:—

	PER MENSEM.
	R
The Kérala Vidyāsāla	450
Basel E. M. School	200
TOTAL	650

As against the amount shown in para. 3 this would be a clear saving to Government (including Library and Prize allowances) of say R5,000 a year.

6. To put the matter differently; in round figures the monthly cost to Government of the Government College and Basel E. M. School is at present R650, for the same amount a well-officerd (see my letter of 5th September, para. 10) non-denominational Grant-in-Aid College of the First-grade and a Grant-in-Aid High school (Missionary) can be supported.

7. I presume of course that in the event of such a plan being carried out, Government would place the furniture, Library and apparatus of the Government College at our disposal.

8. Mr. Schmolek, Mr. Mathiessen, the Rev. Mr. Knoblock and myself have fully discussed what I have said above and we are perfectly at one on the matter. I enclose a note from Mr. Schmolek (the Inspector of the Basel Evangelical Mission Schools) giving in his adhesion to the scheme I have sketched.

A-5.

From the Director of Public Instruction, to the Chief Secretary to Government, Fort St. George,—dated Madras, 4th February 1880.

I have the honor to submit the following remarks on the accompanying letter No. 2374 of the 8th November 1879, from the Acting Collector of Malabar.

2. Mr. Morgan, the Acting Head-master of the Government College, Calicut, points out that the Kérala Vidyāsāla has been but a very short time in existence and has not as yet been remarkable for its success, only two pupils having passed last year out of a Matriculation class of upwards of 60 pupils drawn from the most intelligent sections of the community. He also observes that the institution is one established primarily for the benefit of His Highness the Zamorin's family and the Namburi Brahmins, and that

although certain other castes are admitted, all low castes are excluded and among others the Tians who are a very numerous and influential class. He remarks that the ground on which the Government College stands was the gift of a Tian gentleman, that a large part of the cost of the building was met by subscription and that several scholarships in connection with the college have been founded by subscription.

3. Mr. Garthwaite observes that there is nothing to show that His Highness the Zamorin has authorised the submission of this application for a Grant-in-Aid, which is not drawn up in accordance with the rules. The Kerala Vidyāsāla, not being open to all castes and creeds can never, in his opinion, adequately replace the Government, and there is no guarantee of its stability. The situation of the Kerala Vidyāsāla he also considers objectionable. If the Government considers it desirable that Malabar should have a fully developed college, either the Government college could be raised to the B. A. Standard at very little expense by raising the fees and calling on the inhabitants to subscribe for an endowment, or Government might allow the Kerala Vidyāsāla to develop itself fully and close the Government college, but any middle course seems to Mr. Garthwaite a waste of money and strength. He is opposed to setting two competing institutions to do at double expense to Government what one would in the absence of competition do more efficiently and suggests a further reference to His Highness the Zamorin.

4. Mr. Barrow has addressed a letter to Mr. Garthwaite in which he explains that in the event of the Kerala Vidyāsāla obtaining a monthly grant of Rs 450 per mensem, he could not undertake to carry on the whole of the Higher class education of Calicut, but that such part of it as could not be provided for in the Kerala Vidyāsāla would be taken up by the Basel Evangelical Mission, provided Government would raise the monthly grant now drawn by the Basel Mission school from Rs 95 to Rs 200 per mensem.

5. The net cost of Government college and school during the year 1878-79 was as follows:—

Gross cost of Calicut college and school	Rs 12,652.	Deduct
School Fees	Rs 6,130	
Endowments	399	6,529
		5,823

or Rs 485-4-0 per mensem.

6. In the event therefore of Mr. Barrow's proposals being carried out, the financial position of the question will be as shown in the following statement.

PRESENT MONTHLY COST.		R. a.
Government College and School		485 4
Grant to Basel Mission School		95 0
Total		580 4
PROPOSED MONTHLY COST.		R.
Grant to Kerala Vidyāsāla		450
" Mission School		200
Total		650

Government would therefore incur a monthly loss of Rs 69-12-0.

7. Instead of an education up to the F. A. standard being open to all classes, the higher castes would be able to prosecute their studies up to the B. A. standard in an institution, which has not as yet been successful in doing the ordinary work of a school, and no Tian would be able to go beyond the Matriculation standard. Even for the Matriculation examination no secular school will be open to the Tian. He would be obliged whether he liked it or not to attend the Mission school.

8. The small success of the Kerala Vidyāsāla in the last Matriculation examination has been alluded to. The following table shows the result of the work done by this school in the Comparative Examination held in November 1879.

	Fifth Class.	Upper Fourth Class.
Passed { 1st Class	1	1
{ 2nd Class	42	24
Failed	30	42
Examined	73	67

These figures indicate that even the classes below the Matriculation class are very far from being in an efficient state.

9. I have great doubts whether such a College as that proposed by Mr. Barrow will work successfully. The four Senior Teachers will, I presume, be employed in teaching the four College classes. The Principal, Mr. Barrow, is to receive Rs 450. The senior professor who is to be a graduate from Europe is to receive Rs 300. I imagine there will be great difficulty in securing for this salary the services of a really able man for a post of this kind, which leads to nothing. The two next professors, who are to receive Rs 150 and Rs 100 are, I presume, to be natives, but even for natives these are very low salaries for such important duties.

10. I now come to the general question. As far as the native community were concerned, there was no real need for such an institution as the Kerala Vidyāsāla. An efficient secular institution was already in existence. If His Highness the Zamorin felt inclined to open a special school for his young relatives, it was of course highly proper that he should do so, but I do not see what claim a school of this kind can have to a Grant-in-Aid. The grant of the Hindu Proprietary school was withdrawn a few months ago, because it was not considered right, in the present state of the finances, to expend public money on special schools set up for the benefit of boys belonging to wealthy and aristocratic families. In matters of this kind some consistent policy must be pursued. I am therefore not able to recommend that a grant shall be given to the Kerala Vidyāsāla.

A-3.

From CECIL M. BARROW, Esq., to GEORGE MCWATTERS, Esq., Acting Collector of Malabar.

I have the honour to acknowledge the receipt of a copy of the Director of Public Instruction's letter, No. 441 of 4th February 1880, to the Chief Secretary to Government and the G. O. thereon. I accept, as I am bound to do, the decision of Government, but I feel it my duty to point out to you several erroneous and misleading statements on the part of Messrs. Morgan and Garthwaite, and request that as these have been laid before Government to the detriment of the Institution under my care, so also this my reply may be.

2. Mr. Morgan states that in 1878 "upwards of 60 pupils appeared from the Kerala Vidyāsāla for Matriculation." This is a gross exaggeration. On reference to the original School Register, I find that only 37 appeared,—with my permission at least. Parity of reasoning would show that the Madras Christian College which sent up about 100 pupils that year—a year remarkable for its severity—and only passed 6 or 7, was in a very bad state, when it is known to be the first Collegiate School in the Presidency. The Calicut Government College itself, I may mention, did much worse in point of numbers passed than it had done for 7 or 8 years previously. This fact was carefully overlooked by Mr. Morgan. Then again Mr. Morgan states that one of the objects for which this School was established was the education of the Namburis,—a very laudable and desirable object, no doubt, but a mere figment of Mr. Morgan's brain. Mr. Morgan can know but little about education in Malabar, or he would have pointed out that the number of Tians who in the last 20 years have graduated reaches a sum total of 31 and even of those who have passed the F. A. Examination the number must be very trifling as during the last 4 years, out of 41 who have passed the Examination at this centre only one is a Tian.

Mr. Morgan further remarks that all low castes are excluded from the Kerala Vidyāsāla. I should much like to know if the Government College has or ever had on its rolls any boys of the Washerman, Pariah, or Cheruma 'castes.' We admit all Brahmins and Sudras: there may be 10 per cent. of castes lower than that of Sudra in the Government College, though perhaps not so great a percentage in the High School and College; but whether an expensive institution should be kept up for such a small number is a matter for consideration. A careful statement, giving the number of low caste boys in all the chief Government Schools in the Presidency, and the percentage of such, would show pretty clearly (I speak from extensive personal knowledge), that as far as Higher Class education is concerned it is an utter waste of public money to provide such for these classes of the community.

Mr. Morgan's argument that "several scholarships in connection with the College have been founded by subscription," as a point against giving a grant to the Kerala Vidyāsāla, seems to me a curious one. What possible objection could there be to transferring, if the Government thought good to do so, these scholarships to the Kerala Vidyāsāla or any other properly conducted school—unless,

of course, Mr. Morgan holds that the subscriptions for them were raised simply in obedience to the orders of Government, and have therefore become the inalienable property of Government? As a case in point, telling against the inalienability argument, I need only cite the transfer of the Cullen Scholarship (originally held at the Presidency College) to the Maharajah's College, Trevandrum.

Ere closing these remarks on Mr. Morgan's statements, I must express my astonishment that he should have been called on for his opinion about the Kerala Vidyāsāla, seeing that nothing but a hostile opinion could be expected from him. At the best his opinion could not be of much value, in view of the very slight acquaintance he has with education on this coast. Mr. S. Seshayya, whose acquaintance with Malabar extends over some years, who acted as Inspector of Schools here for some time, and who moreover inspected the Kerala Vidyāsāla, (which neither Mr. Morgan nor Mr. Garthwaite himself had ever done), might have been able to give more reliable information, or his report on the School might have been resorted to.

3. Mr. Garthwaite begins by throwing doubt on the assertion made in para. 7 of my letter to you dated 15th September of 1879. As Mr. Garthwaite was in Calicut, I regret he did not, previous to sending in his report to the Director take the trouble to see the Zamorin on the subject. I can do no more than assert that the letter was submitted only after full discussion at two lengthy interviews with His Highness, on my part, and at least one between His Highness and yourself, I believe.

As regards the guarantee of stability. In the first place the Zamorin is under an obligation with the University Syndicate to keep up the institution for five years, of which only one has run, and in the next place, the Government might easily make some stipulation, in giving a grant, that so much per mensem should be regularly paid by the Kovilagams. I cannot but remark in this connection that it seems unreasonable to urge a want of stability against the Kerala Vidyāsāla when grants are given to the Hindu Schools at Masulipatam, Tinnevely, and elsewhere. The Zamorin and his family afford at least as good a guarantee of stability as Committees of natives of no particular rank. The fact is forced upon my mind that the Educational Department is satisfied with the vaguest appearance of stability where there is a Mission School to be opposed, but where a Government institution is opposed hardly any guarantee is found sufficient.

The Director's letter goes on to state that Mr. Garthwaite is against setting "two competing institutions to do at double expense to Government what one would in the absence of competition do more effectually." If this argument meets the Director's approval, as it presumably does, a good many Government schools might be closed by carrying out the suggestion to its logical consequences,—and first of all the ground deliberately abandoned by Mr. Powell having been taken up again clearly and solely out of opposition might well be re-abandoned. I refer especially to the re-opening of all classes from the lower IVth to the IIInd in the Government College. Not to speak of ourselves, I think it must be clear that for the Educational Department to wink at (for I am told no formal sanction has been given) Mr. Morgan's opening a private school in the Government building, and starting IIIrd and IIInd classes on his own responsibility to the actual, though it may be small, detriment of two other schools, the Basel Evangelical Mission School, and the Municipal School, is in direct opposition to the line of policy indicated above. A Government building, if not the time of a Government officer and the money of Government, is utilised for work which has been efficiently done for years by other schools,—especially by the Basel Evangelical Mission school which was in exist-

ence before the Government School. The Government is in fact, at this very moment, paying Government Officers and an Aided School to do the very same work. Even leaving out of account the IIIrd and IIInd classes, there are still the Lower and Upper IVth classes which run parallel with the classes of the Basel Evangelical Mission School. In any case, this portion of Mr. Garthwaite's argument cannot be held to be of much value when we look at Madras and other large centres, and see the number of competing Schools in receipt of Government grants.

What Mr. Garthwaite means by saying that he "considers the situation of the Kerala Vidyāsāla objectionable," I am quite at a loss to understand. It is without doubt the very best situation for a school in Calicut, and it seems to have escaped Mr. Garthwaite's memory that one of the arguments he used in urging me to raise our fees to the Government Standard was, that the School being situated in such a favorable locality, we already had a great advantage over the Government Institution. In opposition to Mr. Garthwaite's opinion, I will only put that of the Collector of Malabar, Mr. Legan, who has a thorough acquaintance with the school:—

"The school is held in a portion of the Tali Kovilagam belonging to the Zamorin. This Kovilagam is within a few hundred yards of the main bazaar in Calicut and is situated in the midst of the dwellings of high-caste people, so that boys attending the school are exceptionally well off in the matter of accommodation. A better situation could nowhere have been found, and the setting apart of the Tali Kovilagam for School purposes is one among many acts of liberality for which the Zamorin deserves to be most cordially thanked." (See G. O. No 374 of 3rd August 1878.)

4. In the third paragraph of the Director's letter he observes that Government might raise the Government College to the B. A. Standard by "calling on the inhabitants to subscribe for an endowment." There is no doubt that the influence of Government officials would obtain subscriptions, but that, I submit, is only another phase of what some consider the oppressive opposition under which private education labours. If, following the Director's second suggestion, Government would close the Government school and permit the Kerala Vidyāsāla and the Basel Evangelical Mission High School to develop themselves we should be only too glad.

5. The net cost of the Government College is no doubt correctly stated for the years 1878-79, but the accounts for 1879-80 will I fancy show a very different state of things, and in a matter of this kind, I need hardly point out that the latest information should be used.

6. In paragraph 6 of the Director's letter it is shown that there would be a monthly loss to Government of Rs 69-12-6 if my suggestions were carried out. In fairness, the whole paragraph of my letter should have been quoted where I show that at an extra charge of Rs 69-12-6 to Government a fully developed College might be opened on this coast. Should Government open a fully developed College at its own expense and provide an efficient staff, it does not require much argument to show that the cost would be quadrupled—not to speak of the subject of pensions to which the Government officers would become entitled.

The Director's letter to Government having been deferred until the 4th February 1880, might with more justice be to the Kerala Vidyāsāla have been further deferred till the F. A. and Matriculation results of 1879 appeared. I now beg to put on record a comparison of the results produced by the two competing schools as far as such results are known to me. As regards Kerala Vidyāsāla the figures are accurate, and I have taken pains not to wilfully injure the Government College in the comparison.

INSTITUTION.	4TH CLASS COMPARATIVE.			Total passed.	5TH CLASS COMPARATIVE.			Total passed.	MATRICULATION.			Total passed.	F. A.			Total passed in all Examinations.	REMARKS.	
	Appeared.	Passed.			Appeared.	Passed.			Appeared.	Passed.			Appeared.	Passed.				
		1st Class.	2nd Class.			1st Class.	2nd Class.			1st Class.	2nd Class.			1st Class.	2nd Class.			
Kerala Vidyāsāla Government College	67	1	24	25	73	1	42	43	70	1	29	30	25	1	12	13	111	The Kerala Vidyāsāla sent up no boys for the Middle School Examination.
	46	2	29	31	41	8	30	38	60	1	25	26	10	1	5	6	101	

* Mr. Garthwaite has since inspected the Institution and reported on it favorably.

* Note added 29th July 1882. Owing to these remarks Colonel Macdonald inserted paragraph 4 (p. 3) into the "Standing Orders," thus creating, at one dash of his pen, "Quasi Government classes."

* Note added 29th July 1882. As I prognosticated, the net cost for 1879-80 was Rs 7,179 or Rs 1,355 in excess of that for the official year 1878-79. I have based my calculations on the figures given in the Report on Public Instruction for 1879-80 (Subsidiary Tables, pp. 3 and 31.)

The Director must have been aware that we sent up pupils for the Comparative Examination for the first time in 1879 and that we only decided to do so in June. Other schools, Government as well as private, had been sending up pupils for years. In point of numbers passed, the Kérala Vidyāsāla stands *second* in the Presidency as regards the Fifth Class results, and *fifth* as regards the Upper Fourth Class results,—which for a first attempt can only be considered bad by prejudiced eyes.

7. In para. 9 of this letter the Director questions the efficiency of a staff on the scale of pay proposed by me. The Government scale of pay for Native graduates was fixed years ago when B. A.'s were as rare as they are now plentiful. One of the greatest difficulties private and aided schools have to contend against is the very high rate of pay given to Native graduates by Government. When good things are scarce, they are dear: when plentiful, "the bent of civilization" is to make them cheap. The only wonder is that aided and private schools are able to get any good teachers, seeing the inducements that are held out by Government in the matter of high pay and pension. Nor should this matter of pension be overlooked, as it too often is, in estimating the cost of a Government Institution to the State. Unless I am wrongly informed, a certain percentage should, under the orders of Government, be added to the current outlay on account of pensions; if, as I believe, the rule is 25 per cent., a school which nominally costs R 400 a month should be estimated at R 500.

Not very long ago a very good master of ours, Mr. Pranathirahara Iyer, B. A., who was drawing R 70 a month in the Kérala Vidyāsāla, with which, at starting,

he was quite contented, was, only a few months after joining us, offered R 100 a month by the Director. If we can get a man for R 70 a month it is certain that Government can do the same without the offer of an advance of R 30 on what he has been drawing. I am surprised at the attempt to make out that R 150 is inadequate pay for a Native graduate. How many Curates and Assistant Masters in England, graduates of Oxford and Cambridge, have to live on quite as little if not less!—though it is notorious that such men's necessary expenses are far in excess of those of Native graduates. Of course if Government wish, at all hazards, to prefer the plan of direct education to the Grants-in-Aid system they have it in their power, by paying unnecessarily high salaries, to draw away all good teachers from private and aided schools; but I submit that such a course of action cannot be reconciled with the recent orders of the Government or the Despatch of 1854.

8. In the tenth paragraph of the Director's letter, it is stated that "as far as the Native community was concerned there was no real need for such an Institution as the Kérala Vidyāsāla." This seems to me a very hasty conclusion to have arrived at, and one not consonant with facts; it also seems to indicate that his policy is to defeat the whole plan of the Despatch. However, the Director must now be aware, from having recently visited the schools here, that the Government Institution would actually be unable to undertake the whole of higher class education in Calicut. The following figures show the numbers, as accurately as I have been able to ascertain them, on the rolls of the three chief schools in Calicut.

Institution.	College Department.	Matriculation Class.	V Class.	Upper IV Class.	Lower IV Class.	III Class.	II Class.	I Class.	Total.	REMARKS.
Kérala Vidyāsāla	50	54	47	52	34	31	27	39	334	* Classes recently attached to the Government Normal School.
Government College	40	82	37	52	31	31*	40*	...	313	
B. E. Mission High School	None	27	22	25	31	50	60	78	293	
TOTAL	90	163	106	201	96	112	127	117	940	

In order to provide for the efficient instruction of two F. A. classes—supposing them to be equally divided,—containing 45 young men each, and of what would form 4 Matriculation classes, each 40 strong, the staff of the Government College would require to be enormously strengthened. Then again, I cannot quite follow the Director's line of argument as against the Kérala Vidyāsāla: it is stated that "there was no real need," &c.—in other words His Highness the Zamorin, who acted on the advice of the Collector and who in G. O. No. 374 of 3rd August 1878 received the thanks of Government for his "enlightened and liberal action" has, in his view, acted wrongly in doing the very thing the Secretary of State's Despatch urges him to do. Were this the place to do so, many cogent reasons might be given why the Zamorin's requests should be treated with considerably more deference at the hands of the Director than that bestowed on the ordinary requests of a Native School Committee.

9. As regards the last para. of the Director's letter, I can only say that if Educational Officers persistently refuse to be guided by the Despatch of 1854, and by the repeated orders of Government, notably the order dated 23rd March 1879, private individuals may as well think of withdrawing from all Educational work. The Government has hitherto avowed its desire to encourage their efforts, and they need such encouragement, for, without it, there can be no doubt that they are unable to bear up against the natural and necessary influence of schools that are backed by a Government Department. If such efforts are to be distinctly discouraged instead of encouraged, the attempt to cope with Government Schools can end only in certain failure.

10. I beg to be excused for the length of this letter, which has only been evoked by the many misapprehensions in the Director's letter drawn, as far as I am able to judge in the absence of copies of their letters, from wrong data supplied by Messrs. Morgan and Garthwaite.

A-7.

PROCEEDINGS OF THE MADRAS GOVERNMENT.

Read the following letter from the Acting Collector of Malabar, No. 1120, dated 4th May.

Read also letter from the Director of Public Instruction, Madras, No. 2779, dated 15th June 1880.

Order thereon, No. 257, dated 5th July 1880.

A copy of the Director's letter will be furnished to the Collector of Malabar with the remark that the Government see no reason for receding from G. O. dated 21st February 1880, No. 45.

A-8.

From C. M. BARROW, Esq., B.A., to G. McWATERS, Esq., C.S.,—dated March 1880.

With reference to the Proceedings of the Director of Public Instruction, returned herewith, and the enclosed copy of a letter from the Director of Public Instruction, refusing to let me have copies of the correspondence on the ground that you are the proper person to apply for such, I have the honor to request that you will do me the favor of procuring and forwarding me at your earliest convenience copies of Messrs. Morgan's and Garthwaite's letters to the Director of Public Instruction.

2. I shall be highly obliged if you will also favor me with a copy of your letter to Government regarding the grant.

A-9.

PROCEEDINGS OF THE MADRAS GOVERNMENT.

The Collector will inform Mr. Barrow that his application cannot be complied with.

[Extract from the "Malabar Gazette".]
List of Schools to be examined for results grants in the Central Range, Malabar District, in 1882-83.
(Payable from Municipal Funds.)

General Number for the Range.	Name of School.	Description of Schools.	Responsible Manager.	Name of Masters and nature of Examinations passed by them.	Average number of pupils during the last 3 months.	Probable number of pupils that will be presented for examination in all standards.	Average monthly fee collected during the last 3 months.	Standards for which the pupils will be presented.			Date fixed for Examination.	REMARKS.
								I	II	III		
CALICUT MUNICIPALITY.												
333	Annamth Primary	R. S.	P. Kunnumi Panikkar	P. Kunnumi Panikkar, Unpassed	30	30	3	16	8	...	21st August 1882.	
334	Putacherakkal	"	K. Chantu Kunnan Panikkar	K. Chantu Kunnan Panikkar, Unpassed	30	30	3	15	15	...	22nd "	"
335	Chengara	"	P. Raman Ezhutassan	P. Raman Ezhutassan, Unpassed	38	38	3	20	...	...	23rd "	"
336	Anakkulangara	"	K. Ittiri Nayar	K. Ittiri Nayar, Unpassed	42	43	3	30	3	...	23rd "	"
342	Rasul Mission Boys' Primary school	"	The Revd. L. G. Frohnmeyer	Govinda Menon, Matriculation Messrs Arbat, V. Grade Titus Dor, V Grade Samuel Parakkudi, V Grade	145	110	35	30	30	50	21st and 22nd December 1882.	
343	Vellatil Primary for Mapillas	C. S.	E. Krishnan Nayar	E. Krishnan Nayar, Trained V Grade	47	45	2	22	8	10	26th "	"
344	Kuttichera Primary school	"	Ch. Raman Nayar	K. Impichikoya, Unpassed Ch. Raman Nayar, Trained IV Grade O. Raman Nayar, Trained V Grade K. Kunniyan, Unpassed	72	95	4	50	35	10	Do.	
345	Malaparamba	"	Nampara-Kuruppu	Nampara Kuruppu, Trained V Grade K. Ukkantan Panikkar, Unpassed	40	58	2	32	13	8	27th "	"
350	Nattakavu	"	K. Raman Menon	K. Raman Menon, Matriculation K. Chaturkutti Nayar, Trained V Grade	38	41	1	25	10	6		
351	Chalapparam	"	E. Achutan Nayar	E. Achutan Nayar, V Grade K. Kanuru Pannikkar, V Grade	38	40	...	15	15	10	28th "	A new school.

C
[Extract from the "Malabar District Gazette."]
Tabular Statement of Schools required by Section 50 of the Grant-in-Aid Code for 1882-83.
(Relating to Grants Payable from Provincial Funds.)

(Relating to Grants for 1882-83)												
No.	Names of Schools.	Description of Schools.	Responsible Manager.	Standards for which the pupils will be presented.							Date to be fixed for Examination.	REMARKS.
				I.	II.	III.	IV.	V.	VI.	VII.		
CALICUT MUNICIPALITY.												
333	Annamtu Primary	Result.	P. Kunnunni Panikkar	4	2	...	...	...	...	...	21st Aug. 1882.	
335	Chengam	"	P. Raman Ezhutassan	18	...	...	...	...	...	...	23rd	"
336	Anakkulanpara	"	K. Itiri Nayar	10	...	...	...	...	...	...		
338	Basel Mission Boarding Girls' school	"	The Rev. J. Knoblock	25	20	16	9	...	...	...	25th	"
339	Basel Mission Primary school.	"	"	10	...	...	...	...	...	...	26th	"
340	St. Joseph's Convent Lower Primary Girls' school.	"	The Rev. Fr. Lazzarini	25	15	10	...	...	...	...	28th	
341	Kerala Vidyasala	"	C. M. Barrow, Esq.	...	...	...	50	50	60	60	19th. & 20th Dec. 82.	
343	Vellayil Primary school.	ML. Combined.	E. Krishnan Nayar	3	2	...	...	...	...	...	26th	"
345	Malaparamba Primary	"	Namburu Kuruppu	3	2	...	...	...	...	...	27th	"
346	St. Joseph's boys' Middle school	Result.	{ The Rev. Fr. Lazzarini }	...	...	...	12	13	10	9	{ 23rd	"
347	Do. Upper Primary	"	{ The President, Municipal Commission, Calicut }	...	...	...	...	...	...	...		
348	Panniankara Girls' school	Salary system.		7	9	...	...	...	...	...	30th	"
349	Maranchery Municipal Middle school	"	"	...	...	...	45	52	...	...	18th	"

D

From the Inspector of Schools, Sixth Division, to the Principal of the Kerala Vidyasala, Calicut.

In reference to your letter of to-day, proposing that the rate of school fees in Calicut be raised, I have the honour to inform you that I shall forward the letter for the Director's favourable consideration on your informing me that the aided schools in Calicut are willing to adopt the new rate of fee which I propose to that of Class A of the Government notification regarding fees. It was on my representation that Calicut was not included in Class A.

Extract from a demi-official letter from the same to the same of the same date.

I wish you to make one alteration in your letter which I should then be able to send up to the D. P. I. with a recommendation that it should have his 'most favourable consideration.' The alteration I want is to substitute 'Calicut' for 'Malabar' throughout. You know Calicut well, but I also know the other parts of Malabar well.

"Now I know that the rural parts of Malabar in which fees have just been, only this month, raised to the present Government fee—could not stand any further rise for a while. In Cannanore, the whole population is poor—the fees now charged are as much as they can pay. In course of time when the school there lately raised to a High School has consolidated itself, and the Tians have got a firmer hold on Government service, the fees can be raised with safety—but not now. In Tellicherry we have to consider the Tians—as the mission runs an opposition coach in the shape of a non-aided school with very low fees, it is with great difficulty we levy even the present fees. In Palghat we have an attendance largely consisting of Brahmmins of respectable—but poor families. With great difficulty some of them pay the present fee—and as the attendance there is not so strong as it should be, from causes which I have removed, but the effects of which still remain, I am not prepared to raise the fees there either yet a while."

E

I think it would be well if you would pointedly call the attention of your correspondents in different stations to the remarks made by the Revd. G. M. Rae at the late meeting of the Senate and invite the expression of their opinions on the same. The points raised by Mr. Rae are, I think, of great importance, and, so far as I am concerned, I should really wish to have the opinions of men engaged in educational work as I am. First, with regard to Mr. Rae's statement that the University lists, showing the schools where candidates are educated, are "far from accurate" inasmuch as boys "said they came from schools which never sent

them up" I cannot help thinking that Mr. Rae intended a special emphasis on the words *which never sent them up*: for it is well known that the F. C. M. College has the largest classes in the Presidency though it may not send up the largest numbers to the Examinations. And this brings me to a point of difficulty and importance. There are certain large schools in the Presidency which are doing a maximum of work on a minimum of expenditure, so far as Government aid is considered. The schools are sometimes very peculiarly placed, inasmuch as they have to keep up the prestige of the past and to look to the expense of the present. Especially at this time when retrenchment is the order of the day, it cannot be wondered at that Institutions which have but a meagre grant from Government should seek to supplement their funds with the fees of students who willing to read in the Matriculation Class, would certainly leave the Institution, were they sent to a lower class. I am not now striving to justify the evil system of promoting boys to classes for which they are not fit; but I state a reason why such an evil is in existence and desire that you should invite the expression of the opinions of your correspondents. Of course it is these boys who at the close of the year, or a few months before, are told that they must not present themselves at the ensuing examination; and it is just that these boys who do go in without their Head-master's permission and who may (or perhaps may not, for who can say what the results may be each year?) bring disgrace upon the institution whose name they put down in their applications. Before I suggest certain questions bearing upon this matter, let me premise, that boys such as I now refer to, would, if refused admission to the matriculation class, read privately and though plucked year after year, would still go on in the same way. This I state as an experience of nearly 13 years.

Now, if it be asserted that such boys should be refused, it is as much as to say that the Institutions in question should lose so much in fees; and be it remembered that the point of my position is, that to such schools, fees are a matter of vital importance. I think—but I make the suggestion with diffidence—that Institutions in such a position should certainly be more liberally aided; or that they might be allowed to retain *full* classes till the end of the third quarter of the year, that is till September, and then boys considered unfit to present themselves at the ensuing matriculation examination should be struck off their lists, and even if they should (as in all moral certainty they would) present themselves, they should not be debited in the list of failures to the Institutions concerned. To this end of course it would be necessary that all *bona fide* candidates sent in from each school should have their names sent in by the Head-master of the Institution. This might be done without prohibiting private students from appearing; only all those who do not send in their names through the head of some accredited Institution should be set down

as "private" I fear I have been somewhat prolix, but the importance of my subject must justify my lengthiness. On the next point I hope to address you shortly.

F
NOTICE.

We the undersigned, Head-Masters and Managers of schools within the Calicut Municipality, have, at a meeting held on 29th May 1880, decided on adopting the following rules regarding the admission of boys from one of our schools into another.

- I. No pupil who has been already enrolled for a session at any school shall be admitted to another during that session except under Rule III.
- (In the Matriculation and F. A. classes a session shall be reckoned from January to December. In the case of Classes of lower standing there shall be two sessions in the year, viz., from January to the beginning of the hot-weather vacation, and from the re-opening after the hot-weather vacation to December.)
- II. Candidates shall not be admitted unless they have paid their fees up to the date of their leaving their former school, in proof of which they should bring certificates. Those who are found after admission to be still in arrears with their fees to their former schools will be required to pay them on pain of immediate dismissal. One day's attendance in any school shall make a boy liable for his fees.
- III. Pupils desirous of changing their place of instruction in the midst of a session shall in the first instance assign their reasons for so doing to the Head-master of their own school, and shall not be admitted into any other without producing a certificate from him. Such a certificate, however, he shall be bound to give if the reasons assigned are valid.
- IV. When a pupil passes from one Institution to another at any period during the course of the year, he shall on no account be placed in a higher class in the school to which he is admitted than that to which he would have belonged had he continued in his former school.

- V. Any boy who is found to have made a false statement with reference to his former school, or to have procured admission by false pretences of any kind, shall be summarily dismissed with forfeiture of whatever fees he may have paid.
- VI. The form of certificate to be given under Rules II and III is left to each Head-master's option, but the following is recommended:—

NAME OF SCHOOL.	NAME OF SCHOOL.
Certificate granted to..... A pupil in the.....Class Fees..... Remarks.....	I hereby certify that (name) has been a pupil in this Institution for a period of (so many years). He has been reading for (years, &c.) in the (Third, Fourth, &c.) Class, from which he leaves. His fees have all been paid up to date. REMARKS..... [This shall be taken to mean "the date of leaving," Rule II.]
Head-master.	Head-master.
(Signed) W. MORGAN, Head-master, Government College, Calicut.	
(Signed) C. M. BARROW, Principal, Kerala Vidyasala, Tulli.	
(Signed) G. T. VURGESE, Head-master, and T. MATTHISSEN, Manager, Basel Evangelical Mission High School, Calicut.	
(Signed) O. EHRLE, Manager, Catholic Boys' School, Calicut.	
(Signed) D. KURIYAN, Head-master, Govt. Normal School, Calicut.	
(Signed) S. VENKATACHALAYER, Head-master, Municipal School, Calicut.	

Cross-examination of CECIL M. BARROW, Esq.

By MR. P. RENGANADA MUDALIYAR.

Q. 1.—Do the observations contained in your 2nd answer apply generally to the whole Presidency, or only to the 6th Educational Division, Malabar and South Canara?

A. 1.—I am not sufficiently acquainted with the other parts of the Presidency to say whether these remarks apply to the whole Presidency or not; but I find it to be the case practically that boys from the outlying districts of Malabar are unfit for promotion. A boy who has passed the upper primary examination is unfit for the 3rd class, as he does not know English.

Q. 2.—In answer 4 (a) you describe indigenous schools as "non-Government or Mission schools." Is it your meaning that while all of them are non-Government schools, some of them are Mission schools?

A. 2.—I mean non-Government or non-Mission schools. All these 350 schools are purely Native.

Q. 3.—In answer 7 you state the limits within which the control exercised by district Committees and Local Boards should be circumscribed. If, as you suggest, the control exercised by these bodies should be confined to the mere assignment of funds in strict accordance with the advice of the Educational Department, is it likely that they would take an active practical interest in the work of education?

A. 3.—The point that I wished to dwell upon is that the appointment of the masters and the salaries they should draw should be in the hands of the Inspectors. If Local Boards are allowed to interfere in such matters, there will be a good deal of useless correspondence.

Q. 4.—In answer 15 you refer to the Rate school at Palghat having become a Government school. Are you aware that the Rate schools at Palghat and Saidapet were made Government schools chiefly with a view to enabling the Local Fund Boards of those places to apply the funds at their disposal for educational purposes to primary education, which was their legitimate province, instead of secondary education, which till then had been consuming a large portion of their resources?

A. 4.—I was not aware of that.

Q. 5.—In answer 15 you refer to the transfer of the Brennen High School at Tellicherry from the Basel Mission to Government. It is stated in the Public Instruction Report for 1869-70 that "Brennen's School at Tellicherry, under the management of the Basel Mission, can scarcely be said to deserve its position. Indeed, owing to the unfavourable nature of an inspection report received since the close of 1869-70, I (Mr. E. B. Powell) have considered it necessary to call upon the Managers to strengthen the staff of the school at once, if they desire to retain the use of the school-house and the endowment left by Mr. Brennen."

The Report for 1871-72 has this, "The Basel Mission having intimated their wish to withdraw from the management of this school and to restrict their operations to middle class and elementary education, the school was, after some correspondence, closed on the 1st March. It has since been placed on the footing of a Zillah school." May I ask you to say whether, under these circumstances, it was undesirable or unjust that Government should take into its own hands the manage-

ment of a school which drew its resources from an endowment entrusted to Government, and which was pronounced by successive Inspectors of Schools to be most inefficiently conducted?

A. 5.—I am of opinion that great consideration should have been shown to the Basel Missionaries. They were the first to establish schools in Malabar, and I consider a better solution of the difficulty might have been found. The Basel Missionaries might have intimated their wish to give up the school, but it was under a certain amount of pressure.

Q. 6.—In answer 20 you say that "instances have occurred of aid being readily given in support of private Hindu schools started in opposition to Mission schools." Is it your opinion that it was inexpedient to help private Hindu schools against Mission schools?

A. 6.—The main point of the answer is this. I consider it inexpedient that Government should be paying two classes of non-Government schools of about the same standing. I am not however opposed on principle to such grants being given.

Q. 7.—You then go on to say that great difficulties have been raised and grants refused to private institutions, while attempts have been made to start schools in places where Government schools already existed. As several of our witnesses have stated that no attempt has been made by the Natives to start schools where Government institutions already existed, will you kindly state any instances, other than the Kerala Vidyāsāla, of private institutions being discouraged by departmental action?

A. 7.—There was, I believe, an instance of this kind at Salem.

Q. 8.—In answer 23 you state that the Kerala Vidyāsāla charges the same fees as the Government College. If the same rate of fees will do at Calicut, where there is an active competition between a Government and a private unaided college, why may not the Government rate of fees for mofussil colleges be charged at St. Peter's College, Tanjore, or the S. P. G. College at Trichinopoly, where there is no such competition?

A. 8.—We are peculiarly favourably situated. Our favourable situation and the fact that we admit only caste-boys counterbalance any disadvantages we should otherwise labour under.

Q. 9.—In answer 32 you refer to certain circumstances that, in your opinion, render Brahmans inefficient as Deputy Inspectors or Inspecting Schoolmasters. Do you intend this remark to be of universal application, or to apply only to Malabar?

A. 9.—No, I intend it to be of universal application. There may be a few exceptions here and there; but Brahmans, as a rule, are rendered unfit by caste prejudices in the way I have described.

Q. 10.—If Brahmans are unfit to be Deputy Inspectors and Inspecting Schoolmasters owing to their caste prejudices, does it not seem to you that most other Hindus also would, for the same reason, be nearly as unfit for these posts?

A. 10.—Yes, I think so.

Q. 11.—In answer 36 you propose that "Government college and a high school or two—the least successful ones first—should be handed over to private agencies from time to time, on a five years' trial." Why the least successful ones first?

A. 11.—That goes without saying. In my opinion the least successful ones should be given up first.

Q. 12.—To put private agencies in charge of the least successful institutions first would be to put them under peculiarly unfavourable conditions. Do you not think it desirable that private agencies should be placed under specially favourable circumstances, such as past success, prestige, and a large income from school fees?

A. 12.—I deny that the conditions are unfavourable. Such unsuccessful institutions could be better conducted by local committees than by Government, for being on the spot, they could take more direct interest in the matter and set right anything that went wrong. There may be a disadvantage as regards the pecuniary question, but that would be more than counterbalanced by the great advantage of being on the spot.

Q. 13.—In answer 38 you say that "the abolition of Government high schools would obviously tend to remedy this defect (the admission of boys unlikely to pass in order to increase receipts from fees) in private and aided schools by giving the heads of them a wider selection of students." Noting that this remedy can apply only to places where Government and private high schools co-exist, please state which of the Government high schools you would wish to see abolished for this reason.

A. 13.—There are three high schools at Calicut, which contain in the Matriculation classes a number of boys who are unfit to be in them. I am not advocating the abolishing of Government high schools, but I am only stating a possible result of such abolition.

Q. 14.—In answer 47 you say the time has come for putting Government and non-Government institutions on a footing of equality in the matter of the salaries of teachers, on the ground that Government schools "draw away all the best men by the higher rates of pay and other advantages offered." But in answer 38 you say that you "would certainly keep up one Government high school in each district (where one now exists) as a model to private schools of the same grade—but then it should be a model." Will you kindly explain how the Government high schools are to be models without having the best men available, and how the services of such men can be secured without inducement in the shape of a higher rate of pay?

A. 14.—That is a question which requires some consideration. What makes a school unfit to be a model is very often the fact of the classes being overcrowded. I would then restrict the numbers in these model high schools, and I would not maintain them for ever.

By MR. FOWLER.

Q. 1.—Your second answer appears to be based on the assumption that the main object of primary schools should be to prepare for secondary; but would not such an object unsuit the primary schools for the masses, whose education will be limited to the primary school?

A. 1.—I would have two grades of schools.

Q. 2.—(A. 7.) You say: "The funds over which Local Fund Boards have control should be allotted by them strictly in accordance with the advice of the educational officers." Would not such a plan practically leave very little power in the hands of Local Committees?

A. 2.—Yes: it would practically.

Q. 3.—(A. 22.) You say: "In the course of a few years if the scale of fees charged be slightly raised, I have no doubt the Kerala Vidyāsāla could be made self-supporting." Do you mean self-supporting as a second grade college only?

A. 3.—Yes.

Q. 4.—(A. 29.) You consider the rule that "no stipendiary scholarships are given to districts in which there are colleges educating up to the B. A. degree" should be expunged. What do you suppose to be the principle on which this rule is based?

A. 4.—I cannot say.

Q. 5.—Was it probably that the more backward districts most needed encouragement?

A. 5.—Yes, perhaps it was; but the encouragement is so slight that it is of no value even to the backward districts.

Q. 6.—(A. 31.) You say: "If men are induced to go to Madras, I am at a loss to understand how, without any Malayali boys to practise upon, they are to be efficiently trained." Do teachers of high schools (those in question) teach their classes in English?

A. 6.—Most of the teaching in the upper primary is in the vernacular: above that in English.

Q. 7.—Could not teachers be trained in Madras for classes above the upper primary?

A. 7.—I think not, since the conditions of class management are slightly more severe in Malabar.

Q. 8.—(A. 32.) Your answer appears to assume that most Deputy Inspectors are Brahmans. Have you any statistics?

A. 8.—In Malabar, out of three, two are Christians and one a Brahman.

Q. 9.—Are you aware that, in the third Educational Division, of six Hindu Deputy Inspectors, only two are Brahmans?

A. 9.—I was not. The proportion seems to show that the Inspectors consider others better fitted than Brahmans.

Q. 10.—(A. 33.) Is it your opinion that the inspection and examination of schools by Tahsildars would be generally efficient, seeing that they are selected on other grounds than their knowledge of schools?

A. 10.—A vast number of Tahsildars are qualified to examine: but I have recommended inspection only by them.

Q. 11.—(A. 38.) You say: "Head masters of private and aided high schools,—I speak from experience,—are compelled to admit boys unlikely to pass, in order to increase their receipts from fees." Is it your opinion that head masters act right, and in justice to their boys, when they so act?

A. 11.—Very often unqualified boys pass the comparative examination and we are bound to admit them; but I consider that, on the main point, we can hardly do otherwise. Theoretically it is wrong.

Q. 12.—(A. 34.) You say: "The curricula require careful and thorough revision so as to adapt them for all classes of schools—aided and private, as well as Government." Is it your opinion that, so revised, the scheme may with advantage be enforced in all schools?

Ans. 12.—You cannot enforce it in unaided schools. But in all aided and Government schools I consider it should be enforced if it were properly revised by a Committee of educationists from the chief institutions in the Presidency.

Q. 13.—(A. 47.) On what ground should lump grants be given to colleges rather than to high schools?

A. 13.—In colleges there is a great deal of trouble in regulating salaries according to the grant-in-aid system as it now stands.

Q. 14.—(A. 56.) Will you kindly explain your exact meaning when you say "with Combaconum before one's eyes, it is difficult to answer this question satisfactorily?"

A. 14.—Combaconum has, for some years, been remarkably successful, while it has had no European at its head, or on its professorial staff.

Q. 15.—But from this it would appear that the question *can* be very satisfactorily answered. Is it not so?

A. 15.—My meaning is that, though Combaconum has been very successful, its circumstances have been exceptional, and no general inference can safely be drawn from it.

By THE REV. WILLIAM MILLER.

Q. 1.—From your answer to question 7 in Mr. Runganada's cross-examination I understand that the point you wish to make is not that you object to the aid given to Hindu schools in opposition to Mission schools, but that you think there should be equal willingness to encourage the opening of Hindu schools in opposition to Government ones. Am I right?

A. 1.—Quite so.

Q. 2.—May I ask whether the figures you give in your answers 22 and 23, refer to the Kerala Vidyāsāla as a whole, including its college classes, or to the school department only?

A. 2.—They include the present college classes.

Q. 3.—Then may not a similar institution working up to the Matriculation standard only, be made in equally favourable circumstances entirely self-supporting?

A. 3.—Yes, certainly.

Q. 4.—I understand you to say that, though, in the peculiar circumstances of the Kerala Vidyāsāla, it has been found possible for the non-Government institution to charge the same fees as the Government institution, you hold that, in ordinary circumstances, such equality is not possible. Am I correct?

A. 4.—Yes, our circumstances are certainly peculiarly favourable.

Q. 5.—With reference to your answer to Mr. Fowler's question 12, may I ask whether you think it desirable that the revised curriculum should be enforced upon any managers who disapproved of it?

A. 5.—I can see no hardship in enforcing it if it had been agreed on by a fairly representative committee.

Q. 6.—May I infer that you do see a hardship in enforcing upon managers a curriculum in the drawing up of which managers have had no voice through representatives or otherwise?

A. 6.—Certainly.

Q. 7.—In the event of lump grants being given to colleges, how do you propose to meet the common objection that there would be no guarantee for the State funds being well applied?

A. 7.—I think that this objection throws an undeserved doubt on the Managers of colleges. The presumption is that they would be well applied.

Q. 8.—May I ask whether grading the whole Department, as proposed in your answer 47,

would not throw a great obstacle in the way of carrying out the policy of transferring Government schools to bodies of Native gentlemen—which policy is laid down in the Resolution constituting this Commission? How would you obviate this difficulty?

A. 8.—I have not considered the question fully. It seems to me that it would not have such an effect to any great extent.

Q. 9.—May I ask you kindly to explain your answer to question 60 somewhat further?

A. 9.—There are two ways in which neutrality is trenchanted upon: 1. The Bible is excluded from Government schools, but Hindu books teaching Hinduism are not so excluded. 2. It seems to me that Government says practically "We are neutral as between Hinduism and Christianity, and Hindus and Christians may set up schools of their own as they please." Meantime, Government steps in and sets up schools where no religion is taught, thereby practically cutting away the ground from under the feet of both classes of religionists.

By THE REV. DR. JEAN.

Q. 1.—With reference to your answer 14, could you make some further suggestion as to the sort of members of whom the committees you speak of should be composed, with a view to insure the extension of their action to all the classes of the community, without distinction of caste or creed?

A. 1.—It would be advisable to take one member from each caste or creed as far as possible.

Q. 2.—You say in your answer to question 16 that the three Government high schools at Palghat, Tellicherry, and Cannanore, and the Calicut College might be handed over to Native committees, and that, if this were done under conditions which you specify, you feel confident the result would be satisfactory. Are you equally confident that Government would readily find Native gentlemen prepared to enter into, and do the business of such Committees?

A. 2.—In Malabar, I am.

Q. 3.—(A. 20.) If I may urge a point already touched by Mr. Runganada, considering that it is the avowed policy of Government 1st, that Natives should conduct themselves the work of their children's education; 2nd, that none should be troubled in their religious opinions, and compelled to receive a religious teaching opposite to their religious belief, do you think that Government is not bound to assist Native exertion even when it is in opposition to Mission exertion, even when the latter would suffice to educate all the youths of the town or village?

A. 3.—It may be in opposition to the Despatch; but if Government accepts that principle, it will be equally bound to subsidize private Hindu schools where the complete work is being done by Government schools.

Q. 4.—Referring to answer 21, 1st para., may I understand that the facility you had and would still have to establish higher fees in your institution in Calicut, proceeds from the special position of your pupils, who belong to high and wealthy castes; and that therefore you would not advocate the raising of fees in places where pupils are not in the same conditions?

A. 4.—I would advocate the raising of fees in all well-to-do districts, but not to an excessive extent.

Q. 5.—You say in your answers under 24: "the Government master views with a jealous eye

the progress of any rival private institution." Do you think that there is in this anything peculiar to Government masters? That when two private rival institutions exist in the same place, the one will not generally view with a jealous eye the progress of the other?

A. 5.—It may be so, but I think that the first comer especially regards all subsequent rivals as interlopers.

Q. 6.—(a) Referring to your answer 27, I would pray you to specify which three or four subjects you would choose for the Entrance examination.

(b) Pupils pursuing their studies up to F.A. and B.A. would then have to take up some new subjects, I suppose, and to begin them *ab ovo*?

(c) Are you of opinion that more time should be given to literary composition and less to the study of old words, old prose, and old verse?

A. 6.—(a) English, mathematics, history, and geography, and a vernacular or a classical language.

(b) Yes, as they do now.

(c) Yes, I am.

Q. 7.—Under answer 35 you say that "you cannot really say that after a three years' trial the Middle School examination has done very much to improve the hand-writing of pupils." Though I quite agree with you that a pupil's promotion should not be impeded merely because of his bad hand-writing, I cannot agree with you as to the fact here stated; and I would ask you whether the defect you mention is not to be imputed to the carelessness of the pupils or of their masters?

A. 7.—Most decidedly; but this is owing to the extensive course, which leaves so little time for hand-writing.

Q. 8.—You say under answer 33 that it does not matter an iota to the head of a Government high school whether he has 30 or 60 boys in his Matriculation class, since, many or few, his pay cannot be affected. Do you really think that such a master is anxious only about his pay being paid to him, and quite unconcerned at the number of his pupils passing the public examinations, not caring whether they are few or many?

A. 8.—The point is this: we are obliged in private and aided schools to admit boys who would not be admitted by head masters of Government schools. It would mean a heavy loss of fees to us if at the beginning of the year we rejected boys who were then unfit for the Matriculation class. But Government head masters, looking more to the results than to the fees, would not admit them.

Q. 9.—I suppose you confine your statement about mixed schools (answer 43) to your own district, or at least that you would not extend it to the Tinnevely, Madura, Trichinopoly, Tanjore, Salem, and other districts.

A. 9.—I am especially speaking of Malabar.

Q. 10.—(a) Who, please, should deliver the *facultas docendi* you speak of under answer 47?

(b) May I understand that you would deliver it at once to a master actually employed in teaching and doing his work well, whether he be certificated or uncertificated, trained or untrained?

A. 10.—(a) To all masters of high schools, the Director of Public Instruction.

(b) First I would give a conditional one to every master now employed in teaching, on the supposition that he is fairly qualified.

Q. 11.—(A. 48.) Do you think that an institution which excludes low caste pupils from its precincts as the Kerala Vidyāsāla does, is a proper institution for Government handing over its classes to?

A. 11.—There are so few low caste boys who study in the college classes, that for all practical purposes the college classes of the Government College might be at once abolished; and the non-caste boys be sent with scholarships to Madras or some other centre.

Q. 12.—In your answer 54 you say confidently: "If Government were to come forward and say to such men (graduates) we will, on your undertaking to keep up the school for five years, give you a lump sum of R2,000 to R5,000 for the erection, under proper supervision, of a school-house and the purchase of fittings, &c." May I understand that you refer only to middle or high schools, and not to colleges?

A. 12.—I refer to high schools.

Q. 13.—Under answer 55. (a) May I understand that your institution has been, as regards results grants, exempted from the restriction laid down under No. 55 of the Code?

(b) Do you know of any example of such exemptions being granted?

A. 13.—(a) I can only presume that the Director of Public Instruction has withdrawn the restrictions.

(b) I do not know of any. But I understand that if the high and middle schools were separate from the college buildings, they would be eligible for the grant under the results system.

Q. 14.—Have you remarked that out of the six colleges mentioned by you, No. 66, as employing European men, four are either State colleges, as the Trivandrum and the Bangalore Colleges, or colleges supported by Maharajahs, or colleges with large endowments, as the Zamorin's College at Calicut, and Pacheappah's College at Madras. If so, do your instances afford a sufficient ground to hope that colleges managed by simple Native Committees will command resources enough to employ good European professors for teaching the subjects for which they are deemed necessary, viz., English, Philosophy, Physical, Chemical, and other like Sciences?

A. 14.—I think Native Committees will command sufficient funds to enable them to employ European professors for the subjects for which they are necessary.

Q. 15.—You advocate, I think, the closing of the Government College at Calicut. Do you think that the Native gentlemen who contributed their money for the erection of the Government College at Calicut, would readily consent to its being transferred to another agency?

A. 15.—I do not think there would be any strong objection.

Q. 16.—(A. 65.) The reason why Native masters at Combaconum have been so successful, is it not that their choice is exceptionally good, and such as a Government agency alone can make?

A. 16.—Yes, certainly.

By THE PRESIDENT.

Q. 1.—In answer 4 in your evidence you have given us the statistics of indigenous schools for the Central range of Malabar, can you favour the Commission with the figures for the whole of Malabar District?

A. 1.—Yes. I have the pleasure to submit them below.

MALABAR.		
Indigenous Schools.		
Not in Municipalities.	Received grants in 1881-82.	
I. Northern range . . .	231	158
II. Central range . . .	306	195
III. Southern range . . .	144	120
Total . . .	681	473

Q. 2.—With reference to answer 4 and others in your evidence, are we to understand that you think if more funds were rendered available for indigenous education, there would be a large increase of such schools?

A. 2.—Decidedly. That is what I want to convey.

Q. 3.—With reference to your same answers, do you think the Educational Department has ever attempted to foster the indigenous schools on a really popular basis. In clause i. of answer 4 of your evidence do you mean that it has actually "checked" indigenous education?

A. 3.—I mean it has checked indigenous education by starving it. I wish to subjoin a statement showing how the Budget estimates for indigenous education, prepared by the Local Fund Boards, have been cut down by the Government.

MALABAR LOCAL FUND BOARD'S ESTIMATES FOR EDUCATIONAL GRANTS.

For 1882-83.		R
Deputy Inspector's estimates . . .		58,247
Revised by the Inspector . . .		59,126
Do. by Local Fund Board . . .		51,890
Do. by Board of Revenue . . .		52,070
For 1893-94.		R
Deputy Inspector's estimates . . .		78,427
Revised by the Inspector . . .		73,453
Do. by Local Fund Board . . .		60,000
Do. by Board of Revenue . . .		...

Q. 4.—With reference to the proposal in answer 8 of your evidence to "enact" safeguards for expenditure, are we to understand that you advocate an Education Act?

A. 4.—Decidedly.

Q. 5.—From the last sentence of answer 15 in your evidence are we to understand that your objection is to the power which Inspectors have of injuring private schools, without any opportunity being given of refuting their charges?

A. 5.—Yes. I myself was quite unable to know what reasons the Inspector of Schools urged against raising the status of the Zamorin College. I was therefore unable to refute them. I hold that such questions should not be settled in the dark. The arguments or accusations of the Inspectors should be made known to the private persons or committees of management who are concerned.

Q. 6.—With reference to your answer 42, will you favour the Commission with the information which you have since collected in regard to indigenous girls' schools in Malabar?

A. 6.—There is a sort of indigenous instruction for girls in Malabar which, however, is more or less confined to the upper and middle classes. Its general character may briefly be thus stated:

The girls, when they are about five year's old, are "put to school," and there is a ceremony usually performed on the occasion. They are then placed, along with boys, under the care of a

tutor, who is employed either by their guardians or by a well-to-do family in the neighbourhood, and the instruction imparted consists of lessons in reading, writing, arithmetic, and vocal music.

The usual hours of study are from 6 to 11 A.M. and from 2 to 5 P.M., and the recess allowed in the middle of the day is spent by children in taking meals and homely sports. Very little work is given to pupils to be done at home, and, save a few exercises in copy-writing, there is absolutely nothing to engage their serious attention connected with education out of school hours.

On occasions of special astrological importance, which number about 5 days in a fortnight, the school is closed, and during this period the pupils have very little to occupy themselves with. Some exercises in copy-writing are given, and the work is usually executed on cadjan or palmyra leaves cut and prepared in a peculiar fashion. The place of the rude material is being gradually taken in towns by paper.

Dividing schools into classes, awarding marks and prizes, &c., are quite unknown. Each pupil has task work given him or her. Corporal punishment is greatly resorted to. Altogether the system is rude and unsuited to the present time.

The music portion of the course is taught either by the salaried tutor if he happens to know that science, or by an elderly woman of the house where the former is employed, and sometimes professional musicians (either male or female) are also engaged.

The course of instruction sketched above is, doubtless, of a very rudimentary character, and does not even supply the educational requirements of daily life. Arithmetic is sadly neglected throughout, and there are indeed very few girls who can make out a correct bill of monthly receipts and expenditure of their family.

As stated already, education is afforded only to the children of well-to-do families, and the classes of people which care to receive it are mainly the Sudras. The families of the Nambudiri and other Brahman castes are as a rule comparatively less educated.

Among Sudra females Sanskrit is often taught in addition to other studies, and there are some of the fair sex who can compose ordinary Sanskrit slokas or verses. Music, both vocal and instrumental, too, is taught among the opulent classes.

The case is, however, different with the Moplas. Among them there is a strong antipathy to female education; but this is slowly giving way. Special efforts are made to ameliorate the condition of this class, although they have as yet been very slow to take advantage of the facilities liberally offered to them by the State.

Originally their instruction was more or less of a religious character, but this has since been supplemented by secular studies.

Moplah females with few exceptions are totally devoid of education of any kind properly so called, and it will, I fear, take several years before they can be raised from the depths of ignorance in which they lie buried. The girls in families that can afford it are taught the Koran by rote through teachers called Mollabs.

The teaching staff of the indigenous schools is anything but efficient, and the emoluments which attach to the office are very scanty. Fixed fees for pupils are not charged. The pay of the teacher, which is paid by the family that employs him, varies from 12 to 24 Rupees a year, exclusive of boarding expenses, and he has to content himself

with this paltry sum and with small presents of cloths or money that are made on festive occasions by the parents and guardians of the pupils.

The teachers among Moplahs, as already said, generally come from the class of persons who are known by the name of "Mollabs." Though female education is backward enough in Malabar, the district I believe is far ahead of other parts of the Madras Presidency in this respect.

Very little progress has been made by the Educational Department in instituting schools for girls. I am not aware of more than a couple of schools of this description, and even if there be more, I believe they could be counted on one's fingers.

A school lately established at Panniyankara, a suburb of Calicut inhabited by well-to-do Nyars, has 10 or 12 girls attending it. It might, however, have at least three times the number if all who had girls of a school-going age sent them to it. The instruction imparted in this school comprises lessons in English and Malayalam, arithmetic, geography, and needlework, and the teaching staff consists exclusively of respectable and competent females. Despite these advantages the school is in anything but a flourishing condition.

There are a number of Gurukals' schools which are partly under the combined system and partly under the results grant system, and these, I believe, have a bright future, as the Gurukals or teachers have a direct pecuniary interest in their growth and development.

There are some schools purely intended for the education of Christian girls in Cannanore, Tellicherry, Calicut, and Cochin, and these receive grants from Government.

The modifications that appear to be desirable for improving the educational status of the girls lie, in my opinion, in the direction of a more liberal and extended system of results grants. At present there exist a vast number of teachers employed by divers families in the various parts of the country, and it only remains to call into play their dormant energies by holding out to them sufficiently attractive remuneration for their labours. The salary enjoyed by these private teachers is, as already mentioned, very scanty, being often only from 12 to 24 Rupees a year, exclusive of boarding.

By offering sufficient inducements to them the field of the family teachers' labours might be extended, until they developed into village schools which would act on each other and serve as feeders to middle class schools to be established in taluks.

The peculiar custom and prejudices of Malayalees and the isolated situation of their houses which, unlike those elsewhere, are built each in a compound of its own, are in the way of the free development of village schools in rural parts of the district. But there is no help for this.

It is not reasonable to expect the State to take education to the door of each and every individual in the realm: nor is this wanted; much can be done, as I said above, by the development of the results grant system, at least in the more favourably situated localities of the district. The Hindus, and notably the purely Malayalee portion of them, are very conservative in their habits and modes of thinking, and unless the advantages arising from female education are clearly explained and assured to them, they are likely to be slow to give their best thoughts to the subject.

No doubt as education is diffused more and

more among men, the want of education among females, who are to be their partners in life, will be felt more and more, and this, I expect, will give a strong impulse to female education.

One thing that suggests itself to me is the desirability of some interest being taken by European ladies in the cause of female education. The wives of Collectors, Judges, and other European officers, as well as those of European merchants, should, to this end, visit Native ladies of position and respectability, and if need be undertake a sort of zenana teaching. If a few ladies could be found philanthropic enough to do this, I have no doubt much good would come out of it.

It would also have a most salutary effect in breaking through the pernicious caste system, which is the enemy of progress.

By mixed schools are meant, I believe, schools in which both boys and girls are taught. These, I fear, are likely to be unpopular, at least, for some years to come. The idea of boys and girls (unless they be very young) sitting promiscuously in a public school to receive their education is, repugnant to the feelings of Natives.

It is true that this system obtains in indigenous schools; but then in the case of indigenous schools the children generally belong to the same family, or to families in the immediate neighbourhood and related to one another in various ways, and the pupils very often belong only to certain castes and not to any others, e.g., Brahman and Nayar boys and girls may read together in the same school (up to a certain age at all events), but they would not like to learn with boys and girls of other castes, and so on. This sort of exclusion could not well be maintained in a public school.

The best method of providing teachers for girls is by the institution of Normal schools for the training of those who are likely to accept teaching as their profession. Some small stipends should be allowed in order to attract pupils to them, and suitable employments as teachers should be guaranteed to all who shall pass out. At Trivandrum I believe trained Brahman and Nayar female teachers are available, and for the present we might well look to that place to supply us with school-mistresses.

There are likewise in the district a number of East Indian and Native Christian girls who are competent to teach for some of the lower standards of public examinations, and if they be trained in a Normal school for a short time their services could be utilized with advantage to themselves and the State.

Q. 7.—In answer 70 in your evidence you have deplored the action of the late Director of Public Instruction in the case of the Zamorin College; has that action been since remedied?

A. 7.—No. We appealed against the action at the time, but have not thought it worth while to again raise the question.

Q. 8.—From answer 71 in your evidence, are we to understand that the gist of your complaint is that the Education Department acts as a jealous competitor towards private schools, rather than as a State agency for securing the efficiency of private effort?

A. 8.—That is my most decided opinion. The Department does not look upon education in general as the proper object of its care, but on the

¹ One of these schools, I understand, has been already closed.

increase in numbers and efficiency of its own departmental schools.

Q. 9.—From the long answer which you have given to my sixth question, are we to understand that the department, by insisting on too high standards, by omitting to aid the indigenous system of female instruction in force, and in general, by failing to acquaint itself with that system has tended to discourage female education in Malabar?

A. 9.—I decidedly think so. There are 27,000 females in Calicut; of these, 4,096 should be at school. On the 31st of March last there were only 328 at school.

By THE REV. WILLIAM MILLER (through THE PRESIDENT).

Q. 1.—With reference to your answer to Dr. Jean, may I ask whether Government and its officers should not have more eye to the public welfare and less to the welfare of their own schools, than it would be reasonable to expect from those who have only a single institution to care for?

A. 1.—Most decidedly.

Evidence of THE REV. LOUIS ST. CYR, S.J., Catholic Missionary, Jesuit Madura Mission.

Ques. 1.—Please tell what opportunities you have had of forming an opinion on the matter of education in India, and in what province your experience has been chiefly obtained.

Ans. 1.—I have been in India since the year 1841. I was at first a Missioner in Dindigul, where I had two elementary schools in two large villages. In 1845 I was sent to the College of Negapatam, of which I was one of the founders and the Superior for five years. In 1852 I returned to Dindigul, and for 16 years I was the Superior of all the Madura Mission, including the zemindaries of Ramnath and Shevargunah, having to occupy myself with the several elementary schools we had in the district. In 1870 I became simple Missioner in Dindigul, where I had a large elementary school. So my experience has been chiefly obtained in the Zillah of Madura, with occasional visits in the Zillahs of Trichinopoly, Tanjore, and Tinnevely, and this experience is mostly on elementary education.

Ques. 2.—What was in 1841 and following years the state of elementary education in the provinces chiefly known by you?

Ans. 2.—In all the towns and principal villages there were elementary schools. The masters were generally men of caste, honoured and respected, and in villages they were regarded as men of importance, friends and counsellors of the families, reading and writing letters for illiterate persons, revising accounts, &c. They were admitted in the home of all and ordinarily invited to family holidays. Their conduct was generally irreproachable.

In towns their salary, which was rather low, consisted of a small fee paid by every scholar. In villages the fee was in many cases paid in nature, viz., with grains of different sort. They also received not unfrequently some gratifications in cloths, vegetables, &c., and commonly their condition was comfortable.

By MR. P. RUNGANADA MUDALIYAR (through THE PRESIDENT).

Q. 1.—With reference to an answer given by you to Mr. Miller, do you mean to say that the principle of religious neutrality requires that Government should set up or maintain no schools or colleges of its own?

A. 1.—I mean that Government should set up no more schools or colleges of its own. I think that with regard to the existing ones, it was wrong to set them up in such large and increasing numbers.

Q. 2.—I gather from the same answer that you think that all that Government could have rightly done was to let the Missionaries and the Native community fight the battle out between themselves, trying to hold the balance even between the two combatants as regards aid and encouragement; and that it was wrong for Government to establish any institutions of its own. If this policy had been adopted, what would the present condition of education in Southern India be?

A. 2.—If the money which has been spent on higher Government education had been spent on lower education, I think instruction would have been as widely spread as at present.

These schoolmasters generally obtained a great authority over their scholars. They spoke little and seldom got angry. They sometimes punished bad or lazy boys, but scarcely went beyond due moderation. I have known a schoolmaster who held his school for 40 years in the same village, and during this long time enjoying the esteem and good will of all the inhabitants, and the love of the scholars who had been under his tuition. Sometimes this office of schoolmaster was hereditary in the same family.

Ques. 3.—What was taught in these elementary schools?

Ans. 3.—Invariably the same matters, viz., reading, writing, calculation were taught. They added some easy and popular songs. At first the boys learned letters, uttering them aloud and writing them on sand dust. When the boys knew how to articulate the letters well and write them on dust, they were shown to him written on cadjan leaves, and he was taught to read them and write them in cadjan leaves. In the same manner he was taught syllables and afterwards sentences, at first on sand dust, then on cadjan leaves. In those times printed books were unknown. Such a method was, no doubt, long and tedious and required great patience in the master and great perseverance in the scholar. It was only after 4 or 5 years that the boy could read and write fluently. This would not seem surprising if attention be paid to the difficulties inherent to the languages of the south of India.

Ques. 4.—What about the teaching of calculation?

Ans. 4.—Calculation was taught nearly in the same manner as reading and writing, but it commenced only when the boy had overcome the first difficulties of reading and writing.

It is well known that Indian calculation is entirely taught and learned by memory; so for

addition, subtraction, multiplication, and division, Indians have their methods of going through those operations. Their methods are doubtless less perfect and easy than our European methods, but they appear to please them more and to be more congenial to them. I have met with some headmen of villages, with eurnams of the Government who, though they had been taught European methods of calculating in Protestant schools, preferred using their old methods.

Generally the first beginnings of calculation were taught to the boys as sufficient for the ordinary requirements of the life, but some persons learned it in its most difficult parts. I have been acquainted with men who were able to go easily and surely through the most intricate details of the rules of society, squaring and cubing the smallest fractions, &c.

Ques. 5.—Was in these schools the moral and religious training of the boys attended to?

Ans. 5.—As for the moral training it consisted only in learning by heart some simple and easy songs containing the first principles of morality. These songs were like aphorisms easily retained by the boys and fully explained by the schoolmaster. Moreover the schoolmaster made a great stress on the good behaviour of his scholars, and fault committed by them was regarded as a stigma for the school and for the master. As far as I have been able to ascertain the fact, this moral training was generally good, and the boys of a school were easily recognised by their good conduct from the other boys of the same locality.

The religious training was not neglected. The boys were taught some songs relating to the gods honoured in the country and chiefly to local deities. In the top of the cadjan leaves given to them there was always a religious symbol. The boys were taught in general to venerate, to worship, and to fear the divinity. Such a formation was certainly conducive to entertain and to promote the religious instinct so remarkable amongst the Indians.

Ques. 6.—Was the system of pupil teachers or monitors, and of mutual instruction, in force in these elementary schools?

Ans. 6.—Yes, every school had his pupil teacher, or *Sattanpillei* who filled the place of the schoolmaster in his absence, who repeated his lessons, and even taught boys less advanced.

In those schools, chiefly when they were more numerous, the method of mutual instruction was much in use. That is, the boys, according to their degree of proficiency, were divided in several groups at the head of which was a more learned boy who repeated the lessons of the master, and made the boys to repeat what they had learned. So in some schools were seen five, six, &c., of those groups learning and repeating their lessons under the mere supervision of the schoolmaster. In this way a good schoolmaster was able to keep and to teach a large number of boys, viz., 60, 70, and 80.

Ques. 7.—What was the proportional number of boys in those schools, and was the attendance satisfactory?

Ans. 7.—In towns the number of boys was larger. In agricultural districts it was smaller, about 10 per centum.

The attendance, chiefly in villages, was very defective and irregular, and on that account the progress of the boys were rather slow.

Ques. 8.—Were the elements of history and geography taught in those schools, and when taught, do the boys take an interest in them?

Ans. 8.—In most of these schools history and geography were not taught, and when taught Indian boys did not take any interest in them.

Ques. 9.—Are the European methods of teaching elementary schools, as contained in the Standards, appreciated by Natives and regarded by them as preferable to their old ones?

Ans. 9.—My experience has always convinced me that Natives hold fast to their old methods and prefer them to the new ones. And in fact when they are left to themselves and have not in view the grants, they keep their old methods.

Consequently it is my opinion that, even in schools aided in any way by Government, it would be advisable to teach at the same time according to the European and Native methods, chiefly for reading and calculating.

Ques. 10.—Would it be possible, for the purpose of diffusion of instruction, to take advantage of those old schools and schoolmasters, and what steps would it be advisable to take in that direction?

Ans. 10.—I am of opinion that it could be done, and in the following manner:—

1st.—When those old schoolmasters agree to conform to the rules for the grants in the results, the matter is easy and must be taken in earnest by the Inspectors.

2nd.—When for some reason those schoolmasters cannot or do not wish to conform to those rules, it would be, even then, advisable to encourage those schools, by giving occasionally some gratuities to the masters, on the recommendation of the chiefs and eldersmen of the villages. So the masters could be little by little induced to adopt the rules for the grants.

It is to be remarked that since the time that Mission gratuitous schools and other free schools have been established, the number of pure Native schools has sadly diminished, and that many able and good schoolmasters, finding their prospects much lessened, have applied themselves to other business.

Ques. 11.—Had the Government done anything before 1854 for the diffusion of elementary education?

Ans. 11.—Before 1840 the Government had established several primary schools in the province of Madura. But the results having proved unsatisfactory they were all suppressed about that time. Then American Missionaries established some elementary schools which were not very successful and consequently most of them were abandoned.

Ques. 12.—Do now children and their parents show more desire and earnestness for education, and if so from what motives?

Ans. 12.—*1st.*—It cannot be denied that though the people at large remain as yet indifferent about education, there is now a larger proportion of children and parents who show a greater desire and earnestness for education than before, chiefly in villages where are examinations for the grants in the results, and where are able and good schoolmasters.

2nd.—This desire and earnestness does not appear to be founded on a wish for moral training and intellectual progress, but in motives of interest in great many, and in others on undefined motives.

Ques. 13.—What is in your opinion the best method for encouraging, promoting, and supporting elementary schools?

Ans. 13.—*1st.*—In few cases the system of grant-in-aid could be applied.

2nd.—The best method for most of the elementary schools is the system of grants in the results. This method excites admirably the diligence of masters, and more regular attendance of scholars, and a larger exertion of both. But this method must be applied with wisdom, intelligence, and impartiality. To that purpose, established rules must be observed, examinations regularly held and conducted with great justice. All Inspectors and Sub-Inspectors ought to be honourable, conscientious, and upright men. I am happy to say that the few Inspectors with whom it happened to me to deal had these qualities in examining the boys; without being too indulgent, they must not show themselves severe.

Ques. 14.—What should be, in your opinion, the best system to form masters for those elementary schools?

Ans. 14.—Private formation and Normal schools.

1st.—Private formation should be for those who do not attend Normal schools, to facilitate to them examination in order to obtain certificate of schoolmaster; should be to induce schoolmasters already teaching to pass those examinations; should be to induce them to prepare their pupil monitors and even some of their most advanced scholars, for those examinations.

2nd.—The second method is the establishment of some good Normal school, viz., one in each province or zillah. But in order to be more useful and not to be accused of religious proselytism, such schools ought to be under the direct management of Government. This would not hinder Missionary bodies and others from having their own Normal schools, which could even be aided by Government.

Ques. 15.—What should be the means of supporting these elementary schools?

Ans. 15.—Before answering this question, remark must be made. It is a fact, unhappily too well ascertained and too general, that the more those schools receive help and support from abroad, the less the inhabitants think they are obliged to contribute for their maintenance. In many instances where the schools have been established by Missionary bodies, the people preferred to see those schools discontinued rather than give any thing for their support. In some places where, before the establishment of those Missionary schools, there were private schools wholly supported by the people, all kind of help was refused to the new schools.

Now, *1st.*—It cannot be believed that in most cases the fees paid by the boys will be sufficient to support the schools. Moreover, those fees will never be regularly paid, and to exact them rigorously would be the same as to shut the schools.

2nd.—As may appear from what has been said already, there is no chance that villages would agree to pay collectively the expenses of their schools. They would rather prefer to have no schools.

3rd.—Except in a very few instances, it cannot be believed that rich and influential men would be induced to establish and maintain schools at their own expense.

4th.—Neither do I believe that a new tax, such as a tax for education, could be established, the people at large being far too poor, and the comparatively new taxes, viz., the road cess and the local fund tax, being already very unpopular.

Finally the practical course in this matter would be in my opinion—

1st.—To try by some means to take advantage of the already established village schools, and help them, even without obliging them to conform to established rules.

2nd.—To extend the system of result grants as much as possible under careful management.

3rd.—For Government to be liberal towards villages which consent to pay a part of the expenses of their schools.

And all this without being in a hurry; things should be allowed to go their way, and time given for public opinion to clear up what is now obscure.

Ques. 16.—Have some classes of Natives a reluctance to frequent certain schools?

Ans. 16.—Hindoos generally are unwilling to frequent schools where Christianity is taught. Mahomedans specially would not go to such schools. In towns and villages where Mahomedans are in number they have schools of their own where Islamism is openly taught and practised.

As for Catholic boys, they cannot and ought not to go to Protestant schools, but they have not the same difficulty in going to Government schools and even to heathen schools, because their faith is there less exposed and their religion less attacked.

Ques. 17.—What is your opinion about the elementary education of Native girls?

Ans. 17.—I confess that I have little experience on this matter, never having been occupied with such schools. Nevertheless I can say—

1st.—That at the time of my arrival in India in 1841, and for more than ten years afterwards, there existed the strongest feeling against schools for girls and in general against any education being given to women, such an education being regarded as contrary to national customs and prejudices, pagoda women being alone allowed to learn anything. So the first schools for girls started by Protestant Missionaries were considered very unfavourably, and men of caste would not have consented to send their daughters thither.

2nd.—About 1850 these prejudices against girls' schools began to diminish, but very slowly; people were reconciled with the idea of female education. After 1850 some more girls' schools were started by Protestants and some by Catholic Missionaries. In the period from 1850 to 1870 I do not think that any such school has been established by Hindus or Mahomedans.

3rd.—As far as I have been able to ascertain, Protestant schools at that time were nearly solely attended by Protestant girls, and very few Hindu girls frequented them. Catholic schools, chiefly when conducted by Nuns, were regarded with less prejudices, and more freely attended even by Hindu girls.

4th.—I believe that mixed schools, viz., when boys and girls are together, are not to be encouraged as contrary to morality and against the feelings and customs of the country.

5th.—As for the action of Government in regard to those schools, I am of opinion that pecuniary assistance and other encouragements hitherto granted by Government are sufficient, at least for the present.

6th.—For the formation and training of mistresses I have nothing to add to what I have said about the formation of schoolmasters in general, nevertheless I am of opinion that it is to be wished that the number of Nuns, both European and Native, devoted to teaching could be increased, and that the Government should help them liberally as far as regulations allow it.

7th.—I consider that in most of these girls' schools instruction should not go beyond reading, writing, calculation, and common sewing, this being quite enough for the ordinary train of a woman's Indian life.

8th.—Finally, I must add that in girls' schools, even more than in boys' schools, the greatest care should be taken in the selection of books which are placed in the children's hands.

Ques. 18.—Has the Government hitherto done sufficiently to promote high education?

Ans. 18.—First I confess that I am not sufficiently acquainted with that matter, having had no opportunity of occupying myself with higher education since I have left, in 1851, the College of Negapatam. Therefore I should only briefly state my opinion on it.

The Government has certainly done quite enough by the establishment of its several colleges and its grants to other colleges.

Ques. 19.—Must the Government do more for the promotion of high education?

Ans. 19.—No; I think not. *1st.*—It must not do more; in education as in other things it is necessary to proceed slowly in order to proceed surely; that is, instead of pushing immediately scholars to higher degrees, it would be better to afford a good grounding education, otherwise education, even of the higher standard, will be superficial.

2nd.—The Government cannot do more on account of economy. The proportion of funds expended already in high education is very large.

Ques. 20.—Can the Government do less for high education, and withdraw entirely or partially from it?

Ans. 20.—My opinion is that the Government cannot do less, and cannot withdraw from high education entirely or partially. The reason is that the honour and the interest of Government are to keep the position in which it has placed itself in regard to high education. It must therefore keep its colleges in order to maintain therein education to its true standard, to inspect and watch the spirit therein prevailing, and to convince people that education is not in its hands a means of proselytism.

Cross-examination of THE REV. LOUIS ST. CYR.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer 15, am I right in taking you to be opposed to the imposition of a special tax for educational purposes?

A. 1.—I would support these elementary schools out of the existing educational funds, supplemented by Municipal and Local Funds. I am opposed to any system of general taxation for educational purposes.

Q. 2.—In connection with answer 17, may I ask you to state whether you approve or disapprove of Government opening a number of girls' schools in places where female education is in a backward condition?

A. 2.—I am not opposed to such a course where no girls' schools exist at present.

By MR. FOWLER.

Q. 1.—(A. 6.) You say the indigenous schoolmaster taught 60, 70, or 80 boys. Was the teaching intelligent, or mainly memory work and repetition?

Ques. 21.—Should it be advisable to render high education more difficult by raising the fees and making examinations more severe?

Ans. 21.—No; Government ought to adhere to present arrangements, at least for the present.

Ques. 22.—What motives prompt scholars to the high degrees?

Ans. 22.—I am of opinion that, with a few exceptions, motives of interest, that is, the prospective of obtaining good and lucrative employments, prompt scholars towards those degrees, and induce parents to make their children study. Nobody seems to seek their intellectual or moral improvement.

Ques. 23.—Has this high education hitherto contributed to raise the moral and intellectual feeling of the scholars and of the people?

Ans. 23.—Some remarkable men have been formed by such an education, but for the bulk of the scholars the same cannot be affirmed; they remain what they were, and even complaints are made that some have lost thereby in matter of religion and morality.

Ques. 24.—Should it be wise, prudent, and politic on the part of Government to give up its colleges wholly or partly to Christian bodies or societies?

Ans. 24.—I am of opinion that such a step should be exceedingly unwise, imprudent, and impolitic. Besides what I have said in No. 20 such a measure would excite the religious susceptibilities of the population, who would conclude from it that the Government would push them towards Christianity.

Ques. 25.—What is your opinion on the letter addressed by His Highness the Maharaja of Travancore to Sir Grant Duff, on education?

Ans. 25.—I think that it expresses pretty well the opinions and feelings of high classes on this matter.

Ques. 26.—Do graduated scholars find easily good and honourable situations?

Ans. 26.—Those who have interest and protection, those of extraordinary talents, and those who have passed the highest degrees, can obtain easily such situations, but for the largest number of the matriculated it is not the same.

A. 1.—Repetition, with reading and writing. The system of mutual teaching was then good.

Q. 2.—(A. 13.) Is it your opinion that the present result system is well adapted to the promotion of elementary education; and that the main requirements are, not a change of system, but a wise, intelligent, and impartial administration of that in force?

A. 2.—Yes. I believe the result system is the best for villages; but the Inspectors must not show themselves too severe.

Q. 3.—(A. 19.) You say "the proportion of funds expended in high education is very large." Are you aware that, looking at the total expenditure on education in 1880-81, the proportion of the expenditure on higher education was only 48-16, 7-65, while that on primary education was 21-58 and that on middle education 21-58?

A. 3.—I am not aware.

By THE REV. WILLIAM MILLER.

Q. 1.—(A. 5.) Let me ask whether in your 5th answer you mean us to infer that there is a

falling off in the attention paid to moral and religious training?

A. 1.—I do not mean that there has been any falling off.

Q. 2.—May I ask whether, in your answer to question 19, you meant to refer to the expenditure not of funds from all sources but of public funds?

A. 2.—I refer to that. Because the expenditure on primary education is comparatively small.

Q. 3.—In your answer to Mr. Fowler's third question you say you are not aware of the proportion of the total expenditure from all sources that is devoted to high education: may I ask whether what you mean is that the proportion of money contributed by Government to higher education is too large?

A. 3.—The actual sum expended is not too large in itself, but it is too large in proportion to what Government spends upon primary education.

By THE REV. DR. JEAN.

Q. 1.—If I understand you rightly, your opinion is that—

(a) it is regrettable that many indigenous schools which existed in former days have ceased to exist.

A.—Yes.

(b) that the close of such schools has been caused in several places by the establishment of Mission schools.

A.—Not by Mission schools as such, but by Mission schools as free schools.

(c) that Government should enquire about the indigenous schools that have survived, encourage and assist them, and improve such schools gradually.

A. 1.—Yes, by granting them some assistance on the recommendation of the village chiefs.

Q. 2.—You think that the modes of teaching, and chiefly the methods of calculation used in indigenous schools, should be tolerated at least for a time?

A. 2.—Yes, as long as the people prefer such methods.

Q. 3.—In your answer 18, do you mean that Government should refuse new grants to new private colleges, or refuse to augment the grant of such colleges whose grant is manifestly insufficient?

A. 3.—Government ought not to establish new colleges of its own. But it should assist private colleges, and even augment the grant allotted to one college when it is manifestly insufficient.

Evidence of Mr. P. RANGAYYA CHETTIAR, B.A., Superintendent of Vernacular Instruction, Free Church Institution and Madras Christian College.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been an Assistant Professor in the Christian College, Madras, since 1871, and an Examiner for some years in connection with various public examinations. I am also a Member of the School Book and Vernacular Literature Society since 1876.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home

Q. 4.—When you say, under answer 20, that Government cannot withdraw from high education entirely or partially, do you mean that Government should retract its policy laid down in Sir Charles Wood's Despatch of 1854?

A. 4.—Not in any way, but it must wait for the proper time to carry it out.

Q. 5.—As you are especially acquainted with Madura, may I ask you how many schools are in the charge of the Roman Catholic Mission in that district?

A. 5.—Boys' schools under the result system 45; schools for girls, 4. Number of boys in boys' schools, 1,485. Number of girls in girls' schools, 105.

By the PRESIDENT.

Q. 1.—May the Commission understand that your experience of forty-one years in Indian education leads you to think that the best method of extending education is upon the basis of the hitherto unrecognised indigenous schools?

A. 1.—Yes, I would take the indigenous schools that remain and aid them.

Q. 2.—Do you think, if the Department were now to recognise these indigenous schools, and to aid them, there would be a large increase of education at a very small cost?

A. 2.—I certainly believe so. For two or three rupees a month Government might support an indigenous school.

Q. 3.—But in order to obtain this large amount of work at so small a cost, must the Department give up its own preconceived ideas, and suit its system to the actual wants of the people?

A. 3.—It must accept the system actually in force in the indigenous schools and improve it.

By MR. P. RANGANADA MUDALIYAR
(through THE PRESIDENT).

Q. 1.—With reference to your answer to the 3rd question put by Mr. Miller, are you aware that in 1880-81 the expenditure from provincial funds on collegiate education was Rs. 1,16,932 as against Rs. 2,235 on primary education, and that Rs. 62,237 were spent on primary education out of Municipal and Local Funds?

A. 1.—Yes.

Q. 2.—Do you under these circumstances consider the proportion of expenditure on the higher education too high?

A. 2.—I refer only to the expenditure strictly by Government.

able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Some people under a mistaken idea imagine their boys are better and faster instructed at home than at school, and when their means allow, employ private tutors for the purpose. Children under such tuition do in some cases make an apparently fast progress, but the instruction received is not as sound as in schools. In a school there are various influences helping to make instruction thorough; the chief of them being assemblage in one class of a large number of

of various degrees of intelligence, a healthy spirit of emulation engendered in consequence, an interchange of thoughts and ideas, and mutual help in the suggestion as well as solution of difficulties in their studies. For boys of defective intelligence, some instruction is a necessary supplement to that received at school. For those of average capacity home instruction is an effective auxiliary to that in school, and the two strengthen by correcting and improving upon each other. At public examinations, boys who have had home instruction alone compare badly with students from schools, as evidenced by the annual results of those examinations.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The subjects taught in a primary school must be useful and practical in their character. The most important of them are Reading, Writing, Arithmetic, District Geography, easy lessons on agriculture, and moral sentence book.

I. It is desirable that pupils should practise mental Arithmetic with contracted methods in Multiplication, Division, and Simple Proportion; for instance, to say instantly that a viss of the some is worth twice as many annas as a maund of the same is worth rupees. Such formulae may suitably be got from Indian Weights and Measures, and these may be taught to the pupils without their being troubled with how they are deduced.

II. It is also desirable to devote a few of the lessons on agriculture recommended above to names of years, months, seasons, and asterisms, &c., of the Hindu cycle explaining the favourableness or otherwise, for purposes of cultivation, of these several seasons under various circumstances on the Indian system.

A few lessons may also be added bearing on the most practical points of hygiene written in a popular style.

III. A collection of moral sentences laconically expressed in the text-book and amply illustrated in the class-room will be made easily impressive on the youthful mind and may prove useful in their after-life.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—In one single district of Tanjore, there are two Mission colleges at Tanjore and Negapatam and one Government College at Combaconum. Measures may advantageously be taken to transfer the latter to a private body. It would not be difficult to do so, as the Native community is sufficiently advanced in intelligence, and possessed of means to undertake the maintenance and management of a first grade college. Already a few secondary schools have been established and conducted very successfully by Native agencies. They compete with the Government school. Such agencies will only be too glad to manage a college, if handed over to them, with a liberal grant.

In Calicut, there is one Government College and another is maintained by the Zamorin of Calicut. The former has not been doing as well as the latter. If this, therefore, be aided properly, it will soon prove the expediency of closing the Government College.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' schools, (c) Girls' schools, (d) Normal schools?

Ans. 19.—Exceptions may be taken to two points in the Grant-in-aid system, as now obtains.

First, to the distinction observed between the holders of Normal certificates, those of ordinary certificates, and those without any nominal professional certificates;

Secondly, to maintaining one uniform mode of aid to schools of all grades.

However useful the distinction pointed out in exception 1 may appear to be in the case of Matriculates and P.A.'s, it is totally unnecessary in respect of graduates, for whom a few weeks' experience and study must suffice to acquire all that normal training for a whole year could give.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—It is quite possible. The Christian College at Madras sufficiently well proves it. The conditions are efficient teaching and moderate fees.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—No special normal training is necessary in the case of graduates. It does not on the whole appear to be indispensable.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—The system of school inspection is not quite what it should be. The Inspectors' oral examinations are superficial. But they are not to blame. They have too much work to do.

It may be placed on a sounder footing in the following manner:—

(1) The schools attached to well-conducted first and second grade colleges, such as the Christian and Pachaiappah's Colleges, may be completely exempted from Inspectors' examinations. The annual examinations conducted by the Principals and their Assistants are more valuable and testing than the necessarily hurried and superficial examinations held by Inspectors.

(2) In every school there are classes training for the public examinations, lower, primary, upper primary, middle school examination. These classes may be exempted from Inspectors' examinations on the same principle that holds good in the case of Matriculation classes.

(3) Again, all the schools not coming under the first head may be inspected and examined once in two years, selecting some for the first year and reserving the rest for the next year and so on; so that each school will have bestowed on its inspection, at a time, twice as much time as at present.

If however there be any indifferent schools among them, they may be examined yearly, treating them as special cases.

From the first and second suggestions it is evident that the Inspector's inspection and examination work will be cut short by about one-half. This saving may therefore be well employed in increasing the allotted sum to inspection schools, coming under the third head.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—The present arrangements have a beneficial effect on private institutions. They are successfully adopted. Exception has, however, to be taken to the Middle school examination, which is felt to be above the capabilities of the class for which it is intended.

There is a tendency to simplify and chasten the vernacular literature of the day, as may be evidenced by the School Book and Vernacular Literature Society's publications, some of which are prescribed for the University Matriculation examination, though I should like they found a place in the lower examinations, as their scope and character are more adapted to the requirements of those examinations only.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes.

Ans. 37.—In the matter of secondary schools, the Government policy has generally been to *refuse* to establish schools in places where other agencies had established them and were doing as good work as could be done by Government, such as Vizagapatam, Masulipatam, Nellore, Tinnevely, &c. Those schools received sufficient encouragement from the people, who, however, eventually devised means and ways and did establish their own schools which are now doing well. Some of them indeed have risen into second grade colleges (Tinnevely and Vizagapatam). Thus, so far as these secondary schools are concerned, the policy of Government has been successful, realising, as it has done, the object enunciated in Government of India's Resolution,—of stimulating Native effort to develop an independent spirit of self-help and self-reliance.

It is a noteworthy fact, however, that such institutions have been started and maintained by Natives only in those places where Missionaries did so, and that where there are Government schools, Native institutions of the kind and indigenous effort have been conspicuous by their absence. This shows that whenever and wherever there was a necessity, the people were equal to the occasion and helped themselves.

In the matter of higher education, no necessity has been felt by the people, as the Government is doing for them all that they need to do for themselves.

It is said that, although one might wish that higher education in the country had been undertaken and maintained by the people themselves, the time for such consummation has not arrived. It is submitted, however, on the strength of the experience in the case of secondary schools, that if Government withdrew from higher education,

Native effort would not be wanting to supply the want, under the existing favourable circumstances, there being no lack of qualified men to teach college classes, available at a comparatively moderate expense, or of sufficient enlightenment and spirit of self-help in the more advanced districts of the Presidency.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—I for one do not apprehend any deterioration as suggested. The curricula prescribed by the University for the various examinations are the only guides at present in Government as well as other institutions, in fixing upon subjects of instruction or text-books in the higher classes, and the lower classes are made sufficiently auxiliary and preparatory to the higher ones.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—Yes. A very influential Association was formed last year, whose sole object is to secure the well-being of the physique of the students. Their operations extend over the whole Presidency. As much is expected from the efforts of these benevolent gentlemen, no anxiety need be felt about this part of a boy's education, for the present.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—(1) The Presidency College has a separate chair for Sanscrit with a salary of Rs800 a month, costing nearly Rs10,000 a year. I am constrained to think there is nothing to warrant such expenditure, an idea of the heaviness of which may be formed if we remember that the sum is exactly a *third more* than the Government grant made till recently to the Christian College, the largest aided institution in the Presidency. The vernacular Superintendent must be and is quite able to manage Sanscrit classes also.

(2) There are second grade colleges too in such places as are within easy reach of Madras or Combaconum by rail, such as Salem and Cuddalore. Students from these places can more conveniently come down to Madras than those from Chittore or Nellore. These colleges appear, therefore, to be superfluous. The strength of the college classes there would further indicate that their continuance is not necessary.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—As already suggested, there must be different rates of grant for colleges and schools. In the case of colleges 35 per cent. of the gross expenses would be a fair grant from Government and might be reducible in course of time to 25 per cent. Deducting the fees which in a well-conducted college amounts to 30 per cent., the remainder, viz., 35 per cent., must be met from endowments, &c. This scale equalises the Government grant with what is contributed by the managers of colleges.

In the case of secondary schools, those in the town of Madras may be allowed a nominal grant,

as they are almost self-supporting. With regard to those in the mofussil, the grants may vary up to one-third of the expenses, according to circumstances of the several districts.

The system of grants, as at present existing, does not guarantee a fair distribution among all institutions. What is proposed here may obviate that difficulty.

Ques. 59.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 59.—In the case of colleges, 120. But however in subjects of Mathematics and Practical Chemistry, the class requires splitting up into smaller sections. In case of schools, 40.

Ques. 61.—Do you think that the institution of University Professorships would have an important effect in improving the quality of high education?

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 61 & 64.—The establishment of University Professorships is a desirable object, and this may serve as a suitable model contemplated in question 64. It is a fact that all the colleges

and schools, inclusive of the Presidency College, are equally guided and worked in accordance with the requirements of the local University. This may be seen clearly whenever any changes in the University curriculum are introduced. All the schools and colleges, both at Madras and in the mofussil, make their arrangements simultaneously and send out their pupils together for the next examination, under the revised scheme. Thus no college has served or can serve as a model to others. But, however, if we had University Professors, they could authoritatively lay down what might be required of the affiliated institutions and direct them accordingly.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B. A. standard?

Ans. 65.—The Principal of a College must be a European Professor. The English and Philosophy Professorships would seem better held by Europeans.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—Yes. It is rather necessary to do so.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—Yes. Combaconum and Pachiapah's Colleges may be instanced.

Cross-examination of MR. P. RUNGIAH CHETTY.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer 37, may I ask you to state whether the existence of a Government College in a District or Educational Division has not stimulated Missionary bodies to establish college classes in their institutions quite as much as the existence of Mission schools is alleged to have tended to the establishment of schools under Native management?

A. 1.—I do not know of any except in Madras City, but even there I do not consider that it was the existence of the Government that has induced the Missionaries to set up one.

Q. 2.—In answer 16, you say that measures may be advantageously taken to transfer the Government College at Combaconum to a private body. In the event of such transfer, have you reason to think that the present high standard of education and culture will be kept up?

A. 2.—It may not be at the outset, but gradually it will regain that standard.

Q. 3.—Is there any prospect of a portion of the expenditure on the college being met by contributions from private sources?

A. 3.—I think the Native Agencies will look to it.

Q. 4.—In answer 57 you say the secondary schools in the town of Madras may be allowed a nominal grant, as they are almost self-supporting. Referring to the Public Instruction Report for 1880-81, I find that no secondary school in the Town of Madras can be called self-supporting, excepting perhaps Chengalroy Naik's Middle school, and that that school paid about 33 per cent. of its expenditure out of the interest on endowments. Will you kindly explain your statement?

A. 4.—I do not say that they are actually self-supporting. In cases where they are not self-supporting, a grant may be given.

Q. 5.—In answer 69 you mention the Combaconum and Pachiapah Colleges as instances of colleges under Native management. The Combaconum College is a Government College which has for some time had a Native Principal. Pachiapah's College is under Native management, but has for some years had a European Principal. Kindly explain the propriety of classing these colleges together.

A. 5.—I did consider these points of difference, but I regarded these colleges practically as Native colleges.

By THE REV. WILLIAM MILLER.

Q. 1.—(A. 37). Considering such cases as Coimbatore, Coconada, and others, is not your statement somewhat too broad to the effect that institutions have been started and maintained by Native gentlemen *only* in those places where Missionaries did so?

A. 1.—I am not aware of the non-existence of any Mission school in Coimbatore.

Q. 2.—Allow me to ask whether you would accept the following as a fair statement of the facts in this matter: that in towns of any size self-help has been almost uniformly developed by the presence of Missionary institutions; that without the stimulus of missionary example it has been sometimes though but rarely developed; that in the presence of Government institutions self-help in education is practically unknown?

A. 2.—That is a fair statement of the facts of the case.

Q. 3.—(A. 57). Would it be a more accurate way of stating the facts about the secondary schools in Madras to say that they may soon and easily be made self-supporting?

A. 3.—I believe so.

By THE REV. DR. JEAN.

Q. 1.—I refer to answer 19 of your evidence. Do you really think that there is such a difference between an F.A. and a B.A. master that while a few week's experience and study, in regard to ability in teaching, may suffice for the latter to acquire all that normal training for a year could give, the former should follow a normal course for a whole year?

A. 1.—I think that there is such a difference between a graduate and a non-graduate as to justify the exemption of the former from a normal training.

Q. 2.—(A. 32). You would exempt from inspection such schools as the Free Church Mission school, the Paoliappah's schools, and in general schools attached to well-conducted first and second grade colleges:—

(a) Do you imply that when a college is well conducted, the school attached to it is necessarily so?

(b) Do you think the exemption you advocate would prove beneficial to the schools enjoying it?

A. 2.—(a) I believe so.

(b) Anyhow it will not injure the institution.

Q. 3.—Please, could you explain what sort of necessity urged the Natives to start schools of their own in such places as Vizagapatam, Masulipatam, Nellore, Tinnevely, mentioned by you in answer 57, when Missionaries had previously established their own institutions?

A. 3.—I can only refer to my answer, that whenever or wherever the people felt a necessity they were equal to the occasion and helped themselves.

Q. 4.—You seem to imply in your answer to question 38, that the maintenance of the standard of institution depends solely on the University's fixing the subjects of instruction. But are not the University and the colleges most strictly connected, so that if the teaching in colleges were to become of an inferior quality, the University would be gradually compelled to adapt to it, and consequently to lower its present standard?

Evidence of JUSTICE T. T. MUTUSAWMY IYER, B.L., C.I.E., of the High Court, Madras.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—For some years past I have been a Fellow of the Madras University. I am also a member of the Syndicate. Throughout my service under Government, extending to 28 years, I have watched with interest the progress of education in this Presidency. The largest portion of my service has been in the district of Tanjore and in the town of Madras.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—In devising a sound and comprehensive system of primary education, three things should be steadily kept in view—

A. 4.—I do not think that this need be apprehended.

Q. 5.—Please, in what sense do you understand, in your answer to question 40, that the operations of the associations formed to secure the physical well-being of students, extend over the whole Presidency?

A. 5.—I mean generally throughout Madras.

Q. 6.—(a) In your answer to No. 40, you imply, I suppose, that the Christian College receives at present a grant considerably higher than the salary of the master for Sanscrit in the Presidency College?

(b) Are you aware that the salary of the same master is not inconsiderably higher than three times the grant awarded even at present to a first grade college, viz., to St. Joseph's College at Negapatam?

(c) Under the same number you advocate the coming down to Madras of collegiate students from Salem and Cuddalore. Would such students easily find room within the walls of the collegiate classes in the Christian College?

A. 6.—(a) I refer to the last statement I saw. I believe that, as stated in my evidence, the grant to the Christian College has recently been raised.

(b) Yes, it is more than three times.

(c) I believe so.

Q. 7.—In the case of colleges, is it your opinion that a single master can teach efficiently 120 pupils? Do you mean that he can give sufficient assistance to all his pupils individually, follow the work of each, and give each proper directions?

A. 7.—That depends on the subjects taught.

By THE REV. WILLIAM MILLER (through THE PRESIDENT.)

Q. 1.—(A. 58). Do you mean that one Professor can teach 120 students with the help of proper assistants?

A. 1.—Yes, that is what I mean.

I. The final result to be brought about is that village schools ought to be indigenous and become self-supporting.

II. The cost of inspection, supervision, and control should alone be a charge on Local Funds.

III. The grants now made either to create village schools, or to raise their tone, or to keep them up, should decrease from time to time, until they may wholly be withdrawn. I think this final result may gradually be brought about by a well-contrived system of grants-in-aid of indigenous agencies, and by a mode of administration calculated to awaken a direct and personal interest amongst the rural population in the management of primary education. The Educational policy pursued in this Presidency aims in a measure at these ends, and I should therefore say that the system rests on a sound basis.

(2) I am, however, inclined to think that the system requires to be improved before it can be extended up to the requirements of the country. It is supposed in some quarters that existing pyal schools, which are the only indigenous primary schools, are worthless, and that there should be a complete system of Government schools in their stead. It may be that pyal schools are in their present condition very imperfect, but they ought not in my opinion to be displaced. They should only be changed gradually into trained agencies. This step, it seems to me, is indispensable. There are 55,000 villages in the Presidency. Taking that under a complete system of primary education, there should be, on the average, one elementary school for each village, and that the cost of village school would be, on the average, Rs 30 a month, the total cost of primary education would be about 200 lakhs of rupees. Apart from other considerations, the cost of a complete system of Government primary schools is an insuperable difficulty, and renders such a system impracticable.

(3) It is, again, suggested by others that Mission schools are another great agency, of which particular advantage should be taken in developing a national system of primary education. Although I received my elementary education in the Mission school at Negapatam, and have, from my youth, regarded with admiration and gratitude the devotion and piety with which great Missionaries labour in India, still I owe a duty to the country to assign to this agency its proper position in a scheme of National education. A Mission school is regarded everywhere and is avowed to be a proselytizing agency, and I have never known such agency to commend itself to a conservative people as a permanent substitute for indigenous agency. I do not however desire to be understood as saying that it is without value. It tends to create and develop a desire among the people to start indigenous schools under a trained agency, and to introduce better text-books in those schools, and every instance of conversion and of domestic sorrow and suffering consequent upon it, and rendered inevitable under the religious system which is still dominant amidst the rural population, gives a fresh impetus to this tendency. The proper value, therefore, to be assigned to Missionary agencies, in a scheme of National primary education, is that they stimulate popular feeling in favour of indigenous institutions under trained agencies. It is especially useful in towns and villages where no Government schools exist in raising the status of the lowest castes, with whom the higher classes do not ordinarily mingle. The conclusion I come to is that the gradual transformation of pyal schools into trained agencies, and the establishment of a certain number elementary schools under the direct management of Local Fund Boards as model schools, is the only sound basis on which a scheme of National primary education could be developed up to the requirements of the country.

(4) Much has already been done in this direction in this Presidency. In 1871-72 there were 5,124 schools, with 135 and 192 pupils, but in 1880-81 the number of schools and pupils has increased to 12,878 and 3,27,806. (See the Report on Public Instruction for 1880-81, page 2.) There has thus been, in the course of 10 years, an increase in the number of schools by 150 per cent.

The extent of work now done by Local Boards in connection with primary education is shown in the Report on Public Instruction, page 172. The total number of aided vernacular schools and unaided schools but under Government inspection is 10,665, with 2,30,000 pupils. The amount of grant from Local Funds and Municipal collections is Rs 1,49,521 against 39,726 from the Provincial Funds (page 173). There is still a considerable percentage of indigenous schools not brought under professional inspection and control.

(5) It is said that this can only be the work of time. Some think that the staff of inspecting schoolmasters should be increased. I am, however, of opinion that the best remedy is the scheme of self-government in respect of local matters suggested by your high-minded Viceroy, whose warm interest in the advancement of this country is preparing for him a prominent position among its benefactors.

(6) Another suggestion that has at times been made is that mentioned by Lord Derby in the Despatch of 1859, viz., the expediency of imposing a compulsory rate on the rural population. The history of primary education during the last 28 years shows that it is practicable only up to a certain extent. In 1854 it was thought that, by a liberal system of grants from the general revenues in aid of private efforts, and by measures adopted for improving indigenous schools, adequate provision might be made for establishing a complete system of primary education. In 1859 it was, however, said that a system of grants-in-aid was ill-suited to the extension of Primary vernacular instruction, and that a system of compulsory rates was better fitted for carrying out this object. The outcome of this suggestion was Act VI of 1863. Under this Act a compulsory rate was leviable from the inhabitants of a village when the majority of them applied for its introduction. In seven years the Act was found to have proved a failure. The result produced by it was that there were only 9 out of 19 districts under the Act, and the total number of rate schools in those districts was 104 with 3,665 pupils. The conclusion necessitated by the result of this experimental legislation was that a special educational tax based on the voluntary suggestion of the majority of the rural population was not likely to aid primary education to a material extent. The policy failed because it proceeded on the view that the rural population would tax themselves for obtaining elementary instruction, while, if the desire had really existed, they might have established such schools without any aid from legislation.

(7) The next step was the merging of the Road Cess Act of 1866 and the Act of 1863 in the Local Funds Act of 1871. The policy underlying this enactment was to levy one local rate for all local purposes, including education, and to dispense with the necessity of the rural population coming forward to apply for the levying of such rate. By this Act three taxes were legalised: (1) a cess not exceeding one anna in the rupee on the annual value of all occupied lands; (2), a house-tax ranging from 4 annas to 5 rupees (3), tolls on the carriages and animals at rates ranging from 1 anna to 1 rupee. It was intended that the house-tax should be imposed not generally, but only in villages in which a grant-in-aid school already existed, or in which the rural population were prepared to establish a school, or the

Government might establish a school. Under this Act, 211 'Unions' were formed where rate-schools under Act VI of 1863 existed. In 1873-74 it was found that the house-tax was very unpopular, and it was first ordered to be held in abeyance and then discontinued. With this tax, the Union Fund as a separate Educational Fund disappeared. The only fund since available, in addition to grants made from Provincial Funds, is the proportion of local rates annually spent on education by Local Boards. I subjoin a statement showing the amount of local rate and other local funds realised and the amount spent on education and on other local purposes from 1870-71 to 1879-80 (see page 6). The dilemma in which the past history places us is this. It is on the one hand impolitic to raise the local rate because the people consider this addition to the land-tax which they already pay is too heavy; whilst, on the other, the amount spent on education from local rates is not adequate for the requirements of the country. The question then is how is this difficulty to be overcome since primary education cannot be ignored or overlooked by Government?

(8) It is suggested by some that, as between primary and higher education, the former is more important, and that the funds now devoted by the State to the latter should be diverted in favour of the former. This alternative is presented under two aspects, *viz.*, the abolition of Government colleges, or their transfer to aided private agencies. I, for one, think that a greater blunder cannot be made than abolishing Government colleges. Higher education is a great factor in the cause of progress in India. If this country is ever to become great, it must be through the diffusion of Western knowledge. It is Western literature that must raise the tone of national thought and feeling. It is Western science that must develop the resources of this country and manufacturing and other industries. It is the spirit of Western institutions to which we have to look for the political education of the people in India. In England and other civilised countries in Europe, higher education is to a considerable extent the outcome and measure of national progress, whereas in India it is for the present the cause of progress and a civilising agency, though in all countries, higher education and progress must after a time act upon and be influenced by each other. The peculiar value which higher education possesses at present in connection with national progress should not be overlooked in making a provision for primary education.

(9) As to the proposition that higher education may be transferred to private agencies, these must be either indigenous or Missionary agencies. As to the former, they have not yet come into existence, and as to the latter, they have no legitimate place in a scheme of national education; and further, they carry with them no guarantee of permanency. Taking all education above the 4th Standard as higher education, I may say that high schools are becoming self-supporting. Higher education has created, and is creating, indigenous agencies in connection with high schools. In Combaconum and in Madras, the Director of Public Instruction has considered it practicable to do away with the Junior Departments of the Government colleges. The day is not distant when indigenous agencies will take up the management of high school education, because it promises to become

self-supporting and remunerative as a profession. If the fees collected in the Junior Departments of our colleges be taken into account and compared with the expenditure on those departments, it will be found that high school education is wholly or very nearly self-supporting.

(10) As to collegiate education, it must be maintained by the State until it is endowed by the people. In all civilised countries, the history of colleges discloses endowments by kings and by the people. National endowments can only be expected where there is a wealthy middle class or aristocracy imbued with love of knowledge and of its extension. Among educated men, some are becoming wealthy, and in course of time, a wealthy and educated middle class will come into existence. It would be a mistake to anticipate the future prematurely and to injure the cause of higher education. The total cost on Government colleges is only Rs.1,50,000 (see Report on Public Instruction, page 183), and their abolition cannot afford any material help towards the extension of elementary instruction. Here I would request permission to refer to pages 5 to 11 of the address delivered by me at the last Convocation, in which I have dwelt on the subject at some length.¹ The best way of overcoming the difficulty seems, therefore, to consist in the introduction of self-government in respect of local matters, including primary education. Under this system of local self-government, sub-circles may be created for each taluq, and the Local Boards for these sub-circles may be made to consist of representative men from every part of the taluq. Thus, the representatives of the rural population may be made to take an active and direct interest in the spread of primary education, and the result, I venture to express a hope, will be the gradual transformation of all indigenous schools in the country into trained agencies supported by fees paid by each village. The cost of extension must in principle come from the rural population, either in the form of a compulsory educational rate or of a voluntary payment in the shape of fees, and the introduction of self-government in respect of education in connection with local matters will, I trust, utilise both sources of income, and lead to the rural population bearing the cost of a complete system of primary education.

(11) The agency of inspecting schoolmasters is doing some good, but they are an inferior class of men. There should be a better and stronger staff provided. If the introduction of a scheme of local self-government were deferred, I would suggest an alternative, *viz.*, the formation of Taluq Sub-Committees of a representative character under Local Boards to promote primary education. The Tahsildar, the District Munsiff, and the Sub-Registrar, who are generally men of education and intelligence, should be in these Committees. The grants made to village-schools should be distributed through them, and their suggestions in aid of primary education should receive special attention from the officers of the Educational Department. Instead of a house-tax, a small addition to the local rate on occupied land, to be called the village rate, may be commended to their consideration, and introduced by Government upon their recommendation in particular villages. The policy as to this village rate should be subject to three conditions. It should be no more than is necessary to maintain an elementary school; it should be with-

¹ Vide Appendix.

drawn wherever a village school became self-supporting without it; it should be imposed on the suggestion of the Taluq Committee in particular villages only, and it should be spent by the Committee upon the village from which it is raised. This form of compulsion,—if any compulsion is to be resorted to,—may assist in extending and improving primary education, and in rendering primary schools self-supporting.

(12) A special village rate by the side of a general local rate is to a certain extent anomalous, but it seems to me to be the only mode in which a very useful feature of the ancient village institution can be revived. Under this institution, the schoolmaster, it is believed, was recognised as part of the communal system, and he was remunerated either by a *maniyam* or a *metra*. He was paid by the village community, and the payment, made in grain or in allotment of land, was limited to what was necessary for his maintenance. There are several reasons why Taluq Sub-Committees with power to create subsidiary village Committees should be brought into existence. They will be better able to adapt the form in which the rate is to be levied to local peculiarities, and to see if it can be averted by raising the fees or inducing rich men to aid the village school by subscriptions and donations. The rural population will also feel that what is taken from them is preserved as a distinct fund and spent upon their children, and that the rate will be collected only until they render the school self-supporting. I must here add that any additional taxation will be unpopular, and that the village rate should be levied only after all that can be done by the State for allocating a reasonable proportion of the local rate now levied to primary education has been done. It will be seen from the statement which I have annexed that in 1879-80, out of a total expenditure from Local Funds of Rs.50,82,000, Rs.4,57,000 was spent on roads, &c., Rs.25,000 upon sanitation, and Rs.85,000 upon education. Although the general impression, when the Local Funds Act was passed, was that a decent proportion of the local rate should be spent on education, it has practically been administered chiefly

as a road and sanitation cess. I think that at least one-third of the produce of the local rate should be assigned to Primary Education Fund before deciding upon the assessment of a village rate. Assuming that such an allotment is possible, we shall have about 16 lakhs of Rupees as an annual education fund. By dividing 5 lakhs, the amount spent upon aided schools in 1880-81, by the number of such schools, 6,376, it will be seen that the cost of aiding each school is about Rs.7 per mensem, or Rs.30 per annum, and that 16 lakhs will enable the Local Fund Boards to aid between 20,000 and 21,000 schools. Another advantage which will result from the formation of Taluq and Subsidiary Committees is the clubbing of several villages where it is practicable. They will also be useful in introducing additional subjects of instruction, and so adapting the instruction to special local requirements. I would therefore submit that the allocation of a larger proportion of local rate to primary education and the formation of Taluq and Subsidiary Committees to administer the educational fund with power to supplement it by a village rate, are the only available means of providing for the cost of primary education. The awakening of a direct and personal interest in the administration of this fund seems to me to be best fitted for ensuring permanency to the system. Here I desire to state that the Municipal collections are not included in the statement which I have subjoined, and they will enable Municipalities to maintain middle class schools for each town in this Presidency. I further hope that in the progress of high education, under-graduates and Matriculates will also become useful in starting village and middle class schools as a profession.

This must be the ultimate result of the competition for employment between graduates and First Arts men on the one side, and Matriculates and middle school students on the other. When this stage of things is reached in the progress of education, the grants should decrease from time to time and be ultimately withdrawn and appropriated to the formation and extension of elementary industrial schools for the poorer classes.

Year.	REVENUE.			EXPENDITURE.				
	Rate and Tax.	Other Sources.	Total.	Public Works.	Education.	Sanitation, Health and Charitable Institutions.	Miscellaneous, including advances.	Total.
	R.	R.	R.	R.	R.	R.	R.	R.
1870-71	13,25,273	5,20,089	24,46,362	38,95,544	1,69,391	1,62,389	39,706	42,67,530
1871-72	23,45,721	15,04,004	38,49,725	42,48,525	3,15,436	2,71,870	1,76,552	50,12,433
1872-73	38,89,766	19,28,176	58,17,942	50,36,708	3,60,102	4,68,660	1,72,098	60,37,476
1873-74	39,04,978	22,61,560	61,66,538	59,76,310	45,81,529	3,28,902	6,10,908	69,97,749
1874-75	38,69,207	21,07,623	59,76,830	59,76,310	45,81,529	3,28,902	6,10,908	69,97,749
1875-76	37,60,645	23,70,846	61,31,491	59,76,310	45,81,529	3,28,902	6,10,908	69,97,749
1876-77	31,92,180	13,85,548	45,77,728	40,82,713	4,46,384	8,70,760	1,54,722	55,61,733
1877-78	31,37,177	25,31,601	56,68,778	42,99,567	3,85,861	9,41,395	1,58,311	61,82,217
1878-79	29,59,179	33,41,108	63,00,287	46,96,650	3,85,481	9,25,329	3,13,677	60,32,394
1879-80	43,09,857	20,84,989	63,94,846	34,57,907	3,85,481	9,25,329	3,13,677	60,32,394

Que. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary instruction is not sought in villages by Chuchlers, Panyas, washermen, barbers, and day-labourers. All other classes seek for it.

The former classes do not care for it. I must also add that the parents of boys of the higher classes, in villages, such as Brahmins, Vellalars, Mudaliars, Chetties, &c., do not like to see their children mingle with boys of the lowest castes, even at school. This no doubt practically excludes them, and the higher classes do not obstruct the extension of elementary education to all in any other manner. It is due to Mission schools that I should add that where no Government schools exist, the former are specially useful in creating for the

castes mentioned above a status, and providing instruction for them. I may mention as a notable instance the Shanars of Tinnevely.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools exist wherever there is a demand for primary instruction, and there are such schools in most of the villages in the Presidency. The text-books in use in these institutions are very inferior, the discipline is very lax, and the teachers are men of very poor attainments. These schools should be brought under Government inspection and control by a system of grants to which certain conditions should be attached and through the agency of Sub-Committees and of inspecting schoolmasters acting under Local Fund Boards. Indigenous schools may be turned to good account by making the conditions to our grants such as will gradually transform them into trained agencies. There should also be a Normal school at each Taluk station, so that there may be a growing supply of trained teachers ready to displace the old race of pyal schoolmasters.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home instruction does not prevail to a considerable extent. As a system, I may say it is confined to princes and zamindars who do not like to send their children to school. A boy educated at home is seldom able to compete successfully with boys educated at schools at the public examinations.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—All ryots and landholders as a rule desire to give some instruction to their children, and wherever the want is felt, elementary schools will be established by the people themselves. This tendency is an indigenous influence which should be carefully nurtured and developed. The form in which it manifests itself is in the existence of pyal schools in many villages in the Presidency. Higher education produces men who start schools as a profession whenever they become self-supporting. There are also Mission schools in some villages. There are Local Fund and Municipal Boards in every district to aid Government in this respect.

Ques. 7.—How far, in your opinion, can funds for education in rural districts

be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—They may be administered by Local Boards. The mode in which grants-in-aid are to be made should be fixed from time to time by the Director of Public Instruction in communication with Government, and it should be made binding upon the Local Boards. The schools should for the present continue to be inspected by the officers of the Educational Department, and their suggestions as to the use of text-books and as to improving the efficiency of the teaching staff ought to be carried into effect by the Boards.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—The cost of education up to the third results standard should be as in the case at present, a charge on the Municipal funds. Power should be reserved to Government to insist on the Boards meeting this charge.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—I would suggest that Normal schools be established at each Taluk station. Prior to the introduction of the results system, the position of village schoolmasters was one of dependence upon some person of influence in the village. Under the result system, their position has improved to some extent. Still their attainments are poor and their influence is small. The establishment of Normal schools could have the way for the transfer of village schools to the management of trained teachers. Higher education is raising throughout the country the dignity of the schoolmaster's position, and a properly qualified and intelligent teacher will therefore continue to rise in public esteem.

Ques. 10.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 10.—The result system as designed for improving the quality of instruction is no doubt good. I have heard, however, that the results grants are now and then looked upon as money earned by the successful pupil for his master, and the father or guardian of the pupil withholds the payment of the school fee due from him on that ground, and that the amount of fee exhibited in the returns does not always represent actual payments. This evil may be corrected by substituting a grant in the lump instead of so much for each successful student, or a salary grant, wherever there is reason to apprehend that the results grant causes an impediment to regular payment of school fees. But the evil is not general, according to my information, and one which, I think, may be left to be corrected by the Educational Department. Considering, however, that the object to be kept in view is to bring the indigenous schools under Government inspection and control, and

that the system of primary education is still in its infancy, I would prefer a salary grant in those parts of districts where schools have to be created. As both grants are now allowed, it is a matter of detail which may be left to be departmentally dealt with and adjusted to local requirements. As a means of improving the status of schools already brought under Government inspection, results grants, I may say, are on the whole very useful.

Ques. 11.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and secondly, how they can be gradually rendered more efficient?

Ans. 11.—I would require each Local Fund Board to set apart a reasonable percentage of its annual income as the Primary Education Extension Fund. I would also have the Local Fund Boards invite donations from time to time towards this Fund. To stimulate private benevolence, I would further provide for an endowment grant being made towards this Fund whenever a fresh village school is started with its aid. This appears to me to be the only practicable mode of providing for the extension of primary education in addition to direct aid from State funds. It will enlist private benevolence in its favour, throw its cost on the Local Fund Board in a mode which is least burdensome, and will ensure, though not at once, an adequate extension of primary education throughout the Presidency. I have already suggested the establishment of Normal schools. At present there are but 162 inspecting schoolmasters throughout the Presidency, and the general impression is that they are too few to render their inspection efficient and useful.

Ques. 12.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 12.—I am aware of no such instance. The obvious reason is the absence of indigenous agencies competent to take up the management of higher education. In this country the agency itself has to be created by higher education. The wealthier classes have not yet come sufficiently under the influence of higher education. It would be a mistake to make over colleges or high schools to Missionary bodies. The exigencies of the country and the importance of higher education in the interests of progress and good government have rendered such transfer not yet feasible.

Ques. 13.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 13.—No. The only place where there are several colleges is the town of Madras. But the Presidency College is one which should always be maintained and kept up by Government as a model State college.

Ques. 14.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the Grant-in-Aid system?

Ans. 14.—I know of no one able and willing to come forward to establish colleges. The only instance in which an attempt has been made is that

of Pachappa's Trustees. Two or three large endowments, made by educated men, have rendered it possible for them to make the attempt. As to the establishment of high schools, graduates have started them as a profession in some of the important towns, such as Combaconum and other places.

Ques. 15.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 15.—I have discussed the question at some length in the address which I delivered at the last Convocation, and which I here tender in evidence. I do not think that if the Government were to withdraw from the management of a college, it would be kept up by local bodies. The only result would be that the college will be transferred to a missionary body if one is available, or that it will cease to exist.

Ques. 16.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 16.—Except the lowest castes mentioned in the 3rd answer, artisans and handicraftsmen who prefer industrial training, and rich orthodox families who look up to higher education as one to be sought by those who have no property and who have to earn their livelihood, and the old aristocracy generally, the other classes avail themselves of Government or aided colleges or schools. The wealthier classes are beginning to recognise higher education slowly, but as a means of culture and enlightenment. The fee payable in colleges has been raised from time to time, and as the majority of our students in Government and other colleges belong to the middle classes, I think the fee now fixed is sufficiently high.

Ques. 17.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 17.—A non-Government institution may become influential and stable though in direct competition with a similar Government institution. Its success will depend on its efficiency. I must also add that the higher classes will generally prefer to send their children to that institution in which the instruction is secular in preference to a Mission college or institution.

Ques. 18.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 18.—When educated men start several high schools as a profession in an important town, there is at times an unhealthy competition. This has happened at Combaconum. But no special remedy is, I think, needed. The best managed school is in the natural course of things likely to prevail.

Ques. 19.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives find some employment, though it is only the best and a few that secure very remunerative employment. In England, the Government service, the Bar, the Church, the Navy, the Army, the Railway, the great manufacturing and other industries, and the great centres of commerce provide employment for educated men. In this country, the Government service, the Bar, Educational institutions, Government and aided, the Native States, and the houses of agency in important towns and the Railways, are generally resorted to. There are also cases, though very few, in which sons of wealthy men are content to look after and improve their estates after completing their education. Although it is said that educated men increase year after year and will soon find it difficult to obtain employment, I have no such apprehension. The higher classes are beginning to come under the influence of higher education, and the development of industries and manufactures will, it is hoped, extend the field for employment. Assuming that a time will arrive when higher education will not enable them to find remunerative employment, the number of graduates and under-graduates will then diminish, and the law of demand and supply will operate to fix the proportion on a healthy basis in this as in every other country.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—No doubt the attention of teachers and pupils is directed to the Entrance Examination of the University, but I think, however, it is rightly so directed. It is the capacity to acquire knowledge that is and ought to be cultivated, and I have always found that an educated man under our University system acquires in a much shorter space of time a mastery over details of any technical work which may be entrusted to him in after life than an uneducated man.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—As to those who seek higher education to earn their livelihood, their number will not be too large in the long run. The law of demand and supply will adjust the number of graduates to the wants of the country. As to those well-to-do classes who seek higher education as a means of culture, their number will steadily increase. The proportion will, in my opinion, seldom be in the long run in excess of the requirements of the country.

Ques. 36.—In a complete scheme of education for India, what parts can in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—In a complete system of education the collegiate education should be provided for at the cost of the State. This must continue to be the case until endowed national colleges come into existence. Even when they spring up, the State must keep up a model college. The Government should gradually withdraw from the management of high schools, as they are started by

educated men as a profession. The middle schools may be left to be supported by the Municipalities up to the fourth standard, and the village schools by the Local Fund Boards. In so far as the Local Fund Boards are unable to provide for a complete system of primary education, I think the State, aided as far as practicable by the local and village rates, should bear the expense, at all events for the present, and gradually transfer the burden to the Local Fund Board. Here I would venture to suggest an Education Act, in view to our policy being placed on a progressive and permanent footing in relation to higher, secondary, and primary education.

As to Collegiate Education.

(1). The Act should provide for the permanent maintenance in the Presidency towns of a State college as a model college. This step is necessary to prevent the deterioration of the standard of higher instruction in the Presidency.

(2). It should also provide for the maintenance of the existing Government colleges until endowed or aided colleges take their place. This is necessary not to arrest the progress of higher education. The three* second grade Government colleges now in existence are not too many.

(3) The Act should further announce that the first grade colleges at Combaconum and Rajahmundry, and all second grade colleges should be gradually displaced by aided or endowed national colleges.

(4) It should also provide for the establishment of an Endowment Fund and a Committee for its development in connection with each such college.

(5) In order to aid the development of this Fund, and to stimulate private benevolence in its favour, I would suggest that the annual cost to Government of collegiate education on each pupil should be ascertained and capitalised at 4 per cent. per annum, and that every one who makes a donation which will provide for the cost of one pupil or more should be appointed by Government to be a Patron of the college, and that each Patron should have a right to send free pupils varying from one to five according to the extent of his donation. The Committee should consist of the Collector, the District Judge, the Inspector of the Division, the Principal of the college, three educated men of position and influence, with five or more leading members of the aristocracy of each district. The condition of this fund should be annually reviewed by Government, and measures taken from time to time in communication with the Committee to aid its development. Thus, the nucleus of a National Endowment Fund and of a Board of managers may be created and developed. When the Endowment Fund becomes large enough to provide for two-thirds of the cost of collegiate education at any particular place, the college should be placed in the list of aided colleges, the State contributing one-third of the cost, and made over to the body of Patrons, to be managed by a Board of Trustees to be elected by them and approved by Government.

As to High School Education.

It is desirable to keep up the junior department of each of the existing Government colleges

as a model. It is self-supporting and entails no extra expenditure on the State. It serves as a model and contributes to the efficiency of the college department. The Act should also permit the maintenance of one high school in each of those districts in which no colleges exist. This will aid the extension of higher education and entail no additional expenditure on Government.

As to Middle Class Schools.

The vernacular instruction should be raised to the 6th Standard and the instruction in English lowered to the 2nd Standard. The curriculum is at present arranged on the basis that middle school education is necessarily to lead up to higher education. Many of our middle school students may not be able to join a high school or college. It would be better to give them all a sound vernacular instruction and a mere elementary instruction in English. If higher classes in English are desired in any town, a concession should be made subject to the condition that those classes are made self-supporting, or that at least two-thirds of their cost are met from the school fees.

As to Village Schools.

They should all be vernacular; and where the establishment of an English elementary school is desired, the application should be granted on condition that it will be rendered self-supporting. As to the creation of a fund in aid of primary education, a reasonable allotment should be made from the Provincial Fund and the Local Funds, and the village rate should be legalised to be resorted to, when unavoidable, subject to the conditions which I have already indicated. Mission schools and colleges should be recognised and aided as valuable auxiliaries, but no aid should on that ground be refused or made on a reduced scale to indigenous institutions, or their organisation and development should otherwise be checked.

The Act should embody a scheme of self-government as to local matters, and provide for the formation of Taluk and Subsidiary Committees as already mentioned.¹

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—In important towns graduates may start high schools as a profession. As to colleges, the spirit of combining for local purposes has not yet acquired a sufficient vitality, and the thought

that ways and means for managing a college are not likely to be forthcoming will be in the way of the growth of a spirit of self-reliance.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—The standard of instruction will certainly deteriorate, especially in colleges. The only measure I could suggest to prevent this result is that certain schools and colleges be kept up by the State as model institutions.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—No. I may however add that a strong sense of duty and a higher tone of moral conduct have practically resulted from the secular instruction afforded in Government colleges and schools. This is the testimony uniformly borne by men who have a practical knowledge of the country as it was 40 years ago and as it is at present.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—I have always thought that the principle of religious neutrality is in favour of the direct management by Government of colleges and schools where instruction is imparted on a secular basis. If hereditary faith in infallible ancestral wisdom and in orthodoxy is shaken by it, it is too remote a consequence to be regarded as a violation of the doctrine of neutrality. The question, as it seems to me, is one of election between raising the country in civilisation and allowing it to remain in its present condition, and no enlightened Government should in my opinion hesitate to decide as to the choice which it ought to make. In every progressive society, any aid rendered to the cause of progress must involve in it a certain amount of interference with time-honoured modes of thought and feeling. What sound policy and the principle of neutrality requires is that Government should abstain from an aggressive and direct interference with religious convictions and practices, and not from fostering a freedom of enquiry and thought which, under the guidance of reason and knowledge, will tend to regenerate the country.

¹ A. 26 was put in only when the evidence was being taken.

APPENDIX.

And let me remind you of the important duty you owe to the Government, to whom you are indebted for the liberal education you have received, of extending to your less fortunate brethren, in such measure as your opportunities allow, the light of knowledge of which you have had so considerable a share. Several of you will doubtless enter the profession of teachers, and as such, will be directly engaged in carrying on that noble work; but whatever may be the walk of life you may find yourselves in, there will be no lack of means and opportunities for ameliorating, so far as intelligence and knowledge can do, the condition of the lower classes of the people coming within your influence. It is impossible to conceive a worthier object of life, for every one of us, than to endeavour to make the little corner of the world, to which our influence extends, less miserable and less ignorant than it is at present. The light of knowledge imparted to you is not intended for your personal benefit merely, but for diffusion all around, and Government, to whom is committed the gigantic task of providing elementary instruction for millions of people, expect to accomplish that object quite as much by creating a body of men such as you, who by virtue of superior intelligence and culture will take the position of natural leaders of the people, and afford material help in dispelling their ignorance and securing to them the light and guidance of knowledge, as by direct efforts towards that end. According as you fulfil these expectations, will the system of higher education, which the Government have so liberally supported, be judged. Already there are signs of impatience in certain quarters at the tardy results produced, and opinions are expressed that Government should recede from the position they have taken up in regard to higher education, and devote their means and energies to providing elementary instruction for the masses. But it is forgotten that thirty years have not yet elapsed since the system of liberal education was inaugurated under Government auspices, and that thirty years is but a brief interval in the life of a nation. Judged by any fair standard and making allowance for the slow assimilation of the elements of Western culture into the habits and ideas of a conservative people, I venture to think that no candid observer can fail to note that the success hitherto achieved has been remarkable. Any one who remembers the state of the country thirty years ago will easily realise to himself how much of the intellectual activity and of intelligent interest in public affairs has been called into existence, and how much the moral tone of the educated classes has improved. I do not mean that the results obtained can be compared with the state of things in European countries which have had centuries of unfettered development; but I assert that those results have not only not fallen short of reasonable expectations, but they have also proved the wisdom of the policy of which they are the outcome, and they afford promise of still more brilliant results in the future, if only that policy be steadily pursued. While there are some who regard the system as a failure, there are others again who admit its success and make that very success the reason for Government discountenancing themselves with it. If the system has taken such a firm root in the country, say they, and is thoroughly appreciated by the people, why then should not Government leave it to be supported by the spontaneous efforts of indigenous agencies and confine their attention to providing elementary instruction for the masses. Doubtless the ultimate state of things to be aimed at in regard to higher education would be a model college in the Presidency town supported by the State, forming as it were a focus of intellectual life and having on its staff professors of eminence who would be themselves the living embodiments of the highest forms of culture; no expense being spared by the State to maintain the instruction imparted in such an institution at the highest level of attainable perfection. Such a college, the ordinary laws of demand and supply cannot be trusted to bring into existence. In the provinces would be sprung up colleges, supported by the nobility and gentry and an enlightened middle class fully alive to the advantages of liberal education, and able and willing to make large sacrifices for securing it to their children. These colleges would necessarily be influenced by the high standard maintained at the Government college, but not enslaved by it; they would provide for a variety of forms of culture according to the importance attached to the several branches of knowledge or methods of instruction in the communities among whom they come in existence.

Admitting that this should be the final aim, I must express my conviction that the day is yet distant when such a state of things may be expected in this country. Those who have benefited by the encouragement accorded by the State to higher education hitherto, have not been the zamindars and the landed aristocracy of the country so far at least as this Presidency is concerned, and there is no such sharp distinction between the rich and the poor in this country as is said to exist in European countries, and intelligence and refinement do not co-exist with wealth to the extent that it does elsewhere. It is to be feared, in the present circumstances, if State aid be suddenly withdrawn, any movement to replace it out of the private wealth of the country would not in most cases be successful. Higher education will have to be practically left in the hands of Missionary agencies, in no sense indigenous. I do not in the least undervalue the important services which they have rendered to the cause of education. They have been very useful auxiliaries to Government, and by creating a healthy rivalry between Government institutions and their own, have contributed in no small degree to the success of educational efforts; and all honour to them for it. But if all higher education is virtually committed to their hands, will it conduce to the variety of culture and the adaptation to the special needs of the country, upon which so much stress is laid in recommending the withdrawal of State support to higher education? However this may be, it would certainly seem anomalous that, in a country composed of many nationalities, Hindus, Mahomedans, Buddhists, we should trust for the provision of higher education, which has such an important influence on national progress,—not to indigenous agencies which there is reason to fear will take time to come into existence, not to the private wealth of the country, a considerable proportion of which still remains to be brought under the influence of culture, but to the benefactions of charitable men in England and foreign countries contributed for a special purpose, and to their willingness to permit such benefactions to be applied for the purpose of secular education. Apart from other objections, such a system would be without the guarantee of permanence and stability which is essential to a scheme of national education. After all, I find that the State expenditure on Government Colleges or on higher education in this Presidency, after deducting the portion of it which will have to be incurred under any circumstances, and the portion which is recouped by fees, donations, &c., amounts to a lakh and a quarter or at most a lakh and a half, certainly not an extravagant figure, considering the importance of the object. It is earnestly hoped that the decision of the Education Commission with regard to this important question, which is looked forward to with anxious interest by the entire native community and in regard to which I have only endeavoured to set forth their views, will be in accordance with their sentiments. But whatever may be the decision, gentlemen, your duty is plain. That the State should help those who cannot help themselves, and that those who can help themselves should do so, are propositions the truth of which cannot be denied; and you will fail in your duty to yourselves and your countrymen if you do not steadily keep them in view, and do not prepare gradually to find ways and means to give a permanency to the system of higher education in this country and to rest it eventually on the basis of national endowments. The Trustees of Patchiappas' Charities have set a laudable example in this direction, and it is my earnest hope that as education continues to spread, and as the aristocracy and the wealth of the country begin to be sufficiently influenced by the light of culture, the day will arrive when national colleges will take the place of Government colleges. In this connection it is peculiarly gratifying to me to note that since the Local Fund and Municipal Boards were organised in this Presidency, those bodies have done much for aiding primary education. I also find that higher education is already assisting primary education, first by supplying a cheap agency competent to take up the management of primary schools, and next by producing men who start primary schools as a profession. I would ask you and all the educated men in this country to revive in villages the old healthy spirit according to which the schoolmaster, supported by each village, was a part of the ancient village organisation, and to encourage, as your means and opportunities permit, the application of a larger share of the private wealth of the country in the interests of education.

Cross-examination of THE HONOURABLE MR. JUSTICE MUTUSAWMY IYER, B.L., C.I.E.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 8 you say that “the cost of education up to the third results standard should be, as is the case at present, a charge upon the Municipal Funds.” In answer 36 you seem to vary the superior limit slightly, as you say that “Middle schools may be left to be supported by Municipalities up to the 4th standard.” Is that so?

A. 1.—Yes. I have also suggested the allotment of a larger proportion of the local rates to the Primary Education Fund. I would suggest a similar increase in the allotment from Municipal Funds.

Q. 2.—Noting that results standards 1 to 4 are connected with primary schools, kindly state whether in your opinion the Middle Departments of middle schools should as a rule be or not be a charge on Municipal Funds?

A. 2.—I intend that middle schools also should be made a charge on Municipal Funds.

Q. 3.—From the concluding sentence of the 2nd paragraph of your second answer, I infer that you are not in favour of any general system of primary schools under the direct management of Local Fund Boards, and that you would confine the action of such Boards to the assignment of grants-in-aid to, and the exercise of a general control and supervision over, schools conducted by private agencies.

A. 3.—Quite so.

Q. 4.—If, according to your suggestion, indigenous agencies should be allowed free scope to strengthen and develop themselves, please state whether the methods and standards of instruction in indigenous schools could in course of time be expected to adapt and assimilate themselves to the requirements of the Educational Department?

A. 4.—I have no doubt that they would in course of time adapt themselves to such requirements.

Q. 5.—In connection with the latter part of your answer to question 2, do I understand you aright when I take you to mean that the quasi compulsory village rate you would, under certain conditions, recommend, is to be supplementary to the assignment from Provincial and Local Funds, and not to be in lieu of it?

A. 5.—Yes, that is my view, and I think I say so in my evidence.

Q. 6.—Do you also intend that the village rate is to be imposed only if the allotment from Provincial and Local Funds is found to be inadequate?

A. 6.—Quite so.

Q. 7.—It has been held that Government spends too much on higher education and too little, in comparison, on primary education. The expenditure from Provincial Funds according to the General Statistical Return No. III in the Public Instruction Report for 1880-81 is as follows:—

	On Govt. Institutions.	On Aided Institutions.
	R	R
Collegiate Education	1,16,933	21,859
Secondary	1,09,798	90,581
Primary	75,925	1,07,885

It would thus appear that the amounts spent on the three grades of education were in round numbers

R1,38,000; R2,00,000 and R1,83,000 respectively. Are you inclined to think that too large a portion of the Provincial Funds has been devoted to higher education either absolutely or comparatively?

A. 7.—I do not think so. I think no more is spent on higher education than is absolutely necessary. If a larger amount than now should be allotted from provincial Funds to primary education, such amount should be provided for by an addition to the provincial grant for education, and not by reducing the expenditure on higher education.

Q. 8.—Granting, for the sake of argument, that too much has been devoted to higher education and too little in comparison to primary, there are two ways of remedying the evil,—one to curtail the expenditure from Provincial Funds on higher education and divert the funds thus saved to primary education,—and the other to increase the Provincial allotment for education so as to admit of a larger amount than now being spent on primary education. Which of these alternatives would you suggest the adoption of as being the wiser and more expedient course of the two?

A. 8.—I would certainly recommend the adoption of the second alternative.

By MR. FOWLER.

Q. 1.—(A. 14). I should gather from your answer to question 14 that it is your opinion that inspecting schoolmasters form a valuable and efficient agency?

A. 1.—I think the agency is doing some good; but that it ought to be improved.

Q. 2.—Do you consider that inspecting schoolmasters should be superseded by other agency?

A. 2.—They should be replaced by a better class of men; and, till that is done, the existing agency should not be abolished.

Q. 3.—Am I to assume then that you would supersede them by men of another class?

A. 3.—Certainly.

Q. 4.—(A. 39). On what grounds is your strong opinion that the standard of colleges would deteriorate if Government withdrew from their direct management, based?

A. 4.—I do not think that private bodies would pay the same attention to secure efficient agency—pay the same attention to secure efficient instruction, or the nor to improve the methods of instruction, or the class of text-books, to the extent they would be improved in Government colleges. I also believe that a higher class of men will enter Government service as professors more readily than they will accept employment under private bodies.

Q. 4.—Some of our witnesses have contended that the standard would not deteriorate, since the University has it in its power to prevent such a result. Have you considered this point?

A. 4.—The University is only an examining body; and the results produced must, to a very great extent, depend upon the efficiency of the staff of professors in the colleges.

Q. 5.—(Ans. 2). Is not your estimate of R30 a month for a village school unnecessarily high, seeing that the average income of a result schoolmaster is not above seven rupees?

A. 5.—My estimate is not based on statistics. To raise the schools I thought there should be two masters on R15 and 10, and R5 for other

expenses. As to the number of schools, I have heard that in 1823 there were 22,000 village schools. I have not seen the figures. I also thought that in the course of 50 years the number may have doubled itself. Perhaps 30 or 40,000 might be nearer the mark.

Q. 6.—In your second reply I read "some think that the staff of inspecting schoolmasters should be increased. I am however of opinion that the best remedy is the scheme of self-government in respect of local matters." This seems to imply that self-government in local matters is inconsistent with the employment of inspecting schoolmasters. Is this your meaning?

A. 6.—I say some suggest that the increase of inspecting schoolmasters is the remedy—but, in my opinion, the other is the proper remedy.

Q. 7.—(A. 2). Is it your opinion that Mission education is purely temporary, and not likely to occupy a permanent place in the education of this country?

A. 7.—That is my opinion.

Q. 8.—(A. 2). You express the opinion that "the gradual transformation of pyal schools into trained agencies, and the establishment of a certain number of elementary schools under the direct management of Local Fund Boards as model schools, is the only sound basis on which a scheme of national primary education could be developed up to the requirements of the country." Is it within your knowledge that this indicates the exact lines on which the Department of Education has worked?

A. 8.—Quite. I therefore say, in my second answer, that the policy pursued in this Presidency rests on a sound basis.

Q. 9.—(A. 2). You suggest that fees should be paid by each village—would you state the form in which you think this should be done?

A. 9.—I mean that fees should be paid by the parents of the boys.

Q. 10.—(A. 2). Is the conclusion that you advocate an Education Act to regulate primary education correct?

A. 10.—I have stated this definitely in the supplementary evidence now submitted.

Q. 11.—(A. 12). You express the opinion that the abuse of pupils withholding payment of fees would be remedied by giving a lump grant. May I ask in what way you would propose to fix the amount of such a lump grant?

A. 12.—I would give it with reference to the general condition and requirements of the school, and would give it the character rather of a salary than a result grant. This I would do only in villages where the abuse is known to prevail.

Q. 12.—(A. 12). It has been proposed, with a view to remedying the evil, that the grant earned by a school should not be paid in one sum, but in twelve instalments. Does this scheme commend itself to your judgment?

A. 12.—I do not approve of this scheme. I believe that the conviction that the grant, though paid in instalments, will certainly be paid, will prevent the evil being satisfactorily remedied.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether you have noticed that Missionary bodies are not mentioned among those to whom Government is willing to transfer its institutions in the Resolution constituting this Commission?

A. 1.—I did notice the passage to which my attention is called. I made the remark that there

should be no such transfer in order to show that the view expressed in the Resolution is the only one that ought to be adopted by the State. I also considered the remark necessary in order to bring to the notice of the Commission the feeling that exists among the Native community in general.

Q. 2.—May I ask whether you know of any party that advocates the transfer of Government colleges and high schools to Missionary bodies, as I myself am aware of none such?

A. 2.—There is an impression in Native society that Missionary bodies advocate the desirability of Government withdrawing from the direct management of high schools and colleges wherever efficient Mission schools and colleges exist. I may also state that I received a letter from a Missionary gentleman in England in which the feasibility of the abolition of the Presidency College was alluded to.

Q. 3. (A. 36).—I should infer from your answer to this question, as also from some remarks in the additional evidence put into my hands this morning, that you are in favour of relying ultimately upon indigenous non-Government agencies for the supply of higher education; and that you would favour any measures that would tend to encourage such agencies provided these measures did not interfere with the cause of progress—may I ask whether this inference is correct?

A. 3.—Yes. Subject to the condition that the State always maintains a model college and does not injure education by withdrawing from the field before an endowment fund is sufficiently developed.

Q. 4. (A. 38).—With reference to your answer to Mr. Fowler on this question, may I ask you whether you are aware that the colleges in the United Kingdom are managed by private bodies, and that most inquirers into social problems are of opinion that private bodies are better fitted for work of this kind than any Government Department?

A. 4.—That may be the ultimate state of things in this country; but a long time must elapse before it is arrived at.

By THE REV. DR. JEAN.

Q. 1.—You say in your answer 3 that low caste children are practically excluded from schools attended by high caste pupils. Could you suggest any measure to prevent that exclusion, or to provide for the education of low caste boys and girls?

A. 1.—I alluded to the Mission schools as a very valuable agency in raising the status of low caste people; but I also stated that in many villages these classes do not care for education. Until the want is felt, it would perhaps be undesirable to force schools upon them. But in towns and important villages, where the number is sufficiently large to justify the formation of a school for their exclusive benefit, I would certainly advocate the establishment of a school for them. This necessity will not be felt in the Presidency towns and in other chief centres of population, where higher education has made considerable progress. I may also refer, to illustrate the value of Mission agency in this respect, to what has been done for the Sanar population of Tinnevely.

Q. 2.—One of the principal objections made against the maintenance of Government colleges, is that the impression of the Hindu community and of the Government pupils themselves is, that the instruction given in State colleges is hostile to religion. Please state how you would answer the objection.

A. 2.—No. I do not think there is such impression. But there is an impression that higher education weakens the faith, as I have said in my answer, in orthodoxy now prevalent in the residency. But the immediate result is accepted by the intelligent classes as one of creating a party in favour of progress. As this party and the orthodox party mix with each other and act upon each other, and social exigencies induce both to give and take, higher education is not considered in the country to interfere directly with religion, though it is believed that it will lead ultimately to social and other reforms. And what is particularly disagreeable to the people is an aggressive and direct onslaught on religious convictions and practices, and not the encouragement and the fostering of freedom of enquiry and thought, which, under the guidance of reason and knowledge, will ultimately tend to the regeneration of the country.

By THE PRESIDENT.

Q. 1.—Will you favour the Commission with your views regarding a statement sometimes made that higher education proves detrimental to the morality of young men, and breaks up the ties of family life?

A. 1.—Far from proving in the slightest degree detrimental to the interests of national morality, higher education has advanced it. Every one who visits the homes of educated men, will be struck by the change which marks their domestic life. Their wives are no longer their servants but their equals. Attention is paid to the education of both their wives and daughters; the domestic affections

have been strengthened by higher education. I would add that, although the Hindu Law permits of a plurality of wives, the spread of higher education has nearly annihilated this evil. The marked improvement in public morality has kept pace with the spread of higher education, and will be testified to by every one connected with the government of the country.

Q. 2.—Then may we take it that your emphatic testimony, based on your exceptionally wide experience of young professional men, is that higher education is not detrimental to morals or family life, and that it is producing a generation of men of whom the country may feel proud of?

A. 2.—Perfectly so. There must be exceptions among educated Natives as among every other class. But I speak emphatically of that class as a class, and of the overwhelming majority of its members.

[In revising the proof of his evidence, the witness adds the following:—]

NOTE.—I think it desirable to add this note to my 36th answer. It seems to me that legislation is necessary to give a legal status to those that endow colleges, and to Taluk and Subsidiary Committees. The position of the patron of a college, when clothed with a legal status, will become a mark of distinction, and thus stimulate and divert in favour of education, bequests and donations, and subscriptions raised from time to time to honour those who befriended the country. The annual review of the Endowment Fund will constantly keep the policy before the public mind and render it steady and progressive. The levy of a village-rate, when necessary, must also be sanctioned by the Legislature. The Act may further legalise the investment of the surplus income from religious endowments in the formation of special primary schools in connection with religious institutions, subject to the conditions which the Trustees may establish with reference to the objects of those institutions.]

Evidence of THE REV. J. COOLING, B.A., Wesleyan Mission, Madras.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been in Madras for the last five and a half years, and during that time engaged in Missionary educational work. At present I am Manager of two high, one middle and three primary schools for boys, one middle and four primary schools for girls. I am also well acquainted with the working of all the schools belonging to the Wesleyan Mission in the Madras Presidency, and am a member of the Managing Council of the Madras Christian College.

Q. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

A. 2.—The primary education of this province is very largely in the hands of private individuals who are aided by a results grant system partly payable from Local and partly from Provincial Funds. The purely Government primary schools are very few and for a special purpose; those under the direct management of Local Fund Boards and Municipalities are more numerous, but the great bulk of primary schools are private institutions aided by a grant on the results of an annual examination. This results grant-in-aid system is on a sound basis: it is capable of development up to the requirements of the community, and to its wider extension the

special attention of Government should be turned. Local Fund and Municipal Schools should be established only where a very pressing need exists, and they should be regarded as model schools for private individuals to copy rather than as part of a national system.

The improvements that seem necessary in the administration of the present results grant system are:—

- (1) Some better arrangements for securing that sufficient funds are always forthcoming to pay the grants earned by schools. That this is no imaginary grievance will be seen by a reference to the Reports of the Director of Public Instruction from year to year. In the Reports for 1874-75, 1875-76, 1876-77, 1877-78, 1878-79, this subject is referred to either by the Inspectors, the Director, or by Government. On page 92 of the Report for 1876-77 an Inspector says that in that year, of the Hindu indigenous schools in a certain circle, more than half were not examined owing to funds for grants not being available, and that the Deputy Inspector reported instances of schoolmasters in want of their usual grant having been obliged to go and work as coolies. This is probably an extreme case, but similar instances on a smaller scale and especially of delay and difficulty in obtaining grants earned are of not unfrequent occurrence.

To meet this difficulty, (a) it should be made compulsory on the part of Local Fund Boards and Municipalities to make education a first charge upon some fixed source of revenue. In the Local Funds Act of 1871, as originally it became law, a special tax was set apart for education, but after two years this tax was done away with and education left as one charge among many upon one-third of land tax. In the case of Municipalities there never has been any source of income especially set apart for education; (b) Should the development of primary education throughout the Presidency bring too heavy a charge upon the Funds of Local Boards and Municipalities, then a new adjustment of educational charges should be made between Local and Imperial Funds, and more of those charges borne by Imperial Funds than is now the case; (c) To help those districts in which there is a large population with only a small income, and in which therefore the educational charges press heavily, it might be arranged that when those charges rise above a fixed proportion of the total income of the Board of Municipality, the amount above that fixed proportion should be a charge on Provincial Funds.

(2) Local Fund Boards and Municipalities should not be permitted to frame rules or bye-laws in the administration of grants-in-aid which impose restrictions additional to those set forth in the Code.

Of late, a considerable amount of annoyance and loss has been caused to Managers of schools, by Local Fund Boards and Municipalities introducing a rule making vaccination compulsory on the teacher and scholars of a school aided by a results grant. No doubt it is highly desirable that the benefits of vaccination should be more widely spread, but so long as a considerable minority of the people object to it, it should not be made a necessary condition of an educational grant-in-aid, for surely education without vaccination is better than neither the one nor the other. But apart from the immediate hindrance to the spread of education which the introduction of this rule has brought, it has led to a feeling of distrust in the minds of teachers and managers which is likely to be very prejudicial both to the establishment of new schools and to the bringing of the present inefficient and unaided ones under aid and improvement. Managers have been accustomed to regard the Grant-in-aid Code as a compact of which the whole terms were known, and have believed that if they fulfilled their part, by bringing the pupils up to the required standard and enabling them to pass the examinations, that the payment of the grants would assuredly follow. Such it seems is not the case. At present there is no security that a rule may not be introduced by the Local Fund Board or Municipality from which a Manager draws his grant, materially altering the conditions on which his school was commenced. In rural districts the feeling of uncertainty thus created cannot but be prejudicial to the spread of education.

Q. 4.—To what extent do indigenous schools exist in your province? How far are they a relief of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications?

Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State-aid to conform to the rules under which such aid is given? How far has the Grant-in-aid system been extended to indigenous schools, and can it be further extended?

A. 4.—In my opinion the most effective way of extending the present system of education, so that it shall embrace the whole of the children in the Presidency, is to utilise as much as possible the existing indigenous schools. These schools are already to be found wide-spread throughout the Presidency, so that materials for such a system are already to hand. Teachers and pupils are collected. What is necessary is to bring them under Government influence and then begin the work of improvement. To neglect these schools and to attempt to start new ones in every place would be a most difficult matter. Even if qualified teachers were immediately forthcoming (which would not be the case), such a course would arouse the opposition of the present teachers and the prejudices of the bulk of the people, whilst the cost of new schools would for many years be much greater than the cost of improving the old ones.

The objections generally urged against such a course is that the condition of these schools is so bad and the prejudices of the teachers so strong that improvement is hopeless. No doubt the subjects taught in them are generally of no practical value, and the methods of instruction of the most barbarous kind, so that the description given in 1823 by the Collector of Bellary in his report to Sir Thomas Munro (*vide* Appendix D of Papers relating to Public Instruction, compiled by A. J. Arbuthnot, 1855) is substantially correct to-day, yet there is this very important difference: then the parents and teachers were satisfied with the state of things, now there is a growing feeling of dissatisfaction among both, and a willingness on the part of teachers to submit to the conditions upon which they can obtain Government aid. Such is the state of feeling in the majority of districts, that without any very extravagant outlay of money, most of the indigenous schools could readily be brought under inspection and improvement. In some districts many such schools have thus been improved, and there seems no reason why means that have been successful in one district should not under similar conditions be equally successful in another.

Whilst it will be a step in the right direction to get these schools to submit to the conditions of the Grant-in-aid Code, no very marked improvement can be expected until the masters themselves have received some training for their work. They know nothing whatever of the art of teaching or of school management, and very little indeed of the subjects they profess to teach. An endeavour is made to meet this difficulty now by a class of men called inspecting schoolmasters, who go from school to school, and by advice and model lessons show the teachers how to prepare their scholars for the Government examination. It is notorious, however, that this agency has not been successful. Nothing less than a course of training in some well-equipped Normal school will render these indigenous teachers thoroughly efficient. That

there is no real difficulty in getting them to submit to training is seen by the success that has attended the elementary normal Schools already established. To my knowledge, in the Madura District, out of 60 village schoolmasters who were offered normal training with no other inducement than a subsistence allowance of Rupees 5 per mensem whilst under training, fifty were prepared to accept the offer.

The number of elementary Normal schools should be greatly multiplied. Special inducements to enter them should be offered to those who are already masters of schools, and arrangements made so that at no distant date it may be possible to lay down the rule that the teacher must hold a certificate of normal training before his school can be examined for a results grant.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home instruction does not exist to a very large extent in this Presidency. Where it does exist, apart from instruction given at school, my experience is that it is of comparatively little value.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Apart from Local Fund Boards and Municipalities, the private agencies which exist for promoting primary education are:—

(1) Missionary and other Religious Societies.

To a considerable extent in Tinnevely and to a less extent in other districts, Missionary Societies have supplied elementary instruction to the village population, and they may be relied upon for doing this in an increasing measure in the future. But the rate at which these Societies are multiplying their schools is so slow, that if there were not other reasons (which there are) it would be impolitic of Government to depend much on them for meeting the needs of the country at large.

(2) Individual wealthy Native gentlemen. In some instances wealthy Native gentlemen do now support schools, but, except in the case of girls' schools, these are not primary, but either middle or high schools.

(3) In most towns of any size, schools have at one time or other been started under the management of Committees of Native gentlemen, but the object of these also has been rather to provide higher education for the middle or better classes of society than primary instruction for the masses.

It will thus be seen that there are no private agencies for the supply of elementary instruction in rural districts, on which Government can to any considerable extent depend. The existing Local Fund Boards and Municipalities are already entrusted very largely with the control and support of primary education, and it is to a deve-

lopment of these agencies especially in the direction of bringing the indigenous schools under aid and improvement, that Government must look for the rapid spread of sound knowledge among the masses.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Local Fund Boards and Municipalities should be responsible for providing elementary instruction. But this should rather be done by calling forth private effort through the grant-in-aid system, than by such bodies undertaking the direct management of schools. In the present state of opinion with respect to female education, it may be well for a time to relieve local authorities of all charges connected with girls' schools.

To provide against the possibility of Municipalities failing to make sufficient provision for education, the allotment for this purpose should be a first charge upon some definite source of revenue, and the budget estimate submitted to an officer of the Education Department before being sanctioned by Government.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—In the main the vernacular taught in schools is the dialect of the people. The evil alluded to in the question does however exist. A rule introduced into the Grant-in-aid Code that a pupil who takes up a certain vernacular in Standard I shall be presented in the same vernacular in the higher standards, would be an advantage. This would prevent an evil, an example of which has come under my own notice,—a Telugu Teacher instructing Tamil boys in Standards I and II in Tamil, but because his own knowledge of Tamil did not enable him to take them higher in that language, making them turn to Telugu when they reached Standards III and IV, with, of course, the most disastrous results.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results is fitted to promote education where the people are enlightened enough to appreciate it. Where the people are so ignorant that they fail to see any benefits to be derived from it, the motive which would lead them to send their children to schools is lacking. Among a people so ignorant as that, it would be necessary to pay pupils to attend school, until the advantages of so doing were appreciated, and the people led to desire education on its own account. The bulk of the Hindu people of this Presidency are desirous of education for their sons, and the system of payment by results is therefore fitted to promote that part of education. There is not that strong desire for the education of their daughters, and as a consequence, in the backward districts of the Presidency, the present system fails in regard to female education. Still it would not be advisable, in my opinion, to re-introduce the system of payments for attendance. For as the education of boys becomes more widely spread and better appreciated, the education of girls may be

expected to follow. Meanwhile, it is certainly desirable that the case of girls' schools should be treated with the utmost leniency.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—Within a recent period the high school department of the Government College at Combaconum has been closed, and the school education of that town left entirely to local resources.

The chief reason that greater effect has not been given to the policy laid down in para. 62 of the Despatch of 1854, is doubtless the belief on the part of the Education Department that such a closing or transfer of Government institutions to local bodies would be injurious to the cause of higher education, and where the aided education of the place was largely in the hands of Missionaries, that it would be a sacrifice of the principle of religious neutrality. And it may be admitted that there are probably not many towns in the Presidency where a Government institution exists in which aided education has so developed that the Government school could be closed without some injury to the higher education of the place. But this arises from the fact that in all such places aided education has had exceptional difficulties to contend against.

- (1) Wherever a Government school has been established, the officials of the district, both European and Native, have very properly done all in their power to enlist the sympathy of the educated Natives of the neighbourhood in its support, so that the persons who would most naturally be the movers in any effort to establish an aided school, are already interested in the welfare of the Government one.
- (2) The education given in a Government school being purely secular, to the majority of Hindus there would be no motive of a religious character to induce them to start a rival school.
- (3) The school having the prestige of Government name, any attempt to open one that would appear as a rival to it, would be regarded not only by the officials, but also by most of the respectable Hindu inhabitants, as an act of disloyalty to Government.

For these and other reasons, it will be seen that until education should develop to such an extent that an aided school could be carried on as a means of livelihood, the only individuals who would have a motive for starting an aided school would be those who from religious scruples objected to education on a purely secular basis.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' schools, (c) Girls' schools, (d) Normal schools?

Ans. 19.—The grant-in-aid Code makes provision for grants under two alternative systems: (1) A salary grant system, (2) A results grant system. It also provides for grants for Normal scholarships, buildings, furniture, &c. The results grant system is applied entirely to primary and

secondary education, and the grants are on the whole adequate, provided the intention of the Code be not frustrated by the action of Local Fund Boards and Municipalities.

Under the salary grant system:—

- (a) In the case of middle and high schools for boys the grants are fairly adequate.
- (b) In the case of colleges, as the income from fees bears a much smaller proportion to the total cost than in the case of middle and high schools, the present grants leave an undue proportion to be contributed by the Managers. The remedy for this, however, is rather in raising the rate of fees for college classes than in an increase of the Government grant.
- (c) In the case of girls' schools, the Code evidently contemplates the almost exclusive employment of female teachers, and assigns higher grants to them than to males. If it were practicable to take full advantage of the Code, the grants would be adequate. But as it is not, some relaxation in the rules with respect to male teachers employed in girls' schools should be allowed.
- (d) With respect to Normal schools, the Code provides for one-half grants for scholarships to the students, and the same grants to teachers as in ordinary schools, so that one-half the cost of scholarships and more than two-thirds of the cost of instruction fall on the Managers. This is a greater proportion than should be. The small number of aided Normal schools in the Presidency, viz., three for males and two for females, is to a large extent due to the little encouragement that has hitherto been given to them by Government. One of the greatest educational needs of this province is the multiplication of such institutions, so that ere long it may be possible for every school to be supplied with normally trained teachers.

The inadequacy of the present grants is seen by a comparison of the provisions of the Madras Code with those of the English, where £100 is given for every male, and £70 for every female teacher, who after a two years' course of training receives a certificate of qualification, the only reservation being that the amounts paid to any one college shall not exceed 75 per cent. of its expenditure for the year. The English Code contemplates aid up to 75 per cent. of expenditure, the Madras Code not more than 40 or 42 per cent.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—In towns, almost all classes of the Hindu community except the very lowest avail themselves of the advantages of education. In Madras, officials, merchants, shop-keepers, writers, clerks, cultivators, and even domestic servants, send their sons to high schools, where they are educated up to the Entrance Examination of the University, and some from almost all these classes enter upon a college course.

There is some truth in the statement that the wealthy classes do not pay enough for college education, but a scale of fees varying according to

the means of the parents would be impracticable. The proportion of those now receiving a college education who do not belong to the wealthy classes are not able to pay fees much higher than the present rates. Any increase would doubtless prevent some of them from prosecuting their studies beyond the Matriculation standard. Nevertheless, considering the present low rates varying from Rs 2 a month in some mofussil aided colleges, to Rs 5 in the Government College, Madras; considering also the fact that the classes of the community on which an increase would press most heavily are those which in most countries would be unable to avail themselves of a University Education; and considering too the increasing demand for higher education, and the small proportion which the present fees bear to its gross expense, I am of opinion that the time has come for some addition to be made to the present rates.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so under what conditions do you consider that it might become so?

Ans. 23.—Government prestige in this Presidency is so powerful that it is very difficult for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution. So difficult is this, that so far as I know outside the Presidency town, there is only one place in which such competition between a non-Government College and a Government College is carried on, viz., Calicut. In all the other towns where Government colleges exist, aided education is only carried on up to the high school standard. The conditions under which a non-Government institution can become influential and stable are:—

- (1) The non-Government institution must have as large a staff of European Professors as the Government one. For this purpose the Managers must be in possession of ample funds.
- (2) There must be in addition some other external attraction, such as—
 - (a) Better teaching as shown by greater success in the University Examinations.
 - (b) The greater personal influence of the Professors.
 - (c) Advantage of position, i.e., being situated nearer to the homes of the pupils.
 - (d) Lower rates of fees.

As the Government institution may possess a, b, and c equally with the non-Government, it is essential if non-Government institutions are to become stable that they should have some attraction to counterbalance the enormous prestige of Government institutions. For this reason it is almost imperative in those places where Government and non-Government institutions exist side by side, that as at present, a difference in the rates of fees should be maintained.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—There is considerable competition among the high schools and colleges in this Presidency, but not much that can be said to be unhealthy, and none that calls for the application of any special remedy.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of

those who do not pursue their studies further, with useful and practical information?

Ans. 26.—The course of instruction pursued in secondary schools is that prescribed for the Middle School Examination in the classes up to that standard, and that prescribed by the University for the Matriculation examination in the higher classes. This course is on the whole well adapted to store the minds of those who do not pursue their studies further with useful practical knowledge. The stimulus which preparation for these examinations gives to scholars more than counterbalances any shortcomings there may be in the subjects of study themselves.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—There is no doubt that the attention of both teachers and pupils has been in the past too much directed to the passing of the University Examinations. Boys with small attainments and in a humble position in life have been encouraged to aim at passing the Matriculation Examination, when it would have been far better for them to have closed their school career at the Middle School standard. Others, though their natural ability and position in society might warrant their being encouraged to study for the Entrance and higher examinations, have been prematurely promoted from class to class, thus undoubtedly injuring the cause of sound education and impairing its practical value.

The recent introduction of the Middle School examination which must be passed before a pupil can be promoted to the High School, has already done something to counteract this tendency and may be expected to do much more. But the evil will not be thoroughly checked until there exists a more enlightened body of teachers than we now have, and until the people themselves are able to judge between an education that is thorough and one that is simply meretricious.

There is now a widespread notion even amongst those who have themselves received a college education that the passing of the Government and University examinations is the end of all education.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in Secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—Special Normal schools are certainly needed, since the University curriculum makes no provision for instruction either in the theory or practice of teaching or of school management. *Ceteris paribus* trained men are always superior to untrained men. One of the greatest drawbacks to the progress of sound education in this Presidency is the inefficiency of the great bulk of teachers, as really able men rarely enter the Education Department, or if they do, it is as a temporary thing, with the intention of leaving it as soon as they can get an entrance into some other, and those who take up the work of teaching as a profession are too often men who can obtain no other employment. To remedy this, every effort should be made to improve the status of teachers. Encouragement should be given to present teachers who have recently joined the Department even now to undergo Normal training, and after a short transition period Normal training should be made

compulsory on all. The Education Department should certainly be as effectively guarded from unskilled men as the Medical or any other. With a more efficient body of teachers their pay would naturally improve, and able men in much greater numbers than now be led to enter the profession. A corresponding improvement in the quality of the instruction given would necessarily follow.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The gradual withdrawal of Government from the direct management of schools or colleges would, not, in any opinion, operate injuriously upon the spread of education. On the contrary, I believe that it would be really beneficial. One of the strongest reasons that the wealthy Natives of this country have not done more to start schools of their own is the belief (rightly or wrongly) that such a course is not regarded with favour by the Education Department. There is a widespread impression (and one for which a good deal of countenance has been given by the past action of the Department) that the present Government schools are permanent institutions, and that only financial considerations, not policy, prevents their multiplication. In many places where schools are now needed the people are simply waiting for Government to step in. Their hope is that a new Inspector or a new Director will do for them what the present official has told them cannot be. Nothing would do more to correct such an erroneous opinion as this, than for Government actually to make a beginning of withdrawal. If this were accompanied with a declaration that the policy of Government was to foster local effort and not to establish schools of its own, and this announcement emphasized by offers of liberal grants, not only would such a step be without injury to the spread of education, but on the contrary it would tend much to its advance. As matters have stood in the past, the action of the Education Department has certainly seemed out of harmony with the avowed policy of the Despatch of 1854, and it is not a matter of wonder that the bulk of the people who have no means of judging what the policy of Government is except from its actions, should have fallen into the error they have done. With the complete removal of this mistake a more rapid spread of aided education may be expected. The management of schools and colleges seems to me admirably adapted for developing a spirit of reliance upon local resources, and with the prospect of a further development of local self-Government, it seems politic to do all in our power to lead Native gentlemen to feel that they are responsible for the supply of education in their own neighbourhood.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—There need be little apprehension of the standard of instruction deteriorating through the withdrawal of Government from the direct management of schools or colleges. The standard of instruction in many aided schools will already

bear comparison with the standard in even the best of Government schools.

In the event of Government withdrawing from the direct management of any particular school and handing it over to a Local Committee, such school would not sever its connection with the Education Department, but would continue to be open to inspection, and would still be under the same necessity to produce good results in the Departmental and University examinations as is now the case. There seems to me no reason, if care is taken at the time of transfer to secure a competent Board of management, why there should be any deterioration in the standard of instruction. On the other hand, if the Government school is closed altogether (which would only be done in the case of the aided education of the place being in an advanced condition) this should strengthen the aided schools of the place, and tend rather to improve than to lower their standard of instruction.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—With the present social customs of the Hindus it is essential to real progress in female education that the teachers in girls' schools should themselves be females, so that the question really is what is the best method of providing female teachers for girls' schools.

There are only two classes of the community from which these can now be obtained, *viz.*, Eurasians and Native Christians. The same reason that makes high caste Hindus unwilling to allow their daughters to remain long at school, also makes them unwilling to allow them to be employed as teachers.

Eurasians are limited in number and practically available only in the Presidency and other large towns. My experience is that they are not at all unwilling to be employed in Hindu schools, but though willing very few are to be found having a sufficient knowledge of the vernacular to be able to teach in it. To remedy this, it should be insisted upon as a *sine quâ non* that every Eurasian young woman admitted into a Normal school should be obliged to pass an examination in a vernacular language before receiving a certificate of qualification as a teacher. They should be encouraged to prepare themselves to become teachers in Hindu schools, and not, as has been too much the case in the past, to look only for employment in schools intended for the European and Eurasian populations. Eurasians do not seem to know what extensive openings there are for them as teachers in Hindu schools, and with what little special effort they can qualify themselves for this work. Their employment in this way would not only tend to the spread of female education amongst Hindus, but also be a positive boon to their own community.

The female teachers in Hindu schools are now almost exclusively Native Christians. The number of these is increasing year by year, and as the Native Christian community rises in numbers and in intelligence, may be expected to do so still further. Still, there can be no doubt that the demand is increasing more rapidly than the supply. Within the last few years, Missionary Societies have greatly multiplied their schools, and within a still more recent period Municipalities and Local Boards have begun to turn their attention to female education and to open schools of their own. Zenana teaching, or the instruction of Native women in their own homes, has also been com-

manded by Religious Societies and by the National Indian Association. As a consequence a very great demand for certificated school mistresses has been created. During the period in which this demand has arisen the standards of the Certificate examinations have been raised and the supply of such candidates reduced. In the Second Grade examination, *e.g.*, the numbers passed in 1877, 78, and 1879 are 79, 56, and 87, respectively, whilst for the last two years 1880 and 1881 they are 16 and 12. Of these 28, 26 are Europeans or Eurasians, not one of whom was examined in a vernacular; the other two are Native Christians who passed in Tamil. These two are therefore the only teachers available in this grade for the last two years to supply the needs of all the Hindu girls' schools in the Presidency. Nor is this all, for this failure in the second grade necessitates a similar failure in the future supply of first grade mistresses. This is a matter to my mind of most pressing importance. There are not now to be had any certificated mistresses of the first and second grade fit for employment in Hindu schools. If a manager wishes to employ such a teacher, he must resort to one of two expedients, either provisionally appoint a Eurasian girl and wait twelve months until she learns the vernacular, or stoop to the want of offering a higher salary in order to draw away a teacher from some other school. The standard for the second grade was prematurely raised and ought to be lowered immediately. This would afford some relief, but it would not entirely meet the difficulty. This demand for female teachers which now exists and which will become greater and greater every year, can only be met by inducing caste Hindu women to enter upon the work. This will be a most difficult task, and it is one in which Government can directly do but little. It is of more importance to enlist the co-operation of Managers of schools (especially Hindu Managers), Missionaries, and all interested in the social progress of the country in this matter. It is a matter worthy of consideration whether there might not be raised from amongst Hindu widows a supply of qualified teachers to meet this demand.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—The results grants for girls are 75 per cent. more than for boys, which is a sufficient distinction. On the other hand, in the standards of examination no difference is made between boys and girls, with the exception that in the first four standards girls have an extra subject, *viz.*, needlework, and in the seventh standard need only be examined in five instead of six branches. The fifth and sixth standards seem to have been framed without any idea that they were to apply to Hindu girls. The quantity of arithmetic required is too great, and in the sixth standard is actually linked with Euclid as one subject. No provision is made for those girls who have not taken up English in the lower standards, and needlework is omitted. The number of marks required for a pass, *viz.*, one-half, is too high, especially in the case of mathematics. The seventh standard, which is the Middle School Examination, is much better suited for girls. There, it is true, the examination must be passed as a whole, individual subjects cannot be brought up,—but in no subject is more than one-third of the maximum marks required to pass, and in arithmetic it is only one-fourth. Why one-half marks in arithmetic and Euclid together should be neces-

sary for a pass in the sixth standard and only one-fourth of the marks in arithmetic alone necessary in the seventh standard, is not very clear. These higher standards, the fifth, sixth, and seventh, need adapting to the wants of Hindu girls.

Under the salary grant system, mistresses holding Normal or ordinary certificates are eligible for one-half grants, whilst masters holding Normal certificates receive one-third, and holding ordinary certificates only one-fourth grants. Again mistresses who have simply passed the education test of a certain grade are eligible for one-third grants, whilst masters similarly qualified receive only one-fifth. If certificated female teachers were forthcoming in sufficient numbers, so that such only need be employed, then the distinction between girls' schools and boys would be sufficiently marked. But such is not the case. The supply of certificated female teachers is not equal to the demand, and male teachers must be employed in their stead. Managers are thus unable to take full advantage of the present rules. As no grants are given for servants, and only one-third for rent, the total grant for a school will not be much more than one-third of the gross expense, and often considerably less.

In the case of three schools under my management the average is only 28 per cent. This is not sufficient, seeing that the fees are only nominal.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—European Missionary ladies were the first to commence the work of female education in this Presidency, and they are still its great promoters. They have had at times valuable assistance rendered them by other European ladies, since rendered them by other European ladies, though this from many causes has not been so continuous as could be wished. There already exists in Madras a Ladies' Branch of the National Indian Association, one of the main objects of which is to promote female education. It seems to me possible to utilise to a still greater degree than heretofore such an Association as this to increase the interest of European ladies.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—There is very little foundation in this Presidency for the statement that officers of the Education Department take too exclusive an interest in higher education. A large proportion of the graded officers of the Department are the Principal and professors of colleges, whose duty it is to promote higher education.

The Inspectors of Schools, to whose care primary education is specially intrusted, have well discharged their duty in this matter, considering the heavy demands made upon them by the other departments of their work.

Ques. 51.—Is the system of pupil-teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The system of pupil-teachers is not in force in this Presidency. There are, however, decided advantages to be gained by its introduction.

tion into elementary schools, chiefly that of providing a supply of better candidates for admission into Normal institutions. At present there is no definite source of supply from which such students are drawn, and as a consequence they are very often men too old and with but little qualifications for ever making good teachers. In England the pupil-teacher system answers well. It is a boon to both Managers and teachers, and provides an ample supply of suitable candidates for Normal training.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—In the case of colleges and high schools under ordinary circumstances, the grant-in-aid should amount to one-third the gross expense.

In the case of middle schools in large towns, as the income from fees bears a greater proportion to the entire cost than in the case of high schools and colleges, a grant-in-aid of one-fourth the gross expense may suffice.

In the case of primary vernacular schools aided on the results grant system, the grant-in-aid should amount to one-third the total expense. The income from fees in these schools is smaller in proportion to the expense than in middle schools, and is often very precarious.

In the case of all Hindu girls' schools the grant-in-aid should amount to one-half the gross expense.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—It is undoubtedly necessary for the Education Department to lay down some course of study, the essential parts of which shall be obligatory on aided schools, so as to secure some measure of uniformity in the standards of instruction. But this is sufficiently accomplished by the annual inspection and by the requirements of the Primary, Middle School, and Matriculation Examinations which now exist, without subjecting each class year by year to a public examination.

A system which would bring pupils every year under the unhealthy excitement of preparing for a public examination does not at present exist in this province, but the tendency seems to be in that direction, for in addition to the examinations already in force, viz., the Middle School and Matriculation, Managers of aided schools have been asked to submit their pupils to two others, viz., the Comparative Lower Fourth and Fifth Class Examinations. If these are made compulsory, pupils above the primary stage will only have one year of their school career free from a public test. Such a state of things would be objectionable, not only on account of its injurious effects upon the minds of the scholars themselves, but also on account of the undue restriction which it would place on the duties and privileges of private Managers, thus subverting one of the main objects of an aided system of education, viz., the development of private enterprise.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being

received into another? What are the arrangements which you would suggest?

Ans. 63.—The Managers of the chief schools in Madras have adopted rules among themselves for preventing pupils who have improperly left one institution, being received into another.

An Association for this purpose of which I have the honour to be the Secretary, has been in existence for nearly 20 years, and has on the whole worked well. The following are the rules now in force, with the names of the Managers forming the Association attached:—

The following Rules to regulate admission of pupils will be henceforth enforced in the undermentioned schools:—

I.—No pupil who has been already enrolled for a Session at any School shall be admitted to another during that Session, except under Rule IV.

In the Matriculation class a Session shall be reckoned from January to December. In the case of classes of lower standing, there shall be two Sessions in the year, viz., from January to the Summer Vacation, and from the Summer Vacation to December.

II.—Candidates for admission at the beginning of a Session must report the school at which they have last been in attendance, to the head master of the school they wish to enter; and he shall make the necessary inquiries regarding their character and stage of education.

III.—Candidates shall not be admitted unless they have paid their fees up to the date of their leaving their former school. Those who are found after admission to be still in arrears will be required to pay them on pain of immediate dismissal.

IV.—Pupils desirous of changing their place of instruction in the midst of a session, shall in the first instance assign their reasons for doing so to the head master of their own school, and shall not be admitted into any other without producing a letter from him. Such a letter, however, he shall be bound to give if the reasons assigned are valid.

V.—When a pupil passes from one institution to another at any period during the course of the year, he shall on no account be placed in a higher class in the school to which he is admitted than that to which he would have belonged had he continued in his former school.

VI.—Any one who is found to have made a false statement with reference to his former school, or to have procured admission by false pretences of any kind, shall be summarily dismissed, with forfeiture of whatever fees he may have paid.

VII.—Admission and Withdrawal Returns shall be forwarded to the Secretary by Principals or Managers of schools every half-year not later than March 1st and August 1st.

G. BICKLE—Government Normal School.
J. JESS—London Mission Institution.
T. R. RAMANADHAN—Govindu Naidu's Primary School.
D. M. CRICKSHANK—Pachhapah's High School.
I. BROUWER—St. Mary's Seminary.
EDW. SELL—Harris School.
J. T. MARGOSCHIS—S. P. G. Ang. Ver. School.
EDW. SELL—Bishop Corrie's Grammar School, Secy.
JOHN COOK—Dorseton Protestant College.
D. SINCLAIR—Church of Scotland Mission Institution.
R. HANDMANN—Ev. Lutheran Mission School.
WILLIAM MILLER—Free Church Central Institution.
G. M. RAE
S. W. ORGANE—Davidson Street School.
S. F. MICHAEL—St. Thomé Seminary.
M. D. GOPALACHARI—Triplicane Ang. Ver. School.
JAMES COOLING—Wesleyan Mission Schools, Royapettah and Triplicane, and Secretary of the Association.

In past years the number of boys who ran away from their schools to join some other because they did not obtain promotion in their own used to be very great, but of late years, through the carrying

of these rules the evil has been considerably reduced, though it is not yet unknown. Whereas are left so much to themselves with regard the choice of schools as they are in this Presidency, it is necessary that some such arrangements should exist between Managers of schools

in the same town. The rules of this Association have been approved of by the Director of Public Instruction, and in the Standing Orders for Government schools are recommended to be adopted in all towns where Government and aided schools exist side by side.

Cross-examination of THE REV. J. COOLING.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 23 you observe that "it is most imperative in those places where Government and non-Government institutions exist side by side that a difference in the rates of fees should be maintained." Is it in your opinion necessary to a difference of this kind should also be maintained in places where the two classes of institutions do not exist side by side?

A. 1.—Yes, it is.

Q. 2.—Please state your reasons for thinking

A. 2.—I think there should be a difference in the rates of fees between Government and aided schools, as the prestige of Government schools is great.

By MR. FOWLER.

Q. 1.—You express the opinion that "Local and Municipal schools should be established only where a very pressing need exists,"—will you kindly state the grounds of your objection to Local and Municipal schools?

A. 1.—I think the system of aided schools could become the prevailing system—and Local and Municipal schools be regarded as models.

Q. 2.—Is your objection to the greater expense of these latter?

A. 2.—In part to the greater expense.

Q. 3.—Is it within your knowledge that the cost of Local Fund and Municipal schools has been in some cases five or six times as great as that of result schools of the same standard?

A. 3.—I know they are more expensive; but not how much so.

Q. 4.—Speaking of inspecting schoolmasters, you say "it is notorious that this agency has not been successful." What agency would you propose to substitute for it?

A. 4.—There should be an increase in the number of European Inspectors and also in the number of Deputy Inspectors. And if, in course of time, it is insisted on that teachers in result schools shall be trained, the necessity for inspecting schoolmasters will be done away with.

Q. 5.—You say at no distant date it may be possible to lay down the rule that the teacher must hold a certificate of Normal training before his school can be examined for a result grant? Do you approve of such a condition?

A. 5.—I do approve, but I think it has been prematurely introduced into some districts.

Q. 6.—You would relieve Local authorities of all charges connected with girls' schools. From what source should their cost be defrayed?

A. 6.—From Provincial funds.

Q. 7.—Would you then advocate the establishment of Government girls' schools?

A. 7.—Distinctly not as a system—I think there are very few cases in which Government girls' schools need be established at all.

Q. 8.—You would then have the management local, but the cost borne by Provincial funds?

A. 8.—Yes; the management should be in the hands of Local Fund Boards, Municipalities, and private individuals, but the cost should be defrayed from Provincial funds.

Q. 9.—In your 12th answer you say "the present system fails in regard to female education." Are you speaking of the result system?

A. 9.—Yes; I speak of the result system.

Q. 10.—Is the salary system suited in your opinion?

A. 10.—Yes; provided modifications are made in the details of the rules.

Q. 11.—You say, "It is certainly desirable that the case of girls' schools should be treated with the utmost leniency." In what direction should this leniency be shown?

A. 11.—In a modification of the details of the grant-in-aid rules, e.g., grants to male teachers in female schools should be given on the same terms as to female teachers, in the lowering of some of the standards of the result rules, especially those of arithmetic.

Q. 12.—In answer 19 you compare the aid to training schools in Madras with that to the same schools in England; but while the English schools for training schoolmasters are for elementary schools, here teachers for higher schools are trained. Is not this important?

A. 12.—It is, but the aided Normal schools at present in existence in this Presidency are entirely for elementary education.

Q. 13.—In your 27th answer you say: "Boys with small attainments and in a humble position in life have been encouraged to aim at passing the Matriculation examination, when it would have been far better for them to have closed their school career at the middle school standard." Would you, with a view to providing for the two classes of pupils, namely, the one class intending to go on with a college course, and the other whose education ends in the high school, have a bifurcation in secondary education, one with a curriculum leading on, and the other with a scheme complete in itself as far as it goes?

A. 13.—I would not. Though there are evils, yet the stimulus of preparation for the examinations counterbalances any shortcomings in the subject of study.

Q. 14.—May I gather from your answer to question 27 that you approve of the Middle School Examination?

A. 14.—Yes, it meets with my approval.

Q. 15.—In your answer to question 44 you say, "It should be insisted upon as a *sine qua non* that every Eurasian young woman admitted into a Normal school should be obliged to pass an examination in a vernacular language before receiving a certificate of qualification as a teacher." May I ask if you are aware that this is so far insisted on that only what is termed an 'imperfect'

certificate is granted unless such an examination is passed, and that this carries a considerably lower grant?

A. 15.—I am aware of that, but I do not think that provision is sufficient.

Q. 16.—(A. 45.)—You say, "the number of marks required for a pass, viz., *one-half*, is too high." Are you aware that it is within the discretion of the examining officer to accept 40 per cent. for a pass in any subject provided the results in other subjects are pretty satisfactory?

A. 16.—Yes, I am aware that 40 per cent. may pass in such a case.

Q. 17.—You object particularly to the standards in mathematics as too high. What would you propose to omit from the present standards?

A. 17.—I would omit vulgar fractions both from the Fourth Standard and from the Upper Primary. This latter examination in Madras is considerably above the standard laid down by the Government of India.

Q. 18.—(A. 45.) What servants' grants in girls' schools do you consider necessary?

A. 18.—Grants for conductresses are a necessity in the present state of Native society.

Q. 19.—(A. 62.) Do you approve of the standards of instruction laid down in 'Standing Orders'?

A. 19.—In the main I do approve of them.

Q. 20.—(A. 62.) You mention the Primary, Middle School, and Matriculation Examinations as accomplishing a certain object. Is my inference that you approve of all these examinations correct?

A. 20.—I think there must be some examinations of this kind at such stages of the school career, but I do not entirely approve of the present scheme of the Upper Primary for girls.

By THE REV. WILLIAM MILLER.

Q. 1.—In your answer to question 23, you use the words "enormous prestige of Government institutions." Some gentlemen of experience seem to doubt whether much weight should be attached to this consideration: may I ask whether you have experienced or observed any proof that this prestige is so powerful as your words indicate?

A. 1.—Facts have come under my own notice in Madras which to my mind justify my expression, and I have reason to believe that this prestige is much greater in the mofussil.

Q. 2.—Referring to your answer to question 37, may I ask whether the withdrawal of Government from the direct management of schools would really develop a spirit of reliance on local resources and of self-help? Or, would the management of schools and colleges from which Government withdrew fall into the hands of Missionary bodies, so that in the matter of training for self-government the people would be exactly where they were?

A. 2.—I firmly believe that the withdrawal of Government would greatly tend to a spirit of reliance on local resources. I think that scarcely any schools so given up by Government would pass into the hands of Missionaries. Personally I would deprecate any change that placed the higher instruction of the country entirely in their hands.

Q. 3.—Do I rightly understand you to mean that schools and colleges managed by Missionaries would gain little or nothing by such withdrawal on the part of Government?

A. 3.—Certainly your understanding is correct.

Q. 4.—If this be so, why should Missionaries be in favour of the withdrawal of Government?

A. 4.—All Missionaries are not in favour of the withdrawal of Government. I am not aware that Missionaries as such are in favour of this transfer of schools. Where they are in favour of it, it is not because they think their own special interests would be promoted, but because they believe it to be for the general good of the country.

Q. 5.—If the Managers of aided schools be compelled, by the full development of the tendency you speak of in your answer to question 62, to assimilate their curriculum in all things to that of a Government school, and to manage it in all respects as the Educational Department directs them, what do you think the effect will be upon non-Government education?

A. 5.—Either to put an end to it altogether or to make Managers withdraw their schools from Government aid, and to set them in direct opposition to the whole Educational Department.

Q. 6.—In your answer to question 63, you say 20 years: Is this not a mistake for 12 or 13?

A. 6.—I believe it is.

Put subsequently through THE PRESIDENT.

Q. 7.—When you said in answer to Dr. Jean that the existence of a school in which religious instruction is given would serve as a motive to Natives to start a rival school, did you mean that it would serve as such a motive always or sometimes?

A. 7.—Only sometimes.

By THE REV. DR. JEAN.

Q. 1.—Speaking of indigenous schools under No. 4, you say that the methods of instruction in use in those schools are of the most barbarous kind. You are surely not unaware that the Natives have certain methods of calculation by which even a man of no instruction can work complicated questions as surely as an educated man can by using European methods, and in a much shorter time? That even many who have been instructed in the European methods, make little or no use of them, and prefer the Native methods?

If so, should not the native methods be made use of even in schools brought under the Department?

A. 1.—In using the adjective *barbarous* I had in view especially the method of teaching language, and not arithmetic, though I do not think it advisable to introduce the Native methods of counting into schools.

Q. 2.—You speak under No. 4 of an offer of Rs5 per mensem made to schoolmasters in the Madura District to induce them to accept Normal training. May I ask whether it was made to all the schoolmasters in the Madura District, or only to the masters of that district?

A. 2.—This was a special offer made by the present Principal of the Christian Vernacular Education Society's Institution in Dindigul, and was restricted to the number mentioned in my evidence.

Q. 3.—Again under the same No. 4. Am I to understand that you would make the certificate of Normal training obligatory on all schoolmasters even on matriculates, under-graduates, and graduates?

A. 3.—I would, but I would not require the same length of training from all.

Q. 4.—You would then advocate the suppression of the ordinary certificate?

A. 4.—Yes, I would, after a transition period.

Q. 5.—(A. 15, tNo. 1.) You say that "wherever a Government school has been established, the officials of the district, both European and Native, have very properly shown all in their power to enlist the sympathy of the educated Natives of the neighbourhood in its support, so that the persons who would most naturally give the money in any effort to establish an aided school, are already interested in the welfare of the Government one." Are you aware that in several places the Natives themselves came forward first, and urged upon Government to establish a school, and that Government consented only when the Natives contributed a notable sum for the erection of the school?

A. 5.—I am aware of some cases.

Q. 6.—(Ibid., No. 2.) You say: "The education given in a Government school being purely secular, to the majority of Hindus there would be no motive of a religious character to induce them to start a rival school." Do you imply that if a school imparting religious instruction be started in a place, motives of a religious character will generally induce Natives to start a rival school of their own?

A. 6.—It will be a motive.

Q. 7.—With regard to No. 19, would you specify how the intention of the Code may be occasionally frustrated by the action of Local Fund Boards and Municipalities?

A. 7.—By the Local Board and the Municipalities introducing conditions of aid which are not found in the Code, e.g., by requiring that all the pupils be vaccinated, and also that the masters hold a certificate of Normal training.

Q. 8.—With reference to No. 21, could you instance any aided college exacting only R2 from its students?

A. 8.—I can give no instance. But R2 is the minimum fixed in the Government scale for some colleges.

Q. 9.—(A. 23.) Considering that there is not one town of 100,000 souls in the mofussil, and, therefore, that there is no town which may feed two colleges, is it not all but natural that wherever Government has established a college, no other college should be established to compete with it?

A. 9.—I think there are towns in which two colleges can exist, and in one town, Tinnevely, there are two aided colleges.

Q. 10.—(A. 27.) You say that it would have been better for boys of small attainments to close their school career at the Middle School Standard. —But, as the certificate they obtain by passing this standard is of no value unless they pass in the first class, are not they in some way compelled to prosecute their studies beyond the middle school?

A. 10.—The pupils I refer to had better turn their attention to pursuits in life for which a matriculation certificate is not necessary.

Evidence of MRS. KEARNS, Missionary, Church of England Zenana Mission Society, North Tinnevely.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—My experience on the subject of education has been gained during a period of twenty

Q. 11.—You say in your answer 37, "One of the strongest reasons that the wealthy Natives of this country have not done more to start schools of their own, is the belief that such a course is not regarded with favour by the Education Department." Do you really think that the Managers or Committees who started the high schools at Combaconum, the Patchiappah's College in Madras, were doing a thing which the Education Department did not regard with favour?

A. 11.—I cannot answer that question.

Q. 12.—May I ask you whether in your answer 38, in which you say, "In the event of Government withdrawing from the direct management of any particular school and handing it over to a Local Committee," &c., you mean *schools* properly, and not colleges?

A. 12.—I mean school, not college.

Q. 13.—You say, in answer 23 and No. 1, of your evidence, that for a non-Government institution to compete successfully with a Government institution, the first condition is the former must have as large a staff of European professors as the Government one; that for this purpose the Managers must be in possession of ample funds. Does not this imply that if Government were to hand over one of its colleges to a Native Committee, on the condition that the instruction in it would not deteriorate, the Native Committee should be able to command as large a staff of European professors as Government itself, and for this purpose, be in possession of enough funds?

A. 13.—Indirectly it does.

By THE PRESIDENT.

Q. 1.—Are we to understand, from answer 45 in your evidence, that you think female education has hitherto not had a fair chance at the hands of the Department?

A. 1.—I do think it has not had a fair chance hitherto.

Q. 2.—Are we to understand that the severity of the standards applied by the Department to girls' schools, practically deprives them of the liberal intentions of Government as regards the encouragement of female education?

A. 2.—Certainly.

Q. 3.—Do you think it possible in India to largely extend female education without female Inspectors?

A. 3.—I think it is much better to have female Inspectors. The feelings of the respectable classes are against male inspection of their girls. The girls would remain longer at school if they only come in contact with female teachers and female inspectors. I say this from my own experience as a Manager of girls' schools.

Q. 4.—Do you advocate an Education Act?

A. 4.—Most certainly I do. I consider it the only guarantee for the proper expenditure of educational funds, and the only means of securing legal rights to private educational enterprise.

years of Mission work in Tinnevely and Tanjore, in connexion with my late husband, who ever held that the education of the masses was of the greatest importance, and who was the first in Tinnevely to place his schools under the result system.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—On the whole, primary education has been placed on a sound basis. The great apathy of the people prevent further development, except some plan could be found to rouse them, or to enforce education. Further help in the way of grants of money to schools would only further ruin what little independence is left in some, and they would do nothing for themselves.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Education is sought for in our Mission schools chiefly by the lower classes, because they are not allowed to attend the indigenous schools. Primary education is extending among the higher and middle classes, but its progress is extremely limited among the lower. The heads of villages and the influential classes are establishing schools for their own castes, but they are extremely careful not to allow the lower castes to attend these schools.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—In North Tinnevely, where I am at present working, I have met with indigenous schools in nearly all large villages, and have been surprised to see them in existence in some small villages. They are conducted in the most primitive style. The children come at all hours, and school is kept from sun-rise to sun-set and even after dark, for such boys as are at work during the day. The children are huddled together in any place, without any division of classes. Each boy has his lesson distinct from another. The master has to attend separately to the boys, teaching them to repeat after him, thus exercising their powers of memory only, and not making them learn by themselves, or awakening their other faculties. Little or no explanation is given, and the children go through their lessons like parrots. The rod is liberally used, with sundry other curious discipline, tending to injure the children physically—such as stooping without bending the knee and touching the toes with the hands—standing in a hot sun, with heavy stones in each hand, &c.

Ques. 5.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 5.—I know of no "private effort" that Government can depend upon for the supply of elementary instruction in rural districts.

Ques. 6.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status, of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 6.—In each district a school might be opened for giving instruction to teachers of primary schools. With regard to who should be admitted to these schools, preference should be given to hereditary teachers over those who are strangers. In most villages, the profession of schoolmaster is hereditary, and these have influence with the people. If such men could be taken in hand for a few years, it would be of immense advantage to the people. They might have a little help by scholarships, to enable them to give their whole time to training in the district school for future work as schoolmasters.

Ques. 7.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and specially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 7.—The course of instruction as required by the educational Grant-in-aid Code is, as far as I have seen it work, very well suited to the people. Such of the Natives as I have spoken to on the subject have expressed themselves satisfied with it.

Ques. 8.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 8.—The vernacular is taught in the schools of the district in which I reside.

Ques. 9.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 9.—The result system works better than the salary grant system. The former makes the teachers careful not to use rough discipline, and makes them see that the children attend regularly, and they do (as far as they are able) try to teach and fit the children for examination.

Ques. 10.—Have you any suggestions to make regarding the taking of fees in primary school?

Ans. 10.—I consider, that if it was the rule to demand fees, that we could get them, and that the taking of fees would have a good effect on the working of the schools. The parents would try to get their money's worth and more, and make the children attend regularly.

The present mode, of allowing people who can well afford fees to send their children to school without the smallest payment, gives them the idea that they are benefiting the Manager and schoolmaster by their attendance. Fees suited to the capacity of the people ought to be compulsory. At first, the carrying out of this rule might close some schools, but those who remained would be all the better in character and efficiency, both as regards teachers and pupils.

Ans. 11.—Will you favour the Commission your views, first, as to how the number of primary schools can be increased, and, secondly, they can be gradually rendered more efficient?

Ans. 12.—The primary schools, I think, need be increased, but they certainly require to be made more efficient. This can be done only by raising the teachers. The schoolmasters of indigenous schools are utterly unfit to teach—they have had no training and are mostly very ignorant. Provision should be made in every district a Normal school to train adult male and female teachers.

Ques. 13.—In the province with which you are acquainted, are any gentlemen able and ready to go forward and aid, even more extensively than hitherto, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 13.—I do not know of any one who would be the trouble.

Ques. 14.—Do educated Natives in your province readily find remunerative employment?

Ans. 14.—Educated Natives do find employment readily.

Ques. 15.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 15.—There is not a single person that I now among the Natives, who would, without pay, take upon himself to inspect the school in his own village.

Ques. 16.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 16.—There are a few mixed schools—that is, for boys and little girls—in my district. I am not alluding to Mission schools. During the past year I have noticed a decided wish for female education in North Tinnevely. I have often seen little girls attending boys' schools, and paying fees too. On this subject I beg to remark that it would

Cross-examination of MRS. KEARNS.

By MR. P. RANGANADA MUDALIYAR.

Ques. 1.—In answer 14 you say "the primary schools need not be increased." You intend this remark to apply only to Tinnevely and not to other districts of the Presidency. Is that so?

Ans. 1.—Yes, my remark applies only to Tinnevely.

By MR. FOWLER.

Ques. 1.—With your experience, do you think it would be judicious at present to enforce education?

Ans. 1.—I think it would be, and that they would see in time that it was for their good. Parents are often willing, but they have not the moral courage to force their children to attend school.

Ques. 2.—In answer 10 do you refer to the course of instruction in result or in salary grant schools?

Ans. 2.—In result schools.

Ques. 3.—And you think the present result standards suited to girls' schools?

Ans. 3.—Yes, I have found them so.

Ques. 4.—Do I gather correctly from your 14th answer that you think the number of primary schools sufficient?

Ans. 4.—I find that if there are too many schools, they fall one against the other.

be helpful, if it was allowable, that adult males and females would be admitted to examination by the Government Inspectors. The idea among the people is, that they are not allowed to come up for examination with children. Also if Government would give scholarships to girls, to enable them to remain longer at schools. Scholarships to be as follows:—

For the first two girls of a school on the result system of the IIIrd Standard examination,—8 annas per month.

For the first girl of a school on the result system of the IVth Standard examination,—1 rupee per month.

A bonus of 5 rupees for each girl passing the Special Upper Primary examination.

Ques. 11.—What is the best method of providing teachers for girls?

Ans. 11.—If my suggestions regarding scholarships to girls could be carried out, it would at once provide good female teachers for girls' schools. The more so, if adult females were allowed to compete. I often come across intelligent widows, who would be very glad to be trained to do something for themselves, and who would be acceptable teachers, if they were caste-women.

Ques. 12.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 12.—Greater precautions are necessary for the proper keeping of the attendance registers, when the schools are not under good Managers. In indigenous schools, the register should be countersigned by the village official once a month, and the Local Fund Inspector should visit each school at least once every two months. In result schools, teachers teaching above the IIIrd Standard ought to hold certificates.

Ques. 5.—Do you think that caste-women would or could in the present state of society proceed to a Normal school to be trained?

Ans. 5.—They are more and more showing an inclination to be educated and to break through the trammels of caste.

By THE REV. DR. JEAN.

Ques. 1.—You say in your answer 13 that "Fees suited to the capacity of the people must be compulsory." May I ask whether, in the case of a poor and extremely backward population, you would object not only to no fees being exacted at first but also to little presents being offered or promised as an inducement for parents to send their children to school?

Ans. 1.—Certainly at first I would not object.

Ques. 2.—In answer 41, you say that there are a few mixed schools in your district. May I understand that the reason for which mixed schools are not more numerous is that they are not popular?

Ans. 2.—No; they do not object to little girls being mixed with boys.

By THE PRESIDENT.

Ques. 1.—With reference to your answer 33, may we understand that you know of no Native who has sufficient interest in education to read

him to take the trouble of conducting a school examination?

Ans. 1.—Yes; I know of no such Native.

Ques. 2.—May we understand that, while you would "enforce" primary education, you would not give further grants-in-aid to it?

Ans. 2.—Yes I would enforce it by official authority, as in England; but I would give no further grants.

Evidence of THE REV. VINCENT W. HARCOURT, Principal, C. M. S. Sarah Tucker Female Normal School.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—In charge and Principal of Sarah Tucker Female Normal Institution, and 5 girls' boarding schools, and between 55 and 60 branch girls' schools. Residence in India more than 20 years. Have always been connected with primary education during this time. I am employed by the Church Missionary Society.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The results system appears to me a sound system, and sufficient for the primary education of the community for a long time to come.

The system of administration is really very complicated. Sometimes to gain a grant for a school or to make some trifling alteration in the date of its examination, the aid of a (1) Sub-Inspector, an (2) Inspector, a (3) Collector, and a (4) District Gazette. I have not yet drawn half my grants for 1881-82, and 1882-83 examinations are proceeding.

Two certifying memos. sent to Inspector's office for countersignature in the middle of August 1881 are returned to me April 1st, 1882, after repeated letters from me. I am now in correspondence with a Sub-Inspector to recover two grants for 1879-1880. How to simplify affairs will be more apparent to those in authority. I merely point out that the present system is cumbersome.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any

Ques. 3.—Are we also to understand that you would not render the standards easier for girls' schools?

Ans. 3.—I would not render them easier.

Ques. 4.—Do these replies, and those given in your evidence and the rest of your cross-examination, only apply to North Tinnevely?

Ans. 4.—Yes.

classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—It is very generally sought after by all classes except Pallars and Pariahs and Chuklers (as a class). The higher classes are indifferent in the matter rather than hostile. Primary schools are increasing by leaps and bounds all over the district. Needy men with a certain amount of education and some acquaintance with Government forms make a compact with some man with a smattering of knowledge or worn out old master to revive or create a school of which he himself (the originator) is to be recognised as Manager and is to receive a share of the grant.

The Local Fund Board in this Zillah, Tinnevely, finds it impossible to make any forecast as to what the schools will cost the next year. In one circle alone 500 new schools beg to be accepted for result grants.

We, the Local Fund Board (Tinnevely Circle), have had to vote one-sixth of the land cess, 33,000 Rupees (instead of 15,000 originally budgetted), to meet expenses of 1882-83, and anticipating a yearly increasing expenditure have to consider whether for the next year it will be better to increase the taxation or to decrease the grants for boys' primary schools.

(Provincial funds meet boys' middle schools, also female education).

At our last meeting we have arranged 1883-84 to pay 75 per cent. of the present result grants to keep the expenditure within bounds.

Tinnevely stands at the head of all the Zillahs in education; see last Report on Public Instruction, page 7, where it ranks after Madras and the Nilgiris, that are exceptional. Its "proportion" of population to one pupil 1879-80 is 59, last year it was 62; showing its advance. Chingleput stands next, but is far below; its "proportion" of population is 80.

DISTRICTS.	Area in sq. miles.	Population.	Scholars connected with the Department.		Proportion of Population to one Pupil.	
			1878-79.	1879-80.	1878-79.	1879-80.
Tinnevely	5,176	1,693,959	27,210	28,772	62	59

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training

or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been successful to indigenous schools, and can it be further extended?

Ans. 4.—There are here and there still existing few indigenous schools on the results system.

Some of the books taught in these schools not depending on Government aid are—

First class குழிப்பெருக்கம் multiplication able, including fraction, multiplication, and multiplication of tens of 1,000, உலகநீதி Moral duties a poetry.

திரகாமலை Praises of a god கதிரகாமன்

Second class. புத்திப்படலம்.

செந்தாமணி—A treatise against immorality.

திவாகாரம்—A catalogue of names of gods and goddesses.

Third class அனுபூதி அலங்காரம்—A description of holy shrines.

குறவஞ்சி—Description of Courtallum and history of Valliammei and Subbramanian.

பிள்ளைத்தமிழ்—A treatise on Subbramanian Menachi or some other god.

The fees are every Saturday a spoonful of oil from each pupil. Every Friday 4 or 6 chillies from each pupil. On the third day prior to Amavasei, called இரதேசம், betel nut is received twice a month. The day previous to Amavasei, called உச்சிப்பள்ளி, is considered a half holiday, when each pupil gives two pice or half measure of paddy. When a scholar is first admitted in the school a pair of cloths and from 1 Rupee to 7 Rupees are presented to the master. A festival called சரகவதி பூசை is kept in the month of புரட்டாசி (September), when about 20 or 30 Rupees is raised from the parents and relatives of the pupils. On a day called இளையார் சதுர்த்தி, in the month of ஜவணி (August), each pupil gives 4 pice, or 1 anna. The teachers buy plantains with the money and offer them to Pilleiar (god), give a part to the pupils and take the rest themselves. The above fees and books are fast becoming relics of the past.

Our Local Fund Board are unwilling to incur the great expense of a new Normal institution for Hindu masters, as they can hardly meet the growing expenditure to meet result grants. The Hindu members are most decided in this opinion.

Government Middle School examinations have furnished a number of educated men fit to be teachers in primary schools.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In Tinnevely Zillah there are 100,000 Christians (C. M. S. 55,000) (S. P. G. 45,000). Say 100 Native pastors and 10 European Missionaries all bent on (Christian) education. Each Christian congregation has a school. I spend about Rs. 600 a year on Branch schools amongst Hindu girls; money collected in England and India. Government adds Rs. 3,000 to this. I have also five girls' boarding schools (Christian), for which I gather Rs. 2,500 yearly.

Missionaries are undoubtedly the most efficient and active educators of the masses at present in Tinnevely. Then again here and there wealthy individuals in a town start a school for the sake of a boy of their own. I have just returned from examining such a school, whose master is anxious to make me its Manager, and is quite willing to use Mission school books. I may say here that not

even Brahmins, much less other castes, object to sending their children to Christian schools. I have several exclusively Brahmin girls' schools.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 7 & 8.—I should attempt to simplify the administration in some such way; though I write with great diffidence, as the subject is beset with difficulties.

My remarks refer to primary education, which I should entrust to Local Fund Boards.

A Local Fund Board should have a sub-committee for education. The President of this sub-committee should regulate the number of schools to be examined or received on the results system—and should know how much money he has to spend in the year. The schools (primary) are to be examined by Deputy Inspectors, as now, but with smaller pay and one for each taluq (I have good Inspectors on Rs. 20 a month. We could get them for the Board for Rs. 30 with batta included). Over all these I should place one Native Inspector on better pay, say Rs. 50 or 60 or 100 with batta, who is to be under the President of the Educational Committee, and besides signing pay bills and sanctioning application forms, should accompany his Deputy Inspector to a few of their schools in the year when they are being examined, to see that the standards of examination are kept up to the mark.

This President of the Education Committee is to receive a monthly honorarium.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' schools (c) Girls' schools, (d) Normal schools?

Ans. 19.—The tests are so severe for village boys and girls that the Inspectors are obliged to be lax in their examination, or most of the primary schools would be shut up, not gaining sufficient grants. As it is, the children systematically fail in certain subjects, notably arithmetic. The attendance of the children, particularly girls, is so irregular, it is impossible for them to get up many subjects.

I should omit from primary girls' schools' curriculum (1st to 4th Standards inclusive) fractions, history, hygiene, and grammar.

Girls' schools should receive grants for—

- A servant to bring the girls to schools, say 1 rupee per 10 girls.
- Rent 3 rupees and 2 rupees per mensem in towns and villages.
- Sewing stuffs, scissors, &c.

All these included in the extra grant allowed for girls, 75 per cent.

A standard preliminary to the 1st might well be allowed for boys and girls, viz.:

Reading—Vowels and consonants R
combined 1

Writing—Vowels and consonants combined	1
Arithmetic—Notation and numeration to three figures	1
Rough hemming	1

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—Christians, Muhammadans, and Hindus are all treated strictly alike, without partiality.

Ques. 41.—Is there indigenous instruction of girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—There is very very little. Again and again in a few large towns the people, perhaps stirred up by a Collector, or in emulation of my girls' schools, have attempted to carry on a girls' school, but the project has fallen through. The people as a whole are indifferent to female education, and do not second the efforts made for it. We succeed because we look upon it as a religious duty to teach. My mistresses are gentle with the girls and win them to a regular attendance by a kind influence over them. But still the

work is up-hill work, and if the examinations were at all strict, we should have to close our schools so far as they depended on Government aid, as we could not prepare our girls for the examinations owing to their irregular attendance.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvement can you suggest?

Ans. 42.—The Department *liberally* aids our Mission girls' schools, my sixty Hindu schools for caste girls, my Sarah Tucker Female Normal Training Institution with 120 girls, Mrs. Sargent's and Mrs. Thomas's large Christian Boarding schools, and five of my own (C. M. S. Boarding schools). We must be content in *Hindu* girls' schools to teach the very rudiments of education for some time to come, as the girls are so irregular in their attendance, and no compulsion can be put upon their attendance. Nevertheless, I am quite hopeful about female education, as I consider we are doing a great preparatory and necessary work even with these weak Hindu schools, familiarising the minds of the people with the idea of female education, and creating a taste for further advancement. Reading and writing prepare the way for grammar, poetry, and geography.

Cross-examination of THE REV. V. W. HARCOURT.

By THE REV. WILLIAM MILLER.

Q. 1.—You say that you have not drawn your grants yet for 1881-82: may I ask whether such delay in the payment of grants is an exceptional thing or one of ordinary occurrence? If the latter, please say how such delay arises?

A. 1.—We have never been so long delayed as this year, although in previous years the delay has been longer than I can reasonably account for. Bishop Sargent has still some Rs. 6,000 owing him for 1881-82. I have not been able to get an answer as to the reason for this delay, nor has Bishop Sargent.

Q. 2.—In one or two of your answers (*e.g.*, in your answer to question 19), you refer to Inspectors being lax or lenient in their examination: please explain in what way they are lax or lenient?

A. 2.—By Inspectors in my answer I mean Deputy Inspectors, and I refer to the examination not of my institution, or boarding schools, or boys' schools, but only to my primary village girls' schools, where little girls are just being brought into contact with "the three R's." I do not mean to say that they lower the Government standards, but in sewing, for instance, they will be more lenient towards the sewing being soiled. Instead of insisting on a multiplicity of weights and measures for the arithmetic, they confine themselves more to money tables. I might quote other examples in which an allowable leniency is shown in the treatment of primary village schools.

Q. 3.—Would you kindly say whether upon the whole you consider that you receive adequate aid from Government in carrying on your various schools?

A. 3.—If the requirements of the standards were strictly pressed, I should by no means receive appropriate aid.

At the request of THE PRESIDENT.

Q. 1.—Do you wish it to be inferred, from your answer to question 19, that the severity of standards is such as would result (if the Inspectors were not lenient) in the practical frustration of those benevolent intentions of Government towards female education which are shown by the higher rate of payment awarded to a girl who passes a given standard, and in other ways?

A. 1.—The standards are too severe decidedly, considering the time allowed to pupils. It takes me two years to prepare little girls for the first standard, and two years to prepare them for the fourth standard after they have passed the third, whereas it seems to be contemplated in the rules that each standard should be prepared for in one year.

Q. 2.—Have you any suggestion to make for securing that the intentions of Government in the way of aiding all efforts after self-help shall be practically and permanently carried out?

A. 2.—I should certainly wish that the aid that we receive were placed on a sounder basis than at present, *viz.*, that it should be assured to us by an Educational Act.

By THE REV. DR. JEAN.

Q. 1.—You say that you have several exclusively Brahman girls' schools. (A. 6.) May I ask whether Christianity is taught in such schools?

A. 1.—It is.

Q. 2.—Under answer 19, you say that you would omit grammar from the primary girls' school's curriculum. Do you mean that you would teach them their Vernacular or English without grammar, or that they should not be examined on this subject?

A. 2.—As a matter of fact, I take very little English in my branch schools. I should omit

grammar in vernacular primary schools as a study and as a matter of examination.

Q. 3.—Under No. 6 you say that "not even Brahmans, much less other castes, object to sending their children to Christian schools." But under No. 41 you say that "again and again in a few large towns the people, perhaps stirred up by a Collector, or in emulation of your girls' school, have attempted to carry on a girls' school." Please, how do you reconcile these two statements?

A. 3.—In the first answer I mean that they do not seriously object. If they had two schools equally well taught, in one of which Christianity was taught, and not in the other, then they would choose the non-Christian school.

Q. 4.—May I understand that the stirring up of the people by a Collector is a mere conjecture?

A. 4.—I was thinking, when I wrote the passage referred to, of Mr. Puckle; and I think I may add of Mr. Pennington, who have tried to institute girls' schools. But these attempts have invariably languished after a very short time.

By MR. FOWLER.

Q. 1.—You say "the result system is sufficient for the primary education of the community." Will you kindly explain exactly what you mean by saying "the system is sufficient?"

A. 1.—I meant of the masses—not of the higher classes; their wants and occupations are so simple that their education may be also simple.

Q. Then you do not refer to the number of schools?

A. No, not to the number of schools, but to the code of instruction.

Q. 2.—In your 3rd answer you say the Local Fund Board finds it impossible to make any forecast of what the schools will cost next year. "How does this impossibility arise, seeing that every school applying for aid for 1883-84 must apply before the 31st December 1882, giving particulars of the number of pupils to be presented under each standard, and thus enabling the Educational officer who scrutinises the lists to estimate, with considerable precision, the probable expenditure for the year?"

A. 2.—These rules respecting application, these scrutinies, and these authorisations, are all in confusion, I have good reason to believe. I am speaking of Tinnevely.

Q. 3.—Do you consider this confusion due to the system or to bad administration?

A. 3.—I can only guess at the causes. I think it has chiefly to do with the system, including the innumerable references from one officer to another, before a grant is either sanctioned or paid. I think it has also to do with Colonel Macdonald, the former Director.

Q. 4.—In answer 4 you speak of the great expense of a new Normal institution for Hindu masters, can you state what the Board estimate as the annual cost of such a school?

A. 4.—I am afraid I cannot. They estimated the expense and framed their decision on that estimate.

Q. 5.—Is it within your knowledge that very efficient schools of the class are maintained at a cost of between Rs. 2,000 and Rs. 5,000 per annum?

A. 5.—I am not aware.

Q. 6.—In answer 19 you propose to omit certain subjects; in that case, would not the possible

grant be lowered, seeing that history, hygiene, and grammar each carry a grant?

A. 6.—I should make up for such decrease by giving grants for collectors of the children, for rent, and enhanced grants for sewing; also for prizes.

Q. 7.—Is it not the case that, practically, these subjects may be omitted under the present system, the Managers being at liberty to abstain from presenting children in certain subjects?

A. 7.—I would present a girl for even one subject; nor would I oblige a master to bring up the girls in classes. I would have a Sub-Inspector keep a list of all the girls under instruction in each village, with the subjects marked down already examined in, and let him examine in any one subject, or more, in his annual visit.

Q. 8.—In more than one answer you speak of girls' irregular attendance; in your 41st you say "We could not prepare our girls for the examinations owing to their irregular attendance." Does not this point to defective discipline rather than to too high requirements in the standards?

A. 8.—I hardly think so. A Christian mistress has but a limited hold over her Hindu girls. They are required much more than boys at home in helping their mothers.

Q. 9.—In your last answer, you propose Deputy Inspectors on Rs. 30. Do you consider such salary sufficient for men with such responsible duties?

A. 9.—I do in Tinnevely.

Q. 10.—With reference to your first reply to Mr. Miller, are you able to say whether the delay has been due to the system, or to any individual?

A. 10.—I should have felt those delays much less if there had been more individual sympathy, and a frank explanation of the cause.

Q. 12.—Is it the same Deputy Inspector in the case both of your schools and of Dr. Sargent's?

A. 12.—They are the same.

By MR. RANGANADA MUDALIYAR
(through THE CHAIRMAN).

Q. 1.—In answer 3 you say that your Local Fund Board has "to consider whether for the next year it will be better to increase the taxation or to decrease the grants for boys' primary schools." Which of these seems to you to be the better alternative?

A. 1.—I think I should combine both, disliking taxation as rendering schools unpopular.

Q. 2.—Does it not seem to you desirable to make primary education as nearly self-supporting as possible in a district like Tinnevely, where there is such a large and ever increasing demand for it?

A. 2.—It seems to me the right thing to make it gradually, as far as possible, self-supporting.

Q. 3.—In answer 6 you remark that "not even Brahmans, much less other castes, object to sending their children to Christian schools." Does this remark apply only to Tinnevely, or to the whole Presidency?

A. 3.—I can only write of Tinnevely.

Q. 4.—In the same answer you say "I have several exclusively Brahman girls' schools." Am I to understand that, though Brahman parents do not object to send their daughters to Christian schools, yet that they do object to their girls associating and mixing with girls of a lower caste?

A. 4.—They do object to their girls so mixing.

Evidence of THE REV. J. L. WYATT, S. P. G.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been nearly 15 years in the country, engaged in Missionary work, of which education forms an important branch. I was for nearly 12 years in Tinnevely and have been nearly 3 in Trichinopoly.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—I consider that the system of primary education has been placed on a sound basis, provided the system is not impeded and marred by such an extensive reduction of results grants as has been proposed in some districts. Any considerable reduction in results grants will be ruinous to the cause of education.

An educational cess throughout the country, most certainly in Municipalities and wherever practicable in rural districts, *i.e.*, in those districts where primary education has been considerably developed, as in Tinnevely, appears to me desirable. The present allotment of one-sixth of the revenue is insufficient to meet the grants in Tinnevely, and it will not, I think, be sufficient in Trichinopoly as soon as elementary education is properly extended among the rural population.

No alteration in course of instruction seems to me to be required.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes especially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary instruction is sought for by the people in general in the district of Tinnevely, in which Christianity has made so much progress. In the district of Trichinopoly elementary education appears to me to be in a very backward condition among the rural population.

No classes, as far as I know, except silk-weavers, especially hold aloof from primary education for their boys, but from their degradation and ignorance the labouring classes, *i.e.*, the agricultural serfs, do not care for it.

The higher classes are decidedly hostile to the education of the labouring classes, even those who have received the most liberal education and who are graduates of the University. Even officials in the Educational Department are not altogether in favour of the education of the lower classes. It has been remarked that for every low-caste man educated you throw a Brahmin out of employment.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications?

Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools are mostly relics of an ancient village system. The schoolmaster is paid like the village barber and other servants, by an hereditary portion of the village rates.

The subjects taught in the schools are chiefly classical poetry, the meaning of which is not understood, and mental arithmetic. The boys in the schools also learn to read documents.

The masters of such schools are generally poor Brahmins or Sudras.

As far as I know, no arrangements have been made for training or providing masters for such schools.

The schools might be turned to good account as part of a system of national education by giving them our books and encouraging them by a small grant-in-aid towards the salaries of the teachers provided these books are taught.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I know of no home instruction being given.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Government cannot depend at all on private effort for the supply of elementary instruction in rural districts.

Missionary Societies, in addition to the indigenous schools, are the only private agencies which exist for promoting primary instruction.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—Funds assigned for primary education cannot be, I think, advantageously administered by District Committees or Local Boards. The people are not sufficiently public-spirited.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Elementary schools should, I think, be entrusted to Municipal Committees for support and management. A definite proportion of the Funds should be set aside as an educational cess.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in

primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—Village schoolmasters generally belong to the respectable middle classes. They are very useful to the villagers as letter writers and small accountants. Indigenous schoolmasters might with advantage be convened from time to time by the Inspectors of schools and examined.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—Yes.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—Yes, the system of payment by results is in my opinion the most suitable system for the promotion of education amongst a poor and ignorant people.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—In my opinion up to and including the third standard, all primary education should be free, and should be provided for by the educational cess I proposed.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—The Missionaries besides the Government are the only people who take an interest in elementary education of the lower classes, and therefore as they are increased the education of lower classes will be extended.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively, than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—In this province Native gentlemen are willing and even zealous to establish high class schools, provided the lower classes are kept out.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—No.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives, I think, readily find remunerative employment?

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information.

Ans. 26.—The subjects taught in secondary schools are too numerous, and consequently the knowledge acquired is too superficial. This especially is the case in regard to English, the knowledge of which acquired before Matriculation is generally useless in public employment.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Not in Tinnevely.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in second-

ary schools, or are special Normal schools needed for the purpose?

Ans. 31.—Normal schools, as they are at present carried on by Government under Native masters alone, appear to me to be useless. Native masters have not sufficient influence, and Native teachers do not care for Normal training. They attend principally for the sake of scholarships attached to the Normal schools. Normal schools under European teachers, who have themselves been trained in the Government training colleges in England, would, I believe, be of very great advantage.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The present text-books appear to me to be sufficiently suitable.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—The Government department appears to me to have made but little progress in instituting schools for girls; I only know of one school in the district of Trichinopoly, and in this about two-thirds of the girls belong to the temple. Government officials could do much by their influence and advice towards inducing the better classes to send their daughters to schools.

I would venture to suggest that a Capitation grant of 1 rupee a head be given for girls below the first standard who have attended a school for six months. The capitation grant should not be given however for the same girl more than once. This capitation grant would be an inducement to teachers to obtain girls. At present the desire for female education is not very extensive, and teachers have to spend their energies for about six or eight months in teaching the small girls without any remuneration.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools are quite unsuitable except for the lower classes.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—The best method of providing teachers for girls is to open training schools for female teachers, such as the one in Palamcottah in connection with the Church Missionary Society, and the one recently opened in Trichinopoly in connection with the Society for the Propagation of the Gospel. Grants to such institutions should be given on as liberal a scale as those given to the Government Normal school in Madras.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—Missionaries' wives and ladies connected with various missions are almost the only persons who take any practical interest in female education as regards teaching, but I have found other European ladies very willing to help with contributions towards the establishment and support of schools for girls, and occasionally they visit the schools in company with the wives of the Missionaries.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in

the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—I have observed that in some places where an elementary school has been at work for seven or eight months, a man who has no other means of livelihood will come into the village and set up as a schoolmaster and draw away by bribes, &c., the scholars from the regular school, and thus cause a serious loss to the schoolmaster. The intruder has no intention of continuing a school, his only object is by opening an apparently rival school to induce the schoolmaster to promise him some portion of his hard-earned grant, and the only remedy the schoolmaster has at present, as far as I know, is to comply with the audacious request. Cannot some measure be introduced to meet this defect?

Ques. 50.—Is there any foundation for the statement that the officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—Yes, I speak generally. Yes, I think so.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—No, I do not know of any tendency

to raise primary into secondary schools unnecessarily or prematurely.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—No.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—The system of assigning grants according to the results of periodical examinations should be extended to all primary and middle schools.

Ques. 56.—To what class of institutions do you think that the system of assigning grants-in-aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—To high schools and colleges.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—It appears to me desirable to make promotions from class to class depend upon the result of a general public examination. It saves the masters a great deal of trouble and obloquy.

Cross-examination of THE REV. J. L. WYATT.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether the proposed capitation grant of one rupee would remedy the defects of the present system as regards female education, or whether there are any other defects in it which you wish to bring to the notice of the Commission?

A. 1.—This would not remedy all the defects. I consider the subjects laid down for the higher standards, that is, the fourth and fifth, as too severe. I would suggest intermediate standards to these. It certainly takes two years for a girl to pass from the third standard to the fourth, and the same also from the fourth to the fifth. I think also the present rule about attendance too strict. The number of days on which a girl is required to attend school in order to be eligible for examination is unnecessarily high, especially for the rural districts, at the present stage of female education. There is, too, a great deal of uncertainty about the time for examinations. In some cases a school is examined within 6 or 8 months of its previous examination. I would also suggest enhanced grants for sewing, and also that grants be given for different kinds of work, such as lace-making and embroidering. Grants also should be given for each subject irrespective of a girl being able to pass in another subject.

Q. 2.—May I ask whether the same grants are not now given to the Normal schools in question as are given in the Government Normal school? If not, are you aware of any reason for the difference?

A. 2.—They are not the same. I know no reason why they are not the same. In the Government Female Normal school scholarships

of Rs. 6, 8, 10, 12 are given, and in the Normal school connected with the S. P. G. in Trichinopoly the scholarships are only 3 and 4 rupees. I have one on Rs. 8. In this early stage of Normal schools, when the difficulty of providing female teachers is so great, it seems to me desirable that the grants should be more liberal.

Q. 3.—Several witnesses have spoken of the trouble and difficulty that arise from the system of returns that is in vogue: Have you any complaint to make on this subject?

A. 3.—The returns are unnecessarily numerous, and called for too frequently. They constantly call for new items of information. We find a great difficulty in understanding what they mean, and the consequence is they are very frequently returned to us. The Deputy Inspectors are seldom able to tell us how to fill them up.

Questions put at the request of THE PRESIDENT.

Q. 1.—Are you of opinion, as some other witnesses have been, that the severity of standards tends practically to defeat the intentions of Government in the way of giving special encouragement to female education?

A. 1.—Yes; I am of that opinion.

Q. 2.—Have you any suggestion to make as to the best way of securing that the desire of Government to support all efforts towards self-help may be practically and permanently carried out?

A. 2.—At present it is possible for any Director to alter the rules made by his predecessor, and they have been so altered as to be detrimental, in my opinion, to the interests of education, especially

that carried on by others than Government itself. I think therefore that an Educational Act is most desirable to protect the interest of those agencies.

By THE REV. DR. JEAN.

Q. 1.—With reference to No. 7, would you kindly specify the evils or shortcomings you apprehend in the case of the funds assigned for primary education being administered by District Committees or Local Boards?

A. 1.—By District Committees and Local Boards I understand some new Committees or Boards that are not already in existence, but the formation of which Government are contemplating. I think there would be too much of class interest.

Q. 2.—Have you good reason to rely more on Municipal Committees than on District Committees for the spread of elementary education?

A. 2.—Yes, I rely upon Municipal Committees, as the only ones I know are under the direct supervision of the Collector of the District.

Q. 3.—In connection with No. 13, several witnesses have stated that any education for which parents do not pay is an education upon which they set no value. May I understand from your answer to question 13, that you are of a different opinion on this point?

A. 3.—Yes; I do not regard Education purchased by the wealthy for fees, the burden of which they do not feel, as of more value than the free education of the poorer classes who are unable to pay the fees.

Q. 4.—In connection with No. 14 and No. 42, may I understand that you are of opinion that Government should do for girls what it has done for boys, that is, should start girls' Government schools in the different districts?

A. 4.—I do not think it is necessary that Government should start schools of their own; but they should hold out sufficient inducement to Missionary and other agencies for the development of female education.

Q. 5.—In answer 17 you say that Native gentlemen are willing and even zealous to start high class schools. Do you mean schools for secondary education, or colleges for higher education?

A. 5.—I am speaking of Trichinopoly, and there I find they are willing to establish schools for secondary education.

Q. 6.—In your answer to question 30, do you mean that the schools under the results grant in the Tinnevely district, receive no support at all from Municipalities?

A. 6.—I meant that salary grant schools receive no support. The results schools do.

Q. 7.—Referring to your last answer, is it your meaning that there should be a public examination for each class without exception?

A. 7.—I have not much experience of high class schools, and I have only mentioned what I heard from the experience of others.

Q. 8.—Then you are not aware that there is a sort of general protest in the Presidency against the excessive multiplicity of public examinations?

A. 8.—Yes, I am not aware.

By MR. FOWLER.

Q. 1.—(A. 2.) Do you consider the standards of the results system well adapted?

A. 1.—On the whole, but the Inspectors should be lenient in their examinations of village schools;

at present the tendency is to severity, and the consequence is loss of grants.

Q. 2.—Are you speaking of both boys' and girls' schools?

A. 2.—With regard to girls' schools the 4th and 5th standards are decidedly too high.

Q. 3.—You say indigenous schools might be turned to good account. Are you aware that the great increase in the number of schools and scholars in connection with the Educational Department has been brought about to a very great extent by utilising indigenous and quasi-indigenous schools?

A. 3.—I am aware that it has to some extent.

Q. 4.—(A. 17.) You say Native gentlemen are willing and even zealous to establish high class schools, provided the lower classes are kept out. Could such schools, according to the rules, receive aid from Government?

A. 4.—They do receive aid. I am not aware of any impediment.

Q. 5.—Then you are not aware that it is a condition of Government aid that schools shall be open to all classes?

A. 5.—I am not aware that a grant would be refused to a school from which the lower castes are precluded.

Q. 6.—(A. 31.) You say, "Normal schools, as they are at present carried on by Government under Native masters alone, appear to me to be useless." I believe Government has no elementary Normal school except for Musalmans. Perhaps you refer to Local Fund Normal schools?

A. 6.—Yes. I understood they were Government schools.

Q. 7.—At present there are 29 such schools, and their number is likely to be largely increased. Would not their maintenance on the scale you propose be simply an impossibility?

A. 7.—I cannot give an answer to this. Would it not be possible to have fewer schools and make them more efficient by having properly trained European teachers? It does not seem to me necessary to establish Normal schools in each Taluq, or even in each district. If sufficient inducements were held out, men would readily go from one district to another to attend Normal schools.

Q. 8.—Are you of opinion that Hindus, themselves trained in a Normal school, are incompetent to train others?

A. 8.—I think that in most cases they lack influence, though their knowledge should be quite sufficient.

Q. 9.—Have you any idea of the number of primary schools requiring improved teachers?

A. 9.—In the district of Trichinopoly there are very few primary schools except those carried on by the Mission and the Local Fund Board; and these are fairly well supplied with suitable teachers.

Q. 10.—(A. 44.)—You speak of grants to the Government Female Normal School, Madras, but being a Government school it receives no grants—will you kindly explain your meaning?

A. 10.—By grants I understand scholarships—and I think that these should be given on as liberal a scale to pupils in aided Normal schools as they are given to pupils in the Government Female Normal Colleges.

Q. 11.—You advocate a capitation grant in girls' schools. Are you aware that a capitation grant was formerly given; and would you not

think a standard below the present first better suited to secure some actual progress among the little ones than a capitation grant?

A. 11.—Yes, I am aware. It would increase the difficulties of examination unnecessarily.

Q. 12.—Is it within your experience that in some girls' schools a very large proportion are mere infants, who really learn next to nothing for a long time; and a capitation grant would, in such cases, open the way to great abuses?

A. 12.—No. Of those who come into our Mission schools, the majority learn fairly well.

Q. 13.—In reply to a question by Mr. Miller you say there is uncertainty about the time of examinations; but is not due notice of the time fixed given several months beforehand?

A. 13.—It has been so in the last year; in the previous years that I have been in Trichinopoly the times fixed were not adhered to. The dates of examination have been fixed without reference to the Managers, and the time allowed for preparation has in very many cases been insufficient.

Q. 14.—With reference to another of your answers to Mr. Miller, are the causes of complaint regarding returns of recent origin or of long standing?

A. 14.—They are becoming more burdensome every year.

Two supplementary questions by DR. JEAN (through THE CHAIRMAN).

Q. 1.—Could you quote any instance of a school set up for girls, and well conducted, but having great difficulty in obtaining to be placed under the results grant system?

A. 1.—No, I know of no such case.

Q. 2.—Are you of opinion that the assistances of Municipalities should be extended to preparatory schools lower than the first standard?

A. 2.—I think it should for girls, but I don't think it is necessary for boys.

Evidence of THE REV. J. HUDSON, B.A., General Superintendent of the Mysore Wesleyan Mission.

[The questions and the numbering are not all as in the questions suggested.]

Ques. 1.—State what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I came to India in 1864. For a year and a half I had charge of the Wesleyan Mission High School at Mysore, and for nine years of that at Bangalore. Small college classes were for several years attached to the latter. During the last four years I have had direct charge of several vernacular schools, while as General Superintendent of the Mysore Mission, I have been indirectly connected with a number of schools of various kinds. I have also had a good deal to do with schools for girls.

As all my experience has been gained in the Mysore province, which is not included in the scope of the Commission's inquiry, I am necessarily much fettered in giving evidence. I am obliged to confine myself to general educational

By MR. P. RANGANADA MUDLIYAR (through THE CHAIRMAN).

Q. 1.—With reference to answer 2, are you aware that, in many districts of the Presidency, very much less than the allotment of one-sixth of the land-cess is spent by Local Fund Boards on primary education?

A. 1.—I was not aware, but I could easily believe it.

Q. 2.—Do you then think it desirable to make the Local Fund Board of Tinnevely devote a larger portion of its revenue to education?

A. 2.—I think it is desirable. At any rate, education should not be impeded by any reduction in the grants.

Q. 3.—In a district like Tinnevely, where there is such a large and increasing demand for primary education, will it not be a good thing for the people to be induced to contribute a larger proportion of the cost in the shape of fees?

A. 3.—They are already doing what they can, but I do not think it is desirable to press them unduly.

Q. 4.—In answer 3 you say it has been remarked that for every low-caste man educated you throw a Brahman out of employment. By whom was such a remark made? Is it your belief that what makes some Natives hostile to the education of the lower classes, is a selfish desire to monopolize Government appointments; or do you think that their opposition is due to mere caste-feeling, which stands in the way of Brahmans and low-caste people meeting on a footing of equality?

(Note that the argument proves too much, for it is not only every low-caste man educated, but every Vaisya or Sudra educated that interferes with the monopoly once enjoyed by the Brahmans.)

A. 4.—With regard to the first part of the question, I do not think it desirable to mention names. I should think partly both.

Q. 5.—The statement in answer 14 is, I presume, intended to apply only to the districts with which you are acquainted, Tinnevely and Trichinopoly, and not to the whole Presidency?

A. 5.—It must be taken to apply only to the districts with which I am acquainted.

questions, and any references to the Mysore province can be for the purpose of illustration only. At the same time it will be borne in mind that until recently this province has been under British administration, and that it does not differ much from some parts of the Madras Presidency.

Ques. 2.—(a) To what extent do you think real progress has been made in the education of the masses of the people? (b) So far as there has been merely a transfer from indigenous to Government schools, what do you consider is the real gain to education? (c) Is it desirable to retain in any way native modes of teaching?

Ans. 2.—(a) So far more has been done to improve than to extend primary instruction. Professional schoolmasters have been very generally employed, while the increase in recent years has resulted largely from the transfer of indigenous schools. It is therefore probable that a considerable proportion of the pupils now at school would

in any case have received some sort of education. Moreover the numbers in primary schools are generally swollen by disproportionately large classes of beginners. Few stay long enough to go through the whole course, and thus to reap much benefit from an improved system of instruction. The direct educational results are not therefore nearly so large as the statistics would at first lead us to suppose. The real gain lies chiefly in the radical change of system by which a foundation has been laid for future progress.

(b) This change is fully worth all the expenditure of labour and money. Many Native gentlemen seem to doubt whether much advantage has been gained from the simple transfer from one kind of school to another. They think the master worked better when he was wholly dependent on the parents of his pupils for support, while nothing of much importance has been added to the course of study. I am inclined to think that the results as seen in more extensive knowledge although not inconsiderable may not be very great. The memory work may not be so perfect as it was before while the attempts made by teachers at imparting real instruction have doubtless been very unskilful. But this must be expected in a transitional state, while in substituting for a system that had been stereotyped for centuries another that is capable of indefinite improvement a real and most important advance has undoubtedly been made.

(c) In order to make Government education more popular with the people there is a natural desire to change old modes as little as possible. But it may be questioned whether any ultimate gain results from such a course. With every desire to retain national customs I can see but little distinction in the Native mode of teaching, which is worthy of a place in a permanent system of education, and until a complete change is made progress is much retarded. I generally find that schools are inefficient so far as they adopt the old modes. I presume that our school system, like all other Western improvements, must depend for success on the practical advantages it can offer. Parents will choose our schools because the education is more rapid, and children because it is more pleasant. I think we should avail ourselves, so far as circumstances admit, of all modern appliances, but care should be taken to obtain furniture, apparatus and materials of the least expensive kind. In this direction I think much yet remains to be effected.

Ques. 3.—Do any classes of the community hold aloof from education?

Ans. 3.—It will take long before the agricultural classes generally appreciate the value of knowledge. At present they stand on a very low intellectual level. Missionaries engaged in village work have exceptional opportunities of observing the extreme difficulty with which they comprehend anything outside the region of their everyday life. And yet upon this class of people India chiefly depends for its prosperity. Still I have no doubt that if a thorough system of village education be carried out with persistent energy, the agricultural population will be gradually won over. No cultivators can be more conservative than the ryots of Mysore, and yet the Hobli schools established throughout the province by the present Director have met with considerable favour. No doubt most of the ryots who patronize the schools are well-to-do and can forego the help of their children in the field. They are, moreover, only a

small fraction of the whole agricultural population. But the results achieved give every hope of ultimate success if the system is well sustained. Missionaries also have numerous requests from village communities to form schools.

Ques. 4.—What subjects of instruction if introduced into primary schools would make them more acceptable to the agricultural classes?

Ans. 4.—Agriculturists fully share in the popular love of poetry. They can appreciate the ability to recite from their poetical books, though they may not care for the acquisition of knowledge. Boys may spend some small portion of their time in learning and reciting passages which have a good moral tendency with benefit to themselves and to the gratification of their friends and the consequent popularity of the school.

It is also desirable that agriculture should be taught, but in primary schools not as a science. Much would be gained if the reading books were specially adapted for country children. In simple village tales much wholesome truth might be imparted, and the pupils might learn important lessons on cultivation while they think they are only reading dialogues and stories. If the masters had themselves learnt something of the science of agriculture in Normal schools, they would be able to turn such reading lessons to excellent account.

It is perhaps desirable to give holiday during the busiest seasons when most of the boys are needed for work in the fields, although the prevalence of feasts at other times presents a serious difficulty.

Ques. 5.—Are any classes practically excluded from the benefits of education?

Ans. 5.—The large non-caste population at present derives very little benefit from Government schools. I would here observe that the educational returns, though on the whole very complete, give but little information as to the relative progress of education among the various classes of Hindus. As Hindus form the bulk of the population, they deserve as many columns as all the other classes put together. At least three are needed—one for Brahmans, another for the remaining recognised castes, and a third for non-castes. It would also be a gain if we could know the exact amount of progress made among the agricultural population. In the Madras returns non-castes are now counted under 'others,' but it is not satisfactory to include under a single head people at two such opposite educational poles as Parsis and Pariahs. According to the last report there are now in the schools of the Madras Presidency 2,784 'others including Pariahs' out of a total population of more than four millions and three quarters, or an average of only 1 in 1,722. I can scarcely believe that these returns are accurate. I think that for various reasons a number of non-castes must have been counted as Hindus. In the Wesleyan Mission schools in the Mysore province alone we have over 400 children of this caste; only we have not given much special attention to that kind of work. Whether, however, these returns are quite accurate or not, there can be no doubt that the Director is fully justified in remarking that the 'small number of children of the lowest castes reading in schools is deplorable, and shows how true the statement is that the present educational system has hitherto failed to reach the lowest classes of the population, the very classes for which in Europe popular elementary education is more especially designed.'

The state of these out-castes is to the last degree deplorable. They are practically excluded from the benefits of education. They are unable to gain admission to ordinary town and village schools, whether Government or aided. Even Missionaries can do but little for them except by establishing special schools for their benefit. If they are admitted to ordinary schools their position is rendered unbearable by their fellow-pupils and by the teachers, if the latter are Hindus. I am referring chiefly to vernacular schools, for in English institutions distinctions of caste have to a much larger extent been broken down. It cannot be wondered at that under such circumstances out-castes desire schools of their own, and although this may not be the most desirable plan, I fear it is the only practicable one at present. When Missionaries go amongst them they are besieged with applications for help. They have happily got hold of the notion that a school in their midst will raise their social position. I do not think that anything like a general establishment of schools is feasible just now on account of the impossibility of securing teachers. Few educated men will work amongst them except Christians, and the supply of Christian schoolmasters is very limited. But I feel sure that in any attempt to raise the out-castes of India the Government will have the united support of all the Missionary bodies in the country, and that if a liberal and suitable system of grants-in-aid be devised, there will soon be a very large extension of schools. On account of the scarcity of teachers willing to undertake the work, their pay must be comparatively high, while the immediate educational results will be very low. Some form of the combined system, in which too much does not depend on results will, I think, work most successfully.

Ques. 6.—What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 6.—I do not think that at present in South India sympathy extends much beyond caste limits. The wealthy men among the Brahmans and other superior castes are very kind to the poorer children of their community, and contribute liberally to their education, but they do not seem to be much interested in the progress of the lower classes, and they cannot be expected to be so till they are able to shake themselves free from caste prejudices. Education has long been regarded as a monopoly, bringing with it special privileges rather than as a blessing to be dispersed as widely as possible.

Ques. 7.—Can any improvement be made in the system of administration of primary schools?

Ans. 7.—So far as I can see, the several plans chosen are generally well adapted to the circumstances. It is neither practicable nor desirable that there should be one uniform scheme. Where there are local bodies of considerable intelligence and even slightly interested in educating the lower classes, the work is better entrusted to them, while on the other hand, when such bodies do not exist, it is equally desirable that the Government should itself establish the schools, with a view however to decentralisation as soon as circumstances permit. In any case the schools are under Government inspection, and upon the character of that inspection their efficiency will mainly depend. The weak point in the present system of administration throughout South India is the utter inadequacy of the provision for inspection. While thousands of schools have been established, no addition has been made to the European staff. It has been deemed

enough to entrust the oversight of primary schools to Deputy and Sub-Inspectors and Inspecting schoolmasters, all of them Native. The Deputy Inspectors are doubtless an intelligent and well-educated class of men and may fairly be entrusted with a moderate share of responsibility. At present, however, their powers are excessive, while it may be questioned if they have sufficient administrative vigour to push up-hill the heavy weight of work committed to them. When teachers have fixed salaries and nothing directly depends on inspection, I know that the danger of corruption is very great, and under the result system it must be vastly increased. If a European Inspector is really to be accountable for his schools, a single district is quite enough. I think, however, that the work might be quite as cheaply and perhaps not less efficiently accomplished if each Inspector had the help of one or more English Assistants, trained in a British Normal school. These need not be men of extensive literary attainments, but they should have a good knowledge of school management, should be possessed of vigour and determination, and, above all, of unimpeachable integrity. They might have special charge of the elementary Normal schools, and might give the rest of their time to checking the work of the lower Inspectors and imparting life and system to the whole machinery. I do not think that any fresh schools should be started till the inspecting staff has been adequately strengthened, and hereafter the latter should be increased as the work advances.

Ques. 8.—Have you any suggestions to make as to the system in force for providing teachers in primary schools?

Ans. 8.—The system of selecting professional schoolmasters and sending them back to their own neighbourhood after a little training in an elementary Normal school, is a very excellent one, but much better material for training would be secured if all Normal students could first be taught and tested as pupil teachers. Such a plan was not practicable at the first, but it might be tried now. It is not an economical course to incur the expense of training men who have not previously shown any aptness for teaching or any interest in the work. The privilege of educating one or more pupil teachers might be accorded to the most intelligent and successful schoolmasters. Such men will generally have large schools, where help in teaching is much needed. They might have a monthly allowance for instructing each pupil and an additional grant when the latter successfully passes his examination and is appointed to a school.

Ques. 9.—Can you suggest measures other than increase of pay for improving the position of village schoolmasters?

Ans. 9.—In the Mysore province a few of the village teachers have been made Postmasters and others Sub-Registrars. The practice is found to answer well. The duties are light and do not materially interfere with school work, while the master's income is considerably improved, his influence in the village is extended, and as an officer under two departments he is subject to increased checks, and any absence from his work is more likely to be discovered.

Ques. 10.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 10.—In large towns and amongst the trading classes generally small fees are easily collected, but schools for ryots and the lowest classes should be free. When it is easy to get a large class of

beginners while the upper part of the school is almost empty, I think it is better to keep the same fee throughout. This especially applies to girls' schools.

Ques. 11.—What system of grants-in-aid is best suited to primary schools?

Ans. 11.—I should prefer some variety of the combined system to pure results grants. My own experience has been confined to the system of lump grants now in force in Mysore, and although I know it is open to many objections, it also possesses advantages which I should not like to see entirely sacrificed. It is simple and equable in its working, and does not make too much depend on the Inspector. In a province like Mysore it answers very well. I do not at all suppose that it would suit a large Presidency, but on the other hand it seems to me a mistake to go to the opposite extreme of paying only according to results. The latter system seems to take for granted that equal results can be obtained everywhere at equal cost. At any rate it only acts fairly on such a supposition. The only school worked on this system with which I have anything to do is at Ootacamund, where salaries are necessarily much higher than on the plains. Probably Ootacamund is an exceptional place as could be named, but in every province there are districts which for various reasons are unfavourable to the progress of education. They are unhealthy, or remote from head-quarters, or very sparsely peopled. Again, results grants leave far too much power in the hands of Inspectors. Even in England, where men of great ability and experience are employed, there is much friction between them on the one hand and the teachers and managers on the other. Oral examining is most delicate work. The turn of the balance often depends on the nicest quantities. The most practised examiners find it difficult to observe one uniform standard, and unscrupulous men may do almost as they like without fear of discovery. All the results are so uncertain and precarious that neither Managers nor teachers can ever feel sure of their ground.

I am aware that in some places the combined method has been found to work expensively, but I feel sure it is because the permanent grant has borne too large a proportion to that gained by results. If teachers can live comfortably on the former, they will not trouble themselves about the latter. But if they receive only about one-half as a salary grant—the amount varying with the circumstances under which they carry on their work—and are left to gain the remaining half by their own exertions, the system must, I think, work equally and fairly, while sufficient incentive remains for earnest work.

Ques. 12.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 12.—I believe that Normal schools as such are quite as needful for teachers in secondary as they are for those in primary schools. There is a greater lack of professional ability and zeal in these schools than in those either above or below. A large number of teachers have no intention to remain such any longer than they can help. They are on the look out for Government appointments or are preparing for examinations in law. These young men are often put in charge of large classes of small boys, where teaching ability is of more importance than extensive knowledge, and they make

no attempt to fit themselves for their work. They would regard the study of method as a waste of time. Study in a Normal school will not only make a graduate or undergraduate much more efficient as a teacher, but it will also be the best guarantee that he has chosen the educational profession.

Ques. 13.—How far is the complaint well founded that the wealthy classes do not pay enough for education? Do you consider the present rate of fees inadequate?

Ans. 13.—I doubt whether fees in secondary schools can be raised to any great extent. There are many sons of wealthy men in them who could with ease give two or three times the present fee, but they are in a decided minority. The large proportion of boys are by no means rich, and would feel the pressure severely if there were any considerable rise. It seems a pity that the middle classes should be debarred the advantages of a good school education, especially as it can now be imparted without any great outlay from provincial funds. As the Government withdraws from secondary education, it is probable that the wealthier classes will gradually establish for themselves select high and middle schools without Government aid, leaving the latter for those who need it more. Probably the highest scale of fees now paid may be somewhat raised, and the lower scales gradually brought up to it, but I doubt the wisdom of going any further.

With colleges the case seems different. It is true that even in them enhanced fees would press heavily on very many, although the proportion of richer students is probably larger. But on the other hand the expense of maintaining college classes is very great, and it does not appear to be the duty of Government to give a college education practically free to all who desire it. It is not good policy to encourage poor students of only average ability to enter upon a long and severe college course. The majority meet with disappointment, and all are a burden on their friends and the public.

Fees in colleges may be advantageously raised if only ample provision be made for the really clever boys among the poorer classes. Candidates passing the Matriculation examination excellently might have a scholarship, while those who do well might be admitted at reduced fees. The present arrangement of the Matriculation list does not readily lend itself to such a purpose, but in any case it is desirable that the second division should be subdivided, as it contains the names of candidates of most unequal merits. The few poor boys passing in the 1st, which is already a kind of Honors' division, might all have a scholarship, while the 2nd division might be so limited as to contain only such as are worthy of being admitted on lower terms if unable to pay the full fee.

I do not see why the work of distributing scholarships should not be undertaken by the University. I believe there is now a surplus from examination fees which would be available for such a purpose. The distribution would be made impartially, and the Native States which contribute to the surplus would then share in the benefits.

Ques. 14.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 14.—In Bangalore the Matriculation fees have for some years been taken by the term, and the practice has answered well.

Ques. 15.—Is it desirable that promotions from class to class should depend at any stage of school

education on the results of public examinations? In what cases is it preferable that such promotion should be left to the school authorities?

Ans. 16.—I am inclined to think that in the matter of examinations centralisation is being pushed too far. I speak with some diffidence, because I am fully aware of the evils resulting from premature promotions, and of the weakness displayed by many headmasters in failing to check them. But it is quite possible for the remedy to do as much harm as the disease. Besides the Middle School examination, comparative examinations have been instituted for the 5th and Lower Fourth classes, and it is evident that these have already obtained a *quasi-public* character, and that soon headmasters generally will feel bound to join them. Even the Upper Primary is to some extent public, as the names are inserted in the District Gazette. If the same principle is carried out, the 3rd, 7th, and 9th classes will follow, and there will be an unbroken succession of public examinations from the 2nd class to the 10th.

Now in the first place, so far as they are intended to prevent premature promotions, these examinations will only be of value when the headmaster is incapable. If the latter has intelligence and strength of will and knows his pupils, he will make a better selection than can be effected by a public examination. So far the Matriculation results have been most uncertain, and as a consequence in some years scores of unfit boys have been promoted, while at other times really good boys have been kept back. The new examinations cannot be expected to succeed as well. A headmaster judges the examiners, and not his boys, by the division lists. I think the evils complained of would have gradually disappeared with the growth of professional opinion. It is generally practicable to make arrangements with other schools which will discourage boys from changing merely with the view of entering a higher class, and besides strict discipline is always a gain in the long run.

No one will dispute the value of systematic examinations, but the question how far they should be centralised is altogether distinct. The Middle School examination with 6,000 candidates at the very outset is on too large a scale for one examiner to take a complete set of paper, and consequently the results are not fairly comparative. Then the unavoidable delay in getting out such extensive lists is very injurious to the discipline of a school, as boys will do nothing till they know whether they have passed. I believe that comparative examinations are valuable when they are confined to two or three neighbouring schools. A wholesome rivalry is excited between boys who have some acquaintance with one another, the task of preparing papers is lessened, and the results may speedily be ascertained. But the benefit diminishes as the circle widens. On the whole, though some advantage may be derived from comparative tests with narrow limits, I think that careful examinations every three or four months by the school authorities, the oral and written modes being judiciously blended, will exert the most equitable and healthy stimulus on school classes, and will afford the best data for promotions at the end of the year.

Public examinations are being pressed forward more hurriedly in India than in England, though Hindu boys are likely to suffer worse effects from them than English. The love of the latter for

field sports acts as a powerful counteractive to the danger of undue mental strain. Frequent spasmodic efforts, such as are made by Hindus, must prove injurious to both mind and body.

It will be said that the Middle School examination is intended to mark the termination of the Middle School course and to provide a test for admission to minor appointments in the Government service. If it be thought that an ordinary English education may stop at the 4th class, then I admit that a public test of progress is desirable, although I would have the examination confined to a limited area. But it seems very questionable whether boys should have any encouragement to stop in their English course short of Matriculation. That examination has become in India far more than in England the standard for liberal school education rather than the Entrance on the University course. The University local examinations in England and the intermediate in Ireland supply a want which scarcely exists in this country. High schools are now extensively established, and the number of candidates for Matriculation is ever growing. The knowledge of English necessary to pass that examination is about the minimum that can be turned to good account, and I think that those who learn the language as a part of their education should be discouraged from aiming after less.

If the Middle School examination had been instituted to serve as a standard for a good vernacular education, it would have served a very valuable purpose. At present there is no honour to be gained in the vernacular without a knowledge of English. There is a large class of people, such as merchants, with Native constituents, who care nothing for English. If there was an examination, not quite so hard at first as the Middle School, but gradually raised to such a standard, serving as a test for admission to vernacular appointments under Government, a great impetus would be given to vernacular education, and time now spent in acquiring a profitless smattering of English would be devoted to the acquisition of really useful knowledge.

Ques. 17.—Have Government institutions been set up in localities where places of instruction already existed which might by grants-in-aid or other assistance supply the educational wants of the people?

Ans. 17.—The history of education in Mysore affords a remarkable instance of the manner in which the grant-in-aid provisions of the Despatch of 1854 can be deliberately set aside. I know that Mysore is outside the scope of the Commission, but I may be allowed to refer by way of illustration to acts which occurred many years ago when the province was under British administration, and for which no one now in India is at all responsible. In the Gazetteer of Mysore and Coorg, Vol. I, pp. 642 and 643, after showing that the Mysore Educational Department was formed in 1857 and owed its origin to the Despatch of 1854, Mr. Rice continues as follows:—“The previous steps taken by the Mysore Administration towards promoting education had been to supply funds to the Wesleyan Mission for the establishment of schools at the principal district head-quarter stations and for the erection of premises.” From the succeeding paragraphs we learn that these schools were four in number and received a subsidy from Government of Rs. 300 a month, almost the whole of the amount then spent on education, and that when the new scheme came into operation,

the grant from the Bangalore Institution was withdrawn, and the other three were taken over by Government. I may add that the three district schools have never since been re-opened. For three or four months even the Bangalore Institution, the earliest English school in Mysore, was closed, as it was thought hopeless to contend with Government. After a while, however, a fresh beginning was made, and for several years the whole expense of the institution was borne by the Mission, the Mysore Government refusing to give aid, because to do so would be suicidal. At length a grant was secured by a direct appeal to the Governor-General.

It will thus be seen that as the result of a policy founded on the Despatch of 1854, every rupee of grant was withdrawn. I by no means affirm that the plan of giving a subsidy to cover expenses should have been continued, but as all the English education of the province had been at one time in the hands of the Mission, the latter had the strongest claim for consideration when the department was established.

Like most Missionaries I have felt that the present system is unfriendly to aided schools. I have nothing to say against Educational officers, because I think it is almost impossible for them to wish well to institutions which in some sense compete with their own. Directors and Inspectors have frequently themselves been connected with Government colleges and schools, and consequently take pardonable pride in their success. It cannot be pleasant for these officers to see the position of their own institutions in any way threatened by the success of rival schools. Besides, the educational is one of several departments and is worked alongside with the others. There is therefore a natural desire to carry out a complete symmetrical system corresponding to that of other departments, and the presence of aided schools mars the perfectness of the scheme.

I do not suppose that Missionaries are wholly free from blame. Departmental zeal is perhaps as strong in them as in Government officers. Government and aided schools are often set off the one against the other instead of being regarded as mutually helpful institutions. The very names by which they are distinguished tend to obscure the fact that aided schools also owe much to Government aid and inspection. Educational officers do not therefore receive the due proportion of commendation due to them for the success of such schools.

I fear that more or less of the feeling referred to will continue to exist till Government is able to retire from the work of direct education and devote itself to that of control. If aided schools could form a department of their own under separate inspection, I believe they would have a much fairer chance, as the officers in charge would feel they were responsible for their success and would become powerful advocates of aided education. I fear, however, that such an arrangement would involve much extra expense.

Ques. 18.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education? In the event of the Government so withdrawing, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest to prevent this result?

Ans. 18.—Two dangers are said to threaten if Government withdraw from the higher education. The first is that it will be monopolised by Missionary bodies. The second that the character of the education will deteriorate. On each of these two points I wish to offer a few remarks.

First.—Missionaries themselves do not expect to realise the results feared by many Native gentlemen and others. Higher education has generally been one of the least popular forms of Mission work. During the last few years, as the later Missionary Conferences have shown, there has been a considerable change of feeling, but even now there are many other kinds of labour which would probably command more general sympathy. An appeal for help in educating the out-castes of India would meet with a far warmer and more widespread response from the supporters of Missionary Societies than a proposal to establish Arts Colleges. Whatever we may desire to do, the funds available are very limited, as only a small proportion of Missionary income can be applied to such an object. It is true that there is every reason to hope that our resources will gradually develop, but on the other hand, as the churches extend it will be needful to give increasing attention to the education of Christian children. It is found already that, where Christian communities are large, the demands from within are so great that comparatively little can be done for the people generally. As shown in the last report, the proportion of Christian children in schools is 1 in 17 as compared with 1 out of 90 Hindus and one out of 1,722 non-castes. This proportion cannot be maintained without much labour and expense. Native gentlemen are in danger of supposing that Missionary Societies have unlimited resources, and will take up all the ground from which the Government may withdraw. But they may rest assured that there will be the most ample scope for their own exertion. Missionary Societies may be stimulated to increased exertions, but no general system of education can be carried out except through the co-operation of the Native community.

Secondly.—As regards the danger of deterioration, primary schools may be left out of account, as already they are largely supported by local bodies. I think there is no real ground of fear for secondary education, which can now be carried on more easily and at proportionately less expense than any other kind. The supply of teachers is comparatively the most adequate, and although many are at present untrained, the establishment of Normal schools and the rules relative to Normal certificates on the one hand, and on the other the growing difficulty to procure Government employment, will before long effect a change. I think, too, that secondary schools are likely to be better managed by Municipal Boards than any other kind. The experiment, it is true, is generally made with primary schools, but it seems reasonable to suppose that the members of Municipal Boards will take a keener personal interest in the success of secondary schools, inasmuch as their own children and those of their friends will reap a share of the benefit. As in the case of primary schools, they will judge of success from the results of examinations and the reports of examiners, but they will be more eager to remedy defects in schools in which they are personally interested. Missionaries will not be likely to allow this kind of schools to deteriorate. The Matriculation

class is now generally taught in part by a European, and I hope it would continue to be. It is sometimes said that Mission schools were inferior when there was not the competition of Government institutions. Of course they were, because at that time English education was in its infancy, but it by no means follows that they will come short of the mark now that Western learning has made such an immense advance. Competition is good for all schools, but I do not know that Mission gain more than Government schools, and if the latter were closed there would still be rivalry, both among schools, belonging to different Missions in the same town and those belonging to the same Mission in different towns, and I have no doubt that Native schools would enter vigorously into the contest.

In the case of colleges, both Mission and Native, I think there may be some ground for fear unless co-operation on an extensive scale can be ensured. I do not think that those in authority would willingly allow the character of the teaching to degenerate, but the support of a fully-equipped first grade college is beyond the resources of most societies unless other departments are left to suffer, although they might be able to maintain in efficiency a second grade college. But if several Societies can be persuaded to work together, I see no case for apprehension. Indian Missions have always been able to command the services of able educationists, and if the expense can be distributed, all difficulty disappears.

From this point of view I think the Madras Christian College has a strong claim on Government for liberal support. I believe the Free Church Mission could of itself by most determined effort sustain the present efficiency of the college, although it would scarcely be fair to expect it to incur such an outlay at a single station. But already some help from other societies has been secured, and there is ground for hope that more general assistance will be forthcoming when the value of the college is more widely known. Far from deteriorating, the character of the education is likely to be further raised in the future. It will be for the decided gain of education if the Government give liberal encouragement to one or two first class colleges rather than assign small grants to a number of inferior ones. It might be added that the co-operation of various churches will ensure the most liberal Christian teaching. As a resident in another State, I took no part in the controversy between Government and the Madras Executive Education Committee on the subject of the grant to the college, but I read the correspondence, and it struck me that the direct tendency of Government action was to foster weak colleges and discourage the establishment of strong ones, and thus most seriously to injure education. I believe the Government would act wisely if in the principal Indian cities they held out every inducement to Missionary Societies to form vigorous united colleges.

The same principle applies to other aided colleges. I have no doubt Native gentlemen could sustain a first class institution if there were a wide combination for the purpose.

It is principally a question of money. If an educational officer of proved ability, who has gained the entire confidence of the Native community, were guaranteed a sufficient income from endowment or otherwise, and allowed to select his own staff and work in his own way along broad

lines previously agreed upon, he would assuredly make his college a success. And I feel confident that if wealthy Natives knew that they must do their parts as the condition of help from Government, the means would be speedily forthcoming.

I might add that Hindu gentlemen educated at English Universities may be expected to do much to raise the standard of learning amongst their fellow-countrymen. The number going to England is likely to increase year by year, and thus to some extent the English Universities will furnish the standard to which Hindu students will aspire.

At the same time I advocate no hasty changes. In some provinces Government cannot retire for a number of years. I should be quite content if the principles of the Educational Despatch were fully recognised, and if preparations were made for a change as soon as it shall be practicable. It is the apparent tendency in the very opposite direction which causes so much dissatisfaction.

Ques. 19.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 19.—It is no doubt the wish of the Government that morals should be taught, and in the Standing Orders of the Madras Educational Department there are some excellent directions on the subject. But so far as I can see there is not any systematic teaching. I presume it is expected opportunities will be found during the language hour when the text will suggest subjects for remark. But in English schools, and in the higher classes especially, such a course is seldom practicable. Those who have had experience in teaching language know that if they would do their work effectively they must keep very closely to the subject. If they attempt to diverge and expatiate on some topic suggested by the text, they are speedily brought back to their work by questions on construction and idiom. Not only does the Bible lesson in Mission schools furnish the best and most ample materials for moral as well as religious teaching, but the hour is, so to speak, insulated from the other part of the day, and is to a considerable extent unaffected by the currents of excitement which run through the other hours. I do not see how the principles of morality can be permanently impressed on the minds of young people unless there be systematic instruction. What may be done at any time will never be done at all. I have not myself much faith in moral training without a religious basis especially in the case of children, but at any rate if a serious attempt is to be made, proper opportunities should be given.

When speaking of the increase in public examinations, I did not refer to their injurious influence on Mission schools as tending to make pupils impatient of any teaching which does not directly help towards their success in passing. I thought it was best to consider the subject on its own merits, and I knew also that otherwise I should have laid myself open to the retort that if Mission schools cannot bear the additional strain, it is an argument against them. Here, however, I would remark that any advantage possessed by Government schools is purchased at the serious cost of entirely omitting from the curriculum the most important subjects of study. Nor do we complain of the amount of work to be done, but merely of the

difficulty of securing attention to any instruction outside the examination course.

Under this head I wish to be allowed to call attention to the need that exists for teaching and premonition with reference to certain dangers to which English students are especially exposed. Much harm is to be apprehended from immoral literature. I think that on the whole English education has lessened this danger, as it has given access to an unlimited supply of wholesome reading. Still it must be remembered that English students have within easy reach a large variety of immoral books possessing a novel kind of fascination, which are perhaps as likely to do as much harm as the coarser but more conventional stories which abound in Hindu literature.

A much more serious danger arises from the increasing indulgence in alcoholic liquors. It seems to be generally admitted that intemperance is widely extending among the educated classes. The results of enquiries concerning the use of alcohol are so incredible that I do not care to state them, especially as they are only capable of indirect proof. One thing seems to be clear, that while caste rules have lost their power to check the growth of this evil, they do much to hide it from the light, and there is consequently the more danger that it will attain to gigantic proportions before we are fully aware of its existence. It should be within the scope of every system of education to teach the dangers arising from the use of stimulants and narcotics, and indeed to counteract every form of moral evil. If however education is to be a power for good, the utmost regard should be paid to the moral qualifications of all the teachers employed, and no amount of intellectual ability should be considered a sufficient substitute.

Ques. 20.—In the promotion of female education what share has already been taken by European ladies, and how far would it be possible to increase the interest which ladies might take in this cause? What is the best method of providing teachers for girls? Have you any remarks to make on the subject of mixed schools?

Ans. 20.—In spite of the special difficulties under which Missionaries carry on their work, their girls' schools have generally met with most encouraging success, and so far as my own observation has extended the result is mainly due to the voluntary efforts of Missionaries' wives. The wives of educational Missionaries have special facilities for establishing schools of a higher kind—as their husbands can obtain the valuable assistance

of past and present pupils. This leads to the remark that none are so fitted to further female education as the wives of educational officers of all grades. I know that Government cannot command voluntary service to the same extent as religious societies, still I have no doubt there are a few ladies who would readily engage in this work, and their example would stimulate others. I can testify to the fact that while the service rendered is invaluable in itself it is also most beneficial to those engaged in it. It gives them an interest in the people which nothing else could, and reconciles them to prolonged absence from home. They could, however, do very little if they were not heartily supported by ladies in England who send out the necessary funds in addition to a liberal supply of suitable prizes. I believe there are societies willing to give similar help to secular education. It is seldom schools flourish unless there are ladies to take a personal interest in them, and if those who have the leisure would regularly visit Government schools they would render good service without incurring pecuniary risk.

In small towns and villages the wives of schoolmasters are the most likely people to help in advancing female education. Unfortunately very few at present have any knowledge themselves, and Normal schools would be necessary for such as could be persuaded to attend. They need not be taught beyond the Lower Primary Standard. In many villages a mixed school would suffice for the present. If a little needlework could be taught by the schoolmaster's wife the ordinary lessons might be given by the master. In other cases she might have a class of girls in the boys' school which as time advances would become a separate department.

Mixed schools are not perhaps popular, but in village communities there is no reason why they should not succeed. If a master saw that his income would be increased by the attendance of girls he would soon induce the parents to send them. There are also many ways in which the girls themselves may be attracted, and when they are won over the parents may take care of themselves.

I do not think the custom, which I believe extensively prevails, of admitting girls of the dancing caste favourable either to morality or the progress of female education. In mixed schools this practice seems especially objectionable. Looking at the returns for mixed schools in a certain province I noticed that there was the largest attendance of girls in the locality of a very celebrated temple.

Cross-examination of THE REV. J. HUDSON.

By THE REV. WILLIAM MILLER.

Q. 1.—Some who see the evils of the results system as strongly as you do are still of opinion that its advantages make it the best system upon the whole for elementary schools;—allow me to ask whether your objections to it apply equally under all standards, or only in the more advanced standards?

A. 1.—They apply chiefly to the advanced standards, but to some extent to all.

Q. 2.—If there come to be an unbroken series of examinations in all classes, so that all promotions are practically regulated by the Educational Department, and the curriculum consequent-

ly determined by that Department, what do you think that the effect will be upon non-Government education generally?

A. 2.—I think it would be in every way injurious. Managers who have the ability would conduct their schools without Government aid at all, and if that were not possible would in very many cases give them up.

Q. 3.—Referring to your answer to question 17, may I ask whether you are of opinion that a Legislative Act defining the rights of aided education and containing provisions distinctly in favour of all forms of self-help, would be the best means of removing the unfriendliness to aided education that you speak of?

A. 3.—I decidedly think it would.

Q. 4.—Will you kindly give an example to illustrate what you mean as to the way in which Government and aided schools are set off the one against the other?

A. 4.—I mean that if a Mission school succeeds better than a Government school, it gains credit as if it were an entirely independent institution, though it may receive aid in many ways from Government.

Q. 5.—(A. 18.) May I ask for an illustration of how and where the tendency in the opposite direction, that is, I presume, the tendency to promote direct Government education and to hinder independent effort, has shown itself?

A. 5.—I referred to the second grade colleges that have been recently established in the Madras Presidency.

Q. 6.—(A. 18.) It appears from your answer that you are yourself in favour of Government gradually and cautiously retiring from the direct support of education; may I ask how far your opinion is shared by Missionaries generally, and what you consider to be the chief motive of those of them who do share in it?

A. 6.—I don't think that there is any unanimous opinion among Missionaries on the point, but that, on the whole, the opinion of Missionaries is decidedly in favour of the gradual withdrawal of Government from supplying higher education. The chief reason for this opinion is the belief that if the higher classes of Natives are left to their own resources, they will establish schools of their own, while if the Government does not interfere in behalf of the lower classes there is no hope that their condition will be raised.

Q. 7.—In saying that the higher classes will establish schools of their own if left to their own resources, do you mean that they should be left to their own resources without aid from Government?

A. 7.—No, certainly not; but that from their own resources they can meet the conditions of the grant-in-aid rules.

By THE REV. DR. JEAN.

Q. 1.—Referring to paragraph c. of your answer 2, are you aware that for many Hindus the European methods of calculations are of no practical use, so that even those who have been instructed in these methods, will prefer the Native modes of counting, which they find shorter and more adapted to the bent of their mind. If so, is it not expedient, at least for a time, not to set aside entirely the Native methods of calculation, at least in primary schools?

A. 1.—I am aware of the fact; and think that an exception should be made on this point.

Q. 2.—Again, old Hindu deeds or documents being generally written on olas or cadjan, is it not expedient that Hindu pupils should make some use of such materials in reading and writing?

A. 2.—I scarcely think that it is necessary, as paper is generally now taking the place of cadjans.

Q. 3.—Referring to A. 16—The results of the Middle School examination are published between the 20th and the 25th of January. Such being the case, I may ask how you are justified in complaining of an unavoidable delay in getting out the results, as being injurious to the discipline of the school?

A. 3.—The Middle School examination is yet new. But as the candidates are more numerous than in the Matriculation, it seems there is no reason to expect that the result will be made up earlier for that examination.

Q. 4.—May I ask how you reconcile your statement in answer 18, that "Higher education has generally been one of the least popular forms of Mission work; that during the last few years there has been a considerable change of feelings," &c., with the increasing number of colleges managed by Missionaries. Since 1880 the Church Mission College at Tinnevely, the S. P. G. College at Sawyerpuram have been started; the S. P. G. College at Tanjore has, I believe, become a first grade college, and the High school of the Scottish Church in Madras is to have a college department in 1883.

A. 4.—I just meant to say that the feeling of Missionary Societies has been gradually growing in favour of higher education. But still I hold it is not the most popular department of Missionary work.

Q. 5.—At the end of your answer 18, you say that is the apparent tendency in the very opposite direction to the principles of the Despatch, that causes so much dissatisfaction. Assuming what you say of the apparent tendency to be true, I would pray you kindly to specify what classes of persons generally feel that great dissatisfaction?

A. 5.—I should say that this dissatisfaction is general among Europeans who are not Government officials.

Q. 6.—If I understand you aright, in the case of Government withdrawing from its colleges, the keeping up of education to its present standard would depend on the two following conditions: (a) We should have agencies capable of supporting a fully equipped first grade college. (b) To procure an agency of the kind, Indian Missions should be persuaded to work together, and bear in common the expense of supporting a fully equipped first grade college. And, you hope that the conditions might be fulfilled in two ways; the one being, if the Christian College, which already receives some help and may count upon more forthcoming assistance from the different Missionary Societies, were to meet with liberal support from Government, which could well transfer to it the small grants assigned to a number of inferior colleges. Is this an exact statement of your views?

A. 6.—It is not an exact statement of my views. I believe that there is a necessity for combination on a wide scale either among the Native community or amongst Missionary bodies.

Q. 7.—Well, from your answer to my question 6th I may, I think, understand that a combination amongst Missionary Societies of the kind, and under the conditions described in my previous question would, in your opinion, suffice to prevent education from deteriorating?

A. 7.—I think so. I state that most Societies are not able to sustain a fully equipped first grade college. I do not deny that there are two or three that are able to do so, although at a heavy cost. But I hold that, if there be a combination, as in the case of the Christian College, education will be raised instead of deteriorating.

Q. 8.—Now may I ask: should not the Missionary Societies first associate according to your plan and provide the funds necessary for support

; a fully equipped college, and afford guarantees at the association and the funds will be permanent, before Government should think of closing of its first grade colleges in their favour?

A. 8.—I do not think that such a previous combination is absolutely necessary in order to secure Government aid, if already existing colleges come up to the mark.

Q. 9.—Do you think that Government will ever consent, or can in justice consent, to make college thoroughly efficient by depriving of their antecedent inferior colleges which may be doing a very good work, though not to the same extent the college which you recommend?

A. 9.—My point was that, if Government gave a liberal grant to a combined Mission college, it would then very properly refuse to give grants for smaller colleges supported by the several Societies combined together.

Q. 10.—Those colleges to which you say that Government could refuse grants, are they colleges belonging to the Association, or other colleges?

A. 10.—The colleges belonging to the Association. The others would be judged on their own results.

Q. 11.—Are you aware that Government ever meant to withdraw from higher education or the benefit of a Missionary institution, but always looked upon Native gentlemen or Native committees as the agencies to which it might eventually hand over its institutions? If you are aware of it, why do you propose a Missionary college as one which Government should assist in a special manner?

A. 11.—I do not wish Government to assist a Missionary college rather than a Native. But I think it desirable that it should give aid to a united Missionary college in preference to a separate institution.

Q. 12.—Towards the end of your answer 19, you mention the increasing indulgence of the educated classes in alcoholic liquors. May I ask whether you refer to the educated classes in general or to that portion of the educated classes that lives in large towns?

A. 12.—I believe that those who receive English education are generally found in large towns.

By MR. FOWLER.

Q. 1.—(A. 2.) Is it your opinion that the learning of the Native system of tables should be recognised in standards for primary schools, also poetry?

A. 1.—Yes; but with meanings, and not merely by rote as at present.

Q. 2.—Am I to understand from your seventh reply that you advocate the establishment of Government primary schools?

A. 2.—Yes; I had in my mind such a province as Mysore, where it must necessarily be done by the Government at present.

Q. 3.—(Ans. 11.) In the combined system which you advocate, what is, in your opinion, the best way in which to pay the part earned as a result grant?

A. 3.—I think it would be better distributed, and paid in instalments.

Q. 4.—(A. 14.) You speak of the University 'distributing scholarships.' Do you mean supplying funds for scholarships?

A. 4.—Yes; both supplying the funds and awarding the scholarships.

Q. 5.—Are not scholarships now awarded according to the University examination results?

A. 5.—I believe they are to a certain extent. But I consider that all candidates should be eligible; while only those from institutions within the Madras Presidency are so now.

Q. 6.—The University has, according to my information, no balance, and is not likely to have any for many years, as the cost of it to Government up to the time its receipts equalled its expenditure has first to be cleared off? Was this within your knowledge?

A. 6.—I was not aware of that.

Q. 7.—(A. 17.) You speak of the feeling adverse to aided schools on the part of Government Educational officers. But the present Director can hardly be supposed to share such a feeling; when, in one of his latest reports, he says—"It is with pleasure that I proceed in the next place to draw attention to the great increase in aided institutions." Had you observed this statement?

A. 7.—No, I had not observed this; I was referring particularly to those who have themselves been in the Education Department.

Q. 8.—(A. 18, 1st.) You say Missionaries do not expect the results feared by many Native gentlemen (i.e., the monopoly of education). May I ask what is the leading reason, in your view, why some Missionaries advocate the withdrawal of Government from the higher education? In other words, what results do they expect to realize?

A. 8.—I have answered the first part of that question. I think my reply to Mr. Miller's 6th question answers that.

Q. 9.—(A. 18, 2nd.) Is it to be inferred that you approve the grants-in-aid rules regarding Normal certificate grants?

A. 9.—Yes, I approve of their general tendency; I am not sufficiently acquainted with their working to speak of all the details.

Q. 10.—You write, in your 18th answer, "it struck me that the direct tendency of Government action was to foster weak colleges and discourage the establishment of strong ones, and thus most seriously to injure education."

In connection with this, I would ask whether the following from the last report of the Director of Public Instruction has come under your observation. The passage is as follows:—

"A great development of higher education in the provinces must depend upon the gradual provision for more advanced districts not only of second-grade, but also of colleges capable of bringing students over a considerable portion of the ground which separates the F.A. from the B.A. examination, leaving the final course of study to be pursued under the best professors in the Presidency; for it is an undoubted fact that hundreds of youths, who would readily pursue their studies until they obtain their degree, do not do so because they are unable or unwilling to leave their homes. The establishment of well-managed boarding-houses in the chief educational centres will, no doubt, tend to mitigate the present evils connected with the residence of students in large towns far removed from parental care and control, and thus promote the migration of young men to those centres; but it will only mitigate the evils, and not remove the many obstacles and prejudices which exist to such migration on the part of both parents and students. I do not purpose here to do more than refer to the question, regarding which a great deal has to be said on either side, but on the right decision of which the future prob-

gress of this Presidency in letters and in science so greatly depends.

"It is an undoubted fact that comparatively few of those who pass the Matriculation examination from the provinces proceed to the centres of educational activity to complete their studies, whilst a considerable proportion of those that matriculate would unquestionably do so if facilities for pursuing their studies existed in their own district."

A. 10.—Yes; I had read that passage, but without expressing any opinion on the Director's remarks, I don't think that they materially affect my argument, as I was chiefly referring to adequately equipped colleges, as distinguished from those with an insufficient staff. There has been a tendency to take the full course with an altogether inadequate supply of teachers, and I think that such a tendency should be discouraged.

Q. 11.—You would not, then, object to efficient 2nd grade colleges at numerous up-country stations?

A. 11.—I think that a few may be desirable.

Q. 12.—In connection with the last, and an answer to Dr. Jean, would not your plan of combined colleges, and the refusal of grants to small colleges, be a hardship to the mofussil and tend to retard education?

A. 12.—I refer especially to 1st grade colleges. I did not express any opinion about 2nd grade colleges.

Q. 13.—When you say a combined college

should be supported, and 2nd grade colleges refused aid?

A. 13.—I think the question is an altogether different one. It does not lie between 1st and 2nd grade colleges, but between those which are thoroughly equipped and those which have an insufficient staff.

Q. 14.—(A. 18, page 10.) You say you "have no doubt Native gentlemen could sustain a first class college if there were a wide combination for the purpose." Is such a combination likely, first, to be formed in every principal Indian city; and secondly, if established, may permanency be reasonably expected?

A. 14.—I think they would be formed in most large towns, but probably an endowment would be necessary to ensure stability.

By THE REV. WILLIAM MILLER, through THE CHAIRMAN subsequently.

Q. 1.—Do you consider that the Association of Missionary Societies mentioned in your answer 18 and referred to by Dr. Jean in his cross-examination, is the only means by which education can be prevented from deteriorating?

A. 1.—No, I do not.

Q. 2.—Would you consider that a fully equipped college managed by a Native body under proper guarantees would exert the same influence in preserving the standard of education as Government and other colleges do at present?

A. 2.—I believe it would.

Evidence of V. KRISHNAMA CHARIAR, ESQ., Curator and Registrar of Books.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been connected with the Educational Department from 1855, or soon after the Department was created, and when schools of various grades were for the first time organised. I worked for eleven years as a Deputy Inspector of Schools in the Presidency Division—that is, in the city of Madras and the adjoining districts,—and have served now for fifteen years as Curator of the Government Book Depot, which has enabled me to judge of the growth and requirements of different classes of schools. I have served on the School Book and School Fee Committees more than once, and have been connected as an Examiner with all the public examinations for twenty years together. As a Municipal Commissioner, I have served on the Educational Committee for aiding the elementary schools within the limits of the Madras Municipality. I am a Trustee of Pachappa's Educational Institutions, a Fellow of the Madras University, and the Registrar of Books under Act XXV of 1867. It is in such capacities that I have had opportunities of forming an opinion on the subject of education.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—So far as the system of primary education in the towns is concerned, it is, in my opinion, placed on a tolerably sound basis, and is capable of further development as a means of preparing the younger town population for a more

extended course of education, if so required. But as a system of elementary education for the rural districts and poorer populations, it needs certain reforms, both with regard to administration and the course of instruction and inspection.

(1) I believe that the chief thing necessary to make the scheme of primary education altogether what it should be with regard to the latter districts and population, is first an increase in the subordinate inspecting staff. If any schools require the constant supervision of the inspecting agency, it is these primary schools. At present the inspecting officer can only visit them once a year, and that only for purposes of examination for grants at a certain fixed time known beforehand to those concerned. Even this inspection, in the case of village schools and vernacular schools in towns, is often held at some spot convenient to the inspecting officer, away from the room or locality where the school is actually held. There are in most Deputy Inspectors' Circles from 300 to 400 schools, and each of them therefore finds his schools on his annual visit to them, if I may use the expression, like troops in review order to receive their general. Of course this cannot conceal all faults, but it certainly does conceal many. The Deputy Inspector's Circle ought to be only of such an extent as to permit him to drop in upon every primary school at least once or twice in each year without previous notice, and once again for the annual examination for grants, the two previous visits being chiefly for the purpose of seeing the schools in their ordinary working dress, correcting all defects in discipline, instruction, and arrangements as they occur, and giving model lessons for the guidance of the teachers and the inspecting school-masters, who must visit the schools at least once a quarter whenever such sub-

ordinate agency is employed. Of course this means a large increase of the subordinate inspecting staff, but I do not see how otherwise primary education, especially where local managing bodies do not exist, can become sound and satisfactory. It would be even advantageous to secure more advice and supervision from the Inspectors of Divisions themselves to the subordinate agency. Seeing that the middle and high school classes are all now annually tested by means of departmental, comparative, and public examinations, the Inspectors might be partially at least relieved of the work of examining (as is done now in individual subjects only) the middle and high schools of some age and standing, which are annually tested satisfactorily by the examining Boards; and during the time thus saved, the Inspectors may be required to devote more attention to the supervision and improvement of primary schools, including indigenous schools aided by Government. This would possibly be one means of avoiding any large outlay in this matter of supervision.

(2) The course of instruction would, I think, be rendered much more acceptable than it has been, by the introduction of a greater number of lessons of practical interest bearing on the occupations, customs, and daily concerns of the rural districts and urban populations, and therefore useful in preparing the boy-ryots and the boy-artizans for their future calling. For instance, simple lessons on field and garden operations and implements, accounts and dealings in money to show the impropriety of borrowing and a degrading state of dependence on money-lenders and the like, would be valuable. More attention should be paid to mental arithmetic and exercises on the weights and measures of the country, besides writing on cadjan and reading cadjan or manuscript books. Simple lessons on rules of conduct or such as can inspire the young with a sense of their duties and future responsibilities should form a part of the reading books. It is true that the new series of readers are an improvement in this respect upon the old series, but they require to be improved further still as readers for village vernacular schools. The present course of study and class-books for what are called primary schools are better adapted to prepare boys for secondary education than to the needs of the rural schools preparing boys for the work of life.

(3) Next, as regards examinations which give or ought to give a direction to teaching, it seems to me that the mode of conducting the annual inspections of these elementary schools is also a matter that requires looking into. There is a complaint that the examination is now too hurried, and a great deal too much in writing and too little oral to test the intelligence of the children. To ask dry and technical questions to be answered expeditiously on slates with a view to save time, and other questions tending to elicit only rote work, especially in the language lessons, and giving therefore a mechanical turn to the work of the school, is an evil that calls for a remedy. If asked for a remedy, I would suggest that more time should be given for *vid roce* examination, and more justice done to children of varying capacities and temperaments; and this means a reduction of the area of each inspecting officer's range and the consequent increase of the inspecting staff.

(4) Furthermore, it seems to me that portions of subjects and books required for study and examination for each class for a year is often con-

siderably greater than can be efficiently done, and this leads to superficial or slipshod work to cover the required ground, and to an unwise forcing of weakly or dull children. The standard required, in short, seems to me higher than what the average mental capacity of the average pupil can attain.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary instruction is sought for generally by all Brahmins, Vysiyas, Vellalas, artisans and others of the more intelligent classes of the Hindu population. The people of the Reddi caste, who are largely the employers of labour, are more or less averse to education, because they think that if all were educated, they would not easily get servants for their field work; and because a youth, no matter of what caste, receiving a little education of the kind given now-a-days, looks upon it as a degradation to take to his hereditary occupation in the fields, &c. No classes are regularly excluded from the benefits of education, but Oddars, Upparavas, Koravas, Pariahs, and other lower classes are strictly found in the primary schools, because they are not allowed, on account of their habits, which are not congenial to the other castes, to mingle with the latter, and because those people, almost from their childhood, are obliged to work for their bread. A few of such low caste boys do attend some private schools; but they sit apart from the other children. The establishment of separate schools, combined with some industrial training or technical instruction, within easy reach of every village or in a circle of villages, for the use of such classes, may be advantageously encouraged by the offer of liberal grants, and this with a view to give them some knowledge of a practical kind inculcated with regard to handicrafts, whenever they care for such education; but where there is no desire, any hasty attempt to force education on them would only make it more repulsive.

The heads of villages as well as the most influential people in them, chiefly of the Reddi classes, may evince no great desire to promote the spread of elementary education, either because they think that book learning is of no use to the labouring classes, or because they fear that, if the lower classes learn to read and write, they will think they have risen in the social scale, and thereby affect their own position in the community, and, as said above, neglect their usual professions.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the