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### SELECT DOCUMENTS ON MEDIUM OF INSTRUCTIONS

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1984

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**ON THE CHOICE OF THE MEDIUM  
OF INSTRUCTION**

**IN**

**SCHOOLS AND COLLEGES**

**1851**

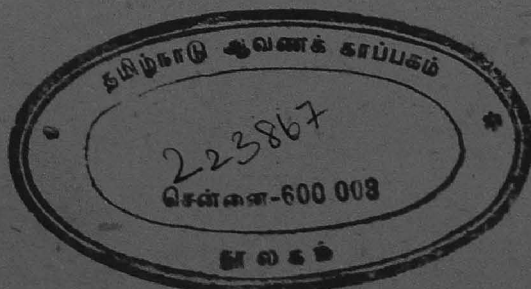
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## INTRODUCTION.

Historically there had been an acute controversy over the choice of a medium of instruction in Schools and Colleges as it is to-day. The minutes of Henry Pottinger, Governor of Madras, 1851, I.F. Thomas, Member of the Governor in Council and Mr. D. Elliot, Chairman of the Committee appointed for the choice of the medium would reveal this.

In 1834 Controversy over the Medium of Instruction in Schools and Colleges books out in the Bengal Committee of Public Instruction between the 'Orientalists and the advocates of English. The first wished to continue the policy of letting the natives to pursue their own course of instruction and of endeavouring to engraft European Science thereon. The advocates of English wanted Western Education through the medium of English. They held that the 'Infiltration Theory' will succeed in India. In Bombay Elphinston wanted to retain both English and Vernacular Schools side by side. But the position in Madras appeared different. Even as early 1827 English was adopted as a common medium because of the multilingual nature of the Presidency. With the advent of Macaulay as the President of the Committee of Public Instruction in Bengal in 1834 the fortune of Vernacular reached its lowest ebb. In his minute he poured scorn on the vernacular literature of which it was commented that he knew very little and advocated English as the chief medium.

The final decision in Madras over the medium was taken in August 1851 after a prolonged controversy in the Council when Pottinger was the Governor.

The views of Thomas one of the members of the Governor in Council, even though superseded by the opinion of the Council of education, had come down to us as an omnipotent doctrine eternally true in the context of the education of the masses. A century had elapsed since his writings but his opinions were adequately echoed in the Assembly Hall of the Madras State. We were reverting to the opinions of Thomas when the Government of Madras decided to open a pilot project in Coimbatore to make Tamil as the medium of instruction.

However the adoption of a medium both in the University and in the provincial schools under the different grades was left to the Council of Education with D. Elliot as its Chairman. The Minutes of Pottinger, Thomas and Elliot are selected and published in extenso.

The matter contained in this Select Document was already published only as an Appendix to the Selection from the Record of the Madras Government (1855). But this book is 128 years old and available in Mended Volume of 6" thickness. It contains on the whole 480 pages, out of which, the matter concerned with the subject on—Medium of Instruction—now compiled as a Select Document, runs to 35 pages, that too only as an appendix. Further, the book is not likely to be available elsewhere in Tamil Nadu, Considering the importance of subject, it has been made to publish the relevant matter as an handy book, covering 32 pages in print, so that Administrators, Historians, Research Scholars and others may easily consult the  
book

COMMISSIONER OF ARCHIVES.

Minute by Henry Pottinger, the Right Honourable President of the Council on the  
*subject of Native Education.*

Public Consultations,

15th August 1857,

Volume No. 866,

Pages 3658-3684.

Minute — No 35.

The subject of the extension of native Education within this Presidency is one on which I, have at intervals; bestowed a considerable portion of time and attention since I have been at Madras, but owing to the somewhat peculiar position in which I found that question on my arrival, combined with the necessity for making myself acquainted with the very voluminous mass of papers there are on record connected with it. Great delays have unavoidably occurred, and I have likewise felt very much puzzled as to the best means to propose for giving a fresh impetus, and new life, to this important project, without setting aside or materially interfering with, former arrangements.

I now proceed to lay before my Honourable Colleagues the conclusions at which I have arrived, after much deliberation, and it will be satisfactory to me in an enhanced degree, should they correspond with their views and obtain their concurrence and support, for I am obliged honestly to confess, that the whole matter has proved to me one of much perplexity, and that, even now I am quite unable to account for the comparatively speaking, little progress which that most liberally conducted Institution. The Madras University, has hitherto made amongst those classes for whose benefit it was first opened, now just ten years ago.

I have been told, and have likewise found it stated in writing, amongst the Papers I have read, that the failure has arisen for the lukewarmness regarding, if not actual opposition of Government, to measures that have from time to time, been proposed, but I must distinctly declare, that I have discovered no reason in the course of my detailed and laborious examination of the Reports and correspondence, from the first hour of the existence of the Institution to the present moment, to lead me to adopt such an opinion, and I unhesitatingly avow my personal conviction, that its non-advancement is not to be ascribed to any such cause. That it has not progressed however, as might have been (and was at the outset) anticipated, is self evident from the annual reports, and as further evidence of this fact, I may observe, that I have lately taken the trouble of contrasting the number of pupils at the Madras University and High School, with the returns of those at various similar Institutions in Bengal, Bombay and the North Western Provinces, and in comparison with every one of them I find, that Madras falls much behind hand as to numbers, and also so far as I can judge, in general proficiency, though a few of them scholars at our University appear to have attained, or perhaps I may say a higher grade of learning. On the whole, however, the comparison is by no means encouraging.

I have deemed it to be a primary object in the plans I have in view, to remodel a Council of Education at this President, composed of members whom I have sanguine hopes will, by their influence and example, instil a better feeling, as to education than has hitherto been evinced into the minds of those classes of the natives for whose special advantage the Madras University was originally instituted. The Honourable Mr. Elliott has zealously and kindly consented, at my request, to become President of the new Council of Education, and I am confident, that if, success in this good cause is attainable it will be ensured under his guidance, with the assistance of the different gentlemen (European and native) who have agreed at my solicitation to take on themselves the labour and trouble of acting as his coadjutors.

Some of the gentlemen to whom I refer in the preceding para have long exercised a very anxious and valuable share in the supervision and management of the affairs of the Madras University, and adverting to the changes which are now likely to be introduced on those points, I beg to propose, that Mr. Norton (the President) and the past Governors be offered the hearty thanks of Government for their exertions, accompanied by an assurance, that it is unequivocally admitted, that the uncertain and languid constitution which the Madras University must now be held to betray, has originates in latent clauses beyond their control and which it is earnestly hoped the arrangements which are in contemplation will gradually remove.

I have to propose that the following Gentlemen be announced in the official Gazette as composing the Council of Education of the Madras Presidency.

PRESIDENT.

The Honourable D. Elliot Esquire.

VICE PRESIDENTS.

1. George Norton Esquire.
2. Walter Elliot Esquire.
3. Sir Vansittart Stonhouse Bart.
4. Sir Henry C. Montgomery Bart.
5. W. A. Morehead Esquire.

MEMBERS.

1. Captain Loah.
2. Runganathum Shastry.
3. James Ruchterlomy Esquire.
4. C. Streenevassa Pillay.
5. I. B. Norton Esquire.
6. P. I. Ramanjooloo Naidoo.
7. Lieutt. Col. Reid, C.B.
8. Mr. Peter Carstairs.
9. C. Cunniah Chetty.
10. William U. Arbuthuot Esquire.
11. Hyder Jung Bahadoor.
12. Thomas Key Esquire.
13. P. Mariasoosay Moodelly.
14. Thomas Pycroft Esquire.
15. Mr. Renconter.
16. Asuph Jung Bahadoor.
17. Major Balfour.
18. P. Soobooroyooloo Naidoo.

The above list may appear almost unnecessarily large, but as all the Gentlemen whose names are included in it, have either important public or private duties to attend to, and as those duties and other unforeseen causes may occasionally prevent their attendance at the meetings of the Council of Education, I have thought it advisable to make ample allowance for such contingencies. Besides which should the plan for provincial schools (to be presently adverted to) prosper, it has struck me to be probable, that it will be found desirable and convenient with a view to the early despatch of business and especially to the disposal of references to place each school and its affairs under the immediate supervision of a sub-Committee of the Council of Education acting under Rules or Bye Laws to be laid down by the whole Body.

Another urgent motive which I have had for augmenting the number of the Council of education beyond any former president at Madras was my desire to be thereby enabled to include amongst its members, Gentlemen of every calling and creed, in the confiding trust, that as I have before observed their advice, and perhaps in some instances, precept, will, work the desired reformation in the ideas of the natives as to education at the Government Institutions, for unless such reformation is somehow effected I declare deliberately and advised by after long and deep reflection that I apprehend that the present movement will prove a failure. I say so with regret not only with advertance to the experience of the long period of ten years that the University and High School have been in existence, and liberally and amply provided with all the requisites for their advancement, but because, I have in vain searched for the moving and existent principle of that outward enthusiasm which was displayed, in different forms, at the first opening of the above Institution, but which in my humble estimation has never showed itself in any tangible, or substantial shape, although it has not escaped my notice, that it has formed a constant and fertile theme of business exultation and Declamation in the Newspapers of this Presidency.

I have resolved, so far as it rests on my personal pleasure, to leave the future Proceedings of the new Council of Education totally unshackled by minute Instructions, which might possibly prove a bar to the free exercise of their deliberation, though I must add that it will always afford me much gratifications to tender my opinions and advice when they are deemed necessary. Acting on this principle, I do not, at present, mean to interfere in any degree with the original fundamental Regulations and Rules of the University but to allow such alterations and amendments as may hereafter prove to be desirable respecting them, to emanate from, and to be carried into effect by the new Council with the knowledge and concurrence of Government. There are however in the mean time certain points which I had in the course of my examination of the Paper connected with this subject, noted for comment, and on which I may, as briefly as practicable, record my views.

So soon as proper school masters can be procured I hope to see provincial schools established at some of the large towns in the interior. Those which have occurred to me are—

1. Trichinopoly.
2. Masulipatam.
3. Bellary.
4. Cannanore.
5. Vizagapatam.
6. Combaconam.

and one or two others, but the selection had better rest with the Council of Education whose acquired information and local experience and knowledge will best qualify them for deciding, on this point. The number of Provincial schools will need at all times, to be limited by the amount of the disposable Educational Funds of the Madras Presidency after providing for the expenses of the University and High School, but I think we may safely reckon on eight; and should the people at large evince a desire to have the benefits of schools extended, for the Towns selected, to their larger villages, I am sure that Government will do all that lies in their power to grant them that object. On this point, I beg to call attention to a recent.

A Notification issued by the Government of Bombay on the subject of Vernacular schools within that presidency, and which notification precisely tallies with my own views on the topics which it embraces I would recommend, that the attention of the Council of Education be directed to that Notification, and it seems to me that its promulgation hereafter, will form a good test of disposition of the means of the population of the Madras Territory to avail itself of the boon held forth in it.



I would recommend as a primary object to be aimed at the formation of a normal school at the Presidency exclusively for bringing up well qualified schoolmasters to be employed in the provincial and other seminaries. Those intended for the Provincial schools ought to have a good knowledge of English, and also a perfect acquaintance with the vernacular language, or dialect of the districts in which they are to be stationed. I myself esteem a critical acquisition of the latter to be a "Sine qua non" to their efficiency, and my earnest advice would be, that no man should be entrusted with the Superintendence and charge of a Provincial School until he had proved, by test and examination, that he will be completely able to teach others in the language of the province to which he is to be sent.

After much reflection and careful reference to the Educational Reports of all parts of India, including both Government and Private schools, I have come to the conclusion, that in the Provincial schools useful knowledge and a moderate scale of general education should only be aimed at, without entering on the higher grades of learning and science, or introducing as a necessary ingredient, the acquirement of refined literature. An education such as I refer to, may doubtless be, with great advantage, partly taught through the medium, of English Books, adapted to that purpose, but my own firm persuasion is from past Personal experience, as well as from enquiry and reading the reports to which I have adverted above that good and careful translations from English into the vernacular dialects must, after all be the chief channel of instruction, and of the communication of knowledge to the great body of the population of Southern India.

I am aware, that there are some (perhaps I might say many) learned and distinguished individuals for whose judgement I feel a very high respect who entertain an opposite idea,—and who hold, that English alone is the proper and all sufficient instrument for the desired end, but I must, in that respect decidedly express my dissent, because my belief is, that an education solely attained through English, instead of fitting a native of India for general worldly intercourse with his fellowmen, or being likely to render him a good and valuable member of the community, and an efficient servant of the State, should his fortune lead to his being so employed, has a directly reversed tendency. I would, therefore, so far as it rested with me, invariably give the preference, as regards the selection of candidates for Government employ, to men well versed in the vernacular, beyond those who were wanting in that vital acquirement, though greater proficient in English, but a happy combination of both is obviously highly desirable, and my earnest trust is, that, when the Provincial Schools are once fairly established, and the people have learned to appreciate the benefits of these Institutions they will amply realize that desideratum in the scholars attending them.

I have therefore spoken of the provision of masters for the Provincial schools. They must, I conceive, be all brought up at Madras, as I have no notion that any others would suit, owing to the peculiarities and difficulty of the languages of this portion of India and besides being practically conversant with the most approved systems of tuition, both in Europe and India, they should in my opinion be chosen not merely on account of their more important general qualifications which will be of course the first consideration but with special regard to their correct pronounciation of the languages they are to teach and above all, as to that faculty in speaking and reading English, as I have frequently heard it remarked, and entirely concur in the observation that some of the best informed Native scholars at Madras rarely speak and read the English language so as to be readily understood; and it is superfluous to add, that pupils instructed to pronounce by such persons would a great chance of being wholly intelligible.

In the event of any of the pupils of the Provincial Schools highly distinguishing themselves by their assiduity and proficiency, and expressing a sincere desire to prosecute their more advanced studies at the Madras High School and University, I think Government should be prepared to sanction their being sent to the Presidency, with that view, on the recommendation of the Council of Education, but the number of such aspirants after learning must necessarily be limited, owing to the expense that will attend the arrangement; and should any pupil be admitted to this indulgence and afterwards prove unworthy of it either from deficiency of capacity or application, he should, of course, be instantly re-remanded to his own Provincial School.

A similar indulgence under the restrictions as to number, abilities, and anxiety to take advantage of the boon, might perhaps hereafter be extended and even offered to the sons and Relations of first class Native families and Zumendars, as well as to Ward of the Court of Wards, and in these instances it would be expedient, in my estimation were Government to appoint an officer perhaps the Secretary to the Council of Education would be the most appropriate to have the general charge of the young students, during their sojourns at the presidency. This officer might be assisted, in looking after the Lads, by two Native subordinates of the proper castes, and it has occurred to me, that this plan might, in a great degree, remove the objection which it is believed the female relations of the Boys offer to their quitting home to be educated, and which I am told is in real truth, the principal obstacle to an effort that seems to promise such incalculable benefits to the young men at the instant, and eventually, by the force of their example, to the rising generation.

Should the present movement, in furtherance of the objects for which the Madras University was originally founded, be crowned with the success that I mostly fervently desire, I trust and think, that its sphere of usefulness may be, in fitting time, extended to the establishment of classes in all the higher departments of science, and likewise to those of greater practical utility such as medicine, surveying, engineering, etc., etc., but I must here again observe what I have already stated in other words that it is my unqualified and solemn conviction, that such extension must solely depend on the disposition towards, and anxiety for, the acquisition of knowledge that may be evinced by these who have hitherto taken as a whole people shown so little enthusiasm in the cause and who have always been so far as I can speak from sedulous enquiry, and my own observation—to glad to attribute their own apathy and short-comings to the alleged absence of zeal and encouragement on behalf of Government, a charge if such, it can be termed which I have before declared to be totally unfounded, and which in fact carries its own refutation when the state of the University and high school as to Masters and all other “appliances” is taken into consideration. I have indeed, heard it advanced that Government should not only provide all these, but coax and pay students for attending, but, beyond the usual scholarships that is a theory to which I cannot subscribe.

Another more reasonable cause to which I have heard the paucity of students of the Madras University and High School ascribed, is the demand for monthly fees, but as I see that in many seminaries, in different parts of India, fees equal to those paid at the High School, and in some even exceeding them are required, I can scarcely bring myself to suppose that this is the absolute cause or that it sufficiently explains the comparatively small attendance. It may however, be one of the influencing impediments, and the reduction of the fees would therefore I conceive be very properly one of the subjects for the early deliberations of the new Council of Education.

It is out of my power to bring forward any thing beyond a very vague Estimate of the future expense of the Madras University, and the other Government educational Institutions referred to in this Minute—Indeed, it is obvious, that those of the former, in particular, must hereafter entirely depend on the extent of the resort of student to it and the High School, and the consequent demand which shall gradually spring up for additional Professors and Masters in various branches of Instruction. The present charges including the salary of the secretary may be, in round numbers, taken to be Rs. 2,500 a month. This I at once assume at Rs. 3,000 per mensem, to provide for the proposed Normal school, as well as for an anticipated immediate increase of scholars, but it is proper that I should add, that even this enlarged scale will possibly need to be considerably augmented before long, and, in fact, it is to be earnestly desired, that the one Institution on which I am now observing, should at some future, and no very distant, day, absorb the whole Grant of Rupees 50,000 per annum.

With regard to the provincial schools, I have calculated the expense of each of Rs. 300 per mensem. That is Rs. 200 on an average for the Pay of a Master to eight schools and Rs. 100 monthly for contingencies. It may, in time, prove necessary to assign higher salaries to some of the Masters, or perhaps to give them assistants should the schools become popular and be largely attended; and besides this, the provision of a fitting school House, with a residence for the Master, in each Town, will have to be included in the outlay.

The accompanying rough Estimate framed on the above remarks, shows, that the yearly fixed total will be Rs. 64,800 and I submit a return which I have obtained from the Accountant-General from which it will be seen; that the unappropriated Balance of the funds allotted for Educational purposes amounted on the 31st December 1850 to the large sum of Rs. 11,06,562.10.11.

There is therefore, I am glad to say, as far as as I can foresee, ample means already in hand, to meet the disbursements, present and prospective, which I have pointed out; and I further here beg to record my hopes, should the Madras Government feel themselves justified, by the progress of Education after the experience of a year or two in recommending such a boon, that the Honourable Court of Directors will be pleased to allow interest at the established rate of 4 per cent on the accumulated educational funds, a measure of liberality which I feel certain would meet every extension of Native Education that can reasonably be anticipated within this Presidency.

The erection of an appropriate building at the Presidency, for a University is a point which has been frequently urged on Government, and which has likewise long since received the sanction of the Home authorities whenever the course of events might appear to render it advisable. The advocates for this asserted desideratum have held, that it would be highly effective, and was even positively necessary to assure the population of Madras and the Territory, of the real sincerity and resolution of Government to foster and promote, by every expedient, the cause of native Education, and to spare no expenditure in so doing. I confess I have not been able hitherto to adopt this view of the matter, but it is to be hoped, that things will soon put on a more promising aspect than they have heretofore worn, and I allude to the subject, in this place. In order, that I may declare my opinion, that so soon as the new Council of Education shall see sufficient grounds to advise the step, a building suitable in all respects and equal to all contingencies, should be built.

Before I close these observations I have gratification in drawing attention to the contents of some statistical tables on the subject of Education which have been collated by Mr. Balfour and lately sent to me by that Gentleman. It appears from those Returns, that in the month of March last, there were no less than 23,000 pupils of all ages and castes attending schools of various descriptions in Madras and its immediate precincts of these 19,000 were at schools where they paid more or less for their tuition and 4,000 at charity (or free) schools. The Males amounted to about 20,000 and Females to 3,000. The total number of schools which varied greatly in size was 789 which would give an average of about 30 scholars to each. The proportions of the Chief numbers of students were

Tamil—7308.

Telooqoo—3980.

English—3307.

and the rest were divided amongst all

Hindoostanee

Persian

Mahratta

Sanscrit

Arabic

Coozeratee

Morwaree

Latin

Greek.

Languages including  
also the three above  
named in connection  
with them.

June 6th 1851.

(Signed) Henry Pottinger.

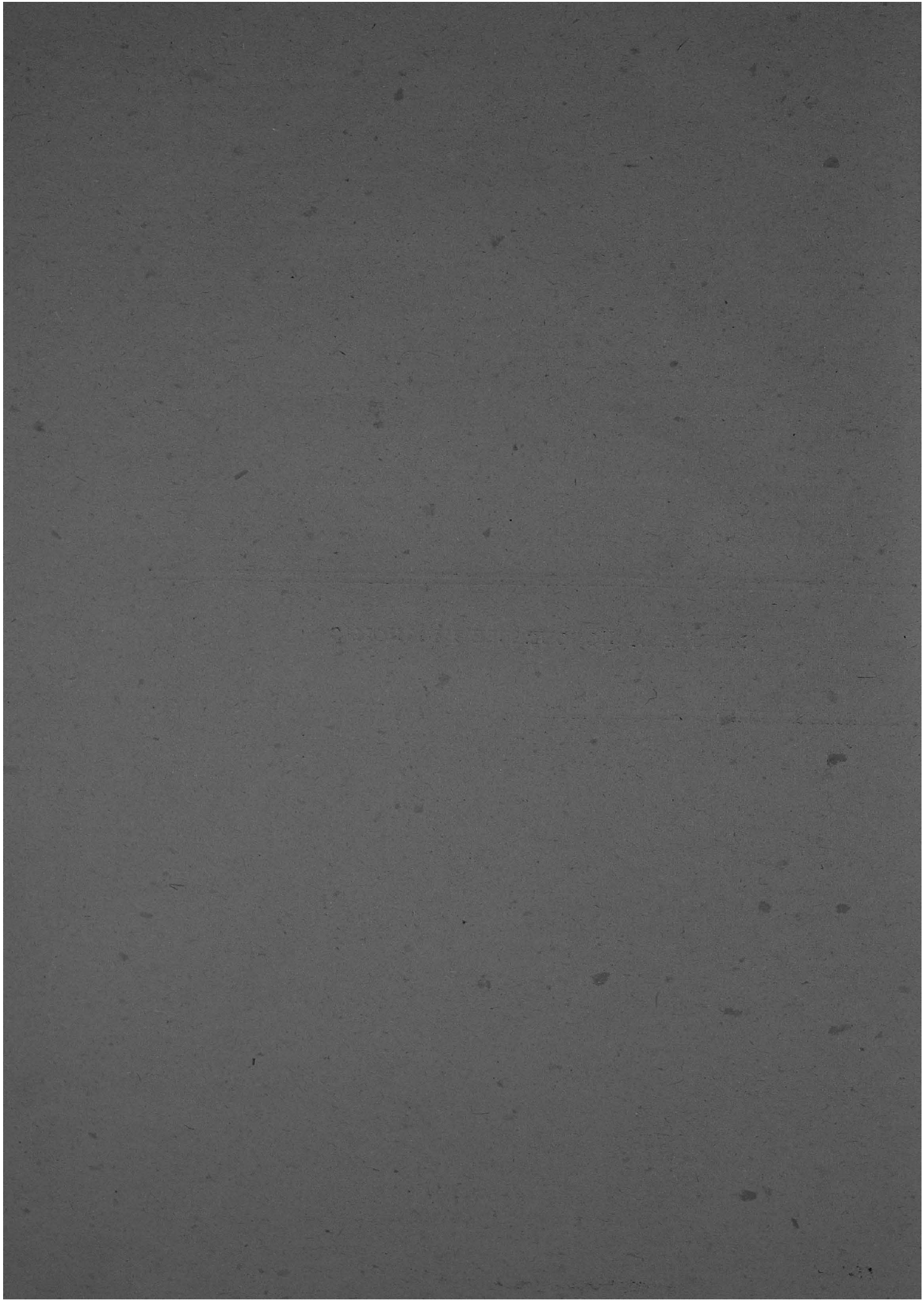
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MINUTE BY HONOURABLE I. F. THOMAS

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Minute by the Honourable I. F. Thomas Esquire, Member of the Governor in Council on the question of Native education.

PUBLIC CONSULTATIONS

15th AUGUST 1851.

VOLUME 866.

Pages 3691-3712.

Minute No. 36

Having carefully read the Minute of the Right Honourable the President, upon this most important(\*) subject, I may express my general concurrence in the views there enunciated and I shall add, as briefly as the subject will admit, my own opinions on the question of Native Education generally and upon the best Mode of carrying out a system of general instruction at this Presidency.

2. Whilst I shall state these views as briefly as practicable I may be permitted to say that they have not been formed hastily, but that they are the result of an examination of nearly all that has been written on the subject in the other Presidencies and of some acquaintance, through many years, with the working of Institutions for Education at this Presidency.

3. I will first express my decided conviction, that a system, which contemplates only the imparting a high measure of Education to a few, exclusively thro' the medium of English, must fail to produce any great or general effect upon the national mind. It appears to me to reverse the natural order of things, and that the attempt to educate and enlighten a nation through a foreign language, is one opposed to the experience of all times and countries. English must ever be in this land, to the mass, an unknown tongue.

4. A smattering of English may be acquired by a considerable number about our towns, or, in immediate communication with the few English residing in India, but the people/the women as well as men/will, as a whole, only think, and speak, and read in their native tongues, and their general enlightenment, or Education, must, and I believe, can, only, be attained through this channel and that a wide basis therefore of a solid though limited Education, through the means of the vernacular languages, must be given to those classes which now receive Education, before any thing permanent will be effected.

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

6. How, I would ask, is this Mass, wholly unprepared by even an elementary education in Western learning, to understand, and appreciate, the acquirements of the highly educated man or, how is he to communicate his high attainments in science, and Literature to them? and what possible influence would be therefore exercise over them. In Europe the bulk of the population who receive an Education, have ordinarily some elementary instruction in the higher sciences as astronomy, Natural Philosophy & etc., and individuals, throughout all grades of society have some more, some less knowledge of the higher sciences and in many cases, a considerable degree of scientific acquirement which enables, and qualifies some in all ranks, to appreciate more or less fully, the highest discoveries and attainments in science. There is consequently a connecting link, running through all society there, which conveys the highest truths of science in an elementary form to all grades and the acquisitions of the most advanced minds, can be, and are, appreciated by those immediately below them, and through them they filter down to the lower grades who are prepared, in their measure, by elementary instruction to receive them.

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\* President's Minute,

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

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

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

10. This, it is my decided conviction has been the case in the instance of the present University where it will be found that a small class of 6 or 7 Ordinary youths, have been brought forward in the higher branches there taught at an enormous charge. I shall add as the result of personal knowledge without a sufficient solid ground work. This was found in the general examination before the Council of Education.\* When tried with the scholars of other institutions, as scarcely one of the University students was thoroughly master of a passage in Latin, able to give its full meaning and force in his own language, and in English, through his scientific acquirements, it might be were of a high standard.

11. It is not the youngmen, but the system, I apprehend, which is in fault. There could be little or no selection of youths for they all come from one very limited school—the high school or University, and it is not reasonable to suppose that this one Institution could always furnish youths of very superior natural abilities, and of proved industry, to fit them to undertake, and to make solid advances in a course combining Formal and Physical Astronomy conic sections—Algebra—Trigonometry—Chemistry—Mental Philosophy—Political Economy besides the ordinary acquirements of History—Geography and General Literature in a foreign tongue these youths moreover having only learned their A.B.C. a few years before.

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

13. This is the system I would counsel, I would therefore of once suspend the action of the University as such, and would confine it for a time, to the more through acquisition of English and the vernacular languages and only open a class for the higher

\* Report of Council of Education.

branches of Mathematics, Political Economy and other similar studies, when a sufficient body of men has been trained whether in Madras or in the provinces to allow of selection to whom admission to such classes in the University should be held out as the reward of superior attainment in the schools.

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

15. If the above views be admitted, as to the general character of the Education which should now be given in the Government Institution, viz., that it should not be of that high flown description

Hitherto aimed at, but comparatively Elementary and that a through knowledge of Vernacular languages should be required thus laying a solid foundation for future general progress.

I would then strongly advocate as a most important means of furthering the general instructions of the people, that measures should be taken, for aiding and regulating private efforts for education.

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

17. I may here add, to prevent misapprehension, that in speaking of the General instruction of the people, I do not refer to schools, or instruction in the first elements of their own tongues, adapted to the great bulk of the lower classes, but to schools established for those large sections of the community who now receive some thing of an Education and are by caste and habit prepared to accept and take advantage of any Institution which shall qualify them for public employment and thus offer them the prospect of advancement in life.

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

19. I cannot but also think that it will be right to regulate the position, and extent of Government Institutions, with reference to the existence, and character of private efforts in any locality. The principle I would gladly see adopted, would be, that an enlarged and liberal view should be taken, and that all educational institutions be more or less encouraged. That there shall be no clashing or opposition. That whilst the Government pursues its own plans and views it shall not require that all others shall square their views and see eye to eye with the Government Council. But if

Note : This course it appears to me is prescribed by the Honorable Court para 12 of their Despatch 28th August 1843 and also is that recommended by the late Council of Education see their letter to Government.



be clear, that a sound liberal education is acquired and the native community themselves readily take advantage of such schools, that they shall receive if not support, at least not opposition or interference from Government Establishment.

20. I apply these remarks to Missionary Educational Institution, as to all others. The Government can withhold, and should do so, any direct connection or support to such institutions but if the people themselves willingly resort to them and neither compulsion nor undue influence is used to this end, I can see in good or sufficient ground for opposing or interfering with them by Government Establishments. The only consequence of the course will be to constitute the supporters and friends of Education, antagonists rather than fellow labourers walking indeed in different paths but tending to the same end.

21. It will not be desirable to extend this paper and I will now only record my opinions on other points, without assigning the grounds on which I have been led to entertain them.

22. It will be found necessary I should think, to have a Secretary with no other duty who will throw himself with all his heart and energies into the work so also I should concur in the view taken I am aware by the Honourable Mr. Elliott. The President of proposed Council and I only mention it to express this concurrence that an Executive or Sub-Committee should be formed from the general body of the Council, to make it a working Board.

See Courts Despatch 26th  
July 1848.

23. I should suppose also that some agency will be required to prepare Elementary Books for the use of schools to be established—and for their inspection and specially to see, that the vernacular instruction is effective.

24. I may state my opinion likewise, that fees should be changed at all Government Institutions, and that as a general rule—this should be a condition where assistance is given from the public funds to private establishments.

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

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

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

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

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

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

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

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

In conclusion I will briefly sum up the views I entertain and which I considered my duty required of me, to place before the Board distinctly. But although fully persuaded myself of their correctness. I can add with sincerity that I am quite prepared to give other views and plans, my best consideration. Knowing, as all who have paid much attention to this subject do, that very opposite opinions are entertained and strongly advocated, by men of unquestionable ability and experience.

First I would propose at present the education to be given at the Government Institutions especially in the Provinces, to be a Grammar School, and not a University Education to be limited therefore to a good knowledge of the English, and the Vernacular language of the student—with a fair ordinary but well grounded acquaintance with Geography Arithmetic—History—The elements of Astronomy and the first books of Euclid—leaving all the higher branches of study—Political Economy—Chemistry—Mental Philosophy—the higher Mathematics and etc., for a future day.

Second—The support and encouragement of all private schools giving a liberal education.

Third—A public examination open to all—and certain immediate employment in the public service, though to a very limited number, as the reward of proficiency and good conduct.

Fourth—The preparation of school books to be immediately commenced in a separate department.

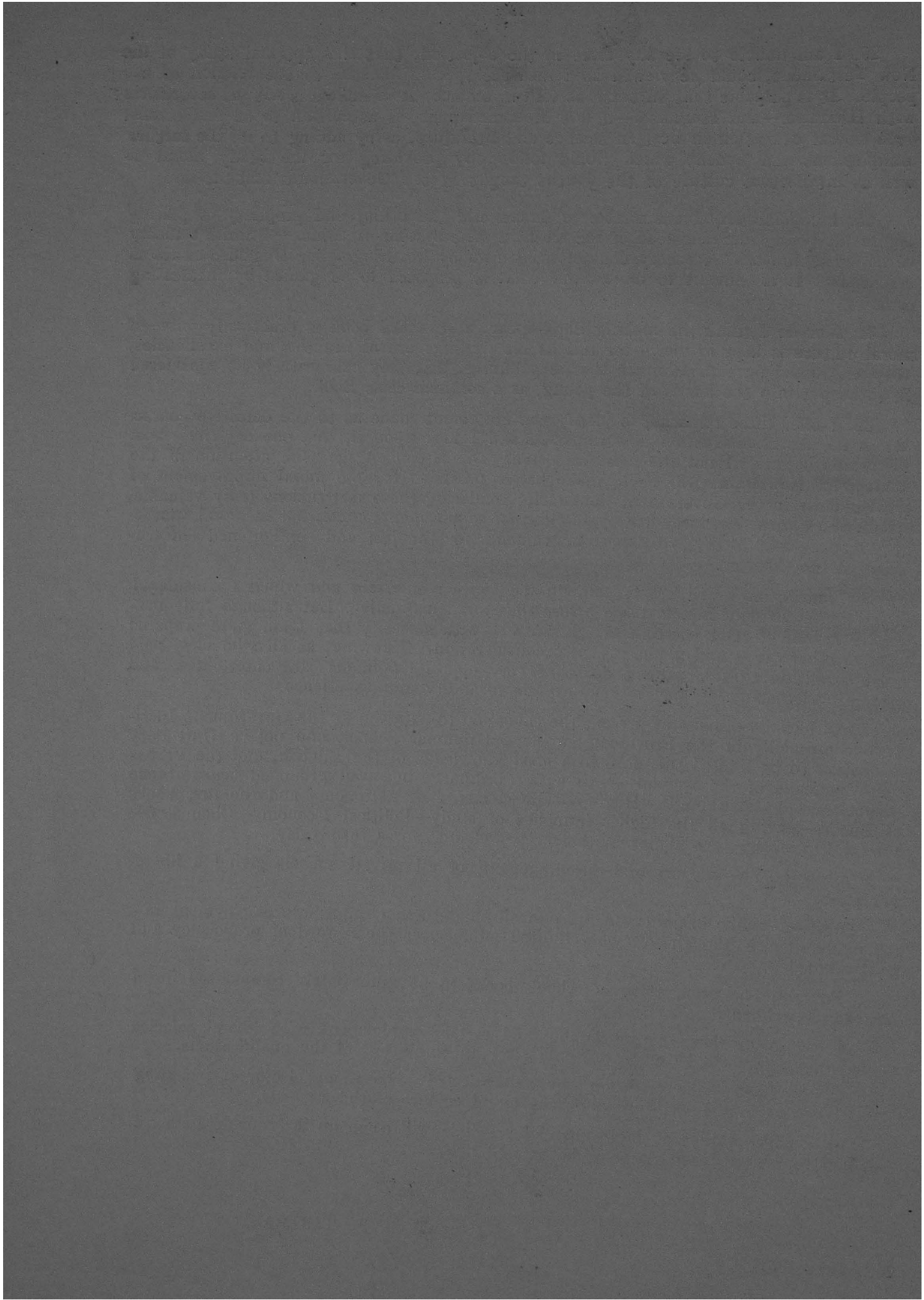
Fifth—A provision by scholarship and certain employment with liberal salaries for school masters—to be employed only after an ample test of the qualifications.

Sixth, Lastly—the provision by well selected books, and lectures, including optional lessons in the scriptures—for the moral culture of the students.

Other policy rather of detail than of principle will come up for consideration. I conclude, hereafter, need not now be entered upon.

(Signed) I. F. THOMAS.

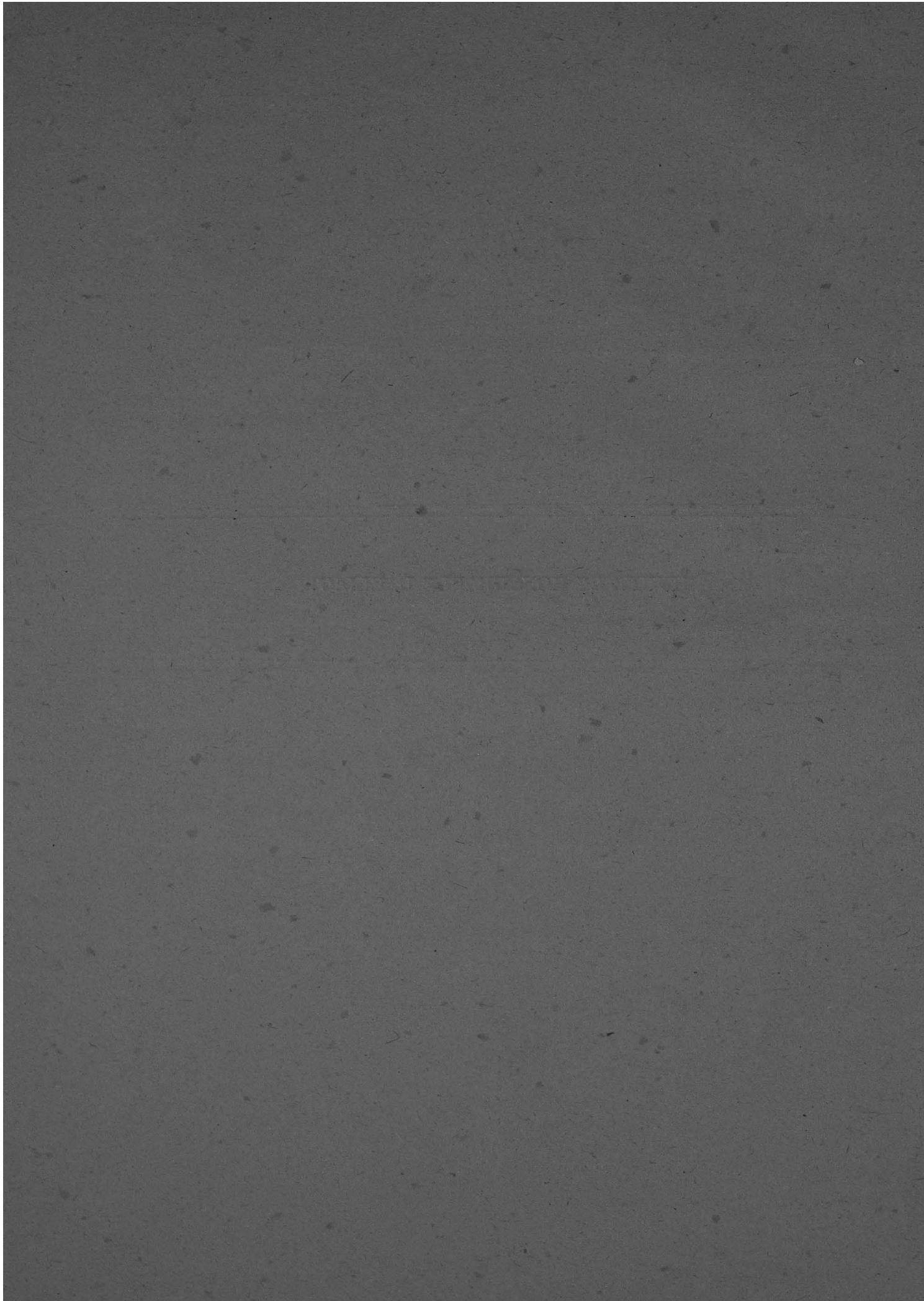
26th June 1851.



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MINUTE BY HONOURABLE D. ELLIOT

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MINUTE BY THE HONOURABLE D. ELLOT ESQUIRE, CHAIRMAN OF  
THE COMMITTEE APPOINTED FOR THE CHOICE OF THE MEDIUM OF  
EDUCATION.

PUBLIC CONSULTATION

15th August 1851,  
Volume, No. 866,  
Pages 3713-3792.

Minute No. 37.

Minute of the President on the subject of the extension of Native Education within this Presidency.

Having no practical experience on the subject of native education, and but a superficial acquaintance with the plans that have been followed in the several Presidencies to provide for the instruction of the people as a national object, I have found it necessary before I could enter with advantage on the consideration of the President's minute, to read not only the papers recording the proceedings of this Government, but all that I could find in print relating to the proceedings of the other Governments for this end endeavouring to ascertain and compare the actual results arrived at.

2. This reading has occupied much time, but the delay it has occasioned has given me the opportunity of considering the minute recorded by the Honourable Mr. Thomas together with that of The Right Honourable The President.

3. In the observations which I shall now submit to the Board I shall endeavour as much as possible to avoid speculative discussion, and confine myself as closely as I can to the consideration of the subject before us in a practical view.

4. I quite agree with the President that it is not advisable for Government at present "to interfere in any degree with the original fundamental Regulations and Rules of the "University" but to allow such alterations and amendments as may hereafter prove to be desirable respecting them, to emanate from and to be carried into effect by the new Council of Education, with the knowledge and concurrence of Government". This of course is to be understood as exceptive of the rules for the Government of the University, as it is a part of the President's scheme in some sort to modify those rules by vesting the management of that Institution in the Council of Education. What the President especially refers to I apprehend is the fundamental rule relating to the constitution of the University, viz., that it shall "consist of two principal departments, a College for the higher branches of literature, philosophy and science, and a High School for the cultivation of English literature of the vernacular languages of India, and the elementary departments of philosophy and science".

5. The organization of the Collegiate Department, as explained in the first report of the Governors of the University, was considered "as a work of time to await the progress of the High School, and the advancement of the community in intellectual cultivation "Lord Elphinstone, who founded the institution; traced his plan purposely on an extended scale", hoping to stimulate the exertions of the Natives, and thus, to raise their views to a level with his design". He was aware, as he stated that a college was beyond their immediate requirements. But he thought proper to lay his foundation so as to provide for it, when the time should come when, as he anticipated

Offers observations on the question of Native Education generally and upon the best mode of carrying out a system of general instruction in the Madras Presidency.

Dated 26th June 1851.

Para 9 Fundamental Rules of the University for the Present to remain unaltered.

Printed with the annual Report

Rule 2nd

Minute 12th December 1839

There would be a demand for the superior instruction comprehended in a College course. The High School as being immediately needed was carried into immediate effect. Of this portion of his plan Lord Elphinstone observed: "As far as it gone it is complete within itself, while hereafter it is intended to stand in the same relative position towards the other portion. The College as its namesake The High School of Edinburgh does towards the College of that City, or as the great public schools in England occupy with respect to the Universities".

Despatch No. 15 of 1841  
No. 20 of 1848 Page  
11-12 No. 23 of 1844  
Page 12.

6. The Governors of the University I observe have often pressed for the completion of the original plan by the organisation of the Collegiate Department, and have complained that the aspirations of the Natives for advanced knowledge have been discouraged by the nonfulfilment of their expectations in this respect. But the Court of Directors while they approved the whole plan of Lord Elphinstone as sound in principle, have constantly adhered to the opinion that it is necessary "to give the fullest practicable efficiency to the High School" before the desired advance is attempted, and have not the some what premature proposals for the extension of the institution by injunctions to this effect.

The first rank of scholars to be allowed to pursue their studies further into what will be the province of the College.

7. The aim of the Council of Education then ought to be give the fullest practicable efficiency to the High School according to the fundamental rule, "for the cultivation of English literature and of the vernacular languages of India, and the elementary Departments of philosophy and science". They should be restrained from any departure from this rule tending to narrow the scope of study or lower the standard of attainment at the school, but they should have liberty to make alterations and amendments for the better cultivation of any of those branches of learning; and I would give them a free discretion to allow the first rank of scholars to pursue their studies beyond the limits contemplated in the rule, into what will be eventually the province of the College.

Effectual provision to be made for the scholars at the high school acquiring a thorough knowledge of the vernacular languages.

8. This course I conceive to be agreeable to the view expressed by the Honourable Court of Directors in their despatch No. 23 of 28th August 1844, and from the reference which Mr. Thomas makes to that despatch in the 15th paragraph of his Minute I am led to think that he will approve of it, on the understanding that effectual provision be made for the scholars at the High School acquiring a thorough knowledge of the vernacular languages, which I entirely agree with him should be an indispensable condition.

Para 17 A collegiate department to be established eventually when there is a real demand for higher knowledge than is to be attained at the high school.

9. The views enunciated by the President as to the eventual accomplishment of the entire scheme. "should the present movement in furtherance of the objects for which the Madras University was originally founded be crowned with success", by the establishment in fitting time of classes in all the higher departments of science, also of Medicine, Surveying, Engineering and etc., have my entire concurrence.

10. That the establishment of the Collegiate Department should depend upon the development of a real demand for the means of acquiring higher knowledge than is to be attained at the high school is just and proper, and consonant, as I have already remarked, with the view entertained by the founder of the institution in the projection of his plan, as well as with those which from the first have been expressed by the Honourable Court of Directors.

11. When the people shall avail themselves to the fullest extent of the Instruction afforded at the High School by keeping their sons generally at the institution long enough to admit of their passing through all the classes, and freely consent to allow those who may be considered sufficiently promising to make it desirable that they should carry their studies beyond the ordinary course, to remain at school a further term for that purpose, and when others not educated at the School shall be found ready to enrol themselves with those select students for the object of obtaining instruction of a higher range than is to be had elsewhere, then it may be thought that the establishment of a College is positively required

12. It is contemplated by the President that this one Institution extended to provide for a Collegiate, establishment and a Normal school for the training of teachers may "at some future and no very distant day absorb the whole grants of 50,000 Rupees per annum". In as much as this will be taken a considerable advancement already made and will augur well for future progress, since the disposition of the people to obtain for their children a higher education must have been sufficiently tested before a College is established, the necessity which will arise for an expenditure double of what is now incurred, is in my opinion not only not to be deprecated but as the President observes "is indeed to be earnestly desired". I observe therefore with pleasure that in the 4th Para; of the despatch No. 15 of 1841, the Honourable Court noticed without any indication of disapprobation a proposal of this Government that "for the support of the School and College the annual grant of 50,000 Rupees authorised by the Court in their Dispatch of the 16th April 1828 for purposes of Native Education, or such portion of it as might be disposable should be employed, in addition to such subscriptions and donations as might be anticipated from private liberality"—I concur in the opinion of the President that a suitable Building equal to all contingencies should be constructed for the accommodation of the University as soon as circumstances shall appear to warrant the measure.

The University when it has been extended to provide for a collegiate establishment and a normal school may be expected to absorb the whole grant of 50,000 Rupees.

A building to be constructed for the accommodation of the University.

13. Mr. Thomas, though he estimates very highly the advantage of imparting a high measure of education to a few exclusively through the medium of English with a view "to producing any great or general effect upon the national mind", yet contemplates the eventual establishment of something like a Collegiate Department by opening a class (or classes) for the higher branches of Mathematics, Political Economy and other similar studies when a sufficient body of Men has been trained, whether in Madras or in the Provinces, to allow of selection, to whom admission to such classes in the University should be held out as the reward of superior attainments in the Schools."

Minute para 3

P 13

14. Agreeing with Mr. Thomas in the practical conclusion at which he arrives, though I differ with him in some of the opinions he expresses, I need not here enter particularly into the points of difference between us. I will just observe that I agree with him to a great extent in the arguments he directs against a system "which contemplates only the imparting a high measure of education to a few exclusively through the medium of English" and leaves "the rest of the people not the lowest classes alone", "without even elementary instruction" But such a system as far as I know has never been contemplated here. In the minute of Lord Elphinstone, dated 12th February 1841 I find him saying. "Though I have strongly advocated the policy of directing our exertions in the first instance to the enlightenment of the upper classes, yet to use the words of the Governor-General it is not to be implied from this that in my view elementary education for the mass of the people is a thing necessarily to be neglected, or postponed for an indefinite period,—"still less do I think that we shall have done enough, even at the present stage of our proceedings, if we content ourselves with establishing the Central Institution at Madras" His Lordship contemplated, as did Lord Auckland, the formation, at some of the principal Towns in the interior, of superior schools which might eventually be raised into Colleges, each the centre of a circle of Zillah Schools, the Zillah schools again being each the centre of a circle of schools of an order and quality superior to the village schools, to be established almost in every Talook True. The Governor was of opinion that in the superior Provincial Schools English would be the proper medium of instruction for the purpose of differing European knowledge but he at the same time observed that the importance of the Vernacular languages must not be overlooked. At any rate he did not propose that English should be the exclusive medium of instruction in any schools lower than the Provincial ones, while his views extended to the formation of a system of schools which would be capable of affording something more than merely

Education through the medium of English exclusively not contemplated.



elementary instruction to the classes, above the lowest, who might be able to send their children beyond their villages to obtain it. Subsequently in his minute dated the 13th May 1842 Lord Elphinstone expressed his full approbation of the rules of discipline and instruction proposed for the Provincial schools, which provide pretty largely, though it may be not quite *sufficiently*, for the cultivation of the Vernacular languages. The schools being divided into 6 classes, out of 6 hours of attendance in school the time assigned to instruction in the Native Languages were as follows:—

1st—or Lowest Class	3 Hours
2nd	2½ Hours
3rd	2 Hours
4th	1 Hour
5th	1 on 5 days.

for Translations/reciprocal 6th On Fridays all 3 morning Hours to be employed in Translations and paraphrases—Translations/reciprocal/in the native Languages.

I am not aware that there has been any retrocession from the principle of combining the cultivation of the Vernacular languages with instruction in European knowledge chiefly through the medium of English, thus recognized at the outset and ordered to be observed both in the High school at the Presidency and in those intended to be established in the Provinces, a greater prominence being given to the Vernaculars in the latter than in the former. On the contrary the disposition of the Governors of the University, at least of late, has been to require greater attention to Vernacular studies, and to improve the means of instruction. And a proposition was received to this effect from the Governors under date the 12th May 1848 which has not yet been disposed of.

Views of the Board of Education at Bombay touching the relative merits of the English and Vernacular languages as the medium of disseminating knowledge among the natives of India.

15. There has been a good deal of controversy of late between two parties in the Board of Education at "Bombay one represented by the President Sir E. Perry and the other by Colonel Jervis, on the subject of the relative merits of the English and Vernacular languages as the medium of disseminating knowledge among the natives of India, preferring to the principle on which the Board had latterly acted as defined in their report for 1845 viz., "That the higher branches of Education can only be taught effectively through the medium of the English language, while, on the other hand, the great mass of the population, who have but little time to bestow on school attendance, can derive most readily a portion of Elementary knowledge by means of vernacular instruction.

16 Appx. to report No. VII for 1847 and 48 page 65 Instructions of the Government of Bombay on this head deserve our attention.

Report No. VII for 1847-48 Page 128 and Esq.

16. The Government having been applied to, a letter was addressed to the Board on the subject under date the 5th April 1848 intended to set at rest the questions at issue but different constructions having been put upon this communication, the Government on a further appeal furnished the Board with a more distinct exposition of their views, and specific directions for their guidance in carrying them into effect practically. This declaration of the views of the Bombay Government and their instructions conveyed to the Board of Education in the letter of the Secretary to Government, dated 24th April 1850 appear to me to be particularly deserving of our attention and I think we can hardly do better than take them mainly as our guide, as the result of extensive experience and very able discussion.

17. Adopting Sir E. Perry's statement of the principles of the present system viz.,

1. Education for the masses of the people in the Vernacular languages.
2. Education of the Superior quality in English.
3. Production of a Superior class of School masters for the Vernacular Schools.

4. Encouragement of Translations into the Vernacular languages. It is declared authoritatively that this system must be maintained. The opinion of Government is expressed that "a superior order of Education can only be imparted through the medium of English" and further it is said to be believed that "if ever a high standard of knowledge and intelligence shall replace, throughout the country, the ignorance and error at present prevailing, we shall be entitled indebted for such a triumph, to minds imbued with the science and literature of Europe acquired through the medium of English language". But it is added before men so qualified "can beneficially exercise any decided influence, the minds of their countrymen must be prepared to receive it by sound Elementary Instruction and such instruction Government are clearly of opinion ought to be imparted to the population in the language in which they are accustomed to speak and think". To all this I entirely subscribe.

18. Reverting to Mr. Thomas Minute, but supposing the body of the people not to be left without Elementary instruction, and means of instruction beyond the Elements of knowledge to be put within the reach of those who have the inclination and can afford the time to avail themselves of it, I would point to the Dispatch of the Honourable Court of Directors to Bengal under date the 29th September 1830, as showing the way in which a few intelligent natives highly educated through the medium of English may act upon the national mind. "Intelligent Native thus educated may, as teachers in Colleges and Schools, or as the writers or translators of useful books, contribute in an eminent degree to the more general retention among their country men of a portion of the acquirements which they have themselves gained, and may communicate in some degree to the native community, that improved spirit which it is to be hoped they will themselves have imbibed from the influence of European ideas and sentiments.

19. In the same despatch the Honourable Court conveyed to the supreme Government the following most important observations and instructions to which they also called the special attention of this Government. "There is no point of view in which we look with greater interest at the exertions you are now making for the instruction of the native than as being calculated to raise up a class of persons qualified, by their intelligence and morality, for high employments in the Civil administration of India. As the means of bringing about this most desirable object, we rely chiefly on their becoming, through a familiarity with European Literature and Science, imbued with the ideas and feelings of Civilized Europe, on the general Cultivation of their understandings, and specially on their instructions in the principles of morals and general as jurisprudence. We wish you to consider this as our deliberate view of the scope and end to which all your endeavours with respect to the education of the Natives should refer".

20. In the Despatch to Madras in which that just quoted was sent for the instruction of this Government, The Honorable Court referred to "their anxious desire already known to the Government to have at their disposal a body of natives qualified by their habits and acquirements to take a larger share and occupy higher situations in the Civil Administration of their country than had hitherto been the practice of the Indian Governments". If the object of imparting a higher Education was of importance than in anticipation of the natives being advanced to higher employment its importance has become more obvious since in the meantime Natives have been invested with a Civil— Jurisdiction over property to an amount (Rs. 10,000) in this Presidency much beyond what was adjudicable by the old Zillah Courts under European Judges, and in Bengal without limitation, and with a criminal jurisdiction in this Presidency equal to what was formerly exercised by the Criminal Judges of Zillahs. Can it be doubted, that a Man who has received a through English Education and has become thereby conversant

How Natives highly educated through the medium of English may act upon the National mind.

Enclosure in despatch to Madras number 34 dated 1830.

Note: It is a fact deserving of particular notice as a hopeful sign of the spirit of the day, promising good fruit, and very creditable in my Estimation to the parties concerned, that some of the better educated young men at the Presidency have formed themselves into a society for the improvement of Native Education by the Establishment of Vernacular Schools of a better order, and the preparation of School books for them: and have also made some efforts for Female Education.

No. 34 of 1830

The object of imparting a higher education to the native becomes of more importance since a very large civil and criminal Jurisdiction has been entrusted to native judges.

indeed, in a measure, imbued, with English ideas and sentiments; whose mind has been enlightened by knowledge and elevated to a higher tone, by the spirit pervading the Works he has studied, one who have learnt to rate himself with Europeans by reason of his acquirements being advanced to a high and responsible situation, will have a self-respect which will make him walk circumspectly and endeavour to set an example to his countrymen, to prove that he has not only acquired European knowledge but European principles. Every highly educated native promoted for his acquirements, manifesting this self respect in the discharge of his official functions and in his intercourse with society, having set for himself the European standard and emulous to rise to it, must by his example within a certain sphere exercise an elevating influence upon the mind and Character of his countrymen. I presume that the man thus highly educated, through the medium of English, that is one who has made his higher attainments through that medium, having got the mastery of it in his scholastic course to a degree sufficient to enable him to use it with facility in the private studies which are necessary to supplement those of school and college in order to the attainment of refer learning, is also versed in his Vernacular language, a through command of which for the high judicial offices I am pointing to is indispensable.

Provincial schools,  
Para 10.  
Para 11.

21. I proceed to the subject of provincial schools. The President contemplates the establishment of schools of this class as soon as proper school-masters can be procured, at six or eight of the large Towns in the interior, proposing to leave the selection to the Council of Education. He suggests that the Teachers of those schools ought to have "a good knowledge of English and also a perfect acquaintance with the Vernacular language or dialect of the District in which they are to be stationed, "observing that he" esteems a critical acquisition of the latter a *sin qua non*".

Para 12.

He thinks "that in the Provincial schools useful knowledge, and a moderate scale of general education should only be aimed at, without entering on the higher grades of learning and science or introducing as a necessary ingredient the acquirement of refined literature. As to the medium of instruction, the President observes that though it may doubtless be partly given with great advantage through English books, yet his firm persuasion is that good and careful translation from English into the Vernacular dialects must after all be the chief medium of instruction.

Para 13.

He afterwards takes occasion to express his opinion against an Education solely attained through English and concludes that a happy combination of proficiency in English and the Vernacular languages is the desideratum which he hopes will be realized in the Scholars attending the Provincial Schools.

22. The Bombay Provincial Schools are English Schools, of which at the date of the report for 1849 there remained 7, one having been abolished during the year. The Provincial schools projected by Lord Elphinstone, the Establishment of which was actually sanctioned by the Court of Directors were also intended to be chiefly English, that is to say English was to be the medium of instruction in European knowledge, a liberal provision being made for the simultaneous cultivation of the Vernacular languages, as I have already noticed. The Government of Bombay in the late orders I have referred to above have directed that superior Education through the medium of English shall be strictly limited to the wealthy who can afford to pay for it, and native youth of unusual intelligence, who can establish their claims to admission into an English school by a Standard of acquirements to be regulated by the Board, and that even in the English Schools the highest branches of learning shall be taught also in the Vernacular tongue as the progress of translations may enable this to be effected, "the systematic encouragement of translation into the Vernacular from works of science and general literature" being one of the objects pointed out by the Government as essential to carrying out the scheme of Education indicated as most conducive to the benefit of the people.

The Council Education should be directed generally to aim at the combination of Instruction in English and the vernaculars in the Provincial schools.

23. The instruction to the Council of Education here I think ought to be general, to aim at the combination of instruction in English and the vernaculars which the President justly regards as "the desideratum" without any positive and precise directions on the subject.

\*By the favour of Sir E. Perry I have had an opportunity of perusing this report in M.—S.—

24. In the report of the Bombay Board of Education for 1850\* it is observed that when it took charge of the Government schools in 1840 it was found that "a very short line of demarcation had been drawn between English schools and the vernacular

nothing but English and through English was to be taught in the one nothing but vernacular in the other experience has fully proved they say that this exclusive system is faulty.

25. The Bombay Board proceeds to remarks that it has perceived and experience has led the council of Public Instruction in Bengal to exactly the same conclusion that a paramount necessity exists for giving to all Native youth who aspire to a character for scholarship a critical acquaintance with their own languages. For years past accordingly the Board has been studios to combine the cultivation of the vernacular tongues with the study of English. The experience has been most successful for it has been found, as might have been expected that the study of the two languages might be prosecuted simultaneously without the slightest obstruction to attainments in either".

26. The Board then notices as "remarkable that of what is called vernacular education by far the largest amount both in quantity and quality at this Presidency is to be obtained at the Elphinstone Institution and not in a vernacular school". The conclusion drawn by the Board is that "as the classes for whom our schools are intended are very homogeneous in character and not divisible into upper and lower classes, the system of education pursued in them should be uniform also and an opportunity be afforded to all of mastering their own language through which all Elementary instructions must be conveyed and also of acquiring the rudiments of English which it is now admitted on all hands must be the medium of superior education".

27. As to the quality and degree of the Education to be afforded at the Provincial Schools. These schools were considered in the plan framed by the University Board as branch institutions similar in quality to the Central one of the Presidency for the instruction of the superior classes who are able to pay and who from their attainments may aspire to the higher avocations in life and in the service of Government to consist therefore of a *High School* to "impact instruction in the English language and in the vernacular languages current in each respective district, together with the *elementary* departments of Philosophy and science; and *Collegiate* Department for instruction in the higher branches of literature, philosophy and science to be added as expediency may suggest".

The quality and degree of education to be afforded at the provincial schools.

Appx: to 1st Report.

A different plan was proposed by the late Council of Education. The Course of instruction was to be such as should secure a sound and thorough knowledge of

Report, dated 14th July 1846.

1. English and of one or more of the Vernaculars.
2. Arithmetic.
3. Elements of Geography and History.

28. The Government approved of this course as judicious under present circumstances, but suggested a provision for special cases that whenever the Council were satisfied that the Master of the Provincial School is fully equal to the task and can form a class of students of superior intelligence he should be required to instruct in Algebra, Mathematics and Trigonometry and in somewhat more than the elements of Geography and History.

Minute of Consultation 14th September 1846.

29. Looking to these provincial schools as centres to circle of Zillah or District Schools to be gradually established as a means are available, in which the course of instruction could hardly be more confined than that proposed by the Council of Education for the Provincial Schools I am of opinion that the provisions suggested by Government for special cases should be part of the ordinary course for schools of this class and should constitute the distinction between them and schools of the next degree from which the most improved and promising scholars aspiring to higher knowledge might pass to them. If educational tests are to be applied to candidates for the public, service according to the wise design of Lord Hardinge. We must provide the youth of the provinces as well as of the Presidency the means of attaining the highest standard in the scale, and this I conceive ought not at any rate to be lower than the provision referred to contemplates.

The ordinary Course of Instruction in provincial Schools should be carried to the extent proposed in M. of consultations. 14th September 1846 for special cases.

The course for Zillah Schools should not be more confined than was proposed by the late council of education for provincial schools.

30. The course of study to be laid down for these schools will indicate the attainments the School Masters must possess.

Education Test.

The attainments which should be possessed by the masters of Provincial schools.

They must in a considerable degree exceed the maximum to which that course is calculated to lead.

Page Normal schools.

31. The President recommends as a primary object to be aimed at the formation of a normal school at the Presidency exclusively for bringing up well qualified school Masters. The object of providing a highly qualified class of school masters is that to which the attention of the Board of Education at Bombay is primarily directed by the Government of that Presidency in the instructions I have referred to above. Speaking of it relatively with that of encouraging translations into the Vernacular languages of useful standard works, it is observed that "the first appears to be incomparably the most important of the elements in any scheme for National education. Were it necessary to choose between the two, it would be far preferable to have well instructed and qualified masters in the absence of translators than the translations in the absence of efficient Masters". "One such qualified master will do more it is believed to enlighten the people around him by the knowledge which will be disseminated direct by himself and indirectly through the medium of his well instructed pupils than could be effected by a score of the inefficient preceptors, to whom the charge of our vernacular schools is at present entrusted". In England when systematic attempts began to be made for the improvement of education it was found that "among the chief defects might be reckoned the insufficient number of qualified school-masters and the imperfect method of teaching which prevailed in perhaps the greater number of the schools". These defects the committee of council on Education aimed to remedy by the creation of Normal and Model schools for the training of Masters, and the development and exemplification of the best methods for the organisation discipline and instruction of elementary schools. The Minutes of the Committee of Council and the reports of their Inspectors of the means used to make these schools efficient will afford valuable instruction to the new council of education when they enter upon the consideration of this important subject which is certainly deserving of primary attention. In their Dispatch No. 23 of 1844 the Court of Directors observing that it is undoubtedly true that unless Masters fully competent be engaged little hope of advantage from the foundation of schools can be entertained, assented to the grant of salaries to the Masters of the intended Provincial schools to the amount of 250 Rupees per mensem. But they remarked that the difficulty on the score of salary was quite secondary to that of finding competent qualification objecting to the proposal of procuring Masters from England or even Bengal unacquainted with the languages and manners of the Natives of the Peninsula, and observing that it is only at Madras or perhaps they meant within the Madras Presidency that fit Masters for the Madras Provinces can be reared, they desired that in any scholarships which might be founded in the Madras University in pursuance of the sentiments expressed in an earlier part of the same Dispatch care might be taken that persons enjoying them should be educated specially with a view to their future employment as schoolmasters, should they be willing to undertake such duties. This instruction should now be carried into effect. The Regulations of the Committee of Council on Education respecting the Education of Pupil, Teachers and stipendiary Monitors will merit the attention of the Madras Council in this connection. It is to be remembered that the attempts that have hitherto been made to establish Normal schools at Calcutta and Bombay have proved unsuccessful. By studying the causes of failure at these Presidencies we may learn a lesson to guide us here. We must be careful not to attempt too much at first and be content to feel our way one thing I think is certain that a single Normal school at the presidency will not suffice for the training of competent Masters for teaching schools in all the Districts under this Government, various as, the population is in language and manners. Probably it will be found expedient to great Normal classes upon the Provincial schools, A new plan has been projected at Bombay to which it will be well to give attention.

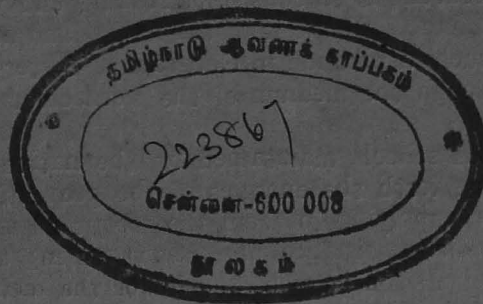
Report for 147-148  
approximate Par.  
100.

Gradual establishment of  
Zillah and Tahasildary  
Schools contemplated.

32. The President observes that should the people at large evince a desire to have the benefit of schools extended from the Towns selected to their large villages, he is sure that Government will do all that lies in their power to grant them that object, "and he calls attention to a recent notification issued at Bombay on the subject of vernacular schools within that Presidency which he remarks precisely tallies with his own views. From the tendency of the observations I have already made it may be understood that I look to the establishment of Zillah Schools as subsidiary to the Provincial schools and of schools intermediate between them and the ordinary village schools to be set up in most every Talook. I would if possible carry out the original plan of Sir Thomas Munro

for the gradual institution of Collectorate and Tahsildary Schools following at least partially the principle laid down in the notification above referred to of requiring the community to be benefited by the establishment of a school to contribute. I would not say the Chief part, but a considerable part of the funds necessary to maintain it. There may be places where it may be very expedient to establish a school of the quality intended but where the community may be really so poor as to be unable to contribute a considerable part of the expense in such cases the demand upon them I should be proportioned to their means, but they should always be bound as a body to make some contribution to prove that they value the advantage of being provided with means of instruction for their children beyond what the village schools are capable of affording.

With the regard to Tahsildary and Collectorate schools/observed the court of directors in their Dispatch No. 15 of 1841 P. 5 there can be no doubt that they must be considered one of the means by which education may be extended more generally among the people and we are unwilling to forego any measures for their encouragement". Again in their Dispatch No. 24 of 1842 the Court said we do not think that Elementary Schools should be wholly abandoned and the judicious encouragement of village schools may also be comprehended in the arrangement adopted for the improvement and native Education. We have already stated our sentiments regarding the Tahsildar's schools many of which were unnecessarily founded but of which the entire abandonment seems to have been insufficiently considered.



33. Sir Thomas Munro thought it advisable to abstain from interference with the existing Native schools in the villages and elsewhere "every thing of this kind" he thought "ought to be carefully avoided and the people should be left to manage their schools in their own way". "All that we ought to do" in his opinion, was to facilitate the operations of those schools by restoring any funds that may have been diverted from them and perhaps granting additional ones where it may appear advisable. Sir Thomas Munro called for returns of the statistics of Education from all the districts under this Government which he reviewed in this Minute of December 1825 recorded on the 10th March 1826. From these returns it appeared that the number of schools and colleges (so called) amounted to 12,498, and the population to 12,850,941 so that there was one school to every thousand of the population or omitting females to every 500 of the population. Taking the male population at one half or 6,425,000 and the portion of it between 5 and 10 years, as the period which Boys in general remain at school, at 1/9 or 7,13,000 this he assumed to be the number of boys that ought to be at school, that all might be educated, but the number attending the schools, was only 1,84,110 or little more than 1/4. Allowing, however, for the Boys taught at home Sir Thomas Munro was disposed to estimate the portion receiving school Education to be nearer 1/3 of the whole. It does not appear that there are later accounts of the statistics of Education in this Presidency.

Minute 25th June 1822.

Minute in consultation 10th March 1826

T: 3  
NR4

34. The Government of Agra has instituted researches on this subject, and the result in thus stated in the preface to a Memoir on Indigenous Education in the North West Provinces just received. "Out of a population which numbered in 1848, 23,200,000 souls, and in which were consequently included 1,900,000 males of a school going age, we can trace but 63,200 as in the receipt of any education whatever that is less than in 28. But the proportion of Boys of a school going age is estimated at 1/6 of the whole population instead of 1/9 according to Sir Thomas Munro's calculation, taking in no doubt Boys of a more advanced age.

Proceedings of the Government of Agra for the improvement of indigenous schools. Page 4

From cr. of Dors, No. 14.  
of 1849.

Resolution of Lt. Govern-  
ment 9th February 1850

The Tahsildary schools  
to serve as Models for  
the improvement  
of the village schools  
provision for the visita-  
tion of the village  
schools.

Instruction to be given in  
the Tahsildary School.

If this system succeeds in  
the North west Provin-  
ces it may be easily  
adopted here.

A system of visitation at  
any rate indispensable.

Native Female Education

Aid to well Conducted  
private Educational  
institutions.

Government Schools  
should not be placed so  
as to bring them in to  
opposition to other  
existing institutions  
which are doing all  
that a Government  
school could do.

Preparation of School

35. The extreme depression of the General Education of the country thus developed was felt to demand extensive and systematic efforts for its improvement. After some discussion a scheme for effecting this object has been approved by the Court of Directors and brought into operation in Eight of the Districts of the North West Provinces to which as an experiment it is to be confined for the present.

36. The scheme provides for the establishment of one Government school in each Tahsildary to serve a model to the native village school masters, and the institution of an agency for visiting the village schools, and assisting and advising the native school masters and rewarding the most deserving. This Agency consists a Zillah visitor with a salary between 100 and 200 Rupees a month, 3 Pargunnah Visitors viz., 1 for every 2 Tahsildaries, at salaries from 20 to 40 Rupees, 6 Tahsildary school Masters at from 10 to 20 Rupees besides fees from his scholars, and a Visitor General over all.

37. The course of instruction at the Government village schools, that is the Tahsildary model schools, is to consist of reading and writing the vernacular languages, both Oordoo and Hindu, and the mensuration of land according to the native system to which is to be added such instruction in Geography, History, Geometry, or other general subjects, conveyed through the medium of the Vernacular language as the people may be willing to receive care is to be taken to prevent these schools from becoming rivals of the indigenous schools maintained by the native themselves. " This scheme contemplates drawing forth the energies of the people for their own improvement and rather than actually supplying to them the means of instructions at the cost of the Government, Persuasion assistance and encouragement are to be principally employed. The greatest consideration is to be shown for the feelings and prejudices of the people, and no interference is over to be exercised when it is not desired by those who conduct the institution. " The poor may be persuaded to combine for the support of a Teacher, the rich may be encouraged to support schools for their poorer neighbours, and all the schools that are established may be assisted, improved, and brought forward "

38. This seems to me a very promising scheme, and if it succeeds in the North West Provinces it will be easily adopted here in all its parts.

39. A system of visitation will I conceive be at any rate indispensable whatever the scheme of Government schools may include, but this can be reserved for after consideration.

40. I shall add one more suggestion only on my own part one however of the utmost importance namely that instructions be given to the Council of Education for this Presidency corresponding with those lately given by the Governor General in Council to the Council of Education for Bengal " to consider their functions as comprising the subject of Native Female Education "

41. I have now to express my concurrence in the opinion expressed by Mr. Thomas in the 16th and 19th and 20th paragraphs of his minute, as to the expediency of promoting the great object of the extension of Education among the Natives by giving aid to well conducted private institutions which impart secular knowledge to their scholars to the same extent as the Government schools, and protanto serve as well for the common and as if there were so many more Government schools, and I think with him that in establishing Government schools care should be taken not to place them so as to bring them into opposition to or rivalry with other existing institutions which have met with acceptance from the people and have been successful in their operation. It matters not in my view whether these were established with a Missionary object or not if so be the people have taken to them, and they are doing all that a Government school could do. I perfectly accord with the sentiments delivered by Mr. Thomas on this head in the 20th paragraph of his Minute.

42. I concur in Mr. Thomas's suggestion in the 23rd paragraph of his minute time " some agency will be required to prepare Elementary Books for the use of the Schools to be established " which will involve some additional expense.

43. In the 25th and the following paragraphs of his minute, Mr. Thomas explains his views upon what he justly calls the most important point of all, as it is the most difficult point in connection with Education, the necessity of adopting some plan by which the moral character of the youths under instruction in the Government institutions may be improved.

25 to 32

The improvement of the moral character of the youths under instruction at the Government institution a point of the highest importance.

44. I do not believe, any more than Mr. Thomas does, that the people of this Presidency are opposed to receiving moral instruction combined with intellectual, and I agree with him that the readiness with which they allow their children to attend the schools of Missionaries in preference to the Government institution for the sake apparently of saving the fees payable at the latter, is a fair proof that their prejudice against receiving moral instruction through the Bible is at any rate not insuperable. But I believe that there is a deeply seated jealousy of that being done by the authority of Government, which without much concern they see done, and acquiesce in when done, by private persons, and though I believe at the same time that this jealousy has been fostered by the evil surmising and suggestions of ill affected people, yet I do not the less esteem it to be incumbent upon a Government situated as ours as to avoid giving any the least ground for it. Mr. Thomas would consider an improper exercise of authority which would be justly offensive to the Natives to enforce the study of the scriptures in the Government schools as a part of the regular school course but may it not be well argued that to authorise it although optionally would have an influence implying the desire of Government, whose favour is supremely coveted, which, with the natural sympathy and encouragement of the Christian Teachers to those who attended the Bible classes, would be almost as efficacious in causing attendance, is a positive rule requiring it as a matter of course? and would it be less offensive because what virtually was equivalent to an order was disguised as a mere permission? The Native apprehend could not distinguish between the two as an invitation from a sovereign to a subject is held to be a command, so would it be I conceive in such case as this, the Boys invited to attend the Bible class would feel or fear that they would give offence if they stayed away. The boys themselves from their natural curiosity would probably willingly attend, and if their parents were averse they would be apt to yield to this sort of moral compulsion, the fear of their boys being deprived of the favour and countenance of those having the power to forward them in life. But as it seems to be contrary to the orders of the Court of Directors in their Despatch No. 13 of 1847 to introduce the Bible into the Government Schools as a regular class book, or to permit the study of it in those schools, this is more a speculative than a practical question. I wish we could teach our youth morality "direct from the only source of morals. The scriptures" I wish we were not constrained "by the peculiarity of our situation in this country" to use the words of Mr. Willoughby "to forego the most powerful of all influences informing the moral character of a Nation, " but although Religion is necessarily excluded from the Government Educational Establishments and the semblance even of a proselyting spirit is wisely avoided. "I think with him" greater care might be bestowed in inculcating sound moral principles. "To this," he suggests, "the attention of all the Masters of the Government schools should be specially directed, and they should be taught to consider it of far more importance to notice with severity, a falsehood, deceit, or any other departure from rectitude rather than any deviation from school discipline or assiduity.

The question of introducing the Bible for study in the Government institutions optionally or otherwise considered.

Minute of Mr Willoughby member of council at Bombay appendix to Report of Board of Education for 1847-48 page 149



45. But after all it may be asked with reference to the inclusion of morality, do we really lose much by the prohibition of the use of the Bible as a class Book in the Government Schools. In considering this question we must bear in mind the essential difference between religious *education* and religious *instruction*. Religious Education is the Education of the heart. It is a mistake to suppose that religious instruction includes it, or rather is the same with it. To teach the Bible in the Government schools would certainly extend the knowledge of the Scholars, and would exercise their memories and understandings, but would it, in the manner it must be taught as a school lesson, improve their hearts? Could the Teacher in a Government school apply the doctrines and precepts of the Bible to the hearts and consciences of the pupils in the manner a Missionary does? Speaking of *Christian Schools* an able Divine of the present day observes, "I think the Bible ought to be read, both to the children and by the children, but I think it ought never to be approached except with reverence, and as a privilege, and therefore I would exclude it from among mere lesson books."

The Bible should not at any rate be excluded from the Libraries of the Government Institutions.

46. For my part However I have never been able to perceive why the principles of neutrality we profess. The Bible should be excluded from the Libraries of our Educational Establishments as if it were Prescribed—I think it ought to have its place there, and be freely open to those who seek it on the same terms as the other books in the Library which are not studied in school, but are provided for reference, and for the private study of scholars who wish to extend their knowledge beyond the limits of the school course.—In the reading of the schools there must continually occur allusions to the scriptures which cannot be perfectly understood without a reference to them. In my opinion the Teacher should not skip over such passages, nor let the Boys read them unintelligently but should explain them as fully as he would any other passage, with a reverent reference to the Scriptures, from which, for the purpose of explanation merely, he might read extracts. I think this ought to be well understood.

47. Having sketched out my views of the system which should be pursued and gradually brought into operation for the extension of Native Education in this Presidency, I shall now consider what means are available for effecting it.

Means available for Carrying into effect the system of Education sketched out.

48. The Memorandum annexed to the President's Minute shows that the amount of the unappropriated balance of the funds allotted for Native Education on the 31st December 1850 stood at Rupees

Deduct the surplus Pagoda Funds appropriated to the Head Native Education by the Order of Government, dated 14th July 1846.	1,06,562—10—11 8,00,000
Remains .. .. .	<u>3,06,562—10—11</u>

49. The sum of Rupees 3,06,562 is the accumulated amount of the balance of the grant of Rupees 50,000 per annum allowed by the Court of Directors for the purpose of Education by the order dated 16th April 1828. Adding the probable surplus in the current year, the amount which will be available on the 31st December 1851 may be estimated at Rupees.

50. The other sum of 8,00,000 Rupees is the amount of deposits in the Government Treasury on account of surplus Pagoda Funds which in 1846 the Government ordered to be transferred to the Head of "Native Education".

51. By a return of the Accountant-General it appears that of this sum of Rupees 7,39,805 had been transferred before the 30th April 1847, the remainder also was transferred in the course of the following year. But the dates of transfer do not appear. When the account was made up to 30th April 1847 the close of official year, the whole amount credited to the Education Fund ought I think to have been invested in the 5 per cent loan then open, and the balance Rupees 60,195 on the 30th April following. But although not invested, the Funds have been equally at the use of

Government and there can be no question I apprehend that interest must be allowed upon them say upon Rupees 7,39,805 from 1st May 1847 and upon Rupees 60,195 from 1st May 1848. The interest allowed I think should be 5 per cent. at least until the close of the 5 per cent loan on the 15th April 1851. I think also it should be added to the principal annually which will be less favourable than if the 8 lacs had been subscribed to the loan.

## MEMO

	Rs.		
Amount transferred in 1847 .. .. .	7,39,805		
Int. on transferred " from 1st May 1847 to 1st May 1848 1 year at 5 per cent .. .. .	36,990		
	<hr/>		
	7,76,795		
Amount transferred in 1848 .. .. .	60,195		
	<hr/>		
	8,36,990		
1 year Int. up to 1st May 1849 at 5 per cent ..	41,849		
	<hr/>		
	8,78,839		
1 year Int. upto 1st May 1850 at 5 per cent ..	43,941		
	<hr/>		
	9,22,780		
Int. from 1st May 1850 to 14th April 1851 ..	44,116		
349 Days at 5 per cent .. .. .	<hr/>		
	9,66,896		
Int. from 15th April to 31st December 1851 ..	27,655		
261 Days at 4 per cent .. .. .	<hr/>		
	9,94,551		
		G. Rupees	
Amount transferred in 1847 .. .. .			7,39,805
3 years and 349 days Int. from 1st May 1847 to 14th April 1851 at 5 per cent.	1,46,338		..
261 days Int. (from 15th April to 31st December 51) at 4 per cent.	21,160	1,67,498	9,07,303
Amount transferred in 1848 .. .. .		60,195	..
2 years and 349 days at 5 per cent .. .. .	8,895		..
261 days Int. at 4 per cent .. .. .	1,721	10,616	70,881
			<hr/>
			9,88,114

by the terms of which interest is adjusted half yearly. I have had a statement prepared to show the accumulation of the 8 lacs by compound interest at 5 per cent from the several dates above mentioned up to the 14th April and at 4 per cent from 15th April to 31st December 1851 and another to show the addition by simple interest only.

52. Assuming for the sake of easy calculation the accumulated amount of the appropriated pagoda fund to be the round sum of Rupees 10,00,000 and this to be invested in the 4 per cent loan it will yield an income of Rupees 40,000 per annum supposing the accumulation from the balance of the annual grant to be in like manner invested to which I can see no objection and taking the amount on 31st December 1851 at the round sum of Rs. 3,25,000 there will be an additional income from this source of Rupees 13,000 making a total of Rupees 53,000 besides the annual grant of Rupees 50,000.

53. Setting aside from 1st January 1852 the annual grant of Rupees 50,000 for the purposes of education at the Presidency including all the charges for the Council of Education and the pay of their Secretary, and to provide for the expense of a building for the University as contemplated by the President there will remain for the provinces Rs. 53,000. Now reckoning the cost of 8 provincial schools according to the President's Estimate at Rupees 28,000 per annum there will remain for Zillah and Tahsildary schools. There are 19, Zillahs of which one Chingleput, from its vicinity to Madras may be

Principal 8,00,000  
Interest 1,94,551  
9,94,551

Principal 8,00,000  
Interest 1,78,114  
9,78,114

As the income will not be fully appropriated for a long time and the balance will of course be added to the Principal the amount will be much more than this.

\*Note—This will absorb the surplus above the present charges for about two years which will probably be occupied in the work. By the expiration of that period it may be hoped there will be such a demand for advanced education that it will be expedient to extend the Institution.

considered as provided for so also the 8 Zillahs in which Provincial Schools are established may do without Zillah schools. The number of Zillah schools required will therefore be 10. Assuming that these will cost half as much as the provincial schools, or 1,800 Rupees per annum each, the whole cost will be Rupees 18,000 or say to provide for contingencies Rupees 20,000. There will remain only Rs. 5,000.

In sufficient for carrying it out completely.

54. It is obvious from this imperfect sketch estimate that though we might provide for the University at the Presidency and for a certain number of Provincial and Zillah Schools on a tolerably liberal footing, it is impossible to carry out the proposed scheme in further without additional means. But when I consider that the annual grant for Education in the Bombay Presidency is Rs. 1,25,000 and in the North west province amounts to Rs. 1,10,108 for general purposes with Rs. 20,413 added specially for the Benares College Rs. 1,30,521 besides the new grant for the improvement of indigenous Schools to the amount of Rupees 50,000 per annum. I cannot doubt that when a necessity is shown for it the Honourable Court will be ready to increase the grant of Rupees 50,000 at present allowed to us to an amount more in proportion to the population of this Presidency.

But referring to the grants to Bombay and north west Province not to be doubted that the Honourable court will increase the present annual grant to an amount proportionate to the population of the Presidency,

In the meantime an experiment might be made to the extent that the present funds admit proceeding gradually as the requisite agency can be commanded.

55. If we were assured by the Honourable Court of such an augmentation eventually, according to our need, we might lay out our present funds, exclusive of the annual grant so as to make the scheme of provincial, Zillah and Tahsildary schools, complete within certain divisions of the country in which the experiment might be thought most likely to answer, leaving it to be determined according to the result of our experienced whether it will be advisable to extend the system so as to embrace the whole country for which, if necessary, the means will no doubt be furnished. We must at all events proceed by steps as we can command the requisite agency. The Government of Bombay judiciously caution. The Board of Education against the mistake of extending their operations beyond the point at which they can ensure that each establishment shall be thoroughly efficient. The first step might be to establish Provincial School, and two Zillah Schools, and a proportion of Tahsildary Schools in the Districts in which the Provincial and the Zillah Schools are located respectively. Proceeding thus gradually it will be some time before the income immediately available would be exhausted, and in the mean time the system would be well tested. In the sketch given above, I have not from the want of date provided particularly for inspection but inspection I deem to be an essential ingredient in the system which must be provided for when a practical plan is prepared.

Constitution of the proposed council of Education.

56. I believe I have noticed in the course of my remarks all the topics touched upon in the President's Minute, but the constitution of the new Council of Education I see no substantial objection to merging. The Board of Governor for the University in the new Council, as the President proposes, for though it in form annuals the fundamental rules on this head, it maintains them in spirit especially in the material point of admitting a certain number of Natives to take a share in the Government of the institution. The list of the Council proposed by the President contains the names of 8 Native Gentlemen, the number, required by the Rules being 7. The President of the present Board Mr. G. Norton whose exertions to promote Native Education generally, and especially to advance the institution, have been eminently conspicuous and all his colleagues in the Board are. I am glad to see nominated to take a part in the New Council. The former as Vice-President and the later as Members. My wish would be that Mr. Norton should continue to conduct the detail management of the University as President of a Committee of the Council to be specially charged with that duty and arrangements which would seem to fall in with the view signified by the the Honourable Court of Directors in the 3rd paragraph of their Dispatch No. 20 of 1847. The acknowledgement which the President proposes to make to Mr. Norton and his Co-adjutors cordially concur in.

Proposed acknowledgement to Mr. Norton the President and his co-adjutors in the University Board concurred in.

57. The Council is to consist of a President, 5 Vice-Presidents, and 20 Members. Among the Members are to be found representatives of every class. The list contains the names of 18 Gentlemen/2 places being left vacant/of these 8 are British Gentlemen (a member of the Civil Service, 3 Military Officers, 1 Medical Officer, 1 Barrister, 2 Merchants) 2 are East Indian Gentlemen in business on his own account, 1 a retired servant of the Government 8 are Native Gentlemen (5 Hindus, 1 Christian, 2 Muhomedans). The Vice-Presidents besides Mr. Norton, the present President of the University Board, are 4 Gentlemen occupying the highest posts in the Civil Service.

58. Sir Henry Pottinger deeming it expedient that a Member of the Government should occupy the post of President did me the honour some time ago to request that I would undertake it. Although I felt that from the want of theoretical knowledge and practical experience, I was little capable of conducting the proceedings of the Council of Education and expressed this feeling unfeignedly to the Right Honourable the Governor. I told him at the same time that I placed myself cheerfully at his disposal and would be ready to act as President if he thought it of real importance that I should do so. Since I have gone more into the subject I have become more sensible of my inaptitude for an office of this nature and more doubtful of my being able to be of any use in it and considering how short a period now remains during which I shall retain the qualification of being a Member of the Government, I have thought it proper to suggest to the Governor that it may be advisable at once to substitute for me as President of the council of education the Gentlemen appointed by the court of Directors to succeed me at this Board, and thus assign to him to initiate what he will have eventually to carry on, assuming him however of my perfect willingness to officiate as President, if under all the circumstances. He thinks it preferable to abide by the first arrangement, so long as I sit at this Board. I am therefore in his hand.

Office of president of the council of Education

Suggestion of Mr. Elliot that it may be advisable to substitute for him during the short period that now remains of his term of service as a member of the Government the gentlemen appointed by the court a Director to succeed him at the council Board that he may initiate what he will have to carry on.

But Mr. Elliot perfectly willing to officiate as president is the Government thinks it preferable.

59. The President has stated reasons, which I defer to, for making the council of Education so numerous. But I would submit that it is necessary for Government to select from it an executive Committee to carry on the administration practically. This Committee should be vested with all the powers of the General Body for the efficient working of the institutions under their Government according to the plans and rules laid down for them respectively. Their proceedings should be laid before the Council periodically. They should not have authority to introduce any innovation of importance in principle, or to make any change of moment in the management of the institutions under their Government, without the consent of the majority of the Council expressed at a meeting. Any new measures they might think advisable should be submitted to the Council for consideration. No new measures should be proposed to the Council without having been previously laid before the Executive Committee. It will be necessary to form other Committees, for example, for the administration of the University, for the improvement of vernacular literature and perhaps the inspection of vernacular schools at the Presidency for the direction and superintendence of schools or classes for the training of school Masters, and for the organization of schools in the Mofussil. But I am not sure that it is requisite that any but the Executive Committee (unless it be the Committee for the administration of the University) should be appointed by Government.

The council being so numerous necessary for Government to select from it an Executive committee power to be vested in it.

60. The Executive Committee I think should be composed of the President, a Vice-President, and five or seven Members. I would beg leave to propose that Mr. Morehead be Vice-President, and that the Members be Mr. Pycroft, Mr. T. Key, Mr. I. B. Norton, Mr. Carstairs, and one of the three following Gentlemen, Captain Loash, Mr. Ouchterlony Major Balfour, or all of them if the number is to be 7; or two of them and one of the Native Gentlemen.

Composition of the Executive committee.

61. I agree with Mr. Thomas that it is desirable "to have Secretary with no other duty, who will throw himself with all his heart and energies into the work. "if one can be found duly qualified who for the remuneration that can be afforded will devote himself to the discharge of the office for lengthened period for this is a point of essential importance, the permanency of the Secretary being most conducive to consistency in the administration.

Secretaryship.

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62. The next best arrangement will be to appoint to the Secretaryship one whose other substantive appointment is not of a nature to require constant daily attendance at an office, and the duties of which can be discharged ordinarily at the time most convenient to the incumbent, so as to leave him free in general to devote himself chiefly to the business which the Council may require him to perform and to be ready to attend upon the Council, and the Committee, especially the Executive Committee, as there may be occasion. It might be well to make this appointment provisional in the first instance for a certain period, to give opportunity for testing the qualifications of the person appointed for duties so peculiar, and if the appointment is to be held conjointly with another, to ascertain whether the avocations of the two are compatible

63. In conclusion it is proper that I should apologize for the protracted period that has elapsed while I have been engaged on this subject I have stated at the beginning how much I had to read to prepare myself for the consideration of it. I was not well when I commenced writing this Minute, and it was unfortunately necessary to suspend it after a few days from the indisposition caused by an accident. After I was able to proceed with it, I was frequently interrupted by the necessity of giving attention to other subjects of importance which could not be deferred, some of which occupied me whole days. These circumstances will perhaps be considered sufficient to account for a delay which I regret.

5th August 1851.

D. ELLIOT.  
(Signed)

A copy of the presidents  
minute dated 6th June  
was furnished to me  
on the 10th.

