

SELECTIONS
FROM
EDUCATIONAL RECORDS

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BUREAU OF EDUCATION, INDIA

SELECTIONS

FROM

EDUCATIONAL RECORDS

PART I

1781-1839

H. SHARP, C.S.I., C.I.E.



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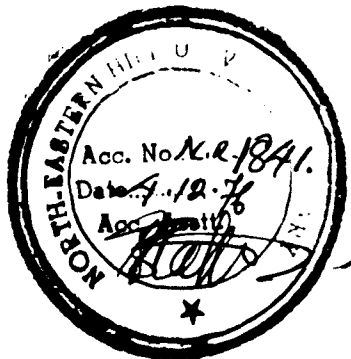
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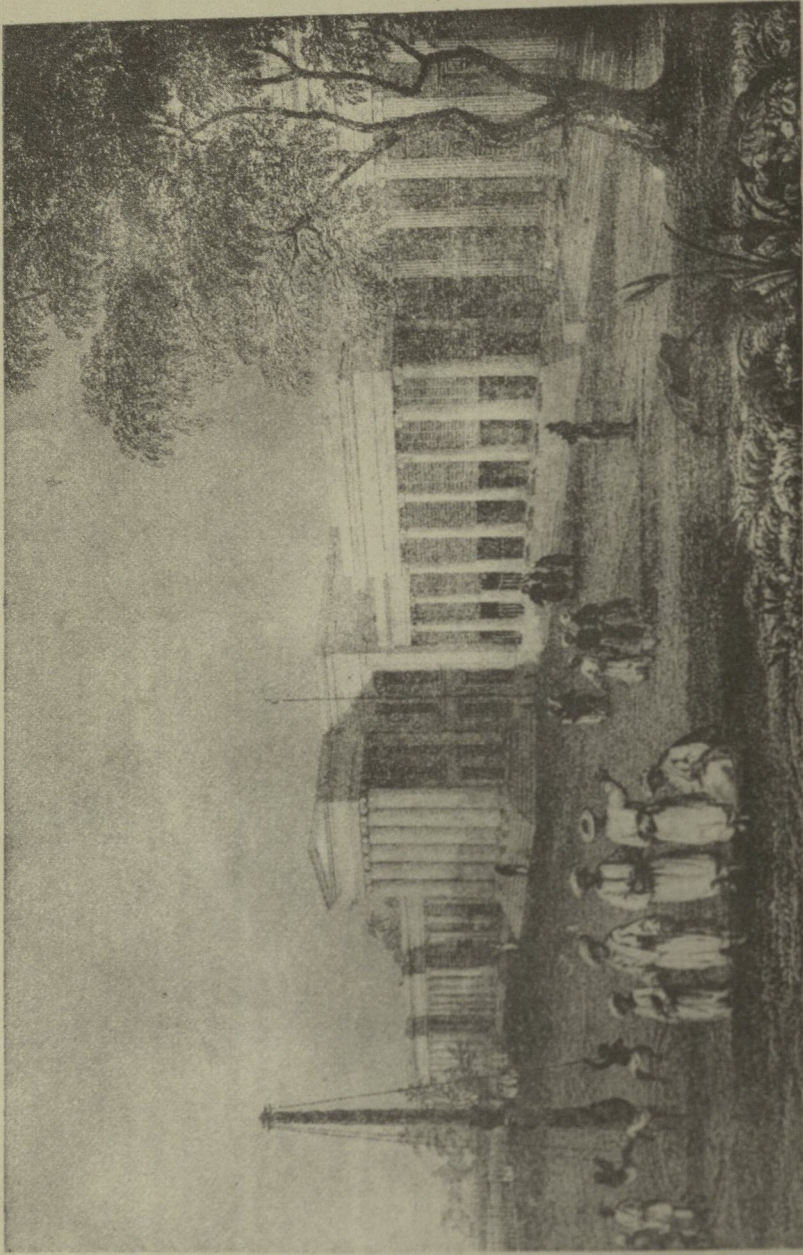
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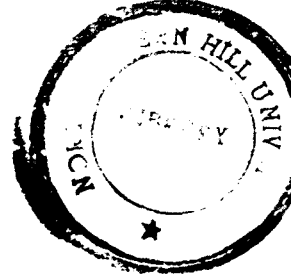
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HINDU COLLEGE, CALCUTTA, 1847.



CALCUTTA MADRASSA, 1847.



FOREWORD

In 1917 the Bureau of Education of the Government of India took upon itself the task of making available to the scholarly public select documents on educational developments in Modern India. The result of this enterprize were two magnificent volumes of **SELECTIONS FROM EDUCATIONAL RECORDS**, the first, covering the years 1781—1839, by Henry Sharp, published in 1920, and the second, pertaining to the period 1840—1859, by J. A. Richey, brought out in 1922. Thereafter the work was abruptly stopped as a measure of economy. But in 1958 Government decided to start the work afresh, making the National Archives of India responsible for its implementation, and also constituted an Advisory Committee to supervise the work. The first task before the Committee was to formulate a programme of publication in respect to post-1859 educational records. Under this programme, there have already appeared two volumes of selections: the first, embodying educational reports (1859—71), and the second, select documents on the development of University Education (1860—87). But as the earlier volumes by Sharp and Richey had in the meanwhile gone out of print and there was a steadily increasing demand for them, the Committee also felt it desirable to get them reprinted at the earliest opportunity. The present venture to reproduce both the volumes by offset process owes its origin to this happy decision. The National Archives will consider its labours more than amply rewarded if the volumes serve the purpose for which they are intended.

I take this opportunity to convey my thanks to the Manager, Government of India Press, but for whose generous co-operation and help the volumes would not have seen light so soon. My thanks are equally due to Shri U. N. Sarkar and other members of the Educational Records Division for the assistance they ungrudgingly accorded me in bringing out the volumes.

NEW DELHI,
14 JUNE, 1965

K. D. BHARGAVA,
DIRECTOR OF ARCHIVES,
GOVERNMENT OF INDIA.

P R E F A C E.

THIS introduction may stand as a preface both to the present volume and to the series of those which it is trusted may follow it.

Requests have often reached me for educational documents which I have found it difficult immediately to supply owing to the document in question never having been printed or the volume in which it is contained being out of print. At the Conference of Directors of Public Instruction which met at Delhi in 1917 I enquired if a reprint of important educational records would be useful. The reply was in the affirmative.* The Bureau of Education has since that date been collecting and sifting such records. Other duties and frequent interruptions have prevented me from gathering them together and putting them into proper form. The first volume, with records extending from the earliest times to 1839, is now ready. It has been particularly difficult to prepare; and it is hoped that succeeding volumes may follow more rapidly.

The early history of education in India is a matter of peculiar interest. The efforts of the missionaries, the growth of a consciousness of responsibility for the instruction of the people (at a time when, in England, this task was hardly regarded as a public duty), the dawning of a recognition of the enormous difficulties involved in such a duty, the polemics which led to the momentous decision to introduce the western system of learning for the middle class—these subjects, linked as they are with the names of striking personalities, present a fascinating field of study. The story has been told by Trevelyan, Syed Mahmud S. Sattianadhan, F. W. Thomas and H. R. James.†

* *Report of the Conference of Directors of Public Instruction, 1917.* Delhi, 1917 (p. 20).

† C. E. TREVELYAN, *On the Education of the People of India.* London, 1838.

SYED MAHMOOD, *A History of Education in India, 1781 to 1893.* Aligarh, 1895.

S. SATTIANADHAN, *History of Education in the Madras Presidency.* Madras, 1894.

F. W. THOMAS, *The History and Prospects of British Education in India.* London, 1891.

H. R. JAMES, *Education and Statesmanship in India.* London, 1917.

The present work is not a history of education in India. It is a reprint of documents. These documents are, for the convenience of the reader and with a view to their arrangement, connected by brief narratives. But in no sense are these narratives to be construed as forming a history. The important part consists in the documents themselves. Possibly these may yet assist in guiding some future student in the compilation of a history of this subject more elaborate than those which have yet appeared.

Nor is the present collection the first of its kind. Among earlier collections may be mentioned the following. An Appendix to the Minutes of Evidence of the Select Committee of 1832 on the Affairs of the East India Company * contains, in addition to Fisher's Memoir (of which more anon), a number of official papers dealing with early education in India. The Records of the Madras Government edited by Arbuthnot in 1855 † contain a valuable record so far as that Presidency is concerned, as well as records of more general interest. The collection of despatches from the Home Government published in 1870 furnishes documents for the period from 1854 to 1868.‡ Howell also in his works§ has collected a number of official papers. These books, however, are out of print. It is also necessary, in dealing with them, at once to supplement and to exercise selection.

This first volume covers the period from about 1781 to 1839. The documents deal with early private enterprise and the activity, first of individual servants of the East India Company, then of the Company itself; the foundation of institutions, many of which have survived

* *Minutes of Evidence taken before the Select Committee of the House of Commons on the Affairs of the East India Company, February 14th to July 27th, 1832, I Public.* Printed by order of the Hon'ble Court of Directors, London, 1833. (Appendix I.)

† *Selections from the Records of the Madras Government No. II, Papers relating to Public Instruction, comprising a memorandum of the proceedings of the Madras Government in the Department of Public Instruction with an appendix containing all the more important papers recorded on the subject.* Compiled by A. J. ARBUTHNOT, Madras, 1855.

‡ *Selections from the Records of the Government of India, Home Department, No. LXXVI, A collection of Despatches from the Home Government on the subject of Education in India, 1854 to 1868.* Calcutta, 1870.

§ P. A. HOWELL, *Education in India, prior to 1854 and in 1870-71.* Calcutta, 1872; and *Note on the state of Education during 1866-67,* Calcutta, 1868.

in some form or other till to-day ; the first grant in aid of education and the machinery devised for utilising it ; the surveys made with a view to a wide dissemination of knowledge ; the transfer of public interest and public funds from the pursuit of the old learning of the east to that of the western literature and science and to the study of the English language. Lord Auckland's minute of 1839 closes not only the controversy between the orientalists and the occidentalists but also a definite period, characterised by its own theories and enterprises—a period of vague but often heroic beginnings, which paved the way for the despatch of 1854 and the gradual realisation of an ordered policy.

The arrangement adopted is topical and chronological. This seemed desirable in order to bring together documents dealing with the same subject but with some regard to the sequence of their production. It does not profess to be perfect, but it is hoped that, on the whole, it will conduce to convenience for the reader. A chronological list of documents and a short index are included. When the series is complete it is proposed to publish a combined list and a combined index. There is also a tabular statement of events in India and in the general world of thought, which may help to locate and illumine the points of progress indicated in the documents.

The records which have contributed most to the volume are those of the Government of India. This is natural, since the object is to avoid detail and to concentrate on the general and the essential. But the record offices of the larger provinces also have been requisitioned and have provided useful material.

The documents themselves occur in four forms. *First*, there are originals. An example of these is document No. 31, which has probably never been copied and on the margin of which are still to be seen the observations of Macaulay written in his own hand. (The observations are reproduced in the print.) *Second*, there are early prints. Examples of these are numerous ; among them may be mentioned documents nos. 6, 8, 9, 21, etc. *Third*, there are old hand-written copies of the originals. *Fourth*, there are copies of these or of the

originals made by the record office. All these four, save the first, offer difficulties of readings. Even the prints are not perfect; the first and second prints of Macaulay's *Minute* contain curious (though unimportant) variations. The third class is, not unnaturally, full of obvious errors—the result of carelessness in copying or of ignorance. One finds 'thing' written for 'think,' 'last' for 'lost,' 'owing' for 'owning,' 'conduct' for 'contact,' 'taught' for 'thought,' 'exacted' for 'exalted,' 'execute' for 'excuse,' etc. There are also instances of impossible grammar. Such errors have been corrected in the present print. On the other hand, eccentricities of spelling have been preserved; and no attempt has been made, save in the connecting narratives, to render spelling consistent.

A document of particular interest for this period is *Fisher's Memoir*. Though it deals mainly with details and with individual institutions, its description of them sheds a flood of light upon the spirit and tendency of the times. I was urged to reprint it in full. At one time I had intended to do so. On a further consideration of this point, I have come to the conclusion that, in days when economy of printing is for a variety of reasons desirable, this course was hardly justifiable. The arrangement of the *Memoir* is necessarily defective, dealing as it often does twice or thrice over with the same institutions at different stages of their development. There is a good deal of material which, while it will not repay reprinting, is hardly separable from more valuable passages. Lastly, the elaborate statements in tabular form, which form one of its most interesting features, are difficult to reproduce. I have therefore (apart from allusions in the connecting narratives) put the main outlines of this work and some of its more illuminating passages into the form of an appendix.

My thanks are due to Mr. G. R. Kaye, who has zealously assisted me in the study and elimination of large numbers of records and who is responsible for the appendix summarising *Fisher's Memoir*; to the Records Officers for the ready supply of manuscripts, etc.; to Mr. Sanial of the Calcutta Historical Society; to Sir Michael Sadler, to whom I am indebted for advice and for the valuable suggestion of a

Preface

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statement of contemporaneous events and to Mr. Rushbrook-Williams for the checking of that statement and perusal of the work in manuscript.

H. SHARP,

*Educational Commissioner with the
Government of India.*

SIMLA ;

The 25th October, 1919.

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Selections from Educational Records

CHAPTER I.

EARLY ENTERPRISE.

“ Education is no exotic in India. There is no country where the love of learning had so early an origin or has exercised so lasting and powerful an influence. From the simple poets of the Vedic age to the Bengali philosopher of the present day there has been an uninterrupted succession of teachers and scholars. The immense literature which this long period has produced is thoroughly penetrated with the scholastic spirit : and the same spirit has left a deep impression on the social conditions of the people among whom that literature was produced.”*

In the laws of Manu and other Dharma Śāstras, there is information about the regulations of the studies of the upper classes, particularly the Brahmans, but there is no record of any instruction for the lower classes ; and even with reference to the “ twice born ” there is little indication of the extension of education. Famous seats of learning were Taxila—at the beginning of the Christian era, Ujjain in the early centuries of that era, Ayodhia, Nalanda and Pataliputra (Patna) during the Gupta period, and Benares ; and later on Sringeri in Mysore and Nadia in Bengal. Taxila, Nalanda and Pataliputra were Bhuddist centres. Fā-Hien describes briefly the monasteries at Pataliputra, Hiuen Tsiang and I-Tsing that at Nalanda ; etc.

* F. W. THOMAS, *The History and Prospects of British Education in India.* P. 1.

CHAPTER II.

THE GROWTH OF A SENSE OF RESPONSIBILITY.

Despite the efforts of individual officers, the East India Company had not yet come to regard the promotion of education as part of its duty and there was much opposition to the establishment of any system of instruction. Gradually the idea began to dawn that some responsibility lay upon that body. This view found expression both in England and in India.

Charles Grant, a servant of the Company in India, afterwards a Director and a member of Parliament, was one of the leaders of the Clapham sect and a friend of Wilberforce, the philanthropist. In 1792, Grant wrote a treatise entitled "Observations on the state of Society among the Asiatic Subjects of Great Britain, particularly with respect to Morals; and on the means of Improving it."* He submitted his treatise to his colleagues on the Court of Directors in 1797. The document begins by assuming that all parties will concur in the sentiment that we ought to study the happiness of the vast body of subjects which we have acquired in India. Then follows a picture of "the people of Hindoostan" and in particular of "the Bengalese," which leads one to suspect that this well-wisher of India felt himself concerned at any cost to make out, even at the risk of exaggeration, a strong case for reform and was influenced by the arguments used by the obstructionists that the necessity for it was lacking.

Grant declared the cause of this condition of things to be ignorance and its remedy to be education. He raised the question as to whether the medium of instruction should be the vernacular or English.

* *Report from the Committee of the House of Commons on the affairs of the East India Company, 10th August 1832. General Appendix 1; pp. 3 to 28.*

CHAPTER III.

INSTITUTIONS.

Before considering the documents which bear upon the contest between the Orientalists and the Anglicists, it is necessary to go back for a moment and to examine the character and progress of the institutions which Government had hitherto supported. The two most famous may be taken as examples ; and an early report is printed on a third, the Sanskrit College at Calcutta. Mention is made of other institutions in Chapters I and V and Appendix A.

The institution of the Calcutta Madrassa* was intended for the encouragement of the study of Arabic and Persian and of the Muhammadan law with a view more especially to the production of officers for the courts of justice. The course included natural philosophy, theology, law, astronomy, geometry, arithmetic, logic, rhetoric, oratory and grammar—all according to Islamic culture. There were five teachers on pay ranging from Rs. 30 to Rs. 400 a month ; and the students, arranged in five classes, received stipends from Rs. 6 to Rs. 15 according to the class in which they were enrolled.

Lands of the estimated value of Rs. 29,000 a year had been assigned for the maintenance of the Calcutta Madrassa and made over to Muhammad Moizuddin, who was called the Superior of the institution, and to his successors. In 1788 complaints were made of misconduct and mismanagement on the part of the Superior and the action taken did not prevent the recurrence of similar complaints thereafter. In 1818 it was found necessary to appoint a European Secretary to reside on the spot and control the affairs of

* See also pages 7 and 182 and the *History of the Calcutta Madrassa in Bengal : Past and Present*, 1914, Vol. VIII, p. 82f.

CHAPTER IV.

MASS EDUCATION AND ORGANISATION.

The efforts of the Company's servants had hitherto been mainly concentrated on higher institutions for the teaching of Sanskrit and Arabic. Lord Hastings had declared that the strength of the Government in India must be based not on the ignorance but on the enlightenment of the people. But efforts in the direction of founding common schools of instruction in the vernacular had for the most part emanated from missionaries. There were the Tanjore schools founded by Swartz, those at Cuddalore founded by Kiernander, and others.* In Bengal there were Marshman's schools for the people and May's Chinsura schools † which in 1816 numbered thirty with over 2,000 pupils. In Bombay a Society for promoting the education of the poor was formed as the result of a voluntary assembly of the inhabitants of that city which took place in the vestry room (1815); donations created a fund of Rs. 20,000; the Court of Directors gave a monthly grant of Rs. 500; and schools were established both for Christians and for natives. ‡ A little later, in 1817 and 1819 respectively, the Calcutta School Book Society and the Calcutta School Society were founded, for the diffusion of useful elementary knowledge and the establishment of native schools throughout the country. Both received grants from Government. Howell says of the grant to the latter that it was "the first recognition on the part of the Home Government of the claims of education for the masses." §

* The 1787 despatch to Madras (pp. 3, 4 above) says that Swartz "prevailed on the Rajah of Tanjore to establish schools for teaching English," but Fisher [220/412] only speaks of instructing the natives; and G. Smith in his *Short History of Christian Missions* (p. 143) terms them vernacular schools.

† *Evidence of 1832*, App. I [206/403].

‡ *Idem* [229/418].

§ *Education in British India*, p. 13.

CHAPTER V.

THE BEGINNINGS OF ENGLISH EDUCATION.

The authorities began by patronising the ancient form of learning. They then awoke to the illiteracy of the masses, set forth enthusiastically to establish common schools and then recoiled at the magnitude of the task. But they did not return to the encouragement of Sanskrit and Arabic lore—although these forms of education were not abandoned without a struggle. The same year (1823) which witnessed the commencement of surveys and plans of mass education witnessed also a decisive step in the policy upon which the more enlightened servants of the Company, despairing of the attempt to diffuse vernacular instruction, were now to embark. The controversy between the Orientalists and the Anglicists had in reality already begun and it only remained for the views of the latter to assert themselves in a practical manner.

The earliest and the most extreme supporter of the Anglicist view was Charles Grant,* the friend of Wilberforce. With some hesitation I quote, as document No. 22, an extract from his "Observations" written in or about 1792. His proposals go far beyond anything urged by Macaulay or subsequently adopted.

Grant's proposals seem to have had little practical effect. Perhaps they were recognised as violent and impracticable. But an uneasy feeling began to assert itself, and the possibility of spreading a more useful and effective type of education began to be considered. Lord Moira's Minute of 1815 (document No. 9), emphasised the necessity not only of multiplying schools but also of inculcating more accurate ideas of general science and sounder principles of morality. He also criticised the type of education given in the "University of Benares," as he termed the Sanskrit College there.

* For previous references to Grant, see chapter II, p. 16.

CHAPTER VI

MACAULAY'S MINUTE.

This controversy, which came to a head in 1823, dragged on and led in 1835 to Lord Macaulay's famous minute. The Committee of Public Instruction was divided against itself in the matter—witness Mr. H. T. Prinsep's minute of the 9th July 1834 and his note of the 15th February 1835 (documents Nos. 27 and 31). Further evidence of the condition of things is given in two letters from the Secretary of the Committee (documents Nos. 28 and 29). These last were the occasion of Macaulay's minute, which is re-printed *in extenso* (document No. 30). Lord Bentinck's Resolution of the 7th March 1835 (document No. 32) appeared to close the controversy, the history of which is given in the next chapter as document No. 33.

The famous minute was not generally known at the time. It is said to have been published in England in 1838, but this is doubtful. Macaulay himself re-read it again in 1853 and possibly showed it to Cameron.* Allusions to it were made in or about that year. The Director of Public Instruction in Madras reproduced it in 1855;† Woodrow published it in 1862,‡ together with other *obiter dicta* of the great essayist; and the minute was republished soon after in a London Magazine. The original manuscript copy of the minute has been lost. But there is among the Government of India records an authenticated copy, from which the document here given is taken.

Document No. 31 is of particular interest. It appears never to have been published. The manuscript bears the marginal remarks of Lord Macaulay written in pencil with his own hand.

* See C. H. CAMERON, *An address to Parliament, etc.*, 1853, p. 64.

† A. J. ARBUTHNOT, *Selections from the records of the Madras Government* No. ii, 1855.

‡ H. WOODROW, *Macaulay's minutes on education in India written in the years 1835, 1836 and 1837 and now first collected from the records in the Department of Public Instruction*, 1862.

CHAPTER VII.

THE ORIENTALISTS' POINT OF VIEW.

But the controversy was not dead. Nor was Lord Bentinck's resolution to stand unchallenged. It was too revolutionary. An interesting extract from the diary of H. T. Prinsep, the protagonist of the Orientalists, shows the state of public feelings. It is printed as document No. 33. In a minute of the 20th May 1835, he attacked Macaulay's views and the resolution (document No. 34). Meanwhile, on the 11th of April 1835, the Committee of Public Instruction had adopted certain propositions, among which one (accepted by the Government) was in favour of the establishment of the schools "for the teaching of English literature and sciences through the medium of the English language." It was proposed to make a beginning at Patna and Dacca. The papers are printed as documents Nos. 35 and 36.

(33) *Extract from the Diary of H. T. Prinsep.**

*H. T. Prinsep's
diary.*

I shall not attempt to describe in detail all that was done by the Governor-General† during the short period of his stay in Calcutta, after his return from Ootacamund, but shall confine myself to two or three matters of my own departments in which I was a principal actor. The first was connected with the measures for the promotion of education among the natives. The Government had commenced, as I have stated, with the endeavour to incorporate instruction in the sciences of Europe and in English literature upon the foundation of the native institutions which existed for teaching the vernacular languages and Sanskrit literature to Hindus or that of Arabic and Persian to Muhammadans. There was, however, a class of Anglo-Indians and the younger civil servants mostly joined it, who were opposed to Government's assisting to give instruction in any kind of Eastern litera-

* In 1865 he wrote an autobiographical sketch of his official life, which, however, he did not publish. (*Dic. Nat. Biog.* xvi, p. 393.) The following extract was supplied by Sir E. D. Ross.

† Lord William Bentinck. Prinsep is most severe on Lord Bentinck, whom he regarded as unduly suspicious and meddling, but to whom he gives credit for honesty of intention.

CHAPTER VIII.

LORD AUCKLAND'S MINUTE.

Thus a compromise appeared to have been reached. But the matter was not to rest here. There was no doubt a great body of feeling against the new learning and fears were expressed regarding failure to maintain the old. As to the English language, the necessity of insisting upon it as a qualification for service had not been officially recognised. The committee on examinations which met in Calcutta in 1826 to give effect to the proposal of Government that literary attainments should be made "the condition of appointment to the law stations in the courts and of permission to practice as law officers in those courts," had prescribed, both in the law and in the language in which it is written, "Sanskrit or Arabic, as the case may be." In 1828 Sir John Malcolm Governor of Bombay, recorded an interesting minute, in which he declared against the teaching of English as an unnecessary burden, though translations of English works were requisite. An extract is reprinted as document No. 37.

Lord Auckland succeeded Lord Bentinck as Governor-General. Petitions were received from students of the Sanskrit College and the Madrassa, complaining that they were deprived of their stipends. One of these and Lord Auckland's reply are printed as documents Nos. 38 and 39.

In a comprehensive minute, dated the 24th November 1839, Lord Auckland reviewed the situation, guaranteed the maintenance of the oriental institutions, declared for English instruction in zilla schools and the foundation of central colleges and advocated translations into the vernaculars for vernacular classes in the zilla schools. In the same minute he supported Adam's proposals for the extension of mass education, but submitted his larger projects to the Court of Directors and desired to learn the experience of Bombay. This minute and Mr.

APPENDIX A.

FISHER'S MEMOIR.*

This memoir was originally compiled in 1827 from the records at the East India House by Thomas Fisher, Searcher of the Records. In 1832 he added a supplement to his memoir giving further information relative to native schools and to the diffusion of science among the natives. The memoir and supplement appear as part of appendix I to the Minutes of Evidence taken before the Select Committee of the House of Commons on the affairs of the East India Company—February 14th to July 27th, 1832 (I Public). This was published in 1833 and again in 1853.

In this evidence, following Fisher's *Memoir*, and completing appendix I, are given a number of original documents on education in India.

The memoir deals with Bengal, Fort St. George, Bombay and Prince of Wales' Island, Singapore and Malacca. The following summary relates only to those portions of the memoir that deal with India proper.

The treatment refers to individual institutions rather than to

* The full title is "MEMOIR, dated February 7, 1827, compiled from the Records of the *India* Governments at the *East India* House, in pursuance of a Minute of the Committee of Correspondence, showing the extent to which Aid had been afforded by the local Governments in *India* towards the establishment of NATIVE SCHOOLS in that country; And, A SUPPLEMENT to the foregoing Memoir dated February 23, 1832, containing a Narrative of the further proceedings of the local Governments in *India* relative to NATIVE SCHOOLS in that country, to the date of the latest records received from *India*."

The Memoir is printed in the *Minutes of Evidence taken before the Select Committee of the House of Commons on the Affairs of the East India Company, February 14 to July 27, 1832.* (I Public.) *Appendix I.*

These Minutes were first printed by order of the Honourable Court of Directors in January 1833; and they were again ordered to be printed on the 20th August 1853. In the former the Memoir and Supplement occupy pp. 194 to 324; and in the latter pp. 395 to 483. References are given to both editions.

education as a whole. In the following notes the information given by Fisher both in the memoir and supplement is combined, and Fisher's order, which is documentary, has been somewhat changed.

Analysis of Fisher's Memoir and Supplement.

I.—BENGAL.

The Presidency Town.

The Calcutta Madrassa was founded in 1781 by Warren Hastings, who provided a building at his own expense. This expenditure was afterwards charged to the Company. The Bengal Government also assigned lands of the value of Rs. 29,000 a year for the support of the institution. The original intention was to promote the study of the Arabic and Persian languages and of Muhammadan law with a view to supplying officers for the courts of justice. In 1785 the lands were assigned by Sanad to Muhamad Muiz-ud-din, the Superior, and to his successors. In 1788 complaints of grave misconduct were received and the management was assumed by Government. In 1791 the institution was again found to be in a state of disorder and a new superior was appointed and the management placed in the hands of a Committee, and regulations were framed. In 1812 Dr. Lumsden reported that the institution was again in a state of inefficiency. In 1818 a similar report was made by the Committee who recommended the appointment of a European Secretary. Captain F. Irvine was appointed with a salary of Rs. 300 per mensem, and the Government at the same time fixed the revenues of the Madrassa at Rs. 30,000 per annum. In 1821 the Committee reported on the lack of books—the stock consisting only of 12 volumes—and Government agreed to an expenditure of some Rs. 6,000 for the formation of a respectable library. In the same year new regulations were framed. In 1822 the Committee submitted a report of the first annual examination, which appears to have been a success.

In 1822 Dr. Lumsden was appointed Secretary. In the same year the Committee reported that “the prejudices of the preceptors opposed considerable obstacles in the way of reform.”

In 1823, Government, owing to the unsuitable location of the institution, ordered the construction of a new college in Hastings Place and sanctioned Rs. 1,40,537 for the purpose. Later an English class was established, which in 1828 consisted of 42 out of 73, the total number of students. [196, 217, 252/396, 409, 435.]*

* The first set of numbers (196, 217, 252) refers to pages in the 1833 edition; the other numbers refer to the 1853 edition.

The Calcutta Hindu Sanskrit College.—In 1821 it was considered that Government was relieved from the pledge given in 1811 to establish colleges at Nadia and Tirhut. H. H. Wilson gave reasons for abandoning that design and suggested the foundation at the Presidency of an institution similar to that at Benares, but upon a larger scale. Government appointed a Committee and Lieutenant Price as Secretary on Rs. 300 per mensem and gave a grant of Rs. 30,000 per mensem and Rs. 1,20,000 for the erection of the college.* The college was opened in 1824. (Here follows an account of the importation of certain philosophical apparatus which has already been dealt with in Chapter V, page 79.) “In 1827, the acquirements of the students in the Sanskrit language and literature had reached a point of excellence which had never before been attained under the native system of education.” A medical and an English class had been formed. The report of 1829 states that Rs. 300 per mensem had been assigned for the establishment of a hospital in the vicinity of the college. In 1823 Rammohan Roy addressed the Governor-General.† Government thought the letter had been written under some misapprehension of their views regarding the Sanskrit College (Fisher then quotes the despatch of 18th February 1824 which has already been given as document No. 24, and the Committee of Public Instruction's defence of their policy which has already been given as document No. 25).‡ [212, 217, 254/406, 410, 436.]

Vidyalaya or Anglo-Indian College.—In 1816 some native gentleman of Calcutta subscribed Rs. 1,13,179 to found a seminary. It was placed under the General Committee as a condition of aid to the extent of Rs. 300 per mensem. Mr. Ross was appointed lecturer in natural philosophy. The report of the examination for 1824-5 conducted by Mr. Wilson appears favourable. That for 1825 gives a still more favourable view. The number of pupils was 200. A limited number of scholarships were endowed by Government. The reports of 1827 and 1828 give the subjects of study as natural and experimental philosophy, chemistry, mathematics, algebra, Tytler's Elements of General History, Russell's Modern Europe, with Milton and Shakespeare. In 1826 the pupils numbered 196, in 1827, 372 and in 1828, 437, of which last number 100 received gratuitous education. In 1829 the progress was less satisfactory than formerly and the services of the Revd. Dr. J. Adamson were secured. [217, 256/410, 437.]

English College.—The Committee suggested to Government, who approved, the establishment of a distinct *English College* for the more advanced students from the Hindu and Muhammadan colleges to whom gratuitous instruction in

* See the extract from the Resolution of 21st August 1821 quoted in chapter V, p. 79.

† See Chapter V and document No. 26, p. 98.

‡ See also page 31 and document No. 14, p. 39.

literature and science by means of the English language should be given. The estimated cost was Rs. 24,000 per annum. The Court of Directors were asked to sanction this college and to send out two preceptors at a salary of Rs. 400 per mensem each.* [218/410.]

School for Native Doctors.—In 1822 the establishment of a medical school to consist of 20 students with allowances of Rs. 8 per mensem each, and a superintendent on Rs. 800 was settled. The Court did not altogether approve and expressed a preference for the Fort St. George plan of training half-castes as dressers. The Court also thought the salary of the superintendent excessive. In 1825 the Medical Board explained their reasons for not adopting the Madras system and the superiority of their own scheme. During the prevalence of cholera in 1825 the students were most usefully employed. In 1826 the number of students was increased to 50 and the stipends to Rs. 10. The Court approved and sent out certain models. [270/447.]

The Calcutta Mission College, etc.—For several of these institutions Government has granted the land which they occupy. [220/412.]

The Bhowanipore and Kidderpore Schools were established and supported by voluntary subscription for the instruction of Hindu lads in English. In 1829 Europeans and Indians were associated in the management and the School Society made a monthly grant. The General Committee also placed at the disposal of the School Society Rs. 1,000 for the use of each school, considering it to be “a great object to establish schools of this description, which might in time serve as preparatory steps to the Hindoo College and relieve that institution of part of the duty of elementary tuition.” They have since been united. [264/442.]

The Old Calcutta Charity School.—The funds were augmented “from the restitution money received for pulling down the English church by the Moors at the capture of Calcutta in 1756” and by a legacy left by Mr. Constantine. The old court house belonged to the school. The school was eventually united with the Calcutta Free School. [204/401.]

The Calcutta Free School Society was founded in 1789. The Governor General in Council communicated the plan and object of the society throughout Bengal. The Company’s surgeons were to give gratuitous attendance and medicines were to be provided free by Government.

* See the despatch of 5th September 1827, §§ 20-23. The proposal does not seem to have meant a separate college, but separate classes. The Court approved and promised to take steps to secure two preceptors. (The despatch is printed in the *Evidence of 1832*, No. 8 [333/489], and also in the *Madras Selections of 1855*, pp. XXIX-XXXV.)

In 1800 the funds of the old and new schools were amalgamated and amounted to Rs. 2,72,000. In 1811 application was made to Madras "for a teacher conversant with the Lancasterian plan of instruction" but without success.* In 1827 in consequence of depreciation of Government securities the funds available became reduced and Government gave a grant of Rs. 800 a month. [204, 272/401, 448.]

The Calcutta Benevolent Institute was founded in 1810 to afford instruction in Bengali and English to the descendants of indigent Christians. Dr. W. Carey was the first secretary. In 1826 the average daily attendance was 250. Government then gave a grant of Rs. 13,000 and in 1827 a permanent grant of Rs. 200 per mensem was made. [276/451.]

Calcutta Ladies' Schools for native females.—In 1825 a society of ladies applied to Government for a grant of Rs. 10,000. This was approved but vetoed by the Governor-General, who had "ascertained that it had been publicly avowed in the hearing of many native gentlemen that the object of the ladies' society was the propagation of the Christian religion." The Court of Directors confirmed his decision. [277/451.]

Calcutta School Book Society.—This institution was founded in 1817 "with a view to the promotion of the moral and intellectual improvement of the natives." "The plan of the Society carefully excludes all means calculated to excite religious controversy." In 1821 the funds were low; 126,446 copies of useful works had been put into circulation; and Government sanctioned an annual grant of Rs. 6,000. In 1830 the published works of the Society comprised 38 volumes. (A list of these works is given.) In 1828 and 1829 some 28,671 copies were circulated. The expenditure within that period appears to have been Rs. 31,000. (An extract from the report of the Society follows.) [210, 272/405, 449.]

The Calcutta School Society was formed in 1819 for the purpose of establishing native schools. In 1823 application was made to Government for aid and a grant of Rs. 6,000 a year was given and approved by the Directors in 1825.† The Directors particularly commended the Society's education of teachers. [211, 272/406, 448.]

The Mufassal.

Agra College.—In 1822 the accumulated proceeds of certain property of the late Gangadhar Pandit amounted to nearly Rs. 1,50,000. The Committee suggested a college in which the Persian, Arabic, Sanskrit and Hindi languages should be taught, but did not recommend the immediate introduction of the English language

* See p. 23. The Bell and Lancasterian methods were similar; but it was Bell that was associated with Madras.

† See the extract from the despatch of 9th March 1825 quoted in chapter IV, p. 50.

and European science. The institution of a college with an annual expenditure of Rs. 15,240, exclusive of house-rent, was sanctioned. In 1827 the "elements of geography, astronomy and of mathematics, according to the European system" were introduced. After some discussion an English class was formed. The students numbered 117 in 1826; 210 in 1827; 203 in 1829, of whom 73 received stipends. [215, 253/408, 435.]

Ajmer Schools.—In 1818 the Vizier determined to introduce the Lancasterian system of education in Rajputana. Mr. J. Carey, the son of Professor Carey, was selected by the Governor-General for this service. In 1822 there were four schools with 100 pupils. Mr. Carey "introduced the Christian Scriptures as school books; a measure which was considered objectionable."* The Company's grant up to 1823 amounted to Rs. 17,859. In 1827 the schools were reduced to one at Ajmer. In 1828 there were less than 200 boys in this school. The Committee complains of the inadequacy of the reports. [209, 259/405, 439.]

Allahabad School.—The native school at Allahabad was started in 1825 by some English residents who subscribed about Rs. 30 per mensem. In 1826 there were 48 pupils and application for Government assistance was made. The General Committee supplied books to the value of Rs. 1,000. In 1830 there were about 64 students and the report was very favourable and a grant of Rs. 100 per mensem was sanctioned. [260/440.]

Bareilly.—In 1827 the local agents reported that there were 121 schools in Bareilly and also 11 persons who taught Arabic and two who taught medicine. In the villages around Bareilly were 22 schools and in the other parts of the district were 220 schools besides the college of Mahsud Ali at Badaun. Persian and arithmetic were taught, and in the colleges Arabic. There were schools in which the children of Mahajans and those intended for Patwaris were taught accounts. "Hindus and Mussalmans have no scruples about reading together." The teachers were paid from Rs. 3 to Rs. 7 a month and were given food and presents. "The boys begin to study at 6 years of age sometimes, but seldom till 20; in the colleges from 14 to 25, sometimes 30."

The Committee suggested the establishment of a college in this district. The Bengal Government fully concurred and a local committee was named. "The proposed establishment was, upon further consideration, abandoned." [261/441.]

Benares Sanskrit College.—This was projected by J. Duncan, the Resident at Benares, in 1791. The expense for the first year was limited to Rs. 14,000, but in the following year was increased to Rs. 20,000. The object of the institution was "the preservation and cultivation of the laws, literature and religion of the

* See page 6.

Hindus." In 1811 Lord Minto suggested the reform of the Benares College. "The principal cause of the want of efficiency...arises from the prejudices of Hindus against the office of *professor* considered as an *office*, or even as a *service*." "The malversation of the former native rector and the feuds among the members of the college" had materially defeated the object of the institution. In 1815 a European superintendent (Mr. Galanos) was appointed. In 1820 Mr. H. H. Wilson and Lieutenant Fell were desired to join the Committee for the purpose of facilitating the production of a full report. - The Committee reported a balance on hand of Rs. 97,343, but very little proficiency. In 1820 Lieutenant E. Fell was appointed superintendent. In 1821 general improvement was reported. The total expenditure up to December 1824 amounted to Rs. 6,74,000. In 1824 Lieutenant Fell died. The report of 1824 was not satisfactory. "The attendance of the local Committee at the disputation and distribution of prizes had been prevented by unexplained circumstances." In 1827 a separate English School was sanctioned.* [201, 217, 253/399, 409, 435.]

Benares Charity School.—In 1814 Jai Narain Ghosal gave Rs. 20,000 for a school. The school was founded in 1818 and the Revd. D. Corrie was appointed to the management thereof. Government gave a grant of Rs. 3,033 per annum. The subjects taught were English, Persian, Hindustani, Bengali, arithmetic, Government regulations, history, geography, astronomy. In 1825 Kali Sankar Ghosal, the son of Jai Narain Ghosal, increased the funds by Rs. 20,000. [208/404.]

The Bhagalpur School was established in 1823 to provide instruction for recruits and children of soldiers. Government provided Rs. 1,500 for a school house, Rs. 200 per mensem for the school and Rs. 100 per mensem for the Superintendent (Captain J. Graham), later augmented to Rs. 200. In 1824 the Bishop of Calcutta visited the school and expressed his pleasure at the progress made. In 1828 it was proposed to discontinue the school as "it was considered inexpedient to burthen the Education Fund with a charge of Rs. 300 a month." The Committee appear to have been more satisfied with the report of 1829-30. [219, 258/411, 438.]

Biaspur Seminary.—In 1822 a petition relating to a pension of Rs. 5 per mensem, which had been granted in 1793 "for the support of a Hindu Seminary at Biaspur," was allowed. [289/460.]

Birbhum.—In 1820, a Hindu, named Sarbanund, offered Rs. 5,000 as an endowment for a native school on condition that his claim to the "oojahship" should be sanctioned. The offer was declined. [290/460.]

Burdwan.—In 1818 a claim of a pension of Rs. 60 per annum for the support of "a religious institution and seminary" was allowed. In 1819 a similar claim in

* See also documents Nos. 2, 3 and 4, pp. 10-13.

connexion with a madrassa in the district of Burdwan was made, but no decision is recorded. In 1823 an endowment of Rs. 254 per annum "for a college at Burdwan" was reported. [284/456.]

The Cawnpore Free School was established about 1820 chiefly to afford warrant and non-commissioned officers instruction superior to that of the regimental schools. "The English, Hindu and Muhammadan lads were all educated together... the native children flocked to the school in pursuit of the English language." In 1823 there were 187 scholars and a grant of Rs. 400 per mensem was given. In 1830 the report was very satisfactory; there were then 75 scholars learning English, 47 learning Sanskrit and 23 studying Persian and Arabic. [211, 260/406, 440.]

The Chinsura Schools.—Certain schools were projected by Mr. R. May, a missionary, and were conducted by him on the Lancasterian plan. Mr. Watson, Judge of the Court of Circuit, writes "My curiosity and admiration were, I confess, never more excited than on the occasion of the visit I paid to the principal seminary at Chinsurah, under Mr. May, in which with its affiliated schools, no less than 800 children are instructed." Between 1814 and 1815 sixteen schools had been established: the average attendance was 951. The estimated cost of 20 such schools was Rs. 330 per mensem. Government gave Rs. 600 per mensem for the purpose of establishing schools on Mr. May's plan. In 1815 the natives, in rivalry, opened some schools. In 1815 also Mr. May intimated "his intention of forming a separate school for teachers." In 1816 the schools numbered 30 with 2,000 pupils. In 1818, when Mr. May died, there were 36 schools with 3,000 pupils. In 1824 these schools were placed under the Instruction Committee. They appear to have "declined considerably." In 1829 there were 14 schools with 1,540 pupils. [206, 258/403, 439.]

The Chinsura Free School, a separate establishment, in 1829 contained 64 pupils. [259-439.]

Chittagong Madrassa.—In 1827 it was reported that Mir Hinja had bequeathed lands for the endowment of this Madrassa. This endowment produced Rs. 1,570 per annum and provided for the instruction of 50 students. [289/460.]

Dacca Schools.—In 1823 a society was formed in Dacca for the support of the local schools. The society took under its care 6 schools which for some time had been supported by the Serampore Society, and which in three years had increased to 25 with 1,414 pupils. "Through some unaccountable cause the native subscribers withdrew their support in 1826." The General Committee held that these schools did not strictly fall within their jurisdiction and stated that the fund at their disposal was already entirely appropriated. Government, however, gave a sum of Rs. 3,000 and a supply of school books. [260/440.]

Delhi College.—In reply to an enquiry from the General Committee Mr. J. H. Taylor reported on the state of education at Delhi. He noted lack of encourage-

ment, ancient endowments in a state of neglect, poverty of the people; "on the other hand, that many old colleges exist." The establishment of a college at Delhi was determined and Rs. 600 per mensem was appropriated from the education fund and Rs. 250 per mensem from an existing fund at Delhi.

A donation of Rs. 1,70,000 was made by Nawab Islamaid-ud-Dowla, late minister of the King of Oudh. In 1827 the study of astronomy and mathematics on European principles was introduced. In 1827 the students numbered 204; in 1828, 199 and in 1829 the number was 152. The *Delhi Institution* "has since been founded." [215, 253/408, 435.]

Delhi Madrassa.—A grant of Rs. 7,115 from the Town Duty Fund was made towards the repair of the *Madrassa of Ghazi-ud-Din Khan*,* "an edifice of great beauty and celebrity." Mr. Taylor was appointed superintendent of this institution with a salary of Rs. 150 per mensem and a grant of Rs. 700 per mensem was allotted to it in addition. [216/408.]

The Delhi Schools of Mr. Fraser.—Mr. Fraser had at different periods since 1814 instituted schools for about 80 boys at an expense to himself of about Rs. 200 per mensem.† He suggested that the Committee should take over his schools and extend them so as to educate 400 boys at an estimated cost of Rs. 8,400 per annum. The Committee refused on the grounds that the charge was large compared with the Chinsurah schools; and remarked that, as the peasantry of few other countries would bear a comparison as to their state of education with those of many parts of British India, the limited funds under the Committee's management ought to be employed in giving a liberal education to the higher classes of the community. [216/409.]

Delhi Territory.—A report of 1826 states that "in the town of Panipat there are several ill-supported and thinly attended schools. . . . In parganah Sonapat it is reported by the Thanedar that there are but three schools. . . . For many years Mr. William Fraser supported schools in the larger villages of the Parganah, but was forced to withdraw his aid. . . . In the town of Karnal (containing 20,000 inhabitants) there is only one school." In 18 mosque schools were 227 pupils. A report of 1827 gives for the southern division of Delhi 27 Muslim schools with 289 pupils and 24 teachers, and 70 Hindu schools with 886 pupils and 70 teachers. Another report of 1827 gives details of "31 schools in this district and of 247 schools in Delhi and its immediate vicinity." The education is stated to have been either gratuitous, or the remuneration provided by the scholar; "except in

* The father of the first Nizam of Hyderabad. The Madrassa is just opposite the Ajmer Gate. See CARR STEPHEN *Archæology and Monumental Remains of Delhi*, p. 263.

† See Document No. 5, p. 13.

the instance of one school of seven scholars the master of which received Rs. 3 per month from the King." [268/445.]

Etawah School or (?) Mainpuri College.—The magistrate of Etawah had appropriated for teachers Rs. 101 out of the Town Duties. This was eventually sanctioned and the appropriation was continued until 1828 when, it appears, "no progress had been made in useful learning, that the greater number of pupils was generally absent.... Under these circumstances the institution was abolished." [267/441.]

Hamirpur in Bundelkhand.—In 1828 Mr. M. Ainsle reported the establishment of a school at Hamirpur and that the Raja of Datia had asked to be allowed to subscribe Rs. 1,000 towards it. [281/454.]

Hijili Madrassa.—In 1814 a claim of one rupee a day, for the support of a madrassa in the village of Burbah, was accepted and paid with arrears. [208/404.]

Hill Country.—Mr. Gerard suggested the establishment of schools, but the Committee resolved to limit their aid to the supply of books. [216-409.]

Hooghly Imambara.—In 1817 the existence of a small school attached to the Hooghly Imambara was reported. In 1824 this institution had 'acquired the title of a madrassa' and was in a prosperous state. The funds had by prudent management amounted to Rs. 16,000 per annum. The expenses were Rs. 505 per mensem. There were 83 students, 60 of whom were reading English. There appeared to be other funds available "particularly the purchase money of the Saidpur estate." [285/457.]

The Jaunpore Native Free School was established in 1829. In 1830, 116 boys were in attendance. The school was free and was "conducted on the Lancasterian plan." [279/453.]

Day School at Meerut.—In 1819 a retired Sergeant, Robert Blewett, was allowed to open a day school at Meerut. [277/452.]

The Meerut Free School was established by some European officials. In 1829 there were 21 European, 16 Hindu, 34 Mussalman pupils. An application for a grant was refused by the General Committee on the grounds that all their funds were appropriated, and that their funds were intended for natives and not for Europeans. The Committee's refusal concludes by saying "our chief hope of making any advance.... is, by forming and fostering a few effective establishments rather than by the multiplication of seminaries of an inferior description." [277/452.]

Murshidabad College and School.—In 1825 Government sanctioned the establishment of an institution at Murshidabad for the education of members of the Nizam family at an annual cost of Rs. 16,536. In 1826 it was reported that, the members of the family of the Nizam "not consenting to embrace the opportunity of entering the institution, the Resident filled up the number of 50 students,

of whom six were to attend the college—44 the school.” The annual charge was Rs. 18,000. [219, 281/411, 454.]

Barnagore School in the city of Murshidabad.—In 1818 a claim for Rs. 5 per mensem for the support of a college at Murshidabad was allowed. In 1821 this claim was again considered and allowed. [285/457.]

Proposed Colleges at Nadia and Tirhut.—The establishment of colleges at these places was proposed by Lord Minto in 1811.* A committee was formed in Nadia to carry out the plan but nothing was done until 1816 when the committee reported on the state of education in Nadia. There were 46 schools with about 380 students “their ages averaging between 25 and 35 years.” Government made further enquiries but no reply appears to have been received by 1821. At Tirhut also a committee was appointed to carry out the idea. Suggestions were made but nothing had been done by 1821. In that year (1821) the design of founding colleges at Nadia and Tirhut was finally abandoned. [205/402.]

Nadia.—(The supplement contains further information about Nadia.) In 1829 a petition for the restitution of allowances amounting to Rs. 100 per mensem was investigated and eventually sanctioned by the Committee of Public Instruction. A report states that Nadia contains about 25 *tols*. The instruction is free. The Pandits receive funds from former grants of the Raja of Nadia and presents from the zamindars. The students are full grown men: the usual number in a *tol* is about 20 to 25 but there may be some 50 to 60. The total number of students is said to be from 500 to 600, some from remote parts of India. The chief study is *Nyaya* or logic. From 1813 to 1824 various claims to the continuance of allowances were made and granted. [257, 286, 438, 458.]

State of Education in Nagpore.—In 1826 Mr. R. Jenkins reported on education in the country of Nagpore. In Captain Gordon's district were 113 schools with 1,170 pupils: “calculating the number of children under sixteen years, beyond which age they never remain at school, at 80,077 it would appear that public instruction is only extended to one in eighty.” In the Wainganga district were 55 schools with 452 pupils. In Captain Montgomerie's district were only 7 schools. In Chhattisgarh were 4 or 5 schools at Rattanpur, 5 at Raipur and perhaps one in each *parganah*. The schoolmasters received from two to four annas a month from each scholar. Private tuition was given free to a still greater number of children by the village pandits. The teachers were paid by the parents at the rate of two or three rupees per annum or by presents, “but more frequently by the tutor living free of expense with the parents of the children.” The number of public schools in which payments were made by the parents was 46 with 736 pupils. There were

* See document No. 6, p. 19.

51 private tutors with 323 pupils. The remuneration of private tutors varied from Rs. 2 per mensem in addition to their food and clothing, to Rs. 30. [282/455.]

Rajshahi.—In 1817 a claim for Rs. 7-8 per mensem “for performing the duty of a school” appears to have been disallowed.

In 1813 a claim for Rs. 90 per annum for the support of a college, which, it was reported, was still efficiently maintained, was allowed. [288/459.]

School at Surgeemarree in Rangpur.*—In 1826 Mr. D. Scott “called the attention of the Bengal Government to the rude and barbarous state of the inhabitants of the Garo mountains.” A school was started with a headmaster on Rs. 200 per mensem, a native assistant at Rs. 50; stipends for 40 boys Rs. 160; contingencies Rs. 40. The first incumbent resigned and the second died in 1828. [279/453.]

The Sylhet Madrassa was reported upon in 1827. “A few disciples,” were instructed and “the parties appeared to be extremely indigent.” [289/459.]

General.

The General Committee of Public Instruction at Calcutta.—In 1823 a note by Holt Mackenzie† led to the formation of a General Committee of Public Instruction.‡ The lakh of rupees appropriated for education§ was placed at the Committee’s disposal. The schools at Chinsurah, Rajputana and Bhagalpur were placed under the control of the Committee. Correspondence relating to education was transferred to the office of the Persian Secretary.|| The arrears of the lakh of rupees for 1821-2 and 1822-3 amounting to Rs. 1,66,400 were placed at their disposal. In 1826 the Government forwarded a report of the Committee to the Court of Directors (Fisher then gives an analysis of this report which consists of accounts of the various institutions. The essential information contained in Fisher’s analysis has been incorporated in the preceding paragraphs.) [214, 252/408, 434.]

Despatch of 5th September 1827.¶—This despatch suggests the restriction of expenses, and the abolition of pensions to students. The services of the late Dr. Lumsden are eulogised: the arrangements proposed in the Vidyalaya are confirmed, particularly the two professorships. It directs attention to the

* Kurigram south of Cooch Bihar. Singimari river is a tributary of the Brahmaputra.

† Document No. 17, p. 57.

‡ Document No. 16, p. 54.

§ Document No. 7, p. 22.

|| See documents Nos. 15 and 20, pp. 54 and 71.

¶ Printed in *Evidence of 1832. App. I, No. 8* [333/489] and also in *Madras Selections, 1855*, p. 29.

moral as well as the intellectual character of the students. The orders relating to employment in the law courts are confirmed. [267/445.]

*Despatch of 18th February 1829.**—This relates to the Finances of the Company and directs economy. [267/445.]

Despatch of 29th September 1830.†—This despatch reviews the reports on institutions, which are considered highly gratifying. It reviews the several institutions, refers to the establishment of English colleges, to English as the language of public business and the proposed college at Bareilly, which is approved. [267/445.]

Despatch of 24th August 1831.‡—This despatch reviews the encouraging reports on institutions. It approves the establishment of a hospital in connexion with the Calcutta Sanskrit College. The progress of the Anglo-Indian College is considered not so satisfactory. The donation by Raja Ashmad-ud-Dowla to the college at Delhi is considered important aid. The encouragement given to the Serampore publications in English and Bengali is approved. [267/445.]

Regulation XI of 1826.—In 1826 a Committee was formed to consider the proposal to make literary attainments the condition of law appointments; and Regulation XI of 1826 in which certain rules were embodied was passed. The last of these rules allows learned natives to claim examination for a certificate at the annual examinations at the Madrasa and Hindu Colleges. [266/444.]

The Press.—A press, as a means of extending knowledge by the introduction of printed books, involving an outlay of Rs. 13,000 with an establishment costing Rs. 715 per mensem was authorized. Later the establishment was transferred to the Baptist Mission Press. Between 1824 and 1830 it cost Rs. 98,890. Thirty-three works were produced and their estimated value was Rs. 58,890. (Details of publications are given.§) [218/411.]

Contributions.—Contributions to the Education Fund from the Rajas Kali-Sankar Ghosal, Harinath Rai, and Budanath Rai to the amounts of Rs. 92,000 were received.

Regimental schools.—“Provision is made by the Government for the education of all natives who enter the military service of the Company at this presidency and of their children.” [290/460.]

* Printed in *Evidence of 1832. App. I., No. 10* [339/493].

† Printed in *Evidence of 1832. App. I., No. 11* [339/493]; and *Madras Selections, 1855, p. XXXVI—XLIV.*

‡ Printed in *Evidence of 1837. App. I., No. 12* [346/498].

§ See also document No. 35, p. 140.

FORT ST. GEORGE.

Tanjore.—From a very early period the missionaries Zeigenbald, Gericke, Kiernander and Swartz* had schools at their several stations of Madras, Cuddalore, Tanjore, and Trichinopoly. In 1787 the Court of Directors authorised a permanent grant of 250 pagodas† each for the three schools which had been established at Tanjore, Ramandapuram and Shivaganga. Later on there appears to have been a school at each of Tanjore and Kumbakonam costing Rs. 4,200 per annum. In 1820 a request was received by Government for titles to certain plots of ground connected with the schools and chapels in Tanjore. [220, 290/412, 460.]

Sunday School at the Mount.—In 1812 a Sunday school was established at St. Thomas' Mount "to afford elementary instruction on the Lancasterian plan to half caste and native children." A grant of 300 pagodas was made. [220/412.]

Cuddapah.—In 1814, Mr. Ross, the Collector of Cuddapah, suggested the establishment of a school in each district. Government authorised an experiment at Cuddapah under Mr. Ross. Mr. Ross died soon afterwards. [221/412.]

Palamcottah and Tinnevelly.—In 1817 and 1818 Mr. Hough, a missionary, started a school at Palamcottah and another at Tinnevelly. In 1819 he asked for a grant of 25 pagodas a month, which was refused. The Court of Directors, however, remarked upon the utility of these schools and desired to be informed of the grounds for the refusal. The Madras Government explained that the private character of the schools, the uncertain continuance of Mr. Hough's superintendence and the probable inconvenience of the precedent had determined their decision; but that the Court's wishes would be borne in mind. [221/412.]

Committee of Public Instruction.—In 1822 Sir Thomas Munro suggested‡ a survey of the actual state of education in the various provinces under the Madras Government. "It is not my intention," Sir Thomas writes, "to recommend any interference whatever in the native schools. . . . the people should be left to manage their schools in their own way. All we ought to do is to facilitate the operations of these schools, by restoring any funds that may have been diverted from them, and perhaps granting additional ones." The Court of Directors gave great credit

* See chapter I, p. 3.

† In Madras, down to 1818, accounts were kept in pagodas, fanams and kas (8 kas=1 fanam, 42 fanams=1 pagoda). In 1818 the rupee was made the standard coin and the pagoda was then reckoned equivalent to 3½ rupees.

‡ See *Evidence of 1832, App. I, No. 14* [349/500].

to Sir Thomas Munro for having originated the enquiry. In 1826 the Madras Government forwarded to the Court the several returns of which the following is a summary.

Fees.—The schools are for the most part supported by fees varying from one anna to four rupees per mensem; ordinarily about 4 annas and seldom exceeding half a rupee.

Endowments.—Endowments bringing in some Rs. 4,212 are reported but other endowments of which the value is not stated are recorded. The Raja of Tanjore supports 44 schools and 77 colleges and the Zamorin Raja supports a college. Schools at the public expense (costing Rs. 1,361) are mentioned. In some districts it is also reported that “public endowments for the advancement of learning have been diverted from their original purpose or resumed.”

Statistics for each district except Canara are given. The totals are—

—	Hindu.	Muhamma- dan.	Male.	Female.	TOTAL.
Scholars . .	175,089	13,561	184,110	4,540	188,650
Population . .	...	...	6,502,600	6,091,593	12,594,193

Mr. Campbell, the Collector of Bellary, gives details (Part of his report is given above as document No. 18). On these reports Sir Thomas Munro recorded a minute dated the 10th March 1826. (Fisher gives an abstract of this minute which, however, occurs above as document No. 21, p. 73.)

The minute of Sir Thomas Munro concludes by recommending the appointment of a *Committee of Public Instruction*. With very slight modification the Council concurred in the President's suggestions. The following were appointed members of the Committee:—H. S. Graeme, W. Oliver, John Stokes, and A. D. Campbell.

The object of the Committee is stated to be “the general improvement of education.” The members are instructed “to acquaint themselves fully with its actual state, and to consider and report to Government from time to time the results of their enquiries and deliberations respecting the best means of improving it.” A disbursement of Rs. 45,000 per annum is authorised.

In 1826 the Committee issued a circular letter, dated the 24th June, to the several officers in the interior. (This letter is given in full.) It states that “no measures can be pursued, whatever other advantages they may offer, which are

at variance with the customs and prejudices of the people ;” that Government contemplate the endowment of two superior and 15 subordinate schools for each of the collectorates ; that, however, it seems necessary, “ as a preliminary step, to form a body of efficient teachers ;” and that, to ensure this, “ a central school or college is now established at the Presidency ;” and it is requested that two candidates from each province be selected and directed to proceed to Madras, “ who will receive each a stipend of Rs. 15, and when they shall have qualified themselves for the undertaking they will be sent back to the province on the same pay, to commence their duties as masters in the collectorate schools.”

The Committee also proposed that in three of the principal towns of each collectorate a tahsildary teacher should be appointed on Rs. 9 per mensem. The schools should be open to Brahmans and Sudras alike. The Committee also proposed to send into the provinces, as teachers of Sanskrit, Arabic, Tamil or Telugu and Persian, at a few of the principal towns, some of the law students at the college.

In 1826 the Committee of Public Instruction was incorporated under the superintendence of the College Board. In 1827 it was reported that 10 candidates for the situation of collectorate teachers were being trained “ with the most encouraging prospects of success ;” that eight tahsildary schools had been established within the Presidency district and that 189 scholars were receiving instruction in them. The Board fixed the rate of fees to be levied by a master so that “ his monthly salary, including these fees, may become double the amount which he will receive from Government.”

In 1827 the Committee obtained permission to print at the College press a series of works in the languages of that part of India. In 1829 a school was established at Bangalore for instruction in the English and native languages for which the Raja of Mysore had promised Rs. 350 per annum. The Madras Government granted an equal sum. [222, 291/413, 461.]

The Madras School Society is similar to that at Calcutta. A grant of Rs. 3,000 and an annual sum of Rs. 6,000 has been authorised. (It is later described as a branch of that at Calcutta.) [228, 297/417, 465.]

In 1827 a Muhammadan tahsildary teacher in addition to the three Hindu teachers at *Chittoor* was approved, as also was the establishment of a tahsildary school at *Arcot*. In 1828 a school-room was erected at Calicut and another at *Paulghelcherry* ‘ at an expense of Rs. 60-4-7 ;’ and an instructor was appointed for *Masulipatam*. In 1829 a teacher was approved for *Kumbakonam* and a tahsildary school at *Trichinopoly* was approved. [296/464.]

Regimental schools.—Provision is made by Government for the education of the natives in military service and their children. [297/465.]

BOMBAY.

In 1752 two additional chaplains were appointed for Tellechery and Anjengo "that the rising generation might be instructed in the Protestant religion." The Court also recommended to the Bombay Government "the setting up and establishing of charity schools." [229/417.]

Mrs. Boyd's Charity.—In 1767 Mrs. Eleanor Boyd left Rs. 6,000 to the charity school at Bombay, which had, since 1718, been supported by voluntary subscriptions. The funds of this institution, apart from Mrs. Boyd's legacy, appear to have amounted to Rs. 46,115 in 1824. Later Mrs. Boyd's legacy is referred to as being 'appropriated as an endowment to the Bombay Education Society.' [229, 297/418, 465.]

Engineer Institution at Bombay.—The Engineer Institution is maintained by Government. In 1824 there were 36 native students and 14 lads of European descent. The Superintendent was Captain Jervis. In 1826 the Court of Directors observed that this institution had been established without their authority. In 1826 there were 86 students and the report appears to have given 'high satisfaction' to Government. In 1829 the Court sanctioned the increase to Rs. 800 per mensem of Captain Jervis' pay. [245, 309/430, 473.]

Captain Sutherland's plan.—In 1825 Captain Sutherland formulated a plan for educating youths for the revenue service which was approved (no details are given), and 24 boys were placed under Captain Jervis and a sum of Rs. 400 per mensem was allotted—Rs. 200 for a superintendent and Rs. 200 for 25 stipends at Rs. 8 each.

Medical School, Bombay.—In 1825 a scheme for an institution for the instruction of natives in medicine was formulated. This institution was to be similar to that at Calcutta. The pay of the principal was Rs. 500 per mensem and his staff consisted of three munshis each on Rs. 40 per mensem and two peons "to assist in reading and translating in the different languages." The work at first appears to have consisted principally of translating the pharmacopoeia, a book on anatomy and physiology, and other medical works. [311/474.]

Elphinstone Professorships.—In 1827, on the retirement of Mr. Elphinstone, a sum of Rs. 1,20,000 was subscribed as an endowment for "three professors of the English language and European arts and sciences.....to be designated the Elphinstone Professorships." In 1830 the subscriptions amounted to Rs. 2,15,100 and the Court of Directors authorised the grant of an equal amount either as a sum of money or an annual allowance. The final proposal to which this sanction appears to apply was to institute two professorships—one of "mathematics, astronomy and all branches of natural philosophy at Rs. 800 per mensem, who might have charge of the observatory and reside rent free in the

house which was erected at Bombay for the astronomer; and only one other professor or teacher on a salary of Rs. 600 per mensem who would be expected to possess a complete knowledge of the practical application of the sciences of architecture, hydraulics, mechanics, etc., etc." [303/469.]

Sir Edward West Scholarships.—In 1828 a sum of Rs. 11,400 was subscribed as an endowment for certain scholarships and prizes to be called 'Sir Edward West scholarships and prizes.' [304/469.]

The Hindu College at Poona was established in 1821 by Government at an annual cost of Rs. 15,250. The college was designed to contain 100 students and the subjects to be taught were divinity, medicine, metaphysics, mathematics and astronomy, law, 'logic, belles-lettres, rhetoric and grammar.' Part of Dr. J Taylor's library appears to have been handed over to the college. In 1825 arrangements were made for the teaching of English. In 1828 an application for permission to give money prizes caused some discussion in the Bombay Council. Eventually Rs. 1,520 was distributed. [247, 308/431, 472.]

The Dhuksna.—"The Honourable Mountstuart Elphinstone, in his Report on the territories conquered from the Peishwa, submitted to the Governor-General in Council in 1819, stated, that in the Peishwa's time, an annual distribution of charity, called the Dhuksna, took place, which cost five lakhs of rupees; that 'the original plan was to give prizes to learned Brahmins, but that as a handsome sum was given to every claimant, however ignorant, to pay his expenses, the institution degenerated into a mere giving of alms.' The practice was therefore abolished, the sum of five lakhs of rupees being considered 'too enormous to waste;' but the abolition appearing to be extremely unpopular, Mr. Elphinstone obtained the sanction of the Bengal Government to the appropriation of a sum not exceeding two lakhs of rupees to this object, and re-established that which appeared to have been the original Dhuksna, amounting to Rs. 50,000, and proposed that it should be still kept up but that 'most of the prizes, instead of being conferred on proficient in Hindoo divinity, should be allotted to those who were most skilled in the more useful branches of learning, law, mathematics, etc., and that a certain number of professors might be appointed to teach those sciences.' The arrangement and appropriation of the Dhuksna was committed to Mr. Chaplin, the commissioner in the Deccan." [247/431.]

The Native School Society of Southern Konkan was formed in 1823. In 1824 a grant of Rs. 500 per annum was given by Government. The report of 1824 shows 4 schools with 6 teachers and 238 pupils. The average cost per pupil in the Mahratta schools is Rs. 3; in the English school it is Rs. 25. In the English school half the cost is borne by the pupils. "Further proceedings of the society have been held in correspondence with the Native Education Society." [246, 309/430, 473.]

General.

Society for Promoting the Education of the Poor within the Government of Bombay.—This Society was formed in 1825 with donations amounting to some Rs. 40,000. The Court of Directors authorized a grant of Rs. 500 per mensem. The schools established, which were conducted on Bell's system, were the Central School, Bombay, with 180 scholars, four native schools at Bombay with 217 scholars; one at Surat with 25; one at Tamrah with 29; one at Broach with 30 scholars. In 1825 the number of scholars had decreased. [229/418.]

Native School Book and School Society.—This Society was formed in 1823 for the purpose of promoting education among the natives. The Society adheres "to the principles and rules on which education is conducted by the natives themselves; and in consonance with those principles, the society adopted the Lancasterian plan." In 1823 a grant of Rs. 1,060 per mensem was sanctioned by Government who also gave the Society a lithographic press. In 1824-5 some Rs. 3,500 was subscribed by native gentlemen for buildings. Dr. John Taylor's valuable library was handed over to the Society by Government.

In 1824 a special Committee of the Society was appointed to examine the system of education prevailing among the natives. This Committee reported that the chief wants were books, 'an easy and efficacious method of imparting instruction,' teachers, funds. They recommended a series of publications, and after a comparison with 'the Malabar system of tuition,' the adoption of the plans of Lancaster and Bell, and the training of teachers at Bombay.

Considerable discussion among the members of Council followed and Mr. Warden wrote a minute on the Committee's recommendations. The collectors were called upon for information and returns from seven districts were recorded in 1825.

District.	Villages.	Villages with schools.	Schools.	Scholars.	Teachers' fees, etc.
Ahmedabad . . .	928	49	84*	2,651	Occasional fees and food.
Southern Konkan . .	2,240	65	86	1,500	About Rs. 4 per mensem and food.
Kaira District . . .	579	...	139	...	} Food and money presents on special occasions, e.g., Rs. 5 when the pupil leaves.
Kaira Sudder Station	...	...	2	230	
Northern Konkan . .	...	...	9	780	Various allowanc from parents.

* 21 in Ahmedabad and 63 in villages

District.	Villages.	Villages with schools.	Schools.	Scholars.	Teachers' fees, etc.
Surat Zillah . . .	655	21 to each 100 vil- lages.	139	3,000	Food, cash, land:
Surat Town . . .	68 and 74 o t h e r teachers	3,046	...	...	About Rs. 60 per annum in grain and money.
Broach Zillah . . .	396	...	98	...	Fixed allowances, or grain and money at certain stages of proficiency.
Broach Town . . .	...	...	16	373	Grain, small monthly fee and proficiency fees.
Kandesh . . .	2,738	68	189	2,022	The average for each school is not more than Rs. 36 per annum.
Poona City . . .	...	...	222	...	
Poona District . . .	880	...	149	2,445	Ra. 3 to 6 per annum for each scholar.
Ahmadnagar . . .	5,635	...	161	...	Average Ra. 3 per mensem for each master.
Dharwar . . .	1,441	...	150	2,351	Average pay about Ra. 4 per mensem for each master.

The returns are accompanied by a report from Mr. Secretary Farish,* who suggests the expediency of adopting the native method of payment, including the daily present of grain, and advocates the training of teachers as the first step. (Details of schemes by Major Robertson, Mr. Williams and Lieutenant Jervis are given.)

The Government in a communication to the Directors state "that education is in a low state throughout the country; that the instruction imparted in schools extends, with very limited exceptions, only to such an elementary acquaintance with writing and arithmetic as is absolutely necessary for the business of a shop-keeper or tullatee; that but a small proportion of the people acquire even this knowledge; and that the aid of Government, in providing or assisting in the remuneration of school masters, is essential to any advancement of learning." [231-245/419-430.]

* See chapter IV above, p 49.

Miscellaneous.

American Missionaries.—In 1826 certain plots of ground were granted to the American missionaries. [315/477.]

Regimental schools.—In 1826 an increase in the pay of schoolmasters from Rs. 12 to Rs. 15 per mensem was sanctioned. [315/477.]

Lithography.—Between 1822 and 1830 a number of lithographic presses were sent out to Bombay and in 1827 the Native School Book and School Society was directed to use the Government lithographic press 'on all occasions when lithography might be required.' [315/476.]

Despatches.

Despatch of 16th April 1828.*—This refers to the reports of the collectors and judges. [316/477.]

Despatch of 18th February 1829†.—Approves the establishment of training school at Bombay; asks for reports from districts; expresses satisfaction regarding the Engineering Institution; approves Mr. Elphinstone's views; directs a reconsideration of the proposal to appoint superintendents (Inspectors); requires further information relative to Captain Sutherland's plan. [316/477.]

Despatch of 29th September 1830‡.—Approves generally proposals regarding the Engineering Institution, the medical school, the Elphinstone Professorships, the Poona college and native teachers. [316/477.]

* Printed in *Evidence of 1832, App. I, No. 28* [388/527].

† Printed in *Evidence of 1832, App. I, No. 30* [391/529].

‡ Printed in *Evidence of 1832, App. I, No. 34* [408/541].

APPENDIX B.

LIST OF DOCUMENTS QUOTED IN THIS VOLUME, IN CHRONOLOGICAL ORDER.

Description of documents.	References to previous publication.	Reference to present volume.
		PAGE.
Minute by Warren Hastings, dated the 17th April 1781.	<i>Bengal Past and Present</i> , viii, 1914, p. 105 f.	7
Despatch to Madras dated 16th February 1787.		3
Letter, dated 1st January 1792 from J. Duncan, Esq., Resident at Benares, to the Governor-General.	(1) <i>Bengal Past and Present</i> , viii, 1914, pp. 130-133. (2) <i>Sketch of the rise and progress of the Benares Patshalla or Sanskrit College</i> , by G. NICHOLLS.	10
Letter, dated 13th January 1792, from the Governor in Council to the Resident at Benares.	(1) <i>Bengal Past and Present</i> , viii, 1914, pp. 130-133. (2) <i>Sketch of the Rise and Progress of the Benares Patshala or Sanskrit College</i> , by G. NICHOLLS.	12
Observations on the state of society among the Asiatic subjects of Great Britain, etc., by C. Grant, dated 16th August 1797.	Printed in the <i>Report from the Select Committee of the House of Commons on the affairs of the East India Company, 16th August 1832, App. I, pp. 82-87.</i>	81
Minute, dated 1st January 1804, by Mr. Brooke (on the Sanskrit College, Benares).	<i>Sketch of the Rise and Progress of the Benares Patshala of Sanskrit College, etc.</i> , by G. NICHOLLS, pp. 9-13.	33
Despatch, dated 7th September 1808, to Bengal. (On the treatment of Missionary enterprise.)	J. W. KAYE. <i>Christianity in India: an historical narrative</i> , p. 615 f.	4
Minute by Lord Minto, dated 6th March 1811.	(1) <i>Evidence of 1832</i> , App. I, No. 3 [325/484]. (2) <i>Calcutta Review</i> , iii, 1845, p. 255 f.	19

LIST OF DOCUMENTS QUOTED IN THIS VOLUME, IN CHRONOLOGICAL ORDER—*contd.*

Description of documents.	References to previous publication or record.	Reference to present volume.
		PAGE.
Charter — 53 Georgii 3, Cap. 155, sec. 43—1813, 6th September.	<i>Collection of Statutes relating to India</i> , Vol. i, p. 116.	22
Despatch to Bengal, dated the 3rd June 1814.	<i>Evidence of 1832</i> , App. I, No. 5 [329/486].	22
Minute, dated the 2nd October 1815, by Lord Moira.		24
Resolution, dated the 21st August 1821 .		70
Letter, dated 5th July 1822, from the Bengal Government to Sir D. Ochterlony.	<i>Pol. progs. 5 June 1829</i> , No. 2 (Vol. 5, June 1829, Pt. i).	6
Note, dated 17th July 1823, by Mr. Holt Mackenzie.		57
Resolution, dated the 17th July 1823, appointing a General Committee of Public Instruction.	(1) <i>Bengal Past and Present</i> , viii, 1914, p. 93. (2) in part in <i>Howell's Education in India prior to 1854, etc.</i> , pp. 13-14.	53
Letter, dated 31st July 1823, appointing members of the General Committee.	<i>Pol. progs. 5 June 1829</i> , No. 2 (Vol. 5, June 1829, Pt. i).	54
Letter, dated 17th August 1823, from Mr. A. D. Campbell, Collector of Bellary.	(1) <i>Evidence of 1832</i> , App. I, No. 15 [351/501]. (2) <i>Madras Selections</i> , 1855, p. xiii f.	65
Letter, dated September 1823, from the General Committee to local Agents.	<i>Pol. progs. 5 June 1829</i> , No. 2 (Vol. 5, June 1829, Pt. i).	69
Letter, dated 25th September 1823, from W. Fraser, to the Chief Secretary, Fort William.	<i>Pol. progs. 5 June 1829</i> , No. 83	13
Accounts of the Calcutta Madrassa, 3rd October 1823.	" " " " No. 82	36
Letter, dated 6th October 1823, from the General Committee.	<i>Pol. progs. 5 June 1829</i> , No. 2 (Vol. 5, June 1829, Pt. i).	89

LIST OF DOCUMENTS QUOTED IN THIS VOLUME, IN CHRONOLOGICAL ORDER—*contd.*

Description of documents.	References to previous publication or record.	Reference to present volume.
		PAGE.
Letter, dated 29th November 1823, from the General Committee to Government.	Pol. progs. 5 June 1829, No. 83 . . .	98
Address, dated 11th December 1823, from Raja Rammohan Roy.	(1) G. TREVELYAN. <i>Education of the people of India</i> , pp. 65-71. (2) C. H. CAMERON. <i>An Address to Parliament on the duties of Great Britain in India, etc.</i> , pp. 83-87.	
Minute, dated 13th December 1823, by Mount-Stuart Elphinstone.	<i>Evidence of 1832</i> , App. I, No. 22 [365/511].	
Resolution of 17th January 1824 (on the allotment of funds).	Pol. progs. 5 June 1829, No. 83 . . .	71
Despatch to Bengal, dated 18th February 1824.	<i>Evidence of 1832</i> , App. I, No. 6 [331/488].	91, 149
Letter, dated 18th August 1824, from the General Committee to the Governor-General.	<i>Sixth Report on Indian Territories</i> , p. 18f.	93
Letter, dated 15th October 1824, from the General Committee to Government.	Pol. progs. 5 June 1829, No. 83 . . .	78
Despatch, dated 9th March 1825, to Bengal.	<i>Evidence of 1832</i> , App. I, No. 7 [332/488].	50
Minute, dated 10th March 1826, by Sir T. Munro.	(1) <i>Evidence of 1832</i> . App. I, No. 18 [358/506]. (2) <i>Madras Selections</i> , ii, 1855, p. xx.	73
Despatch to Bengal, dated 5th September 1827.	<i>Evidence of 1832</i> , App. I, No. 8 [333/489].	52, 192
Despatch to Madras, dated 16th April 1828.	(1) <i>Evidence of 1832</i> , App. I, No. 19 [360/538]. (2) <i>Madras Selections</i> , ii, 1855, XXIII.	51
Despatch to Bombay, dated 16th April 1828.	<i>Evidence of 1832</i> , App. I, No. 28 [388/527].	201
Minute of 1828 by Sir J. Malcolm . . .	<i>Evidence of 1832</i> , App. I, No. 26 [385/525].	144



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Description of documents.	References to previous publication or record.	References to present volume.
		PAGE.
Despatch to Bombay, dated 18th February 1829.	<i>Evidence of 1832</i> , App. I, No. 30, [391/529].	176, 201
Despatch to Bengal, dated 29th September 1830.	(1) <i>Evidence of 1832</i> , App. I, No. 11 [339/493]. (2) <i>Madras Selections</i> ii, 1855, p. xxvi.	51, 171, 193
Despatch to Madras, dated 29th September 1830.	<i>Evidence of 1832</i> , App. I, No. 21 [364/510].	166, 178
Despatch to Bombay, dated 29th September 1830.	<i>Evidence of 1832</i> , App. I, No. 34 [408/541].	201
Minute, dated 30th November 1830, by Sir J. Malcolm.	<i>Evidence of 1835</i> , App. I, No. 35 [411/543].	177
An account of expenditure on education from 1813 to 1830.	<i>Evidence of 1832</i> , App. I, No. 2 [325/483]	29
Despatch to Bengal, dated 24th August 1831.	<i>Evidence of 1832</i> , App. I, No. 12 [346/498].	193
Extract from Report of Select Committee of the House of Commons on the affairs of the East India Company, 16th August 1832.	Printed by order of the Hon'ble Court of Directors, January 1833, pp. 28-30.	38
Minute, dated 9th July 1834, by H. T. Prinsep.	Public progs. 7 March 1835, No. 10 (Vol. Feb. Mar. 1835).	103
Letters, dated the 21st and 22nd January 1835, from the General Committee of Public Instruction to Government.	Public progs. 7 March, 1835, No. 7 .	104, 105
Report, dated 31st January 1835, on the Sanskrit College, Calcutta.	„ „ „ No. 10 .	39
Minute by the Hon'ble T. B. Macaulay, dated the 2nd February 1835.	(1) C. H. CAMERON. <i>An address to Parliament, etc., 1852</i> , pp. 64-80. (2) A. J. ARBUTHNOT. <i>Selections from the Records of the Madras Government, etc., ii, 1855</i> , pp. lxxiv-lxxxiii. (3) H. WOODROW. <i>Macaulay's Minutes on Education in India, etc., 1862</i> .	107

LIST OF DOCUMENTS QUOTED IN THIS VOLUME, IN CHRONOLOGICAL ORDER—concl'd.

Description of documents.	References to previous publication or record.	Reference to present volume.
		PAGE.
	(4) Colonel W. F. B. LAURIE. <i>Sketches of some distinguished Anglo-Indians</i> (Second Series), pp. 170-184.	
	(5) S. SATTIANADHAN. <i>History of Education in Madras</i> , pp. 1-x.	
	(6) G. O. TREVELYAN. <i>Life and Letters of Lord Macaulay</i> , pp. 290-292 (in part only).	
Note by H. T. Prinsep, dated 15th February 1835, with marginal notes by Macaulay.	K. W. to No. 19, 7 March 1835 . . .	117
Resolution by Lord Bentinck, dated the 7th March 1835.	(1) ARBUTHNOT'S <i>Madras Selections</i> , ii, 1855, pp. lxxxiii-lxxxiv.	130
	(2) C. H. CAMERON. <i>Address to Parliament</i> , pp. 81-82.	
Extracts from the diary of H. T. Prinsep .		132
Propositions adopted by the General Committee on the 11th April 1835.	Public progs. 3 June 1835, No. 6 .	142
Letter, dated the 20th April 1835, from the General Committee of Public Instruction.	" " "	139
Minute, dated 20th May 1835, by H. T. Prinsep.	" " No. 8	134
Petition of students of Sanskrit College, Calcutta, dated 9th August 1836.	Public progs. 24 Aug. 1836, No. 18 .	145
Minute by Lord Auckland, dated the 24th August 1836.	" " No 20 .	147
Note, dated 24th November 1839, by J. R. Colvin.	Report of the General Committee, 1839-40, pp. xliii-civ.	170
Minute by Lord Auckland, dated 24th November 1839.	(1) A. DUFF. <i>Letters addressed to Lord Auckland on the subject of Native Education</i> , pp. xi-xxviii. (2) Report of the General Committee, 1839-40, pp. i-xlii.	147
Minute, dated 12th December 1839, by Lord Elphinstone.	<i>Madras Selections</i> , ii, 1855, cxxii.	52

APPENDIX C.

LEADING EVENTS IN INDIA AND EUROPE.

Year.	Governors General of Fort William.	Main events relating to India.	Main educational events in India.	Progress in England, etc.	Year.
1774	WARREN HASTINGS	Death of Clive. The Rohilla War.	..	..	1774
1775	..	Benares annexed. Trial of Nuncomar.	..	Priestly's Experiments and observations. Jane Austin born.	1775
1776	..	..	..	Adam Smith's Wealth of Nations. Gibbon's Decline and fall of the Roman Empire (Vol. I). America declares independence.	1776
1777	..	..	..	..	1777
1778	..	..	..	Byron born. Wordsworth and Coleridge's Lyrical Ballads. Death of Voltaire.	1778
1779	..	First Maratha war	..	Balzac born. Dr. Johnson's Lives of the Poets.	1779
1780	..	Hyder Ali overruns the Carnatic.	Zoffany in Calcutta	Lessing's Education of the Human Race.	1780
1781	..	Negapatam capitulated. Haider defeated by Sir Eyre Coote. Treaty with Marathas. Death of Haider	Calcutta Madrassa founded by Warren Hastings.	Rousseau's Confessions. Kant's Critique of Pure Reason. Pestalozzi's Leonard and Gertrude.	1781
1782	..	..	..	Cowper's Poems	1782
1783	..	Fox's India Bill	..	Peace with France.	1783
1784	..	Peace with Tippu. Pitt's second India Bill passed.	Asiatic Society of Bengal founded by Sir W. Jones.	Samuel Johnson dies	1784
1785	Sir J. MACPHERSON	Warren Hastings resigns	..	..	1785
1786	Earl CORNWALLIS	Impeachment of Warren Hastings.	..	Burn's Poems	1786
1787	..	..	..	..	1787

LEADING EVENTS IN INDIA AND EUROPE—*contd.*

Year.	Governors General of Fort William.	Main events relating to India.	Main educational events in India.	Progress in England, etc.	Year.
1788	..	..	..	The Times newspaper founded .	1788
1789	..	..	Calcutta Free School Society.	The French Revolution begins. Fall of the Bastille.	1789
1790	..	War reopened with Tippu	..	Burke's Reflections on the French Revolution.	1790
1791	..	..	Benares Sanskrit College opened.	Paine's The Rights of Man. Doswell's Life of Johnson. Mozart dies.	1791
1792	..	..	..	War with France. Shelley born .	1792
1793	Sir JOHN SUORE . .	Permanent revenue settlement in Bengal.	..	Execution of Louis XVI. French Assembly decides on free and compulsory education.	1793
1794	..	..	..	Gibbon dies. Ecole Normale and Ecole Polytechnique founded at Paris.	1794
1795	..	..	Free School, Calcutta	J. Hutton's The Theory of the Earth. Goethe's Wilhelm Meister.	1795
1796	..	Ceylon annexed by England.	..	Carlyle born. Keats born.	1796
1797	..	..	..	Laplace's Exposition du système du monde. Jenner inoculates with compox.	1797
1798	Earl MORNINGTON (Wellesley).	Second Maratha war .	..	Wordsworth's Excursion. Hady'n's Creation. Bell publishes a report on his method of teaching.	1798
1799	..	Partition treaty with Mysore. Storm of Seringsapatam and death of Tipu. Carnatic taken under protection.	Drs. Carey and Marsham at Serampore.	Practical Education by the Edgeworths. Battle of Nile. Lancaster begins to teach on the monitor system.	1799
1800	..	Nizam's dominions taken under protection.	Fort William College opened.	Laplace's Mécanique Céleste. Mungo Park's Travels in Africa. Death of Washington.	1800
				Mechanics Institutes. Union of Great Britain and Ireland.	

1801	..	..	..	1801	Pestalozzi's How Gertrude educates her Children. Peace of Amiens. Gauss's Disquisitiones Arithmeticae.
1802	..	Treaty of Bassein with Peshwa. Sindhia and Bhonsla join Holkar against British.	..	1802	Edinburgh Review. Victor Hugo born.
1803	..	Battles of Assaye and Delhi. Capture of Delhi.	..	1803	Lancaster's Improvements in Education. The first engine to draw carriages is constructed.
1804	..	Treaty of Poona. Holkar defeats English force under Monson.	..	1804	Bonaparte becomes Emperor . . .
1805	..	..	..	1805	Battle of Trafalgar . . .
1806	..	Ranjit Singh makes a treaty with the English.	Celebrooke's Essays on the Vedas.	1806	Scott's Lay of the Last Minstrel . . .
1807	..	..	..	1807	Gas first used for lighting part of London. Lamb's Tales from Shakespeare. Herbart introduces psychology into the theory of education. Slave trade forbidden in British dominions.
1808	..	..	..	1808	Peninsular war begins. Dalton's new system of chemical philosophy. Scott's Marmion. Goethe's Faust. The Royal Lancasterian Institution, afterwards the British and Foreign School Society, is formed.
1809	..	Treaty with Ranjit Singh	..	1809	Quarterly Review. Tennyson born. Charles Darwin born.
1810	..	..	..	1810	Berlin University founded . . .
1811	..	Lord Minto takes Java .	..	1811	Foundation of the National Society for the education of the Poor. Thackeray born.
1812	..	Pindaris come into prominence.	Sunday School at the Mount, Madras.	1812	Byron's Childe Harold. R. Brown- ing born. Dickens born.

LEADING EVENTS IN INDIA AND EUROPE—*contd.*

Year.	Governors General of Fort William.	Main events relating to India.	Main educational events in India.	Progress in England, etc.	Year.
1813	Earl of Moira . . .	East India Company's charter. Trade with India is opened to all.	First educational grant of £10,000 a year.	Anglo-American War. Defeat of Napoleon at Leipsic. Herbart's Introduction to Philosophy.	1813
1814	..	Nepal War	First educational despatch from the Court of Directors.	Stephenson's first steam locomotive. Scott's Waverley. Treaty of Paris.	1814
1815	Society for promoting the education of the Poor, Bombay.	Battle of Waterloo. Schubert's Erlking.	1815
1816	..	Third Maratha war. War with Nepal ends. Java restored to the Dutch.	Vidyala or Anglo-Indian College, Calcutta.	Shelley's Alastor. Scott's The Antiquary, etc., Froebel organises a community at Keilhau in Thuringia.	1816
1817	..	Udaipur and Jodhpur taken under protection.	Calcutta School Book Society.	Ricardo's Principles of Political Economy and Taxation.	1817
1818	..	Treaty of Mandasor makes Holkar dependent.	Jaynarayan School, Benares. Mill's History of British India.	Hallam's Europe during the Middle Ages. Keat's Endymion. University founded at Bonn.	1818
1819	Calcutta School Society. H. H. Wilson's Sanskrit Dictionary.	Keats' Odes, Shelley's Prometheus Unbound, etc. Byron's Don Juan. First steam boat crosses the Atlantic.	1819
1820	Bishop's College, Calcutta, Cawripore Free School.	Lamb's First Essays of Elia. Inquisition finally abolished in Spain.	1820
1821	Hindu Sanskrit College, Calcutta. Poona College.	J. S. Mill's Political Economy. Greek war of Independence. Hegel's Philosophy of Right. Death of Napoleon.	1821

Leading events in India and Europe

1822	..	First steam vessel on the Hoogly.	Native Education Society Bombay. Agra College. Colebrooke founds the Royal Asiatic Society.	De Quincey's Confessions of an Opium Eater. Liszt's début as a pianist.	1822
1823	John Adam Lord AMHERST.	..	General Committee of Public Instruction appointed. Native School Book and School Society, Bombay.	Lamb's Elia	1823
1824	..	First Burmese war. Rangoon taken.	..	Herbert's Psychology as a Science. Death of Byron.	1824
1825	..	..	Murshedabad College	First Railway in England. Macaulay's Essay on Milton. University of London founded.	1825
1826	..	Kapurthala receives protection Assam taken.	..	Whateley's Elements of Logic. Bulwer's Pelham. Disraeli's Vivian Grey.	1826
1827	..	..	Elphinstone College, Bombay. Hindu College, Calcutta.	Society for the diffusion of useful knowledge. Hallam's Constitutional History of England. Deaths of Beethoven, Blake, La Place, Pestalozzi.	1827
1828	Lord BENTINCK	..	..	War between Russia and Turkey. Carlyle's Essay on Goethe.	1828
1829	..	Suppression of thagi, sati, and female infanticide.	..	Arnold at Rugby. Catholic emancipation. Chopin's début. Rosini's William Tell.	1829
1830	..	Rammohan Roy founds the Brahma Samaj. Mysore taken under British administration.	General Assembly's (of the Church of Scotland) Institution, Calcutta.	Comte's Cours de philosophie positive. Lyell's Principles of Geology. Reform Bill. King's College, London, founded. French Revolution.	1830
1831	..	..	..	Stanley founds a school system in Ireland. Victor Hugo's Notre Dame.	1831

LEADING EVENTS IN INDIA AND EUROPE—*concl'd.*

Year.	Governors General of India.	Main events relating to India.	Main educational events in India.	Progress in England, etc.	Year.
1832	..	..	..	Tennyson's <i>Lotus Eaters</i> , etc. Goethe's <i>Faust</i> Part ii. Hegel's <i>Philosophy of Religion</i> .	1832
1833	..	East India Company's charter renewed. A Legal Member is added to the Governor's Council.	Educational grant raised to £100,000 a year.	Abolition of Slavery. Carlyle's <i>Sartor Resartus</i> .	1833
1834	Lord Bentinck first Governor-General of India.	..	General Assembly's Institution, Bombay. St. Xavier's College, Calcutta. Calcutta Medical College.	Marryat's <i>Jacob Faithful</i> and Peter Simple. Balzac's <i>Père Goriot</i> .	1834
1835	Sir Charles Metcalfe	..	Macaulay's minute	First Parliamentary vote for education. Browning's <i>Paracelsus</i> .	1835
1836	Lord AUCKLAND	Metcalfe censured for his liberal treatment of the Press.	Opening of the Calcutta Public Library.	Froebel starts his first Kindergarten school. Dicken's <i>Pickwick Papers</i> .	1836
1837	..	The Shah of Persia invades Afghanistan.	Act XXIX abolishes Persian as the Court language.	Horace Mann reforms education in Massachusetts. Whewell's <i>History of the Inductive Sciences</i> .	1837
1838	..	..	..	Faraday's discovery of the relation between electric and magnetic forces.	1838
1839	..	Surrender of Ghazni	Lord Auckland's minute	Penny postage established. Faraday's Experimental researches. Committee of Council on Education instituted.	1839

APPENDIX D.

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