

FULL REPORT
OF THE PUBLIC MEETING
OF THE
NATIVE INHABITANTS OF BENGAL.
ON THE EDUCATION QUESTION

HELD AT THE TOWN HALL OF CALCUTTA

On 2nd July 1870,

WITH AN APPENDIX CONTAINING REPORTS
OF MOFUL MEETINGS.



(Reprinted chiefly from the "Hindoo Patriot.")

Calcutta:

PRINTED AT THE "HINDOO PATRIOT" PRESS

No. 108, BARANUSSY GHOSH'S STREET.

1870.



सत्यमेव जयते

MONSTER MEETING AT THE TOWN HALL

ON THE EDUCATION QUESTION.

PURSUANT to notice a public meeting of the inhabitants of Bengal was held at the Town Hall on Saturday the 2nd July at 3 p. m. for the purpose of considering the propriety of memorializing the Secretary of State on the subject of the proposed withdrawal of State aid from English education. More than two thousand persons were present, and all classes of the native community were represented on the occasion. On the motion of Baboo Rajacoomara Rai Choudhuri of Barripur, seconded by Cumara Girisachundra Singha of Paikpara, Babu Rumanatha Tagore, President of the British Indian Association, took the chair.

The following is a list of the Delegates from the Districts :

<i>District or Place.</i>	<i>Names of Delegates.</i>
1. Balasore	... Babu Brindabone Chunder Mundul.
2. Bancoorah	... „ Upendro Chunder Mozoomdar.
3. Baraset	... { „ Rajkristo Banerjea and „ Omrito Nauth Bose.
4. Barripore	... „ Raj Coomar Roy Chowdry.
5. Beerbhoom	... „ Dwarka Nauth Chuckerbutty.
6. Bickrampore	... „ Chunder Madhub Ghose. B. L.
7. Berhampore	... „ Deno Nauth Gangooly.
	... { „ Greetjasunker Mozoomdar.
8. Furreedpore	... { „ Issur Chunder Chuckerbutty.
	... { „ Tara Nauth Chuckerbutty, M. A.
	... { „ Hurranauth Bhuttacharjea, M. A.

<i>District or Place.</i>		<i>Names of Delegates.</i>
9. Halleeshahur	... „	Gopaul Chunder Banerjee.
10. Jessore (Town)	... „	Bungshee Dhur Sein.
„ Amirta Bazar...	„	Debendro Chunder Ghose, B. L.
11. Jungypore	... „	Gour Soonder Chowdry.
12. Maunbhoom (Purulia).	„	Issur Chunder Ghosal.
13. Midnapore	... „	Kartick Chunder Mittra, M. A.
14. Pubna	... „	Hurrish Chunder Surmah.
15. Rajshaye	... „	Jadub Chunder Sircar.
16. Krishmaghur	... „	Jadoo Nauth Roy Bahadoor.
17. Santipore	... „	Din Doyal Poramanick.

The Chairman in opening the business of the Meeting said :—
 Gentlemen, I thank you heartily for the honor you have done me by electing me your Chairman. I will do my best, and I trust I will gain your approbation. Gentlemen, the subject which will be discussed at this meeting is of great national importance, and I am sure all of you are as much alive to it as I am. I shall therefore not dwell much on the subject, but leave you to do what you think proper. However, let me tell you, gentlemen, that in sending your petition to England you should observe every moderation and be respectful in your language. If you do so I am quite sure the English nation will sympathise with you. When I say the English nation will sympathise with you. I mean lords, commoners, merchants tradespeople, and even the missionaries who create so much mischief and confusion in our families. (*Hear Hear and laughter.*) Gentlemen, I regret very much that the Government should think it advisable to withdraw aid from English education. I hope before they do so they will take into consideration the benefits which our country has already derived from English education. If that education had not been introduced, you would not have seen so many of my countrymen holding responsible situations in the State, and adorning different walks of life. I, therefore, sincerely and earnestly trust that the Government will not withdraw this boon. (*Cheers*). Gentlemen, I have much pleasure in telling you that the people of the

Moffusil, both orthodox and educated, have evinced a lively interest in this meeting. They have sent delegates here to see the working of it, and I trust these delegates will be satisfied that we have done all we could to secure the interests of the public. Before concluding I must inform you that in the programme there are a several resolutions. It will take perhaps five or six hours to conclude the business, and I will, therefore, propose that the speakers will be as brief as possible so that the business of this evening may be terminated without the aid of lights or candles. (*Laughter.*) With these observations I leave you to do what you think best and proper. Before I resume my seat I will ask the Secretary to read the correspondence which he has received from the Moffusil on this subject (*Applause.*)

BABU KRISTODAS PAL said that he had received a letter from no less a personage than the Maharajah of Burdwan, expressing his "unqualified sympathy with the object of the meeting," and "heartily wishing it success." He observed that the most gratifying feature in this movement was that it had found response throughout the country, and that meetings had been held in almost all the districts of Bengal, Behar, Orissa, and Assam. He held in his hands the proceedings of forty-three district meetings, and had much pleasure in introducing Delegates deputed from 17 districts. He also read two telegrams, one from Gawalparah, Assam, and the other from Dacca, announcing local meetings. He then called upon the Delegates to present their respective reports.

BABU OPENDER CHUNDER MOOKERJEE, the Delegate from Bancoorah, then rose and said :—Mr. Chairman and Gentlemen.—I rise to represent the Educational interests of my native District, Bancoorah, better known by its old name the Jungle-mehals, or the land of tigers, bears and wild beasts, and the residence of half-civilised people. The object, Sir, which has brought us together under this roof is one which interests all Bengalees, all of us alike, nay, our descendants.—It is to take

into consideration the propriety of memorializing His Grace the Secretary of State to disallow the proposed restrictions upon high or liberal education by withdrawing State assistance from English Schools and Colleges. The District of Bancoorah is notoriously poor, there are scarcely half a dozen moderately rich families in it, and those who send their children to the English school have not the means to pay more than what they are now paying. If what is contemplated be carried out it would be a virtual denial of education to a most important section of Her Majesty's most loyal and devoted subjects. The District of Bancoorah was formed on its present footing on the 1st of September 1837, and in the year 1844 a Government school was started—(here the Babu was asked by the Chairman to cut short his speech, which he did) and in conclusion he said—Under these circumstances I hope His Grace the Secretary of State will be pleased to give our memorial the very favorable consideration it deserves, and grant to us the boon which we have so long under Her Majesty's benevolent Government been enjoying.

Babu Dwarka Nath Chuckerbutty, Delegate from Beerbhoom, then addressed the meeting. The other Delegates were also prepared to speak, but as time pressed, the Chairman regretted that he could not do himself the pleasure of hearing them. He must go on with the business of the day. Rajah Narendra Krisna moved the first resolution which was as follows :—"That in the deliberate judgment of this meeting the people of India have derived the greatest benefits social, moral and intellectual from the system of education through the medium of the English language inaugurated by the late Lord William Bentinck, and encouraged and supported by successive Governors-General ; and that this meeting would regard as a national calamity the withdrawal or diminution of the assistance now afforded by the State to English schools and colleges."

He said : Mr. Chairman and Gentlemen. The question which has this day brought us here, is the most momentous that can interest humanity. It has accordingly engrossed the attention of

civilised Europe and America, and at the present day it is being discussed with unremitting ardour by ministers and statesmen, philosophers and philanthropists. I cannot presume to grasp it in all its bearings, but shall endeavour to dwell upon some of its most salient points. English education in Bengal, which has, under the fostering care of the British rule, been advancing with rapid strides and bearing rich fruits, is threatened to be arrested by a sudden fiat of the Government of India—a fiat which, it is feared, is the expression of a phase of morbid thought working for some time in the minds of certain officials, and for which an era of financial deficit has been supposed to be a fit occasion. It is upwards of a twelvemonth since, in an unlucky moment, the Lieutenant Governor of Bengal submitted to the consideration of the supreme Government, a scheme for the revision of certain grades in the education service in the lower provinces of Bengal attended with an increased expenditure of only Rs. 825. It was received in the then boiling cauldron of fiscal cogitation and vaporised, and the upshot was, a resolution of the Financial Department couched in ominous words which, after declaring the inadmissibility of the additional expenditure on the score of the inadequacy of means at the disposal of Government to meet it, enunciated a new and dangerous educational policy. This resolution and the one which appeared in the *Gazette* of the 7th June of last year together with the previous correspondence on the subject of the education cess, between the Governments of Lord Lawrence and of Bengal as well as the pamphlet of Mr. Howell the Under-Secretary to the Government of India on education in Bengal, when analysed, furnish the following propositions :—

1st. It is the absolute duty of the British Government to give to the poorer classes of the natives of India a primary education, that is elementary instruction in the vernacular in simple reading and writing and in the four fundamental rules of Arithmetic.

2nd. This obligation of the state to provide elementary instruction for the masses is vastly inferior to that of encouraging English education.

3rd. Funds derived from taxation of the many, should not be spent on high education for a few.

4th. The expense which the State has hitherto incurred for English education in Bengal, although it has borne good fruits, has been an ever-increasing burden which has been weighing heavily on its finances, and the means at its disposal for the development of education, is very limited.

5th. The motives which induced the natives to seek English education, are *prima facie* sufficient for its rapid development without any contribution from the imperial finances.

6th. In Bengal, the most intellectually advanced province of India the desire for vernacular education or for education in order to develop the intellectual powers, apart from the immediate purpose of securing material advantages, does not exist.

On the admission of the principles involved in these propositions, the conclusion is drawn that it is high time Government should withdraw all aid from English educational institutions which must be left to the voluntary system, and encourage the establishment of elementary vernacular schools to be maintained mainly by local contributions, fees and cesses on land, and by such minimum help as it may seem proper to afford in conformity with the grants-in-aid system. Education, in its proper sense, is simply civilisation, and it would be a truism in the 19th century to say that it is the highest function of Government to give to every subject, rich or poor, the soundest possible training. Language is but the vehicle of knowledge, it matters little whether the most advanced knowledge is conveyed to the mind through the English or any of the vernaculars of India, through the Hebrew or Pushtoo. Indeed, it would be an advantage to a people if the native tongue contain such stores, because less time would be spent in mastering it. Confining our remarks to Bengal, it may be asked, can the Bengalee language lay claim to the profession of those intellectual treasures which are embodied in some of the languages of the West? and with the negative answer that must be given to this query, English education for all classes who wish to avail of it would

appear to be a necessity, but as for obvious reasons it cannot reach the masses, progressive ideas in all departments of knowledge, must be gradually vernacularised by the recipients of English education, and reappear in translations for their use, and teachers should be trained to instruct them. This combined system already inaugurated by statesmen of the highest eminence, a Bentinck, an Auckland, a Trevelyan, and carried out by philanthropic and jealous coadjutors such as a Ryan and a Cameron although in its incipient stage has proved by its success, the soundness of its basis. This is the rationale of the downward filtration theory—a theory which, despite the treatment it has received from flippant thoughtlessness, stands like a rock on the firm foundation of truth and history unshaken by the shafts of ridicule and the undermining influence of insinuating calumny. No limit can be assigned to the results of its practical application ; we expect our language to be cast into a classic mould and rendered adequate to the expression of the abstrusest ideas and the loftiest sentiments ; we expect the growth of an original national literature as healthy and vigorous as that of England as reach and exhaustless as that of our Aryan, ancestors, and above all the acclimatization so to speak, of the ever-flourishing sciences and the arts of Europe and America, the History of the formation of the English language and of English progress testifies that this is not an idle chimera. Already a Vydia Sagur with the aid of the pliant Sanscrit and under the guidance of a taste improved and refined by English culture has shown how the ere while uncouth Bengallee can be made to compete in polish, elegance, and grandeur with the languages of the advanced nations of Europe—an Akshoy Cumar, how it can be made the language of science and eloquence, and a Rajendrolaul, how it can be fashioned into a vehicle for popular learning ; a fair beginning has been made rapid progress is developed, and the brightest prospects, as I have hinted at, (though distant) are hoped for ; but as long as the hope is not realised, as long as India, in respect of its vernacular and its teachers, reach not the present and the luminous portion, of the post of England in

respect of its English and intellectual giants, so long any scheme of instruction for the natives, which recommends a divorce from English education, cannot but end in a miserable fiasco—it would be simply suicidal. But the blundering dogma goes still further, it enunciates I may say the duty of our Government in the following words.—Give up English education, teach the people simply to read and write in their own languages and to perform sums in elementary arithmetic (with ease and satisfaction to themselves) and make their tether of such length that they graze not in richer fields of knowledge:—surely it is impossible without a clue to fathom the wisdom of such a measure. How vast the sacrifice. How miserably poor the gain if gain, at all it can be called. To confine education within this narrowly prescribed limit, is to forget its true import, to ignore its objects and aim, and to misunderstand the free mission of an enlightened Government. On the other hand, it is thought desirable to demolish the great structures built by English education, to undo the noble deeds of beneficent statesmen, to paralyse the opening mind, to withdraw the elevating influence of western knowledge, to contract to nothingness the sphere of usefulness of the native Indian subjects, and to smother their highest hopes and aspirations. There is another important phase of the question, the absolute pauperism of the masses, on which a good deal may be said, but as the Bengal Government has, already, very properly drawn attention to it, I have only to remark that they must have food with the food of mind. When France, after the revolution, called all her children to receive instruction, the pupils could not have attended schools had they not had a remuneration of four sous a day. Those who advocate as non-progressive primary education, would only extend over a larger area—education as a degree higher or lower than that which prevails in the lower strata of our society, as the residuum of an antecedent but effete civilisation. But does Mr. Howell expect from a training of this sort, the evolution of a power wherewith the strongholds of superstition and ignorance would be battered, of a moral regeneration and development of

physical resources which would save a prison rate and a pauper rate. Is this the summum bonum to be kept in view, as is English education to be condemned "as the mere pursuit of a luxury, as the cultivation of tulips and exotics." Sir A. Alison, in his *History of Europe*, has by the light of educational and criminal statistics of France and Russia, shown that if elementary instruction be called education, there is a direct ratio between education and the increase of crimes. Mr. Hill, in his work on "crime," proves that the inverse ratio cannot be established with "a quantity of parrot-like knowledge," with an education which means the "mere capability of reading and writing" and "ignores a systematic development of the different powers of the body and mind" and Dr. Elam, in his essay on "Moral and Criminal Epidemics" says, "an education which merely instructs will encourage crime, one which co-ordinates the faculties of the mind, which gives exercise to reason and judgment, will elevate his position in the scale of creation and turn those faculties to the service of his fellow-creatures which otherwise would be employed to their destruction." The only intelligible sound policy of a primary education, is that it must be progressive even to the extent of making our "weaver at the loom bend over the *Principia* of Newton" and form, in its advanced stage, the basis of a technical education—an education which, for India, is an absolute necessity and the only source of her future prosperity, but which would leave to the choice of our artizans either to found their Indian Manchester and Sheffield or to plain their own benches for their future seats as dispensers of justice. We are indebted to Mr. Howell for his having thrown out hints in this direction, but he is wrong as I shall have occasion to show in supposing it not to be the duty of Government to support such an education. But how can this technical education be possible without teaching in all departments and grades of science in the Colleges and Universities—an object for which England itself is stirring and yearning. The true friends of our country, should, therefore, recommend a still higher type of training than that which goes under the name of high English education, and urge on Government of

foster it not only for its own sake and for the interest of those who receive it, but for the very masses who appeal to our sympathy. Let us have our Politechnica with their Vorschule or preparatory schools like those in Germany, which are all Government establishments, but let us also have Government institutions for high education with a complete curriculum of the sciences. It may be said why raise a hue and cry against the intention of Government to condemn English education when it has made no declaration to that effect, it only proposes the increase of schooling-fees and the withdrawal of scholarships and other grants. Let us see what would be the effect of such a measure. The appreciation of high English education as an intellectual culture aiming at the elevation of the race, is generally confined to that intelligent class of the natives of Bengal, which is the least able to pay for it; it is also valued as the passport to preferment, but its primary importance is never lost sight of by it. It is this class which has generally supplied youths who have been the pride of our educational institutions who have held positions of high honor and responsibility under the State, who have become useful members of society and have formed as it were the vanguard of our civilization. Our men of wealth, of varied castes and shades of faith, and stations in society, have various ideas of education. Some send their children to English schools as a matter of form, some to qualify them for the practical good of life or for contact with high officials or for an ambitious career; but a very few for the casting of the mind into a finer mould. Those boys again who are not generally distinguished for any great ardour for their studies "continue at their alumnates so long as they are not drawn away by a love of pleasure, by their guardian's ideas of their proficiency, by a rich inheritance or by the temptation of a banianship." Who is then to suffer from the new scheme? Surely the *Pater familias*, who under the greatest privation and hardship seeks to provide for his goodly number of sons and those of relatives under his charge, a thorough English education it would prove to him in these hard times of crushing taxation, the last straw on the back of a camel. This state of

things, coupled with the statement of the Director of Public Instruction, confirmed by that of the Lieutenant-Governor that the present fee rates are by no means low compared with the corresponding rates in all the most highly civilized countries of the world, and that they are in the main as high as can be reasonably fixed with reference to the circumstances of the people of Bengal " cannot but lead to the irresistible conclusion shared in by all our countrymen that the withdrawal or curtailment of state aid and a further enhancement of schooling fees of institutions under the patronage of Government, would be tantamount to proscribing English education and nipping the bud of its good fruits. Mr. Howell, very properly, suggests to look to England and Europe for advice where they succeeded, and warning where they failed. The grand results of the educational scheme of Germany which is generally followed by continental Europe have been described in impressive language by Mr. Roscoe. In England although some of the old universities now receive parliamentary grants and others have been often endowed by Royal munificence, her educationalists, representing the highest intellect of the land, deplore the want of sufficient aid from Government-institutions which already receive some assistance from it. They say that " individual enterprise which it is so easy glibly to pronounce as the incarnation of vigour, has not borne the fruit at home, which Government support with its supposed emasculating tendency, has yielded abroad, and that there is only an apparent noble independence in the attempt to do that single-handed which single hands are proved incapable of doing."

Advice then from the continent of Europe and warning from England intensified by the late move for education reform support the necessity of Government aid to high education as well as technical instruction. The objection that the state has no moral right to apply funds raised by the taxation of all its members for the benefit of the few which has been raised against state aid to high education, carries with it, its own refutation. If this theory be correct, it would condemn every possible scheme of public expenditure which cannot directly benefit all, and graduate the benefit

to be derived by each person in proportion to his exact contribution, which is an impossibility. This theory errs also in ignoring

the indirect advantages of high education enjoyed by the mass. Do you not see how the country at large is ennobled by its improving the public services in every department—how without it could we find a worthy soul for the ermine or the toga, an able educator, a skilful physician and a thorough engineer. An Adam Smith and a Stuart Mill declare it profitable to the state to afford high education. England also exclaims Government must not plead economy as an excuse for not giving education, for “the highest economy comes out of wise expenditure.” Why should the ominous trisyllable deficit be urged in defence of the proscription of English education or Civilization. Let it rather set our Rulers on the alert against uncontrolled expenditure in works which compared to education are but state pageants. (*Loud applause.*)

BABU RAJENDRALALA MITTRA in seconding the resolution said that, as the question of what should be the proper medium of education had once again been revived, it was well that his countrymen had thought fit publicly to give expression to their opinion and wishes in regard to it. And it was highly gratifying to notice from the proceedings, laid on the table, of the several numerous attended and respectable meetings that had lately been held in different parts of this province and the deputations that had been sent to the Calcutta meeting, the perfect unanimity which prevailed among the Hindu community in the Mofussil on this most important subject. It was the more gratifying to observe that the high and the low, the rich and the poor, the twice-born Brahman and the degraded washerman, the urban and the rustic, were all of one accord. Every man who was able to think was of opinion that the moral and material advancement of the people depended on a wide diffusion of European knowledge in the country. Nor had that opinion been formed by the sight of sundry crusts and crumbs which had fallen from the official table to the lot of a fortunate few—a mere

drop in the ocean—but after a careful survey of the condition and the most urgent wants of Bengali Society. In Calcutta that opinion was arrived at more than half a century ago, when the people so warmly seconded the exertion of that great philanthropist David Hare, to establish the late Hindu College, and hundreds of boys crowded the forms of that institution. A few years subsequently one of the noblest of the Hindu race, the late Raja Rammohun Roy, heartily joined the Anglicists and raised his powerful voice against the mistaken orientalists of the period; and there has not been a single instance since that time in which an intelligent man of Bengal had demurred to the diffusion of the western languages and literature in his native land. This universal unanimity, spoke for itself, and needed no comment. It settled the question definitively as regards the people of this country. It may appear strange, continued the Babu, that at a time when the brave and patriotic Poles are exerting their utmost to defend their national language which has been assisted at the point of the bayonet by an inexorable autocrat, we here should cry for a foreign tongue when our kind hearted rulers wish to diffuse the blessings of education through the vernaculars of our country. But, Sir, in Poland the vernacular is of the highest political importance; it is the great bond of union; it holds the people together as distinct from the other races of Europe; it preserves for them the annals of all that is dear to them, and contains a store of literature and science fully sufficient for all their requirements. Our vernaculars, on the other hand, (and we have many where the Poles have only one) are poor and undeveloped, and serve only to divide and disunite use. We yield not to the Poles in our love for our country and our race; but we feel that the best way to love them is to promote their welfare. It was well in the primitive states of society to defend every thing that was national, for it was then a question of life and death; but such a patriotism in the present day would be a curse, and you should have none of it. If patriotism means an insensate love of every thing that is ours, whether good or bad, away with

such patriotism. If it is to teach us to rest satisfied with our laws and penates, our language and our civilization, as they stand, the less we have of it the better. Such patriotism requires us to hug our claims, and remain intellectual bondsmen for ever. True patriotism, however, is not a blind adherence to ancient customs, but an intelligent love for the welfare and advancement of our race, and if you really wish to serve your country, you should not hesitate a moment to spurn every thing that stands in the way of progress; and import from foreign land whatever is calculated to raise her in the scale of nations. Our history, our traditions, our ancient glory, are preserved in a language which has long since ceased to be current, and it is impossible to revive it. It can now only serve as a monument of the past, and not the instrument of future amelioration. Our vernaculars are mere media of speech and all but totally devoid of such scientific and literary lore as can raise a nation and satisfy our intellectual wants. Our only resource therefore is to borrow what we want from those who will help us, and who can assist us better in this respect than the noble race which now sways the destiny of this country? Time was when the languages of Greece and Rome were supposed to represent all that was noble and great for the culture of the human mind. But that time has long since passed away. The languages of Germany, France and England have gone far ahead of them, and no man can now be called truly learned who has not acquired a thorough knowledge of at least one of them, and of the magnificent stock of science and literature that they have amassed. For us the language of England has the greatest commendation. It is fully as rich, if not richer, than those of France and Germany, and it has at the same time many advantages, which the others do not possess. Those advantages may be all expressed in a single sentence, it is the language of our Government. If you wish to be an able lawyer you must learn it; if you desire to have the honors of the bench you must learn it; if you wish to be a competent senator or legislator you must again learn it. Do you wish to distin-

guish yourself in the healing art, you must learn English, so must you if you desire wealth by foreign commerce. For y none of the sciences of modern Europe can be more readily acquired than through the medium of English, and even for a thorough study of the history of your own national classic, the Sanskrit, you must have a competent knowledge of English literature. Can you afford to give up such a language—such an Aladin's lamp of knowledge—for the sake of a mistaken patriotism?

It has been said by a learned gentleman, high in Government service, and performing the duties of a minister of Public Instruction in India, that high education is not of essential service to society, and it serves only to make “tulips and exotics” of us; but will you, and will Europe, endorse the opinion that the Herchels and Humboldts and Stephensons of society are mere “tulips,” like tares in a wheat field, and that those who have just placed a girdle round half the circumstance of the Globe we inhabit, are of no essential service to the community? It may be that it is more arduous for us to acquire, in a foreign language, what people in Europe learn in their own vernaculars; but it is neither impossible nor particularly difficult. It is only a year ago that one of you in a competitive examination stood second in English amidst three hundred of the flower of England's youth. He was weighted for a welter and had to run against feather weights, and he won with ease. I have no doubt that there are hundreds, if not thousands, amongst you who could do the same under like circumstances.

It has been urged by the gentleman whom I have already adverted to, that no body prevents us from learning English or any other language we choose, but the Government is not bound to provide for us. But this doctrine appears to me quite as consistent as that about tulips and exotics. The gentleman himself admits that it is the duty of Government to provide for the education of the people; and if so, it must follow as a matter of course, that the education provided should be good and sound

and useful, and not a shadow which, to quote the language of Macaulay, can bring to the recipient neither bread nor honor." It has been all along held in every part of the civilized world, that the glory and greatness of a nation depends upon the sum total of knowledge acquired by its foremost representatives, and not upon the extent of the area over which it is sprinkled in drops. Greece was great because she had her Homer and Socrates and Plato. Rome was likewise great because of her Philosophers and Poets and Historians ; neither on account of any popular education, for they had none, and the bulk of their population was made up of helots. England is great and truly great, but has she achieved that greatness by any system of widespread elementary education ? No : her greatness depends upon her scholars and her scientific men. Take them away and she will at once sink to the position of Spain or Portugal. If then the greatness of a nation depends upon the extent to which liberal education is cultivated in it, is clearly the duty of the British Indian Government to offer every encouragement to high education in this country, and not to let it take care of itself, in order that Government resources alone may be devoted solely to that which is not by itself able to help the nation onward,—a postponement of that which is of the utmost importance, for that which of secondary consequence. In the cess despatch, just received, it is said " that the true wealth of a wise and just Government lies in the growing wealth of its people, and the fiscal system which most encourages the accumulation and enjoyment of capital in private hands must in the long run be the most profitable to the state" and if so, it is the Government is clearly bound to encourage that kind of education most which is calculated to be the most remunerative and not to deny it all encouragement because it leads to material advantages. In European countries every possible encouragement is held forth to university education, large annual grants are given from the state exchequer for the support of universities. In Germany this amounts to 29 thalers for every thaler paid by the student in the way of fees. In France the Government allow

once is 190 Rs., ~~per~~ student, and in Italy to no less than 227 Rs., against an average of only 10 Rs., in Bengal. Turning from the continent to England we find the magnificent endowments of her Colleges are due to a great extent to gifts of land by former sovereigns, and the state allowance to the Queen's College in Dublin and the Maynooth grant shew that the principle has not been lost sight of in the present day. No doubt many of the endowments of English Colleges are due to private charities, but those charities did not flow in all at once. Centuries passed away before they attained their present proportions, and in India the same may be expected in a much shorter time. Within the last fourteen years, that the Calcutta university has been in existence, private benefactions for the support of collegiate education have poured in to the extent of nearly seven lacs on this side of India, and at that rate our colleges will be rendered self-supporting before the century is out. But whether they are so or not, the duty of Government will always remain the same, and we have every right to demand—not to pray—that it should render every reasonable encouragement to that which is of the highest value for the well-being of the nation. This has been repeatedly acknowledged by the Government itself, and is such a manifest truism in the science of Government, that it would be a waste of words to demonstrate it.

But while advocating the cultivation of the English language for those who can afford the necessary time and the means, I shall not forget the claims of those classes who cannot afford them. For them the vernaculars must continue to be the only media of education, and it behoves both the Government and the people at large to see that they are supplied with what is most appropriate for them. I shall be the last to deny any man his due; but I cannot tolerate any scheme which will deprive one section of the community of its rights for the benefit of another, even when put forth under the cloak of benevolence and philanthropy. Injustice does not cease to be so because its proceeds are devoted to a good purpose. To do evil that good may proceed from it enters not in my humble code of morals. If Government

is bound to provide for the education of the people under its care it is bound to see that the means at its disposal are equally distributed among the different classes of the community, who contribute to those means and not to select some for its favors and neglect others.

It is the fashion among some of our enemies to say that the education given in the Government Colleges is charity education. I denounce the charge as a malicious calumny, and altogether repudiate the idea that education given at the cost of the state, that is out of the public revenues contributed by the people at large, is an act of charity. Were it so you may as reasonably say that the protection we derive from the police and the judicial establishments of the country, are gratuitous ; and the military establishments are kept up gratis for our good. As a matter of fact, we in Bengal, pay more for our education besides the share which comes out of our contribution to the revenues of the state, than any other nation in the civilized world. According to a recent resolution of the University authorities of Oxford the annual fee has been reduced to £3-10 in that ancient seat of learning, when the average cost to each student in Bengal is £9. Bearing this in mind I ask is it not a matter of extraordinary effrontery for those who get their education at the cost of 3-10 to themselves, the rest being made up by public charities, to call us charity boys who pay £14-6 in Calcutta. True there are some Government scholarships attached to our colleges, and their total value is about £7000 a year, but before malevolent people carp at us for them, it would be well if they would remember that in France over 18 lacs are annually devoted to bursaries, and in England the value of exhibitions and bursaries proceeding from pure charity considerably exceeds that sum.

There is one question more to which I shall advert ; it is the possibility of raising the Indian vernaculars sufficiently for the purposes of a liberal course of education. I begin by denying that such a thing is possible within any reasonable time. There are a hundred and one vernaculars now current in the country,

and it is utterly utopian to suppose that all or most of them be improved so as to be fit for university education. None believe, will be full hardy enough to insist on it, and if not the whole argument about the superiority of the vernaculars will fall to the ground. A few of the vernaculars may be improved and when they are what will become of those races whose vernaculars are not improved? They must be obliged to study in, to them, a foreign tongue; and if so why not give them the English at once instead of waiting for the improvement of a language quite as strange to them. Even to effect that improvement the only means at our disposal is to import the sciences and the arts of modern civilization from the nations of Europe, and how can that be accomplished unless we learn those sciences first and then translate them into our vernaculars? When Russia wanted those sciences she did not begin by forbidding all foreign languages, but by offering every possible encouragement to the study of the French and the German languages. The Porte and the Pasha of Egypt have done the same in a small way, and if our Governors really wish for our good they must do likewise. To sit still till the vernaculars are improved would be the surest way to prevent the possibility of their ever being improved. It would be invoking Jupiter instead of putting our own shoulders to the wheel. But even with our best exertions we cannot possibly attain our object in less than a century, and to give up the study of the English now is therefore tantamount to giving up all prospect of improvement for three generations to come. But even after that the necessity for learning English will not cease. No Hindu in Bengal would for a moment wish to see our present Government changed. On the whole India never had a Government so good in the whole course of her history; and if the Government is to last the necessity for learning English will always continue, even after the Bengali is rendered as perfect as the English. It is the language of our gracious sovereign over whose dominions the sun never sets; it is the language of commerce all over the east. It is the language of Milton and Shakespear; of Newton and Bacon, of Locke and Hume; it is

the language of a noble host of physicists of the present century who have altogether changed the face of civilization in Europe can you afford to give up such a language for the poems of Kritibas and the doggrels of Kavi-Kankan, or even for such sloppy translations as you can produce for years to come? If you can I shall deeply regret your choice, for it would amount to an intellectual suicide. (*Tremendous loud cheering.*)

BABU KALIMOHUN DASS said :—Mr. Chairman and Gentlemen. The splendid talents and exalted rank of the nobleman by whom this Resolution has been proposed, the superior eloquence and comprehensive view of the question taken by the distinguished gentleman who followed him—a gentleman as well-known in the department of literature and science as in the region of politics, render it superfluous for me to tire your patience to any great length by further observation in support of this Resolution.—I hope, however, I shall be excused if I attempt to set forth before you some of the salient points which this most important and momentous subject presents to my mind. I shall not be longer if I can help it than so serious a matter requires.

I confess I feel a sort of disgust almost bordering despair at the manner in which the Government has hitherto looked upon the arguments contained in the various reports and letters addressed by the learned and conscientious Director of Public Instruction—arguments which were accepted and approved by the local Government, by such an able, upright and virtuous man as our Lieutenant Governor (hear, hear.) I feel it with sorrow and utter it with considerable reluctance that although the honor and dignity of Great Britain is intimately bound up with the right decision of questions like this—questions which affect the weal and woe of one hundred and eighty millions of Her Majesty's most loyal subjects, our rulers are not much disposed to listen to the voice of the nation or to respect their wishes. It is not my wish, gentlemen, to enhance the misfortune of this nation by inflaming the minds of our rulers by indiscreet declamation or unnecessary bitterness. It is of the utmost importance to us that a difference of opinion on this

question should not fester into rancour or breed any sort of ill-feeling between our rulers and ourselves. But gentlemen when I consider for one moment the probable consequence of the measure contemplated by the State, when I see that the face of Bengal is once more to be covered with darkness, that once more the shadow of night and dismal superstition shall overtake this wretched, this ill-starred-country, I believe you will excuse me if I go to the bottom of this controversy and explain to you how this matter stands on the documents and despatches penned and issued by the authorities. Many of you, gentlemen, are no doubt thoroughly aware of all that has been written and said regarding this question, but as there are others present in this meeting whose profession and avocation in life, may not have left them leisure enough to enter into the details of this sad controversy, I will begin by reading to you the Resolution of the Government of India, Dated 8th September 1869, No. 3233 of the (Here the speaker read the Resolution) Financial Department.

This official document is quite on a par with the other calculations and productions of that praiseworthy Department, which delights in mysteries of figures, and finds deficit when there is a surplus, discovers that a sum of Rs. 19,33,520 was spend by State for the high education of the natives of Bengal in the year 1868-69. This disclosure as was to be expected whetted the financial zeal of the Government of India and hence the Resolution of September last.

I need hardly mention to you that this Resolution of the Government is based on incorrect data and erroneous calculations. Adverting to the comparative claims of English and Vernacular education to the support of the State, the Governor General of India in Council observes. "The principle which the Government of India had in mind in the Resolution of September applies alike to all English education *viz.*, this, that the motives which induce the people to seek it are *prima facie*, sufficient for its rapid development without any contribution from the Imperial finances. It is notorious that the same assertion can by no means be made in regard to vernacular education. It

may, it is believed, truly be said, in respect even to the most intellectually advanced provinces of India, such as Bengal, that to desire for Vernacular education, or, as might distinctively be said, for education in order to develop the intellectual powers, apart from the immediate purpose of securing material advantages, is so low as perhaps hardly to exist. It is undeniable that in this form education needs, and ought to receive, much artificial stimulus and encouragement. The Government of India is glad, to perceive, that though dissatisfied with the terms of its Resolution, the Hon'ble the Lieutenant Governor, and the Director of Public Instruction, admit the practicability of gradually, and with discretion, increasing the contributions of those who receive from the State, or by its aid, an English education. The Governor General in Council is of opinion that this should be kept constantly and prominently in view and that it should be, in accordance with the views expressed by successive Secretaries of State, the constant aim of the Supreme and the local Governments, co-operating cordially together, to reduce to the utmost the charge upon the State for English education, with a view to render it as self-supporting as possible. There is another observation on this Resolution which I cannot help making, it is this. We are told that for the purpose with which the Government of India recorded the Resolution of September 1869, "*all* English education must be classed *high*."

With these introductory remarks which have set forth before you with the object of pointing out clearly the nature and object of the measure which is now on the anvil of the State I will proceed to make some remarks on the resolution which I have the honor to support. This resolution divides itself into two heads :

1st.—The vast progress which the cause of education has made since the time of Lord William Bentinck.

2nd.—The calamity which awaits us if the proposed retrograde step of withdrawing or considerably diminishing State aid from English education be adopted.

On the first branch of this enquiry, I have simply to call your attention to the Resolution of Lord William Bentinck dated 11 March 1835, which I find in page 7 of Vol. I. of a Report on Public Instruction in the Bengal Presidency from 1835 to 1851 by J. Kerr, Esq.

It would appear from the celebrated Resolution of Lord William Bentinck, just referred to, deciding in favor of English education that previous to 1835 the Government had to provide the students of its Schools and Colleges with books and stipends in order to enable them to study in pursuance perhaps of the custom which prevailed in this country during the reign of the Hindoo and Mahomedan Governments. The poverty of the students stood in their way and this Resolution of Lord William Bentinck put a temporary check to their progress, so that the Government of Lord Auckland considered it necessary in the year 1839 to bestow scholarships in the proportion of "one to every four of the pupils" and Lord Hardinge in the year 1844, held out every promise of employment and reward to successful students. Such was the difficulty the Government felt in this period of time that notwithstanding all these means and devices the number of stipendiary students in the year 1843 was limited to 27 pupils only ! Compare and contrast this result with what is returned in the report of the Director of Public Instruction 1868-69, and you will find that we have at present 5423 Schools of all descriptions English and Bengali, aided and unaided, giving instruction to 215,550 students. This result, to say the least of it, establishes beyond the possibility of a doubt that education is now fully appreciated and those who can afford to receive its light are not content to remain in darkness. If it be necessary to adduce further evidence on this point, I need only say that this meeting consisting as it does of men of all grades and castes of so many districts and villages establishes most conclusively and beyond the possibility of a doubt the degree of interest which is now felt by our countrymen in the cause of education (Hear hear.) But whilst the number of our educational institutions and the number of those who attend those institutions is no doubt an index to the

intellectual progress of Bengal, it is by no means true that the number of those who have received sufficient and satisfactory knowledge of the arts and sciences that are taught in Europe and America is very considerable. There is hardly one native who can make a ship or even a pin, hardly one amongst us who can teach the rest of our countrymen the science and discoveries of Europe hardly a score who can speak good idiomatic English. Gentlemen, it occurred to me when I rose to address you after the distinguished speaker who seconded this resolution, that if I failed in using appropriate words and epithets in conveying my ideas to you it was only because the education which I had received was materially defective. The more glaring our failure the more clearly it should appear that enough has not been done for us to teach us even the language of England (laughter.) As for the social and moral progress we have made it is enough I think to call your attention to the fact that most of our superstitious institutions and customs are tottering fast dying away, that there are amongst us a number of religious and social reformers whose self-imposed mission in the cause of their country—whose perseverance in the cause of reform is exceedingly praiseworthy and creditable to themselves as well as to their country (Hear Hear.) What then are the arguments, which are used to divert or withdraw the funds contributed by the State for the promotion of English education in Bengal—what are the reasons assigned for rooting up the tree which has borne so many, so sweet, so beautiful fruits. These arguments and reasons as they appear from official correspondence may be divided into three classes. 1. Social, 2. Financial, 3. Political. Under the first head may be classed all those arguments which spring from natural sympathy for our peasants, our shoemakers, our blacksmiths, our carpenters and all those castes and classes of men, who live by manual labour. The condition of these classes—their ignorance, their superstition, their bigotry and their poverty awaken pity in the hardest heart, and it has been very justly said that their condition is a “disgrace to England and to the English Government in India.” It is not I may say the object or intention of any gentleman pre-

sent at this meeting to withhold the light of knowledge from these classes. Speaking for myself I shall rejoice and welcome the day when the torch of knowledge and civilization shall be carried to every village and hamlet, when a network of Schools and Colleges shall be spread from one end of this peninsula to another, when every peasant shall have his books and writing, when even the shoemaker shall be competent for the Bench and the bar, when in fact Bengal shall ring with the noise of intellectual achievement, and fairly regain the place which she held in days of yore in the scale of nations. (Cheers.) But at the same time, I must say that very few of those whom our paternal Government would thus assist, elevate, enlighten and regenerate can under present circumstances spare their time and attention for intellectual cultivation. Children above the age of six or seven are required to assist their parents in earning a livelihood. Imagine Gentlemen, a peasant *pater familias* burdened with the charge of six or seven children and the wives and children of those children being dependant upon the produce of 20 or 25 Beghas of land minus rent, minus cess, minus tax, minus fines and penalties, working with borrowed seeds and borrowed ploughs, and cattle, and you can well realize to yourself a portion of the difficulties, by which he is surrounded. (Hear Hear). How far is it possible to educate men like these? Compulsory education would be more a blight than a blessing to these men and surely no man can be expected to read or instruct his children unless he can feed them during the pursuit of knowledge (Loud applause).

The financial complaint, which presents complicated symptoms in consequence of the disordered and disorganised machinery at work and the endless confused state of our public accounts is after all a curable disease, which admits of easy remedy, if our rulers will look to the abuses which carry off millions and apply the scissors of retrenchment to vested interests and privileged high quarters instead of applying the pruning knife mercilessly and ruthlessly to hundreds of ill-paid writers, amlahs, dufftarics and punkha bearers (Loud applause.) To spend the infinitesimal sum of 5 or 7 lacs out of an enormous elastic

and yearly increasing revenue of 17 crores supplied by Bengal and to call this 1-000 proportion a heavy weight on the exchequer of the State is a process of reasoning quite unintelligible to ordinary mortals and will hardly fail to excite the contempt and ridicule of other civilized nations, which contribute so largely for the development of their intellectual resources and for the progress and advancement of those whom Providence has placed under their care (Applause.) England occupies so very conspicuous a place in the theatre of the world, that at a time like this when the human intellect is making gigantic strides in all quarters of the globe, when discoveries of all descriptions thicken upon us, with such a rapidity that the most powerful intellect fails to take a comprehensive view thereof at a time like this when even despotic Governments take a share in the education of their subjects, it ill becomes the position, the dignity, the prestige nay the honor and pride of Great Britain to renounce her noble mission of awakening the energies and elevating the minds of one hundred and eighty millions of men from any consideration of finances by withdrawing its aid from high class education (loud cheers and cries of hear hear.) Much indeed has been done, but more, much more still remains undone. Gentlemen, I cling with superstitious tenacity to the doctrine that nothing short of a very high class education can achieve the task of India's regeneration, and you must excuse me if I say that to withdraw the aid of the State from this class of education is tantamount to a renunciation of the policy which the Government has hitherto pursued. To substitute the Vernaculars for English as a cheap medium of education at a time when there is hardly one work in any one of them, where you can find even a resume of the philosophical and scientific researches of Europe and America, when there are hardly words and terms in those languages to render and translate those researches would, it strikes me, be taking too bold a step—a step full of desperate hazard and difficulty. The result, gentlemen will undoubtedly be, “mean reparations on mighty ruins.”

It has been proposed to raise the fees in all Government and

aided English Schools as a means of diminishing the contributions of the State for such Education so that English Education in Bengal may be prosecuted "not only without carrying a charge to the imperial revenue, but even so as to provide some means for helping forward Vernacular Education." This proposal assumes in the first place that the students in our Government Colleges and Schools pay less schooling fees than the students in other civilized countries say England, France, Prussia, Italy and Switzerland and in the next place the capability of the parents and guardians of these students to pay more. Both these assumptions are alike unwarranted. In the University of Oxford the fee payable under a recent statute is £3 10s. per annum. In France the fee charged in all its colleges (Lycees) range from £6 to £10 per annum and the fee for the Communal colleges (which resemble our district schools) is £4 per annum. In Prussia the average fee rate is a little lower than £2 14s. per annum and the highest fee rate, appears to be £4 per annum. Mr. Arnold calculates that in Italy a State so newly constituted and engaged in struggles with such gigantic difficulties the yearly average cost of a student for maintaining himself at the University all charges included is about 3£. As for Switzerland the same author observes that the "fees are low and the staff of professor is excellent." Mr. Arnold also tells us that France spends £3 7s. Italy £5 12s. from the imperial exchequer and that in the year 1861 Prussia spent £79,629 to meet a sum of £2761 from the students' fees, endowments &c., yielding a further sum of £21,160. Now, gentlemen compare these figures with the statement in page 5 of the Report of Public Instruction 1868-69 and you will find that the cost of each pupil to the State in Bengal is Rs. 10-12-7 only. Can it be said in this state of facts that the students of Bengal receive a charity education? Can it be maintained for one moment that parents and guardians of our students pay nothing for the Education of their children when they spend lacs and lacs for *Shrad* and marriages? The argument speaks for itself, and it is only to be wondered at that it should find utterance from men who paid much less to the State in which they were educated

than the children of Bengal. It has been said that the position and wealth of the students who read in our Government Colleges and Schools is such that they can easily pay an increased fee for their education. To rebut this assumption I have only to read the remarks of Mr. Sutcliffe Principal of the Presidency College, reported in page 431 of the Report on Public Instruction for 1868-69. After giving a full analysis of the positions and occupations of the guardians and parents of the students the learned principal says that 25 per cent. of the students are dependent upon their Scholarships for defraying their college expenses. This remark of the Principal of our most expensive Government institution has an eloquence, which I can hardly surpass, and if with facts like these the Government should still insist on an increase of the Schooling fees, it would only strengthen the impression that under the high-sounding name of mass-education lurks an intention to bring about a dissolution of our great Educational Institutions.

Before I resume my seat I wish to crave your indulgences and ask your forbearance for a few minutes more. I would ask you to consider the arguments which have been printed and paraded so often and which are drawn from a forced construction of the Despatch of 1854, a document which has been tortured and tormented to suit the premeditated views of those well-wishers of Bengal who maintain that the time has come when the State should withdraw its aid from high class and English Education. These gentlemen maintain on the authority of the 62nd and 86th paras of the Educational Despatch for 1854 that the English Colleges and Schools maintained by the State should be closed. But if they will turn their eyes to the 2nd, 4th, 7th, 38th, 97th and 100th paras of this Charter of Education, they will find the reverse. "What we desire to see extended in India is that which has for its object the diffusion of the improved arts, science, philosophy and literature of Europe." Our object is to extend European knowledge throughout all classes of the people. "We have shown that this object must be effected by means of the English language in the higher benches

of instruction." Is the system of education that has been adopted in Bengal entirely provided by the Government! Do we not contribute very largely if not equally with the State ~~or~~ this system? The receipts and disbursements of the education department for the year 1868-69 as given in page 44 of the *Calcutta Gazette* show that out of a total gross outlay of £2,95,150 £1,19,651 is from private sources. And only £1,75,499 is paid by the State (Hear hear.) But apart from this circumstance the argument based on the 62nd para of the Despatch carries its own refutation, for that very para contains these words. "*But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single School to probable decay.*" Now let us turn to the 86th para. Can it be said that sufficient provision is found to exist in many parts of the country for the education of the middle and higher classes, for the diffusion of a knowledge of the science, philosophy and literature of Europe, so that Government institutions of the higher order may be safely closed? Let me ask you in the name of truth whether the fact is not entirely different? whether even the higher order of Government Colleges teach any thing which may be called a sufficient diffusion of the knowledge of European arts and Science? Do we know enough of European Science—are we taught enough of European philosophy, when the most advanced students of our Colleges cannot carry on a Geological Survey? Yes, enough has really been taught to us—the time has really come for a discontinuance of English education when there not half a dozen natives who can properly translate the scientific works of Europe and America! Would it redound to the credit of Great Britain if India were thrown back half a century ago, if superstition were to regain its dominion over her? Would it reflect much credit on the English press which might justly claim in its ranks some of the ablest and philanthropic men of our time if they should lend their support to a policy which was at once fallacious, illiberal, and retrograde in its character, a policy which was the off-spring of antiquated ideas and fraught with so many unfortunate consequences? It is true,

that the State might feed the intellect of the masses, but I say, gentlemen, that England would drink to the dregs the cup of her shame if she were to accomplish it by starving the intellect of those classes, who in every country and clime in all ages and stages of human development have so materially and essentially assisted in the improvement and elevation of the masses (*Cheers.*) Gentlemen, I now come to the most important and interesting aspect of this controversy—its political aspect. In para. 11 of the letter of the Director of Public Instruction dated 30th November 1869, a letter from which I have quoted so often and so much, a letter which does credit to his sincerity at the same time that it does honor to the goodness of his heart, after pointing out that “any sweeping measure as to increasing the schooling fees,” such as is now suggested, will certainly not result in financial success the conscientious Director observes, “the benefits of these institutions have conferred and are still conferring upon the country, in the improvement of every branch of the public service, and in the advancement of general civilization and enlightenment, are so striking and so overwhelming, that the possibility of such an intention would never have presented itself to my mind were it not for certain recent indications that there are misgivings existing in high quarters regarding the political results to be anticipated from a wide diffusion of a high English education among the people of Bengal, and suspicion suggested by them that there may not impossibly be a latent desire to put a drag upon its progress by the application of a money pressure, for which plausible grounds can now be adduced in the disordered state of the public finances. This is not a suitable occasion to discuss a question of such vast importance, but I must venture to express my profound conviction that such fears regarding the results of enlightenment and intellectual culture are absolutely chimerical, and rest on no more stable foundation than the similar views which were still current in England a quarter of a century ago regarding the danger to be anticipated to society from the spread of education among the masses of our own fellow-coun-

trymen." What are these anticipated political results? What are these misgivings which exist in high quarters? Is it that the schools and colleges of Bengal supply roots which f. 1 sedition and rebellion? (*Cheers*). Is it therefore that the trees which supply these roots must be starved in order to famish their fruits? (*Cheers*). If so, our Inspectors and Directors are much indeed to blame: they should learn their lessons again and begin their task anew, rather than draw high salaries for teaching and preaching sedition to a class of men, whose religion teaches them to be loyal, meek, passive and submissive, whose theory is that the Flesh only suffers and not the Soul, whose physical debility and constitutional weakness is a sufficient guarantee of public tranquillity. Is it possible that a nation that respects even the person of a cow for the sake of her milk, should rebel against a Government that has fostered it with all the fondness of a father for so long a time, and revived in it love of learning with such preserving efforts and conferred on it inestimable blessings? (Loud applause.) Is rebellion ever known in the history of Bengal? I can scarcely conceive that this is one of the misgivings, which lurk in the minds of our rulers—I would rather believe that the Director of Public Instruction has been misled than that the Government entertains such ungenerous distrust, for after all ignorance is not the best sentinel to keep the peace! (loud and tremendous applause.)

Carried.

RAJAH SUTTYANUND GHOSAL BAHADOOR moved the second Resolution which was as follows: "That this meeting, while strongly advocating the diffusion of English Education, does not the less desire the provision, by every reasonable means of Vernacular Education. But in the opinion of this meeting the only satisfactory basis of Vernacular Education is the cultivation of Western literature and science." He said after all the elaborate speeches he had heard, he had very little to add. The want of education in the Bengalees had always drawn the serious consideration of the paternal Government. Vernacular

education was no doubt a very desirable thing, but still it entirely depended on a full and complete knowledge of western literature. He thought that it was as much necessary to diffuse Vernacular education as it was to supply the wants of English Education for the middle and high classes. Yet, preference should be given to the science and literature of the west, and it would be very impolitic on the part of Government to withdraw the one in order to support the other.

BABOO KISSORY CHAND MITTER rose and said : Baboo Romanauth Tagore and gentlemen. I have been requested to second the Resolution which has just been moved by my friend Rajah Suttia Nundo Ghosal, and I do so with great pleasure. The history of education in this country and the marvellous changes wrought by it during the last two quarters of a century afford in my humble judgment the strongest condemnation of the educational policy propounded by the Government of India and also the strongest support to the Resolution itself. For some time after the establishment of the British Supremacy in India no thought could be bestowed on the education of the people. But when the empire was consolidated and peace was proclaimed better ideas dawned on our rulers. Warren Hastings was keenly alive to the importance of extension of Oriental learning. Lord Moira recorded a minute in the judicial administration of Bengal in which he fully recognized the duty of the state to promote the moral and mental advancement of the people. Several English Schools were in the meanwhile established in Calcutta and the metropolitan districts, the first of these being one set up at Chinsurah by Mr. Robert May a dissenting missionary and which culminated in the College of Mahomed Moslem. These schools spread a taste for English learning. Availing themselves of this altered state of feeling David Hare, Sir Hyde East, and the leading members of the native community in 1816 established the Hindu College. The Hindu College, Sir, proved a brilliant success. Its alumni were the first band of reformers who made noble exertions to improve and elevate

their country. They were eager to communicate the knowledge they had acquired at the College to their less fortunate countrymen and they established for this purpose several schools in and around Calcutta. Of these schools I have given a detailed list in a paper read by me at the Bengal Social Science Association.

In 1835 the battle between the Orientalists and the Anglicists was decided in favor of the latter, and a new system of education was inaugurated. It was based on the dictum of Macaulay that a shelf of a good European Library was worth the whole native Library of India and Arabia. It was announced in a Resolution of the Government which I shall read to you :

“The Governor-General of India in Council has attentively considered the two letters from the Secretary to the Committee dated the 21st and 22nd January last, and the papers referred to in them.

2nd. His Lordship in Council is of opinion that the great object of the British Government ought to be the promotion of European literature and science amongst the natives of India, and that all the funds appropriated for the purpose of education would be best employed on English education alone.

3rd. But it is not the intention of his Lordship in Council to abolish any College or School of Native learning, while the Native population shall appear to be inclined to avail themselves of the advantage which it affords, and His Lordship in Council directs that all the existing professors and students of all Institutions under the Superintendence of the Committee, shall continue to receive their stipends. But his Lordship in Council decidedly objects to the practice which has hitherto prevailed of supporting the students during the period of their education. He conceives that the only effect of such a system can be to give artificial encouragement to branches of learning which in the natural course of things would be superseded by more useful studies, and he directs that no stipend shall be given to any student who may hereafter enter at any of these institutions and that when any professor of Oriental learning shall vacate his situation, the committee shall report to the Govern-

ment the number and state of the class, in order that the Government may be able to decide upon the expediency of appointing successor.

4th. It has come to the knowledge of the Governor General in Council that a large sum has been expended by the committee in the printing of Oriental Works. His Lordship in Council directs that no portion of the Funds shall hereafter be so employed

5th. His Lordship in Council directs that all the Funds which these reforms will leave at the disposal of the committee, be henceforth employed in imparting to the Native Population a knowledge of English literature and science through the medium of the English language, and His Lordship in Council requests the Committee to submit to Government with all expedition a plan for the accomplishment of this purpose.

(Sd.) H. T. PRINSEP,
Secy. to the Government.

The adoption of the English language as the sole medium of instruction to the exclusion of the Oriental languages was as grave an error as the present proposal of excluding English education and adopting the vernaculars. Now while I yield to none in my high appreciation of the English language and the value of the treasures contained in it, I maintain that the learning of India and Arabia is not altogether so false and valueless as Lord Macaulay would have us believe. India was the cradle of knowledge and has given birth to a host of philosophers, physicians, and theologians who have developed new lines of thought. Arabia followed in the footsteps of Athens, which contained to speak, the concentrated intellect of Europe. She cultivated mathematics, physics, and medical science with great vigor and success. That the philosophical labors of India and Arabia successsively resulted in mysticism, and idealism, scepticism and sensualism, is not to be wondered at, because they were the sole actors, in that intellectual arena where in all age and among all civilized nations they are in turn in the position of combatants

and of the sovereigns. I can, therefore, well understand the enthusiasm of the orientalist for Sanscrit and Arabic, but I lament the great mistake which they committed in making those dead languages the sole media of instruction, a mistake which would have done harm if it had not been exploded by the keen logic and incisive generalization of Lord Macaulay. Happily for the cause of education the General Committee of Public Instruction entrusted with the duty of carrying out the new system interpreted the Government Resolution liberally and broadly in respect to the vernacular languages. In their report on the operations of the educational institutions in their charge for the year 1835 they make the following pertinent remarks :

“ We are deeply sensible for the importance of encouraging the cultivation of the vernacular languages. We do not conceive that the order of the 7th of March precludes us from doing this, and we have constantly acted on this instruction. In the discussions which preceded that order the claims of the Vernacular languages were broadly and prominently admitted by all parties, and the question submitted for the decision of Government, only conserved the relative advantage of teaching English on the one side and the learned Eastern languages on the other. We, therefore, conceive that the phrases “ European literature and science,” “ English education alone,” and “ imparting to the native population a knowledge of English literature and science through the medium of the Sanskrit and Arabic languages ” are intended merely to secure the preference to European learning taught through the medium of the Sanskrit and Arabic languages, as regards the instruction of those natives who receive a learned education at our Seminaries. These impressions have, as we understand them, no reference to the question through what ulterior medium such instruction as the mass of the people is capable of receiving, is to be conveyed. If English had been rejected and the learned Eastern tongues adopted the people must equally have received them through the vernacular dialects. It was, therefore, quite unnecessary for the Government, to take any notice of the vernacular tongues and consequently

we have thought that nothing could reasonably be inferred from its omission to take such notice.

‘ We conceive the formation of a vernacular Literature to be the ultimate object to which all our efforts must be directed. At present the extensive cultivation of some foreign language, which is always very improving to the mind is rendered indispensable by the almost total absence of vernacular literature, and the consequent impossibility of obtaining a tolerable education from that source only. The study of English, to which many circumstances induce the natives to give the preference, and with it the knowledge of the learning of the West is therefore daily spreading. This, as it appears to us, is the first stage in the process by which India is to be enlightened. The natives must learn before they can teach. The best educated among them must be placed in possession of some knowledge, before they can transfer it into their own languages. We trust that the number of such translations will now multiply every year. As the superiority of European learning becomes more generally appreciated, the demand for them will no doubt increase, and we shall be able to encourage any good books which may be brought out in the Native languages by adopting them extensively in our Seminaries.

The proper policy for the furtherance of education, the policy that has in point of fact been always and ought always to be acted upon is embodied in the foregoing observations. It is the only possible and practicable policy and its reversal at the present moment will prove an irretrievable misfortune. It implies high English education for the higher and middle classes and primary vernacular education for the lower orders.

In their report on the educational operations for 1837 the General Committee of Public Institutions observes as follows : “ A further experience and a more mature consideration of the important subject of education in this country, has led us to adhere to the opinion formerly expressed by us, that our efforts, should be at first concentrated to the Chief Towns or Sudder Stations of districts, and to the improvement of education among the

higher and middling classes of the population, in the expectation that through the agency of these scholars an educational reform will descend to the General Vernacular Schools, and its benefit be rapidly transferred among all those excluded in the first instance by abject want from a participation in its advantages." The expectation of the Committee has been amply fulfilled. I know a host of educated natives who have communicated their knowledge to their less fortunate countrymen in their own language and in the manner and form most acceptable to them. The cry that has been raised against them, that having received a charity education in the Colleges they have done nothing for their country, is an unreasoning cry. Now the truth is exactly the other way. The education they have received is neither a charity education as shown by Mr. Atkinson and by the fact that the Hindoo School and Hare School are nearly self-supporting nor is it true that they have failed in their duty as educators. Far from having done nothing they have done a great deal in furtherance of the cause of education. They have been foremost in organising schools, literary Societies, and newspapers, and in promoting and extending popular education in every possible way. Their exertions in this direction have been most indefatigable and laudable, and instead of evoking the obloquy of a clique deserved the lasting gratitude of the public.

"The same policy of imparting European knowledge through the medium of English to the higher orders and through the Vernaculars to the lower orders is confirmed and repeated in the Despatch of the Court of Directors." We must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, science, philosophy, and literature of Europe; in short of European knowledge." "In any general system of education, the English language should be taught where there is a demand for it but such instruction should always be combined with careful attention to the study of the Vernacular languages of India together, as the media for the diffusion of European knowledge; and it is our desire to see them cultivated together in all

schools, in India of sufficiently high class to maintain a school master possessing the requisite qualifications."

What the Court of Directors aimed at was the dissemination of western literature and sciences to the people through the media of both the English and vernacular languages, but they never dreamt of separating those two media of instruction but on the contrary contemplated their indissoluble union. It is the Government of India and not the home authorities that now attempt to separate the English and vernacular education, to compare the one with the other, and award the palm of superiority, to "vernacular education as better calculated for the development of the intellectual faculties." I deny this position as the English language is the key which opens the door to an endless series of secret and an untold treasury of literature, whereas the Bengalee language is still very poor and rude and the curriculum of the Patsalla may be mastered in three years. It is because I look to the Bengalee language being enriched by the lucubrations of the recipients of a high English education that I advocate the diffusion of vernacular education among the masses. At present not only the material advantages but the intellectual advantages are all on the side of English education. To strangle English education would be therefore to arrest progress among all classes and to put back the clock of improvement for an indefinite period.

The resolution, while recognizing the supreme importance of English Education, affirms the necessity of the promotion of Vernacular Educations. But I hope and trust that the primary education which Government proposes to impart should not be exceedingly primary or primitive or infinitesimal in its quantity and quality, but something worthy of the name of education. At a recent meeting of the London Social Science Association, John S. Mill delivered a lecture on National Education, in the course of which he said that education is something more than to read, write and cast accounts. So thinks the leader of English thought. But so does not Mr. Howell think. That acute precisewriter says, that it is not intended that the proposed

vernacular schools should elevate the students above their sphere in life. What in the name of goodness and common sense do education aim at but the elevation of its recipients ? I would not care a cowrie for an education which would perpetuate ignorance and superstition—an education which would fail to dissipate that intellectual darkness in which the mind of the mass is enshrouded. What is imperatively wanted is an education which will not be a shadow but a substance—an education which will teach not merely words but things—an education which will be both objective and subjective, an education which will teach not only the head but the heart—develop not only the intellectual but the moral and the emotional part of our nature. Education, meaning, as it does, the educating of all our powers, is required for all classes of men and of all countries and climes and creeds and for all time. I, therefore, emphatically repudiate the distinction made by the Resolution between the claims of the higher and those of the lower classes to education. It is as untenable and unreasonable as the comparison made between English and Vernacular Education in favor of the latter. True, English Education is fraught with material advantages, but are they not of importance to a country ? Are they not the motive power to education here and elsewhere, in the East as well as in the West ? Learning for the sake of learning is a transcendentalism of which most men are innocent. Her votaries are few and to be found among men of exceptional natures and lofty minds hungering and thirsting for knowledge irrespective of any temporal benefits to be derived from the pursuit of the same. Besides, it is necessary that certain classes of men should be placed above want to enable them to pursue knowledge and disseminate it among their fellowmen. Why is it that India and Egypt were the earliest civilized ; because, thanks to the fertilizing powers of the Ganges and the Nile, the means of subsistence were abundant.

I would have it distinctly understood that those who have promoted this meeting are not in any sense opposed to the primary education of the masses. Some of them have been most zealous

promoters of education. They have been instrumental in establishing a considerable number of schools and Patsallahs. From them the educational institutions both for the higher and lower classes have derived substantial aid. To their munificence and intelligence must be assigned the credit of advancing and stimulating popular education. I cannot, Sir, conceive how an educated or a civilized man can be insane enough to resist or be indifferent to the education of the masses; for it means every thing. It means, the improvement of the social and political, the mental and the moral condition of the country. It means the material as well as the spiritual well-being of the people. It means the development of our resources and the overthrow of that deluding and demoralising superstition, which has dwarfed and paralysed the powers of the mind. It means the humanization and illumination of the myriad millions forming the basis and body of the social pyramids. In conclusion I would repeat what I declared in 1844 at a public meeting of the native community convened for the purpose of conveying their gratitude to Lord Hardinge for the promulgation of his Educational Resolution of 4th October of that year, giving preference in appointment to public offices to educated over uneducated natives. Educate the people, and they will cease to be fleeced by the *mahajan*, oppressed by the police and victimized by the *amlah*. Educate the people, and they will learn to assert their rights as well as respect their obligations. Educate the people, and the country will soon wear a different aspect and assume her proper position in the scale of nations." (*Loud applause.*)

Baboo Chunder Nath Bose, M. A., (Pleader, High Court) in supporting this resolution spoke as follows :—

MR. CHAIRMAN AND GENTLEMEN,—I take it to be an axiom that no nation in modern times can make much progress in civilization and material prosperity without a deep and extensive study of the higher branches of knowledge. And I can not believe for a single moment that England, whose own material

prosperity is the result of a long and earnest study of the natural sciences, does not know that India must think and study in the way she herself has done and is doing in order to become great in the world. (*Hear hear.*) I cannot also believe that England does not know that notwithstanding what she has done, she has not yet given anything like a sound and scientific education to the natives of this country. Gentlemen, you all know that the *Englishman* Newspaper lately compared Bengal to a box of lucifer matches, that a high functionary of the State itself—no less a man than Sir Richard Temple—recently declared at a meeting over which he presided, that the education of our countrymen was extremely poor and extremely unsatisfactory. (*Hear hear.*) Now, Gentlemen, what does all this mean? Surely it implies that our rulers know that they have not yet given us anything like education. What then is the meaning of the proposed educational policy? Is there any colour of reason in the proposal to withdraw all State assistance from high English Education? Whatever be the answer returned to this question *here*, I am sure, Gentlemen, enlightened Europe will return a strong *negative* to it. (*Hear, hear.*) Then again, is it not known to our rulers that the few attempts at social improvement which we have hitherto made have only proved that the education which we have received is singularly unsound, singularly unscientific, singularly unpractical? I think, Gentlemen, I have a right to assume that all Englishmen in India and the Government of India in particular, know all this and something more. (*Hear, hear.*) I have a right to assume that our rulers know that the Natives, in order to be able to civilize themselves, must be provided with far better education than they have yet received. Why then this warfare against High Education, this unwillingness to deprive us of the paltry sum of six or seven lacs of rupees? I am sure many will say that I am wrong in using the word “warfare” in speaking of the proposed withdrawal of the State-grant from high education, because I have heard it said in certain quarters that as the Resolution of the Government of India is based on the supposi-

sion that the higher and middle classes are now capable of teaching themselves, it would be a serious mistake to think that the Government intends to discourage or put down English Education altogether. But, Gentlemen, in spite of all that people may say against this view of the question, I will repeat most emphatically that the Government of India *does* contemplate warfare against High Education. Does not the Government of India know that the paltry sum of six or seven lacs, which it has determined not to give us, would be but as a drop in the ocean, considering that the entire cost of educating the masses of Bengal alone must amount to forty or forty-five lacs of rupees? (*Hear, hear.*) Does not our Government know that the great middle classes of Bengal are crying out from one end of the country to the other, honestly, earnestly and piteously, that they are as yet incapable of educating themselves? And will the Government deny us five or six lacs in spite of all our entreaties and exhortations? Gentlemen, we all have a right to ask our paternal Government why it grudges us only a few lacs for the education of our children and our children's children. For myself, Gentlemen, I cannot conceive any reasonable answer to these questions—the resolution of the Government of India seems to me a riddle more intricate than any that human ingenuity ever devised. (*Hear, hear.*)

But, Gentlemen, we must not, in our advocacy of high education, forget mass education altogether. Yes, Gentlemen, mass education is said to be desirable. Perhaps it is so; but I cannot believe for a moment that it will produce quite a social and intellectual millennium as some seem to think. I will, however, in the name of common sense, ask you to consider whether it would be possible to work out the gigantic system of popular education contemplated by the Government of India without a *highly-educated native* agency. Look at the Patshallas system. This system, Gentlemen, as you all know, was planned by the late Sir John Peter Grant for the education of the lowest classes of the community, and it is perhaps superfluous to add that it has

attained to a considerable degree of development within the eight or ten years that it has been in existence. But I will exhort every Englishman residing in India to tell me whether this Patshana system, which is meant for the lower orders of the people, could have attained so much excellence—nay more—could at all have been organised, unless there had been in the country a man like Babu Bhoodeb Mookerjee, gifted with vast intellectual powers, unfailing energy and uncommon force of character, and possessing, as he does, a truly philosophical acquaintance with the manners, customs and institutions of the people. If not, should it not be manifest to you, Gentlemen, that it would require thousands of Bhoodebs with a hundred thousand well-educated Deputy Inspectors beneath them to educate and to superintend the education of the countless population of India, a country of truly continental dimensions? (*Hear, hear.*) Then again, Gentlemen, is it not clear that the condition of the masses would not be bettered a bit without technical education?—that the people must have some knowledge of the practical arts in order to be able to make their lot a little more happy and contented than it is at present? But has the Government, I ask, given us any scientific education whatever?—has the Government yet enabled us to produce one single man who is fitted to instruct the masses in the industrial arts? Gentlemen, it is no doubt humiliating to you to confess there is none amongst you who is fitted to do this. But you can rest assured that your humiliation is nothing to the humiliation which England will suffer in the eyes of the civilized world, when the enlightened nations of the West shall come to know that the Great British Nation, while attempting to sympathise with the vast mass of their subjects in Asia, had *deliberately* and *determinedly* abandoned the one indispensable method of doing them good. (*Hear, hear.*) Gentlemen, I have done. But before resuming my seat, I will inform you, with very great pleasure indeed, that my brother graduates of the University of Calcutta fully sympathise with the object for which this Meeting has been convened. (*Loud cheers*)

Mr. Broadley then rose and said :—

MR. PRESIDENT AND GENTLEMEN,—Through the courtesy of your President, I rejoice that one Englishman at least will have an opportunity of placing on record his sympathy with the object of this important Meeting. On no common occasion would I have ventured to intrude my observations upon you, but I am now led to do so by the paramount importance of the subject to your country and to mine. When I say, Gentlemen, to your country and to mine, I do not mean to England and to Bengal—I refer to Bengal alone. I do not admit that the accident of birth settles definitely the final nationality of a man, I believe it to be determined rather by the country in which he spends the active years of his life and in which his influence is felt for weal or for woe—for good or for bad. My lot has been cast in Bengal, the working days of my existence will be spent amongst the Bengalis, and for this reason, I say, your country is my country. I believe most sincerely that the object of this Meeting is the good of our mutual country. Let us look back thirty years to the days of Lord William Bentinck, and compare Bengal of his time with Bengal of to-day. What a wonderful change meets our view ! Look at the science of medicine or the science of engineering, for instance, and the change—the change for the better—strikes us at once. If proof is wanted that High Education has done much for Bengal. I find it in the possibility of such a meeting as we see assembled to-day. But because we have done much, it is no reason we should not advance further, and I cannot, I dare not believe, that the Government having helped to teach us to walk, will abandon us before it has taught us to run. Gentlemen, I will not and I cannot believe this to be the intention, or even the policy of Government. I have not spent all my days in England. I have travelled over many of the countries of Europe and without wishing to flatter you in the slightest degree, I must say in my humble estimation there is no nation under the sun, which has appreciated the English language so much as the natives of this country. I have but one more word to say and that is, with reference to a remark which fell from the lips of one of the

speakers, to the effect that Government was about to withdraw the aid it had previously given to High Education, because three or four native gentlemen had been successful in competing the Civil Service of India—a service to which, I am proud to say, I belong. Gentlemen, I am assured such a mean—I may almost say despicable—idea has never entered for one moment into the minds of the rulers of this country. I am certain, when these gentlemen return from England, there will not be one of them, who will not tell his brethren in this country, how keenly he is sensible of the kind treatment he has received in the distant West ; and though a few might be jealous of their success, yet the best and ablest men of England—men like Dean Stanley, were only too glad to hold out to those Bengali youths, first the cordial hand of welcome, and secondly the equally cordial hand of heartfelt congratulation. May their success be an incentive to others to follow in their footsteps ! Gentlemen, I cannot conscientiously take up more of your time, but before I resume my seat, I must assure you that there is no person here, who sympathises more deeply with the object of this meeting than myself.

Carried.

Baboo Joykissen Mookerjee said :—

I beg to move the third Resolution, which is as follows :—3. That while by the spread of a high and liberal education by means of the English language the British Government would most fully accomplish its mission in this country, it would at the same time derive from it most important economic advantages ; inasmuch as it would thereby lessen the cost of administration ; would greatly facilitate commerce ; would render its laws intelligible to all classes, and would establish a bond of sympathy between the rulers and the ruled.”

The Resolution speaks for itself. No act of the British Government in India has done more to reconcile the people to a foreign rule and to conduce to its own stability in this country on a firm, rational, and economical basis than the support which it has hitherto given to the diffusion of a high and liberal edu-

cation among the people. However limited that support may be, and however disproportionate to the immense revenues of the country, it has succeeded in bringing about results which have been of no small importance to the country. To the Government itself the advantages accruing from the spread of education have not been insignificant, and in fact, the system which has been hitherto pursued has tended mainly to train up young men for the different departments of the public service. The country has only just awakened to the necessity of a reform, which will recognise the cultivation of the physical sciences not only as the proper discipline to the highly inductive character of the Hindu mind, but also as the means which will enable the people of this country to develop those vast agricultural and commercial resources, for which the country has always stood pre-eminent. If Government be therefore really earnest in its professions of regenerating the country and qualifying its people for a higher state of social and political existence, it should allot a larger share of its revenues to meet this increasing demand for high education. The material benefits which the country has derived from the British Government and all that is noble and praiseworthy in the progress of the people are due to English education, and it is not too much to ask our enlightened Government to complete the work which it has so nobly begun. Even on the low consideration of £. s. and d. the economic advantages to the Government from the spread of high education among the people have been immense. They have repaid a thousand fold the costs that have been incurred for it. It is difficult to conceive what would have been the financial position of the Government and what the burden of taxation imposed on the people, if the numerous appointments which are now held by educated natives in the various departments of the administration had to be filled and recruited by men brought out from England. But thanks to English Education, the cost of administration has been limited to a no small degree by the employment of native agency. Whether in the Judicial, Executive, Medical, Engineering or Education service, or in the department of Public Accounts, the

natives have been every-where found to be fully equal to any position in which they have been placed, and it is easy to imagine the amount of saving which they cause to the Government, which commands their services at less than one-third the cost which would have been otherwise incurred. I might quote, as an illustration, the case of the districts of Hooghly and Howrah, in which the services of two Covenanted Judges cost the State more than the services of the three Subordinate Judges and nine Moonsiffs taken together. The disparity of cost with regard to the executive service is equally apparent. English education has not, however, simply saved the State an enormous portion of its cost of administration. It has as well saved the country from the horrors of taxation which, under a highly paid administrative agency, would have assumed a form, which it is fearful even to contemplate.

The means which English Education affords for an intelligent appreciation of the policy and wisdom of legislative enactments and executive measures of the State have been no less beneficial to the Government and the people. Nothing could be more desirable for the peace and stability of an empire than such an appreciation by the people, and the history of the British administration in India has amply shown that circumstances which have led to a constitutional representation of their grievances on the part of the English educated people of Bengal have given rise to indications of disloyalty and even to a disregard of lawful authority and outbursts of violence in less favored parts of the country. Vernacular schools were attached to every native regiment, but they did not save the army from the horrors of the Sepoy Mutiny. Ignorance is the mother of evil, but primary education such as is advocated by the Vernacularists, will not dissipate that ignorance. Indeed, it has always been my opinion, that if the Subadars and Havildars Majors and the Native Officers of the Sepoy Regiments as a body had been educated in English, and understood the character of British rule and of the British nation, they would not have swerved an inch from their loyalty. Lastly, English education is gradually making the

people of this country familiar with the character, history, and institutions of Englishmen, and thereby creating a bond of sympathy between the two nations, which will be productive of the happiest results to both. The political advantages of English education cannot be therefore too highly valued, and it is a matter of surprise that in the face of these obvious advantages a proposal should be even for a moment entertained for gradually diminishing, if not altogether withdrawing, all State support for English Education, and thus striking at its foundation the most cruel blow which it is possible to conceive. That the proposal should have been made with a view to provide funds for giving elementary instruction to the masses, takes away nothing from its character. In the absence of a sufficient appreciation of the benefits of English Education by a majority of the higher and middle classes of the people in the interior of the country, it is easy to see that the time has not arrived when English Education will be entirely supported by the people themselves, and that the proposed measure, if carried out, will put a serious check to the cause of education and to the further progress of the country. The education, which on the other hand it is proposed to give to the masses, will, in the absence of all demand for it, meet with every possible obstacle in its way, and even if successfully carried out will, from its extremely elementary character, be of little avail either to the country or to the people themselves. Even without such education the masses are being gradually improved through the medium, and by the example of those who have received English Education, and to whose influence, direct and indirect, does the country owe that gradual spread of a desire for education, and that perceptible diffusion of liberal ideas in matters of sociology, politics, and religion, which are daily becoming more and more apparent. The proposed measure would reverse this natural course of things. Fortunately, however, we have, at the head of our local administration, a statesman who, under the most critical circumstances, has not hesitated to advocate the cause of high education with an enlightened zeal and masterly ability,

and I sincerely hope that the rumour of His Honor's intention to lay down ere long the burden of office has no foundation in truth. The state of my health will not permit me to say more, but I am sure that the Gentlemen who will second and support the Resolution will do it full justice. Allow me, however, to say one word. Let it not be supposed from what I have said this day that I am in the least opposed to the education of the masses. It might be egotistical to say so, but as I have never spared money to assist in the diffusion of education, among the masses, and in the promotion of their general welfare, I hope that that fact will protect me from any such insinuation. All that I wish is that English and Vernacular Education should go hand in hand, and that nothing should be done to starve the English institutions for the sake of feeding vernacular schools. (*Applause.*)

Dr. Mahendralala Sircar spoke as follows :

MR. CHAIRMAN AND GENTLEMEN,—In rising to second the Resolution just moved, I must tell you, I do so with considerable hesitation, and that, Sir, on more accounts than one. I am afraid, my appearance this evening is likely to be ascribed by those who do not know me and who have not appreciated the significance of this Meeting, I am afraid, Sir, my appearance with you will be ascribed to motives other than those which actuate me. I might be suspected of being in league with the British Indian Association, with the Zemindars of Bengal, against the masses of Bengal. Gentlemen, allow me to tell you, and I am proud to tell you, I am a veritable plebeian myself, sprung from the masses, from the class of tillers of the soil, primæval Zemindars if you like. I would not have come to this Meeting had I not believed that the abolition of English Education, which would inevitably follow if the schooling rates of Government Institutions were increased by the fiat of Government, would doom the masses to a state of perpetual misery and perpetual ignorance. I would not have lent my influence to this Meeting, infinitesimal as I know that influence to be, I would not have lent my influence,

Sir, if I had not believed that by convening this Meeting the British Indian Association has done a noble act of duty, the noblest it has done since its foundation—a duty not only towards itself, but towards the Government and the masses, the so-called lower orders.

I have hesitation on another ground. It is due to myself to tell you, Gentlemen, and that I am altogether unaccustomed to speaking in public. And I must tell you also, that I feel paralysed by the sight of this grand gathering no less than by the suffocating air, ay, and by the suffocating eloquence of the speakers that have preceded me. I am therefore afraid that my incompetency, aggravated by a sort of physical and mental paralysis under which I am laboring, might tend to mar the effect of the brilliant oratory that has just preceded, and the no less brilliant oratory that, I have reason to expect from the names of the eminent and practised speakers still in the programme, will follow. I shall therefore be short, leaving those who come after me to be sweet and eloquent.

And gentlemen, I can afford to be short. From what has fallen from the lips of the venerable mover of the resolution which I have the honor to second, I think it is scarcely necessary for me to say much in support of it. In fact, the resolution which I have to second embodies a series of truisms which need only to be expressed in order to be assented to. It is enough to tell you that the necessity in an utilitarian point of view of State support to High Education is being seriously felt and warmly discussed in England, in spite of what is known abroad of her civilization, of the advances made by her *savants* in various departments of the sciences. Matthew Arnold, in his Report on the Secondary Education on the continent, relates an amusing conversation with a scientific friend, a mechanician and a mathematician. On remarking to him that “in one department at least, that of mechanics and engineering, we seemed, in spite of the absence of special schools and the idea of science, to get on wonderfully well,” he received the following reply:—“On the contrary we get on wonderfully ill. Our Engineers

have no real scientific instruction, and we let them learn their business at our expense by the rule of the thumb; but it is a ruinous system of blunder and plunder. A man without the requisite scientific knowledge undertakes to build a difficult bridge; he builds three which tumble down, and so learns to build a fourth which stands; but somebody pays for the three failures." In ninety-nine cases out of a hundred, Gentlemen, that somebody is the State, and whence does the State derive the money to pay for the blunders of its officials, but from the life-blood of the masses in the ultimatum? If such, Gentlemen, be the state of engineering science in England, what is the state of that science, or of any science, likely to be here?

India, Sir, is emphatically a land of famines and epidemics. And how are these calamities, which have sadly become so frequent of late, to be averted, except by a profound knowledge of natural laws, a thorough acquaintance with the medical and the collateral sciences? And how can these sciences be best cultivated except on the basis of High Education by which, of course, I mean High English Education? Ask the Professors of the Medical College, and they will tell you how sorely they feel the want of a High English Education in their pupils. Now, will Government derive no economical benefits, if famines and epidemics are averted? What is Government without the people? And how can any Government prosper without its subjects prospering also? These are truisms which require no demonstration.

But why need we multiply arguments to show that the British Government itself will derive economical advantages from the spread of a sound and liberal English Education? Is it not under moral obligations to educate the people of India? Has not the British nation, in the fact of its possession of India, a most solemn and sacred trust,—the regeneration of a vast dependency, of the once glorious Hindu nation, the re-awakening to life and liberty of upwards of one hundred and eighty millions of souls? Would not England's true glory consist, not in simply holding under subjection the people of India, but in

elevating them in the scale of nations, in taking them by the hand, and reconciling them to their long alienated brethren, her own children? Let us see, Sir, if England is not under the highest moral responsibility to do all this. What would you think of the physician who undertakes the treatment of a case of apoplexy—and it matters not whether he has been called to treat the case, or comes across it by pure accident, whether he is paid for his services or not,—what would you think of this gentleman, if, after attending upon the patient for a time and succeeding in restoring him to consciousness, he abandons him? Would you justify him, would you exculpate him from the heavy moral delinquency, if he were to tell you that he has placed medicines within reach of the patient, nay that he has placed medicines in his very hands? The patient has indeed been restored to his consciousness, but he continues in a state of paralysis. He sees the medicines that will do him good, but he cannot stretch forth his arms to catch hold of them, or, if indeed they have been placed in his hands, he cannot lift those hands to his mouth. Now, is not the relationship of England to India exactly parallel to that of our supposed physician to his patient with infinitely heavier and more solemn responsibilities? It is only a few years back that England appeared in India in the shape of a few merchants or traders. God, in his Providence, converts these traders into governors and kings, their balance-rod into a sceptre, a sceptre, Sir, which now sways the destinies of one of the fairest regions on the face of the globe. And when England assumed the sovereignty of India, what was the condition of the latter? Was she not lying, as it were, in the stupor of apoplexy, which has been upon her for centuries without number, paralysed in all her energies, and rotting in her very vitals from wounds inflicted upon her delicate frame by a succession of the most despotic and tyrannizing conquerors? The Anglo-Saxon of those days who represented England, out of the abundance of the milk of human kindness in them,—and am I to suppose and believe that that milk has been dried up from the heart of the Anglo-Saxon

of the present,—the Anglo-Saxon of those days, England's faithful and dutiful sons, out of this abundance of kindness, took compassion upon India's deplorable condition, the deplorable condition of a nation, which, at a time when the rest of the world was sunk in primæval barbarism, produced philosophers unsurpassed by the philosophers of Greece,—orators, (I beg your pardon, orators we had none), warriors, who could compare with the warriors of Rome,—and a system of religion, Sir, the noblest that the world has produced, inasmuch as it was the most humanising, the most elevating, because the most spiritualising,—the Anglo-Saxon of those days, sent to our rescue by God's merciful providence, saw and took compassion upon our deplorable condition, and, Sir, nobly set themselves to work for our improvement. Under the stimulus of education in Western literature and science, and under the healing balsam of a benign and fostering Government, improvement does take place, and takes place most rapidly and almost unexpectedly. The apoplectic stupor of ages is broken. The people recover their consciousness. They begin to perceive their own sad condition, which is one of absolute paralysis of all their energies. And it is at this moment, Gentlemen, that our Government has determined upon withdrawing that aid which has, in the course of so short a time, worked so mighty and beneficial a change in our condition. But mighty and beneficial as that change is, it is far from being what it ought to be, what with the continuance of that aid, it will ere long be. That we continue still paralysed, Sir, the fact of this Meeting abundantly testifies, and it testifies to the lasting glory of English Education and the lasting shame of ourselves. If English Education had produced all its effects upon the gentry and aristocracy of the land, would not they have come forward with open purses and liberal hands to endow colleges and schools, instead of holding Prayer Meetings like this? Would they not have said to our rulers, “Well you are lacking in your duty, but we have been too well taught by yourselves, to lack in ours?”

Is further evidence wanted to shew that English Education has not yet borne full fruits? I beseech you, see it in the

progress which the Science Association Movement has made. I had the honor to inaugurate that movement upwards of six months ago, and in the course of these six months, I have been able to get in my list only Rs. 13,500 as the amount of subscription in aid of an institution which will cost at least a lac of rupees for being started, an institution which will redound as much to our credit, as to the glory of our rulers ? And, Sir, who are they who have come forward in aid of this Movement ? Are they the ignorant and the uneducated zemindars who have not yet learnt the use of their wealth ? Are they not the educated zemindars and patrons of education ? But how few their number is, the Subscription List shows, and it shows therefore most conclusively that the time has not yet arrived for Government to withhold its aid from High Education, if indeed at any stage of education, Government ought to withhold its aid from it. There are other speakers, gentlemen, to come after me, and I cannot now trespass on your time by dilating on the limits of the functions of Government in a philosophical point of view, but I believe that it will remain unquestioned to the end of time that one of the primary functions of all enlightened Governments is the organization of education, of education in the highest sense of the term. (*Loud and continued cheering.*)

— सत्यमेव जयते —

Baboo Jadu Natha Ghosha rose and said :—

MR. CHAIRMAN AND GENTLEMEN,—Though my name does not occur in the list of the speakers elect for this evening, yet I hope you will allow me the indulgence to say a few words in support of the resolution just seconded by my friend Dr. Sircar. I shall be as brief as possible so as not to unnecessarily trespass upon your valuable time by vain attempts at oratory. Gentlemen, I disclaim all pretensions to eloquence and would have certainly remained silent in this Assembly, were I not impelled by a strong sense of duty to contribute my mite of protestation against what I cannot help believing a most seriously calamitous measure threatened by our rulers to be carried out to the ruin of the most cheering prospects of pro-

gress, peace and prosperity of our father-land. Gentlemen, the proposed policy of the British Indian Government in the Education Department to encourage the so-called mass education at the expense of the higher culture of the country seems to me as short-sighted as it is singularly ungraceful. I cannot better illustrate it than by applying to it one of our homely Bengali proverbs, the wit and wisdom of which so recently engaged the attention of the foremost friend of the masses, the Rev. Mr. Long. This policy is an instance of “গরু মেরে জুতা দান” (*Garu marcy juta dan*) “giving away shoes by killing cows.” Who can deny the merit of the gift of shoes to the Brahmin? And yet, whatever be the quality and quantity of that merit, few orthodox Hindus will dare acquire it at the risk of incurring the enormous sin of destroying the sacred animal in gratitude to whose milk it is so tenderly treated. A few pairs of shoes into which the cow's hide is capable of being converted are no doubt necessary conveniences of civilized life, but what sane man will therefore sacrifice his milchcow to subserve such a purpose! When animals of this class die a natural death—and there is no dearth of such occurrences in this death-stricken world—there is plenty of materials for the shoe maker to use. Cow-poisoning, the not uncommon crime of Bengali *Moochies* (shoe-makers) to promote the briskness of their trade, cannot certainly be permitted to be perpetrated with impunity even if the extreme alternative were for people to walk barefooted. When the highest education of that portion of our population which is capable of profiting by it had been so amply provided for by the voluntary endowments of private liberality as to disengage the public grants, at this moment absolutely necessary, barely to keep it body and soul together, it would be time enough for diverting the State funds devoted to this end to further the cause of mass education. I am extremely humiliated to find that those statesmen, holding some of the best-paid offices in the gift of her Britannic Majesty in India, who are the loudest in support of mass education, have not yet shewn a single example of their real earnestness by coming forward with their private liberality to set free the State funds for purposes which they hold

to be imperatively demanding Government support. Why have not we an Indian Wykeham in Lord Lawrence, or why will not grateful science still adore her Mayo's holy" name within the walls of an Indian Eton? When our Governors-General and Secretaries of State—not to mention minor functionaries—set the example of founding and endowing collegiate institutions in a country, the lion's share of whose resources are absorbed in their salaries and allowances, our Zemindars and Rajahs and merchant princes, might be expected to follow these blatant bell-wethers in the path of raising the standard of national education in India. Till then the pseudo *Friend of India's* howlings week after week in support of mass education at the expense of high education should be suffered, as its maudlin sentimentality well deserves, to fall flat upon the ear of all right-thinking men. The English Government in India might not be inaptly likened to an agriculturist having immeasurable intellectual fields to cultivate. Its wisest policy has hitherto been not to fritter away its resources in attempting to grasp soils of inferior degrees of fertility almost verging upon barrenness as was singularly demonstrated by the almost complete failure of the one hundred and one Bengali Patshallas established by orders of Lord Hardinge in 1844, and as the senseless supporters of mass education to the neglect of a higher one would fondly wish it to be again guilty of, but to till those portions of its wide domains which promised the richest harvest. How rich the harvest has been even its bitterest enemies dare not deny. What is the plain path of duty for it at present to pursue? Not surely to abandon these blooming gardens to be run over by brambles and jungles of ignorance and superstition under the idea that they are *tulip* gardens, which it is immaterial to take further care of, indeed if not continued folly any longer to cherish, but really to value them as fittest *nurseries* for supplying seeds and seedlings to advance the tillage of wider regions heretofore lying fallow for lack of tillers and tools. Our English Colleges and Schools are alone capable of furthering popular education on a sound basis. It is they that will supply the latter with efficient and well-informed teachers and readable

and healthy literature. Any scheme that would suffer English education to droop and die before it had taken deeper root in the soil than it yet seems to have done, before in fact the little nursery, to which the existing high educational institutions may be properly compared when viewed in reference to the vast fields to be sown by their aid, has been transformed into an intellectual Sunderban where exotic science and indigenous literature will continue to flourish side by side in all their native luxuriance not needing artificial aid, let no real Friend of India think of starving out its goodly growth by drying up its sap-producing moisture supplied in the shape of State support. Mass education, unless fostered by men who have themselves been benefitted by high English culture, will be only another instance of blunder and plunder in the department of education more than the one noticed by Dr. Sircar in the Department of Engineering. Unless so carefully looked after as soundly educated natives and their equally well-educated philanthropic European fellow subjects alone can do, this scheme will be merely a means of proselytizing in the hands of those Christian Missionaries with whom the end sanctifies the means—such an abuse of public funds, tho' jealously watched over by the nation, whose highest interests it affects is not seldom perpetrated to their not small mortification and to the eternal discredit of that theoretically impartial British Government in India, who are unwittingly made a party to the guilt of using the unbeliever's hardwrought money to the perversion of his kith and kin. Is not this an illustration of our adage, “*তোঁর শিল তোঁর নড়া তোঁরি ভাঙ দাঁতের গোড়া*” (*thore sil thore nora, thoree vangee danter gora*)—it is your own grinding stones do I use to root your teeth out of your gums?” If, however, there would be no such thing to fear in the missionary management of mass-education in future, I would only be agreeably surprized, (some body prompted the speaker, deceived,) deceived if you like, gentlemen, if I make mistakes in the correct use of English words, I only furnish a fresh proof that the work of English Education in Bengal is by no means so complete as to be independent of public support.

One word more and I shall cease to take up your time. It appears to me somewhat inexplicable that at the present moment when nearly the whole work of Government is carried on in English, when in the administration of justice in the highest Court in the land English is the sole medium to the subversion of Persian and Urdu or any other native language, and again when there is so little likelihood of English soon making room for Bengali in these departments, as Norman-French did in favor of English in the days of Edward I., why is the culture of English to be discountenanced ! Gentlemen, let not our Government be guilty of putting the cart before the horse, let it first make the Governing classes capable of understanding the people's vernacular before that vernacular is allowed to supersede the language of the ruling class in the work of education, which rightly understood is but an apprenticeship to the duties of life. And unless Government means (which is far from its intention) to shut out its native subjects from the benefits of foreign commerce both in regard to exchange of the produce of the soil and of thoughts, as well as from the service of their mother-country in those higher posts where a knowledge of English will yet be deemed a *sine qua non* qualification, let it by no act of its own discourage the cultivation of English and thereby make its motives liable to be misconstrued. The Hindus in the acme of their power disallowed any but the twice-born the privilege of studying Sanscrit literature, let not our present rulers be guilty of a like selfish policy. If it is still necessary to teach Latin, the language of the Roman Conquerors of England, in schools in England, as in the Grammar schools were certainly the humbler classes and not the *elite* of England are taught, let English be yet awhile cultivated in our schools as extensively as there is means for its teaching and desire for its acquisition. (*Applause*)

Carried.

Baboo Issur Chunder Ghosal said :

GENTLEMEN,—I have great pleasure in moving the 4th Resolution with which I have been entrusted. It is as follows :

“That in no civilized country are the great seminaries of learning supported solely by payments from the students ; and the principle everywhere acknowledged that it is the duty and interest of the State to encourage a liberal education, is applicable with still greater force in India, where the class of students is poor in comparison to that of any other country, and where the necessity of keeping up a staff of European Professors greatly increases the cost of education.

I will not inflict upon you a long harangue at this late hour and even if I wished it, the state of my health would not permit the exercise ; and the eloquence of the gentlemen who have already addressed you is a further warning that I should not trespass upon grounds which have already been trodden. I shall therefore be as brief as possible, and I doubt not that my shortcomings will be more than made up by my learned friends who will follow me. It is sufficient to state that we are all agreed as to the vast importance of the subject, and the immense advantage and benefit which both the governors and the governed derive from a community of languages. Indeed, gentlemen, I estimate the value of this bond of mutual sympathy between the rulers and ruled, so highly that it is difficult to express adequately my feeling, and it would I think be the height of impolicy—a dereliction of duty and something worse if either party were to cast away this priceless jewel that is now within our grasp.

My learned friend, who seconded the first Resolution has shewn to you that both the nations of Europe and America consider it the first duty of Government to impart a high and liberal education to their subjects, he has also shewn to you the difference in the cost of education between Germany and England on the one hand and India on the other. If we look to the nations of the East, the Egyptians, Arabs, Persians, and Turks, we find that they have carried the idea of State Education further than the nations of the West, for they not only find Professors in their Emambaras and Mudrasas for the education of the people, but also food, raiment, and lodging and sometimes even stipends in case of poor and meritorious students. In China they go still

further, for every patent of nobility in that country is a diploma from one of their colleges, an example worthy to be followed by Nations who call themselves better civilized. Again, if we look to our own country, we find that it was the glory of our ancient kings to be always surrounded by a galaxy of learned men of the highest. Indeed a Hindoo Prince, intellect who did not encourage learning, was held in such disrepute that no priest would accept his gifts. Even now amongst our learned Pundits it is a rule which not one of their body dares break through to educate the students who attend their class free of all expense. We are all aware, however, that the code of social laws amongst the Hindus is so closely interwoven with their religious system that knowledge, though so greatly encouraged, was divided amongst the different castes which composed the community. One caste had theology and philosophy and astronomy for their special study, another caste had entrusted to them the study of medicine and physics, another was entrusted with the study of the science of navigation and commerce, and so on, but the professors of each class of learning had always the support of the State for the prosecution of their studies and the diffusion of such knowledge as they had charge of.

It has been remarked by some that though amongst the ancient Hindus education like mercy was doubly blessed, he that received as well as he that bestowed it, by large endowments and grants of land, that spirit has not yet shewn itself amongst the people of the present day in the encouragements of Western learning. These gentlemen, forget that a nation that has become dormant like the present Hindus through various causes cannot be resuscitated in a day. Let Western civilization exercise the same influence over the nation which religion did of old : and I doubt not the stream of benefactions will flow freely as when the Sanscrit was the language of the people. I must not omit however to mention here that our Universities though only 15 years old have already received endowments of no mean character. It must also be recollected that we are not only building a new civilization but uprooting one, which, though effete at

the present day, is national, day of glory and is still surrounded by the halo of many old associations. This is no easy task in any country, and it is peculiarly difficult in India where the good has degenerated into bad, and the prejudices owing to the subject position of the nation have become highly intensified. It has therefore become to them a shield against all foreign interference, and the only source of combination left to the people. It has therefore become to them almost a privilege, and they tenaciously hold to it as such.

Though the old Hindu College, if it had existed, would have now been nearly fifty years old, the Government system of education on a comprehensive plan commenced only in 1855-56 when the celebrated despatch of the Court of Directors came into operation. In that year the number of Anglo-Vernacular Schools was only 25 and that of Vernacular schools 51. The last published Education Report of Bengal for 1868-69 shews that within these fifteen years the former has increased to 670 and the latter to 2962 and the number of students has also increased in the same proportion. If this is not progress I do not know what that is. The cost of education in Bengal and the answer to the charge of charity education have been so well set forth by my learned friend Babu Rajendralala Mitra that I will not take up your time by repeating what he has said. If Government is determined not to give an English education in other words liberal education except at a cost which would be beyond the means of the middle class, I for one would propose that they withdraw from the field of English education altogether. Let them ride their Vernacular hobby with the mass. Then the middle and higher classes would have an opportunity of combining knowing what to do for the education of their children. And here let me ask you what has hitherto been the policy of the Government on this important subject. You all remember the fate of the Hindu Metropolitan College, founded by my philanthropic friend Babu Rajendra Dutt. Would that College have met with a premature death, if the Government had not stood out in formidable rivalry? Again, only the

other day my respected friend Pundit Ishwarchandra Vidyasagar sought to raise his excellent Calcutta school, the Metropolitan Institution, to the ranks of a College, but the Syndicate of the University refused to affiliate it. Similarly my public-spirited friend Babu Joykrishna Mookerjee offered to convert the Ootterpara School into a College and to endow it handsomely and applied to Government for such aid as was accorded to Missionary Colleges, but our enlightened Government declined to comply with his request. This is the way the Government meets private efforts for promoting liberal education and yet we are taunted for not exercising self-reliance ! (*Cheers.*)

The principle of an education tax or cess is in all civilized countries connected with the system of compulsory and gratuitous education. Is our Government prepared to go that length, remembering that the Rulers and the Ruled in this country differ widely in race, religion, and feeling, and particularly that our Missionary friends are sure to have the lion's share of the work with a view to swell the flock of so-called Christian converts. I do not blame the Missionaries, for it is their vocation. I mean to make as many proselytes as they can, but will it be wise on the part of the Government to adopt an educational policy, which will render their motives liable to be misunderstood and misinterpreted? I may however here tell their proper vocation is preaching and not politics. And is not the fee contribution from the people for educating their children a cess more equitable and more elastic and less harassing than any direct tax would be? Public spirit in paying for the benefit of others is no doubt commendable, but surely no one likes to give charity under compulsion and to see his hearth and home sold in default.

Again, it needs be remembered that the cost of English education in India is greatly enhanced by the employment of European Professors, but that is unavoidable. European knowledge without European Professors to impart it would be like a body without a soul. Our native teachers are no doubt efficient to a certain degree, but will they be able to impart that spirit to

their pupils, which a European is alone fitted to do by reason of his having acquired it with almost his mother's milk. English teachers are certainly more expensive than those imported from other European countries, and if the worst should come to the worst I would certainly recommend the employment of these cheap European teachers. In conclusion, gentlemen, I must thank the British Government for what they have already done for diffusing European knowledge amongst us and I would beseech them not to make English education an exceptional advantage for the benefit of the rich only. If they do not approve of the present system of English education, let them give it up altogether, for in that case as I have said before the rich and the middle class would be placed on an equal footing. Gentlemen, I do yet hope that the Government will prove more generous than they profess to be. I have known the British notion long enough not to know that they value public discussion and are never slow to profit by it. I have therefore no doubt that our united voice lifted from one end of the country to the other will have due influence upon our rulers. The warm sympathy which Mr. Broadley has manifested this evening even my humble opinion is a sufficient indication that the Bengal Civilians at least stand by us in the hour of our misfortune, and their help I feel confident will carry us a long way. (*Applause.*)

BABOO AMARENDRA NAUTH CHATTERJEE,—B. L. Pleader, High Court, in seconding the 4th Resolution, said, he would not detain the meeting long at that hour of the evening, it being 5 minutes to 6 o'clock. Nor had he much to say, as the question had been discussed thread-bare by the able speakers who have gone before him. The subject however was so tempting that even at that late hour he would claim their indulgence for a few minutes. It has been said that the money question lies at the root of the Resolution of the Government, but that question had always been before the Home Government in England. It was before the Court of Directors when that honorable body rejected the

proposal of Lord Hardinge's Government for the establishment of the Universities in India. The Court of Directors in their reply to Lord Hardinge's Government expressly mentioned that although they considered it was the duty of Government to render the utmost aid to the intellectual advancement of the people by a wide and extensive diffusion of a sound and liberal English education, and that to the furtherance of that object, it would be highly desirable to found the universities proposed by the Indian Government, still the establishment of the universities would necessarily entail an amount of expenditure, the State could not bear. Such was the reason which had led the Government of the Hon'ble the East India Company to hold back. But, happily, the Hon'ble Court of Directors came to a different conclusion in 1854, and its despatch of that year to the Government of Lord Dalhousie, sanctioning the establishment of the universities, and laying down for the guidance of the Indian Government an elaborate and comprehensive scheme for the education of the people, has, therefore, been appropriately termed by an able Historian of India as the intellectual Charter of the people of India (Loud Cheers.) Since that time, the resources of the State have vastly improved ; commerce has expanded ; peace and tranquillity reigned over the land. Was this then the time for the Government to put forth the plea of necessity and disown its most sacred responsibility? He, the speaker, here dwelt upon the intellectual condition of the country in Lord William Bentinck's time, and referred the Government to Mr. Adam's Report on the state of Education in Bengal in 1834. The importance of a sound and liberal English education has for the last quarter of a century been in great demand with the people. Time was, no doubt, when religious fears prevented people from availing themselves of it. But its great importance and absolute necessity, on at least political considerations, were unquestioned. He would refer the Meeting to Rajah Ram Mohun Roy's letter to Lord Amherst, in which that far seeing philosopher and philanthropist urged upon the Governor General the claims of the people to a useful English Education. He,

the speaker, would not care to discuss the comparative advantages of an English and a Vernacular Education. But one fact was patent to us all—Anglicists and Orientalists would, at any rate, agree in this, that mere Vernacular Education would not raise the people of this country on a level with their English Rulers. (Loud cries of Hear Hear.) No Vernacular Education would render people qualified for the high offices in the State. And it is a duty of the British Government to throw open offices of distinction to the people of this country, if they are qualified for same.

It is said that the Government ought not to encourage English education, because people seek for and pursue it in order that they may better their prospects in life. He, the speaker, did not think it was at all necessary to consider this objection. It was futile and puerile ; it carried its own refutation. Nobody would doubt for a moment that Education is universally sought for the sake of material advantages. Of Sanscrit knowledge alone it could be said that it was pursued for its own sake. A more disinterested class of students could not be found than the ancient Rishies of India. But such was not the spirit of modern civilizations. And yet the love of knowledge for its own sake was not altogether wanting among his countrymen. He, the speaker, would point to his College friend Babu Anundo Mohun Bose, Premchand Roychand Student of the Calcutta University, who after receiving the highest education that an Indian University could give him has forsaken all immediate prospects here, and matriculated in the University of Cambridge. (*Hear ! Hear !*) He the speaker thought there were three points involved in the present controversy which should be kept steadily in view. 1st. The Ruled should understand the Ruler ; 2nd the Ruler should understand the Ruled, and 3rd India being a vast continent, there should be a community of sentiment and feeling among its diverse nationalities for the advancement of the common weal. And what could be a more powerful instrument for the accomplishment of these important objects than the wide diffusion of English Education. Then it

was urged that although the natives cried for English Education they were not willing to pay for it. Now it was well known that since the Education Despatch of 1854, Schools had been multiplied at an astonishing rate in the Presidency and in the interior, and who were chiefly instrumental in founding them? Were it not the English educated natives and did they not pay two-thirds, and in many cases three-fourths of the cost of those schools? Thanks to Deputy Magistrates and Deputy Collectors, Moonsiffs and Subordinate Judges, Pleaders and Sub-Assistant Surgeons, and enlightened Zemindars and Talookdars, the cause of education was daily gaining ground. Would it be wise or politic for the State in this frame of the national mind to withdraw its aid from English Education and thus stop the good works. Permit me, said the speaker, to conclude by saying that in the name of every thing sacred and in the interest of the whole nation I adjure Lord Mayo's Government to watch and wait, not to be precipitate, not to arrest the tide of progress by a sudden fit of economy or a misplaced zeal for vernacular education! (*Loud Applause.*)

Baboo Bippro Dass Bannerjee said :—

MR. CHAIRMAN AND GENTLEMEN,—Since the beginning of this educational controversy, I have gone into hundreds of villages and talked with thousands of peasants. After the fullest enquiries I have come to the conclusion that the extensive system of vernacular education contemplated by Government would be premature.

Much has been said by the preceding speakers regarding high English education. I shall content myself with telling you that, out of Rs. 29,51,508 spent for education in Bengal, Rs. 10,29,002 is spent for direction, inspection, and professional institutions; Rs. 11,96,510 are contributed by private individuals, the actual net cost incurred by the State for English Education is Rs. 7,25,988 only! In the face of these figures, the proposed policy of the Government of India to say the least of it would be highly impolitic. I appeal to all Englishmen, whether it is expedient

to demand 19 lacs from a people who already pay 12, and that all at once ?

The Government of India in their resolution dated the 8th September 1869 have said that English education has spread so rapidly and is so much appreciated by the people, that it may be left to itself. I deny it ; there are at present 1,62,674 students in Bengal, of these 45,680 belong to the vernacular schools in Bengal under Babus Bhoodch Mookerjea and Kashi Kant Mookerjea. Assuming the number of boys of school-going age in Bengal to be 4 millions, and 2 millions belong to the high and middle classes, 1,16,994 boys receiving English education form a very low ratio. There are yet persons belonging to the high and middle classes, who object to send their boys to English schools, because they consider that English Education will make them irreligious ! There are myriads of students who cannot learn English simply because they cannot undergo the expenses of an English education.

As for mass education I say what I have repeatedly asserted as a journalist that the time is come to teach the masses. But education like any commercial commodity must be given on the principle of the supply being limited to the demand. So say our Vernacular Inspectors, who complain that the schools under them contain a greater number of higher class students than those of the lower class, for whom they are chiefly intended. Why is this so? simply because the ryots cannot afford to lose the labour of their boys. By all means give them education but give them what they really want, I mean practical education. The Government may establish schools and erect palatial buildings, but the teachers I am afraid will have to address empty benches. Unless you improve the material condition of the ryots it is idle to expect them to go to schools which hold out no inducement to them. Let this be done and then extend mass education, but not by sacrificing high English education, though according to the spirit of the great despatch of 1854, you may gradually retire from the direct management of the schools.

But after all what sort of education do the Government intend to give to the masses? Is mere reading, writing, and casting figures education? Is it fair to keep the ryot in the leading strings for ever? Such I fear will be the result of the proposed scheme of mass education. Even now the ryots complain that they have nothing to satisfy their legitimate ambition. (Here the speakers read an extract from the Report of the Deputy Inspector of Sonamukhy circle. Vide Education Report for 1868-69, page 358-59.) You may close the English Schools, but do you believe that the ryots will rest satisfied with the education that will not enable them to rise above the present dead level? The expenses of English Education may deter them, but will they not curse the hand that will give them a drop and a drop only which will serve to increase their thirst? Will not this be tantamount to an introduction of a new system of caste:—The rich educated, for they can afford any expense, the middle class compelled to remain in ignorance, and the mass never to be allowed to go beyond the iron barrier to be set around them? The true policy is so keep these English schools as they are, that the rich and the middle classes as well as the children of the lower classes, if they have means, may finish their education there. The Government are tantalizing the masses with promises which their own policy will not enable them to fulfil. Napoleon “will give anything to secure the adherence of men like Guizot and Thiers”!! Our Government are suppressing the only class who are loyal on principle and from a love of their country. As a humble but loyal subject of her Gracious Majesty I deeply and sincerely lament the determination of the Government of India on this important question. (*Applause.*)

Carried.

BABU DEBENDRA MULLICK, in moving the 5th Resolution said, that his task was simple inasmuch as the preceding speakers had exhausted the important points embraced in the Memorial. He was humbly of opinion that it was the duty of right-thinking and loyal subjects to represent freely and unreservedly their

grievances to their Sovereign rather than brood over them in sullen discontent. "Let us therefore," he continued go up submissively and respectfully to the Secretary of State and pray that the impending calamity be averted. I call at a calamity, for it can be nothing else, if those who are destined by their education and position to lead the nation in the path of intellectual and social progress were shut out from the schools and colleges by prohibitory schooling fees. I hope in saying this I may not be misunderstood, I am not opposed to mass education. I will hail the day when the millions of this country will not only acquire rudimentary knowledge, but will be placed in a position by means of practical instruction to bring modern improvements to bear upon unagricultural and other industrial occupations in which they may be engaged. It is our good fortune to live under the beneficent sway of a Sovereign who sorrows in our sorrow, and rejoices in our rejoicing, who looks with an equal eye upon all classes of Her subject without distinction of creed and color. I cannot for a moment believe that Her Gracious Majesty the Queen and the great British Nation, in whose hands are committed our destinies will do aught to arrest the progress of English education in this country, to which may rightly be traced the manifold blessings for which we feel so grateful to the British Government. Our prayer I submit is reasonable and just, we do not wish that the slightest check should be given to popular education. We only ask that the State may not withdraw or diminish its aid, limited as it is, from English education. If our rulers have any faith in their beneficent mission in this country they will I believe allow that that mission can only be fulfilled by qualifying the natives to participate in the blessings of that civilization, which has enabled them to take the foremost place in the scale of nations, and what can be more potent agency towards that end than the wide diffusion of European knowledge?" The speaker concluded by moving the following Resolution :

That the following Memorial embodying the views and sentiments affirmed in the foregoing Resolutions be forwarded to His

Grace the Secretary of State for India through the usual channel.

To

HIS GRACE THE SECRETARY OF STATE
FOR INDIA.

The humble Memorial of the
undersigned native inhabi-
tants of Lower Bengal.

RESPECTFULLY SHEWETH,

1. That your Memorialists have been filled with great alarm by the Resolution of the Government of India in the Financial Department, No. 2296, dated Fort William the 31st March 1870, announcing the reversal of the educational policy, inaugurated by the Government of that enlightened statesman Lord William Bentinck, and fostered by successive Governors-General, which if carried out in its integrity will prove seriously detrimental to the cause of the material, mental, and moral progress of the people of this country.

2. Your Memorialists do not desire to revive the old controversy as to whether the English or the oriental languages should constitute the media of instruction for the natives of India. The important results which have already followed the policy of Lord William Bentinck's Government fully attest its wisdom. Nothing, however, can be plainer or more obligatory on the Government of India than the instructions on this subject contained in the celebrated Despatch of the Honorable the Court of Directors of 1854, justly regarded as the Charter of Education for British India.

3. The cardinal principles of the educational policy of Government were thus laid down in that memorable Despatch :

"It is one of our most sacred duties, to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge."

This knowledge will teach the natives of India the marvellous results of the employment of labor and capital, rouse them to emulate us in the development of the vast resources of their country, guide them in their efforts, and gradually, but certainly, confer upon them all the advantages which accompany the healthy increase of wealth and commerce." "We must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved Arts, Science, Philosophy and Literature of Europe ; in short of European knowledge." "In any general system of education, the English language should be taught where there is a demand for it ; but such instruction should always be combined with a careful attention to the study of the Vernacular, and with such general instruction as can be conveyed through that language."... "We look therefore to the English language and to the Vernacular languages of India together, as the media for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of sufficiently high class to maintain a school master possessing the requisite qualifications."....."Schools whose object should be to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of Society in every condition of life shall exist in every district in India."

"We include in the class of institutions those which like the Zillah Schools in Bengal,.....use the English language as the chief medium of instruction ; as well as others of an inferior order such as the Government Vernacular Schools in the Bombay Presidency, whose object is, to convey the highest class of instruction which can now be taught through the medium of the Vernacular languages."

"We include these Anglo-Vernacular and Vernacular schools in the same class, because we are unwilling to maintain the broad line of separation which at present exists between schools in which the media for imparting instruction differ.

This system was thus summed up:—

Such a system as this, placed in all its degrees under efficient inspection beginning with the humblest elementary instruction and ending with the University test of a liberal education, the best students in each class of schools, being encouraged by the aid afforded them towards obtaining a superior education, by means of such a system of scholarships as we shall have to describe, would, we firmly believe, impart life and energy to education in India, and lead to a gradual but steady extension of its benefits to all classes of the people.

4. But in the face of these emphatic injunctions, the Government of India, in its recent Resolution, has proclaimed its intention to withhold its aid from “all English education,” declaring that “the motives which induce the people to seek it are *prima facie* sufficient for its rapid development *without any contribution* from the Imperial finances,” that “the desire for Vernacular Education, or, as might distinctively be said, for education in order to develop the intellectual faculties, apart from the immediate purpose of securing material advantages, is so low as hardly to exist, and, therefore, ought to receive much artificial stimulus and encouragement,” and accordingly directs the local Governments “reduce to the utmost the charge upon the State for English Education with a view to render it as self-supporting as possible.”

5. The withdrawal of State aid from English Education, your Memorialists respectfully submit, would be a grave misfortune to the people of this country. Apart from the intellectual, social, and moral advantages, which flow from it, it has a direct economic value to the Government, which can hardly be exaggerated. The English Schools and Colleges constitute the fields of exercise for the training of the children of the soil for the discharge of administrative functions: indeed, were it not for the facility thus afforded to recruit the different branches of the public service, it would have been scarcely possible for the British Government in India with the means at its disposal to have carried

on the administration of the country with that success which it has now achieved.

6. The present political condition of the country renders it necessary that the whole of its legislation and the bulk of its fiscal, Judicial and police administration should be conducted through the medium of the English language, and it is of the utmost consequence therefore that for a proper understanding of their object, effect, and bearing, a fair knowledge of that language should be possessed, not only by the higher classes, but by all who come under their operation and influence. To secure a just appreciation of the motives of the Government by the people at large, and to create a bond of sympathy between the rulers and the ruled, who are otherwise unhappily divided by color, creed and feeling, such a knowledge is imperatively required, and cannot be neglected without the risk of serious evil.

7. English Education for the people of this country is thus a State necessity, and it is therefore the duty and interest of the British Indian Government to apply a portion of the public revenues to its advancement, for it not only thereby promotes the cause of good government and is thus enabled to fulfil one of the noblest ends of its existence in a foreign country, but directly lessens the cost of administration and lightens the burden of taxation on the people at large.

8. In another sense State expenditure on English Education is also reproductive. Educated natives are so many missionaries of knowledge, and the light they receive they are naturally desirous to communicate freely to their less fortunate countrymen. Thus in 1855-56 the year when the Education Despatch of the Court of Directors came into operation, the number of Anglo-Vernacular Schools was 25, and that of Vernacular schools 54, while in 1868-69, the last year of actual returns, the former had increased to 670, and the latter to 2,962, mostly through

the exertions of native gentlemen educated in English and under the fostering influence of the Grant-in-aid system.

9. The object of the Government of India in reducing or withdrawing State contribution in aid of English Education is stated to be to divert it to Vernacular Education, but from the facts stated above, it is clear that English Education helps on the cause of Vernacular Education. For every rupee paid by the State in the aid of the Vernacular schools, an additional rupee is paid in the shape of fees and subscriptions raised through the instrumentality of educated natives, and were this agency to be repressed, the Government would have to bear the whole and not the half of the cost of Vernacular Education as now, while there would be no scope left for that "spirit of reliance upon local exertions and combination for local purposes, which is of itself," wrote the authors of the Education Despatch referred to above, "of no mean importance to the well-being of a nation."

10. It has been said that high education is sought only by those classes who are well able to pay for it, but this, your Memorialists submit, is a mistake. The social and political conditions of the country do not offer any incentive to the richer classes (whose number is extremely limited) to pursue a liberal course of study, and those who sent their children to school are generally poor and ill-able to defray the entire cost of their education. It is to be observed also, that the Government does not propose to withdraw its aid from high education only, but from all English Education, whether rudimentary or liberal, and that it will thereby affect the bulk of our English schools, many of which are primary institutions designed for instruction in the elements of reading, writing and cyphering, and which all include the Vernacular as a part of their curriculum. Thus it will be seen that the opposition of Government is to the spread of English amongst all classes and not to high education through

the medium of the English language for the higher classes exclusively.

11. The Resolution of the Government of India is calculated to convey an erroneous impression as to the share of State contribution in aid of English Education. It is often alleged that the British Indian Government gives a "charity" education to its subjects, but how far this charge is grounded on fact will appear from the following Statement : —

Expenditure on English Education in 1868-69.

INSTITUTIONS.	IMPERIAL FUNDS.	FEES AND ENDOWMENTS.	TOTAL.
	Rs.	Rs.	Rs.
Colleges General ...	1,91,456	95,499	2,86,955
Government Schools...	2,29,730	2,22,016	4,51,746
Aided Schools ...	200,334	3,79,404	5,79,738
Total ...	6,21,520	6,96,919	13,18,439

12. It will be thus seen that in Government Colleges an amount equal to half the State contribution is raised by fees, subscriptions and endowments, in the Zillah Schools a sum equal to the Government grant, and in the Aided schools nearly two thirds come from the same sources, a state of things quite in accord with the general spirit of the Education Despatch of 1854, and with the Grant-in-aid Rules sanctioned by the Government of India. It is observable that the two Government Schools in Calcutta kept up for the Hindus of the city, far from being a burden on

the State, yield a surplus income, and that of the institutions for professional education the Law Schools shewed in 1868-69, a surplus of Rs. 7,019. Your Memorialists may add that in Calcutta where the demand for English Education is exceptionally great, and the people are for the most part in a position to bear the whole cost of maintaining English Schools, the Government does not now give any Grant-in-aid to a school in which English is taught.

13. The Government of India seems to deprecate English Education on the ground that it is pursued for the sake of "material advantages." It, cannot however, be denied that modern civilization is closely interwoven with the material prosperity of a nation, and that in every civilized country, education is valued not only for the intellectual and moral advantages it affords, but also for its immediate bearing on the practical purposes of life. The distinction, sought to be drawn between the English and the Vernacular language as a medium of instruction, seems to imply that the former, with its rich treasures of literature and science, is not culminated so well as the latter to develop the intellectual faculties. This distinction, your Memorialists cannot help observing, is an arbitrary assumption opposed to the unanimous opinion of all the greatest men in India, European and Native. It is certain that so far as intellectual discipline is concerned, the Vernacular language of Bengal, being newly formed, though it is rapidly advancing through the literary activity of English educated natives, cannot boast of those resources, whether in literature or science, which can supply a complete course for liberal education or can gratify the thirst for knowledge of an intellectual being. Hence it is that Vernacular Education, however valued as a medium of rudimentary instruction for those whose circumstances and occupations do not admit of English education, cannot convey to the desired extent the European knowledge aimed at in the Education Despatch of 1854, or satisfy the demands of modern civilization, or the political aspirations of the people. But if Vernacular Education had no practical value, if it were a bar-

ren intellectual exercise, how few even of those who now receive it or who are in the view of the Government of India would ever seek it. And here the economic value of English Education is also evident. The vernacular books which are being so rapidly multiplied are produced without requiring any direct stimulus from the State, under the beneficent influence of that English Education, (which the Government of India would fain repress,) whereas in the other provinces where English Education has not made equal progress, even handsome pecuniary rewards have failed to produce a literature comparatively so rich and varied.

14. Every civilized country, your Memorialists submit, considers it obligatory on the State to appropriate a portion of the public revenues to the promotion of liberal education, and as that education can only be attained through the medium of the English language in the present state of this country, it cannot, they humbly conceive, be consistent with our policy to withdraw the insignificant sum now given in aid of English Education in Bengal, which is scarcely an appreciable fraction of the enormous revenues which Bengal contributes to the imperial treasury. And they would further point out that the voluntary contributions of those, who avail themselves of the English Schools and Colleges, are much greater than the amounts raised in the other provinces by compulsory local cesses ; while the fee payments in Bengal are already high compared with corresponding rates even in Europe. Thus by a recent statute of the University of Oxford its doors are open to all for the almost nominal fee of £ 3. 10 per annum and while the fee rate in the Presidency College in Calcutta is at present £ 14. 8s. per annum and in the Mofussil Colleges £6. per annum, exclusive of fees for the professional branches such as law and Civil Engineering.

15. The Principle, regulating the allotment of the public revenues to the several provinces for the purpose of education, is, in the humble opinion of your memorialists, highly unsatisfactory. In the first place, out of an income of nearly fifty

millions, only £680,530 is allotted to education ; and that amount is thus divided among the several provinces :—

PROVINCES.	TOTAL REVENUE.	ALLOTMENT FOR EDUCATION.
		For 1870-71.
Madras	£8,010,915	£90,052
Bombay	£9,616,233	£1,18,271
Bengal	£15,379,708	£2,34,384
North West Provinces.....	£6,351,728	£1,03,528
Punjab	£3,873,749	£64,909
Oudh	£1,590,483	£26,056
Central Province	£1,088,815	£27,864
British Burmah	£1,161,478	£10,998

16. It will be seen that the older Provinces receive far less than the new Provinces, though the former yield a much larger revenue. Bengal, your Memorialists submit, has a peculiar claim to consideration. It yields the largest revenue in the empire, and what is worthy of particular remark is that of the all pervading tax in this country, the duty upon salts, from which no man, woman, or child who uses that necessary of life can escape, the people of Bengal contribute a much larger proportion than the inhabitants of any other provinces. The maximum salt-duty in the other provinces does not exceed Rs. 3 per maund, whereas in Bengal it is Rs. 3-8 per maund, and if the Imperial Government would, as an act of bare justice, give to Bengal the proceeds of this excess, there would be not only no lack of means for the education of the masses,

but there would be a fund available for that purpose which no local cess can cover.

17. Your Memorialists are aware that the Hon'ble the Court of Directors in the Education Despatch adverted to above, which is regarded as the Charter of education for India, "looked forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of Grants-in-aid, and when many of existing Government Institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State." But no educational institutions, not even those of the higher order, are now supported "entirely by Government," on the contrary, half the expenses of the Colleges and Zillah Schools, commonly called Government Schools, are now met by fees and endowments, and two-thirds of the charges of aided schools are borne by local funds. On the other hand, remembering that the students in this country are much poorer than the corresponding class in England or in any European country, with which a comparison can be drawn, the State contributions in aid of those Colleges and Schools cannot, your Memorialists submit, be withdrawn or diminished without dooming them to inevitable decay if not absolute ruin, a contingency which was most strongly deprecated by the Hon'ble Court in communicating its orders to the Government of India.

18. Your Memorialists are alive to the importance of popular education, and the stress justly laid upon it in the Education Despatch of 1854 and in the Despatches of Her Majesty's successive Secretaries of State for India, which relate to this subject, but your Memorialists do not remember to have noticed a single expression in those State-papers, which implies that the aid given to English Education, should be transferred to Vernacular Education. On the contrary it has been repeatedly declared that both should go hand in hand. While as regards increased cost to the State, the Hon'ble the Court of Directors, who inaugurated the present system, were fully sensible of this

inevitable result, for they conclude their great Despatch with these memorable words:—"Although we are fully aware that the measures we have now adopted will involve in the end a much larger expenditure upon education from the revenues of India, or in other words, from the taxation of the people of India, than is at present so applied, we are convinced, with Sir Thomas Munro, in words used many years since, that any expenses which may be incurred for this object, 'will be amply repaid by the improvement of the country; for the general diffusion of knowledge is inseparable followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them, and by the growing prosperity of the people.'"

19. The recent Resolution of the Government of India involves the transgression of the Educational Charter of India on three cardinal points, 1st—it divorces English from Vernacular Education, 2nd—by causing this divorce it undermines the sound basis of Indian Education, *viz.*, European knowledge, inasmuch as the Bengali language, though far more improved than most of the Vernaculars of India, is not sufficiently advanced for the communication of knowledge "in the improved arts, science, philosophy and literature of Europe," and 3rd—by discountenancing aid to "all English Education" it destroys the prospect, of the aided Anglo-Vernacular Schools, which feed the Colleges, and where the bulk of the middle classes receive their education.

20. The practical result of the new policy announced by the Government of India would, your Memorialists believe, be the surrender of English Education of a higher order to the Christian Missionaries, whose avowed object it is to proselytize the people of this country and subvert their national religion. It may easily be surmised that such an issue will fill Her Majesty's Native Indian subjects with the deepest discontent, for what could be more unsatisfactory to a nation than to see its own hard-earned resources placed in the hands of a body of propagandists, whose chief aim it is, as observed above, to overthrow its religious and social fabric.

21. Finally, your Memorialists venture to submit, the unanimity of opinion which prevails among the people of Bengal as to the kind of education calculated to benefit them, the intelligent appreciation which they have shewn of the important principle of local exertion for the diffusion of education, affirmed in the Despatch of the Court of Directors, and the large number of schools they have established under the grant-in-aid rules suggest that some voice should be given to them both in the regulation of the system of education and in the administration of the education grant.

22. Your Memorialists humbly hope they have stated enough to show that the time has not arrived for the State to sever its connection with English Education in India, and that the Vernacular languages, whether of Bengal or of the other Provinces, have not attained the development necessary for the communication and diffusion of European knowledge, and they accordingly pray.—

That your Grace will be pleased to take the above facts and circumstances into consideration and not to sanction any measure, calculated to impair the present efficiency of Anglo-Vernacular Education, and thereby to check the progressing civilization of the people of India.

BABOO SREE GOPAUL PAUL CHOWDRY seconded the motion.

BABOO BHOYRUB CHUNDER BANERJEA, B. L. moved the following amendment :

“That the Memorial just read be adopted, subject to such alterations in its form and the prayer contained therein, which the Committee of the British Indian Association may think fit to make, provided it should hereafter appear as rumoured that the Secretary of State has already signified his approval

of the Resolution of the Government of India, dated the 31st March last on the subject under notice."

BABOO Hemchunder Banerjea B. L. seconded the motion, which was carried.

Baboo Biprodoss Banerjea said : The last Resolution is not sufficient. If it should be true that the Duke of Argyll has already signified his approval of the Anti-English-Education policy of the Government of India, it would be labour lost to apply to him on the subject. I would therefore suggest that the Memorial just read be sent at once to the House of Commons, and that an Agent be deputed to England to ventilate our grievances there. I also propose that Sir Charles Trevelyan be requested to hold the brief for us. I am sure he will co-operate with us, for he was one of those illustrious men who had induced the good Lord Bentinck to adopt the Educational policy, which has benefitted the country so much. (Baboo Kristodoss Paul here remarked that Parliament would be prorogued before the Memorial could reach England.) So much the better for us. Money *shall* be forthcoming to defray the expenses of the Agent. He will have time to prepare the English mind to give us a fair hearing. A Memorial to the Great Mogul in the Victoria Hotel will avail little. We should go to the Seat of Power, and lay our case with all the details before the people of England, who will not I feel persuaded refuse to do us justice. I would however leave the question to the discretion of the Committee of the British Indian Association, and would accordingly move that they be authorized to address the Memorial to Parliament if they should think fit.

Baboo Kalimohun Doss seconded the motion which was carried.

Thanks were then voted to the Chairman and to the promoters of the district meetings, and the Meeting broke up at 6½ P. M.

APPENDIX.

REPORTS OF DISTRICT MEETINGS.

BENGAL.

PRESIDENCY DIVISION.

24-PERGUNNAHS.

BARSIA BEHALA.

I

A PUBLIC MEETING was convened by the Members of the Barsia Desa Hitaisini Sabha on Sunday the 26th of July at 4 p. m. in the Barsia School Premises for the purpose of considering the present educational policy of the Government. Many of the educated gentlemen of Barsia and adjoining villages were present on the occasion.

Babu Radhanatha Raya Choudhuri in the chair.

The President opened the meeting and requested Babu Bhavani Churn Datta to move the first Resolution.

“That in the opinion of this meeting the proposed withdrawal of State assistance from English education of this country as announced in the *India Gazette* of 2nd May last is prejudicial to the improvement of the country, and the loss that will be occasioned by it will not be compensated by the education of the masses, for the sake of which the aid is intended to be withdrawn.”

Babu Bhavani Churn Datta made a speech in support of the Resolution. The principal points which his arguments rested were :

1. If the State aid be withdrawn, Colleges and Schools of Bengal will no longer exist. For in that case the fees will have to be increased so much that the present school-going population will find it beyond their means to defray the cost of education. In no country are colleges and schools supported solely by the schooling fees, to effect this in a country like Bengal would lead to great mischief. The cause of Education will suffer greatly from such a policy.

2. The education of the masses is a thing in itself desirable and is such as ought to enlist the sympathies of all who wish well to their country, but however useful this education may be English education cannot be sacrificed for its sake. The Vernacular education, which the Government intends to give to the masses can be only of a rudimentary nature, it will not extend beyond a knowledge of the three "Rs." It is impossible that the vulgar are in a position to receive education which at all deserves the name, their circumstances will not allow them to keep off their sons from manual labor beyond the age of ten. This education therefore will do very little towards the improvement of the intellectual and moral condition of the masses. "And is it politic, is it fair, is it wise," said he "for the sake of this insignificant advantage to demolish high English education or education properly so called to set at naught the glorious results produced by the indefatigable exertions of so many noble-minded English Statesmen? to undo all that England has done for the civilization of India and to push the country back to the abyss of ignorance?"

The Resolution was seconded by Babu Surya Kumara Raya with certain remarks.

The second Resolution was moved by Babu Joyagopala Chowdhuri. After some preliminary observations, the Babu read the Resolution as follows.

"That in the opinion of this meeting it is the duty and interest of Government to provide funds from the public revenues for the high education of the people of this country."

After taking a retrospective view of Bengal just at the time when the British flag was seen hoisted on its walls, the mover of this resolution spoke of the indefatigable exertions, which the British Government and noble-minded Europeans had hitherto made for the education of the natives, and after describing the glorious results that have been produced he said that "the highest objects of education have not yet been fully realized. The Bengalis have just reached that stage when they can only hope to enjoy the wished-for fruits which education holds up to their view."—That originality is a great want in the present state of the Bengali mind none will deny, and as long as this end is not realised, English education is a failure after all. Owing to a high liberal education and its various encouragements, the Bengali mind is already giving some indications of its former energies and original vigour." That "only time is needed for the regeneration of Bengal, nay of whole India. The friends of native education should have their whole attention directed upon raising this country from the state of torpor under which it has been growing for centuries." "At this stage", said he, "is it the duty of the Government to throw cold water upon all our high hopes and noble aspirations, by thus withdrawing all State assistance from high English education of this country? Gentlemen, it is the duty of a Government to promote the well-being and prosperity of its subjects. The present policy of our Government in withdrawing all State assistance from English education, at this stage, is a violation of one of its highest duties towards its subjects."

The speaker after showing by these and other considerations that it is the duty of the Government to provide funds from the public revenue for the high education of the people of this country, proceeded to shew that it is also the interest of the Government to do so.

On this point he adduced two reasons, which are :

Firstly.—The highest interest of a Government is to establish peace and harmony among its subjects, and this end is more readily obtained by properly educating them than by any other means,

for a school or a college is a better safe-guard than either a citadel or a jail. The history of all the civilised nations of the world proves beyond all doubt that the stability of a Government depends upon the peace and prosperity of its subjects and that the moral sensibilities which are awakened in them by a proper training.

2ndly.—The cost of administration is diminished by educating the natives of this country, and allowing them to hold high posts under Government. For the services of the educated natives can be easily secured at a less expense than those of the Europeans. The experience of the last few years has shewn that the Bengalis if properly trained can conscientiously discharge the duties given of the highest offices under Government."

In conclusion he said that "His Honor the Lieutenant Governor of Bengal and the Director of Public Instruction after proper investigation have pronounced that with the exception of a few rich families in Bengal the middle class men who comprise the greater portion of the alumni are not in a position to bear the whole burden of high English education." The Babu after dwelling at some length on these and many other points impressed on the minds of his audience that it is the duty and interest of the Government to supply funds from the public revenue for the high education of the natives of Bengal.

In seconding this resolution Babu Kalisohana Roy Choudhuri said :

If it is the duty of a Government to protect the lives and property of its subjects, the Government ought certainly to educate them. For it is by education alone that man's moral nature is purified, and if the people remain ignorant nothing can prevent the frequent commission of crimes. Besides, Bengal yields annually a large sum to the Government a small portion of which should be expended for the proper education of its inhabitants.

The third Resolution was moved by Babu Surya Cumara Roy Choudhuri.

That it is quite impossible to make the Colleges and Schools self-supporting solely by means of raising schooling fees.

The mover of this Resolution after shewing the great difference between the statements of the Financial Department and the Educational Department regarding the expenditure of the Government under the head of Education as appeared in the *Calcutta Gazette* of the 26th November 1869 spoke following effect. That the condition of the middle class men, whose sons compose the majority of the alumni of our schools and colleges, will not enable them to supply the sum of £54,000, now expended by the Government for English education, and which sum is therefore still wanting to make the Schools and Colleges self-supporting in addition to the high charges, which they already pay for the education of their children. "The multiplicity of taxes," said he, "imperial and local, the rise in the price of provisions and the high cost of living at the present day render the middle class the greater sufferers; the sudden rise in cost of education will therefore at once stop the further improvement of the greater portion of the people of Lower Bengal."

This Resolution was seconded by Babu Rakhala Charana Ghose.

The fourth Resolution was moved by Babu Sasi Bhushona Bandopadhyaya.

That an abstract of the proceedings of this meeting be forwarded to the Secretary to the B. I. A. for submission to the meeting which will be convened on the 2nd proximo for the purpose of memorialising His Grace the Secretary of State for India.

It was seconded by Babu Nemai Charana Roy Choudhuri.

Abstract

(Sd) SYAMA VILAS ROYA CHOUDHURI,

Secretary.

BARRIPORE.

II.

A meeting was held at Barripore on the 26th June last. It was presided over by Pundit Dwarkanauth Bidyabhosun, and the educated residents of and about the place were present at it. The contemplated withdrawal of State assistance from English education and the intended memorial of the British Indian Association to the Secretary of State on the subject were intimated to the gentlemen assembled; and they were unanimously of opinion that the Association should lose no time in forwarding the projected Memorial. They were further of opinion that as the subject is one of grave importance inasmuch as if views of Government be carried into effect, it would entail a national calamity, the British Indian Association should not rest contented with simply memorializing to the Secretary of State but to adopt requisite measures so that the matter may enlist the generous sympathy and warm interest of the great English nation in England under whom God has placed us.

The meeting suggest that the following points be prominently mentioned in the Memorial.

1st.—That the stoppage of State assistance to English Education will have a ruinous effect upon education in this country. The native community deprived of Government aid to English education, shall not be able to bear the burden themselves, and the consequence will be a lamentable decline of education and a corresponding eclipse of the glory of English Government.

2nd.—The decline of English education which would naturally result from the stoppage of Government assistance will not only be baneful to the natives and other residents of the country, but it will also prove injurious to the Government itself by rendering administration more costly than what it is at present.

3rd.—That the stoppage of State assistance to English Education would only save to Government a few thousand of rupees at the risk of creating universal discontent and its attendant evils.

(Sd.) RAJCOOMAR ROY CHOWDRY,
and 178 others.

BARASET.

III

PURSUANT to the notice issued by Babu Rajkrishna Mitra a public meeting of the residents and inhabitants of the District of Baraset was held at 7 P. M., on Tuesday, the 28th instant in the premises of Babu Syama Charana Banerji in which the following resolutions were passed.

Proposed by Babu Kader Nath Datta and carried that Babu Anand Mohan be requested to preside.

Proposed by Babu Durga Charan Chatterji and seconded by Babu Kumud Chandra and carried, that in the opinion of this meeting the contemplated withdrawal of state aid to high English Education is considered by the inhabitants of this district as a national misfortune, inasmuch as, it would, put a stop to the progress which this country has been steadily making since its first introduction into Bengal.

Proposed by Babu Kumud Chandra Mitra and seconded by Babu Syama Charana Banerji, and Saradaprasad Mittra that as the British Indian Association has convened a Public Meeting of the inhabitants of Bengal, that representatives Babus Rajkrishna Mitra, Vipradasa Banerji, Amar Nath Bose be sent to the Association to represent the sentiments of the community here on the subject.

Proposed by Babu Grish Chandra Gupta and seconded by Babu Haradhona Chatuspati that a copy of the resolution be sent to the B. I. A. for information.

Proposed by Babu Rajkrishna Chatterji and Golam Moula and seconded by Babu Matilala Gupta that a Committee of the following gentlemen be formed to carry into effect the above resolutions.

- Babus Bhola Nath Banerji.
- „ Madhava Chandra Banerji.
- „ Rajkrishna Mittra.
- „ Vrindavana Chatterji.
- „ Venimadhava Chatterji.

- Babus Thakura Dasa Banerji.
 „ Kumuda Chandra Ghosala.
 „ Amaranatha Vasu.
 „ Madhusudana Vasu.
 „ Kaliprasana Sarma.
 „ Bholanatha Mukerji.
 „ Venimadhava Mitra.
 „ Bhavani Charana Datta.
 „ Syamalala Mittra.
 „ Varada Charana Banerji.
 „ Kalinatha Datta.
 „ Kishna Charana Vasu.
 „ Amrtalala Vasu.
 „ Kalikrishna Datta.

Babus Dinanatha Vasu and Mahendra Lala Datta be Secretaries with power to add to their number.

Proposed by Babu Rajamohun Mittra that a vote of thanks be given to the chair.

(Sd.) DINA NAUTHA VASU.

BARA JAGULIA HITTAISHINI SABHA.

IV

AT A MEETING of the Bara Jagulia Hitaishini Sabha the following Resolutions were passed with the unanimous approbation of all present.

RESOLUTIONS.

I. That in the opinion of this Meeting the present Anti-English Education policy of the Government in the withdrawal of all state aid from such education is not only to be deplored but calculated to mar the best interest of the country illumined by the civilization of the West.

II. That while approving the Education and Elevation of the mass of population in this country, this Meeting is of opinion that to afford such Education in preference to English is not only unsound in principle but unworthy of a wise Government.

III. That this Meeting fully concurs with the views of the British Indian Association in Memorializing the Secretary of State in Council for India, against such arbitrary policy of the Government.

(Sd.) BARADA PRASANNA GHOSE,
Secretary Hitaishini Sabha.

Jagulia, }
Dated 29th June, 1870. }

PANIHATTY.

V

EXTRACT from the Proceedings of a General Meeting of the Inhabitants of Panihatty and its vicinity held on Sunday the 26th May 1870.

RESOLUTION.

I. That the inhabitants of Panihatty and its vicinity contemplate with serious apprehensions the measure proposed by the Government of India for withdrawing the aid which the State have hitherto lent towards the English Education of the people of India inasmuch as it is neither just nor it is the time for the people being saddled with costs of their own education over and have the taxes they are now required to pay.

II. That this meeting fully sympathises with the objects of the British Indian Association which is shortly going to call in a meeting of the Inhabitants of Bengal for the purpose of memorialising His Grace the Secretary of State for India against the views of the Indian Government on the subject of the English Education of the people.

III. That embodying the views of the meeting on the present educational movement a letter No. 307 dated 30th June 1870 attached be addressed to the Secretary of the British

Indian Association to be placed at the service of the contemplated meeting at Calcutta.

(Sd.) BEERESSUR BOSE,
Chairman.

(True Copy)
AMIRTA LAUL CHATTERJEE
Secretary Panihatty Association.

HALLISHOHUR.

VI

RESOLUTIONS passed by the members of the Hallishohur Good Will Fraternity at a meeting held on the 26th June, 1870.

I. Resolved that the Secretary of the British Indian Association be informed that the members of the Fraternity are unanimously of opinion that it is highly proper on the part of the inhabitants of Bengal to memorialize His Grace the Secretary of State for India on the subject of the proposed withdrawal of State aid from English Education in this country; for they think that no policy is fraught with greater danger to the best interests of the country, and its advancement in civilization, than the one in contemplation respecting English Education.

II. That with the view set forth in the above Resolution the Fraternity feels bound in duty to co-operate with the British Indian Association and that it shall be most glad to do its best to further the objects of that Association.

III. That as it would not suit the convenience of all the members of the Fraternity to attend the Public Meeting on the 2nd of July next, they think it proper to depute Babus Gopal Chandra Banerjee, Gopi Mohan Banerjee, Pleader High Court, and Babus Kali Prasanna Chatterjee, Grish Chundra Roy and Janoki Nath Gonguly, as their representatives, to express generally, that the Fraternity is deeply grieved at heart to find that the Supreme Government is quite mistaken to think that it is only the children of the rich who

receive education in English Colleges and Schools, that the fees in those Schools may be still raised to cover their expenses ;—and that those in whom a desire for English Education has been created are in circumstances to pay for their education and need no State help. On the contrary it is the firm conviction of the Fraternity created by experience and local knowledge that the children of the middle-class mostly are educated in those educational institutions and not those of the rich ; that the fees are now as high as the people can possibly bear, and that those who wish for Education are not in circumstances to pay the entire expense of their training.

IV. That the British Indian Association be requested to solicit the Lieutenant Governor of Bengal not to retire from Office before the Education question is finally settled as no official high in service, is better acquainted with the wants, feelings and circumstances of the people of Bengal than His Honor.

JAGAT CHANDEA MUKERJEA,
Secretary.

NUDDEA.

KRISHNAGHUR.

VII

PROCEEDINGS of a meeting of the native inhabitants of Krishnaghur held at Rajabari on 26th June 1870 for taking into consideration the proposed Educational policies of the Government of India and the steps necessary to prevent it from being carried into execution.

Meeting held in Krishnaghur on the 26th June 1870. Maharaja Satish Chandra Roy Bahadur, in the chair.

1. Proposed by Rai Yadunath Roy Bahadur, seconded by Babu Ram Tanu Laherec and carried unanimously. That this meeting contemplates with alarm the proposed withdrawal of State assistance from English Education in this country, and

thinks it incumbent on the people to endeavor by every legitimate means in their power to prevent the contemplated withdrawal from being carried out.

2. Proposed by Babu Ram Chandra Mukerjea, seconded by Babu Ganesh Chandra Choudry and carried unanimously.

That the views of the inhabitants of Krisnaghur with reference to this vital question be submitted to the British Indian Association in Calcutta, with a request that all needful steps may be taken for the purpose indicated in the resolution No. I ; or if that be impossible, of so modifying the contemplated action of the Government of India as to secure the safety of the existing educational institution.

3. Proposed by Dewan Kartick Chandra Roy seconded by Moulvie Golam Rasul and carried unanimously :

That a deputation consisting of the undermentioned gentlemen be appointed to convey to that body the proceedings of this day and otherwise representing the views of the Krishnaghur public at the meeting which is to be held in Calcutta on the 2nd July next viz. Babus Ram Tanu Laheree, Prasunna Cumar Bose, Rai Yadunath Roy Bahadur, Prasuna Chandra Roy, Ganesh Chandra Choudry, and Tarini Charan Chatterjea.

(Sd.) MAHARAJA SATIS CHANDRA ROYA BAHADUR.

SANTIPORE.

VIII

THE following was recorded at a public meeting held at Santipore on the 28th June 1870. Babu Gopi Mohan Chatterjea in the chair.

We the Members present at this meeting are very sorry to learn from the Secretary that our Indian Government chooses to withdraw its annual aid from English Education among us, which proposal if executed literally is sure at once to deprive the majority of the people of their greatest blessings and comforts.

We know from history that not even our earliest Sovereigns were adverse to the education of the subject people, and we are glad to acknowledge that our present rulers likewise have by the liberal establishment of the schools and colleges accomplished and are still accomplishing a most marked improvement of the country. Our grief therefore is overwhelming at this unlooked-for and heart-rending news.

In the eager hopes of obtaining prevention of this one unalterable mortification we now most humbly supplicate Her Majesty's most Gracious favour of continuing the usual State Grant for English Education.

Lastly we beg of the Secretary that he will oblige us by forwarding this our humble petition in the 2nd day of the ensuing month to the Calcutta British Indian Association in order to its transmission to Her Majesty's Secretary of State for India.

We remain to be
Her Majesty's most loyal subjects
GOPI MAHAN CHATTERJEA.

JESSORE.
SUDDER STATION.

IX

RESOLUTIONS passed at a meeting of the Inhabitants of Jessore on the 20th June 1870.

RESOLVED.

- I. That Babu Ramdas Bannerjca be voted to the Chair.
- II. That the Resolution of the Government of India No. 3233 dated 8th September 1869 on the proposed withdrawal of State aid to English education is, in the opinion of the people of Jessore, calculated seriously to interfere with the welfare of

the country ; and that this Committee find it to their great grief, that, the wise liberal policy hitherto pursuing by the paternal Government of British India in matters of Education, which has uniformly contributed towards the enlightenment and advancement of the Community, should now be contemplated to be abandoned by the civilized rulers of the land.

III. That as the British Indian Association of Calcutta have convened a Public Meeting of the native inhabitants of Bengal for the purpose of considering the propriety of memorializing the Secretary of State for India on the subject resolved.

That Babus Devendra Chandra Ghose B. A and B. L. and Bhangshi Dhar Sen then requested to be representatives of this Committee to attend the said Association and express the feelings of the people of this District on this important question,

IV. That the following gentlemen form a Committee with powers to add to their number, to carry on correspondence with the British Indian Association or any other body viz., Babus Madan Mohan Mozoomdar, Prasanna Kumar Dass, Kali Prasanna Sen, Ramdass Banerjea, Anunda Chandra Bosu, Prasanna Cumar Sen M. A., Kadar Nauth Ghose, Hemchundra Mukerjea, Hurry Nath Datta, Bamundass Rose, Haronauth Ghose, Giridhur Sen, Aushootosh Roy Chowdry of Noapara, Ambicachurn Roy of Nurail, Rajcoomar Ghose of Katparrah, Hurrishchunder Roy of Raruly, Rojonekant Mittra of Khajurah, Shamachurn Ghose of Chowgatcha, Babu Hurry Ghose Chowdry of Ramnagore, Munshi Syud Mahomed Hossen, Babus Harnauth Coomar Ghose of Amirta Bazar, Tarinichurn Chowdry of Bogchar, Rev. Gogon Chunder Dutta of Khulnia, Mr. J. R. Renny of Talinipore.

V. That a copy of these resolutions be sent to the Secretary to the British Indian Association with a letter from the Secretary of this meeting for information.

PROSSUNNO COOMAR SEIN.

AMRITA BAZAR.

X

AT a meeting, held at the premises of Babu Hemanta Cumar Ghose of Amrita Bazar, to protest against the education policy of Government, the following resolutions were passed.

Proposed by Babu Shishir Cumar Ghose and seconded by Babu Ramlal Ghose :

I. That in the opinion of this meeting, English education for the people of this country is a State necessity ; that it is not only necessary for them to learn the language which their rulers speak, in which the laws of the land are written, and the general business of administration carried on, but also for purposes of good and economical Government ; it is therefore the duty of the state, both in a moral and administrative point of view, to apply a portion of the public Revenues for the promotion of education.

Proposed by Babu Abhoy Charn Ganguli and seconded by Babu Chandra Cumar Ghose, B. A. ;

II. That the duty of the State to encourage and support what is termed "High Education," has been acknowledged by all the civilized countries, where people has learned the value of such knowledge ; this cannot be said of the people of India ; the meeting is therefore of opinion that it is the duty of the British Indian Government, whose mission it is to elevate India, to support English education by state grants.

Proposed by Babu Dwarka Nath Shiromoni and seconded by Babu Mati Lal Ghose ;

III. That the results of English education for the last 40 years have been most beneficial to this country, that it has vastly contributed to the intellectual, social, moral, and political advancement of the people ; that to its salutary influence must be traced the increased loyalty of the people, the promotion of good feeling between the European and Natives, and the wonderful progress of the Vernacular language, and that the proposed withdrawal of state aid from English Schools and Colleges would

not only retard the general improvement of the country, but defeat the very object of Government in the promotion of the Vernacular language by discouraging the agency for its improvement.

Proposed by Babu Madhu Sudan Mitter and seconded by Babu Dwarka Nath Dey :

IV. That State expenditure on English Education is of a reproductive character, that while it produces cheap native agency for the work of administration it is more than repaid by the multiplication of schools with the aid of those who are educated in English, and that the best illustration of this position is afforded by the fact that in 1855-56, the year when the great education despatch of the Court of Directors came into operation there were only 25 Anglo-Vernacular schools and 54 Vernacular schools, whereas in 1868-69 the former increased to 670 and the latter to 2962 attended by 142,820 pupils.

Proposed by Babu Guru Charn Bose and seconded by Babu Baneeccant Ganguli :

V. That the bulk of the students, who attend English Schools and Colleges as has been conclusively proved by the Director of Public Instruction belong to the middle classes of Society, which have been the greatest sufferers from the recent increase in the prices of provisions and the general cost of living owing to the multiplication of taxes imperial and local and other circumstances ; that any addition to the charges for education which are already felt too heavy will prove a grievous burden on them, and that if the desire to make the English Schools and Colleges self-supporting has proceeded from a notion that the wealthy ought to bear the cost of the education of their children, that notion is most ill-founded, because a sufficient interest in liberal education has not been yet awakened among them, and that the measure under notice, if carried out, would only destroy the prospects of education of the majority of the students.

Proposed by Babu Deynarain Kar and seconded by Babu Nabin Chandra Chuckerbutty ;

VI. That this meeting, while warmly advocating English Education, is fully alive to the benefits of Vernacular Education that the best interests of the country suggest the adoption of both the English and Vernacular Languages as media of instruction, that is to say the English Language for the upper and middle classes and the Vernacular language for the mass.

Proposed by Babu Uma Charn Kar and seconded by Babu Kader Chandra Chand ;

VII. That the views and sentiments affirmed in the foregoing resolutions be communicated to the Secretary to the British Indian Association for submission to the Public Meeting of the inhabitants of Bengal to be held in the Town Hall of Calcutta in the 2nd of July next, for the consideration of this momentous question and that Babu Devendra Chandra Ghose of the High Court be requested to represent the views of the Committee to the Centre meeting at Calcutta.

DYARKA NATHA SIROMANI,

President.

BURDWAN DIVISION.

BURDWAN.

XI

MEETING held at the Maharajah's Palace on the 2nd August, 1870.

RESOLUTION I.

MOVED by Babu Radhabenode Chowdry and seconded by Babu Taruck Nath Sen.

That in the opinion of this Meeting the attitude now assumed by the Government of India towards English Education in Bengal is one full of danger to the most cherished interests of the country, and calls for a loud protest from the people of every district in this Province in which English education has at all made any progress.

RESOLUTION II.

Moved by Babu Modun Lall Tewari and seconded by Babu Kalipado Mookerjee.

That the new Educational policy for Bengal shadowed forth in the recent resolutions of the Government of India is wholly at variance with the broad and wise principles laid down by the Hon'ble the Court of Directors in their memorable Education Despatch of 1854 and since repeatedly upheld by Her Majesty's Secretaries of State of India.

RESOLUTION III.

Moved by Babu Aaghore Nath Mozoomdar and seconded by Babu Shama Churn Tuttobagish.

That every thing considered, the time must yet seem far distant when the people of this country unassisted by State Grants will be able to meet the necessarily heavy expenses of their English Education.

RESOLUTION IV.

Moved by Babu Taruck Nath Tutturatna and seconded by Babu Nobogopal Bose.

That under the existing circumstances it is impossible to separate the cause of English Education in this country from the cause of mass education, conducted through the medium of the Vernacular. As yet there is no Vernacular literature properly so called, and if it is to assume dimensions at all commensurate with the real purposes of Education, it must long continue to borrow plentifully from the great store-house of English literature and science.

RESOLUTION V.

Moved by Babu Troylokyo Nath Chatterjee and seconded by Babu Nobinakhya Bose.

That the best thanks of the Meeting are due to his Highness the Maharaja of Burdwan for his sympathy in the object of the present movement, and for the kind manner in which he has allowed this meeting to be held at his palace.

RESOLUTION VI.

Moved by Babu Keshub Chundra Mittra, and seconded by Babu Jogendra Nath Bose.

That the above Resolutions signed by the Chairman be forwarded to the President of the British Indian Association, Calcutta, as an expression of the public opinion of the District of Burdwan with regard to the change contemplated by the Government of India as to the educational policy for Bengal, and that he requested to forward the proceedings of this Meeting to His Grace the Secretary of State for India through the usual channel.

RANIGUNJ.

XII

THE following memorial was adopted at a meeting of the inhabitants of Ranigunj held on 26th June 1870 and forwarded to the British Indian Association for transmission to His Grace the Secretary of State for India.

“ We the residents of Ranigunj and of the adjoining villages beg most respectfully to represent to His Grace the Secretary of State for India the impropriety of withdrawing state assistance from English education in this country, fully persuaded that whatever proceeds from a warmest desire to promote the welfare of our native community will not be refused by His Lordship's favorable consideration.

1. From what knowledge we have derived from our actual experience, we are of opinion that English Education alone is the proper channel of carrying us along to the enviable abode of high civilization. If we look into the former state of our country before we came in contract with the British Government, it will fully testify what wonders English Education has done within a few years.

2. In case of withdrawal of state assistance, English Education will be totally eradicated from our country. For the natives are in general averse to think for themselves and lack independent spirit. No attempt will therefore prove efficacious unless Government meddles with it.

3. It is the first principle of Government to educate his people and render them every assistance to promote their con-

dition. But if Government thus leaves his subjects in a deteriorated state the prerogatives of a subject will be overlooked.

4. The car of civilization among the natives has been making rapid progress under the fostering care of our British masters and the fidelity of our people is exemplary and for more than proportionate to the good will of Her Majesty's beneficial Government. But if the proposal of withdrawing state assistance from English Education be actually carried out all our hopes of being one day enrolled among the enlightened nations of the earth will dissipate like vapor and what is more lamentable our dear country, our native land will necessarily approach its final decay.

RANIGUNJ LOCAL COMMITTEE SIGNED BY ABOUT 130 PERSONS.

UTTARAPARA, BALI, BHADRAKALI AND OTHER VILLAGES.

XIII

RESOLUTIONS adopted at a meeting of the inhabitants of the above mentioned villages, convened by a Committee of the Uttara-para Hitacari Sabha on Sunday the 26th of June 1870.

Proposed by Baboo Vama Charana Banerji seconded by Babu Monmatha Chatterji.

I. That in the opinion of this meeting the Financial Resolution of the Government of India dated the 31st March 1870 on the question of High Education appears to be unjust and impolitic and calculated to retard the intellectual progress of the country and the material prosperity of the nation.

Proposed by Babu Jadu Nauth Mukerji and seconded by Babu Vijaya Nauth Chatterji.

II. That however desirable the education of the masses may be the neglect of English Education by the state is unsound in principle and injurious to the best interests of all classes.

Proposed by Babu Hara Mohana Roychoudhury and seconded by Vireswara Chatterji.

III. That this meeting deems it expedient to memorialise His Grace the Secretary of State for India against the policy enunciated in the above Financial Resolution and with this view to act in concert with the committee to be appointed at the meeting to be held in the Town Hall in Calcutta on the 2nd proximo.

Proposed by Babu Muttillall Mukerji and seconded by Babu Karunamaya Banerji.

IV. That a Committee consisting of the following gentlemen with power to add to the number be appointed to carry out the above Resolutions and put themselves in communication with the Central Committee in Calcutta to adopt such measures as may be deemed necessary :—

COMMITTEE.

Baboo Vijaya Krishna Mukerji
 „ Vama Churn Banerji
 „ Jadu Nauth Mukerji
 „ Vireswara Chatterji
 „ Monmotha Chatterji

VIJOY KRISHNA MUKERJI.

JONYE.

XIV

At a Public Meeting held on Sunday the 26th of June in the premises of the late Babu Ramanarayana Mukerji for the purpose of considering the propriety of memorialising the Secretary of State for India with regard to the proposed withdrawal of state assistance from the higher Education in this country.

Babu Taraka Nauth Mukerji took the chair.

The following resolutions were then moved and unanimously adopted after they had been fully discussed.

Proposed by Babu Heeralall Banerji and seconded by Babu Saradaprosada Banerji.

I. That this meeting strongly deprecates the educational policy of the Government of India, published in the supplement to the *Gazette of India*, dated 7th May 1780, as being unsound and

unjust in principle, unsuited to the present circumstances of this Province, and calculated to retard its progress.

Proposed by Babu Anupa Chunder Mookerji and seconded by Babu Jadu Nauth Banerji.

II. That this meeting believing as it does that it is the middle class of the people who, though they are respectable by birth, are generally possessed of limited means, and not the wealthy classes alone that avail themselves of the existing educational institutions, desires respectfully to dissent from the opinion held by the Government, that the classes of the population to whom an advanced education is given are able to provide for their own education, and have ample inducement to do so without pecuniary assistance from the State.

Proposed by Babu Dino Nauth Mukerji and seconded by Babu Nondalall Mukerji.

III. That in the opinion of this meeting the elevation of the mass of the people, which the Government proposes to advance by withdrawing a part, if not the whole of its contribution to English education and devoting it to Vernacular education, will be secured in a more effectual though indirect manner by promoting a high intellectual culture among the middle classes, as it is by this means alone that sound Vernacular literature, which must constitute the principal instrument for elevating the people, can be formed.

Proposed by Babu Nondalall Mookerji and seconded by Babu Harish Chunder Mookerji.

IV. That as the practical effect of this policy would be to give the missionaries a monopoly of the work of education, this meeting desires to record its religious objections against such a result, and is also of opinion that high education is likely to suffer serious injury in the hands of men who have always been most zealous to lower the standard of it.

Proposed by Babu Saradaprosad Banerji and seconded by Babu Jadu Nauth Mukerji.

V. That this meeting, while it thoroughly recognises the necessity and importance of the education of the mass, is of opi-

nion that the natural course of education to reach those classes is from above downwards, and believes that that the lower people of this country have already commenced to avail themselves of the existing educational machinery, so that it may reasonably be hoped that a gradual extension of the Vernacular and Patshala system will eventually place education within the reach of the meanest day laborer.

Proposed by Baboo Jodu Nath Mookerjee seconded by Baboo Prana Kishno Mookerjee

VI. That the following memorandum containing the views of this meeting on the educational policy of Government, and the Resolution adopted in this meeting be forwarded to the British Indian Association for such use as it may deem fit to make of them at their Educational Meeting of 2nd July 1870.

TARAKA NATH MUKERJI.

MOUREE.

XV

মহামান্য ভারতবর্ষীয় সভার

ত্রিযুক্ত সভা মহোদয়গণ সমীপেষু ।

বিহিত সম্মান পূর্বক নিবেদনম্

বাঙ্গালা দেশে উচ্চতর ইংরাজী শিক্ষা বিষয়ে সাহায্য দান রহিত করিবার জন্য আমাদিগের ভারতবর্ষীয় গবর্ণমেন্ট যে নিদা-কণ প্রস্তাব করিয়াছেন, তাহা আমাদের সৰ্ব্বনাশের হেতু ও বঙ্গভূমির উন্নতিদ্বারে লৌহময় অর্গলস্বরূপ । এই প্রস্তাব অবগে আমরা বজ্রাহতের ন্যায় হইয়া রহিয়াছি, ইতিকর্ত-বাতা জ্ঞান একবারেই অন্তর্হিত হইয়াছে । যুক্তির অনুসরণ নিষ্প্রয়োজন । যখন বঙ্গভূমিতে ইংরাজী শিক্ষালতাকে তেজ-স্বিনী ও সুজাত পুষ্পফলে পরিণোভিনী প্রত্যক্ষ করিয়া ও রাজ-পুরুষেরা ইহার উচ্ছেদ সাধনে কৃতসংকল্প ও বন্ধপরিবর হইয়াছেন তখন যুক্তি প্রদর্শন দ্বারা তাঁহাদের অনুগ্রহ লাভের চেষ্টা, অন্ধের হস্তে দর্পণ প্রদানের ন্যায় কখনই ফলোপধায়িনী হইবার নহে । এক্ষণে এই অনায়াস ও নৃশংস প্রস্তাব ত্রিগ্রীমতী মহারাণীর সুগোচর করা একান্ত প্রয়োজনীয় বলিয়া আমাদের

সম্মুখবরণে উদয় হইতেছে। তাঁহার প্রসাদালোক ব্যতিরেকে
আক্রমণোন্মুখ নিবিড় ধ্বান্ত প্রতিরোধের আর গত্যন্তর নাই।
আপনারা ভারতবর্ষের মুখস্বরূপ, সুতরাং আপনাদের সহায়তা
ব্যতিরেকে আমাদিগের এই আৰ্ত্তিনাদ প্রজাবৎসলা মূর্তিমতী
দয়াকরুণিণী আমাদিগের ইংলণ্ডস্থ জননীৰ শ্রুতিগোচর হইবার
বিষয় নহে। অতএব সকল প্রার্থনা অনুকম্পা প্রদর্শন পূর্বক
আমাদিগের এই অভিশাপ পূর্ণ করিতে আজ্ঞা হয়, অলমতি বাহ-
লোন ইতি

একান্ত বশস্বদান্

২২ শে জুন ১৮৭০।

গঙ্গাহরি চট্টরাজ

৪২৫।

MIDNAPORE.

XVI

RESOLUTIONS passed at a meeting at Midnapore held on the 12th June, 1870.

Resolved that the meeting express its unqualified disapproval of the extremely one-sided view of the Government of India in the proposed withdrawal of State assistance from English Education, as being detrimental to the progress and prosperity of the nation.

2. That this meeting co-operate with the Calcutta meeting in memorializing His Grace the Secretary of State for India on the subject.

3. That representatives from this District be deputed to Calcutta to express the views of this meeting.

4. That it be suggested to the Calcutta meeting to consider the propriety of requesting the East Indian Association in London to further the object of this national movement.

5. That a committee consisting of the following gentlemen be appointed to carry out the object of this meeting and that Babu Vipinchari Datta be appointed Secretary to the Committee.

Babu Vishnuchuran Biswas.
 „ Anantaram Ghose.
 „ Kapaliprasanna Mookerjee.
 „ Ramakhoy Chatterjee.
 „ Sayama Charan Dass.
 „ Piyareshmohan Mitra.
 „ Bhupendra Nath Dey.
 „ Bhola Nath Chakrabarti.
 „ Sagar Chandra Bose.
 „ Gangadhar Acharjee.
 „ Vipinvehari Datta.

That a copy of these resolutions be forwarded to the Calcutta meeting.

VIPINVEHARI DATTA,

Honorary Secretary.

BEERBHOOM.

SUDDER STATION.

XVII

To

BABU JOTEENDRO MOHUN TAGORE,

Honry. Secy. to the British Indian Association Calcutta.

SIR,—I am directed by the Managing Committee appointed by a meeting of the inhabitants and the residents of Beerbhoom, held on the 11th instant, to forward to your Association a copy of the Bengallee Newspaper of the 18th idem which contains a substantially faithful report of the proceedings thereof and to inform you that the meeting has unanimously expressed its sympathies in favor of the cause of English Education to which the Association have lent their able advocacy.

2. The Committee further desire me to say that they will be prepared to heartily co-operate and act in concert with your Association in the measures they or the Central Meeting about

to be held at the Presidency may deem fit to pursue with reference to the national demonstration against the present Educational Policy of Lord Mayo's Government.

3. I am also directed to say that the Committee have not thought fit to prepare a separate memorial against the principles of that policy but will feel obliged if you will favor them with a copy of the Memorial that may be drawn up and adopted at the Central Meeting in order that signatures of the people of Beerbhoom may be obtained thereto.

4. In conclusion I am to inform your Association that the Committee have selected Baboo Dwarka Nauth Chuckerbutty, one of their body, to represent Beerbhoom at the coming Central Meeting.

I have the Honor to be,

Sir :

Your most obdt. Servt.

SARODA PROSAD CHATTERJEE,

Secy. to the Committee of the

Beerbhoom Education Meeting.

Beerbhoom, the 21st June, 1870.

SOOREE.

XVIII

মান্যবরেষু ।

স্কুল সম্বন্ধে এক খানি কাগজ হেতমপুর নিবাসী শ্রীযুক্ত বাবু রামরঞ্জন চক্রবর্তী জমীদার মহাশয় আপনকার নিকট প্রেরণাদেশে এজনের নিকট প্রেরণ করায় উপরোক্ত কাগজ প্রেরণ করিলাম । ইতি সন ১৮৭০। ৩০ জুন ।

শ্রীমহানন্দ চৌধুরী

মোঃ শিহুড়ীর মেনেজরি

কাছারির সেরেস্টাদার ।

ব্রিটিশ ইণ্ডিয়ান এসেসিএসনের অনরেরী সেক্রেটারী শ্রীযুক্ত বাবু জ্যোতীন্দ্রমোহন ঠাকুর মহাশয়ের অভিপ্রায় মতে আমি মহোদয়গণকে নিবেদন করিতেছি যে, বঙ্গদেশস্থ উচ্চশ্রেণীর যে

সকল ইংরাজী বিদ্যালয় ও যে সকল ইংরাজী বঙ্গ বিদ্যালয় এখানে গবর্নমেন্টে হইতে অর্থাদি সাহায্য প্রাপ্ত হইতেছে সেই সকল বিদ্যালয় সম্বন্ধে গবর্নমেন্টের দেয় সাহায্য এবালিস অর্থাৎ উঠাইবার যে প্রস্তাবটি ত্রীল ত্রীযুক্ত গবর্নর জেনরল সাহেব করিতেছেন তাহা বঙ্গ দেশের পক্ষে অত্যন্ত অশুভদায়ক বলিয়া যাহারা অনুমোদন করেন তাহারা অনুগ্রহ করিয়া আপন আপন নাম স্বাক্ষর করিবেন ইতি সন ১৮৭০ সাল ১৯ জুন বাৎ সন ১২৭৭ সাল ৬ই আষাঢ়।

GOPALPORE.

XIX

ভারতবর্ষীয় গবর্নমেন্টের এতদ্দেশে ইংরাজী ভাষা শিক্ষা দানে সাহায্য রহিত করিবার অভিপ্রায় শুনিয়া জেলা বীরভূমের অন্তর্গত গোপালপুর ও তন্নিকটস্থ অধিবাসিগণ আমরা অদা ইং ১৮৭০ সালের ২৬শে জুন বাৎ ১২৭৭ সালের ১৩ই আষাঢ় বেলা অপরাহ্ন ও ঘটিকার সময় গোপালপুরের স্কুলগৃহে এক সভা আহ্বান করিয়া উপরোক্ত বিষয় সম্বন্ধে অনেক তর্ক বিতর্ক করার পর যে সকল মত স্থির হইল তাহা নিম্নে লিখিত হইতেছে।

১। ইংরাজী ভাষা শিক্ষা বাতীত কেবল দেশীয় ভাষা অধ্যয়ন দ্বারা এক্ষণকার নূতন বিজ্ঞান ও ইতিহাস ও পদার্থ বিদ্যায় উৎকৃষ্ট জ্ঞান জন্মে না, কারণ অদ্যাপি ঐ সকল বিষয়ের বাঙ্গালা ভাষায় আবশ্যকীয় পুস্তক রচিত হয় নাই এবং ইউরোপ ও আমেরিকা খণ্ডের লোকদিগের ন্যায় নূতন নূতন আবিষ্কৃত বিষয়ের ফল ভোগ করা ইংরাজী ভাষা শিক্ষা সাপেক্ষ।

২। গবর্নমেন্টের সাহায্য বাতীত এ দেশে ইংরাজী ভাষা শিক্ষা উত্তম রূপে চলিতে পারে না, কারণ ঐ সকল ভাষা শিক্ষা করিতে যে রূপ অর্থ ব্যয় আবশ্যিক, অধিকাংশ বাঙ্গালিদিগের অবস্থা এরূপ নহে যে তদ্রূপ অর্থ ব্যয় করিতে সমর্থ হন। যে সকল যুবকেরা কৃতবিদ্য হন তন্মধ্যে অধিকাংশই মধ্যম শ্রেণীর লোক, তাহাদের মধ্যে অনেকে গবর্নমেন্টদত্ত ছাত্রবৃত্তির সাহায্যে বিদ্যাশিক্ষায় রুতকার্য্য হন। ইংলণ্ড প্রভৃতি দেশের ন্যায় বঙ্গদেশীয় লোকেরা ধনবান্ নহেন, যখন ইংলণ্ড ও ইউরোপীয় অন্যান্য রাজ্যে উচ্চতর শিক্ষার জন্য গবর্নমেন্ট হইতে প্রচুর সাহায্য দেওয়া হয়

তখন এদেশে উচ্চতর শিক্ষাবিষয়ে গবর্ণমেন্ট সাহায্য রহিত করা যুক্তিসিদ্ধ নহে।

৩। এ দেশে ইংরাজদিগের ঔদ্যম্য ও বদান্যতা এবং সভ্যতার চিহ্ন স্বরূপ যে বিদ্যালয় ইংরাজ গবর্ণমেন্ট কর্তৃক রোপিত হইয়াছে এবং যাহার উন্নতি জন্য এক শত বৎসর পর্য্যন্ত গবর্ণমেন্ট নানা প্রকার যত্ন ও অর্থব্যয় করিয়া আসিতেছেন, ঐ লক্ষ ফলবতী হইবার সময়ে উহাকে উৎপাটন করা গবর্ণমেন্টের পক্ষে নিষ্ঠুরতা এবং আমাদের পক্ষে যার পর নাই দুঃখের বিষয়।

৪। ইংরাজী ভাষা শিক্ষার সাহায্য রহিত করার বিশিষ্ট কারণ আমরা বুঝিতে পারিলাম না, যদি বলা যায় গবর্ণমেন্টের আয় বায়ের অবস্থা মন্দ কিন্তু প্রকৃত পক্ষে গবর্ণমেন্টের আয় বায়েয় তালিকা দৃষ্টিে পূৰ্ণাপেক্ষা অধিক আয় দৃষ্টি হয়; তবে বায় অনেক রুদ্ধি হইয়াছে ঐ বায়ের মধ্যে অপেক্ষাকৃত অনাবশ্যকীয় বায় রহিত করিয়া নিতান্ত আবশ্যকীয় বিদ্যাশিক্ষার বায় নির্বাহ করিবার বন্দোবস্ত গবর্ণমেন্ট অনায়াসে করিতে পারেন।

৫। ইংরাজী ভাষায় ভাবী শিক্ষিত হইবার আশায় দেশীয় বাঙ্গালা ভাষা অনেকে শিক্ষা করিয়া থাকেন। ইংরাজী ভাষা শিক্ষা করিবার আশা না থাকিলে বহু যত্নের সহিত বাঙ্গালা ভাষা শিক্ষা করিবেন না সুতরাং কেবল বাঙ্গালা ভাষা শিক্ষা দিয়া প্রজাদিগকে সভ্য করার আশা বিফল হইবে। এবং এদেশে যে সময়ে যে ভাষা রাজভাষা হয়, সেই ভাষাই সকলে আগ্রহ পূৰ্ব্বক শিক্ষা করে, সেই ভাষা শিক্ষায় অসুবিধা ঘটিলে দেশের নিতান্ত দুঃখবস্থা হইবার সম্ভাবনা; অতএব আমাদের উপরোক্ত অভিপ্রায় গুলি ভারতবর্ষীয় সভার কমিটির নিকট পাঠান কর্তব্য স্থির হইল।

KANKSHA.

XX

ভারতবর্ষীয় গবর্ণমেন্ট এতদ্দেশে ইংরাজী ভাষা শিক্ষাদানে সাহায্য রহিত করিবার অভিপ্রায় শুনিয়া জেলা বীরভূমের অন্তর্গত কাঁকসা ও তরিকটস্থ অধিবাসিগণ।

আমরা অদ্য ১৮৭০ সালের ২২শে জুন বাৎ ১২৭৭ সালের ১৬ই আষাঢ় বেলা অপরাহ্ন ৫ ঘটিকার সময় মোঃ কাঁকসার স্কুলগৃহে সভা করিয়া উল্লিখিত বিষয়ে তর্ক বিতর্ক করণানন্তর এই বিষয়ে

যে মত স্থির হইল তাহা মহাশয়দিগের সুগোচরার্থে নিম্নে নিবেদন করিতেছি।

১। অতি প্রাচীন কালে ভারতবর্ষ উন্নতি হইবার উপক্রম হইয়াছিল কিন্তু যখন রাজাদিগের অধিকার কালে সেই উন্নতির বীজ সর্বতোভাবে নিরাকৃত হইয়াছিল। পরে এ দেশীয়দের সৌভাগ্যক্রমে ইংরাজ মহোদয়গণ অধিকার করিয়া অবধি এ দেশের উন্নতি সাধন করিবার জন্য যত্নবান ছিলেন; ইহাতে এ দেশীয়দিগের মনে এরূপ দৃঢ় প্রতীতি হইয়াছিল যে ইংরাজগণ শিক্ষাদান বিষয়ে ওদার্য্য প্রকাশ পূর্বক তাহাদিগকে আপনাদের ন্যায় ধনী, মানী, জ্ঞানী ও সুসভ্য করিতে অভিপ্রায় করিয়াছেন কিন্তু সম্প্রতি শিক্ষাদানে সাহায্যরহিতকরণরূপ হৃদয়বিদারক সংবাদ কর্ণগোচর হওয়াতে এ দেশীয় জনগণ একেবারে অধঃপতিত হইল।

২। কলিকাতা এবং অন্যান্য স্থানে কতিপয় ধনাঢ্য ভিন্ন এ দেশে এমন কোন সমৃদ্ধিশালী নাই যে, তাহারা রাজানুকূলা ব্যতিরেকে আপনাপন সম্ভান সম্ভতিদিগকে ইংরাজী বিদ্যা শিখাইবার জন্য বিদ্যালয় স্থাপন করিবার সমাক্ষ ব্যয় সম্পন্ন করিয়া উঠেন, যে হেতু তাহারা সামান্য ব্যবসা দ্বারা জীবিকা নির্বাহ করেন।

৩। আমাদের দেশীয় ভাষায় ইয়ুরোপ ও আনেরিকার আবিষ্কৃত বিজ্ঞান শাস্ত্রাদি অনুবাদ না হওয়ায়, ইংরাজী শিক্ষা ভিন্ন কেবল বঙ্গভাষা শিক্ষাতে যথার্থ জ্ঞানের উদয় হইবার সম্ভবনা নাই; অতএব সম্ভ্যতার বীজ রোপণ করিতে হইলে ইংরাজী ভাষা এতদ্দেশে অত্যন্ত প্রয়োজনীয়।

৪। ইংরাজী ভাষা শিক্ষারস্ত্রাবধি ইংরাজী ভাষায় রুতবিদ্যা যুবকেরা মিথ্যা প্রবঞ্চনা উৎকোচ গ্রহণ প্রভৃতি পাপ পরিত্যাগ করিতে সর্বদা যত্নবান এবং তাহারা ধর্মে দৃষ্টি রাখিয়া সন্তুষ্টি চিত্তে রাজাজ্ঞা পালন করিতেছে ইংরাজী শিক্ষা অভাবে পাপেরই প্রাচুর্য্য হইবে।

৫। প্রজাদের জ্ঞান ধর্ম উন্নতি করিয়া তাহাদের মুখ বর্দ্ধন করা রাজার কর্তব্য এবং ধার্মিক রাজারা এরূপ করিয়া থাকেন কিন্তু ইংরাজ গবর্ণমেন্ট এরূপ ধার্মিক ও বিবেচক হইয়াও যে এরূপ প্রজাদের হৃদয় বিদারণকারী ভবিষ্যৎ উন্নতির কটক স্বরূপ কার্য্যে প্ররত্ত হইয়াছেন ইহা আমাদিগের নিতান্ত দুর্ভাগ্য।

BANCOORAH.

XXI

TO THE HONORARY SECRETARY,

BRITISH INDIAN ASSOCIATION,

Calcutta.

SIR,—We, the undersigned inhabitants of the District of Bancoorah, beg to express our extreme regret at the Resolution of the Government of India proposing to withdraw the support which it has hitherto extended to liberal education of the people of this country.

The people have not as yet arrived at such a stage of advancement, and high English Education has not yet reached so considerable portion even of the higher classes as to warrant the hope that the institutions which have hitherto been the seat of that education should be maintained by the people whose children are educated there with slight aid from Government. We are bound to declare that people of social position and respectability in this District, though anxious to procure for their children a high standard of English Education such as is at present available in Government Schools, are yet unable to provide for it. Should the State reduce its support it has hitherto given to the English School here and other similar and higher institutions in other districts, the cost of education will be so high that the reduction will amount to an entire denial of education.

It is the duty of Government to keep superior English Education within the reach of the higher classes without which Society will collapse to the condition in which it was a century ago.

We have desired one of ourselves Babu Upendra Chunder Mookhopadhyaya to appear at the Calcutta Meeting to represent our educational interest.

We cordially join the Association in memorializing Her Majesty's Government in England, praying that the Govern-

ment of this country be directed to continue its support to the cause of English Education as heretofore.

RAYA GADADHARA BANERJI BAHADUR

AND BY 120 NATIVE GENTLEMEN.

Bancoorah, 27th June 1870.

RAJSHAYE DIVISION.

RAMPORE BAULEAH.

XXII

SIR,—Agreeably to your letter dated the 10th instant a Meeting of the inhabitants and educated natives of Rampore Bauleah was convened in the Bauleah Lokanatha School premises this day at 7 P. M.

The meeting unanimously expressed their hearty thanks to the members of the British Indian Association for the interest they are taking in so important a subject as the proposed protest against the proposal of Government for the withdrawal of state aid to English Education.

The meeting fully agree with your Association in thinking that His Grace the Secretary of State for India should be memorialised on the subject and have appointed Babu Yadavachandra Sarkara of the Rajshaye bar to express the opinion of inhabitants and residents of Rajshaye to the public meeting to be held in Calcutta on the 2nd proximo under the auspices of your Association.

I am, &c.,

KALINATHA DEY.

29th June, 1870.

NATORE.

XXIII

RESOLUTION I.

PROPOSED by Kumar Kumud Nath Raya Bahadoor and seconded by Moulavi Mahomed Rushid Khan Chowdhury that Rajah Pramatha Natha Raya Bahadoor of Dighaputea be asked to preside over the Meeting.

The president in a suitable speech which continued for about a quarter of an hour opened the business of the Meeting and explained the disastrous effects which would be felt by the withdrawal of Government support from high English education. The speaker dwelt at great length upon the good results that have accrued since the establishment of the Calcutta University in 1855 to the present date, specifying the number of Graduates that have every year been sent forth after the completion of their collegiate education into the world at large and in societies where only few years before really educated men could have been counted on fingers, dwelling on the good results that are now being felt by every member of society from these educated men of our country either in social or political improvements. He went back to 1835 when Government first with very great difficulty instituted the Hindu College describing the different phases that have from time to time been assuming in the educational policy of Government, illustrating thereby the high aptitude for learning and doing ample justice to the care and solicitude of the paternal Government, although they were bound by the rules of good Government to do what they did ; for us for it is not the singular instance with the British Government alone to have supported and educated their subjects but on a reference to History we find similar and liberal instances with all other civilized Governments. Here the Chairman concluded his speech amid loud cheers from the respectable gathering of about one hundred gentlemen.

RESOLUTION II.

Proposed by Kumar Kumud Nath Raya Bahadoor and seconded by Babu Lukshmy Narayan Lahory that the withdrawal of the Government support from high English education is unjust and is likely to prove disadvantageous to the country.

RESOLUTION III.

Proposed by Babu Tara Nauth Chowdhry Zemindar of Natore and seconded by Babu Gudadhur Khan that the Meeting place itself in communication with the British Indian Association with a view to move the assembly to memorialize Her Majesty's Secretary of State for India against the present policy of Government on the Education Question.

Babu Gudadhur Khan in seconding the Resolution made a suitable speech of about 20 minutes duration in which he expatiated on the improvements of the country derived from English education. He dwelt principally on the policy of Government about educating the masses which he said would be a great failure inasmuch as the Bengali Language was too limited to impart any sound knowledge in them. They will eventually have the same training which our old Gurumohashoys were in the habit of giving sometime ago, which training consisted in teaching them the primary rules of arithmetic and a rudimentary knowledge about letter-writing. Allowing the present policy to stand it did not appear to him to be sound because the masses will never be at all educated so as to be useful members of Society nor appreciate it for the sake of knowledge itself.

The speaker pointed out the good results that have accrued from the old educational policy of Government by illustrating the efficiency displayed by educated natives almost in every branch of Government service and it would be sheer injustice now if Government should throw cold water on the warm enthusiasm of the rising generation by withdrawing their support and thereby education itself.

RESOLUTION IV.

Proposed by Babu Saroda Persaud Sookul, Zemindar, and seconded by Babu Behary Laul Banerjea that a Committee consisting of Rajah Chunder Nauth Roy Bahadoor, of Natore, Rajah Promotha Natha Raya Bahadoor of Dighaputea, Kumar Kumud Nauth Roy Bahadoor, Moulavi Mahomed Rusheed Khan Chowdry, Babu Tara Nauth Chowdry, Babu Gudadhur Khan, and Meanh Fuzla Ruhuman Khan Chowdry be appointed Members to carry on the business.

N. B.—The Meeting was attended by upwards of hundred persons consisting of Zemindars, Talookdars, Officials, Non-Officials, and the Agents of all those respectable Zemindars of Rajshahi who were unable to attend.

PUBNA.

SUDDER STATION.

XXIV

At a meeting of the Native Residents at Pubna held on the 19th June 1870 to take into consideration the steps which ought to be taken against the Educational policy of the Government of India.

Proposed by Babu Harisa Chundra Sarma and carried unanimously that Babu Ananda Mohuna Majumdara be elected to preside at this meeting.

Proposed by Babu Rama Gopala Dutta Bahadoor and carried unanimously that Babu Harisa Chundra Sarma act as Secretary.

After the object of the meeting was explained to the gentlemen present the following resolutions were passed :—

I. That the inhabitants of this district have become very apprehensive as to the views of the Indian Government respecting the cause of higher education of the Natives of this country, which when carried into effect will bring a greater

calamity than any that has come upon the land, the rates of fees in the Educational institutions of this country are already high and any sudden enhancement will produce the effect of closing those institutions against the children of the middle classes :—

II. That the Secretary be requested to go down to Calcutta and represent the people of this district at the general meeting to be held on the 2nd proximo.

III. That in the opinion of this meeting a memorial signed by the inhabitants of Bengal be sent to the Secretary of State, to put a stop to the policy of the Indian Government with a request that should it be disinclined to accede to the prayers of Her Majesty's native subjects they may be laid before the British Parliament.

IV. That if the financial difficulty of the Indian Government be the only cause of its present Educational policy, suggestions be made to raise the necessary funds for maintaining the Colleges and Schools in their present footing by some indirect tax, as the natives of this country are not so far advanced as to take into their own hands the Education of their children.

HARISA CHUNDRA SARMA.

CUMARKHALI.

XXV

A GENERAL meeting was held on the 26th day of June 1870 at the Cumarkhali Government Aided School and the following gentlemen residents and inhabitants of the Sub-division of Cumarkhali were present.

- Babus Krishna Chundra Roy.
- „ Krishna Sundar Mazoomdar.
- „ Krishna Dhon Muzoomdar.
- „ Muthura Nauth Kundoo.
- „ Haro Lall Chowdhury.

Babus	Brojo Lall Moetra.
„	Futtick Chandra Muzoomdar.
„	Pran Nauth Shaha.
„	Mathura Nauth Kar.
„	Gopal Krishna Chakrabarti.
„	Bhuban Mohun Biswas.
„	Kanye Lall Shaha.
„	Jogendra Coomar Roy.
„	Ram Lall Pal.
„	Hari Charun Lahory.
„	Umanath Sein.
„	Kedar Nath Joardar.
„	Gobin Chandra Dutt.
„	Naffer Chandra Coondou.
„	Ramdhon Mazoomdar.
„	Hurri Nauth Muzoomdar.
„	Ram Tanoo Shaha.
„	Peary Mohun Gupta.
„	Krishna Chandra Coondou.
„	Ramgopal Shaha.
„	Purma Nund Shaha.
„	Hari Nath Shaha.
„	Umesh Chandra Sircar.
„	Gonesh Chandra Sanial
„	Makund Nath Muzoomdar.
„	Jogessar Coondoo.
„	Pran Nath Chuckerbutty.
„	Uma Nath Sein.
„	Modhu Soodun Shaha.
	Sheikh Munniruddin.

I. Babu Hari Nath Mazoomdar proposed that Babu Krishna Chandra Roy be requested to take the chair and preside over the Meeting and Babu Krishna Sundar Mazoomdar act as Secretary to the meeting. The proposition was seconded by Babu Ram Dhun Mazoomdar and accorded to by all the native gentlemen present.

Babu Krishna Chundra Rai then took the chair and read to the meeting a letter from Babu Joteendra Mohun Tagore Honorary Secretary to the British Indian Association dated 13th June 1870 to the address of Babu Krishna Sunder Majumdar. The native gentlemen present regret deeply and severely to learn from the letter just read the proposed withdrawal of State assistance to English Education in this country. Such withdrawal would be virtually cutting off almost all the natives of Bengal from all means of educating their children. During the last 10 years the country has undergone such a great change in education and in the progress of civilization that without high education in the English Language a man will find it a matter of impossibility even to get on with the ordinary avocation of his life. To be deprived at a time like the present of the blessings of a liberal education is a matter of most lamentable to the community at large.

As the Cumarkhali meeting has no opportunity to send its representatives to be present at the general meeting to be held in the Town Hall under the auspices of the British Indian Association the gentlemen present found it their duty to record their sense and sentiments as expressed above and consider it as of grave importance to memorialize His Grace the Secretary of State for India on the subject for which purpose, the meeting would take the liberty to submit a copy of their this day's proceedings to the Honorary Secretary to the British Indian Association for the purpose of being laid before the Calcutta meeting.

KRISHNA SOONDRA MAZOOMDAR,
ANANDA LALLA MAZOOMDAR,
And Several others.

DINAJPUR.

XXVI

At a public Meeting held at Dinajpur on the 27th June 1870 with reference to the requisition of the British Indian Associa-

tion dated the 4th June current, with a view to consider the property of memorialising His Grace the Secretary of State in Council for India, on the subject of the proposed withdrawal of State assistance from English Education in this country, the following resolutions were adopted for transmission to the British India Association.

I. The necessity for English Education to ameliorate the condition of the natives of this country had to be obstinately fought by such men as Lord Macaulay. Such a necessity has been fully admitted by Government by the establishment of Colleges and Schools. The country owes to it its present progress and prosperity and is indebted for all the reforms and improvements of which it can boast. A civilized Government as that under which we live would be the last to ignore or deny the blessings of the intellectual and moral development of the people. And it must be said to the eternal glory and honor of England that she has been an instrument in the hands of Providence to bring about the present cheering state of affairs in regard to the blessings of education among our Countrymen. But to the misfortune of the country the Government proposes to stop now when a hankering after knowledge and information created in the minds of the people and the cheering rays of civilization and enlightenment have only begun to remove the dreary gloom of ignorance and prejudices in which the country was immersed for years.

2nd. In trying to free the state from the charge of English Education the Government of India has not only ignored the peculiar circumstances under which the English education was introduced into this country, but has also entirely lost sight of the manner in which higher education is imparted in England and other civilized countries in the world, there is perhaps no country of which we are aware is the education of youths self-supporting in the literal and strict sense of the term. In some European countries the more important educational institutions, the universities and public school, are kept up partly by the fees of scholars and partly by the profits of lands and funds appropriated for that purpose either by the sovereign or private donors. In others the fees of students

are largely supplemented by direct contributions from imperial Revenue. Liberal endowments from individuals in this country cannot be much depended upon in furthering a foreign education. It is so new to the country, its spirit is opposed to the orthodox and the moneyed class, the aristocracy far from cherishing a true love for it looks on it with an eye of disfavour and views it as a most disagreeable innovation which they could most gladly put down if they could, where an innovation becomes national and is mixed up with the dearest things of life, when it has gained a footing in the imagination of men and when it is indissolubly interwoven with the national glory and honour it is then and only then that philanthropy and charity, a love of fame and love of virtue works at the minds of men and induces them to open their purse string and make the endowments and foundations for educational purposes. And who will deny that none of these motives in favour of English education exist in Bengal. And is it at all strange that private donations are neither large nor numerous for the maintenance of colleges and schools? And when this source of Revenue for the diffusion of education which exists in other countries is cut off in this by its peculiar condition in what manner should this deficiency be supplied, except by the liberal from the state?

3rd. The proposed discontinuance of State education to the middle class of the people who compose the majority in our colleges and schools, has naturally filled the mind of all educated natives with fear and suspicion. This proposal, unlike others of a more sectional character made by Government from time to time, affects the interest of every class of native community. It is therefore most earnestly hoped that His Grace the Secretary in Council for India will give all considerations to the grave and momentous question which involves the dearest and holiest interest of the millions of the inhabitants of the country whose well-being and prosperity is entrusted into his hands.

(Sd.) KRISHNA KUMAR SEN,
Secretary.

DINAIPUR St. June, 27th 1870.

RANGPUR.

XXVII

RESOLUTIONS.

1. THAT this meeting while admitting the duty of the Government to apply a part of its resources to the Vernacular education of the masses, protests strongly against the proposed withdrawal of the state assistance from English education in Bengal ; inasmuch as it will throw the management and support of our English schools and colleges upon the middle class people, who alone appreciate the benefit of such education, whose circumstances are not so prosperous as to enable them to undertake unassisted such an onerous and responsible task ; it will be virtually put a stop to high education of the country.

2. That this meeting is also deliberately of opinion that the progress of vernacular education of this country is entirely dependent on that of the English as is evident from the fact that the vernacular language has been enriched by the labor of the English-educated natives.

3. That this meeting therefore considers it highly necessary to memorialise the Secretary of State for India in Council through the British Indian Association in Calcutta on the unjustness and inexpediency of the education policy of the Supreme Government as published in the Supplement to the *India Gazette* dated 7th May 1870.

4. That this meeting further considers it desirable to request the British Indian Association in co-operation with the East India Association in London to adopt such measures as to arouse public opinion and secure the sympathy of the British Public in favor of the continuance of the state assistance to English education.

BOGRAH.

XXVIII

A PUBLIC Meeting of the Native inhabitants of Bograh was held on Sunday the 26th June 1870, to discuss the propriety or otherwise of memorializing His Grace the Secretary of State for India on the subject of the proposed withdrawal of state assistance from English Education in this country; the committee considering that such memorial under the present circumstances is essentially necessary: have resolved to co-operate with the central committee at Calcutta, and to abide by their decision. The Committee will be happy to contribute according to their means, if required in the furtherance of the views of the central committee on the subject.

CHUNDRA RAKHALA VASU,
AND 150 OTHERS.

MURSHEDABAD.

BERHAMPUR.

XXIX

ON the 24th June current at a meeting held in the Grant Hall in Berhampur for the purpose of taking into consideration the present policy of Government bearing on the question of the proposed withdrawal of Imperial aid from English education were present.

Raja	Narendra Narayana Raya.
Rev.	Lala Vehari Day.
Babus	Prana Kisna Mookerjee.
„	Rajiva Lochana Raya.
„	Pulina Vehari Sena.

Pandita Gangadhara Kaviratna Kaviraja.

Babus Prana Krishna Vagehi.

„ Vansidhara Raya.

„ Gangagovinda Bhattacharji.

„ Digamvara Bisvasa.

„ Bankima Chandra Chatterji, B. A.

„ Haridasa Ghosh.

„ Kedar Natha Mahata.

„ Srinatha Mookerji.

„ Gopi Chand Setia.

Raja Dhanapati Singha Dughar Bahadur.

Babus Hari Sing Boid.

„ Gurudasa Banerji, M. A.

„ Dina Natha Ganguli.

„ Matilala Banerji.

„ Akshaya Cumara Sarakara.

„ Sasibhushana Mookerji.

„ Isana Chandra Raya.

„ Syamacharana Bhatta.

„ Joya Narayana Vasu.

„ Nilamani Ganguli.

„ Syama Charana Mookerji.

„ Ramagati Nyayaratna.

„ Ananda Lala Ganguli.

„ Grisa Chandra.

„ Kirtic Chandra Banerji.

„ Bhavani Kessori Chakravarti.

„ Ganga Charana Nandi.

„ Kedara Natha Sanyala.

„ Kaliprasada Ghosh.

And many other gentlemen. Letters came from Newab Mansur Ali Khan Bahadoor and Newab Lain-ul-abdeen Khan Bahadoor expressing their regret for their inability to attend the meeting in consequence of ill-health. Letters to the same effect also came from Hurrukehand Gallecha and Hurrukehand Nowbeekha &c.

The work of the Committee began at 5-30 P. M. by the election of Raja Narendranarayan Ray Bahadoor as the President who made an opening speech to the following effect :

“ It affords me great pleasure to see that our countrymen can unite together to discuss a question which to a very great extent affects the welfare of our country. Very probably you are all aware of the object for which we have this day met together : we are to take into consideration the present policy of our Government with regard to the withdrawal of the state aid from English education, &c. &c.

Babu Rajivalochana Raya in moving the first resolution made some remarks and gave a rapid sketch of the educational history of the country under the Hindu, the Mahomedan and the English Governments in succession and said “ Is the great literature of England and Scotland incapable of developing the intellect, and is Bengali literature better capable of doing it ? Is Bengali literature richer and purer than the English or is it not wholly insufficient for any educational purpose ? If it is so why is English education sought to be sacrificed to the Bengal ? Is it aiding intellectual development to proscribe the study of foreign languages ? Will it help the intellectual progress of England to proscribe in the scheme of English education the study of Latin and Greek, French and German. Every branch of Imperial administration pays itself wholly or in part. The Military, the ordinary Public works and the Educational Departments are alone unproductive—Is that a ground for interfering with the present system of education. Abolish then the public works too. Put down education if you like, because it does not bring in a revenue, but it will not be cheap. Put down education and you will have to increase the military and the police. You will have to substitute physical for moral forces. The native who has received an English education appreciates the English Government best and is the strongest bond, almost the only connecting link of sympathy between Governors and the Governed. Remove him from his place and the Governors and the Governed will not know each other, the English educated native is the most loyal subject of the British

Government the troubles of 1857-58 proved him to be such. Everywhere he stood firm to the English cause and after suffered for the English cause.

1st, that this meeting, while feeling deeply grateful to the British Government for the manifold benefits, which it has conferred on the people of this country, by diffusing education through the medium of the English language, cannot but contemplate with the greatest sorrows the proposed withdrawal of State aid from English education.

This resolution was seconded by Babu Baikanthanatha Sena who made some remarks as follows :

“ We all are grateful to the Government for the diffusion of English education and hear that the Government will no longer continue any aid to English education is not a matter of little sorrow for us : Our grief is proportionate to the benefits we have derived from the knowledge conveyed to us through the medium of English language. To think that what has emboldened and impelled us to convene this meeting for questioning the soundness of a Government policy will no longer be the lot of future generations is really heart-rending. * * * * *

The unhealthy state of the finances can no doubt with some shew of reason be put forward as a cause but is it sufficient to justify such a policy * * If a deficit has been caused by the blunders of a Minister, a tax and a heavy tax too on the nation ought to be sufficient for the correction of that mistake but to make a deficit of a year a ground for a permanent curtailment of an item of expenditure for public good is unsound in principle and can receive sanction from no quarter.”

Babu Pulinavehari Sena in moving the second resolution expressed himself in the following words.

“ In rising to move the 2nd resolution I beg to observe that although it is desirable to encourage Vernacular education, it should never be at the expense of that more important education which is imparted through the medium of the English language.

It does not require much argument to convince one that to withdraw Government aid from High English Education will be to put down India into the depths of ignorance and superstition with their thousand attendant evils from which it has only begun to emerge. * * * * The Vernacular language is in a crude state totally unfit yet for that pliancy, copiousness and energy without which a language can never sufficiently be made the channel for imparting knowledge of the liberal arts, literature, philosophy and science and without which it is but idle to hope for the regeneration of a nation or its capacity of appreciating the blessings of a liberal Government. If there is one thing more necessary for the bettering of India than another, it is Science. India has been from her infancy eminently imaginative and hence superstitious. Science alone can dissipate her fumes of 14 idealisms and her dependence upon the supernatural. This Science the Vernacular language is inadequate to give expression to. * * * *

2nd That this meeting fully recognizes the importance of educating all classes of the community and would hail measures for indigenous education that would not involve the restriction or repression of the Higher or English education.

Babu Syama Charana Bhatta seconded the resolution and said "when I say that Vernacular education is a necessity with us I think I speak for the whole nation ; no one ought to say or can say anything against the Vernacular education, why it would be simply absurd to expect to see one with a liberal education but not properly educated in the Vernacular. But considering the present state of Society and the march of intellect Vernacular education alone does not constitute the whole of the education that is necessary.

Babu Dhanapati Singha Dughar Raya Bahadur then rose to move the third resolution and spoke as follows :—

"I deeply regret the misfortune which is likely to befall on Bengal should the resolution of our Government to withdraw Imperial aid from English education be carried into effect. In consequence of the disturbances of 1857 the Government had

incurred a debt of about 50 crores but even at that time it was never contemplated that educational expenses should be curtailed : We fail to see why then our worthy Government now think of giving up the cause of English education. It is again a mistake to suppose that Government alone bears the whole burden of expense. Even more than half the expense is borne by us. We also are always inclined to contribute our share of expenses for special occasions. Such being the state of things the unenlightened portion of the community may think that Government is envying the spread of education here and we would be very sorry if such a nation be entertained by any class of men regarding our good and liberal Government.

3rd. That it is erroneous to suppose that those who resort to English Schools and Colleges are educated solely at the expense of the State, inasmuch as the fees and subscriptions raised from private source amount to more than half of the total amount of Imperial Expenditure on the higher education in Bengal.

Babu Akshaya Charana Sarakara in rising to second the third resolution made some remarks and concluded thus. " The impression therefore that we are taught out of the public exchequer is erroneous and not borne out by facts and the policy that it generates is equally prejudicial to the governed, the governor &c. &c."

Babu Matilala Banerji in moving the 4th resolution said that " if Government calculates on native resources alone for English education it ought in the first place to see whether there is a sufficient number of rich men in the country who can undertake to discharge this onerous duty of educating the future generations. The wealth of Bengal like the old man's story lies in the soil. This act of Government would tend to undo the good that they have done. The time is yet far distant when Government could safely entrust the course of English education to the hands of the natives of this country.

4th. That the foregoing resolutions be laid before the Committee of the British Indian Association for submission to the public meeting to be held in Calcutta on the 2nd July next for

the consideration of this subject and that Babu Dinanath Ganguly be requested to see this resolution carried into effect.

Babu Sasibhushna Mookerji seconded this resolution and said that it is not at all likely that a deaf ear should be turned to our wailings in England, &c.

(Sd.) RAJA NARENDRA NARAYANA BAHADUR.

Chairman.

JUNGIPORE.

XXX

AT a meeting of the inhabitants of Jungipore, in the District of Moorshedabad, held at the premises of the late Baboo Ramlal Singh on the 26th June 1870, Baboo Jodoo Nath Mookerjee in the chair, the following Resolutions were passed.

1. That the Resolution of the Government of India regarding "all English Education" as "high education," and withholding the State Grant for purposes of high education is to be strongly deprecated.

2. That in the opinion of this meeting the financial embarrassments of the State would not in the least be removed by withdrawing the State Grant ; * * *

3. That a copy of the above Resolutions be forwarded to the Secretary to the British Indian Association for the information of the Meeting to be convened on the 2nd proximo, for discussing the Educational policy of the Government of India.

4. That this meeting express their unanimous approval of the course, which will be adopted by the British Indian Association.

5. That Babu Goursoonder Chowdry, a Zemindar of this Sub-District, be appointed to represent the views of its inhabitants on the subject.

6. That Babu Kristo Bullab Rai and Kaliprosad Goopto be appointed Joint Secretaries to report the proceedings of this

meeting and carry on the necessary correspondence with the British Indian Association.

(Sd.) JADUNATHA MOOKERJEE,
Chairman.

KRISHNA VALLAVA RAYA, } *Secretaries.*
KALI PRASADA GUPTA, }

MALDAH.

XXXI

AT a Meeting held pursuant to the requisition of the Secretary of the British Indian Association at Maldah, in the house of Dr. Dwarkanatha Chatterji on Sunday the 26th June 1870

PRESENT

Pandita Govindakanta Vidyabhusana, } *Deputy Magistrates.*
Babu Satukanta Mukerji, }

„ Rojaninatha Chatterji,—*Head Master.*

„ Iswarachandra Khasnavis,—*Dy. Inspector of Schools.*

„ Bhuvanamohana Chatterji,—*Inspector of Post Offices.*

Gosvami Hans Giri, } *Zemindars.*
Babu Paresanatha Choudhuri, }

„ Lalavehari Lahudi, }
„ Janaki Natha Newgi, } *Pleaders.*
„ Indranarayana Raya, }
„ Trailokya Natha Mukerji, }

„ Isana Chundra Sena,—*Income-Tax Assessor.*

„ Peari Mohana Sena,

„ Ram Jadub Bose,

„ Kali Sundara Ghataka,

„ Uma Charana Mukerji,

Pandita Rajivalochana Tarkabagisa,

Babus Radha Kisore Chakravarti

„ Srinatha Mozoomdar,

Babus Mahima Chundra Ghose,

„ Dwarkanatha Chatterji,—*Civil Medical Officer.*
and about 100 other residents of the district.

Pundita Govindakanta Vidyabhushana was voted to the chair.

Read Babu Joteendro Mohun Tagore's circular letter of the 18th June 1870 and the object of the meeting explained.

Babu Rajaninatha Chatterji, Sita Kanta Mukerji, Dwarka Natha Chatterji, Guruprasada Sena, Kalisunder Ghataka, Gosiami Mohendra Gira and Peari Mohana Sena, dwelt at some length on the disadvantages India would suffer under if the State assistance to education be withdrawn, on the calamity that would fall on India if English education be discouraged, on the necessity for immediate action and appeal to the Home Government, the British Parliament or even to the foot of the Throne if need be &c. &c.

Read a letter from Babu Brajasundra Moittra regretting his inability to attend the meeting and expressing his feelings on the subject by the following quotations.

প্রজানামেব ভূতার্থে সত্যভোগ্য বলিমগ্রহীৎ ।

সহস্রগুণমুৎস্রষ্টু মাদতে হিরসানুবিঃ ॥

প্রজানাং বিনয়াধানাদ্রক্ষণাস্তরনাদপি ।

সপিতা পিতরস্তাসাং কেবলং জগ্নহেতবঃ ॥

শ্রীগোবিন্দকান্ত বিদ্যাভূষণ ।

Chairman.

The following resolutions were passed :

RESOLUTIONS.

1. That in the opinion of this Committee the present Educational policy of the Government is a retrograde movement and that the withdrawal of State aid from colleges and schools will retard the progress of Education in India.

2. That this meeting highly approve of the intention of Government to educate the masses, but they are of opinion that to afford such education at the expense of high English education

is unsound in principle and will retard the intellectual progress of the people.

3. That this meeting approve of the proposition of the British Indian Association to memorialize the Secretary of State against the present educational policy of the Government of India.

4. That a copy of these proceedings be forwarded to Babu Joteendro Mohun Tagore with a request that he will lay before the Calcutta Meeting the expression of the opinions and feelings of the inhabitants of this district on this important subject.

DACCA DIVISION.

DACCA.

XXXII

MEETING held 2nd July 1870, Babu Opendranath Mitra in the Chair :

1ST RESOLUTION.

THAT this meeting, consisting of representatives from all sections of the community here, views with alarm the intention of the Supreme Government, as expressed in its Resolutions of the 8th September and 31st March last : gradually to withdraw all State support from the present system of English education.

2ND RESOLUTION.

That, in the opinion of this meeting, the English Education imparted in the Government Colleges and Schools, has been productive of the most beneficial results ; by giving a powerful impetus to moral and intellectual advancement ; by placing the people in a position to develop the material resources of the country, and improve and reform their manners, customs and social institutions ; and by diffusing, through the medium of the educated classes, a spirit of loyalty and respect for the laws throughout the entire population.

3RD RESOLUTION.

That the confidence created in the minds of the people by the repeated declarations of the British Government, that it was its desire to “confer upon the Natives of India, those vast moral and material blessings which flow from the general diffusion of useful knowledge,” will be seriously weakened, if the Queen’s Government now recedes from the enlightened and benevolent policy, initiated and consistently pursued by the East India Company.

4TH RESOLUTION.

That the Colleges and Schools for instruction in English are resorted to almost entirely by the children of the middle and poorer classes of the community, most of whom are not able to meet the expenses of an English Education, even under the present system, without great difficulty. Any attempt, therefore, on the part of Government, to render such education self-supporting, by the introduction of any sudden or radical change, would be premature ; and would have the effect of closing the door against the vast majority of that class of students which now attends those institutions.

5TH RESOLUTION.

That, while considering it to be desirable that a more extended system of Vernacular Education should be introduced, concurrently with the present system of English Education, in accordance with the plan set forth in the great Education Despatch of 1854, this meeting desires to bring to prominent notice the fact, that the classes who have had the advantage of an English Education, have helped to diffuse among the masses, the benefits they have themselves received, by creating an enlightened indigenous vernacular literature, promoting the establishment of chief grants-in-aid schools all over the country ; and by exercising a beneficial influence over all sections of the population.

6TH RESOLUTION.

That, any measure having for its object, the more general diffusion of the blessings of education, by diverting the funds

now employed in imparting education in English toward some system of popular elementary Vernacular education will defeat its own object.

7TH RESOLUTION.

That a Committee consisting of Baboos Upendra Nauth Mitra, Somenauth Mukhopadya, Chaitanya Krishna Basack, Syama Kanta Chutterjea, and Dino Nauth Sen, be appointed on the part of this meeting, to draw up a memorial to Her Majesty's Secretary of State for India, embodying the views of this meeting ; and to submit it to His Grace along with the petition from the British Indian Association.

8TH RESOLUTION.

That a Telegram be sent just now to the meeting that is going to take place this evening at the Town Hall, Calcutta, informing them of the proceedings of this meeting-

BIKRUMPUR.

XXXIII

কাচাদিয়া।

বিক্রমপুর শুভকরী সভাগৃহ।

১০ই আষাঢ় ১২৭৭ সাল। ২৩এ জুন ১৮৭০ ইঃ। বৃহস্পতিবার।

শিক্ষাসংক্রান্ত রাজনীতি প্রতিবাদার্থ সভা।

বেলা অপরাহ্ন ২ ঘটিকার সময়ে বিক্রমপুরের তির ভিন্ন গ্রাম নিবাসী বহু সংখ্যক সম্ভ্রান্ত ব্যক্তি সমাগত হইলেন।

শ্রীযুক্ত বাবু দ্বারকানাথ গুপ্ত মহাশয়ের প্রস্তাবানুসারে ও শ্রীযুক্ত পণ্ডিত তারকচন্দ্র চূড়ামণি মহাশয়ের পোষকতায় শ্রীযুক্ত পণ্ডিত জগদ্বন্দ্য তর্কালঙ্কার মহাশয়কে অধ্যাপক সভার সভাপতিপদে ও শ্রীযুক্ত বাবু লালমোহন বটব্যাল মহাশয়ের প্রস্তাবানুসারে ও শ্রীযুক্ত ফটিকচন্দ্র দাস মহাশয়ের পোষকতায় শ্রীযুক্ত বাবু আদ্যা প্রসাদ সেন মহাশয়কে সম্পাদক পদে বরণ করা হইল।

শ্রীযুক্ত সভাপতি মহাশয় সমাগত সম্ভ্রান্ত ব্যক্তিদিগকে সম্বোধন করিয়া বলিলেন “অদ্য এই সভা হওয়ার উদ্দেশ্য বিষয়ে অত্রতা শুভকরী সভা গত এই আষাঢ় যেরূপ বিজ্ঞাপন করিয়াছেন, তদ্বিশেষ এই, ‘ভারতবর্ষীয় গবর্ণর উচ্চতর শিক্ষা রহিত করিতে মানস করিয়াছেন। তাহার প্রতিবাদ করণার্থে আগামী ২রা জুলাই কলিকাতার টাউনহলে এক রুহৎসভা হইবে। উক্ত সভায় এই বিক্রমপুর নিবাসীদিগের প্রতিনিধি উপস্থিত থাকা আবশ্যক কি না; এবং আবশ্যক হইলে তৎপদে কাহাকে নিযুক্ত করা যাইবে, তদবধারণার্থে আগামী ২রা আষাঢ় রুহম্পতিবার বেলা ১০ ঘটিকার পর অত্র সভাগৃহে বিক্রমপুর নিবাসীদিগের একটা সভা হইবে। প্রার্থনা যে বিক্রমপুর নিবাসী দেশহিঁতৈষিগণ উক্ত সভায় উপস্থিত হইয়া কর্তব্য নির্দ্ধারণ করিবেন। অদ্য এই সভা কেন আহূত হইয়াছে, এবং এখানে অদ্য কি কি কথার মীমাংসা করিয়া কি কি কার্য্য করিতে হইবে, এই বিজ্ঞাপনেই তাহা প্রকাশ করিতেছে। এখন সমাগত সম্ভ্রান্ত মহাশয়গণ এতদ্বিষয়ের মীমাংসা এবং কর্তব্য স্থির করুন।,,

তদনন্তর আলোচনান্তে সভা প্রার্থ্য করিলেন যে, ভারতবর্ষীয় গবর্ণমেন্ট যে উচ্চতর শিক্ষা রহিত করিতে মানস করিয়াছেন তাহা এতদেশী ব্যক্তি মাত্রেই অনুমোদিত নহে, এবং একথা শ্রবণ মাত্রে এতদেশীয় তাবতে সাতিশয় দুঃখিত ও পরিতাপিত হইয়াছেন, তাহা গবর্ণমেন্টকে জানান. এবং উক্ত রাজনীতির প্রতিবাদ করা কর্তব্য হইয়াছে। সেমতে কলিকাতার টাউনহলে এ সম্বন্ধে আগামী ২রা জুলাই যে এক রুহৎসভা হইবে সেই সভায় বিক্রমপুর নিবাসীদিগের পক্ষে দুই জন প্রতিনিধি উপস্থিত থাকা আবশ্যক। এবং সেম প্রতিনিধি কার্য্যভার বিক্রমপুরের সৌরভ স্বরূপ স্বদেশহিঁতৈষী বিদ্যোৎসাহী শ্রীযুক্ত বাবু মনোমোহন ঘোষ বারিফার মহাশয় ও শ্রীযুক্ত বাবু চন্দ্রমাধব ঘোষ উকিল মহাশয়ের প্রতি অর্পণ করা যায়।

শ্রীযুক্ত বাবু গোলোকচন্দ্র গুহের প্রস্তাবমতে ও শ্রীযুক্ত বাবু ফটিকচন্দ্র দাসের পোষকতায় ধার্য্য হইল যে, এতদ্বিষয়ক এখানে অনুষ্ঠানীয় অন্যান্য সৰ্ব্বপ্রকার কার্য্য নির্দ্ধাহ জন্য শুভকরী সভার প্রতি ভার্য্যপণ করা যায়।

শ্রীযুক্ত বাবু দীনজয় রায় মহাশয়ের প্রস্তাবানুসারে ও শ্রীযুক্ত ববু চন্দ্রমোহন মুখোপাধ্যায় মহাশয়ের পোষকতায় সর্বসম্মতি মতে ধার্য্য হইল যে, এই সভার এই সকল কার্য্য বিবরণের এক এক খণ্ড প্রতিলিপি বর্ণিত শ্রীযুক্ত বাবু মনোমোহন ঘোষ বারিফটার মহাশয় ও শ্রীযুক্ত বাবু চন্দ্রমাধব ঘোষ উকিল মহাশয়ের নিকট পাঠান যায়; আমাদের প্রার্থনা যে তাঁহারা এতৎসম্বন্ধে কলিকাতার টাউনহলে ২রা জুলাই যে এক রহৎ সভা হইবে, সেই সভায় এবং কলিকাতার অন্যান্য স্থানে এতৎ সম্বন্ধে যখন যে আলোচনা হয়, তথায় অনুগ্রহ পূর্ব্বক আমাদের প্রতিনিধি স্বরূপ উপস্থিত হইয়া যথা বিহিত করতঃ আমাদের আস্থা দিত ও বাধিত করিবেন।

তদনন্তর সমবেত সম্ভ্রান্ত ব্যক্তিগণের মধ্যে ৫। ৬ জনে এক একটি মৌখিক বক্তৃতা করিলেন। সেই সকল বক্তৃতার তাৎপর্য্য এই “আমরা রাজ্য হারাইয়া যত না দুঃখিত হইয়াছি; আমরা সর্ব্বস্ব হারাইলেও যত না দুঃখিত হইব; যদি আমরা এই উচ্চ শিক্ষা হারাই তাহা আমাদের পক্ষে বিশেষ ক্ষতিকর হইবে,” এ রূপ ভাববক্তা ও শ্রোতাগণ মধ্যে অতি প্রবলবেগে প্রবাহিত হইল। তাহার পর শ্রীযুক্ত পণ্ডিত তারকচন্দ্র চূড়ামণি মহাশয় আর একটি মৌখিক বক্তৃতা করিলেন।

সর্ব্বশেষে এতৎ কার্য্যানুষ্ঠানকারী শুভকরী সভাকে ধন্যবাদ প্রদান পূর্ব্বক সভাভঙ্গ হইল ইতি।

(অবিকল প্রতিলিপি)

শ্রী আদ্যা প্রসাদ সেন

বিক্রমপুর শুভকরী সভার সম্পাদক।

FURREEDPORE.

XXXIV

SIR,—I have the honor to acknowledge the receipt of your letter dated 13th June 1870 and in reply to state that in accordance with the wishes of the Committee of the British Indian Association a public meeting of the residents of Furrceepore

was held on Sunday the 20th idem. It was largely attended by representative of the middle class of this district.

I am desired by the meeting to say that as no person can be sent from this place to Calcutta you will be so good as to lay the following resolutions passed by it before the public meeting to be held at the Town Hall on the 2nd July next.

At a Meeting of the inhabitants of Furreedpore held on the 20th June, 1870 on the education question the following Resolutions were passed :

1st. That this Meeting deeply deplores the announcement made by the Indian Government of its intention to stop all State grants for English Education. Such a measure cannot but be highly detrimental to the intellectual improvement of the whole people.

2nd. That this meeting unanimously feels the urgent necessity and desirability of memorializing the Secretary of State for India in Council on the subject of the illiberal educational policy of the Indian Government.

3rd. That this meeting distinctly and fully declares the inability of the middle classes, at least of this district, to provide for the English Education of their children unless assisted, as hitherto, by the Government of the country.

4th. That this meeting, therefore, expresses a hearty sympathy and agreement with the views of the grand Public Meeting convened by the British Indian Association, and will co-operate with it as far as practicable, in any steps therein resolved upon.

5th. That this meeting appreciates the importance of educating the mass of the people namely artizans, husbandmen &c., but deems it both unnecessary and impolitic to sacrifice the interests of the middle classes for those of the lower orders.

6th. That this meeting sincerely expresses the gratitude of this District for the patriotic spirit displayed by the British Indian Association.

I have &c.,

(Sd.) KALYDASA MUKERJI,

SERAJGUNGE.

XXXV

WITH a view to place before the British Indian Association the sense of the native inhabitants of Serajgunge the present educational policy of the Government of India notified in the supplement to the *Calcutta Gazette* of the 7th May 1870, a meeting of the native community of Serajgung was convened on the evening of the 27th June 1870 and the following resolutions were passed.

I. That inasmuch as the present educational policy of the Government of India of withdrawing the State allowances from all Colleges and Schools and of increasing the rates of fees therein chargeable, is calculated to retard the progress of education by shutting those Colleges and Schools from the middle class inhabitants, who are the real senders of children to such Colleges and Schools, this meeting is of opinion that the said policy will be productive of serious consequence to the welfare of the inhabitants at large, and as such should be humbly and respectfully protested against in a memorial to Her Majesty's Secretary of State in Council for India and that this meeting act in concert with the British Indian Association, who are about to take measure to this effect.

II. That the meeting appoint Babu Bhogobutty Churn Mookerjee to act as their representative in the British Indian Association at their proposed meeting on the 2nd July 1870, and should Babu Bhogobutty Churn Mookerjee be unable to reach Calcutta before the day fixed, the British Indian Association be requested to act as the representative of this meeting.

III. That while fully alive to the grave importance of educating the masses, this meeting cannot help thinking it injudicious to afford such education, however important to the ruin of English education which in fact is the keystone of all improvement of the country.

IV. That the meeting appoint the following gentlemen to compose a committee to correspond with the British Indian Asso-

ciation in their behalf Babus Kaliprosunno Mookerjea, Sreenath Gupto, Dwarkanath Poramanick, and Babu Kylash Chunder Paul.

V. That a copy of these Resolutions be forwarded to the British Indian Association for their information.

KALY PROSSUNNO MOOKERJEA,
and 127 others.

BACKERGUNGE.

BURRISAU.

XXXVI

To

THE HONORARY SECRETARY
BRITISH INDIAN ASSOCIATION.

&c., &c., &c.,

THE Committee regret that they cannot send a representative to be present in the meeting of the 2nd proximo (as Burrisal is more than 5 days journey from Calcutta) but they take this opportunity of informing the meeting of the 2nd July next through you of their sincere determination to co-operate with whatever is proposed to be done in the meeting of that day.

I am further directed to request that you will keep the Committee informed of the proceedings of the meeting of 2nd July next and of all the other meetings that may from time to time be held for the purpose of carrying into effect to resolutions of that Meeting.

As the proceedings were in the vernacular the resolutions are forwarded exactly in the same shape as they were put and carried.

I have &c.,

DURGA MOHAN DASA,
Secretary.

A MEETING was held on the 27th June at which the following Resolutions were passed.

Proposed by Baboo Durga Mohun Dass seconded by Babo^o Nobin Chunder Roy and carried unanimously.

I. That in the opinion of this meeting the resolution of the Government of India published in the Supplement to the *Gazette of India* dated the 7th May last wherein it is proposed to withdraw gradually all state aid from English schools and colleges is fraught with danger and ominous of evil to the inhabitants of Bengal.

Proposed by Baboo Peary Lall Roy B. A. B. L. and seconded by the Government Pleader Baboo Abhoya Nundo Dass, and carried unanimously.

II. That in the opinion of this meeting it is impossible that the English schools of the District should remain in their present efficient state, if the aid of the Government were gradually withdrawn from them inasmuch as the time has not arrived when the people of Bengal can afford to bear *all the expenses* of an English education themselves.

Proposed by Baboo Chundee Churn Roy and seconded by Baboo Chunder Nauth Sen, Mohalanavish, and carried unanimously.

III. That in the opinion of this meeting it is expedient to memorialize the Secretary of State against the recent changes in the educational policy of the Government of India and for that purpose to co-operate with the British Indian Association in all that is done with the object of carrying this resolution into effect.

Proposed by Baboo Deno Bundoo Sen B. A. and B. L., and seconded by Baboo Brindaban Chunder Chuckerbutty and carried unanimously.

IV. That with the object of putting themselves in communication with the B. I. Association and for the purpose of concerting measures in consultation with that Association for carrying that resolution into effect a Committee of the following gentlemen be appointed with power to add to

their number : Baboos Peary Lall Roy, Nobin Chunder Roy, Kalla Chand Chatterjea, Sharoop Chunder Ghose, Sarada Prosad Roy, Durga Mohun Doss Secretary, Oomesh Chunder Ghose Assistant Secretary.

V. Proposed by Babu Ooma Kant Chatterjea M. A., B. L. and seconded by Baboo Oomesh Chunder Ghose B. A., B. L. and carried unanimously. That as it is too late to send a representative from this meeting to be present in the meeting of the 2nd July next, a copy of these resolutions be forwarded to the Secretary to the B. I. Association with a letter requesting him to keep this committee informed of all their proceedings in this matter and assuring him of this meeting's hearty co-operation and sympathy with the objects of the meeting of the 2nd July next.

MYMENSING.

XXXVII

AT A Meeting held at Babu Jadava Chandra Gosvami's residence on the 22nd June last attended by about 100 men representative Zemindars, Talookdars, Government servants and professional men, Babu Gopi Krishna Banerji was proposed to the chair.

The President opened the proceedings of the meeting by introducing to the gentlemen a letter received from the Secretary of the B. I. Association regarding the proposed withdrawal of by Government of state assistance to English education in this country.

The President spoke about the desirability of co-operating with the Association in the purposes of the meeting to be held by them, after which Babu Tarini Prasad Roy moved the first resolution.

I. That this meeting has learned with extreme regret the proposal of Government to withdraw to a certain extent state-assistance to English education in this country and the members here present one and all think it but just and proper to give their humble support to the British Indian Association

to its purpose of considering the propriety of memorializing His Grace the Secretary of State for India on the subject of the proposed withdrawal of state assistance to English education in this country.

It was seconded by Babu Jadava Chundra Gosvami B. A. and supported by Babu Krishna Sundara Ghose.

The resolution was then put to vote and was passed unanimously.

Babu Bhagavana Chundra Sena then moved the 2nd resolution.

II. That the members of this meeting thinking it inconvenient and almost impossible for them to attend in due time the meeting to be held by the B. I. Association take this opportunity to express to the said Association the sentiment of this district regarding the proposals of the Government.

The resolution on being seconded by S. C. Nauth Esq., and supported by Babu Kalinatha Dhara B. L. was put to vote and passed unanimously.

III. That a select committee consisting of Babus Girija Kanta Lahuri, Jadava Chundra Gosvami, B. A., Madana Mohana Ghose, Krishna Sundara Ghose and S. C. Nauth Esq., be appointed to draw up a letter to the address of Babu Joteendro Mohun Tagore disclosing the sentiments of the inhabitants of this district regarding the proposal of the Government and that the same when circulated amongst the public together with true proceedings of this meeting be sent to the Secretary of the B. I. Association. It was proposed by Babu Tarini Prasada Roy and was seconded by Babu Isana Chundra Chakravarti B. L., and passed unanimously.

Babu Girija Kanto then read the 4th resolution.

That copies of the proceedings of the meeting together with the letters to be sent to the Secretary of the British Indian Association be forwarded to the influential and educated men in the interior, who have not been able to be present at this meeting requesting them to give their opinion on the points

raised in the meeting and that all answers when received be submitted to the B. I. Association.

It was seconded by Babu Harisa Chundra Bagsee and by Babu Rutan Mani Gupto.

The resolution was approved and passed unanimously.

(Sd.) JADAVA CHUNDRA GOSVAMI,
and about 35 others.

CHITTAGONG DIVISION.

NOAKHALLY.

XXXVIII

PROCEEDINGS of a meeting held at the Bengali school house at Noakhali on the evening of the 24th June for the purpose of eliciting the state of native opinion at this station regarding the proposed withdrawal of state assistance to English education and co-operating with the British Indian Association for memorialising his Grace the Secretary of State for India on the subject.

The meeting was attended by most of the respectable natives of the place. Babu Jagadisa Nath Raya being called to the chair opened the proceedings by explaining to the gentlemen present the object of the meeting and briefly recited the history of the progress of education in this country.

Moved by Baboo Huripersaud Newgee and seconded by Babu Luckhicant Roy.

1. That in the opinion of this meeting the proposed withdrawal of state assistance from English education in this country is premature and will lead to the closing of most of the schools and colleges in Bengal.

In moving the above resolution the Babu adverted to the fact that the great majority of our English students especially in the Mofussil stations come from the middle classes whose incomes are barely sufficient to maintain themselves. From some statis-

ties of the Noakhali English School which he detailed it appeared that the average income of the guardians of the boys attending this school was about 30 Rs and the cost of educating each pupil about 4 of this amount the pupils pay only 4 at present and he detailed on the hardships into which a sudden withdrawal of state aid would involve the residents here.

Babu Lakshmikanta Raya in seconding the above resolution stated that this District is not yet sufficiently advanced in education and enlightenment to enable its people to help themselves in the matter of high or English education.

Moved by Babu Odoychand Dutt and seconded by Babu Adwatyaachurn Dutt.

II. That while recognizing the importance and necessity of education for the people generally in the Vernacular, this meeting is of opinion that the progress of popular education should by no means supersede English Education for the higher and middle classes.

The Babu dwelt specially on the services that the educated natives have done to the country by establishing Schools and Patshalas and zealously and intelligently superintending the education therein imparted. He demonstrated that unless the upper and middle classes were simultaneously educated and enlightened popular education would not succeed with Government aid alone. He also dwelt upon the duty of England towards India in raising her in the scale of nations by imparting to her the learning and civilization of the west.

Babu Atulya Chandra Chatterji moved the 3rd resolution which was seconded by Babu Rajarama Mukerji.

III. That in the opinion of this meeting the state grant for educational purposes is neither exorbitant nor unprecedented, and that further aid in addition to what is now granted may fairly be given out of imperial funds for promoting popular education.

The speeches were all in Vernacular, as many present did not understand English.

CHOTA NAGPORE DIVISION.

MANBHUM, PURULIA.

XXXIX

PROCEEDINGS of a meeting of the native inhabitants of the Town of Purulia in the district of Manbhum held on Thursday last, 23rd June, 1870, for the purpose of considering the great Educational question.

PRESENT.

Babu Kalicharana Datta,
 „ Vimalananda Mukerji,
 „ Navinachandra Pala,
 „ Hansesvara Mukerji,
 „ Uttamakishna Sarakara,
 „ Rama Nrisinghaditya,,
 „ Niyamat Ulla,
 „ Kailasachandra Chatterji,
 „ Umacharana Raya,
 „ Paresanatha Ghosha,
 „ Kshetramohana Ghataka,
 „ Bankavehari Sarakara,
 „ Syamalala Datta,
 „ Gopikrishna Mukerji,
 „ Dinavandhu Bhattacharya,
 „ Rupachanda Mukerji,

And others.

Proposed by Babu Kalicharana Datta and seconded by all the members that Babu Navinachandra Pala be president.

Proposed by Babu Hansesvara Mukerji and seconded by Babu Kalicharana Datta that Babu Bankavehari Sarakara be the Secretary.

Read a letter from Babu Joteendro Mohun Tagore, Honorary Secretary, British Indian Association, inviting the inhabitants of the District of Manbhum to convene a meeting and send their opinion on the great Education question.

Babu Kalicharana Datta said that English Education has done great good to the country. He said that the Chota-Nagpore Province is the most backward in this respect, the people are generally poor and could hardly pay for their education. The education of the masses is indeed desirable, but to raise the intellectual and moral character of the people he considers that vernacular and English education must go hand in hand. He moreover said that education is just in its infant state and without the fostering care of the British Government, it cannot thrive. If therefore he observed state aid be withdrawn from English Education it would be a suicidal policy, &c.

Babu Hansesvara Mukerji after dwelling for sometime on the benefits of English education said that a memorial should be submitted to his Grace the Secretary of State to continue state aid to English education.

Babu Gopikrishna Mukerji said that English Education should not in his opinion be stopped so soon, it has yet much to do in way of civilizing the country. The circumstances of the people are not such as to bear the heavy expenses of liberal Education and that he admits the urgent necessity of representing to his Grace.

Babu Dinavandhu Bhattacharya said that in his opinion the country owes its present grandeur solely to English education, and that this education could never have been given if Government did not take the burden of expense. He said that the people are generally poor and that their position is not so advanced as to be able to bear all the charges of an expensive education and that the withdrawal of state aid would be putting a stop to the educational career of the people which in his opinion has been but half pursued.

A discussion ensued in which several gentlemen took part.

The members then came to the following resolutions.

THE following Resolutions were passed at a Meeting of the Native Inhabitants of Purulia held on the 23rd June.

That they one and all unanimously protest against the anti-

English Education policy of the Government, inasmuch, as it is highly injurious to the educational interests of the country.

That they deem it expedient to memorialize His Grace the Secretary of State against the present educational policy of the Government, and they heartily agree to co-operate with the British Indian Association in the adoption of measures which might be best calculated to secure State aid to English Education.

That Hon'ble Babu Issur Chunder Ghosal, Member of the Bengal Legislative Council and Talookdar, be requested to act as representative for the District of Manbhum in the great education Meeting to be held in Calcutta on the 2nd of July next.

(Sd.) BANKAVENARI SAKAKARA

*Secretary to the Educational Meeting, Purulia
and about 100 gentlemen.*

ASSAM DIVISION.

GOWHATTY.

XL

RESOLUTION I.

THAT in the opinion of this meeting the present educational policy of the Government of India as announced in the Supplement to the *Calcutta Gazette* of the 7th ultimo is fraught with danger to the best interests of the country and calculated to retard the progress of education in Bengal inasmuch as the inevitable result of such policy will be by the withdrawal of state aid from the national seats of learning and increasing the cost of English education to place that education beyond the masses of most of those who had sent their children to English Schools and Colleges.

RESOLUTION II.

That while feeling the urgent importance of measures calculated to educate and intellectually elevate the mass of the

population of this country this meeting is of opinion that to afford such education to the neglect of English education is unsound in principle and subversive of that harmony which should exist between the middle and lower orders of our Society.

RESOLUTION III.

That the members of this meeting have learnt with the greatest pleasure that a grand meeting moved by the B. I. Association will be held at Calcutta to petition Her Gracious Majesty the Queen protesting against this impolitic resolution of Government. This meeting, therefore, unanimously resolve that these resolutions, at which they have arrived be sent to the Secretary to the British Indian Association to be laid before the said convocation as an index of their opinion and feeling on this important matter.

HEMCHANDRA BARWAH,
and several others.

GOALPARA.

XLI

To

THE HONORARY SECRETARY

BRITISH INDIAN ASSOCIATION,

Calcutta.

SIR,—With reference to your letter of the 13th instant I have the honor to inform you that a Meeting was held on the afternoon of Sunday the 19th instant at 4 P. M., in the premises of the Goalpara Hitovidhaini Sabha for devising the best means for representing the Government about the subject of withdrawing all aid to high-class education in Bengal and a resolution has been passed by the select members for sending a memorial to the Secretary of State for India.

The Meeting was composed of the following gentlemen Rai Goonabhi Ram Burooah Bahadoor, Babu Pudolochan Dass, Babu Joygopaul Rukhit, Babu Okhoy Coomar Bose, Babu Suda Ram Doss, Babu Judo Nauth Banerjee.

The Members have not as yet been able to come to the conclusion whether they will send their Memorial through the British Indian Association or otherwise. The result will be made known afterwards.

I have the Honor to be,

Sir,

Your's most Obt. Servant,

OKHOY COOMAR BOSE.

SECOND MEETING.

To

BABU JOTEENDRA MOHUN TAGORE,

Honorary Secretary.

British Indian Association.

নহাশয় !

ব্রিটিশ ইণ্ডিয়ান এসসিয়েসন কমিটীকর্তৃক আপনি আগত ২রা জুলাই সভায় আমাকে উপস্থিত হওয়ার জন্য যে পত্র লিখিয়াছেন তাহা প্রাপ্ত হওয়া গিয়াছে। সময়ের স্বল্পতা গতিকে সভায় উপস্থিত হইতে অক্ষম হইলাম, আপনার সদৃশ্যে সে দোষ ক্ষমা করিবেন। অগ্রিম পত্রে স্বাক্ষরকারী তদ্রূপ বিশিষ্ট ব্যক্তিগণের এবং আমার নিম্ন লিখিত অভিপ্রায়টি সভাতে উপস্থিত করিলে অত্যন্ত বাধা হইব। ইংরাজী বিদ্যাসাধন জন্য যে ফেট সাহায্য পাওয়া হইত তাহা এইক্ষণ রহিত হওয়ার যে প্রস্তাব হইয়াছে লিখিয়াছেন এ অত্যন্ত ক্ষোভের বিষয় আমাদের এ দেশস্থ লোকদের এ পর্য্যন্ত বিদ্যা উত্তমরূপে উপলব্ধি হইতে পারে নাই। যদিও অতি অল্প সংখ্যক লোক কৃত বিদ্যা হইয়াছে তথাচ যে কত সংখ্যক লোক অবিদ্য আছে তাহার ইয়ত্তা নাই। বিদ্যা ব্যতীত কোন কর্ম, কি কৃষি, কি বাণিজ্য কিছুই সুচারু রূপে উন্নতি সাধন হইতে পারা দুক্ল। বিবেচনা করিলে এই বিদ্যা বিষয়টি এতদ্দেশে এই ক্ষণতক শৈশব অবস্থায় আছে; এমত অবস্থায় এই বিদ্যা শিক্ষার জন্য যদি মহামান্য গবর্নমেন্ট সাহায্য রহিত হয়, তবে মাতৃশূন্যভাবে শিশুর ন্যায় শীঘ্রই বিনাশ প্রাপ্ত হইতে হইবেক। আমাদের এ সকল দেশের প্রায়শ জনগণ এখনও এ প্রকার ঘোর তিমিরে আচ্ছন্ন আছে যে গবর্নমেন্ট সাহায্য ব্যতীত কোন ক্রমেই তাহা

হইতে উদ্ধার পাইতে পারে না। এতদেশীয় লোকদের স্বীয়
বায়ে যে তাহা নিষ্পন্ন হয় তাহাও বড় ভার। গবর্নমেন্ট যদি এই
অবস্থায় বদান্যতা প্রকাশ না করিয়া বিরত থাকেন, নিশ্চয়
দেশীয় যুবকদের একটি মহা অমঙ্গলকর হইবে। ইতি সন ১২৭৭
সাল তারিখ ১৪ আষাঢ়

স্বাক্ষর বেয়াব্লিসটে

PRETHU RAM CHOWDRY,
and 100 others.

BEHAR.

BHAUGULPORE.

XLII

PROCEEDINGS of a meeting of the residents of Bhaugulpore held
this day (30th June) in the Old School House of the Station.

PRESENT.

Moulavi Wahi-ud-din Khan Bahadur.

Babu Vrajamohana Thakura.

„ Haragouriprasada.

Moulavi Hafiz Hosein.

Babu Sardhari Lall.

Shaiek Ali Hasein.

Meer Ashrat Ali.

Moulavi Mohommad Hazuk.

„ Wazul Huq.

„ Hasein Askari.

Shah Shumraffuth Hasein.

Babu Gopalehandra Sarakara.

„ Atulyacharana Mallika.

And others.

Moulavi Wahi-ud-din being voted to the Chair the following
resolutions were unanimously passed.

1 That the proposed Education Policy of Government of
India withdrawing State aid from English institutions of the

country is detrimental to the progress and intellectual advancement of the natives of India.

2. That in the present state of native society in general and that of Behar in particular English Education is the only means of elevating the people intellectually, socially, and morally, and towards this end the aid of the State is essentially necessary.

3. That a memorial praying for the continuance of the present Education policy of the Government of India be submitted to the Secretary of State for India and for that purpose action be taken in unison with the British Indian Association of Calcutta.

4. That a Committee be at once organized to place themselves in communication with the British Indian Association and to transmit to them a copy of the proceedings of this meeting.

That a Committee consisting of the undermentioned gentlemen be at once organised to place themselves in communication with the British Indian Association and to transmit to them a copy of the proceedings of this meeting : Moulavi Saied Wahi-ud-din, Navaratna Mallicka, Vraja Mohana Thakura.

(Sd.) WAHI-UD-DIN,
Chairman.

JAMALPUR AND MONGHYR.

XLIII

To

BABU JOTEENDRO MOHUN TAGORE

HONY. SECY. BRITISH INDIAN ASSOCIATION,

Calcutta.

SIR,—With reference to the notice in the *Hindoo Patriot* of 27th June 1870, and previous issues regarding the meeting of the native inhabitants of Bengal to be held in the Town Hall on Saturday the 2nd instant the undersigned Bengali residents of Monghyr and Jamalpur beg leave to convey to you our deep sense of regret and in consequence of our inability to attend the meeting. Nevertheless we beg hereby to record for

the information of the meeting our humble assent to the propriety of memorializing His Grace the Secretary of State for India on the object of the proposed withdrawal of State assistance from English education in this country and authorize you to make use of this letter if necessary.

We have the honor to be

Sir

Your most Obedt. servant,

DOORLUB CHURN MOZOONDAR,
and 170 others.

JAMALPUR,)
1st July, 1870.)

TIRHUT.

XLIV

PROCEEDINGS of a meeting of the Native Community of Mozaffarpur held on the 3rd August, 1870.

Syed Alli Kooli Khan.—*Chairman.*

Roy Nundi Pot Mahta Bahadoor,—*Vice-Chairman.*

The Chairman opened the meeting. He spoke a few words expressing his opinion on the proposed withdrawal from or curtailment of Government support of English Education and dwelt on the disastrous tendency of such measure.

The Chairman was followed by Babu Kadar Nath Banerjee, the leader of the Mozuffarpur bar, who spoke in Urdu. The speech throughout was animated. He expounded to the audience the Resolution of Government of India of the 31st of March last, and stated that many seemed to labor under an erroneous impression that it was the intention of the Government to eradicate English Education from the land. The speaker said that this was a great mistake. The Government only proposed the increase of schooling fees and the withdrawal of scholarships and other grants.

The Babu observed that the greatest danger to be apprehended from the execution of the measure, was the threatened withdrawal of Government aid from High English education, the result of which would most unquestionably be the closing of the English Schools and Colleges. Such a result would be most disastrous to the future education of India's children.

There were some persons under an impression that it would not be a matter of much consequence if these colleges and schools were abolished, when the Government has resolved to impart and supply the best education through the medium of the Vernacular, and such education again as will entitle the people to all the honors and benefits which they now enjoy as the fruits of high English education. This he considered a melancholy error. Government does not intend any such thing, and no such thing is practicable. The education Government intends to give to the masses by means of the Vernacular would be purely elementary or primary. This education is for the benefit of the poorest classes of the natives of the country, for menial servants—shoemakers—carpenters and the entire rural population. It is certainly a matter of much rejoicing that Government desires the diffusion of the light of knowledge among the masses, but ought it to follow that high class education must be retarded, and our future prospects blasted, because the masses must be enlightened? And the Government for the support of this species of education is about to levy a cess, let this cess accumulated be applied to the purpose for which it is intended, and let the Government defray the expenses of High English education as it has hitherto liberally been doing.

The relationship in which the Natives stand to the Government is a dear one, it is as the relationship subsisting between a father and his children, and the Indian Government in all its phases is a paternal one, therefore as children if they were to appeal consistently with propriety against an order or command which they believed would tend to injure their future prospects, there was no fear of being visited with displeasure, though some mistakenly consider that a protest however respectful is tanta-

mount to flagrant disobedience. The Babu was of opinion that the time had come when they ought as suppliants to lay their grievances before the Government truthfully, and honestly and abide by its decision. Should it be favorable to their views, it would be to them a source of perennial happiness, if otherwise, they had only as becomes obedient and grateful children un murmuringly to accept what is given to them.

Babu Gopalchunder Dass, Deputy Collector and Deputy Magistrate of this District, then rose and addressed the meeting in Urdu which he spoke with remarkable purity. One could scarcely say from his fluency and the style of his address whether he was a Bengali or a Hindoostani. He dwelt on the salient points of the Government Resolution, and practically illustrated the advantage of English education by noticing the ascendancy the Bengalis had over the Beharis in filling places of honor and responsibility owing to their familiarity with the English language, and their proficiency in it. He said that while scarcely a Behari was appointed to any respectable post in the Metropolis of Bengal, several Bengalis held most important situations in Behar, snatching them away as it were from under the very noses of the Beharis. The speaker concluded by remarking, that if the Government resolution were carried out to the letter by imparting merely elementary instruction to the masses, to the sacrifice of high-class English education, the higher classes would have nothing better in prospective than the satisfaction of beholding their sons a flock of *Jahils*.

At this stage of the proceedings a petition in Hindi was presented to the meeting by the members of the Dharma Sumaj. It describes the benefits of education, especially English education, whose blessings are felt all over the land, and ends with a prayer that it may not be sacrificed to the vernacular, that it may go hand in hand with the Sanscrit, because it would be materially useful to the Sanscrit student when passing his University Entrance Examination.

Baboo Bhooputy Roy, Subordinate Judge of the District, rose and made a short speech in Urdu. He spoke much to the same

effect as the preceding speakers, Baboos Kadarnath and Gopal Chunder.

The Rev. Mr. Greenfield next rose and said that if he were not an Englishman he would have wished to be one that night, and at that moment, for he felt a peculiar, and inexpressible pleasure to find that the language of his country, its arts and sciences were so highly spoken of, so worthily appreciated, so warmly commended, and their benefits so fully comprehended by an alien race ; a race whose language, manners, customs and ways of living, and whose religion were quite dissimilar to those of his own nation.

The speaker then went into the Government resolution. He was of opinion that it was not fully understood, and by a variety of arguments endeavoured to show it was fraught with much good, and well might it accord with the spirit of the times. That the Government in encouraging the advancement of vernacular education among the masses, though at the expense of high class English education, had apparently at heart the universal benefit of India. That the withdrawal or curtailment of state-aid, and a further enhancement of Schooling fees in Anglo-Vernacular institutions under Government patronage were he thought the best means it could adopt for the furtherance of its object, the improvement of India. That the natives having to make high class English Education a business of their own, would be more eager than heretofore to give it greater encouragement, and that the respectable and wealthy among them would only be too glad to support their countrymen as the case is in England by bestowing endowments for the maintenance of those Educational institutions which now receive assistance from Government. The Revd. Gentleman was answered by Babu Shib Chunder Chatterjee B. A. B. L., and Baboo Poorno Chunder Mitter B. A. B. L., both Graduates of the Calcutta University. He seemed to forget that there were many Englishmen both in England and in this country, who had made education their study, and who considered it the duty of the State to promote liberal education.

Babu Poorno Chunder Mitter shewed how English Education was of a reproductive character from the publication of original works in Bengali, and translations of English works which are daily issuing from the native presses;—as also from the establishment of numerous Vernacular Schools under the grant-in-aid system by educated natives, who feel naturally desirous to communicate their knowledge to their less fortunate countrymen.

Mr. Lingham, a distinguished member of the Mozufferpore bar, very ably advocated the cause of English education and argued how necessary it was for the elevation of the native races.

The night having far advanced it was thought time to wind up, when Babu Kadar Nath Banerjee on behalf of his friends, and of the native community heartily thanked the assembly for having condescended to honor the meeting with their presence.

CHUPRAH.

XLV

THERE was a grand meeting of the inhabitants of this place held on the 10th instant in the Government School House for discussing the Education Question. The meeting commenced in the afternoon and broke up at about 4 o'clock P. M. The gathering composed of all classes of the respectable inhabitants was very large, outside the house the crowd was great. The meeting was presided over by Babu Dev Coomar Singh, one of the foremost and enlightened Zemindars of the District, who is also a Commissioner of the Chuprah Municipality, a Member of the Charitable Dispensary and Local Committee of Public Instruction.

Babu Dev Coomar Singh opened the meeting by thanking the meeting for selecting him chairman and briefly stated the

object of the demonstration. Babu Keshub Lall Ghose of the Sarun bar, Secretary to the Chuprah Association, rose and spoke in Urdu dwelling on the advantages of English education, and on the propriety of memorializing the Government of Bengal and his Grace the Secretary of State for India against the anti-English education policy of the Government. He addressed the meeting for about an hour and read a draft Memorial, similar to the one prepared by the British Indian Association at Calcutta.

Moulvie Suddakut Hossain, Sheristadar of the Judge's Court, a leading and learned member of the *Sheeah* Sect, stood up and said that he fully concurred with the speaker, and expressed his great regret on hearing that some of his Mahomedan countrymen were disposed to arrest the progress of English education and to establish only the Vernacular, in which they were wrong, and will repent for ever and that they are not real friends to the country and its people.

Moonshee Furzanad Ali, a first class pleader and a leading member of the *Soonne* Sect, said that he also fully concurred with the second speaker.

Moulvie Mustunsur Billah, Head-Master of the Chuprah Training School, and a very learned and respectable Mahomedan gentleman rose and said that those, who wished to give the people a high education in the Vernacular language forgot that such education could not be complete through the medium of that language alone.

Next rose Babu Toolseepershad, the Judge's head-clerk, who seconded the Moulvie's views and explained the benefits that would be derived from English Education.

Lastly Moonshee Heeralall the Government pleader and a very respectable Zemindar and a leading member of the *Sree Bastob Kayest* Sect—rose and dwelt on benefits of English Education and cited himself as an example, for all his children were being educated in the English language. Then Babu Keshub Lall Ghose the Secretary rose and asked the general opinion of the meeting for memorializing the Government of

Bengal and the Secretary of State for India against the new education policy of the Government ?

On this the whole meeting lifted up their hands and the motion was unanimously carried. Then the Secretary submitted the second Resolution. That a Select Committee be appointed to consult about the draft of the memorial presented and read out by the Secretary. Baboo Prosono Coomar Singh Sheristadar of the Magistracy seconded the motion and it was agreed that a Select Committee be appointed comprising the President, Secretary, Moonshee Furzanad Ali ; and Heeralall, Moulvies Suddakut Hossain and Moostomsur Bellahs, Babus Monohur Mookerjee Sub-Assistant Surgeon, N. coor Chunder Banerjee, Court Inspector, Toolshepershad Judge's Head Clerk, and Prosono Coomar Singh Members.

The Secretary next submitted the 3rd resolution for circulating the Urdu petitions for collecting the signature of all classes of the people—after being translated into English and printed on parchment. Moulvie Suddakut Hossain seconded it and the motion was agreed to.

The Secretary then submitted the 4th resolution that printed memorials be forwarded to the Governments of Bengal, and India and the Secretary of State for India, the Patna Committee, British Indian Association, Calcutta, and to Babu Keshub Chunder Sen, London.

Moonshee Furzanad Ali seconded the motion, which was agreed to.

The Secretary then submitted the 6th resolution for a similar meeting against the Income Tax, the majority being in favor of the motion it was carried.

The Secretary then moved that the thanks of the meeting be given to the Chairman. Babu Monohur Mookerjee seconded the motion, which was carried by acclamation.

ORISSA.

BALASORE.

XLVI

To

THE HONORARY SECRETARY

BRITISH INDIAN ASSOCIATION,

Calcutta.

SIR,—I have the honor to forward herewith a copy of the proceedings of a meeting of the Inhabitants of the Town of Balasore held on the 26th Instant for the information of the British Indian Association and for being placed before their general meeting to be held on the 2nd proximo and to request that you will be good enough to communicate with the Secretary of the Balasore Committee in all matters in respect to the proposed movement.

I have the Honor to be,

SIR,

Your most obedient servant,

(Sd.) JUDUNATH DASS.

Secretary Balasore Meeting.

Proceedings of a general meeting of the native gentry of Balasore in pursuance of a requisition received from the British Indian Association held at the house of Babu Shamanund Dey, a Zemindar of the place, on Sunday the 26th June 1870.

Babu Bholanauth Doss Civil Engineer and a member of the British Indian Association was voted to the Chair and Babu Sreenauth Shen elected as Secretary to the Meeting.

The requisition of the British Indian Association under which the meeting was held having been read and translated into the vernacular language to the gentlemen present, and the object of the meeting having been fully discussed the following resolutions were proposed and carried by a majority of 23 votes.

RESOLUTIONS.

1. That while fully aware of the importance of Mass Education this meeting consider the policy announced by the Government of India in respect to English Education, is calculated to put a stop to one of the greatest blessings conferred on the natives of this country inasmuch as they consider that whatever progress they have made since the advent of the British Government is solely due to English Education.

2. That this meeting consider that the time has not yet arrived for this country, specially Orissa, to take on herself the entire burden of educating her children in so efficient and extensive a manner as is at present done by the State, and that therefore they consider that the withdrawal of State aid will seriously interfere with the progress and well-being of the nation.

3. That this meeting appreciate the urgency and importance of memorializing Her Majesty's Government in England as contemplated by the British Indian Association, and that a committee be formed at Balasore to co-operate with that body in the furtherance of the object they have in view.

4 That Babu Brindaban Chunder Mundle, a zemindar and merchant of Balasore, now in Calcutta, be requested to attend the proposed meeting of the British Indian Association to represent the people of this district.

5 That a copy of the proceedings be sent to the British Indian Association for their information.

6. That Babus Dwarka Nath Sen, Prosonno Coomar Ghosal, Shamanund Day. Juggo Bundoo Ghose, Radhasyam Doss, Gopee Nath Kur and Judu Nath Doss be elected to compose a committee for the management of all business in connection with the requisition, and Babu Judu Nath Doss be their Secretary.

7. That a vote of thanks be given to Babu Shamanund Dey for zeal and exertions in convening this Meeting.

After a vote of thanks to the Chair the meeting broke up.

(Sd.) DWARKA NAUTH LAW,

And others 24 natives.

CUTTACK.

XLVII

A GENERAL meeting of the inhabitants of Cuttack having been convened by the President of the Cuttack Debating Society for Friday the 24th June 1870, at the request of the native members, to discuss the subject of the withdrawal of state aid from English Education and the advisability of passing certain Resolutions on the subject for submission to the general meeting of the inhabitants of Bengal to be held in Calcutta on the 2nd proximo, among those present were the undermentioned gentlemen:

T. Kirkwood Esq., C. S. (President of the Cuttack Society) in the chair, T. E. Ravenshaw Esq., C. S. (Commissioner of Orissa), W. C. Taylor Esq., R. V. Stoney Esq., J. Campbell Esq., C. E. (Executive Engineer, Pooree Irrigation), Baboo Juggomohun Roy, Koilash Chunder Ghose, Harikrishna Doss, Woma Churn Haldar, Chundi Churn Banerjee, Rajkrishna Mukerji M. A. B. L., Dwarka Nath Chuckerbutty, Tarini Churn Mukerjee, and a large number of other native gentlemen.

The President on rising stated that Mr. Ravenshaw would first address the meeting.

Mr. Ravenshaw then addressed the meeting in Urdu pointing out that though in theory it was quite right that English and all other Education should be left to support itself, still in his opinion the time for any withdrawal of state aid from English Education in Bengal, and especially in Orissa, where the native gentlemen were less wealthy—had not yet arrived and that any withdrawal of state aid would in fact be tantamount, closing a large portion of the existing English Schools and Colleges.

Baboo Sudarsun Doss then expressed his concurrence in the opinions expressed by Mr. Ravenshaw.

Baboo Kalipodo Banerjee in a lengthy and eloquent speech in Oriah further discussed the subject and expressed his concurrence with the previous speakers.

Baboo Rajkrishna Mukerjea spoke to the same effect in Bengali

Baboo Woma Churn Haldar speaking in Bengali expressed an opinion that the Meeting should memorialize Her Majesty's Secretary of State for India direct, rather than convey its opinions through the British Indian Association as had been proposed.

The Secretary Baboo Obinash Chunder Chatterjea then proceeded to read out certain Resolutions that had been drafted, these were unanimously approved by the meeting and are given below :

I. That this meeting desire to record its deep sense of the benefits which the people of this country generally, and of Orissa in particular, have derived from the study of the English language, which has infused into them new life and produced a marked effect upon their condition, intellectual, social, political and moral.

II. That this meeting which recognising the necessity and importance of Vernacular Education emphatically denies that it is as yet adapted to high intellectual culture, even in Bengal where the study and development of the Vernacular have made such rapid strides within the last four decades.

III. That in the opinion of this meeting the Vernaculars have been chiefly enriched by the English Educated natives, and it would appear that if the study of the English language were neglected the Vernacular literature would be the first thing to suffer.

IV. That in the opinion of this meeting, the cost of the administration of the country, would be much increased, the burdens upon the people much heavier, and the difficulties in the way of suitors in the Law Courts still more serious, if justice were administered in this country through the medium of interpreted evidence and translated proceedings in the absence of the cheap but efficient native agency, which English Education has called into existence.

V. That in the opinion of this meeting any Government measure, which would propose to divert the money now spent upon English Education, to other objects and throw the whole charge thereof upon students, would result in the closure of many of the Government schools and colleges, a large portion of the students in those institutions being of a class by no means wealthy.

VI. That this meeting while most earnestly deprecating withdrawal or diminution of State aid to English Education by no means under estimates the value of Vernacular Education for the masses of the people—a subject now engaging the attention of Government. This meeting would be sorry to see progress in the direction of Vernacular Education retard advancement of the higher English school.

VII. That a copy of the foregoing Resolutions be forwarded to the Secretary to the British Indian Association for submission at the general meeting of the inhabitants of Bengal to be held at the Town Hall of Calcutta on the 2nd proximo.

A discussion then arose on Baboo Woma Churn Haldar's suggestion of a memorial. Mr. Ravenshaw expressed his opinion, that the two things should be kept distinct. The present meeting should convey its opinion to the British Indian Association for expression at the general meeting to be held in Calcutta on the 2nd proximo. The memorial to the Secretary of State, should take a much more general form and should be supported by signatures from Balasore, Pooree, and other large towns in the Province. He would be happy to forward any such memorial to Government through his office.

The President concurred in the opinion expressed by Mr. Ravenshaw and the meeting after expression of its concurrence broke up, with a vote of thanks to the chair.

POOREE.

XLVIII

At a meeting of the gentlemen of Pooree held on the 26th June 1870 for discussing the present Educational policy

of the Government of India, as announced in the supplement to the *Calcutta Gazette* of the 7th ultimo, it was resolved.

1st. That the present state of this country, especially of the province of Orissa being not such as to afford ample funds for superior education, independent of State aid, beginning as it is to appreciate very faintly the importance of such education, the new Educational policy of the Government of India would be highly detrimental to the interests of this country.

2nd. That while this meeting fully sympathises with the views of Government regarding the Education of the masses it cannot but express its regret that that would be afforded at the sacrifice of higher Education upon which the rise and progress of this country so much depend, and which in the long run would be a very durable and effective means of realizing the end the Government has in view, inasmuch as liberally educated youths would never lose sight of the interests of their brothers of the lower class, who are already beginning to benefit from the exertions of their liberally educated countrymen.

3rd. That this meeting is fully aware that the scale of fees now prevalent in our Schools and Colleges is already too high for the people of this country to meet, and is almost on a par with those in England, by far a richer country, and that therefore any further enhancement of them would lead to the deplorable result of the closing of many a School and College against middle class youths who compose the main strength of those Institutions.

4th. That this meeting owing to the above considerations feel it a duty to memorialize His Grace the Secretary of State for India, through the British Indian Association for discountenancing the proposed Educational policy of the Government of India.

5th. That a Committee of the following gentlemen be elected with Baboo Grish Chunder Chatterjea as Secretary for communicating with the British Indian Association, and for carrying out any measures which will be deemed expedient regarding the present question :

Baboo Ombica Churn Roy Chowdry

„ Ram Dass Chakravarty

„ Govinda Chunder Mahapatter

„ Khetter Mohun Bose

„ Sreenath Bose

„ Nitya Nundo Dass

„ Hurry Hur Dass

„ Siva Misra

„ Mahanta Narain Dass

„ Grish Chunder Chatterjea B. L. Secretary.

6th. That a copy of the above resolutions be forwarded to the Secretary to the British Indian Association.

GRISH CHUNDER CHATTERJEA,

Secretary.

MOGUL SERAI.

XLIX

Resolutions passed at a meeting of the Native Literary Society of Mogul Serai, held on the 21st June 1870.

1. That the Education policy of Government in withdrawing its aid from the State Colleges and thereby increasing the cost of English Education will check the rising progress of Bengal and throw its civilization and learning many a year back.

2. That barring a few individuals, the rich men being apathetic towards education and the middle classes being those who chiefly resort to Colleges, the present policy of Government has a tendency to injure those who are not at all in a position to educate their sons at an enhanced cost.

3. That whilst taking every possible step towards the spread of Vernacular Education among the masses, it is incumbent on Government to allow the tide of progress to flow as rapidly as ever by giving full encouragement to high Education.

4. That the stoppage of High English Education will be detrimental to the cause of good Government inasmuch as it will deprive our Rulers of the assistance of *servants* of India, either as officers of the realm or as advisers in the Council Chamber.



सत्यमेव जयते