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# Rajkumar College,

RAIPUR,

CENTRAL PROVINCES.

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## A SKETCH

BY

G. D. OSWELL, M.A., Oxon.,

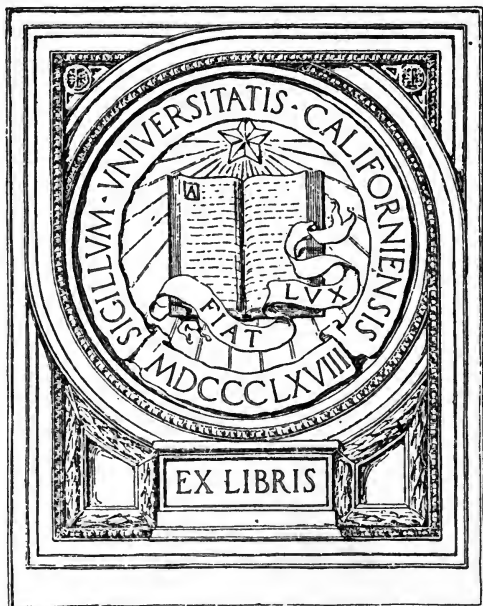
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# RAJKUMAR COLLEGE,

RAIPUR,

## CENTRAL PROVINCES.

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A SKETCH of the history of the Rajkumar College at Raipur would not be complete without some account of the old institution which existed for some twelve years at Jubbulpore, and which was known as the Rajkumar School.

This institution was a mere appanage of the Government high school, and it was practically nothing more than a hostel or a boarding-house. Even as it was its buildings could not be described as altogether suitable for the use they were put to, nor was their close proximity to the city an advantage. The Government high school, moreover, being at the extreme limit of the city, necessitated the pupils of the institution passing right through the city to get to their school.

The maximum number of pupils on the rolls at one time was twenty-two, but this number had dwindled down to five during the last year of its existence at Jubbulpore. A variety of reasons were in operation demanding its removal from Jubbulpore to a more suitable locality: the most important of these were its failure to carry out the objects of its founders and its distance from the feudatory States of Chhattisgarh, from which the bulk of its pupils were drawn. In the strictures passed on the institution in its later years by Sir A. P. MacDonnell and in the remarks made by Mr. Fraser may be found some of the reasons which were assigned for its failure. Writing of the institution as far back as 1892, Mr. MacDonnell, as he then was, says: "The teaching is poor, the discipline bad, and the tone of the place below par:" and he added: "We do not want our young chiefs and zamindars to be educated out of native ways into a poor

copy of second or third-rate English ways." Mr. Fraser, in writing to the then Chief Commissioner at the close of the year 1891, laid special stress on the importance of an improvement in mental training, moral training, and dress : and he attributed the failure of the institution in Jubbulpore to the following, amongst other, causes : to the pupils having their meals in their own separate rooms with no one near them except servants : to their spending their holidays, and Sundays in loafing about aimlessly or sleeping in their own rooms : and to their sleeping in separate rooms in the company of servants.

The only alternative that seemed to present itself to the authorities of that time was to abolish the institution altogether, and to send the young chiefs to Ajmere, to the Mayo College there. However, other counsels prevailed, and negotiations were commenced for its removal to another place more central and therefore more convenient for the chiefs.

Before coming to this, however, I have a few remarks to make on what I consider to have been the principal defect of the old institution apart from those already given : I have had an opportunity of meeting from time to time several of the alumni of the old institution after its removal ; five of them, indeed, became my own pupils in the new institution, one I travelled with for some weeks as his guardian, and another used to pay me occasional visits : of one and all of these I have a very pleasing recollection : they were to all outward appearance gentlemen, and the majority of them manly withal, but there I must say their good points ended : what they were lacking in was *morale*, and on looking back I am bound to come to the conclusion that one if not the chief and only cause of this was their association with boys of a lower social order at the Government high school. It has been my experience gained in three Provinces that the *morale* of the average Government high school has not hitherto been of a high standard. And, parenthetically, I may here remark, that I have nothing but praise for the new regulations now being introduced by the Director of Public Instruction of these provinces, with the view of improving that *morale*. To return : it was early in 1892 that the decision was come to to remove the old institution to a more central position, and Raipur was decided on as the most



central and the most suitable in many ways, more especially in its proximity to the feudatory States of Chhattisgarh and to the more important zamindaris of that division.

Certain preliminary difficulties had to be overcome, the most important of all being that ever-present one of the provision of the necessary funds, and another, almost of equal importance, the selection of a suitable head. It was at first estimated that  $1\frac{1}{2}$  lakhs would be required, of which Rs.75,000 would be required for the necessary buildings, and Rs.75,000 for an endowment. The monthly upkeep of the institution was estimated at Rs.13,000, the calculation being based upon the supposition that the numbers would not exceed 12 at any rate at first: the fear being expressed at the time that to enlarge the numbers to even 30 would necessitate going to a low stratum of malguzars, whereby the tone of the new institution would be endangered, as the school would take its tone from the majority of its inmates.

The new scheme having been finally decided on, Mr. Fraser was entrusted with the task of finding the funds and locating a site. An excellent site was secured at the west end at Raipur: no better choice could have been made, and the experience of some years has fully justified the wisdom displayed in its selection. There were already existing on the site excellent buildings, which only required certain alterations and additions to adapt them for the purpose they were required for.

The provision of the necessary funds presented graver difficulties. Mr. Fraser first propounded the view that the Government should itself contribute something towards the upkeep of the college, and that a considerable portion of the revenues of each State should be put aside for the education of the young chiefs, and he made the further suggestion that the sons of wealthy native gentlemen of position, who might desire to bring their sons under the influence of a good European teacher, might have the opportunity of doing so by being allowed facilities to send their sons to the college.

Before commencing his campaign for the collection of funds, Mr. Fraser wrote as follows to the Chief Commissioner: "I have personally seen and talked to a large number of such of the owners of contributing States or zamindaris as

have come to years of discretion : they thoroughly approve of the contributions proposed in their cases. The feeling is strong in this division in favour of having the college at Raipur."

The principle was thus accepted that the funds were to be provided by contributions from the Chhattisgarh feudatory States and the zamindaris.

The status of the new institution had then to be decided on, and it was practically resolved that its status should be that of a high school and that it should be affiliated to the Allahabad University : the staff to be competent to teach up to the Entrance examination. In the light of recent reforms in the curriculum that have been proposed it is interesting to note that the original scheme contemplated such subjects as riding, music, drawing, farming, land surveying, and the management of an estate being included in the curriculum ; only it was contemplated as a part of the scheme for finding funds towards meeting the requirements of such a practical curriculum, that such subjects as riding, music, and drawing should be provided for by charging extra fees, while for the other subjects all surplus fees were to be utilised in providing the instruction required.

The liberal scale, moreover, on which the original scheme was devised may be gauged from the fact that it contemplated a billiard-room, a swimming bath, and a racquet court, and I may add what I have often considered a desideratum, a guest-house for the reception of relatives and friends of the boys on occasional visits. The religious requirements of the wards were not forgotten ; full scope was to be given to what the wards conscientiously believed to be the requirements of their religion. Such then was the scheme in embryo. I now come to its actual inauguration, with the necessary limitations involved by paucity of funds preventing the scheme being carried out in its entirety, as originally so liberally and so practically devised :—

I have already mentioned how Mr. Fraser undertook to collect the funds. As the result of his vigorous prosecution of this self-imposed duty, nearly two lakhs of rupees were actually collected. A list is here given of the principal contributions.

To take the feudatory States first:—

			Rs-
Khairagarh	..	..	30,000
Bastar	..	..	25,000
Kalahandi	..	..	15,000
Patna	..	..	12,500
Kawardha	..	..	9,000
Nandgaon	..	..	10,000
Raigarh	..	..	10,000
Kanker	..	..	7,000
Sonpur	..	..	5,000
Sarangarh	..	..	5,000
Sakti	..	..	2,000
Bamra	..	..	1,000
Chhuikhadan	..	..	1,000
Rairahkol	..	..	500

The principal zamindaris contributed:—

Pandaria	..	..	25,000
Bindra Nawagarh	..	..	15,000
Borasamar	..	..	6,000
Phuljhar	..	..	5,000
Pendra	..	..	5,000
Khariar	..	..	1,000
Dondi-Lohara	..	..	1,000
Gandai	..	..	3,000
Sahaspur-Lohara	..	..	500
Zamindars in different States	..	..	7,500

It was wisely determined that at least half of this total sum should be invested to serve as an endowment: this endowment now stands at Rs.1,12,200 at  $3\frac{1}{2}$  per cent. The old rate being 4 per cent., the rate having been reduced in 1895 led to a corresponding loss of income by the college. The actual income now derived from this source of endowment falls a little short of Rs.4,000 annually.

As regards the buildings, a residence for the principal already existed in the bungalow occupied by the commissioner, which was purchased from the firm of R. B. Bunsilal for Rs.15,000. The nucleus of the main college building already existed in the handsome catchery building, which had at one time done duty as the official residence of the Resident: this was purchased for a sum of Rs.25,000. A new story was added to it, and various ranges of kitchens and dining-rooms were provided at a cost of some Rs.60,000. The later acquisition of the old circuit-house, which stood in front of the old catchery, as a residence for the principal, has added greatly to the efficiency of the college arrangements.

The old residence of the principal is now let as a residence for the Political Agent, and is a permanent source of income to the college.

Arrangements are now in progress for an alteration in the present system of cook-rooms and dining-rooms, the present arrangement of which has at no times commended itself to the principal, nor, I may add, to those of the chiefs and zamindars who have inspected them. Since the original buildings were secured, other blocks have from time to time been built by certain States wishing to provide something better for the accommodation of their wards than that provided by the college: these blocks are the Gangpur block, now in the occupation of the young chief of Udaipur, from Chhota Nagpur, the Bhopalpatnam block, and the Bastar block, now in the occupation of the Chhuikhadan wards. A bungalow has also been purchased in the immediate vicinity of the college as a residence for the members of the resident staff. A porter's lodge has also been added, and the grounds completely fenced in, thereby also adding very materially to the efficiency of the disciplinary arrangements of the college. Not the least important of the recent additions have been the excellent covered-in gymnasium, towards which the Education Department liberally contributed Rs.1,000, and the riding-school. There is also a building which does duty as a cricket pavilion.

The grounds allotted to cricket, tennis, and football are all spacious and level: trees have been planted at regular intervals all round them, and every effort has been made to beautify the grounds, which are already beginning to present a very different appearance from their former bare aspect. Water and soil have been the great difficulties to contend with in making a garden. Every atom of soil has to be imported from outside, and water as a rule can only be obtained at very high rates from the local pipe supply. However, what could be done in this respect has been done, and more will be done as funds permit of it.

The next thing to be done, after the question of funds and buildings had been more or less satisfactorily disposed of, was to provide a constitution for the college, and to issue a prospectus. In drawing up a constitution for the college

great help was obtained from a memorandum drawn up by Mr. Lindsay Neile as far back as 1884.

By this constitution college affairs are directed and controlled by a council, which consists of the leading European officials of the division, including the Director of Public Instruction, and of some of the principal feudatory chiefs and zamindars: the Commissioner of the Chhatisgarh Division is the president of the council. Ordinarily this council is supposed to meet once a quarter. For purposes of closer supervision there is a board of visitors, which, besides some of the European officials on the council, also includes the Inspector of Schools for the Eastern Circle. This board ordinarily meets once a month, and all questions of discipline are referred to it by the principal. The principal is appointed by the Chief Commissioner and the subordinate staff by the principal.

In drawing up a prospectus for the college valuable assistance was obtained from other institutions of a similar character in India, notably from the Mayo College at Ajmere, and from Rajkote, with the heads of which institutions the principal had early put himself in communication.

In this prospectus the classes for whom the college was primarily intended were defined to be the sons and near relatives of feudatory chiefs, zamindars, large landed proprietors, and other native gentlemen of position in the Central Provinces, as well as minors of similar class whose estates are under the Court of Wards.

From the very first great care has been exercised in the selection of candidates for admission. The college authorities have always had before them the danger, already referred to, of *morale* suffering from opening the college to a lower stratum of society than that intended by the prospectus, and the sensitiveness of the aristocratic classes is further a factor that has had to be taken into consideration. Warning has been taken from the example of the Aitchison Chiefs' College at Lahore, where the Governor of the college was under the necessity of correcting a misapprehension that existed amongst the chiefs of the Punjab that a lower order of boys was being introduced into that institution than had been originally intended.

The aims and objects of the college are then declared to be to provide a place where boys of the classes above mentioned may receive a training which shall fit them for the important duties and responsibilities that will ultimately devolve upon them. To this end a sound English education up to the middle school standard will be given to all pupils, while those who desire it, and show the necessary aptitude, may qualify for admission to the universities and may study for a degree in Arts.

Special attention will be devoted to the training of the boys in right and honourable principles of thought and conduct, in gentlemanly behaviour and bearing, and in aptitude and proficiency in manly sports.

This practically fixed the status of the institution for the time as that of an English middle school with a curriculum up to that standard. This was sufficient for the early years of the institution, but the time has now come for its status to be raised and its curriculum to be modified accordingly ; and further reference will be made to this subject in its proper place.

The next point dealt with was the provision of a suitable staff. It was duly recognised that for the education of the higher classes quality rather than quantity was the main factor to be taken into consideration, both in the selection of the European and of the native staff. The principal of the college was to be a graduate of an English university, and the principal members of the native staff were to be native gentlemen of the same rank as headmasters of district schools.

The principal selected had perhaps special qualifications for the post : besides being an English Public School man and a graduate of Oxford, he had had considerable teaching experience both as a master in an English preparatory, and in an English Public School, and as tutor, and guardian of several important wards of Government in India.

As regards the native staff, it is only necessary for me to mention here the selection of Mr. Dalchand as headmaster. This officer had already had some twelve years' experience in the old institution at Jubbulpore, both in the capacity of assistant master and in that of headmaster : the experience of the past eight years has fully justified his

selection : the various annual reports all bear testimony to the excellence of his record. The historian of the Aitcheson College at Lahore has recently declared that disinterested zeal cannot be expected from the average native teacher. I consider that the highest praise that I can bestow upon Mr. Dalchand is to say that disinterested zeal has been his distinguishing characteristic. The staff was a small one, but having regard to its quality, this was not altogether a matter for regret, especially in a residential institution like ours, where so much depends upon the personal influence of those who are brought so much into contact with the boys as the staff of our college are. At the same time the paucity of numbers has entailed a corresponding amount of extra work and responsibility upon that staff, more especially when the fact is taken into consideration, that it was never contemplated that the maximum number of boys for whom provision was thus made would exceed fifteen, while as a matter of fact the numbers have been as high as twenty-five, and have never dropped below twenty. However, the inadequacy of the staff to meet the altered circumstances of the college has now been recognised, and arrangements are in progress for the entertainment of a larger staff, who are to be recruited from the Education Department. Whatever is decided upon, it is certain that the importance that has hitherto been attached to securing men of a high standard of character will still be a main factor in the appointment of teachers in the college.

The college is just now peculiarly fortunate in its staff: the second master, Mr. C. S. Misra, who is a graduate of Allahabad University, is a man of great force of character: he was lent by the college to the administration during the famine of 1900, and in his capacity as famine officer he won high encomium from his superior officers. The third master, Mr. Kerolikar, was the headmaster of a flourishing institution at Nagpur, and has fully justified his selection by the Director of Public Instruction. No appointment to the subordinate staff has ever been made by the principal without reference to the Director of Public Instruction.

The question of schooling fees was the next subject that was dealt with in the prospectus. As it became evident that the college was to be independent of financial aid from Government, at any rate in its early years, provision had to

be made, over and above the income derived from the endowment, to meet the expenditure of the college.

The minimum fee was fixed at Rs. 25 a month, and the maximum at Rs. 100; the average fee being paid amounts to about Rs. 40.

It has not hitherto been found feasible to adopt the system of levying fees in force at the Aitcheson Chiefs' College, Lahore, where practically 12 per cent. of a ward's income is set aside for his education. However, it is possible that in the near future the schooling fees will have to be enhanced to meet the additional expenditure which the altered circumstances of the college will entail.

For boys' personal allowances it was considered that a minimum sum of Rs. 50 would be sufficient.

The question of the number of personal attendants to be entertained on the establishment of boys was a matter that engaged the anxious attention of the framers of the prospectus, and it is further a matter the importance of which has never been lost sight of by the college authorities.

Three servants were considered to be ample for each boy attending the college, and it was considered that the establishments entertained should comprise only one head servant, one cook, and one body servant. Establishments are rigorously kept down to this limit, and it is a satisfaction to note that in several cases they have fallen below this limit.

A considerable weeding out process has usually to be gone through in the case of boys joining the college for the first time. One sometimes cannot help having a little sympathy with the new arrival, who, fresh from home, brings with him his old playmates, the only playmates he has hitherto known, the sons perhaps of old retainers of the family: but rules have to be enforced and the playmates have to go. In some cases the fault does not lie altogether with the responsible guardians of the boys; old retainers insist on accompanying "the young master" to school to see what his new surroundings are like, and with the customary *laissez-faire* and absence of control and discipline that characterises Indian court circles, the retainers have their way: they again have to be sent back. This process has periodically to be gone



through whenever a boy whose family is of some importance in the Indian world joins the college.

As regards the age of admission, it was generally thought desirable that as a rule no boys of over 14 years of age should be admitted. Subsequent experience has shown that this rule is a wise one; it was a rule unfortunately more honoured in the breach than in the observance when the college first opened its doors.

I now come to the time of the formal opening of the college by Sir John Woodburn in the month of November 1894.

Colonel Thomas was the Commissioner of the division at the time, and Mr. A. D. Younghusband, whose close connection with the college lasted practically down to 1901, was Political Agent: a full account of the proceedings at the opening is contained in the college records, and it is unnecessary for me to dilate upon it here, in what only professes to be a sketch of the history of the college. The fuller account can be reserved for the fuller history when the time comes for that history to be written. The feature of the opening was the address of the Chief Commissioner delivered in Urdu to the assembled chiefs and zamindars, in which he reminded them that education was now a necessity in all ranks and classes of life, and not least a necessity among the chiefs of Chhattisgarh, who had laid upon them the great responsibility of ruling their people intelligently and justly; he added that it was expedient that they should have a college close to their States and properties to which they could send their sons, who would receive at the college the instruction and training essential to their future progress and success in life: he told them that he had come to Raipur to give them evidence of the deep interest he took in the college; his tour in their country the previous winter had been evidence of the warm regard he had for their happiness and welfare: the assistance he had given to that undertaking was the best practical proof he could give of his desire to advance their interests.

A description of the opening would not be complete without a list of the States and zamindaris represented amongst the pupils who presented themselves for admission, either on the opening day or at a somewhat later period. The chief feudatory States in the Central Provinces that have

been represented are Bastar, Kawardha, Sarangarh, Raigarh, Khairagarh, Patna, Chhuikhadan. The chief zamindaris represented have been Pandaria, Borasamar, Pendra, Wararbandh, Chhuri, Bilaigarh, Kowdiya, Suarina; Ambagarh-Chouki from the Chanda district, Bhiwapur from the Nagpur district, as well as Narsinghpur and Umaria from the Narsinghpur district.

We have had also a representative of the ancient Gond Raj, and later there have been representatives from Bengal States and zamindaris, the States represented being Gangpur and Udaipur amongst the Chhota Nagpur feudatories, and the zamindaris of Deoghur in the Birbhum district of Bengal.

Passing from the events of the opening day I come to the subsequent history of the institution, with the various problems that have from time to time presented themselves, and the attempts made at their solution.

The numbers on the rolls of the college at the commencement of operations was twenty-three, representing all classes of the aristocracy, with ages varying from 9 to 20. The total number on the rolls during the seven years of the existence of the college has amounted to 49, while during the twelve years of the existence of the old institution at Jubbulpore the total number was only 31. With the inauguration of the college now completed, various problems presented themselves to the college authorities for an early solution. And here I will take the subject of the curriculum first.

Added to the great disparity of ages existing in the pupils that first joined the institution, the varying degrees of intelligence was also a disturbing factor that had to be taken into consideration. Another factor was the existence of more than one vernacular : such vernaculars as Hindi, Oorya, Urdu, Bengali, Marathi and Telugu have all at various times been represented in the college.

In treating of the curriculum therefore it is necessary for me to state the policy pursued in the past towards this subject of the vernaculars. I will premise what I have to say on this subject by stating that the vernaculars have always played an important part in our system of instruction. I have always been fully impressed with the importance of a sound knowledge of their own vernaculars to Indian youth, and not

least to that particular class of India youth whom we are called upon to educate in our institution. And therefore, while believing in thoroughness in English also for this class, I have ever kept steadily in view a more or less sound knowledge of their own vernaculars as a factor to be considered, and a reference to the college records shows that there has been a regular system pursued and a definite policy throughout the past in this connection.

When the college first opened, the great majority of the boys were found to be altogether ignorant of English, and even the five who joined us from the old institution at Jubbulpore had a very slight literary acquaintance, but no colloquial knowledge of it practically; therefore all instruction had for some time to be conveyed almost entirely through the medium of the vernaculars. The difficulty was therefore presented at the very outset of providing teaching in the various vernaculars. The majority of the boys were found to possess a fair knowledge of Hindi, though a few knew only Oorya.

The problem therefore had to be solved somehow: it was not a case where "halting between two opinions" was desirable, and so the decision was early come to that all boys should be set to learn Hindi as soon as they entered the college, and as one of the objects with which they were sent to the college by their guardians was that they might acquire a knowledge of English, it was also decided to teach them English *pari passu*, more especially as the great majority of boys were not of very tender age. Meanwhile, and until they were sufficiently advanced to follow the explanations given by class masters in Hindi, an arrangement was made to retain a special Oorya teacher, whose business it was to act as interpreter for the class master in class in the case of all work done *viva voce* in class, and to correct all written exercises which the boys continued to do in Oorya, until they were able to read and write Hindi with sufficient fluency to dispense with his services altogether.

With the funds at the disposal of the college this was the best arrangement that could be come to under the circumstances: the college could not at the time afford a highly paid teacher with special Oorya qualifications, who would be competent to conduct a parallel class: the man actually employed was the tutor of the late Borasamar minor

zamindar, who, with the consent of the boy's guardian, received a small sum from the college for this special work: this man's services were eventually lost to the college, but this has entailed no break in the continuity of the policy pursued towards Oorya: the headmaster has acquired a sufficient knowledge of Oorya for all practical purposes of elementary work, and another teacher was also available in the person of the tutor of the Bhopalpatnam minor zamindar. But, as a matter of fact, there has not been a great demand for the services of either. When the Raja of Patna sent his sons to the college, which he did for one session only, they were taught through the medium of Oorya as usual, but when the Raja of Gangpur sent his five sons to the college, which he did early in 1899, their instruction in Oorya, which was at once commenced, was superseded, at the Raja's own request, by instruction in Hindi *pari passu* with English. Since then the practice has been followed of consulting the guardians of boys on this subject of the vernaculars to be studied by them, and without an exception they have all requested that Hindi should be taught as one of these: this has been the case even with boys from Bengal. Where more than one vernacular is in question, the course now being pursued is practically that pursued in the case of the Urdu-speaking boy who was in the college for some years: he was taught Hindi according to the ordinary routine of the college, but a special teacher in Urdu and Persian was provided for him by his guardians. We have Marathi and Bengali speaking boys now in the college: they are taught Hindi as usual with the other boys, but they are also taught their own mother-tongue twice a week, and their instructors are their own head servants, who are educated men, who teach them under the supervision of the class master at an hour specially fixed. There is one Telugu speaking boy, but he has always studied Hindi, and as his zamindari business is conducted in Hindi, he may be classed with the Hindi-speaking boys, and as such he has always been classed. Various influences have been at work in inducing the adoption of the system whereby the study of Hindi has been made practically compulsory in our system of education. At the outset the object was mainly to facilitate the arrangement of boys into classes according to their general standard of attainments and to have one *Lingua Franca*, so to speak, until English could be established as such, to facilitate explanations being given in class through

its medium, where English may not be sufficiently known by the majority of the boys to enable them to grasp ideas imparted to them in that medium: and though the principal has availed himself of his additional knowledge of Urdu and Bengali to give his explanations to boys in his class knowing those vernaculars through their medium, still the generality of the teaching staff have, as a rule, been acquainted with Hindi only. As a general rule, therefore, Hindi has been the medium of the communication of ideas to the great majority of the boys, both in class and out of class, in the lectures, disciplinary and other, which have been periodically given by the principal. It is unnecessary for me to dilate here upon the system pursued in giving instruction through the medium of the vernacular by which, in this connection, I may be taken as meaning instruction in Hindi. Suffice it to say that as practical a turn as is possible has been given to instruction in it. Some subjects, especially in the junior classes, such as history and geography, are taught entirely through its medium; and in the senior classes, while the readers have been largely availed of, the valuable lessons they contain, now scattered at random all over the different books, have been systematised to enable special courses being taken; such subjects as sanitation, agriculture, and history having been especially selected: and latterly, still further to encourage the study by the boys themselves of their vernacular, regular courses of lectures are being given by the staff on Sundays and holidays on a variety of subjects entirely through its medium. While the principal is taking history for his subject, the other members of the staff are taking science and sanitation, and the principal has expressed his intention of awarding a prize for the best paper on the subjects of such lectures at an informal examination at the end of term. As regards the future of vernacular instruction in the college, it has practically been decided that the college will give more facilities than have perhaps been given in the past for more thorough instruction in other vernaculars than Hindi, that may be represented in the college; and Oorya will receive special attention, as it is intended to have parallel classes in Hindi and Oorya, as more Oorya-speaking boys may be expected to join the college in the future than have joined it in the past. I may add in this connection that nearly all newcomers, according to their age, are put through the mill of the lower and upper primary examinations, which are held entirely in the vernacular.

And now I come to the curriculum generally. From the very outset, opening as we did with boys of every age ranging from 9 to 20, and of every standard of attainments, we were confronted with the difficulty of arranging boys into classes. The principles that have guided us in our classification have been twofold. There has been the usual principle at work that must guide all classification of schoolboys into classes, namely, the standard of attainments reached by those boys, and this was the principle first adopted by us: boys had to be at first classified irrespective of age, but eventually the principle of age had to be introduced. We opened the college with perhaps a larger proportion of "duffers" of advanced age there is, I think, usual, and many of them were of a comparatively low level of intelligence, their standard of attainments being considerably lower than that of much younger boys: indeed, having the importance of the college bearing a good name from the outset before me, I remember viewing the prospect with some degree of concern. Still there it was, and the problem had to be faced somehow: it was soon seen that that very important factor in an educational institution, more especially in a residential institution like ours, namely, *morale*, would suffer if the original system adopted were to remain in force for any long period. Thus it was therefore that we came to adopt the age standard in making our classification, side by side with the standard of attainments. This system then was adopted much to the advantage of the *morale* and tone of the college generally. Boys of brighter attainments have not suffered by the system, for the practice of dividing each class into sections was adopted at the same time, so that it never became necessary at any time to keep the whole class down to the level of the least intelligent boys in the class. This system prevailed for some time, practically until all the "aged duffers" were eventually weeded out of the college in all the classes; and no attempt could be made till then to classify subjects. Now far less disparity of age exists between the boys in the upper classes than was formerly the case, and it has been found practicable, and without any danger of *morale* suffering, to arrange the boys into classes according to the degree of proficiency they have attained in the different subjects studied, to a greater extent than formerly. At the same time age is still a factor that has to be taken into consideration with some of the boys, but it is practically confined to the English classes, and it operates more largely perhaps in

my own English class than in others. We have to avail ourselves to the full of our limited teaching staff, but even as it is we are able to specialise somewhat, especially in the direction of mathematics, science, vernacular, and drawing. And this brings me naturally to the course of studies pursued. But first I must say a few words as to my system generally. The great point that I have always impressed on my staff is that our object is education and not simply instruction; in other words, we wish "to draw out" and not simply "to put in." Our system, therefore, is in the main what may be called a catechetical system, as opposed to that instruction by rote of which the average native teacher is so fond, and which, instead of succeeding in gradually developing the intelligence of the boy, only succeeds in actually dwarfing his natural intelligence, overloading his mind with a mass of undigested material, which, as soon as the particular object with which it has been swallowed, namely, the passing of a particular examination, has been attained, naturally goes the way of all undigested material, and is eventually "cast out into the draught." Our process may be slower, but I feel confident it is the surer in the end, especially in dealing with the undeveloped intelligences that we have usually the misfortune to have to deal with. Without losing sight, therefore, of the importance of the public examination for the brighter boys, I have never regarded the passing of examination as the "end all" and the "be all" of our existence as a training institution for our local aristocracy. Cram therefore has found no place in my programme. My early experience with the average native teacher was that his voice was the most prominent sound in the class-room: the voice of the taught was hardly heard at all; and the instruction given by the teacher under these circumstances was, so far as the effect on the intelligences of the boys was concerned, *Vox et prætera nihil*. I have always recognised the importance of a high standard of education for the class of boys we have to train. I was very early impressed by its importance, when I came to examine into the attainments of the boys who first joined us from the old institution, many of whom had been studying for some years up to the middle school standard. I was struck by the general ignorance displayed by them, and I was further impressed by the comparatively low standard of attainments, more especially in English, that was required to pass that

examination, as the system then was of conducting it. A further fact that impressed me was that most of the boys who have been up from the college for that examination have regarded the passing it, or even appearing for it, as the goal of their ambition, and have generally left us after that goal has been attained. I very early came to the same conclusion that Mr Browning arrived at, that the examination could practically be passed almost entirely through the medium of the vernacular, and without any sound practical knowledge of English at all, and practically, I may say, also without any very high standard of vernacular education either. A boy, I saw, could pass it with a mere surface knowledge of certain subjects, attained very largely too through that process known in educational circles as cram pure and simple. In other words, boys could pass it and still leave the college much as they came into it, with minds uninstructed and uninformed. To put it plainly, I did not consider preparation for the middle school examination, as it was then constituted, as an education at all, and I fully realised that if our pupils, many of whom would never be likely to go beyond that examination, and others never beyond preparation for it, were to be bound by a hard and fast rule to the study only of subjects prescribed for it, the great majority of them would never be educated at all in the proper sense of the word.

Having regard then to the middle school examination as it then was, I determined that boys who left us, either before appearing for it or after passing it, should at least be fairly well informed as well as instructed, and I have steadily kept this end in view not only by introducing certain subjects which were not prescribed for that course, such as English history, and by a course of supplementary lectures on a variety of subjects, but also by paying special attention myself to the English education of the senior boys; and the standard of English that I have always aimed at with these boys has always been the standard of the Entrance examination rather than that of the middle school examination. "Thorough" has always been my own motto, and "thorough" is the motto I have always impressed on my staff. The new system now sanctioned for the conduct of the middle school examination seems to promise a sounder substratum of attainments in those who prepare for it: it is a distinct advance on the old system, and it seems to ensure that boys who make the passing of that examination their goal will have some-



thing solid to take away with them. It will at any rate ensure a sounder knowledge both of their own vernaculars and of English on the part of those who succeed in passing the test, than could be ensured under the older system, and in this respect I can now view with more equanimity than heretofore the prospect of confining boys' attention to the particular subjects prescribed for it. But it is to be hoped that we shall soon see an end to the practice of boys regarding the passing of it, even as now amended and improved, as the goal of their ambition, and that we shall soon find amongst our alumni boys whose ambition it will be to pass on to a university degree. Indeed, I should view without any grave concern its entire disappearance from the horizon of the world of school. If it is considered advisable that our pupils' attention should be directed to the passing of public examinations at all, I should prefer that their first public appearance should be an appearance within the portals of a university. This will give them from the very outset of their studies a higher ambition than under present circumstances is the case. With the recognition of the college by the University of Allahabad now a *fait accompli*, this desirable consummation appears likely to be attained. English has always held an important place in our course of studies, which now comprise, beside the English language and composition, Indian history, general and physical geography, mathematics in its three branches of arithmetic, algebra, and Euclid, the vernacular language and composition, and up to now drawing and and physical science. During the past year, moreover, we have added to our curriculum mensuration and surveying. In the senior classes all these subjects, except of course vernacular, are taught through the medium of English, that being the language in which it has been ordained that the subjects prescribed both for the middle school and Entrance examinations should be prepared. With the junior classes the case is of course different, and the majority of the subjects, except of course English, are done through the medium of the vernacular. But even the senior boys, apart from their instruction in their own vernacular language and composition, do not entirely lose touch with their vernacular. I have translated for their use all the lessons from their vernacular readers bearing on Indian history, and the geography and history of the British Empire, and these translations form the basis of my lectures to them on these subjects. This system enables them to get a better grasp of

these subjects than they could from purely English text books, as they have their vernacular text books to fall back upon when they require an explanation. It is unnecessary for me to dilate here on the system pursued throughout in connection with our course of studies, but before bringing this subject of the curriculum to a close, it might be interesting to note the number of hours devoted to each subject. This of course varies with the classes, but the general average can be given. The number of working hours in the week is practically 40, though 6 of these represent the evening preparation hours: the actual hours of class work are 34. English has 9 hours devoted to it, vernacular 7, mathematics 6, geography 2, history 2, mensuration 2, and surveying 4, two of these being hours taken from physical exercise. Drawing has 6 hours devoted to it, but the surveying class has 4 hours work at this subject a week, and the junior boys 2 hours; the remaining hours being devoted to other subjects. The ordinary routine of the college is as follows:—

7—8	...	Physical exercise.
8—9	...	Drawing or preparation of vernaculars.
10-30—4	...	Class work with an interval.
4-30—6	...	Games.
7-30—8-30	...	Evening preparation.

Evening lock-up is practically at 7-30.

A few words on the conduct of examinations may fitly conclude the subject of the curriculum, as it has hitherto been pursued. There are two sessions of the college, one extending practically throughout the rains, which may be called the rains session: this lasts from July till October; the other extends from November on till the following April. There is a short break of ten days at Christmas, but no boys are allowed to leave the college for their homes. Two examinations have been held annually: one conducted entirely by the principal at the close of the rains session, both *viva voce* and paper work: this examination corresponds with what at Oxford are known as "Collections," being a test of the work done during the term.

The annual examination proper has always been held at the end of the hot weather session, and the procedure has always been as follows. The principal conducts an examination throughout the whole college in paper work, and the

Inspector of Schools conducts the *viva voce* part of the examination: all paper work moreover always lies open for his inspection. Further facilities for the Inspector of Schools holding this examination have been given during the past two years by the extension of the hot weather sessions from March 31st, the old date, when it came to an end, to April 15th, as it has not always in the past been convenient for the Inspector of Schools to be at headquarters as early as the end of March. Whenever formerly this was the case, the principal at his request used to conduct the whole examination. A complete record of these examinations, with detailed results in the case of each individual boy, has been maintained in the college registers from the very commencement, and progress reports are sent to all guardians at the close of each session. In connection with the subject of vacations, which I have touched on above, I cannot but think that it would be of incalculable advantage to our boys if the boys' guardians or those responsible for them could, during the vacations, interest them in matters affecting the general management of their estates. Their work in this direction would then, as it were, dovetail into the work they do at the college, and there would not be that hiatus and absence of continuity that now exists between their college and their home life: the only result of the conditions now prevailing, whereby boys are left practically to themselves during the vacations, to enjoy an *otium* that is without any dignity, instead of their being employed in some *negotium*, is that they generally return to the college with their minds a *tabula rasa* and emptied of all they have ever learnt. And further it would be of great assistance to the college authorities, in arranging the course of studies to be pursued by individual boys, if their guardians, on sending them to the college, could give some idea of the probable duration of their stay at the college, or of the age limit to which the boy's education at the college would be extended: this would tend to minimise the risk that must under present circumstances occur of a boy leaving the college with mind only half-formed and immature, more especially where I refer here especially to a recent case that has occurred—he has unexpectedly and without due warning been removed from the college for family reasons, some years before the college authorities might have naturally anticipated when the boy was first admitted into the college, that he would be removed.

I now come to what I consider to be the most *important* factor in the success or failure of an educational institution, namely, its discipline, for what boots it *Ingenuas didicisse fideliter Artes* to its alumni if *Boni Mores* be wanting. Now various problems presented themselves for solution at the very outset, arising from various causes. To begin with, there were certain initial jealousies to be overcome arising between class and class, between, that is to say, those who belonged to the higher aristocratic classes and those who belonged to the lower: between those whose forbears were rajas or maharajas, and those whose forbears were thakurs or zamindars. Here I may as well say that once boys have been admitted within the walls of the college, no distinctions of class are recognised by the college authorities, but all are treated on exactly the same footing as in the great Public Schools at home. An amusing illustration of this rivalry occurred one day in a small dispute about chairs in the common rooms. A young raja claimed an easy chair that a young zamindar was sitting on and practically demanded that the young zamindar should take "a lower place."

Then there was the comparative want of *morale* on the part of the great majority to be grappled with; a want of *morale* of which I had several illustrations, but I need only mention two here. One morning there was a slight scare amongst some of the boys on the supposition that one of their number had been attacked with cholera. Needless to say the supposition was not a correct one. In the course of the day the senior boy presented me with a telegram purporting to come from his mother, and reading, "If you wish to see me alive come at once." I allowed the boy leave, but on communicating with his guardian, a deputy commissioner, I received the reply, "I have just seen the lady; she was never better in her life." It was merely a device of the boy to get away temporarily. In the other case a pupil having received from me an advance of his month's personal allowance as a convenience, as he was proceeding home for the vacation, drew the amount again from the local treasury of his headquarters town as he passed through it on his way home. I must say he had the courtesy to write and tell me what he had done, relying, he added, upon my good nature.

The large number of older boys who joined us from the old institution at Jubbulpore, and brought with them some of the not wholly satisfactory traditions of that institution, were also a cause of anxiety, and from the very first I had fears of the wisdom of the policy that admitted them into a new institution, but financial considerations necessitated the wide opening of our doors. Matters were not made easier for us by the sanction that was early accorded to the non-residence of some of our pupils, who were allowed to live with their mothers in the city, coming to the college only for their studies: this arrangement was unsatisfactory in many ways, not only in the province of discipline, but also in that of health. I tried to minimise the effects as much as possible by keeping the boys at the college the whole day, from early morning to late in the evening, so that they could join in the routine of physical exercise and games with the others, arrangements being made in the great majority of cases for these boys to have their meals at the college during the day. It was some years before the arrangement could be finally put an end to: the compromise was first adopted of allowing the boys to visit their mothers on a Saturday to Monday *except*: then this privilege was gradually withdrawn, and boys were allowed a Sunday *except* only: now even this privilege is rarely asked for: the mothers of wards having for the most part given up residence in the city, and only visiting the place occasionally.

A curious illustration came under my notice of the inconsistency of one of these ladies. She had herself visited the college and seen the arrangements, and she had expressed herself thoroughly satisfied with them, especially with the arrangements for excluding strangers, but she still urged that her son might live with her, though at the same time she recognised to the full the danger of bad associations for her son from his residence in the city. But to obviate these, she appealed to the District Superintendent of Police for a police guard, to be maintained at her house in the city at her own expense, "to keep off," as she said, "undesirable characters from visiting my son."

To minimise the effects on the boys' health of a residence in a less salubrious quarter than the college precincts I instituted a weekly inspection of their mothers' lodgings in the city.

Another difficulty that faced us at the commencement of our operations was the unprotected state of the college grounds.

The college had, as it were, been located in the middle of a great maidan, across which various thoroughfares ran in all directions, and the lapse of time had almost established a right of way. To put a stop to this nuisance the owner of the principal village in the immediate neighbourhood of the college had to be interviewed, and the passage of carts to and fro was stopped, but it took longer to persuade the villagers to give up what they thought their right of way. At last this was effected, but complete privacy could not be secured as long as the Government circuit-house was located in the grounds immediately fronting the college main building, and the court of the sessions regularly held there. The residence of the principal, moreover, was at some considerable distance from the college. It is satisfactory to be able to record that none of these disabilities now exist. While the old residence of the principal has become the residence of the Political Agent, the Government circuit-house has by purchase been acquired by the college, and now constitutes the principal's residence. The grounds, moreover, have been completely fenced in, and a porter's lodge has been placed at the main entrance.

In every educational establishment I take it, two departments of discipline have to be recognised, namely, class discipline and house discipline. Class discipline primarily falls within the province of each individual class master, and its importance was early impressed on the staff, in whose hands, when they first join us, I have always placed an excellent little manual on the subject by an old Rugby form master, entitled "Form Discipline," which *mutatis mutandis* is as applicable in India as in England. It contains amongst other good things that excellent motto of Quintilian's that should form the guiding star of all teachers who wish to gain an influence over their class : *Minime iracundus minime contumeliosus*, and a still more useful and necessary motto especially necessary with a native staff, *Obsta principis*.

Important as class discipline is, however, far more important is house discipline, and here the head of the house must remain supreme. There can be no dual control here. As our college is at present constituted, it practically

constitutes a house, with its fairly manageable numbers, and the principal is, and must be, his own house master. Practically, therefore, the principal is responsible for the entire discipline of the college. I could not help being struck, on a recent perusal of the history of the Aitcheson Chiefs' College, Lahore, with one rather curious entry in it, and it is the principal who is making it, though it is only fair to add that it is not the present principal, but a previous principal writing of an earlier day. The entry is to this effect: "With regard to discipline, I am sorry to say there is much to be desired. The masters are lax in enforcing it, and the boys are prompt to take advantage of their laxity. The boys too presume to no little extent on their supposed social superiority to their teachers, and I constantly overhear conversations and arguments between masters and pupils, in which their relative positions are reversed. The boys freely accuse one another of using abusive language, and this while in class and under the supposed control of their masters."

At the first blush this looks like a condemnation of the principal from his own mouth, but a further investigation into the history revealed the fact that actually a triple control has prevailed in the college in the past, and if I am right in my conclusions from what I have read in that history, this triple control still exists. Under the system prevailing—I quote the actual records of the report—"The principal is excluded from a share in boarding-house supervision, which lies between the governor and the superintendent." The superintendent, it may be noted, works through a class of men known as *musahibs*, who are now pensioned native officers. A triple system of control such as is here delineated must, one would suppose, do away with the *raison d'être* of a principal altogether: it must at any rate tend to weaken that enthusiasm in his work which our present Viceroy has rightly gauged to be of the very essence of all really good work, and which only a man who has a really free hand can really develop if he does not possess it already.

To my mind the principal must be the head of the college; he must be, at least in the department of discipline, *Aut Cæsar aut nullus*.

In our institution there is, it is true, a controlling body designated the board of visitors, but their action rather than impeding any independence of action on the part of the

principal, renders that action more effective. The advice of this body is always most welcome, and is always invited in any flagrant breaches of discipline, happily now rather the exception than the rule. Its control is practically confined to criticism, if it thinks criticism necessary, of any disciplinary action taken by the principal, and simply with regard to its adequacy or not. When we first opened we had what might have appeared to be a dual control, but it simply existed in a division of responsible duties between the headmaster and the superintendent of the boarding-house: while the former was responsible for the arrangements of all class-work, the latter was responsible for the arrangements of the boarding-house, but his disciplinary functions were confined to reports and not action; all action the principal kept in his own hands. Even this semblance of a dual control has now disappeared, the headmaster combining the offices in his own person, but he still has no power of independent action in the field of discipline.

The principles that have guided me in the administration of discipline have remained the same throughout, though there may have been some modifications in the methods of that administration in the course of the seven years that have elapsed since I first, on the opening of the college, took the reins of discipline into my hands. The personal equation must enter largely into all disciplinary systems; but nowhere more largely than in institutions like ours, where the scions of Indian nobility have to be dealt with. With no class of boys in the world is individuality more marked than with this class, with its innumerable susceptibilities and prejudices, all of which have at some time or other to be taken into consideration. Each individual boy must be dealt with as in individuality possessing an idiosyncrasy of his own. Even the Education Department with its rigid and cast-iron system of rules and regulations for the maintenance of discipline in its schools, has recognised that there may be boys in the schools of these provinces that may require very special treatment, and it expressly exempts certain of the aboriginal classes from the operation of these rules, leaving those in authority some liberty of action in dealing with them. Amongst these aboriginal tribes the Khonds especially are recognised as boys requiring special and tactful treatment. We have had and still have Khonds in our institution, and my experience has been that theirs is a very



peculiar idiosyncrasy. Intense pride, curiously enough, is one of their peculiar characteristics, combined with extreme sensitiveness.

Recognising that all discipline has for its principal object the building up of character, personal influence and personal association have been the principal factors at work in my system. These principles have always guided me in the selection of members of my staff: it is essential to the success of the system that they should be men of character, and therefore men able to bring personal influence to bear, and these principles must be borne in mind whenever the college expands sufficiently to enable a larger staff to be engaged: a few good men on good pay will be infinitely preferable to a large number of men of inferior stamp and character.

I have been exceptionally fortunate with my staff so far as its senior members are concerned, and I rejoice that it has never fallen to me to encounter that curious experience which the records of the Aitcheson College show to have been encountered in that institution in its early years. I quote from the report from which the present principal gives this extract: "In 1891 the principal records as a matter of congratulation that during the year under report no complaint has been made to me by a pupil against a master."

However active and energetic the head of a residential institution may be, much must depend for the success of that institution upon the subordinate staff: their personal influence and example must be the chief factors after all. This of course correspondingly increases the responsibility of the staff, and I have been fortunate in possessing a senior staff who have recognised their responsibilities. There is always the danger of supervision being carried to the point where it narrowly approaches espionage: this danger we have avoided, and it has very largely been avoided by the personal association of the staff with the boys in their play as well as in their work. The junior members of the staff on first joining the college have not always recognised the distinction, and I remember the case of one man who strongly objected to taking his turn of duty both at preparation and at games on the ground that he had not been engaged as a chowkidar!

Passing from principles, I will now come to my actual practice. This divides itself into two periods: first the system in force for the early years of the institution, and secondly, that in force during the last few years, and which will continue to be the model for succeeding years. An ideal system would be one that would tend to create that atmosphere of freedom and honour that is of the very essence of the best Public Schools in England: a system the very antithesis to this is the system prevailing in French seminaries, which from all accounts only tends to create an atmosphere of restraint and suspicion with its necessary corollary deceit. In India we have to find "the golden mean," and to adopt a system which shall help to develop all the best qualities developed by the English Public School system, with at the same time perhaps rather closer supervision than prevails in that system, for, after all, when all is said and done, "East is East" and "West is West," and the English Public School system, in its entirety, cannot yet be adopted in Indian schools.

During the early years of the college I must confess the Public School system formed my model, and in those years I allowed perhaps more freedom than was altogether prudent. I did not sufficiently allow for the possible facilities given by my system to a boy of vicious tendencies to get into mischief; for after all school legislation must be framed not necessarily for the majority, who may be of good character, but for the "microscopic minority" that will always exist even in the best ordered schools, who do possess vicious propensities.

The *suaviter in modo* may perhaps have appeared a stronger element in my system than the *fortiter in re*, and "the velvet glove" may have been more conspicuous than the "iron hand." But they were all there, and at no time were the reins of discipline dropped altogether, however loosely they might have appeared to be held, and when the time came, as it did eventually come, for tightening them up, the process was hardly observed. I do not suppose that our experience has been at all an exceptional one: indeed, the records of the Aitchison Chiefs' College show abundantly that other institutions have had their trials as well as ours, and I know too that the Rajkote College, even under its Bayard of a head, the late Mr. Chester Macnaghten, also suffered in this respect. The late president of our council,

in a recent address at the college, very happily spoke of the trials our institution experienced in its early day as "infantile disorders," and the expression aptly expresses their character. Still they were "disorders," and as such "they gave occasion to the enemy to blaspheme."

The crisis came when the college council set on foot a scheme to do away, once for all, with the non-residential system that had prevailed for some years in the case of some of the young chiefs, notably in that of the young chief of Bastar. The scheme met with very determined opposition, an opposition that emanated almost entirely from the zenanas affected by it. Rumours to the discredit of the college were at once set on foot, and the old prejudices against the old institution, whose mantle was naturally supposed to have fallen on the new one, were revived with ten-fold force, a handle having unfortunately been given to reproach by the "disorders" alluded to above. Rumour invariably *vires acquirit eundo*. And so it was now. A committee was ordered to be convened to enquire into the general administration of the college, and the college was most fortunate in its composition. The two men who were commissioned to make the enquiry were also commissioned to draft a scheme of discipline which should form a *vade mecum* for the college authorities for all time.

They were the then Commissioner of the division, Mr A. D. Younghusband, who was also president of the college council, and Mr. A. Mouro, the Director of Public Instruction in the Central Provinces, and also *anex officio* member of the council. The institution owes them a vast debt of gratitude for the infinite pains they took to draw up a comprehensive scheme of discipline.

The system of discipline ever since in force, and now prevailing in the college, is based upon that scheme.

The system is no longer that of the great Public Schools of England, but is practically that which is the nearest approach to it, namely, the system that prevails in the best English preparatory schools, which is perhaps the best system for India. The fact that all boys are now boarders has simplified matters very much, as all are thus brought under the influence of discipline in a more effective way than was possible when some boys only were boarders and some day boys.

The college council has ruled that for the future all boys coming to the college must be boarders. Apart from its influence on discipline, this ruling will help the development of *esprit de corps*, and will be of great advantage to the health of the boys concerned. There is an element of self-government in my system, which renders it further incumbent that all boys should be resident. From the very first a boy of character and influence has been elected, latterly by the votes of the boys themselves, as prefect of the school, and the effect has been distinctly good. Roll-call perhaps forms one of the principle features of the system. Following a custom prevailing in most Public Schools in England, where all boys and masters assemble in "big school" before proceeding to their respective class-rooms, I have invariably held the principal roll-call of the day myself at the opening of school: all boys are assembled in the college hall. This custom has several advantages, all more or less of a disciplinary character: it enables me to address the boys on any matters requiring special attention, and especially on the quality of their work: a weekly report is given of the boys' work in the class-rooms, and this is weekly reviewed with the boys themselves at this roll-call. Other roll-calls are the early morning roll-call held by the master on duty at the gymnasium preparatory to physical exercise: another is held in the afternoon, preceding the games, and the last one preceding evening preparation, which practically represents "lock up" for the day, as no boys are allowed to leave the main building after that hour.

The senior resident masters each have a week on duty, and they are responsible for seeing that all goes on smoothly, and they have to report to the principal. A report and order book has been maintained from the first; the senior masters only report, and all orders on their reports are written by the principal in this register for necessary action.

This division of duties between the different resident masters has been found to work well; the system that prevailed for some time, of the headmaster being made responsible for the arrangements of the boarding-house as well as of the classes, was found to be too great a tax upon one man, and the present system has been devised to relieve the strain and pressure upon him. While the senior resident masters are thus made responsible for the boarding-house, the junior master is made responsible for attendance at the games. This system again works better than the old system, whereby

attendance at the games was compulsory upon the whole staff, each member of the staff attending upon alternate days. Here I may parenthetically remark that though attendance at the games is no longer compulsory upon the senior members of the staff, they have rarely allowed their other duties to interfere with showing an interest in the games by occasionally joining in them with more or less keenness and possibly with more advantage to themselves and the boys than when their attendance was compulsory.

I now come to the arrangements of the boarding-house proper, as distinguished from school arrangements generally.

And first I will take that very important subject, the establishments of wards.

I have already referred to the committee on discipline that was constituted some years back, and to the very comprehensive character of the suggestions made. These proposals received the full concurrence of the Chief Commissioner before whom they were placed, and in his note on these proposals he lays especial stress on the importance of keeping these establishments as low as possible. I quote from his note. "So far as it is possible to select for special concurrence any portion of a paper with which he is in entire concord, he would specify the paragraph on private servants: private servants attached to the pupil are a constant danger and source of trouble. It is probably impossible to forbid them altogether, but they should be kept within the narrowest possible limits."

The employment of private tutors has always been discouraged by the college authorities: where they have been on the establishments of wards, they have been appointed by the guardians to act as heads of these establishments rather than in the capacity of tutors, as we understand the terms. It has generally been considered preferable to have an educated rather than an uneducated man at the head, as a certain amount of responsibility attaches to the post. As a matter of fact at the present moment there is only one man who may be called a tutor, and he has been specially appointed by the boy's guardian not only to direct the affairs of his establishment, but also in some sense to help him in his studies, the boy being of weak mental capacity. But even in this case I have found it better for the boy's *morale* that he

should attend the ordinary classes, the tutor's work being confined to correcting his exercises with him after they have been looked over by the class master: in fact he has the same functions to perform that a house tutor has to perform in English Public Schools. We are also providing a special tutor for a poor young blind chief who is now with us.

There is one special case also where a boy has a resident guardian. This is a case where the boy's father expressly stipulated in his will that the boy should be accompanied by a guardian, whom he specifically named, whenever he went to the college. This man's duties, however, are confined to the administration of the boy's establishment, and he practically comes within the category of the class recommended by the committee on discipline to act as head servant. I quote from their report: "As a confidential servant we are inclined to prefer the original idea of a respectable old-fashioned servant appointed by the boy's own relatives and enjoying their confidence."

This is undoubtedly the view that commends itself to those who send their sons and relatives to us. Such responsible head-servants are practically *musahibs*, an oriental term which may be said to sum up all the qualities that are required of a "guide, philosopher, and friend." At the same time, from the college point of view, there are inconveniences arising from this system, as these old family retainers also act as *khabardars*, another ancient oriental institution; in other words, they are the news-agents of the family, retailing all and every item of news that they think may interest the absent members of the family: thus they keep the zenanas in a constant flutter of anxiety and excitement, which has a reflex action on the boys themselves, and some times on the heads of the families. Every little ailment and every trifling accident to the "dear boys at school" is exaggerated. A confidential head-servant almost invariably means a man possessing the confidence of the ladies of the zenana, and not infrequently this means the mother's brother. The system in force at Lahore of employing pensioned native non-commissioned officers as *musahibs* has much to commend it. Still, taking it all round, our present system is perhaps the best solution of the difficulty, though sometimes indeed one is tempted to ask—*Quis custodiet custodes.*

It is against the class of *mukhtars* especially that the college authorities have to be on their guard. No one is more interested than this class, with their motto *Alieni appetens*, in reducing boys who come under their influence to mere nonentities, by trying to make themselves indispensable; and to check this influence the college authorities must insist on always dealing direct with their boys; they cannot tolerate any "middlemen;" but to do this efficiently a knowledge of the boy's vernaculars is indispensable. The responsibility of head-servants or jemadars, as they may be called, is limited to the time when the boys are at leisure for their baths and their meals, and the college routine of work and play does not admit of the boys being in the society of their servants for any great length of time. A regular register of boys' establishments is kept, and is periodically examined by the principal in the course of his Sunday inspections, to check any tendency towards an increase over and above the sanctioned number. I have already referred to the temporary disturbing influences created by the arrival of new wards, so I need not mention them again. As regards the dining arrangements, the hours for these are limited to the hours from 9 to 10-30 in the morning and from 6 to 7-30 in the evening. The hours originally fixed for the evening meal were from 8 to 10 p.m. after evening preparation, but it is now some years since, on the suggestion of the board of visitors, they were changed—and with great advantage—to an earlier hour. The evening preparation hour now comes after the evening meal, and is the signal for "lock up." Now in this country, at least with Hindus, the meal has been described as a "religious sacrament" to be partaken of in solitary isolation and in silence. In the latest and perhaps most realistic of his creations Rudyard Kipling, who, whatever else he knows does know his India, has, in the various wanderings of the vagabond Kim, as delineated by him, exemplified this. Under our present system all boys have their separate dining rooms, most of which are attached to their kitchens: there are practically no messes: the nearest approach to "a mess" is where boys coming from the same district and belonging to the same caste employ one cook and mess together. No doubt the present system does entail the boys spending some time with their private servants, but, as I have shown, the college routine reduces this time to a minimum. At the same time I have long recognised that the combination of dining-rooms

with kitchens is not a good one, and for this reason I have encouraged estates building separate blocks where this inconvenience may be obviated : such blocks are intended to form as models for a more elaborate scheme, which provides for the construction of blocks to serve as dining-rooms pure and simple, and under this scheme it is intended that the kitchens and servants' quarters should be in distinct blocks.

It is doubtful whether, where there are so many castes concerned, more than this can be attempted. The utmost we can attempt in this direction is the encouragement of the messing system among boys of the same caste. The social element must be, and as a matter of fact is, provided in other ways, as will be abundantly seen as I proceed with this sketch.

The sleeping arrangements are very simple. All boys have to sleep in the college main building, the upper portion of which has been constructed for the purpose. Each boy has his own cubicle, and private servants are not allowed in these at all. The headmaster invariably sleeps in this upper building, and occupies a cubicle. One personal servant a week is told off for duty, and in the same way one Ravat; they sleep in the verandahs and their presence is necessary in cases of emergency. The utmost number of boys that this upper building can accommodate is 30, which is after all the maximum number of which a boarding-house should consist, as any number in excess of this renders it less easy to manage with efficiency : should the numbers increase, it will be necessary therefore to build, and so to form the nucleus of a second boarding-house. As I have already mentioned, 7-30 is practically the hour for locking up, no boys being allowed out of the main building after that hour : by 9 p.m. indeed most boys are in bed.

Another question that comes for consideration in connection with boarding-house arrangements is that of the management of the boys' personal allowances. The personal allowances of all wards of Government are administered by myself ; regular accounts being kept of the boy's expenditure, and the funds banked with a local banker. In this way, and in this way only, can expenditure be controlled : the system has not been without its good effects. Boys have seen for themselves the advantages of small savings effected



in their monthly expenditure : they have thus been able to afford certain luxuries, which they would otherwise, had all their money gone on food and clothing, have had to do without : thus some boys have been able to purchase bicycles entirely out of savings effected from their allowances, and others watches. An element of suspicion always attaches to the handling of money in this country, and it is doubtless partly this, and partly also from a spirit of independence, and a chafing against control of finances, the theme on which their familiars are always harping, that is the cause that in some cases the parents and relatives of boys prefer that no control should be exercised over their boys' personal allowances. Closely connected with the subject of boarding-house discipline is the provision made for indoor recreations. The college routine does not admit of many vacant hours, and it is chiefly on Sundays and holidays that such hours occur. Few as they are, however, provision has been made to meet them : all boys have to be in the main building on Sundays and holidays from 11 to 2 and again at 4, when there is roll-call. Papers and periodicals are provided for them in the library, and books likely to prove of interest to them are periodically bought. As regards vernacular newspapers, it is so difficult to distinguish between the bad and the good that I have found it the safer policy to forbid them altogether. I have had the advantage of hearing the opinions of some of the great chiefs of Behar on this subject, and they one and all expressed their opinion that the less their young relatives learned of politics, especially of such politics as the Vernacular Press usually indulges in, the better for them. My attitude towards sound vernacular literature, however, is very different, and I am hoping shortly to establish the nucleus of a good vernacular library, and I have already established a course of lectures on various subjects in the vernacular, which are regularly given on the afternoons or evenings of every Sunday or holiday.

Billiards we have not yet been able to compass, but I hope in time that the generosity of the chiefs will enable us to add this game to our other indoor games, amongst which chess is now established.

The magic lantern is another and a very favourite source of entertainment.

I have always observed that there is often a strong taste for mechanical pursuits amongst boys of the class we educate,

and to encourage this taste, I have maintained for some time now a carpenter's shop on the premises, where boys whose tastes run that way may indulge them. By the courtesy of the Inspector-General of Police and the Superintendent of the Central Jail I was allowed to send the carpenter to the jail for a course of instruction in wood carving at the hands of the Burmese experts. Not very many of the boys have developed a great taste for mechanical pursuits, and it is a moot point whether any of them will ever arrive at the skill developed in this direction by the first ward I was placed in charge of, the Maharaja of Nuddea in Bengal, who was not only able to engineer his own river steamer, but also to shoe his own horses, and for the matter of that to shoe any horses that were sent him. *Apropos* of this I have heard a very good story about this accomplishment of his. The Maharaja was one day calling upon the Collector of the district, who was telling him of the difficulty he experienced in getting his horses shod. "Oh!" said the Maharaja, "send them to me, and I will shoe them myself." Still it is an experiment worth continuing, and more valuable results may ensue in the near future.

All that I have said above shows that the social element enters largely into our system, and one evidence of the greatly improved social relations existing between class and class now, as compared with those that existed in the early days of the college, is the generosity and freedom with which boys lend their ponies and bicycles to one another. This may be a small matter, but I think it does point to a very good feeling of comradeship existing amongst the boys, and it is a feeling that the college authorities do their best to encourage, as after all one object with which boys are sent to us is that they may learn to choose their companions from amongst boys of their own class, rather than from amongst their inferiors, which is an hereditary failing with this class of boys. The jealous exclusiveness of this particular class in the seclusion of their own homes naturally drives the children to associate with the children of the family retainers, in order to get that companionship for which the heart a child naturally yearns; and here I may incidentally remark that it is this feeling of exclusiveness that must be taken into consideration in deciding on the classes to be admitted into Rajkumar colleges: they must also be exclusive in their character, if they are to attract boys of this class.

The rules regulating the admission of visitors or strangers into the college premises are very strict: no one not known to the chowkidar at the lodge is admitted, except on a written order from the principal, and visitors who wish to see the college are, in addition, only allowed to enter when there are no boys in the building: and as a matter of fact even this permission is very rarely given during term time. When visitors are allowed in, they are limited to the afternoon hour from 4—5 when the boys are all out in the playing fields. It is only the complete fencing in of the college premises and the acquisition of the circuit-house that has enabled these rules to be properly enforced. No boys are allowed to leave the premises without an *exeat* signed by the principal: the ordinary procedure being for the boy to put up his request before the master on duty, who sends it on to the principal, who signs it and returns it to the master on duty, who finally returns it to the principal initialled. This system enables the master on duty to note the fact on taking the various roll-calls of the day. No *exeat* is given except for a very special reason, and then only for the day. Owing to most of the boys' relatives having left the city, as I have already mentioned, it is not often that an *exeat* is wanted, and as a rule the only day on which one is granted is a Sunday or a holiday. On these occasions the responsible head-servant always accompanies the boy. The grounds are so spacious, and the college so well provided with facilities for exercise within its precincts, that it is rare for the boys to require to leave them for exercise outside their limits; but the principal occasionally takes parties of them out riding or bicycling with him: and it is his custom to allow them to go out all together walking or riding on the afternoons of Sundays and holidays when they so require it, but only in the company of a responsible member of the staff, and then only in a direction away from the town, which is strictly out of bounds. They appreciate this privilege, and they never take advantage of it: the variety it affords them is, I consider, also good for them.

This naturally brings me to the subject of physical exercise, for which, as I have stated, ample provision exists. The college possesses an excellent covered gymnasium, where gymnastics are regularly taught by a trained gymnast, trained at Poona.

There is plenty of variety in the exercises, which consist also of dumb-bells, physical drill, and *deshi kasrat*, the latter a form of exercise which they all seem to take to. Every boy in the college moreover, has been taught if not to ride well, at least to sit on a horse. For some time a subadar of Madras Lancers was engaged for the special purpose of teaching riding, but there are not enough horses now kept by the boys to make it necessary to engage a trained teacher. Owing to the freedom with which boys lend each other their animals, I have found it possible by dividing boys into sections to give every boy one lesson a week at least in riding. Musketry is also taught to every boy in the school: to the seniors with a rifle at the volunteer rifle range, kindly placed at my disposal by the colonel and adjutant of the Bengal Nagpur Rifles, of which corps I am myself a member, to juniors in the college grounds through the medium of a rook rifle. Needless to say musketry is always taught entirely under my own supervision.

In this way it is possible for every boy in the college to handle a rifle of one calibre or another at least once a week. All these represent the morning exercises: the evening hour is devoted to games pure and simple, of which cricket, football and tennis are those chiefly patronised.

From the first opening of the college games have formed an integral portion of our regular college routine, and attendance at them has always been compulsory.

Though their organisation is from without, their management is practically from within: the best athlete in the college is also the captain of the games, the boys themselves having the principal voice in his selection. As there are generally a number of junior boys in the school, it has become necessary to form two sections, as in riding and shooting: and while the seniors play under the captaincy of one from among themselves, the juniors are placed under the superintendence of that member of the staff whose special province the games are. In the same way, alternate days are fixed for cricket and tennis, so that all get their fair share of each. Throughout the period of the existence of the college it has been the exception rather than the rule for the headmaster or the principal not to be found participating with the boys in their games: and this personal

association has not been without its effect on the boys' characters. It has only been carrying out into actual practice a favourite maxim of mine in dealing with boys—a maxim the importance of which my senior staff also, I rejoice to say, abundantly recognise—*Segnius irritant animos demissa per aures Quam quæ sunt oculis subjecta fidelibus*. As a natural corollary to the attention paid to the department of physical exercise, the health of the college boys has always, as a general rule, been remarkably good. The excellent situation of the college has also a good deal to say for this: it has always been recognised that the air to the west of Raipur, where the college is situated, is better than that to the east. Apart, too, from this, the college possesses an abundant and excellent water-supply, not only from pipe-water but also in its well, the merits of which are recognized far and wide, and which is always carefully conserved.

The college has a regular medical officer in the person of the assistant-surgeon, who holds a weekly inspection both of the boys and of the premises, including the stores kept for sale at the shop located on the premises. Besides this weekly inspection, all boys are thoroughly examined at the commencement of each term, to ascertain their fitness for physical exercise, and at the end of each term to mark their physical development after a course of gymnastics.

The physique of boys is found to improve immensely as a rule under the regime they undergo. It has always indeed been my experience that Indian schoolboys, under a proper combination of work and play, keep as a rule quite as good health as English schoolboys.

The medical officer lives at some distance from the college, but with a bicycle orderly at the college to summon him in cases of emergency, this has not hitherto proved a serious inconvenience. However, it is certainly a matter for consideration whether a small and well-equipped hospital, with a resident medical officer, even of the grade of a hospital assistant, is not a desideratum of the college: it certainly will be if the college expands. In all really serious cases the services of the Civil Surgeon are requisitioned.

I now come to the very important subject of attendance and punctuality in returning to school after the vacations, or even after casual leave, whenever that kind of leave has had to be granted for domestic or family reasons and in connection with religious ceremonies, the only reasons for which it is ever granted.

This subject attracted the attention of the college authorities from an early date, and it was with a view to encouraging punctual attendance at school after each vacation that the principal has always annually presented a silver medal to the boys showing the best attendance in the year at school and at physical exercise. It has been a difficulty experienced by one and all of the institutions in India of a similar character. The records of the Aitchison Chiefs' College at Lahore give abundant evidence of this fact, and conversations I have held with the head of the Mayo College, Ajmere, have all pointed in the same direction.

This was one of the subjects that engaged the attention of the committee on discipline that I have already referred to, and the system now in force for checking the evil is practically based on the principles enunciated in that committee's note. Boys are now well aware that if they return late to the college after the hot weather vacation, they will be detained at the college and have to work for double the period of time that they have been late during the Dusserah vacation, and that in special cases they will forfeit the Dusserah vacation altogether. Then again casual leave is never granted to boys except at the special request of the boys' responsible guardians, who are required to show urgent necessity for the indulgence, and even then the discretion of granting it or of refusing it rests entirely with the principal. I may add that such irregularity of attendance as exists is confined to unpunctuality in returning from leave. The college records show abundantly that the attendance and punctuality of boys, when they are once within the walls of the institution, are excellent. *Naturam expellas furca, tamen usque recurret*; unpunctuality is undoubtedly a weakness of the people of India, and when a boy is once out of reach of the influences of the college amidst his home surroundings, he may possibly forget all about the pains and penalties attaching to this particular fault, and delay his return. the remedy must then lie in the hands of the

responsible guardians of the boy, and if nothing else avails, a reference must be made to the head of the administration. This has had to be done before now, and it has invariably proved successful. The fault really lies very largely with the parents and relations of the boys, who are not careful enough to see that they do return punctually. Sometimes, moreover, when a boy is undergoing the penalty at college for his unpunctuality, and when he has practically accepted the position, urgent telegrams and special messengers are sent by the relatives, all having the effect of upsetting the boy and rendering the task of maintaining discipline still harder than it need necessarily be. Needless to say "a firm front" has to be presented. The principal is doubtless regarded by the boy concerned as "a beast," but if only he is regarded as "a just beast" he will, in the excellent company of the present Archbishop of Canterbury, accept it as "the highest compliment" that can be paid him.

The question of punishments may naturally bring this portion of my sketch which deals with discipline to a close. In institutions such as ours, individuality is a factor that cannot be overlooked in apportioning punishments: the memorandum on discipline drawn up by the committee abundantly recognizes this: I quote from this memorandum: "the fewer and simpler the rules consistently with efficiency of administration the better, and the principal's present code of rules is a model of conciseness and simplicity: but the fewer and simpler the rules, the greater the necessity for insisting on absolute and scrupulous obedience to them, and for visiting any breach of rule with really deterrent punishment. As to the particular punishment to be meted out for each offence, it is of course impossible to draw up any hard and fast code. This must be left absolutely (except in such serious cases as require to be dealt with by higher authorities) to the discretion of the principal, and in the exercise of such discretion the principal must of course study the individuality of each boy." Various forms of punishment, apportioned according to the idiosyncrasy of individuals, are then dealt with in the memorandum: among such may be mentioned such punishments as detention in school, including impositions and extra lessons; extra drill or some form of compulsory physical exercise: "the great point being to inflict on each boy such a punishment as would be least congenial to his nature, and to make each boy in the school

recognise the principle that breach of rule would be inevitably followed by consequences of a distinctly disagreeable nature, and that repeated offences would involve cumulative punishment to an indefinite extent: deprivation of treats may in some cases suffice as a sufficient punishment, and should be a matter of course whenever a boy is in serious disgrace." Other punishments are then touched upon, such as fining a boy's pocket money: "putting into coventry" is also mentioned in the note. As regards this very ancient form of punishment, it is of course very commonly used in English Public Schools, but it is only put in operation there by boys as against boys, and the idea of its ever being efficacious as a form of punishment to be inflicted by the head would never have occurred to me had not the head of the Ajmere college informed me that he had found it efficacious, especially in the case of what may be called moral offences. Now the Indian boy is as a rule very amenable to discipline, and it is a rare thing to come across the real *mauvais sujet*, and when such an one is found, one is inclined to treat him on the principle of the old Scotch proverb, "He that will gang to Cupar, maun gang to Cupar," and let him leave the college, but in the interests of the majority, he has to be dealt with, and failing expulsion putting such an offender into coventry is as effective a way of dealing with him as any other I know.

The committee on discipline lean to the opinion that perhaps this procedure may be found to be more suitable for emphasising the fact that a boy is in serious disgrace than as an independent form of punishment. The opinion of the committee on corporal punishment is a very sound one. I had suggested that in this country there were reasons why corporal punishment should be put out of court altogether.

The committee hold, however, "corporal punishment is not in our opinion a thing to be put out of court quite as summarily as the principal would suggest.

"It is a form of punishment to be very sparingly used and to be reserved for really serious cases, and it should only be inflicted with the special sanction of the visitors, and in the presence of one or more of their number, as well as of a medical officer."



As a final resort, expulsion may have to be resorted to, and as a matter of fact, since the above memorandum was penned, expulsion has had to be resorted to in the case of one boy. The procedure adopted was that resolved on by the college council: the expulsion was formally carried out in the presence of the board of visitors and of the assembled boys and staff, the object being to make the boy really sensible of the disgrace of his position.

Such is the general outline of our system. For all serious offences the board of visitors are promptly called together, and their decision as promptly given: the decisions in each case being recorded in a regular punishment register, which is maintained for serious offences. Beyond this no register is maintained: all cases are dealt with as they come up, and noted in the report and order book. As a matter of fact the residence of the principal and the senior members of the staff on the premises, and their constant association with the boys, minimises the necessity for punishments very largely, while the character and tone of the boys themselves render the commission of any serious breach of discipline a very rare thing. The great point to be insisted on in all punishments, if they are to be efficacious, is promptness. If the offence committed is one that deserves punishment, then the punishment must follow closely upon its heels with no "halting gait." The one weak point I have always thought in any iron code of rules defining the offence and regulating the punishment, such as exists in the Education Code, is that it sometimes leaves the master in a quandary as to whether the offence is one which he should deal with himself, or should refer to his school committee: he generally ends in referring the matter to the school committee. It may be weeks before this committee takes cognisance of it: the result of their decision, when it is at length given, must be practically *nil*, so far at least as any deterrent effect upon the boy is concerned.

And now to pass from punishments to more pleasant subjects. Before bringing this rather fragmentary sketch to a conclusion, I cannot forbear to mention here those who have shown interest in the college, and those whom, to use the good old term current at Oxford, I may call benefactors of the college.

The present Viceroy, Lord Curzon, is well known for the interest he takes in all educational matters, and more especially in the education of the nobles of India. We have not been privileged to receive an actual visit from him at the college, but when he passed through Raipur in November 1899, intent on the investigation of famine problems, he honoured me with an interview at which he expressed his deep regret that time had not allowed of his visiting us, and expressed the very warmest wishes for the welfare of the college and that of its alumni, and I may as well say here that every word he spoke bore the impress of that enthusiasm which is perhaps his distinguishing characteristic, and which he succeeds in imparting to those who have had the honour of meeting him personally. He has recently very kindly sent his portrait to the college. The records of the college are a sufficient proof of the keen interest that the Chief Commissioners of the province have always taken in it, from Sir John Woodburn, who first opened it, to our present Chief Commissioner, Mr. Fraser, who has ever taken the keenest interest in the institution, and without whose exertions on its behalf in past years it would probably never have existed at all: that interest he has maintained to the present day. The very careful inspection he made a few months back, and the reforms he has since then set on foot, are sufficient proof, if proof were wanting, of that interest. Of the presidents of the governing body, Mr. A. D. Younghusband has been *par excellence* our guide, philosopher, and friend in the truest sense. He has been more closely connected with the college than any other member of the governing body, and his portrait now hangs on our walls as a token of our gratitude; and though he has now left the province, the royal portraits that also grace our walls, which are a gift from him, are a substantial token of his continued interest in the college. I have already mentioned the debt due by the college to Mr. Monro, the Director of Public Instruction, in the special matter of its discipline: he has also always very generously accorded his aid in the selection of the staff. Mr. Sly, for some time Political Agent in succession to Mr. Younghusband, was ever a warm friend to the college. He evinced his interest in a variety of ways: in organising entertainments, and in his presentation of a silver medal for athletics. His successor, Mr. Womack, has very generously also promised a silver medal for the same.

Amongst other members of the governing body, the Raja of Raigarh has ever been a consistent friend of the college: he has shown his appreciation of it by sending his own young brother to it; his sympathy, by his periodical visits to it, and his attendances at the meetings of the college council, and his continued interest in it, by his presentation annually of two silver medals, one for proficiency in English and one for good conduct.

Another member of the governing body, in his capacity as Executive Engineer of the Chhattisgarh States, Mr. Starky, well known also in another capacity as a keen hunter of the "mighty boar," has presented two silver medals for proficiency in equitation: he wishes the young Chhattisgarh chiefs to attain such proficiency in the noble art of horsemanship as shall enable them in their own persons to disprove the old Horatian saying, *Post equitem atra cura sedet*, if I may be allowed a special translation adapted for the purpose. Our best horseman of recent years has been the young Gond raja, Azam Shah, who has now left us, and who I understand wishes to be enrolled in the ranks of the new Imperial Cadet Corps. *Apropos* of this corps, we are to have our own cadet corps in the college, and with a view to its formation I have already introduced a certain uniformity in dress for drill and musketry classes. Our recruits from Chota Nagpur have generally proved keen horsemen, but with the great majority of our boys horsemanship is not their strong point. A reference to the long list of contributors to the original endowment fund shows the Raja of Khairagarh to have been a princely benefactor, and his sympathy and interest have been only recently evinced by his sending us his son and other relatives to be educated at the college. And now I must add what I consider to be certain requirements of the college, and first and foremost I would place an increased endowment to allow of a more liberal scale of pay for the staff. The pay and status of the principal of an institution like a Rajkumar college should not be inferior to that of the heads of Government colleges, who are on the Imperial establishment. And, moreover, the institution should be provided with a headmaster who could, on an emergency, act for the principal. So far this emergency has only arisen when the question of leave has cropped up, which has been only once in nearly eight years; but in no country in the world, and certainly

not in India, can health be guaranteed. Under the present system no provision is made to meet this emergency. A headmaster on superior pay, competent to take the principal's place at a moment's notice, is therefore an urgent need. Amongst our other requirements I would place next the provision of a small and well equipped hospital, with quarters for a resident medical officer. A pensioned assistant surgeon or a good hospital assistant would meet the case. Amongst less pressing requirements, but still a desideratum, I would place a billiard table, for which an excellent room exists. I hope in time also to be in a position to grace the walls of the college with portraits of all past and present benefactors of the college. It may seem strange that I have said nothing about religious instruction in this sketch, but in an undenominational institution like a Rajkumar college, I do not see how any special arrangements can be made to suit all requirements. Certainly the college cannot make any. It is a matter entirely for the parents and guardians of the boys themselves. Whenever boys are required to perform specific religious observances, every facility is put in their way to enable them to perform them. Casual leave is provided for this specific purpose, and where the religious observances are such as can be performed while the boys are actually in residence at the college, as recent experience has shown is very largely the case, the family *guru* or priest is always allowed free access for this specific case. Further than this we cannot go. I may instance the case of the Aitcheson Chiefs' College, where the private munificence of parents and guardians has provided a *dharm sala* for Sikhs, a temple for Hindus, and a mosque for Mussulmans to illustrate the great variety of religious opinions that may exist in colleges like ours. And now I come to the conclusion of my sketch, in which I invite the confidence of the chiefs and zamindars in an institution established for their sole benefit. In 1895 Sir John Woodburn recorded this note in the visitors' book of the college: "It has been a great pleasure to me to pay a visit to the school. There has been marked improvement since I was here in November, and I am thoroughly satisfied with the appearance of the boys and the condition of the dormitories and class-rooms. Every chief in Chhattisgarh must see the value of this institution for the education of the boys of his family, and I hope before my next visit to see representatives from every State in the school. The

committee are at liberty to circulate a copy of these remarks to the chiefs concerned." In 1900 the present head of the administration, Mr. Fraser, recorded a note to this effect : "The improvements which have taken place since I saw the college when I was visiting Sir John Woodburn are very marked ; the accommodation has been greatly improved by the construction of excellent quarters for several of the pupils ; the appearance of the pupils is most satisfactory—a manly, well-mannered group of young gentlemen. The college should be commended persistently to the chiefs and zamindars, who cannot do better for their sons than send them here." And writing in 1901 a similar note, Mr. Fraser remarks : "My examination of the college gave me much pleasure in respect of the manliness of the pupils and the discipline and tone of the institution."

Enough has been written to justify confidence on the part of the chiefs and zamindars ; and there are now not wanting signs that that confidence is increasing. It only requires, I think, a personal acquaintance with the inner working of the institution, an acquaintance that can best be made by a personal visit, to establish the required confidence. As an illustration of the value of such a personal acquaintance I may instance the case of the late feudatory chief of Udaipur in Chhota Nagpur. He paid us a long visit on one occasion, and thoroughly satisfied himself of the working of all the arrangements, teaching and other : he came, he saw, and was conquered. He at once made proposals for sending some of his nephews to the college, and left instructions behind him that his son and heir should be sent to the college. The Raja of Khairagarh has also recently visited the college and he has evinced his confidence by sending us his son and other relatives.

In his recent address on the occasion of the conference called together by him, of principals of Rajkumar colleges, the Viceroy pointed out the directions in which the assistance of chiefs and zamindars may be of value. His words are : "If the chiefs ask me how they can help, the answer is simple. Where they have means let them support or endow the colleges. Where they have not means, but have families, let them send their boys : let them visit the colleges, attend functions, take part in the management,—show an interest in the entire concern."

The real aim of the Rajkumar colleges is after all for the welfare of the chiefs and the zamindars themselves. What our aims are not are very clearly expressed in a letter written some years ago by Sir Antony MacDonnell, to Mr. Fraser. Sir Antony MacDonnell clearly says: "We do not want our young chiefs and zamindars to be educated out of native ways, into a poor copy of second or third rate English ways." What the aims of the administration are are also very clearly expressed in the prospectus, which I will again quote from:—

"The aim of the Chief Commissioner in establishing the college is to provide a place where the sons and near relatives of feudatory chiefs, zamindars, and large landed proprietors, and other native gentlemen of position in the Central Provinces, may receive a training that shall fit them for the important duties and responsibilities which will ultimately devolve upon them. Special attention will be devoted to the training of the boys in right and honourable principles of thought and conduct, in gentlemanly behaviour and bearing, and in aptitude and proficiency in manly sports." Our aims in this college then are practically identical with the aims of the great Public Schools of England, and what those aims are has never been so clearly expressed as by the present Viceroy, Lord Curzon, in an address he delivered to the students of the Aitcheson Chiefs' College at Lahore, and which is equally applicable to our institution: "The Public School system, as we understand it in England, is one which is devised to develop simultaneously and in equal measure the mind, the body, and the character of the pupil; we undertake to educate our young men at these schools in England for the position or profession in life which they are destined to fill. We endeavour to train their physical energies so as to give them a manly bearing, and to interest them in those games, pastimes, and pursuits which will both so much conduce to their health and add so greatly to the pleasures of their lives, and above all by the ideals which we set before them, by the higher example which we endeavour to inculcate in them, and by the attrition of mutual intercourse with each other from day to day we endeavour so to discipline their character that they shall be turned not merely into men, but into what in England we call gentlemen."

The records of the college show that these aims have been consistently pursued by the college authorities. Our aim has been throughout to develop the minds and characters of those entrusted to us, and to send out into the world educated gentlemen, having not only the outward semblance of gentlemen, but the instincts as well.

The present head of the administration, Mr. Fraser, in his note after his inspection of the college in July 1901, has set his seal upon this portion of the work of the college. Speaking of the boys at the college, he says: "They are undoubtedly gentlemen." The college authorities have desired and looked for no greater encomium than this for their boys; and it has been a great satisfaction to them also to have received, as they have done from some of the past alumni of the college, a recognition of the debt they owe to the college.

To make the institution then a still greater success it only remains for the chiefs and zamindars to do their part in sending their sons and relatives to us to be educated, and here I cannot do better than conclude with the words of wisdom spoken by Lord Curzon, at the recent conference on chiefs' colleges. "Let the chiefs contrast the healthy life of the school with the hothouse atmosphere of indulgence and adulation in which in bygone times too many of the native aristocracy have been brought up and from which it has required real strength of character for a man to shake himself free. Let them remember that this education is offered to them to render their sons and relatives better and more useful men, not to stunt their liberties, but to invigorate their freedom. Let them recollect that it is probably the only education that these young men will get in their lives, and that the days are gone by for ever when the ignorant and backward can sit in the seat of authority. The passionate cry of the 20th century, which is re-echoing through the Western world, is that it will not suffer dunces gladly. The prophets of the day are all inviting us to be strenuous and efficient. What is good for Europe is equally good for Asia, and what is preached in England will not suffer by being practised here."

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## APPENDIX.

Rajkumar colleges are now on their trial. Criticisms have recently appeared upon them in the columns of the daily Press and in the pages of magazines, and the Viceroy has himself criticised them in conference.

As regards the criticisms of "Civis" in the Press there is very little to say: he evidently knows but little of the problems really involved, and the very form his criticisms take shows that he can in no sense be regarded as a representative speaking on behalf of the great landed classes of India. The case is very different when we come to those of the Gaekwar of Baroda in the pages of the magazine *East and West*, but even in his case his criticism loses much of its value from imperfect acquaintance with the actual working of these colleges, and his criticism is practically confined to suggestions for bringing the Rajkumar colleges more into touch with the educational needs of the day. So far, and so far only, his criticism, such as it is, is valuable.

But when we find the Viceroy himself summoning a conference of principals of Rajkumar colleges to meet to discuss with them the situation, then we are forced to the conclusion that criticism on their methods is required, and the great value of his criticism is that it is not only destructive, but also constructive. Taking it for granted therefore that reforms are wanted, and that there have been faults in the past, the first question that presents itself is where the fault lies. Now I take it there are only four possible alternatives: the fault must either lie with the heads of these institutions, or it must lie with the material sent to the institutions there to be moulded, or with the methods adopted and the system generally, or with the curriculum.

The conference brings out clearly—and a very satisfactory feature it is—that the fault, wherever it lies, does not lie with the heads of the colleges; and considering the great importance attached by the administration to the selection of suitable men, and considering, moreover, the qualifications required of such heads, this is not altogether a matter for surprise.



The head of a Rajkumar college in India has perhaps more functions to perform in his way than *cæteris paribus* the head of a Public School in England.

He has to be not only the *magister scholæ*, in which capacity he may be a Busby or an Arnold, but he has also to be the *paterfamilias* of his boys. He must therefore be a man of character, possessing that all-important factor required in dealing with all classes of the aristocracy in this country,—personal influence. With these qualifications he must also, if he is to have the power of exercising this personal influence to the full, be invested, in all matters affecting the internal economy of the college, with a perfectly free hand. The history of the Rajkumar college at Rajkote, under the direction and guidance of its late head, Mr. Chester Macnaghten, is, I venture to say, sufficient evidence of what can be done when such is the case. And on the other hand the records of the Aitchison Chiefs' College at Lahore show what the difficulties of working such an institution are when the opposite is the case. The *æs triplex* with which that institution is encircled does not seem at all times to have connoted corresponding strength. To use a simile adopted by a recent brilliant exponent of the art of war, it may not be the function of the head to set the machinery in motion, but it must be his function to regulate and control it when it has once been set in motion by the higher powers. And again, if I were asked what are the special qualities that a man taking up this work as his life-work should possess, for his own peace and comfort, I should say an infinite fund of patience and good temper, and above all that quality possessed in a pre-eminent degree by a former head of one of these colleges, the "saving grace of humour." We come next to the material, and how far that may be in fault. We may take it for granted that the material is not always of the best, especially where boys are sent to these colleges often from remote jungles, and with minds an absolute blank, and who perhaps represent the first of their race to submit themselves to the "tyranny" of the schoolmaster. But though the material may be such, and though it may be permissible to complain that "bricks cannot be made without straw," still there is no intention of finding in the material the fault that is being searched for : at the same time I do think that many failures that the "finger of scorn" has pointed out as due to residence in these

Rajkumar colleges, should really be attributed to family or domestic reasons necessitating boys leaving the college in early youth, with both body and mind immature. And after all, when all is said or done in this connection, unless the college can have entire control of its alumni throughout their whole student period, home influences, and not college influences, must be held responsible for what are after all but "reversions to an original type." We pass on to the system generally, in which we must include the system of discipline. No reflection has been passed on this.

Having now eliminated from our enquiry the heads of these colleges, the material sent to the colleges, and the system of discipline pursued, we come finally to the curriculum. The decree has gone forth that it is here that we are to look for the grave defects from which these institutions are supposed to be suffering, and that it is here that the knife of reform must be applied. The education given in the colleges is said not to be of a sufficiently practical character, and as not meeting the requirements of the special classes sent to them : and herein is further supposed to be one cause amongst many of that hostility amongst the class who should be their special patrons and supporters that has militated against the full success of these colleges in past years.

There have been many causes operating in the past to bring about the indifference or actual hostility that has undoubtedly characterised the attitude of many of the chiefs to colleges intended entirely for their welfare and benefit, and I do not need to add any to those which the Viceroy has gauged so nicely in his recent address to the conference. I quote from his address : "I am led to think that hostility or indifference of the chiefs springs in the main from three causes : there is first of all the deeply embedded conservatism of the States' traditions that the young chief or noble should be brought up and trained among his own people, the zenana influence, which is frightened at the idea of an emancipated individuality, and the court surroundings, every unit of which is conscious of a possible loss of prerogative or authority to itself in the future should a young recruit from the West appear upon the scene and stir up the sluggish Eastern pools : next come the belief that education in chiefs' colleges was too costly, and also the doubt whether the chiefs

were entirely satisfied with the class and quality of the education provided." It is this latter point that we are now engaged on. Personally I am inclined to think that this last is the least of the many factors operating; and that the most potent factor is to be found in zenana influence, with its fears of an "emancipated individuality." However, it cannot be disregarded as a factor, and as such it commands serious attention. Undoubtedly there has been in the past a great want of uniformity in the curriculum pursued in the different Rajkumar colleges; while one college for instance has had its curriculum fixed in a groove for it by the requirements of the Education Code, others have practically adopted a curriculum of their own: thus the highest class in the Mayo College at Ajmere were not so very far back studying such subjects as Shakespeare, astronomy and agriculture, and were also being taught to paint in oils!

Another weak point has been the vagueness or want of clear definition of what was really wanted in the education of the scions of Indian aristocracy. All of these colleges have had, I take it, the same end in view, and that is, to send their alumni out into the world as educated gentlemen; there has been a difference in the methods only whereby this end should be attained. Still the term perhaps is vague, and the qualifications of the old All Souls fellows have generally in the past been accepted as sufficient qualifications for the classes sent to these colleges: they have been sent there *bene nati* and *bene vestiti*, and the colleges have hitherto generally considered their function discharged if they send them away *mediocriter docti*.

This vagueness has now been removed, and a clear note struck by the Viceroy as to what the end in view is to be.

The alumni of these institutions are to be trained as men of business and as gentlemen withal. The Viceroy's words will well bear repeating: "If I am to come to you for my Imperial cadets, I must have reasonable security that you will not give me a callow and backward fledgling, but a young man with the capabilities of an officer and the instincts, manners, and education of a gentleman. Similarly, let us make clear that the thakurs, and jagirdars, and zamindars of the future to which class the majority of the boys at the Rajkumar colleges belong, are sent

away to their future careers with a training in the elements of agricultural science, in civil engineering, in land records and measurements, and in knowledge of stock and plants that will be useful to them. If it is a future ruler that is being shaped for the responsibilities of his life, then let him be given that all-round education in history, geography, mathematics, political economy and political science that will save him from degenerating into either a *dilettante* or a sluggard."

The colleges now have no excuse for not knowing what is wanted. So much has been gained, but the problem still remains unsolved as to how the end in view may best be attained. The very fact of two classes having to be provided for in these colleges shows the complexity of the problems still existing: we have to consider side by side with the ruling class the larger class of the zamindars. We have to provide an all-round education for the former, and a technical education for the latter. All this points to the necessity of adopting that system recommended by the Education Commission of 1882-1883 for the Government high schools and styled "The Bifurcation of Studies."

These problems are in process of being worked out by a small committee appointed by the Viceroy, and possibly before this is in print a satisfactory solution will have been found, and a suitable curriculum devised to suit all cases.

Meanwhile I will sketch out what I think would meet all the circumstances of the case. The questions practically resolve themselves into two; first, up to what standard in the first instance should all the classes in each of the colleges be taught; and secondly, when and at what period should the necessary bifurcation of studies commence. Looking at the whole question, both from the pupils' and from their teachers' point of view, I have come to the conclusion that the standard to be aimed at in the first instance should be the Entrance standard of the university: this would necessitate each of the colleges being recognised by some university up to that standard.

This would do away with at least one of the difficulties of providing for the education of both ruling chiefs and of the zamindars and thakurs: they would all be treated alike up to the Entrance standard.

And now comes the question as to when the bifurcation of studies should commence. I would postpone this until after the Entrance standard had been reached. After this I would strongly recommend that a special standard of attainments, more or less elastic in its character, should be fixed; and a special diploma arranged to be given which could be adopted by each and all of the colleges: this would remove the individuality that now exists in the studies of each college, and introduce an elastic uniformity in place of that dull uniformity that would have to prevail were all the colleges bound under the Education Code to the regular higher examinations as prescribed by the universities: in other words, I would not bind the colleges to follow as a necessary thing the university course once the Rubicon of the Entrance examination had been successfully negotiated. All this of course would be subject to the proviso that special arrangements would be made to enable specially bright boys to pass on to the higher university examinations, without at the same time removing them from the special influences of residence in the college. Their case would have to be treated as a special case, and supplementary classes would have to be opened for them. For the moment then I am not considering this class, who will probably be a "microscopic minority," I am considering the majority. Thus after the Entrance standard had been once attained, the college would then proceed to provide an all-round liberal education for its ruling chiefs, and a technical education for its zamindars.

There would be many practical advantages to be gained by such a system as this. First and foremost all the boys in the college would receive a solid basis of a more or less liberal education before proceeding to technique: then, again, it might be possible by this time to discover the natural bent of a boy's mind, and it would under this system be possible to treat him accordingly. There are very many boys for instance who have absolutely no head for mathematics and for whom a course of logic would be more profitable. Others who have a distinct taste for science, and specially for what I may call the mechanism of science: under the elastic system I am proposing this class of boy would be specially provided for to his own great advantage. To force such boys along the beaten path of a university course, as university courses now are, would be to warp for ever any originality he ever possessed, and to make him an automaton instead of a thinking practical man of the world.

Another advantage of such a system would be, that it would enable the teaching staff to give courses of lectures suitable to their pupils' requirements and their own individual tastes and acquirements, when lectures would have their full educative value, once the bugbear of examination was removed from the horizon both of the lecturer and of the pupil. A critic calling himself "Civis" has recently suggested that the hours of study at Rajkumar colleges should be limited to three: he does not mention what should be done with the rest of the time: had he suggested that facilities should be given for supplementing the regular hours of study with courses of lectures on subjects similar to those pointed out by the Viceroy, his criticism would have been of more value.

Such is a fairly workable scheme, and it is a scheme that I consider would, on the whole, meet all requirements. But there is yet another problem to be considered, which only illustrates the difficulty these colleges labour under, and which is undoubtedly one cause why perhaps they have not as yet succeeded in falling into line, so far at least as examination results are concerned, with other and contemporary educational institutions. It farther points to the fact, not always recognised by irresponsible critics, that only those who have to work these institutions really know the nature of the many problems involved. And here I refer to the case of a very large class of boys who join our colleges who are utterly incapable, and will always remain incapable, of passing any public examinations at all. If these boys are to be confined to the special university standard, it will practically mean that they will receive no special training at all, and for them the college will never be anything but a preparatory school, with no school for them to look forward to as a finishing school: they will, in other words, always be undergoing a course of preparation with no good resulting from it. The case of such boys must be considered: they exist in large numbers in all of our Rajkumar colleges, and their case can only be met by the adoption of special methods to meet it.

This class of boy as a rule is a class that will never derive much benefit from an English education pure and simple, and in all probability they will, on returning to their native wilds, have very little occasion for it: it would

be the better course to adopt for them an Anglo-Vernacular course of studies : a modicum of English only to be required of them, just enough for them to read and write it. The time now devoted by them to the laborious study of a language which only succeeds after several years in imparting to them an imperfect acquaintance with colloquial English, and practically no fluency in writing and reading it, would be far more profitably spent by them in studying other and more practically useful subjects through the medium of the vernacular. I would not give up the study of English altogether with this class, as it would bring about too strong a dividing line of demarcation between them and these who were studying English, which in a residential institution might indirectly affect the *morale* of the school ; but I would have every subject but English taught through the vernaculars. There is only one difficulty connected with this policy, and that is the provision of suitable vernacular text-books dealing with the more advanced subjects that would in time have to be introduced into the Vernacular course. This difficulty could be obviated by the college employing a translator, who would translate the required works under the supervision of the head of the college : the translation would be made from the best English text-books dealing with the respective subjects, whether the subject was history or geography, or agricultural science or political economy.

The only other alternative would be for the college to fix a limit of age for the final attempt at passing the Entrance examination, or a limit of trials for it : two attempts should be the outside number allowed, and 16 years of age the age limit.

This was the system I myself adopted with a ward who was specially placed under my charge some years ago by the Bengal Government, and it answered admirably in his particular case ; after the final trial at the Entrance his studies followed the bent of his mind, which took especially the direction of chemistry. A laboratory was fitted up for him, and he was given every facility for its study. Lectures were also given him on law, political economy, travel and biography, and literature generally, and simultaneously he studied the management of a zamindari.

After the final attempt then an all-round education should be given, so that at length when the time comes for the boy to leave school, he has at least a chance of leaving it with mind fairly mature, instead of only "unprepared and still to seek." I put the age for this class of boy at which the final opportunity for passing the Entrance should be given at 16, as in the great majority of cases these boys are removed from the college at the age of 18: they have thus two full years for useful study of a special character. Of course if there is a chance of boys being left at college till their majority at 21, the age may be and perhaps should be extended to 18. With the average boy, as we find them in our colleges, 8 years is none too long a period to prepare them for the Entrance standard. Indeed the authorities of the Aitcheson Chiefs' College at Lahore have found 10 years nearer the mark. Now boys as a rule rarely join these colleges before they are 10 years of age, indeed 12 is nearer the mark: the later then a boy joins, the less chance he has of passing the Entrance examination until his last year, leaving no time for any special studies. Practically this all points to the fact that if, as is eminently desirable, a practical course of instruction is to be the order of the day with our boys, examinations must more and more retire into the background, and we practically return to the point we started from, that, taking everything into consideration, an all-round education is the best education the Rajkumar colleges can give, and if they can give this by any closer connection with the universities than they now have, by all means let them be more closely connected, and be affiliated up to the highest standard attainable; but if, on the other hand, they can give it better without this very close connection, then let them do so. Their *raison d'être* after all is not the passing of so many examinations, but, as the Viceroy has expressed it in an address I have already quoted from, "to develop simultaneously and in equal measure the mind, the body, and the character of the pupil."

There is further the question of health to be considered. It is a factor that cannot be ignored in these days of examinations. No one who has not had experience of Indian youth can possibly realise the strain upon them that preparation for an examination entails. Conceal the fact as we may, memory is the chief faculty brought into play in this preparation by Indian boys, and this means a corresponding waste of physi-



cal energy, and a strain upon the constitution of the boy that time only will reveal. The Indian boy is, as a rule, very keen on what he calls "a pass," and will work for many hours at a stretch in the hope of obtaining it. It is no uncommon thing for boys to read till late into the night and again from early dawn; and the first thing that a boy asks for when he has this ordeal before him is that he may be excused from physical exercise. Now the boys in our colleges, as a rule, belong to a class whose strong point has not hitherto been the exercise of brain-power, and it would probably entail serious injury to their health were they to be often subjected to this ordeal. The conclusion of the whole matter is, therefore, I think to reduce their appearance in the public examination halls to a minimum. And now to come more particularly to our own institution at Raipur.

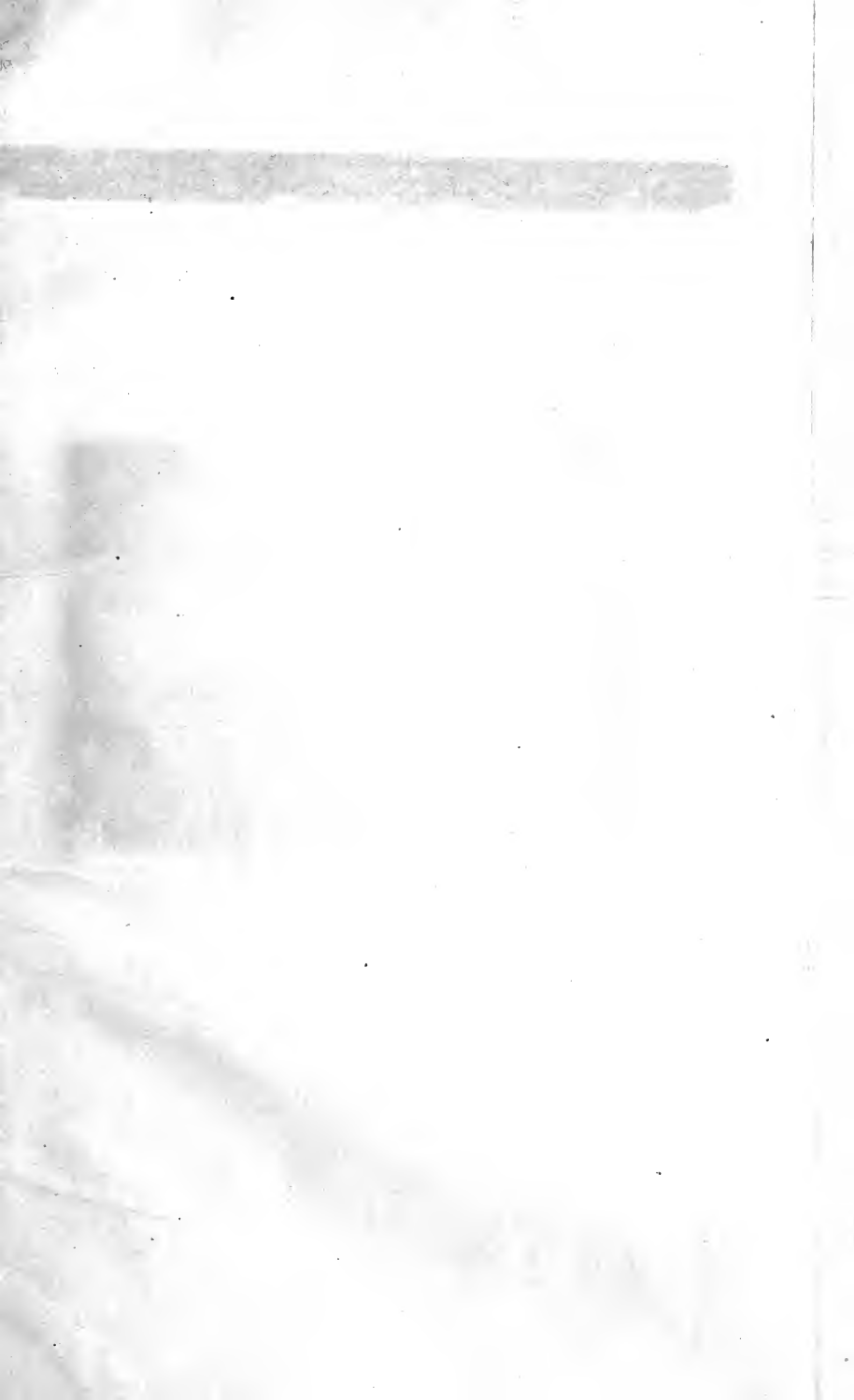
We also "have been weighed in the balance and found wanting," and in our case also as with the other Rajkumar colleges, it is in the direction of our curriculum that we have been found wanting. We are the youngest of all the Rajkumar colleges, and it is impossible, therefore, so far for a verdict to be passed upon the results of our system either in the direction of failure or of success. That time will come when we are older, and when we shall be in a better position to compare ourselves with older institutions of the same character. But meanwhile I think I have shown abundantly in my sketch of what we have attempted to do; that looking at our work from the point of view of education, rather than of instruction, that work does not necessarily spell failure. However that may be, the necessity for reform in our curriculum is recognized; it is to take a more practical direction than it has hitherto taken. The head of the administration, Mr. Fraser, on a long inspection visit which he paid to the college in the course of 1901, at once detected the weak point in the old curriculum as hitherto pursued. By his orders a committee assembled and drew up certain recommendations, having for their object the introduction of such practical subjects into the curriculum as agricultural science, surveying, revenue accounts, and other subjects, such as will prove of practical utility to the class of boys we are educating; and, further, the recognition of the college by the Allahabad university up to the Entrance standard, with the view of encouraging amongst our pupils a higher standard of attainments. These recommendations have since received the

full sanction of the Chief Commissioner, and arrangements are now in progress for giving effect to them. In this connection it is of interest to note that these recommendations appear to fall into line with the known wishes of the chiefs on the subject, as very similar ideas had been propounded earlier in the year by one of the feudatory chiefs themselves. They had received the attention of the governing body of the college, and this council will again be consulted on the best method of bringing the recommendations of the committee into effect. An increased staff, it is recognized, will be necessary if full effect is to be given to them; and additional funds will be required. The whole question indeed is very largely one of funds, and it is possible that in the near future the college may have to ask for aid from provincial funds. Self-help has hitherto been its motto, and this, if anything, may be a justification for such an appeal. At the same time the chiefs and zamindars and thakurs cannot altogether be absolved from the responsibility of providing the necessary funds, as, after all, the reforms to be introduced are for the ultimate benefit and welfare of their own sons and relatives. And now a word in conclusion as to the future of the Rajkumar colleges as shadowed forth in the Viceroy's address to the conference at Calcutta.

For one thing they are to be maintained and for another their distinctive character is to be retained. Speaking generally of Rajkumar colleges, the Viceroy said; "In the first place I would keep firmly to the original object for which the chiefs' colleges were founded, namely, as seminaries for the aristocratic classes. I would not unduly democratise them. In this respect I would not aspire to the ideal of the English Public School. The time is not yet. I would frankly admit that a Rajkumar college rests, as its name implies, upon class distinctions—a distinction congenial to the East and compatible with the finest fruits of enlightenment and civilisation. Let us keep them as they are intended to be, and not turn them into a composite construction that is neither one thing nor the other. Next, let us try to make the education business-like and practical, and where we have not got them, let us secure the teachers and let us adopt the courses that will lead to that result." The Viceroy further added that if success could only be secured by giving more money, he would do his best to provide it.

But he added, and with these words I propose bringing this sketch to a conclusion, he had a corresponding claim to make upon the chiefs: "I have," he said, "a right to ask them for their support, not merely in funds, for many have given and continue to give handsomely in that respect, but in personal sympathy and direct patronage. If chiefs' colleges are to be kept going, and to be reformed in their interests, they must deserve the boon. They must abandon their attitude of suspicion and hanging back. I am ready to do anything within reason to attract their confidence to the colleges, and it will not be fair upon me if they accept all these endeavours and then continue to sit apart and look askance. Let them contrast the healthy life of the school with the hothouse atmosphere of indulgence and adulation in which in bygone times too many of the native aristocracy have been brought up, and from which it has required real strength of character for a man to shake himself free. Let them remember that this education is offered to them to render their sons and relatives better and more useful men, not to stunt their liberties, but to invigorate their freedom. If the chiefs ask me how they can help, the answer is simple. Where they have means, let them support or endow the colleges. Where they have not means, but have families, let them send their boys, let them visit the colleges, attend functions, take part in the management,—show an interest in the entire concern. If this is the spirit in which they will meet me, I venture to think that we can soon make up the lost lee-way, and that Government and the native aristocracy in combination—for neither can do it apart—will be able to convert the Rajkumar colleges of India into something more worthy of the name."

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