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EDUCATION  
IN CEYLON.

SPEECH

OF

HIS EXCELLENCY SIR HERCULES ROBINSON,

EXPLAINING THE VIEWS OF THE GOVERNMENT

ON

THE EDUCATION QUESTION.

*Extracted from the "Ceylon Observer," 19th December, 1867.*

LEGISLATIVE COUNCIL.

*Wednesday, 18th December, 1867.*

EDUCATION REPORT.

HIS EXCELLENCY THE GOVERNOR said :—

BEFORE the Council adjourns, I wish to take the opportunity of announcing to it the course which the Government proposes to take upon the Education question at some future meeting. The Council has now had before it for nearly two months the able, interesting, and exhaustive Report of the Sub-Committee appointed in the Session of 1865, to enquire into and report upon the state and prospects of Education in the Island, the amount of success which has attended the working of the present system of Education, and any improvements that may be advisable to make thereon. The manner in which the Committee have conducted the enquiry entrusted to them is most commendable. It is very creditable to their public spirit that hard-worked, busy, official and unofficial members should have been found willing to devote, for two years gratuitously, the time, attention, and labour which was necessary to enable them to grapple with and master the details of this difficult, but at the same time most im-

possibly not have the gratification of witnessing in their day the full realization or effects of the admirable scheme for promoting the Education of the people which they have sketched out; and which is founded on the large and sound basis of a Government Vernacular School in every parish throughout the Island. But if their plan be approved, and adopted by the Council, and be kept steadily in view, it cannot fail to exercise a powerful influence upon the well being and happiness of future generations: and I venture to predict that the names of the honorable members of the Sub-Committee will be held in grateful remembrance by the people of Ceylon in connection with this subject in years to come. Another paper, also of great importance in connection with this question, has this day been laid before the Council. It is the views entertained by the School Commission upon the Sub-Committee's Report. These views are entitled to careful consideration, as emanating from gentlemen who have shewn a deep interest in the cause of Education, and who for years have had an intimate practical acquaintance with the subject. The Sub-Committee justly and gracefully acknowledge the services of the School Commis-

in them, I cannot do better than quote:—  
 “The Sub-Committee feel it their duty to record the obligations which the Colony is under to the gentlemen who from time to time acted as members of the School Commission; and who have heretofore in addition to their other laborious avocations performed gratuitously, duties, difficult, responsible, and, considering the diversity of interests affected by their operations, too often thankless.” This is no doubt true; and whatever opinion may be entertained as to the entire suitability of the Commission to the present circumstances of the Colony, it must always be borne in mind, that whatever result has been achieved, so far, in respect to Education in Ceylon, is almost entirely attributable to the meritorious and disinterested efforts of the members of that Commission. The views of the Commission, as now laid before the Council, will be found greatly to narrow the question under consideration; inasmuch as the members of it cordially endorse the great majority of the recommendations of the Sub-Committee; and in respect to all these points I need therefore only say, that the Government is prepared to adopt all the proposals of the Sub-Committee, of which the Commission approve; and to apply to the Council from time to time for the funds necessary for giving effect to them. This disposes of the large question of Vernacular Education, as the Commission cordially endorse the recommendation of the Sub-Committee, that there should eventually, if possible, be in every parish throughout the Island, a Vernacular School for imparting primary Education in the Sinhalese and Tamil languages. It is clear that this must be a work of time. At present there are not Masters or Mistresses for more than at most 25 additional Schools, and a desire on the part of the people themselves for such Schools must in very many districts be created. But all are agreed that the object is one which should be kept steadily in view, and persevered in as fast as opportunities may present themselves for doing so. The School Commission appear to doubt the practicability of combining, as proposed by the Sub-Committee, the offices of Schoolmaster and Registrar. The experiment might, however, I think, be tried; and the question be determined by the result. The Commission also think it unnecessary to offer prizes for the translation or composition of new Sinhalese School books, as

they consider those at present in use well adapted for the purpose; but as the suggestion of the Sub-Committee would only involve a small outlay of about £75 or £100 in three or four prizes of £25 each, there could be no objection, if the Council desired it, to make the experiment. The Commission cordially approve the recommendation of the Sub-Committee as regards the resuscitation of the Colombo Industrial School, and the establishment in connection with it, of a Normal class to prepare Masters for the Vernacular Schools. The School Commission endorse also the proposals of the Sub-Committee as regards Mixed and Central Schools, with the exception of that for a Central School at Jaffna, where they state very excellent Schools, quite sufficient for the wants of the people, already exist. This exception might therefore stand over for future consideration, as there is some talk at present of getting up a College at Jaffna which would render a Government Central School unnecessary; and it is open to question whether the cause of Education in Jaffna might not be assisted more by public grants-in-aid of the present excellent Schools, than by establishing a rival Government School. There is complete unanimity of opinion too, as to the necessity of attaching to the Lower School of the Academy a Normal School for training Teachers for the Mixed Schools and for the Assistant Masterships of the Central Schools: as there is also in respect to the measures advocated by the Sub-Committee for the extension of Female Education, and for the proposed classification and rates of School-masters and School-mistresses. All those several questions may, therefore, if the Council concurs with its Sub-Committee, be considered as disposed of; and there remains but three of any importance upon which differences of opinion still exist. They are:—1st, the mode of administering the Educational Department. 2nd, the affiliation of Queen's College with the Calcutta University; and 3rd, the question of Grants-in-Aid. As regards the first, the Sub-Committee recommend a single Director of Public Instruction. The School Commission are also in favor of a Director, but advise that he should be assisted by a Board. The arguments in favor of a Director alone are, that he would combine unity of power, and action, and undivided responsibility. The disadvantages are, that you place great power in the hands of one man who may

have a leaning to particular sects, or what is equally bad, may be supposed to have such proclivities; and who would be liable to be unduly influenced by outward pressure, or by the views of the head of the Government for the time being. The question is one which I propose to leave entirely to the Legislative Council, as I consider its members are the proper persons to decide such a point. I have not myself formed any strong opinion on the subject; but I am inclined to think that, considering the diversity in Ceylon of conflicting and competing interests, and the natural prejudices and jealousies of different races and denominations, a Director assisted by a Board would be more likely to inspire public confidence than any single individual. If the Council concurs in this view, the question as to the constitution of the Board will then arise. The School Commission has suggested that it should consist of a Clergyman of the Church of England, a Presbyterian Clergyman, a Missionary, a Roman Catholic, three members representing the Burghers, the Sinhalese, and the Tamils, with an official member, and the Director as Chairman, in all nine members; but the Government considers the number thus proposed too large, and that in addition to the Director, six gentlemen fairly representing the different races and religious denominations of the population, would amply suffice for the practical working of the scheme. So far as it may be feasible, neither officials nor Ministers of Religion should be members of the Board; but it would be inconvenient to lay down any positive rule of this sort, as it might not be always possible to find suitable men to give their time and attention to the work. The Board should be consulted by the Director on questions of principle only; and it should not interfere with his administration of the Department. It would be open to him, if outvoted by the Board, to submit the matter,—if he should think it of sufficient importance,—for the decision of the Government: and if the Board after a trial was not found to answer, it could at any time be dispensed with. As regards the second point, the connection between the Queen's College and the Calcutta University, the Committee recommend that the affiliation should be discontinued; and that, in lieu, English Scholarships should be established. The majority of the School Commission concur in this view, but the minority think that it

would be unwise to sever the connection— at all events at present; and suggest that the title of Associate of Queen's College, or some other such distinction, should be conferred on those who pass the first Examination in Arts, which might well be made the ultimatum for the present at least, of the course of studies at Queen's College. I desire, however, to leave this matter also entirely in the hands of the Council. My own opinion—and I am not influenced by the personal animosities which the School Commission observe has been imported into the discussion—is, that the affiliation has not so far been advantageous to the cause of sound Education in Ceylon; and that the “stimulus upon the Ceylon Youth in making them seek after a high standard of education” referred to by the Sub-Committee, may be better attained by means of English Scholarships. Thirdly, with reference to “Grants-in-Aid,” the Sub-Committee recommend that such grants be given to all private schools applying for them which impart a sound secular education for a specified number of hours each day, irrespective entirely of any religious instruction which may be given at other times. The majority of the School Commission fully concur in the proposal, but the President expresses his decided opinion that in no School, either wholly or in part supported by Government, should any pupil be denied admission to classes for secular instruction, on the ground of his declining to accept religious instruction. There is no doubt much to be urged in support of the views taken by the President: for if any such rule be enforced, it must exclude many children from the benefits of all Education. It is, I think, a question upon which Missionaries and Ministers of all religious denominations may well be more tolerant and self-reliant. They might trust more to their powers of persuasion in such a matter; and I believe that Missionary influence will be enlarged, in proportion to the toleration and liberality with which it is exercised. If children be allowed to receive religious teaching or not, at the option of their parents; and Missionaries and Ministers rely in such a matter upon the great influence which they deservedly possess, I believe that in ninety-nine cases out of a hundred, they would succeed in inducing the children to remain voluntarily for the religious teaching, and that the effect upon those who

did so remain would be infinitely greater than if they were compelled to do so under the operation of a hard unbending rule. The matter, however, is one which must be left to the judgment and feeling of the Missionaries themselves; and I concur with the Sub-Committee and the majority of the School Commission that, as a general rule, grants might be made to all private Schools imparting a sound secular education. It would, however, be necessary, I think, for the Government to reserve to itself the right to refuse such grants in cases in which the establishment or maintenance of Government Schools may be rendered necessary, by the compulsory rule as regards religious instruction referred to. It could scarcely be expected that if the Government be compelled by reason of the sectarian character of any private School to maintain a public School in its immediate neighbourhood, which is sufficient for the requirements of the district, the Government should, at the same time, assist in supporting what would then be, as regards secular instruction, an unnecessary rival establishment. These are the only three points of importance upon which now any difference of opinion exists; and I think the responsibility of deciding them should rest with the Legislative Council, to the Members of which body will belong the credit or discredit which may attach to failure or success. I trust therefore Hon'ble Members will come prepared on some future day to express by their votes their unbiassed convictions on these points which are still undecided; and I earnestly trust that in a question of such vast importance, we may be led to right conclusions—conclusions which may serve to advance the cause of sound Education in Ceylon, and to promote the improvement and happiness of the great bulk of the population.

*Extracted from the "Ceylon Observer," 8th January, 1868.*

LEGISLATIVE COUNCIL,

Wednesday, January 8, 1868.

EDUCATION.

THE COLONIAL SECRETARY (*Mr. Gibson*) in bringing forward the Resolutions respecting Education, of which he had given notice, said that he did not intend to offer any remarks. Indeed the views of Government had been so fully and clearly expressed by His Excellency the Governor in his Address to the Council on the subject, that any words of his (the Colonial Secretary) would merely weaken the effect of what fell from His Excellency. He would therefore reserve to himself the right of replying, if necessary, to any observations made by hon. Members.—He was instructed to state however that it was not the intention of Government to take immediate action on the Resolutions agreed to by the Council, but, as was stated when the Report of the Sub-Committee was laid on the table, the Governor was anxious to get the opinions of the Members on the different questions in order to forward them to the Secretary of State. As respects the other matters alluded to in the Report of the Sub-Committee, it was the opinion of His Excellency that no action should be taken, until the arrival of the Director, if this appointment were agreed to by the Council and the Secretary of State. He now *moved* that the Clerk read the first Resolution:—

1.—That the Council approve the recommendations of the Sub-Committee of the Legislative Council, in so far as they are endorsed by the School Commission, and will from time to time, readily take into consideration any application from the Government for the necessary votes to give effect to them.

THE QUEEN'S ADVOCATE (*Mr. Morgan*) had a formal Amendment to propose. The words, "so far as they are endorsed" would seem as if the Government attached more importance to the recommendation of the School Commission, than to that of the Sub-Committee. Some of the Members of the Sub-Committee complained of their report having been referred to the School Commission; but he (the Queen's Advocate) thought that that was a very reasonable thing for the Government to do. The School Commission had not been pre-

and it was right and proper that the views of the latter should have been made known to the former before action was taken thereon. It was well however so to frame the Resolution, that no offence might be given where none was meant: the words suggested by him would have that effect. He would take this opportunity of referring to two observations in the report of the School Commission. It was therein mentioned that the statements of the Committee were, "as appears below in many instances *greatly exaggerated*." The instances given "below" were, first, the want of promptitude in the School Commission in not appointing Normal students as recommended by Mr. Sendall; and secondly, the want of promptitude in minor matters. As respects the former, it was pointed out that 16 Normal students were appointed, after mentioning which, the School Commission proceeded to state, "this action *so promptly taken* on the part of the School Commission, *at once* averts the charge of want of promptitude." Now Mr. Sendall was appointed Inspector in the end of 1862; and, on the 1st of July 1863, the School Commission attached 2 Normal students to the Galle School; in April 1866, it attached 2 to the Kandy School; in January 1867, it attached 10 to the Galle School; and in June 1867, it attached 2 to the Academy. These facts proved that if the charge of exaggeration attached to any statement (none, the Queen's Advocate was sure, was ever intended) it certainly did not attach to the statements of the Sub-Committee. As to the want of promptitude in minor matters, the School Commission admits: "We do certainly find a *few instances*, but *probably* they are not more than might be found in other Offices in Colombo." The non-publication of the evidence is also adverted to. He (the Queen's Advocate) was answerable for that; the evidence was very voluminous; much of it contained valuable matter; but much of it again might, if the Sub-Committee had some such drawer as that ascribed to a late high official in the Northern Province, have been consigned to it. Some again contained offensive matter; offensive to the Commission and to individuals: he (the Queen's Advocate) saw no use in publishing all; but he had no objection to the publication, if it was deemed necessary, and had stated so to the Governor when presenting his report.

Resolution 1.—That the Council approve the recom-

Council, which are concurred in by the School Commission; and will, from time to time, readily take into consideration any application from the Government for the necessary votes to give effect to them.

*Resolution agreed to.*

Resolution 2.—That the Council approve of the appointment of a Director of Education; and that they will be willing to provide the necessary salary for that Officer.

*Resolution agreed to.*

Resolution 3.—That the Director be assisted by a Board, of which he shall be Chairman, consisting of six Gentlemen *fairly* representing the different races and religious denominations of the population.

Resolution 4.—That, when practicable, neither Government Officials nor Ministers of Religion shall be Members of the Board.

Resolution 5.—That the Board should be consulted by the Director on questions of principle only, and it should not interfere with his administration of the Educational Department.

Resolution 6.—That it should be open to the Director, if outvoted by the Board, to submit the matter, if he think it of sufficient importance, for the decision of the Government.

THE COLONIAL SECRETARY moved the adoption of Resolution 4.

THE GOVERNMENT AGENT, WESTERN PROVINCE, (*Mr. Layard*) seconded the Motion.

THE QUEEN'S ADVOCATE regretted that he could not agree to the appointment of a Board. He had given the subject his most anxious consideration, particularly owing to the fact that many of his friends for whose opinions he entertained the highest respect thought that a Board was indispensable; but it appeared to him that a Board would only perpetuate the evils which had resulted from the old Commission, and which he was most anxious to avoid. According to the Report of the School Commission, the Board was to consist of an Episcopalian and Presbyterian Minister, a Roman Catholic, and three Members representing the Burghers, Sinhalese, and Tamils, seven in all. The Government proposed six Members, "fairly representing the different races and religious denominations of the pupils." When practicable, neither Ministers of Religion nor Government officials were to be Members of the Board—the Board was to be consulted by the Director on questions of principle only, and was not to interfere with the administration of the Education Department—and it would be open to the Director, if out-voted by the Board, to appeal to the Government. There was one advantage in this arrangement over the

was to be the active officer, to be advised, but not always controlled by the Board. But this advantage was lessened in view of the difficulties which were sure to arise in distinguishing *matters of principle* from matters of detail. An application for a ruler, map or book was undoubtedly a question of detail—a question whether Baptists were to receive aid in common with other denominations was undoubtedly a question of principle. But there were many questions not so easy of classification. The appointment of a master to a School, viewed in respect of that particular school was a matter of detail—a question might arise how far that appointment would induce like appointments or influence the staff of schools of a like description. It might be contended that in that light it became a matter of principle. If the Board were to be composed of men of active minds, questions of this nature were likely to arise frequently; they would prove perplexing, and lead to jealousies and differences. But whilst the proposed Board, with a Director at its head was undoubtedly better than the old Commission with only a Secretary, there was this disadvantage in the constitution of the proposed Board, that it was proposed to eliminate from it a very useful element. Ministers of Religion were, whenever practicable, to be excluded from the Board. But they were the only men in the country who understood practically questions relating to educational systems. They had paid more attention than others to such questions, which were congenial to and connected with their principal pursuits. But representative men as they were called,—men “fairly representing the races and religious denominations in the Island”—what did they know of education? What course to be pursued? What books selected? He, the Queen’s Advocate, had great respect for his learned friends, Messrs. Coomara Swamy and Martensz, and if he were in difficulty in legal matters, he would not hesitate to apply to them for assistance; but he had not the slightest respect for their opinion in educational matters, and the assistance they could render to a Director was practically nil. The Government might exercise all the care in its power in selecting their representative men, but these would represent any thing but the wisdom of the country in educational matters. On the whole, weighing the opposite advantages and disadvantages, for there was much to be said on either side of the question

it appeared to him, (the Queen’s Advocate,) better to have only a Director; the sense of responsibility to which Boards were seldom alive would attach to him and produce good results. It might be said that this would leave the Director practically without control. To avoid that danger to some extent the Sub-Committee recommended the appointment of an Educational Sub-Committee to sit during the recess, and to report to the Council from time to time. Specific instructions were to be furnished for the guidance of the Director and Inspectors, so that but little would be left to the Director’s own judgment. Questions of principle were not likely often to arise. The question most likely to lead to differences of opinion were those connected with the distribution of sums available as Grants-in-aid. But the Missionary bodies prejudiced by any undue distribution, were strong enough and doubtless would prove willing enough to complain and make themselves heard. It appeared to him, the Queen’s Advocate therefore, better to leave the Director untrammelled than to subject his operations to the control of Boards or Commissions. The Government and the Council ought to prove sufficient as checks on the Director and the appointment of a Board is only likely to weaken the interest which they ought to take in educational questions. There was always a reluctance to interfere with the dealings of a body of gentlemen—not so with the dealings of a single officer—A Sub-Committee of Council had this obvious advantage over a Board, that whilst the latter was powerless, if its opinions were disregarded and its recommendations vetoed, Members of the Sub-Committee would be able to appeal to the Council, and thus enforce their views.

THE SURVEYOR GENERAL (*Captain Fyers, R. E.*) said :—I am and always have been in favor of a Director of Education untrammelled by any Board whatever. I consider that the Director should be a man who thoroughly understands Education,—one who has made education his specialité. I am confident that the work required of the Director will be performed much more satisfactorily if he alone be responsible, without having to consult a Board whether on matters of detail or principle. I think that the Government and this Council will be sufficient check on him without the intervention of any other Board. He should send in reports to Government frequently; and these

reports should be printed and circulated amongst the Members of the Legislative Council. Each Member would thus know all that was being done in the way of education, and would be enabled to ask any questions, on which he might require information, and to make any suggestions he might think advisable. I have therefore much pleasure in voting with my hon. and learned friend, the Queen's Advocate.

MR. THOMAS thought, it would be more convenient to consider the third, fourth, fifth and sixth Resolutions altogether as they were intimately connected and the three latter depended on the first being carried. He was decidedly opposed to a Board. He would quote a remark of Lord Cranbourne with reference to Councils as applicable to the Board proposed, namely, that it would be "Trammels to the competent, and a screen to the incompetent." He thought if they appointed a Board it would have the effect of preventing them from getting the right man in the right place,—a man for instance of the character of the late Dr. Temple who should be free to carry out his views without interference after he had formed plans fairly deliberated upon. It was an advantage to have a Director new to the Island, and he should acquire experience for himself without being influenced by the opinions of a Board.

MR. DUNLOP said, that the hon. the Queen's Advocate had to his mind not made out his case. Some one had said that an uncontrolled Director ought to have the wisdom of an archangel; he quite agreed with that remark, and therefore felt that a Board was necessary. The arguments urged by the Queen's Advocate were singularly unhappy. He supposed as a question of principle the giving of grants-in-aid to a Romanist or a Baptist School; but that he hoped was a question which neither Board nor Director would have to decide. The sole point for them to decide would be, Is the education imparted in the School satisfactory? with religion they should have nothing to do. The other argument was even more infelicitous; for if ever there was a case where a Board would be useful it was where a new man had as Director to select Books for Vernacular Education. A Board too seemed imperatively called for from the fact that the Director must be influenced by Government or by his religion or want of religious convictions, and a Board would put him right whenever his preju-

straight path. He was to sit at the Board as Chairman, and not as a servant or paid Secretary, and as he would be advised and not restricted, he hoped that the Council would vote for a Director assisted by a Board.

THE QUEEN'S ADVOCATE explained that as regards School books the Sub-Committee had recommended a special provision.

MR. COOMARA SWAMY said:—Sir, I regret that I should be obliged to take a different view from that entertained by the learned Queen's Advocate, on this question. If I were convinced by his statements that the associating of a Board with the Director would tend to detract from the usefulness of this official, I would be the last person to vote for a Board; but I am inclined to think that such will not necessarily be the case in this instance. In the first place, the resolutions are carefully worded and explicitly declare that this Board is merely to *advise*—not to *control* him on questions of principle. In the second place, they also indicate that it should have no voice in the *administration* of the Department. Hence I apprehend no danger; possibly it may be, as has been pointed out by another hon. Member (Mr. Dunlop) of very great use to the new officer. The reasons which weighed with me most in concurring in the recommendation for the appointment of a Director, were principally the desire to provide for the more *prompt* administration of the departmental duties connected with Education; and also the yet greater wish to see the Government take a direct responsibility in educating the people of the land. Neither of these objects will, I think, be defeated by the present proposal. Even on questions of principle, when there is any difference of opinion between the Director and the Board, I find that it is ultimately the Government that is to determine them. I could also urge other reasons why it would be desirable to have a Board. We propose to avail ourselves of the aid of Missionaries, in extending education in this Island. We desire to utilise their labour and to take advantage of the contributions of their friends in England. It is but fair then that they should have a voice in the direction of education. There may be reasons why the Missionaries themselves should not be on the Board; but it does not follow, therefore, that they will not find laymen equally interested as themselves in

there. The Sub-Committee itself apprehends the danger of leaving too much in the hands of a single Director. They propose that a standing Committee of the Legislative Council should sit during the recess, and take special cognizance of educational matters. It is only instead of this Committee that the present Board is proposed, and the advantage of the new arrangement consists in this, viz: that the Government will have the benefit of the advice and opinion of a select Board in addition to that of the Members of the Council, who though not in Committee, could always make themselves useful in this respect. There is also a strong opinion outside in favor of a Board like this. Your Excellency will perhaps agree with me in thinking that, in carrying out any scheme of education, the wishes of the community should be consulted. In this matter of education especially, *vox populi* is really *vox Dei*. This Board will, therefore, be a graceful concession to those who are alarmed at the action of a sole Director. Then after all, as your Excellency put it the other day, this Board is nothing but an experiment. Let us try the Director and the Board together. Should we find the connection bad, we can easily drop the latter, and retain the former. This trial would also shew whether we have the necessary elements to form a Board. If on trial it proves a failure, even those who wish to have a Board will have no reason to blame the Government. I shall, therefore, vote for a Director and a Board; but before I conclude, it is but fair to those, who think that a single Director will not answer, that I should add that I was rather surprised to have heard the other day from a Director of Public Instruction in India, who sees our educational Reports and knows our educational wants, that in Ceylon on the whole a Board would be preferable to a single Director.

THE COLONIAL SECRETARY did not think that any individual Director could give satisfaction to the public, especially in view of the Government scheme embodying a system of Grants-in-aid to Missionary and private Schools. His Excellency the Governor had formed no strong opinion, one way or other it would be remembered, for he referred to the subject in his Address as follows:—

“I have not myself formed any strong opinion on

considering the diversity in Ceylon of conflicting and competing interests, and the natural prejudices and jealousies of different races and denominations, a Director assisted by a Board would be more likely to inspire public confidence than any single individual.”

This was his (the Colonial Secretary's) conviction after much observation, and he considered that a Director assisted by a Board, such as was contemplated by His Excellency, comprising representatives of the different races would be very much preferable to a Director alone. Such an officer would be very liable to be influenced by individuals around him, for instance by the views of the Governor of the day, by those of the Bishop, or any other officials who had peculiar opportunities of coming in contact with him. Then most likely he would have strong personal opinions of his own, with which he would probably imbue those whom he met. He had read a remark in *The Times* some time ago made with reference to India, but it was even more applicable to Ceylon:—

“There is an inevitable tendency to languid and dutiful concurrence of opinion in official hierarchies. The views of the great man influence even those subordinates, whose duty it is to observe and report. Without intending to falsify facts, they look at every thing through a medium coloured according to the prepossessions of the higher authority.”

The necessity for a Board of some kind was admitted by the Sub-Committee who recommended that a Select Committee of the Legislative Council should be appointed to take cognizance of educational matters. Such a Board would be quite an anomaly—unknown he believed in the history of this or any other Colony; and it would be impossible indeed to carry out this proposal during the recess. The necessity of a Board being thus made evident by the Sub-Committee's report itself, they must fall back upon a Board such as was indicated in the present scheme.

THE QUEEN'S ADVOCATE was aware that a Sub-Committee of the Legislative Council was not an administrative Board, but there was nothing to prevent the Council appointing a Sub-Committee every year to consider a report on the state and progress of Education—This would give the Sub-Committee all the power it wanted. The British Parliament, according to Blackstone, could do every thing but make a man a woman or a woman a man; without attempting to do that length it was surely



competent to the Colonial Legislature to appoint a Sub-Committee.

The Council divided:—Ayes 6 ; Noes 9 : Majority 3.

AYES.

Mr. Dunlop,  
Mr. Dehigame,  
Mr. Coomara Swamy,  
The Government Agent  
for the Western Province,  
The Colonial Secretary,  
The Governor.

NOES.

Mr. Thomas,  
Mr. Wise,  
Mr. Martensz,  
The Collector of Customs for the Western Province,  
The Surveyor General,  
The Treasurer,  
The Auditor General,  
The Queen's Advocate,  
The Major-General.

Motion lost.

THE GOVERNOR said, that he accepted the decision of the Council with pleasure. He had himself believed that a single Director would be more efficient, but that a Director assisted by a Board would be more likely to inspire public confidence than any single individual. However, he gathered from the vote that he was mistaken as regards the public feeling on the question, and he regarded the decision as a vote of confidence in the Government.

Resolution 7.—That the Council concur in the opinion of the Sub-Committee and the majority of the School Commission, that the retention of the connection between the Queen's College and the Calcutta University is undesirable, and the Council approve, in substitution of the affiliation, of the establishment of two English Scholarships as recommended by the Sub-Committee, and will, if applied to, be prepared to vote the necessary supplies for the purpose.

THE COLONIAL SECRETARY in Moving the seventh (now the third) Resolution, said he was instructed to make one change, namely that in place of two Scholarships in three years, there should be one Scholarship every year, which appeared more desirable to the Governor.

Resolution 3.—That the Council concur in the opinion of the Sub-Committee and the majority of the School Commission, that the retention of the connection between the Queen's College and the Calcutta University is undesirable; and the Council approve, in substitution, of the establishment of an English Scholarship yearly, and will, if applied to, be prepared to vote the necessary supplies for the purpose.

THE QUEEN'S ADVOCATE in Seconding the Resolution explained that one of the questions circulated by the Sub-Committee shortly after its appointment was as follows:—

“What is your opinion of the quality of the Education, superior as well as elementary, imparted in this Colony? What are the defects of the present system?”

Some of the gentlemen who answered these questions were as follows:—

sideration of the Academy and the College, and the quality of the education imparted there; and the observations made by them drew the attention of the Sub-Committee in particular to the consideration of the connection between the College and the Calcutta University. The question had been asked during an early stage of the Sub-Committee's proceedings, whether it would enter into the consideration of certain questions in connection with the College, such, for instance, as the appointment of an additional Master, the enlargement of the buildings, &c. But he regarded these more as personal questions, than as affecting the general system, and believed that it was not desirable for the Committee to take them up. But nothing was ever said or done to indicate that the Sub-Committee did not invite attention to the nature of the superior education in the Colony; and, as a necessary consequence, to the nature of the education imparted in the College. It would appear, that up to 1858, there was only the Colombo Academy, which consisted of an Upper and Lower School. In 1858, a communication was received from the Calcutta University, enquiring whether arrangements could be made for examining in their own country such Natives of Ceylon as desired to pass the Entrance Examination. This communication was referred to Mr. Boake, who was favourable to arrangements being so made, and who also proposed to attach to the Academy an affiliated branch of the University under the title of Queen's College. Mr. Boake stated in his letter, that “he and his Assistant could, by giving up a portion of their leisure, assist the students in the first year; that in the second year there would be a 2nd Class, when an additional Master would be wanted, and that a 2nd additional Master would be wanted when the classes amounted to four.” A discussion arose in 1863, in consequence of the Government refusing to appoint a second additional Master. A Sub-Committee of the School Commission was appointed, and they reported in favour of the additional Master being appointed. The Government did not, however, make the appointment. Such was the aspect of the question when the present Sub-Committee had commenced its work. The attendance at Queen's College was as follows:—

	Average
	On the List. Attendance.
On the 31st December, 1861	5 4
1862	5 4
1863	5 6

		Average
On the 31st December, 1865	On the List	Attendance.
"	1866	7 ... 5
"	1866	5 ... 4
"	1867	6 ... 6

The highest fees were only 15 shillings a month. If the Sub-Committee believed that the number would have increased, had an additional Master been appointed, it would not under the circumstances have hesitated in recommending such an appointment. But the Sub-Committee did not believe in the efficacy of that remedy: they were of opinion that the means and circumstances of the parents in this country were such, that they could not afford to keep their children long in school, and that, as a rule, they were withdrawn from schools as soon as they had learnt sufficient to earn a livelihood for themselves. Whilst therefore it was necessary and desirable to have in the Academy one or more classes to which superior instruction could be imparted, it was not necessary or desirable to retain the College at a heavy cost. It appeared from a letter of the Revd. Principal, dated the 3rd November, 1863, which was referred to during the discussion which took place in Council in that year, that at the date of that letter, the College stood as follows:—

1st Class	... 1	Student.
2nd	" ... 0	"
3rd	" ... 1	"
4th	" ... 4	"

or 6 in all.

The Government were blamed for not having given the additional Master according to the promise which it was contended it made, when it adopted Mr. Boake's suggestion, and established the College. But it surely could not have been contemplated, when four classes were spoken of, that the classes should be formed two of one student each, one of no student at all, and one of four. When the word "class" was ordinarily used, a fair number of students in each class was contemplated, so that it was very questionable whether the Government were bound to provide an additional Master, at a cost of £300 or £400 a year, for the benefit of six Students. The Government could not justify the additional expenditure, when the results in four years presented the return above indicated. He (the Queen's Advocate,) thought it a pity however that the Government did not make the appointment, not that it would have remedied the evil, and enlarged the number, but that it would have demonstrated beyond doubt the fact, that so long as

the circumstances of the parents in this country were what they were then, the number of children likely to avail themselves of the advantages of the College, would be too small to justify the large expenditure it gave rise to. This was a belief which he had long entertained. He was in England when the new arrangements were made, but as soon as he heard of it he wrote to a friend that the effect of it would be to convert a respectable Academy into a shabby-genteel College. He meant no disrespect by using such a term. If the Colony really wanted a College one should have been established with the learned Principal at its head and a proper staff of Professors: there should have been no haggling for terms such as would seem to have been made. He would have been glad if things had turned out differently, but the returns shewed that his fears were too well founded. It was stated on authority, which he did not doubt, that Students had left the College, because they complained that sufficient attention had not been paid to them, and that others were refused admittance, because a separate class could not be formed. The number of those who had left or had been refused admittance had not been given. He was certain that it could not have been such as to affect the correctness of his position. A new class it might have been difficult to form, but there could have been no objection to increase the number of boys in each class. But what was the nature of these so-called classes? He held a paper in his hand from a Teacher of the College strongly advocating the continuance of the College: but in which that gentleman stated, speaking of the present condition of the College, "The Students, 6, 8 or 10 in number, are divided according to the year in which they entered, and classes are thus formed, containing 1, 2 or 3 students each." He added in another portion of that paper, "Classes have been formed, containing 1, 2 and 3 students each, such class costing £300 or £400 a year." He (the Queen's Advocate) believed that in a Colony like this it was the duty of the Government to provide the people with means of obtaining superior instruction, but to spend it in the way above indicated, was a mere waste of public money, which no Government could justify. He did not believe that the appointment of additional Masters would add to the number to any great extent. About eighty per cent. it was said, of the boys who came

to the Academy, never passed to the Upper School. Whether that was the correct percentage or not he had no doubt that a very large proportion left the School, that a very small number passed to the Upper School, and that a much smaller number would pass from the Upper School to the College. This belief did not depend on any evidence received from the Committee on that point, for they did not think it necessary to call for evidence, to prove facts patent to their own senses, and patent to the senses of any Member of Council who had been resident in the country for some time. It was said that Headmen and Chiefs could afford to keep their children long in School, and would do so. Their means were on the whole better than were those of other classes, but their great anxiety was, to thrust their children into Government Offices as soon as they could possibly do so. The people who wished to secure superior instruction, were generally those residing near towns. The Clerks were the most anxious to do so, but as a rule they were too poor. A pound or fifteen shillings a month to a man receiving the ordinary salary of Clerks, was a very large sum. They had to suffer much distress and misery within in their efforts to wear the garb of decent respectability without. It was astonishing and most commendable the efforts they were making notwithstanding to secure a good education for their children. He did not say this in an unkind spirit; there was no man who felt for them more than he did, no one would more willingly do all in his power to alleviate their condition. But if their means were small it was idle to expect and wrong to require them to keep boys in School who were sufficiently advanced to enter a Mercantile or Government Office, or take up any other pursuit which would enable them to earn something to contribute towards the relief of the common burden. Seeing that the number of Students who joined the College was small, and likely to remain small, was it just to perpetuate the present arrangement, by which the attention of the Principal and of the English masters was given to a few, and withdrawn to a very great extent from the many? There was no use slirking the difficulty—there was no use carping at words and expressions and speaking of a middle class able to keep their children long in School though not to send them to England,—which said middle class was a myth—there was no

use talking of a paltry question of £400 being allowed to stand in the way of an useful institution, when the question was not a question of £400,—a much larger sum than that would not have been grudged if a reasonable number of Pupils availed themselves of the advantages of a College. The question was, How far were the Government justified in spending £800 or £900 on five or six boys—in allowing this number to absorb, to a very great extent, the attention of a learned Principal and trained staff of Teachers, to the prejudice of the many boys belonging to the other classes. The Committee had also stated in their Report, that the curriculum of the University had affected prejudicially the character of the education imparted in the Academy. He saw no reason personally to change this opinion, although he was free to confess that he was aware that he was not a competent judge in such a matter, and that the contrary opinion was held by some men who were undoubtedly competent to form such an opinion. The Committee had given their authority for the opinion expressed by them on this subject, and the Council would judge for themselves as to the weight due to that authority. He would rather base his vote for putting an end to the affiliation upon facts which were patent, that the present arrangement involved a waste of money and teaching power, and that, regard being had to the circumstances of the people, the number to avail themselves of the College is not likely so to increase at present or for many years to come, as to justify so large an expenditure. It was principally for these reasons that he recommended the giving up of the affiliation, and because he did so, he was charged with bringing about the downfall of the Academy. He would sooner cut off his right hand than willingly do anything calculated to injure the Academy. It was to the teaching he had received in that Institution that he owed whatever he had been heretofore permitted to enjoy of useful public life. Nothing in his antecedents could justify the imputation that he was likely to do any thing calculated to deprive others of advantages which he had himself enjoyed, and which he could never fail to appreciate. If there was one object which he had in view more fixedly than another, since he joined the Sub-Committee, it was to do all he could to strengthen and perpetuate the Academy. But to shut one's eyes to un-

doubted defects is not the way for securing this object. Assuming that it was the duty of the Government to maintain an Institution where superior instruction could be afforded, still it could not be denied that the people were bound to pay in proportion to the advantages they received. The highest fee now demanded is 15s., and it was less formerly. He had heard Governors and Colonial Secretaries of the most liberal dispositions, say, that the average cost of boys in the Academy to the Government was unduly large. By joining the Lower with the Upper school, and taking the aggregate expenditure, the average cost was reduced; but it had been contended, and not without reason, that each school should stand or fall upon its own merits, and a proposal was made more than once, to separate the two schools. What had been done before, might be done again, and so long as the cost continued large, the Institution would remain an object for the finger of retrenchment to point at. His (the Queen's Advocate's) object from the first had been to remove all objection to the combination of the two schools, which combination he abstractedly thought desirable. It was principally to remove the alleged objections, that it was proposed to attach a Normal class to the Academy, instead of having a separate Establishment. If there were Normal pupils, a preparatory school was wanted for them, in which they could be exercised as teachers. That was at once a good practical reason for retaining the Lower school. If the Academy had to prepare teachers for the different schools of the Island, the Academy was necessary for the purposes of education generally in the Island, and the immediate advantage it secured to the Pupils could be no longer regarded as the only practical result secured to the country by that Institution. There was at once a good practical and even money result. It would be thus strengthened and perpetuated, and the removal of the College would secure to the Institution generally, and not to one or two classes in particular, the immense advantages of the present Principal's ability, energy and experience. He would be left free to supervise the Institution generally and more actively than it was possible for him to do under present arrangements. The other classes in the school would benefit more than they then did by the labours of the English Teachers. The large majority of the boys who left

school early would not only be thus profited; but there would be classes for the few who remained to pursue their studies further, and there was no reason, why the curriculum to be prescribed for these classes should not be as good as any which the University prescribed. If on the other hand that curriculum was not suited to the requirements of this place, it could receive the necessary amendments. So long as the Institution was bound by the affiliation, the University authorities dictated to it, and it was bound to follow the curriculum, and even the books prescribed for it. The Local Examinations which had been in operation for some 6 years furnish a very good standard. A higher examination for the classes referred to would have to be prescribed. The proposed Exhibitions, one a year, (or as he would prefer it, three for once in three years), would, he believed, prove more attractive and do more good than the affiliation with the University, which only one student had for the last nine years been able to avail himself of. If it were deemed desirable to retain simply the Entrance Examination, and the new Director could devise means for doing so consistently with the curriculum suited for the circumstances of the country, he personally saw no objection to this being done. He confessed the discussions which had recently taken place on the subject had led him rather to modify his opinion as to the Entrance Examination. By these means he fully believed that the Institution would be placed on a permanent footing, and the education given in it to the different classes, would be made thoroughly good. One other result would also be attained. It was painful to notice the effects of the long continued discussion as to an Assistant Master. He cared not to enquire why it should have been so, or who was to blame for it, but its effect had been, to place the Government and the Academy in an antagonistic position to each other. Time was when Governors, Colonial Secretaries and Chief Justices used frequently to visit the Academy, which they took a pride in almost above all other Institutions with which Government was connected. For years past there had been only contentions and differences; an angry feeling on one side or the other. He trusted that one result of the new arrangements would be to put an end to this most undesirable state of things.

Mr. DUNLOP moved as an Amendment:—

“That the question respecting the continuance of the Queen’s College and its affiliation with the Calcutta University be deferred till the arrival of the Director.”—(Mr. Dunlop.)

He said that in his opinion the Council had not sufficient information to pass such a resolution as that now proposed. They had a valuable Report entitled to great weight, and an earnest eloquent speech from hon. the Queen’s Advocate, but they had no evidence. No question bearing on Queen’s College had been put to the Gentlemen examined, and though the Queen’s Advocate had said that question No. 5 referred to it, he supposed it was much the same connection as that which subsisted between Tenterden Steeple and the Godwin Sands. Even the evidence, such as it was, was not accessible. He had applied for it, and was informed that he could not have it as it was in the Printer’s hands, and would not be ready for some time. He maintained therefore that the Council was not sufficiently informed to come to a formal resolution, and he would add, that though he was not prepared to enter into any question as to the cost of the College, he must say that he could not believe that the signers of the petition he had the honor of presenting—who were all more or less connected with the College—would stultify themselves by asking for advantages for which they could not pay.

THE QUEEN’S ADVOCATE wished to explain that the Sub-Committee had taken no evidence whatever with reference to the circumstances of the people which led to the early removal of Pupils from School. The opinion come to by the Sub-Committee was based principally on their knowledge of this undoubted fact, and on the Returns of attendance at the College.

MR. COOMARA SWAMY said—Sir, when I moved in 1865 for a Committee of Inquiry on the subject of Education, I was in hopes that all differences of opinion would be set at rest by our investigations. I regret to find that in this respect we have not met with complete success: we have achieved a great deal notwithstanding. We are all agreed as to the *object* to be had in view; we are only divided as to the *means*, or rather to a *part* of the means, to be employed in attaining this object. It will not be a little that we have gained, if we have succeeded in shewing the paramount necessity for Popular education: the great desirableness of reviving Industrial Education:

of improving the education of the Middle classes: and of giving a greater impulse to Female Education. We have also succeeded in making converts of the members of the Government on the subject of Superior Education. The Queen’s Advocate admitted to-day that there is no longer any doubt entertained as to the necessity for encouraging Superior Education: nor is there any question as to the indispensableness of Normal Schools. Thus on these really important matters, we are all at one.

To attain our object, the means we suggest are Government Schools, and the subsidizing of Missionary Schools. As to the latter, we wish that every facility should be afforded, whereby Missionaries could accept of grants from Government. As to the former, the schools we propose to retain and remodel are not disapproved of. It is only as to *one* of them, viz., Queen’s College, that there is a great contrariety of opinions. I have now to say a few words on this Institution, and I must preface my remarks on this head by stating that the question of the affiliation—not the *abolition* as has been incorrectly put—of this College to the Calcutta University, is after all one of no very great moment, as compared with the other subjects we have had to consider in our report. I repeat that this is but a minor point, for I maintain that the connection between this Institution and the Indian University,—whether it subsists or not,—will not affect the beneficial results which we expect to ensue from our inquiry into the subject of Education generally in the Island. However, seeing that the connection exists, I am disposed to advocate its retention. I did not think it a matter of sufficient importance to have justified me in entering a protest against that part of the report where the severance of the connection is recommended; the more so as I was sure that I should have an early opportunity afforded me to state my views on the subject in Council.

This said, I beg to invite your attention to the reasons I have to urge for the retention. And in doing this, I shall not dwell on those which are already known to every member of Council.

I. The affiliation is not considered to be bad *per se*. There is no particular antipathy to the Calcutta University. Nor is the *curriculum* of studies pursued, considered to be bad. Indeed the learned Queen’s Advocate admitted with great fairness that the new Director might very

possibly adopt this very curriculum hereafter. What has been stated also to-day, saves me from the necessity of quoting extracts from the report in support of the above position. Well! Why is it then that the affiliation should cease? Simply because the Ceylon youths will not take advantage of the existence of this affiliated College. There are not boys here willing to remain in school sufficiently long. This is the reason assigned. What is the remedy proposed? Not the *abolition* of the College. The Queen's Advocate emphatically said, it was not to be *abolition*. No; there was to rise from the ashes of the old Institution another superior to it, where all kinds of learning will be taught. If I have made myself understood, I shall now venture to ask the Queen's Advocate, WHERE ARE THE BOYS TO COME FROM, FOR THIS NEW COLLEGE? If the existing one, with all the honors of affiliation to an Indian University, could not attract boys, nor retain them when they are once there, it is much less to be expected that another Colonial College or School, shorn of all its prestige, will prove to be a success. Thus there is an inconsistency in the argument advanced against the existing Institution. The natural and legitimate conclusion of the Queen's Advocate's reasoning against the present College, would be to discourage all *superior* education whatsoever: but he will be sorry to do this. Indeed he has disowned any such intention; and having done so he must also retract any arguments which could not well consort with such an expressed opinion.

II. It has been said, Sir, that we should judge of this College by its results. Look, they say, to the great and successful men which the old Academy produced. Where is the student of the Queen's College who could be compared with any of those men who received their education in the Academy, and who are occupying at present posts of eminence and distinction? This again I shall show is not a conclusive argument against the College. These old and wonderful men were produced some fifteen, twenty, thirty years ago. They have had ample time to work their way in the world. They have had all kinds of opportunities afforded them for success in the different walks of life which they are now pursuing. On the other hand the Queen's College has been in existence only nine years. The boys who received a training in it could

three years for their course there. If then during this limited time of five years, any of the young men referred to, have not distinguished themselves with the same eclat with which men of twenty and thirty years standing have done, this surely is no valid ground of complaint. More than this the very existence of these old and wise men is a stumbling block in the way of the new men. They cannot turn the old men out of the places to which they tenaciously cling. There is thus no field afforded them for the exercise of the talent of the rising generation. The old and the new cannot occupy the same posts—the one or the other must retire. Two atoms cannot occupy the same space. And in Ceylon, the space is exceedingly limited. This leads me on to another phase of this subject.

III.—It is a great misfortune here, that educated men find no employment. You will perhaps think, Sir, that this is an argument for the doing away of all superior education in the Colony. But this it is not proposed to do. I will therefore now shew, how this difficulty is an argument in favour of the retention of the affiliation, and how this affiliation is calculated to remove the difficulty itself satisfactorily. I hold the Calendar of the Madras University in my hands—I read from page 59.

*Examination for degrees of B. L.*—"Candidates for the degree of B. L. shall be admissible at any time after passing the First Examination in Arts in one of the Indian Universities, provided they have attained the age of 20 years."

Thus those who have passed the F. A. examination in the present Queen's College, will have it in their power any time they like to pass the Bachelor of Laws' examination in the Madras Presidency. In the Bengal Presidency too the degree of the *Licentiate* in Law is easily attained after passing the F. A. examination. Obtaining these degrees means eligibility to practice as Lawyers or *Vakeels* in the numerous Courts of India. And their number is legion. The belonging to an Indian University enables students to obtain other kinds of employment also in the Indian public service. Young men of all classes in business in this Colony speak one of the Indian languages and can easily acquire any other if required. They have hardly any difficulty to surmount. If this be so, by severing the connection of the Queen's College with Calcutta you destroy the prospects of the young men educated in Ceylon. They have it in their power now to go over

mere competence but of affluence. They are never likely to do this here. The public service is a limited one, the bar is overcrowded, the Medical profession has but a limited range, and the Mercantile offices are few. And the young men themselves have not the means of becoming merchants or traders. Hence Ceylon youths must go abroad in search of employment. There is a necessity for *Emigration* quite as much as for *Immigration* in this Colony. Whilst your Excellency takes steps to promote the immigration of Tamils and other settlers into this Island, the Government must not fail also to encourage the emigration of educated young men to other parts of the world, where they could be usefully and profitably employed. In connection with this I may also state that it is to be hoped that in future the young men of the Colony will benefit by the advantages offered to them in the Civil Service of India. This is a great field open to all comers, and they can enter it without any man's favor or recommendation. They have but to trust to their own abilities and character, and if these are not bad they must succeed. If this is ever to be the case, the advantages of receiving an education in a College affiliated to an Indian University are not to be undervalued. The training they receive would be similar to that which their future native compeers in the public service of India are receiving. The Ceylonese and Indian youths will thus find themselves on a perfect level. These I consider, to be substantial advantages which the affiliation of Queen's College to the Calcutta University confers on the youth of this Colony. Are these to be heedlessly thrown away?

IV.—One great reason which weighed with the Sub-Committee in recommending the severance, was that the "teaching power," in this Institution was frittered away on one or two boys. This no doubt is a great mistake. But it appears from a scheme which Mr. Marsh, a Teacher in the Institution, has submitted for our consideration, that for the purpose of remedying this defect alone, the affiliation need not be done away with. He shews how the affiliated College could exist, with the teaching of the masters yet concentrated on the classes of the Upper School of the Academy. If this be feasible, it is a great pity that its connection with India should cease.

V.—If therefore there be really positive advantages accruing to the Colony

should serve to act as only a "bug-bear." It appears to be unpopular with some. But surely no slight consideration should influence us in rashly disconnecting ourselves from a University which, notwithstanding all that has been said to the contrary here, is in the opinion of men like Mr. Sumner Maine—the legal member of the Imperial Council of India, no mean authority on such a subject as Education,—produces men nearly as competent and learned as those who leave Oxford and Cambridge.

For these reasons I think it my duty to vote for the Amendment of my hon'ble friend.

THE COLONIAL SECRETARY said, the hon'ble gentleman opposite (Mr. Dunlop) was not so familiar with the exact state of the case as the older members of the Council. He had referred to the opinions of the petitioners however, of whom there were nearly a thousand; but he (the Colonial Secretary) presumed that the experience of the great majority of them had reference to the Colombo Academy rather than to the Queen's College. And it was in the interests of the Academy that it was proposed to sever the connection between the College and the Calcutta University. It was admitted by almost every body who could give an opinion on the subject,—by the Masters of Queen's College and by the Members of the Sub-Committee—that the connection with Queen's College had inflicted a positive injury on the Colombo Academy. With reference to the statement that the discussion on this subject might well be postponed, he would quote the opinion of one of the Masters of the College expressed in a letter to the Governor, to shew the absolute necessity for an immediate change. (The Colonial Secretary then read an extract from a letter of Mr. Marsh, shewing how the time and energy of the English Masters were at present almost entirely devoted to the few College students while the Upper School was neglected, and urging the settlement of questions connected with the internal arrangement of the Institution before the Director came out.) This gentleman's opinion was corroborated by others of his colleagues; and it must be remembered that there were several other very important propositions of the Sub-Committee which depended upon their coming to a decision on this point.

MR. MARTENSZ did not consider that this question respecting the affiliation of Queen's College with the Calcutta University should be considered because it was

most undesirable that action upon other matters referred to in the Sub-Committee's report, which depended upon this change, should be postponed for an indefinite time. In considering the main question, he would point out that no better arguments could be used in support of the Resolution, than the hon'ble and learned member to the right (Mr. Coomara Swamy,) had advanced against it. The affiliation he said, should be continued, to encourage our young men to emigrate elsewhere, and to obtain employment in India. But with the fact staring us in the face, and quite patent, that the means of the people of this country do not permit of their affording a high education, much less of emigrating, the hon'ble member might as well have asked the Government to provide the means for emigration elsewhere. The people were not likely to send their children to settle elsewhere. But in any case it was important to bear in mind the great principle involved, viz., that it is the duty of Government to instruct the bulk of the people, and only subsidiary to this, to encourage and give aid to education of a high order. Keeping this in mind, let us proceed to consider the question before us. We have the Colombo Academy (Upper and Lower Schools) containing upwards of 200 boys; we also have superadded to it, the Queen's College containing a few boys. We find that almost the undivided attention of the Principal and his two European Assistants is given to the few boys in the College; and that the larger number of the boys are thus neglected. In these circumstances, we are called upon to decide whether it is desirable to continue any longer the College. I for one consider that it is not, and that in view of the larger interests involved, it is necessary that that Institution should be abolished, and the Colombo Academy made more efficient than it now is. The Sub-Committee have so reported, and have recommended among other improvements the formation of a Normal class of students; the importance of which in the cause of education cannot be too highly regarded,—all which improvements depend upon the abolition of the College. Having disposed of that part of the question, let us next consider what advantages the Queen's College and its affiliation with the Calcutta University have conferred upon the people. The experiment has received a trial of nearly nine years, and it is not premature to pass inde-

ment upon it now. In discussing this question, I must ask the Council to bear in mind that it is the Queen's College and its kindred institution, the Calcutta University that we had to deal with. We have the significant fact staring us in the face, that for the last nine years only one pupil has availed himself of these Institutions and has gone through the entire course of studies, resulting in the obtainment of a B. A. degree. I have already stated that only a few pupils have availed themselves of the Queen's College; and of these few, with the single exception I have named, not one has pursued his studies to the end:—What is the reason of this? It is, as stated in the Sub-Committee's report, owing to the paucity of the means of the people of this country. On this point no evidence was taken by the Sub-Committee, because it was impossible for them to deny the evidence of their own senses. To three of the members of the Committee, natives of this Island, the facts were patent. In what then consists the advantages of retaining these Institutions? It is said that even if the boys do nothing more than pass their Entrance Examination, the high standard afforded by it confers a benefit which would be lost by the abolition of Queen's College. Sir, there is a fallacy involved in this argument which I shall here point out. If a high standard is to be aimed at, and I say that it ought to be, I see no reason why that object should not be attained even without a College. But Sir, assuming that the abolition of the College will necessitate the abandonment of the present curriculum, I say, that as this advantage is enjoyed by but a mere handful of boys, it should at once make way for the more extended benefits which will otherwise accrue to the entire school. Having gone thus far, I shall endeavour in the next place to point out the advantages which in my opinion the recommendation of the Sub-Committee of the Council, with regard to the Exhibitions, if carried out, is likely to confer upon the people. They have this advantage over the affiliation, that in the first place it involves the substitution of an English College for an Indian College. Second, that during the past nine years, only one boy took advantage of the affiliation to obtain a degree at Calcutta; under the present recommendation, nine boys will, during a like period, benefit by a Collegiate education in England. Third, that at present the affiliation is a



mere name and a delusion, seeing that the people have not the means to avail themselves of it, the Sub-Committee's recommendation provides them these means, seeing that the Government will have to provide for Exhibitions to the English Universities; where there are many greater advantages for boys pursuing their studies than in India. These exhibitions had been talked of as a paltry concession, but he (Mr. Martensz) was surprised to hear the way in which a gentleman of experience in such matters, and he had no hesitation in mentioning his name, Mr. Cayley, had expressed his opinion of the most liberal nature of the sums attached to them. They were much larger than anything in his (Mr. Cayley's) experience, and yet he referred to some of the more liberal scholarships granted by first-class English Institutions. This was conclusive to his (Mr. Martensz's) mind. These were his humble views on this matter. As one born in this Island, and educated within the old walls of the Colombo Academy, his feelings and sympathies were with that Institution, and he had no wish but to see that it was placed on an efficient footing, and that it afforded advantages to the Natives of this country which they do not now derive from it.

THE QUEEN'S ADVOCATE said, his hon. friend the Colonial Secretary had stated a very good reason why the settlement of this question should be deferred no longer. There were other reasons besides. The establishment of the Normal class depended on it, for it will be seen from the estimate appended to the Report, that the Sub-Committee proposed to make the services of the present Masters available for that class, and this could not be done if the attention of the English Masters were confined to the few College pupils. It was represented that the whole system was likely to collapse for want of trained Teachers, so that if Normal classes be not formed at once, they would have to abandon for years the proposed extension of our Vernacular Schools. Then again there are the Exhibitions to be given in substitution of the affiliation and which he longed to see contended for. His hon. friend, Mr. Coomara Swamy, had spoken of the necessity of attending to emigration at the same time we attended to immigration. He seemed anxious to create a necessity in order to destroy it—to educate students and then to get rid of them. He

(the Queen's Advocate) was however most anxious to see new fields of action laid open to Ceylon youths. But it appeared to him that this object was likely to be better gained by giving yearly Exhibitions, and paying the passage of boys to England, than by keeping up an affiliation which was not and could not be taken advantage of. Even if it were otherwise he for one thought that it would be better to enable boys to go England, where alone they could compete for the Indian Civil Service, and the other fields of action open in that country to merit. His hon. friend seemed to think that the curriculum of the Calcutta University was a good one and free from objection. The only reply he would make to it would be, to read the words of the 67th paragraph of the report, which words were not his (the Queen's Advocate's).

"The curriculum of the Calcutta University was no doubt a good one received as a whole, and those who begin at the beginning and stay long enough to complete it, may acquire a finished education, but if the students are not in a position to avail themselves of such a lengthened course, it is necessary to make the education as practically useful as it can be made within a shorter term."

He the Queen's Advocate had no right to complain of the opinion then expressed by his hon. friend, but when he spoke of the Report being conclusive and inconsistent, it became necessary to remind him, that he was a party to the Report and had acquiesced in it.

MR. DUNLOP said, he had no doubt that there were good reasons for coming to a conclusion soon, but he had taken a note of the remark of the Colonial Secretary when opening the debate, and the hon. gentleman had distinctly said that there was no intention of taking immediate action.

MR. COOMARA SWAMY. Some observations of the Queen's Advocate, render it necessary that I should address the Council again. The reason why I did not object to any bad argument used in the report was because it was not worth doing so. Is it supposed that I am to enter a protest against every objectionable paragraph appearing in a report? If this is to be the rule, Members can never agree to a report. I have already stated why I did not enter a protest against that part of the report which relates to the affiliation of the Queen's College. In my mind, the subject was not of sufficient importance to enter a protest necessary, and I was anxious also not to mar the effect of a good and

useful State-paper by recording written appendices of individual opinions. I regret to find that my hon. and learned friend (Mr. Martensz), has misunderstood my argument. He says if parents had not the means to educate children in Ceylon, how could they educate them to be sent on to India? But it is not with a question of means that the argument referred to deals. It in short is this: whether parents have the means or not, *you anyhow intend to have a better Institution than the existing College for the purpose of importing superior education.* This granted, I ask, why not retain the affiliation also and thereby enable the future students to be educated in the new Institution, if indeed any there are to be, to derive the advantages of employment in India which the affiliation confers on the pupils of every Indian University. A great deal was said by both my learned friends on the advantages of English Scholarships, and the want of means on the part of the parents of Ceylonese children. I purposely avoided dwelling on these points as they were not new, and every Member of Council knew all that was to be said for and against these respective considerations. Nor shall I discuss them now, but simply remark that English Scholarships will not benefit all classes of the Ceylon community. Those whose prejudices would prevent them from going to England, are of course cut off from the advantages of the scholarships. It is to meet such prejudices that Sir Stafford Northcote is now inclined to allow the examinations for the Indian Civil Service to take place in India, so far as the Natives are concerned. In connection with this, I must also be permitted to observe that the Queen's Advocate in endeavouring to meet my argument founded on the advantages of employment in India, dwelt only on one part of it, viz., the Indian Civil Service, and lost sight of the more extended Public Service of India; and the Indian Bar, to which especially I drew attention as a profitable field for the employment of the young men of Ceylon. I have also to add, that there are certain classes of men in Ceylon who could afford to keep their boys sufficiently long at College to enable them to receive a first class education. These classes may however object to sending their children to England. And why should those who can afford to do this suffer, merely because there is a class here

establishment of Normal Schools is, for the first time, put forward as a reason for the immediate severance of the Queen's College from Calcutta. This certainly is a new idea: I did not hear this before. I thought the only reason why the Normal School was to be attached to the Queen's College, was because there was a Lower School belonging to the Academy where the Normal students could exercise the art of teaching. I also understood there would be a necessity for the appointment of new masters to teach the Normal students. I am however willing to concede to the Queen's Advocate the right of making the most he can of the "Normal School" as a reason against the affiliation, now that his favourite argument, "the paucity of pupils," has proved to be an inconclusive and inconsistent one.

THE QUEEN'S ADVOCATE said he referred the hon. Member to the Estimates appended to their Report as a Sub-Committee, in which arrangements were made for Masters for the Normal School.

THE COLONIAL SECRETARY said, that what he meant by "no immediate action being taken" was with reference to the necessary appointments and other matters for which they should have to wait for the decision of the Secretary of State; but it was highly important that a decision should be arrived at by the Council in order to be transmitted home.

The Amendment was then put:—

The Council divided:—Ayes 3; Noes 12: Majority 9.

AYES.

Mr. Dunlop,  
Mr. Dehigame,  
Mr. Coomara Swamy,

NOES.

Mr. Thomas,  
Mr. Wise,  
Mr. Martensz,  
The Collector of Customs for the Western Province,  
The Surveyor General,  
The Government Agent for the Western Province,  
The Treasurer,  
The Auditor General,  
The Queen's Advocate,  
The Colonial Secretary,  
The Major-General,  
The Governor.

Amendment lost.

MR. DUNLOP said, he had another Amendment to propose, acting upon such information as he possessed. The question before the Council was not the establishment or even the retention of a high

merely invited to offer an opinion on the best means of securing its efficiency. The name was a matter of little importance; it might be called a College or not, the Sub-Committee recommended that a high standard of education should still be sustained. By adopting their suggestion even more would have to be taught than was taught at present; for boys going to England to matriculate would have to learn Greek, in addition to their other studies. They would do this under the great disadvantage of less competition; for, as had been already pointed out, the certainty that every boy might pass the examination afforded a healthy stimulus to the boys, and that was strengthened by the comparison they knew would be made between them and the other candidates in India. It would soon be discovered which of the boys out of a class of nine or ten was likely to get the scholarship, and as they distanced their competitors, the interest of the latter would diminish. The alteration proposed by the Queen's Advocate, viz., that three scholarships should be given at a time could not improve this, because it would make matters so much worse during the interval when no scholarships were attainable. The Council, too, should bear in mind the warning given by his hon'ble and learned friend, that there were some boys who could not go to England, and he (Mr. Dunlop) mentioned a case in point where a Sinhalese man gave his grandson £300 a year to prevent his leaving the Island. Suppose however that the boys were selected and went:—what then? Might not the effect of sending boys home be the same here as it had been in Mauritius? The hon. Member then read an extract from a letter he had received from a gentleman many years resident in Mauritius, in which he described the effect of a visit to England on Natives and half-castes as very prejudicial; and this he said, was in support of a similar statement made to him by a gentleman from Mauritius, whom he met while travelling in the interior. This was a point to be borne in mind. They were invited to take a leap in the dark, and if the cost of the present Institution were great, Mr. Marsh's letter shewed that by a re-arrangement of details a saving would be effected, and the healthy stimulus given to education by the affiliation (which made more than amends for the unsatisfactory number of pupils formerly and at present in the Col-

to hope that in the event of its retention, the future youth of Ceylon would shew that they appreciated the liberality of the Government who if they chose might raise the fees and give one or two local Scholarships. He therefore moved as an amendment—

“That the Council *do not* concur in the opinion of the Sub-Committee and the majority of the School Commission that the retention of the connection between the Academy and Calcutta University is undesirable, even though the Queen's College be abolished.”

Mr. WISE Seconded the Amendment.

The GOVERNOR said, as the proposed amendment was only a negative of the original Resolution, the latter must now be put, and those who were opposed to it in terms of the second Amendment, could say No.

Resolution 3.—That the Council concur in the opinion of the Sub-Committee and the majority of the School Commission, that the retention of the connection between the Queen's College and the Calcutta University is undesirable, and the Council approve, in substitution, of the establishment of an English Scholarship yearly, and will, if applied to, be prepared to vote the necessary supplies for the purpose.

The Council divided:—Ayes 11; Noes 4: Majority 7.

AYES.	NOES.
Mr. Thomas,	Mr. Dunlop,
Mr. Martensz,	Mr. Wise,
The Collector of Customs for the Western Province,	Mr. Dehigame,
The Surveyor General,	Mr. Comara Swamy.
The Government Agent for the Western Province,	
The Treasurer,	
The Auditor General,	
The Queen's Advocate,	
The Colonial Secretary,	
The Major-General,	
The Governor.	

The Resolution was carried.

Resolution 8.—That the Council approve of the recommendations of the Sub-Committee with reference to Grants-in-aid, which are endorsed by the majority of the School Commission; but consider that the Government should reserve to itself the right of refusing Grants-in-aid to private Schools, in cases in which the Establishment or maintenance of Government Schools may be rendered necessary by the enforcement of a compulsory rule as regards religious instruction.

Mr. DUNLOP said, he had the authority of the majority of the Missionary Societies to say that they would feel themselves much fettered if the last eleven words in Resolution 8 were allowed to stand, and he moved as an Amendment, that the words after “necessary” be omitted. In support

tions received from the heads of the two most powerful Missions in the Island, the Church Missionary and the Wesleyan. From these it appeared that the Missionaries objected to the particular clause on the ground that it put an engine for evil in the hands of the disaffected or malicious, and they also shewed that practically no pupil ever was refused education on the ground of non-attendance at the religious training—while objections were scarcely ever made by pupils who whether Mahomedans, Budhists, or Romanists regularly attended the opening hour at these Mission Schools. The words objected to would simply suggest and place it in the power of any person so disposed, to give great trouble and annoyance to the Missionaries, who would be involved in disputes with the people and the Government. The Government had always the power to withdraw the grants, and open a School of their own if they considered it necessary. As Missionaries were to be asked to take part in the education of the Natives, and as they were able to bestow the great desideratum, Female education, a point in which the Government failed, he trusted that their representation would be respected and the clause they objected to, omitted.

MR. WISE Seconded the Amendment; MR. COMARASWAMY, and CAPTAIN FYERS signified their concurrence in the view that the words might be omitted.

THE QUEEN'S ADVOCATE [after consultation with the Governor,] signified that if it was clearly understood that Government would be at liberty to withdraw any grant in cases contemplated by the Resolution as proposed, he would not press the retention of the words objected

to as there was no wish to occasion annoyance to Missionaries.

RESOLUTION 4—That the Council approve of the recommendations of the Sub-Committee with reference to Grants-in-aid, which are concurred in by the majority of the School Commission; but consider that the Government should reserve to itself the right of refusing or withdrawing Grants-in aid to private Schools, in cases in which the establishment or maintenance of Government Schools may be rendered necessary.

The Resolution was agreed to.

THE QUEEN'S ADVOCATE said, that he had a few more Resolutions to propose, embodying suggestions of the Sub-Committee which had been overlooked in the previous Resolutions. They had reference to the question of Marriage Registrars being appointed Teachers of Schools, which he considered a very important matter, and to the question of Inspectors: on which he then gave his views.

THE GOVERNOR suggested that these matters should be left until the arrival of a Director.

MR. COMARA SWAMY asked the Queen's Advocate whether, now that the proposal for a representative Board had fallen to the ground, the original recommendation of the Sub-Committee for a standing Select Committee of the Council to assist the Director would be adopted?

THE QUEEN'S ADVOCATE hoped so; that was certainly his intention in opposing a Board.

THE GOVERNOR said, that this was objectionable, and not necessary.

The Council then adjourned.







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