

## CHAPTER LXX.

### **Administrative changes and improvements during Cubbon's time—(continued).**

#### **Public Works.—First Railway and Telegraph lines.**

Upto 1834 no attempt had been made to constitute a separate Engineering Department. The Superintendents of Divisions and the Amildars of taluks carried out all descriptions of work through mestris and mutsaddies attached to the taluks, the maintenance of tanks and channels being regarded as specially appertaining to revenue officials. In 1834, however, professional supervision having been felt necessary, the post of a Superintendent of Maramat was created and this officer's attention was almost exclusively devoted to designing and executing original works.

In Cubbon's opinion the need for roads was more pressing than the extension of irrigation. In 1855 while reviewing the work already done under irrigation, Cubbon said that though a number of tanks had been repaired, yet several more remained but that it was advisable to undertake the repair only when hands became available to cultivate the additional wet area and markets were found for the surplus produce and that a thoroughly improved system of road communication was a preliminary requisite and accordingly proposed the creation of a post under the designation of Superintendent of Roads. Ultimately however, even somewhat against the wishes of Cubbon, a separate Department of Public Works was constituted in 1856 consisting of a Chief Engineer and eleven upper and nineteen lower subordinates. The charge of the channels and tanks generally continued as before in the hands of the Revenue Department.

Cubbon undertook the systematic opening out of roads and these roads demanded the construction of bridges in various places. In 1834 the only noticeable bridges that existed were those on the Kapini river at Nanjangud, on the Kaveri at Seringapatam and Sivasamudram and on the Arkavati at Closepet. To these bridges Cubbon added five during his time, those at Maddur, Hoskote,

Benkipur (now called Bhadravathi), Shimoga and Hiriur. To Cubbon also belonged the credit of clearing and opening the four passes in the Western Ghats, those of the Agumbe, the Bhoond, the Sampige and the Periambadi. Prior to 1831 there existed only three roads worth speaking of—the road from Naikankere to Mysore *via* Bangalore, the road from Seringapatam to Sira and Bellary and the road from Bangalore to Harihar. But as portions of these roads ran through swamps or through water-courses having no bridges, the travellers and tradesmen were exposed to considerable difficulties being often detained for several days at a time. In traversing the Agumbe pass in the Nagar Division which was the most frequented, it was usual to carry everything of value on men's shoulders, the hire being  $\frac{1}{2}$  a rupee for an ordinary bullock-load. The roads constructed between the years 1831 and 1856 connected all headquarter stations with Bangalore extending on all sides to the frontiers of the State, the length of the new roads constructed being 1597 miles with 309 bridges. In 1853 was commenced the construction of telegraph lines and by 1856 three hundred and thirty-four miles of telegraph lines were completed. The first railway construction in the Mysore State was begun by the Madras Railway Company in 1859 between Jalarpet and Bangalore at Cubbon's initiation.

Under the previous Governments the system of tanks and channels had attained an unparalleled development. The series of tanks was so designed that during times of drought not a single drop of water falling in the catchment area was lost and but little in ordinary seasons. Similarly the channels drawn from the Kaveri, Hemavathi, Lakshmanathirtha and other streams were of ancient origin and their original design, it was admitted, exhibited a boldness and an appreciation of the conditions of structure exciting great admiration. Although during the period from 1831-56 a large sum of money was spent on improving irrigation works, yet little advance was made on the indigenous methods of maintenance, because the interdependence of the tanks and the necessity of dealing with them in series was not sufficiently recognised and acted upon and it was so also in the case of river channels.

### Medicine.

In 1812 Krishnaraja Wodeyar for the first time established a hospital at Mysore. Throughout the State, however, medical relief was in the hands of Pandits and Hakims. At Shimoga a Pandit discharged the duties of a medical officer in the Superintendent's office until an apothecary was appointed in his place in 1840. At Mysore, in addition to an apothecary, a Pandit and a Hakim were employed in the Superintendent's office.

In 1834 the establishment of European doctors consisted of an assistant surgeon of the Madras Service working on the staff of the Commissioner at Bangalore and of three apothecaries serving on the establishments of the Superintendents at Mysore, Bangalore and Tumkur. Their work was co-ordinated by the Commissioner who in times of epidemics sent out medicines with instructions for free distribution. In 1835 Cubbon transferred this charge together with that of vaccination to his assistant surgeon, the supervision and control of the apothecaries thenceforth belonging to him. In 1835 a first public dispensary was opened in the Bangalore fort. In 1839 a hospital and dispensary on a small scale were opened in the Bangalore pettah. This became so useful that in 1846 a fairly large hospital capable of accommodating 70 in-patients was built and separate wards for the Brahmins, the Vaisyas and the Lingayets were added between the years 1852 and 1857. A Leper House was constructed in 1845 and a Lunatic Asylum in 1850. The first hospital outside the headquarters was opened in 1850 at Shimoga. A Maternity Hospital was built by the Maharaja in 1841.

### Education.

The period of Cubbon was the age of Macaulay's minute on western education and of Wood's despatch on the State control of public instruction and Mysore also caught the spirit of the time. The year 1840 is the starting-point of English education in Mysore as in Madras. On 1st October 1840 Krishnaraja Wodeyar founded a free English school at Mysore under the supervision of a Wesleyan missionary the Rev. T. Hodson. In 1842 the Wesleyan Mission started at Bangalore an English school known as the Native Educational Institution under the management of Rev.

J. Garret, to which the Commissioner granted a monthly allowance of Rs. 50. The desire for English education spread and by 1852 there were five English schools in the cities of Bangalore and Tumkur. For the first time a sum of Rs. 7000 was set apart for purposes of education and the Government appointed a committee to prepare a scheme for the extension and improvement of education throughout the State. The scheme drawn up by J. Garret was accepted by Cubbon and the Native Educational Institution which from 1851 had become a high school was made the model for other institutions in the State. The schools at Tumkur and Shimoga began teaching up to the high school standard in 1852-53 and 1854 respectively. The school at Hassan which had been started in 1844 but closed four years later was re-opened as a simple anglo-vernacular school. At the same period the Wesleyan Mission established an English school at Mysore.

Classical learning in Sanskrit and Persian continued on its old lines in the colleges specially endowed by private individuals and in the religious seminaries or mutts, temples and mosques and by learned scholars in their own houses. The course of education for advanced students began generally with Sanskrit literature comprising the study and committal to memory of certain standard poetical works and this was followed by a course of science, either logic or grammar, eventually Vedas and philosophy being made the subjects of study.

In the matter of establishing vernacular schools the initiative was left to the people themselves and it was only when it was found that the people did not come forward to apply for such schools that the Government moved in the matter and set up a few schools experimentally in the most favourable places, in order that the public might be familiarised with the scheme. Rural education was promoted by the Wesleyan and London Missions which established a few vernacular schools. It should be noted however that there was a large number of indigenous vernacular schools which were managed by persons to whom teaching was a hereditary profession. In these schools where primary education was given, only the three R's were taught. Reading was from manuscript

papers or from palm leaves. The first lessons in writing were on the sand with the finger. After some progress had been made, blackened boards were used written on with potstone. Arithmetic consisted principally of the memoriter repetition in chorus led by the head boy of tables of fractional and integral numbers useful for mental calculations in ordinary business transactions. The three days before the new and full moon in a month were holidays, when work was suspended. The cane was freely used in these schools and there were also some higher punishments such as, swinging a pupil in mid-air, perching cross-legged. It was observed as a custom by the Upadhyayas or schoolmasters at the national festival of Dasara to take the pupils gaily dressed to the houses of the parents and other people in the place to perform a stick-dance or Kolata and to recite humorous verses or dialogues and in return, to receive money or presents.

In 1841 Mrs. Sewell, the wife of Rev. J. Sewell of the London Mission, started two girls' schools at Bangalore for the first time. During Cubbon's period, Sanderson a missionary gentleman edited a Kanada and English dictionary for the first time. A printing press was for the first time established in 1840 at Bangalore. During the closing years of Cubbon's period two newspapers came into existence, the 'Bangalore Herald,' an English paper published by one James and a Kanada paper 'Mysore Vrittantha Bodhini' by a Srivaishnava Brahmin named Bhashyachari.

In 1857 the State entered on a new course and began to control education directly in accordance with the Indian educational policy inaugurated at that time. The formation of educational departments in the different provinces of India had its origin in the celebrated despatch from the Court of Directors of the East India Company dated the 19th July 1854. A scheme of education was drawn up by the Judicial Commissioner Devereux in 1855 which received the sanction of the Government of India in 1857.

Devereux's scheme contemplated the establishment of 80 vernacular schools one in each taluk, of 4 anglo-vernacular schools

one in each division, and eventually of a Central College. For the training of teachers two vernacular normal schools were provided and rules were also framed for grants-in-aid to private institutions. For the inspection of schools 2 Inspectors, 4 Deputy Inspectors and 20 Sub-Deputy Inspectors were provided and an assignment was made of Rs. 1 $\frac{1}{4}$  lakhs per annum for the department. In 1857 a separate Department of Public Instruction was created with Captain Stephens the fourth assistant to the Commissioner as Director and Fredrick Green an engineer as the Inspector of Schools. In 1858 a high school affiliated to the Madras University was established at Bangalore, while the Tumkur, Shimoga and Hassan Schools established by the Wesleyan Mission were taken over by the Government forming the basis of divisional schools, the Maharaja's school at Mysore occupying the place of a fourth. In 1859 Garret resigned from the Wesleyan Mission and he then succeeded Stephens as Director.

Cubbon maintained very conservative views on the subject of education. "On the whole," observed Sir Mark Cubbon, "it must be admitted that the administration of Mysore makes no particular show under the head of education. In an abstract point of view this is to be regretted, but subject nations are not kept in order and good humour on abstract principles and it has long been the opinion of some and is rapidly becoming the opinion of many that the efforts which have been made by Government to extend the blessings of education and by tests and examinations to secure the services of enlightened men even in the lowest posts are not calculated to be so fully appreciated by any class of the community."