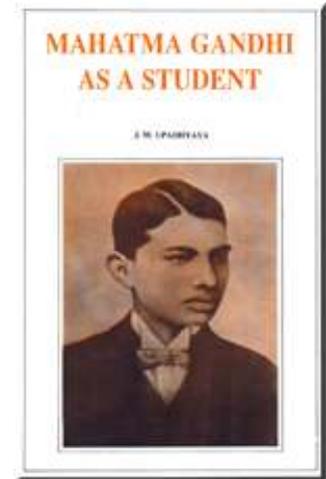


Mahatma Gandhi as a student

Compiled and Edited by:

J. M. Upadhyaya



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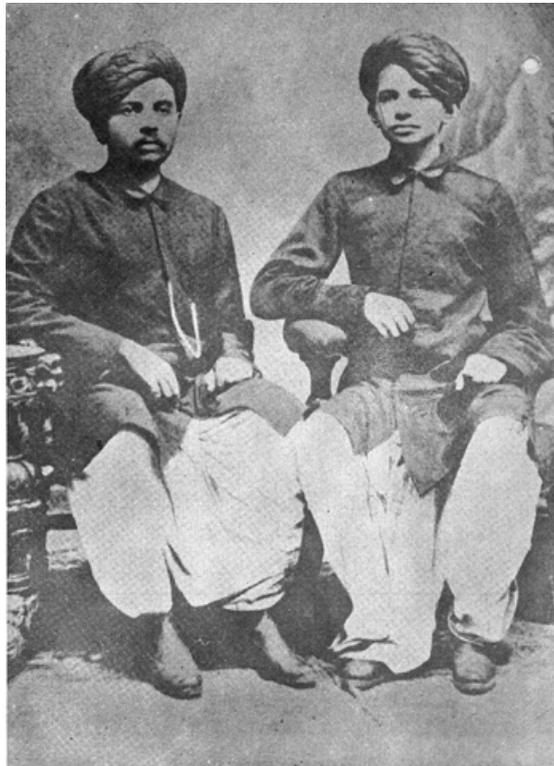
FOREWORD

So much has already been said about Mahatma Gandhi and yet there remains so much more to be said about him. The Mahatma's life and work were all embracing; there was not an activity of our national or social life which remained untouched by him. Whilst we have a number of books which give adequate accounts of Gandhiji's social and political work, I think there is little information about his childhood and early youth. After all the Mahatma that Gandhi became in later life was a child like many other children and it is interesting to find out what environment and influences were responsible for moulding him. It is from this point of view that I read the page proofs of this book. The author seems to have taken great pains and I do hope his book will be widely read and appreciated.

Zakin Hussain

New Delhi

January 15, 1965



Mohandas at seventeen, with his brother Laxmidas

INTRODUCTORY

Gandhiji, it has been well said, could fashion heroes out of common clay. His first and, undoubtedly, his most successful experiment was with himself. This booklet is a modest, attempt to present a detailed and documented account of the student career of Gandhiji who set himself down as "a mediocre student". It covers the period of his childhood, adolescence and early youth and is based on authentic records. Legends and fantasies have been scrupulously kept out. A few relevant facts, not found in the school and college records, but falling within the period of his student life (1875 to 1891), have been woven into the narrative.

The story of Mahatma Gandhi's student life reveals how Indian society, especially in the upper strata, felt during the last quarter of the nineteenth century the impact of Western ways and ideas, though child marriages and other ancient customs tenaciously lingered on. As a result, the harmony between the home and the world had begun to disappear. Mohandas, virtuous son of staunch Vaishnava parents, could thus be persuaded in the name of 'reform' into meat-eating and worse.

The scholastic items here presented throw light on Indian education during the last quarter of the nineteenth century. The details of school and college education in Kathiawar(Saurashtra) show how English education had struck strong roots in Indian soil, after British rule had survived the upheaval of 1857. There was little local or national colour in the government-controlled system of education. Examinations after the British model, the supreme importance assigned to English and thorough secularisation of the contents of education- these features come out clearly in the details of Gandhiji's student career. The particulars about the courses of study and the books prescribed as well as the question papers for the Bombay Matriculation reproduced here give a clear idea of the academic standards then prevailing.

CHAPTER I

CAREER AT PRIMARY SCHOOLS

Schools attended by Mohandas

Mohandas Karamchand Gandhi, born at Porbandar on October 2, 1869, was the fourth and last child of his father's fourth and last marriage. His schooling probably began in the year 1876 in Porbandar which was then ruled by an Indian prince. It was a rather isolated town, almost untouched by Western influence.

The peninsula of Kattyawar, that is, Kathiawar (now known as Saurashtra) was then a conglomeration of princely states, big and small, of which Porbandar was one. The little town of Porbandar, with a population of about 15,000, was the capital of the state. It had three private primary schools and one Government primary school, subsequently known as the Porbandar Taluka School¹. The schools started by the Government were maintained by the Education Fund and supervised by an officer of the Bombay Education Department. The name of Mohandas Karamchand Gandhi could not be traced in any of the relevant records such as the annual examination result files and some files of correspondence which were available at the Porbandar Taluka School on December 12, 1954. Shri Jivram Mahadev, who was the headmaster of this Taluka School in 1875, refers in his official correspondence No. 116 dated March 16, 1875, to three private schools in Porbandar, namely, Adhyaru School, Laxman Bava School and Khoja School. It is not certain to which of these schools the boy Mohan was sent; no trace whatsoever now remains of these schools, much less of their records.

Living contemporaries in Porbandar hold that the boy Mohania, as the family affectionately called Mohandas, attended a private school run by Shri Virji Kamdar, popularly known as Lulia master because he was lame. This view is supported by Mahatmaji's cousin Shri Maneklal Amritlal Gandhi who was born in 1875. According to him, almost all the boys in the Gandhi family attended Lulia

master's school, possibly because it was within easy reach of Karamchand Gandhi's house, the present Kirti Mandir on the border of the town. In those days, primary education was not compulsory and only some twenty per cent of the boys of school-going age used to attend primary schools.

In his autobiography Mahatma Gandhi does not mention the name of the primary school which he had attended in Porbandar. "My intellect must have been sluggish and my memory raw", the adult Mahatma complains against the child of six. Memorising the alphabet and the multiplication tables by reciting them in chorus, on which private schools laid special emphasis, must have been boring to children, who much preferred playing with balloons and toys.

The boy Mohandas was sent to some sort of primary school when he was six and he studied there in the Infant class for about a year. This schooling must have been supplemented by 'home education'. The family was cultured; there were books in the house, dealing chiefly with religion and mythology. Mohandas' mother Putlibai was deeply religious; the outstanding impression she left on his mind was that of saintliness. His father was truthful, generous and incorruptible. The loving care of his revered mother was, no doubt, the most important part of the early education of the boy.

Besides his schooling in the Infant class, Mohandas seems to have been coached privately by Shri Anandji Tulsi Adhyaru who was a tutor to the princes of Porbandar. This Adhyaru was perhaps the person from whom Mohan and his elder brother Karsandas learnt the 'Ram-Raksha', at the instance of their cousin Shri Amritlal Tulsidas.²

After this one-year schooling at Porbandar, Mohandas was admitted into the Branch School at Rajkot, where his father was the Chief Karbhari. On his appointment in November 1874 as Chief Karbhari.

Karamchand Gandhi came to Rajkot with his eldest son, Laxmidas, who was then thirteen years old. The rest of the family, including the seven-year-old Mohandas, shifted to Rajkot only towards the end of 1876. Karamchand Gandhi had been given a spacious residence near Darbargadh. Near the residence was a building, now in ruins, where a Gujarati school, known as the Branch School,

used to be housed.³ The school was subsequently shifted, and is now known as Pratap Kunvarba School, or Shala No. 5. In the absence of any records, one can only assume that Mohandas went to this Branch School for two years, 1877 and 1878, and did his Gujarati standards I and II there. From here he was transferred to the Main (City) Taluka School, Rajkot, where he was admitted to Gujarati standard III on January 21, 1879.⁴ In 1878, while Mohandas, was in Gujarati Standard II at the Branch School, Karsandas, his elder brother, was in Gujarati standard IV at the Taluka School, Rajkot.

The Taluka School, Rajkot, was established in 1837 and is one of the oldest primary schools of the region. Mohandas attended this school from January 21, 1879 to October 2, 1880 during which period he studied Gujarati standards III and IV. Each of these standards at the Taluka School in Rajkot had two divisions and Mohandas was in the First division in both the years. While Mohandas was a schoolboy, the town of Rajkot grew fast, as it was made the seat of the Political Agency, under the Governor-General of British India. Its population rose from around 6,000 to more than 15,000. A large number of Schools sprang up, but the City Taluka School seems to have been preferred to all others. In fact, the number of its pupils became large enough to warrant transferring the first two standards with an Infant class to the Branch School mentioned earlier. The City Taluka School sent forth every year a good many pupils who after passing their Gujarati standard IV, wished to go on to the Kattyawar High School, Rajkot, in search of English education. Nevertheless, the Taluka School kept on its rolls 234 pupils from standards II to VI. The Taluka School was located in a *para* or suburb and hence was popularly known as the suburban school.⁵ It was less than five minutes' walk for Mohandas from his father's house near Darbargadh. Later the City Taluka School was shifted to its present extensive building outside the Kotharia gate and came to be known as Kishorsinhji Taluka School.

The age register of the Kishorsinhji Taluka School from 1879 to 1889⁶ shows the name of Mohandas entered against serial No. 70 and his date of birth incorrectly recorded as 2-9-1869. The entry in the sixth column has been signed

by his eldest brother, Laxmidas Karamchand Gandhi for Shri Karamchand Uttamchand. The error in the date of birth may be due to carelessness in naming the month according to the Christian calendar. Karsandas, the elder brother of Mohandas, was readmitted to Gujarati standard IV on the same day; he is No. 36 in the same age register. It is strange that these two brothers, the only pupils admitted into the school on January 21, 1879, when the term was far advanced, have not been assigned consecutive serial numbers.

Attendance and Progress

In the annual examination of standard III held on November 3, 1879, the result sheet⁷ shows Mohandas as serial No. 6. The entry in column No. 4 says that he had failed (in standard II) at the Branch School. Evidently he had not passed under all the heads at the annual examination of standard II in the Branch School, but had been promoted to standard III. This failure may have been due to his serious illness, as is seen from his father Shri Karamchand Gandhi's letter written in 1879 to Raja Saheb Shree Banerji of Wankaner⁸ wherein it is stated: "...of the five or six persons laid down with fever in my house, my youngest son has a very high temperature and hence I am not in a position to leave the house". It may be noted that in this very year Karsandas (the elder brother of Mohandas) had also failed at the annual examination of standard IV, but was promoted on the recommendation of the headmaster dated November 3, 1879 and subsequently admitted to Kattyawar High School on January 5, 1880.

Column No. 2 in the result sheet of standard III reveals that his attendance during the year 1879 was only 110 days out of a total of 238. Making allowance for the fact that Mohandas was admitted late by about two months, his absence for about 70 days cannot be easily accounted for. There is no evidence that Mohandas was ill during 1879 as he had been in 1878. It would appear that the boy Mohandas was not quite serious about attending school, possibly influenced by the example of his two elder brothers (Laxmidas and Karsandas) and also by

some of his class-mates. It is true that there is some improvement in standard IV⁹, but even there an absence of 48 days in a year suggests truancy.

For the primary schools, the syllabus of studies in each head (including subheads), the maximum marks for each part, and the hours to be devoted to teaching each subject were laid down by the Director of Public Instruction, Bombay.¹⁰ The annual examinations were held by the Sub-Deputy Educational Inspectors, on lines prescribed in the circulars of the Director of Public Instruction.

Mohandas passed under all the four heads at his annual examinations for standards III and IV. In the first year he scored 82½ marks out of 200 which makes 41.25 per cent and in the second, 214 out of 400, or 53.50 per cent. The annual examination result sheets of standards III and IV¹¹ show that in standard III the highest percentage of marks, secured by a pupil bearing the serial No.1, was 76.5 per cent while the lowest was 37.6 per cent, secured by serial No. 68. In between these two comes Mohandas (serial No. 6) with a percentage of 41.25. In standard IV, however, the percentage of marks secured by Mohandas (serial No. 18) was 53.5, the highest percentage being 65.75 and the lowest 41.86.

The number of pupils taking the annual examination of standard II (divisions A and B combined) was 67. Out of these, 48 passed in all the four heads. Among them, Mohandas, in order of merit, stood 47th in divisions A and B combined. Thus he was very near the bottom in standard III. There is, however, a distinct improvement in his performance at the annual examination of standard IV in which, out of a total of 54 pupils (of divisions A and B combined), 32 passed in all the heads and



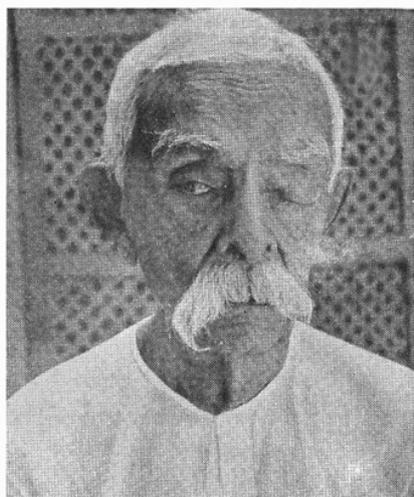
Mohandas photographed at Porbandar at the age of seven

Mohandas stood 21st.

From the marks it is clear that he was not (like Dadabhai Naoroji) quick at multiplication tables or mental arithmetic. But he was strong in grammar, a sub-topic under the second head (Gujarati); in this he was ahead of the other boys in both the divisions of standard IV. Poor in copy-writing, he was also below the mark in history and geography.

Thus during the five-year period at primary schools, Mohandas was on the whole a mediocre student. Though not very regular in his attendance, Mohandas, as reported by his elder sister Raliatben, was punctual. She recalls that rather than be late he would eat the food of the previous day if breakfast was not ready.¹² It may also be noted that he preferred walking to school to going by carriage.

Teachers and Class-mates



*Amritlal Vardhaman Modi,
a class-mate of Gandhiji from
Gujarati standard III onwards.*

The City Taluka School, Rajkot, in which Mohandas studied for two years was one of the oldest primary schools started by the Government, that is, by the authorities of the Kattyawar Agency whose administrative head was the Political Agent to the Governor-General of British India. These schools were manned by teachers with some pedagogic training in normal schools. They were recruited mainly from Gujarat and their assistants were local candidates who were trained as teachers in the Main or Taluka

Schools such as the Taluka School, Rajkot.

Mohandas was at the City Taluka School, Rajkot, from January 21, 1879 to October 2, 1880. His class teacher in standard III was Shri Kalidas Naranji and in standard IV Shri Chattrabhuj Bapuji. The headmaster of the school was Shri Maneklal Nagardas Shah, a 'third- year trained' teacher with energy and ambition.¹³ Primary schools then could not, and even now cannot, afford the

luxury of specialised subject teachers. The class teacher is expected to teach all the subjects laid down in the syllabus for a particular standard. Mohandas was in division A of standard III. Shri Kalidas Naranji, the class teacher of this division, had passed a qualifying examination then known as the Entrance Examination. In 1879, when Mohandas was studying under him, Shri Kalidas naranji drew a monthly pay of only eight rupees. Shri Chattrabhuj Bapuji, the class teacher of Mohandas in standard IV (division A) was barely 23 years old. He drew a monthly pay of fifteen rupees as he had passed the third year examination of P.T. Training College, Ahmedabad, in 1879. In his autobiography Gandhiji does not mention by name his teachers in primary schools. He only says: "There (in Rajkot) I was put into a primary school, and I can well recollect those days, including the names and other particulars of the teachers who taught me."

During the period of his primary schooling, Mohandas was timid. Books and lessons were his sole companions. After school, he used to run home as he could not bear to talk to anybody. Among his classmates during the period (from January 21, 1879 to October 2, 1880) were Tribhuvan Purushottam Bhatt, Manshanker Ganeshji Anjaria and Amritlal Vardhaman Modi. These three boys lived in the neighbourhood of Mohandas house near Darbargarh. Sri Tribhuvan Bhatt subsequently held the post of Chief Karbhari of Rajkot State. The spacious house, the Chief Karbhari's residence, in which Mohandas had lived during the period of his primary schooling, is at present occupied by the family of the late Tribhuvan Bhatt. When Mohandas sailed for England in 1886, his old class-mate Shri Manshanker Anjaria gave him a silver chain on September 4, 1888, as he saw him off on board the S.S. Clyde.¹⁴ At the time of the annual examination of standard III, Mohandas and these three class-mates were 10, 11, 12 and 8 years old respectively. Of these four, Tribhuvan Bhatt had scored the highest percentage (71.5) and Mohandas the lowest (41.25). At the annual examination of standard IV, the performance of Mohandas showed a distinct improvement over the previous year. Even so, Tribhuvan Bhatt secured 12 per cent more marks than Mohandas. Amritlal Vardhaman failed at the examination and Manshanker Ganeshji could not appear for it because of illness.

1 The Kattyawar Directory for the year 1870 by Shri D.H. Karaka refers (on page 120) to a girls' school in Porbandar.

2 'Glimpses of Religion' in Autobiography, Part I, Chapter X.

3 This school was opened in 1870, and taught up to Gujarati standard II. Latter, standard III was also added. It was a branch, or more correctly a feeder, of the Main (City) Taluka School, which had five Gujarati standards (II to VI).

4 Vide Appendix (i)

5 Vide An Autobiography, Part I, Chapter II

6 Appendix (i)

7 Appendix (iii)

8 Vide File No. 40, Index No. 1, Wankaner Haznr Court Revenue Records

9 Vide Appendix (v), Serial No. 18

10 See Appendices (ii) and (iv)

11 Vide Appendices (iii) and (v)

12 Life of Mahatma Gandhi, Louis Fischer, p. 28

13 Shri Maneklal Shah, grandfather of Shri Manubhai Shah, served as headmaster of this school from 1877 to 1881.

14 Collected Works of Mahatma Gandhi, Vol. I., p. 11

Maneklal Nagardas Shah who was master (1877-81) at Taluka School, Rajkot, where Mohandas studied for about two years in Gujarati standards III and IV during the years 1879 and 1880.

(Courtesy Dhimatbhai M. Shah, Vadipara, Surendranagar)



Manshanker Ganeshji Anjaria, a neighbour and a class-mate of Mohandas at the Taluka School, Rajkot, and at Kattyawar High School, Rajkot. At the time of seeing Mohandas off on board the steamer S.S. Clyde, he gave Mohandas a silver chain (vide Collected Works, Vol. I, page 11)

His father Ganeshji Mahdavji was personal secretary to Karamchand Gandhi, Chief Karbhari of Rajkot State, as per Sarabha Anjaria's testimony.

(Courtesy the Late Hiralal G. Anjaria, Pensioner's Paradise, Raikot)

General Register of Boys at King the						School								
Serial Number	Name	Native Place	Date of Birth			Attestation of Age by Boy	Case	Previous Instruction	Parent's Fee	Date of Admission or Re-admission	Standard to which admitted	Date of leaving	Standard and Class from which left	Remarks
			Day	Month	Year									
507	Jayshankar Bappa Madhava	16/7/1905	2011	Gen	Baroda	Free	1-11-80	Standard I class X	14/1/82	Standard II class XII	Standard II	Standard II	Standard II	
508	Rameshchandra Jainadeo Shambhaji	5/1/1905	2011	Gen	Baroda	Paying	20	Standard I class X	1-4-81	Standard I class X	Standard I	Standard I	Left	
509	Vishvanath Karanjikar	5/1/1905	2011	Gen	Baroda	Free	20	Standard I class X	1-11-81	Standard I class X	Standard I	Standard I	Left	
510	Vijayji Khenji Rajkot	8/7/1905	2011	Gen	Baroda	Free	20	Standard I class X	25-7-81	Standard I class X	Standard I	Standard I	Left	
511	Motichand Mavji	20/11/1905	2011	Gen	Baroda	Paying	20	Standard I class X		Standard I class X	Standard I	Standard I	Left	
512	Shamaldas Tejji	20/11/1905	2011	Gen	Baroda	Paying	20	Standard I class X	5-11-85	Standard I class X	Standard I	Standard I	Left	
513	Damodar Parshottam	23/1/1905	2011	Gen	Baroda	Free	20	Standard I class X	11-3-84	Standard I class X	Standard I	Standard I	Left	
514	Ananddas Tejji	23/1/1905	2011	Gen	Baroda	Free	20	Standard I class X	13-4-87	Standard I class X	Standard I	Standard I	Left	
515	Kanmalji Hirachand	23/1/1905	2011	Gen	Baroda	Free	20	Standard I class X	10-3-88	Standard I class X	Standard I	Standard I	Left	
516	Mohandas Karanandas	2/11/1905	2011	Gen	Baroda	Free	20	Standard I class X	1-7-88	Standard I class X	Standard I	Standard I	Left	
517	Anurajlal Taradhand	7/8/1905	2011	Gen	Baroda	Free	20	Standard I class X	12-12-88	Standard I class X	Standard I	Standard I	Left	
518	Kalidas Bopha	20/9/1905	2011	Gen	Baroda	Free	20	Standard I class X	2-4-80	Standard I class X	Standard I	Standard I	Left	
519	Dulabhji Julei	20/10/1905	2011	Gen	Baroda	Free	20	Standard I class X		Standard I class X	Standard I	Standard I	Left	
520	Ladha Vajreshankar	22/10/1905	2011	Gen	Baroda	Paying	20	Standard I class X	13-7-85	Standard I class X	Standard I	Standard I	Left	
521	Kallabhadra Mahadeo	19/11/1905	2011	Gen	Baroda	Free	20	Standard I class X	1-11-87	Standard I class X	Standard I	Standard I	Left	
522	Dulpal Rajpal	15/5/1905	2011	Gen	Baroda	Free	20	Standard I class X	10-9-89	Standard I class X	Standard I	Standard I	Left	
523	Kameshchandra Mahadeo	23/4/1905	2011	Gen	Baroda	Free	20	Standard I class X	26-7-88	Standard I class X	Standard I	Standard I	Left	
524	Govindji Shastri	23/4/1905	2011	Gen	Baroda	Free	20	Standard I class X	10-7-89	Standard I class X	Standard I	Standard I	Left	

Entry in the General Register of Boys, Kattyawar High School, Rajkot. Mohandas' name is shown against serial No. 516. The sixth column

"attestation of age by the boy" has been signed in Gujarati in his own hand.

(Courtesy Alfred High School, Rajkot)

APPENDIX (I)

English translation of an extract from an Age Register in Gujarati.

Taluka School, Rajkot now known as Kishorsinhji Taluka School, Rajkot.

Age Register (from 1879 to 1889)

1. Age Register Number	70
2. Name	Mohandas Karamchand Gandhi
3. Native Place	Rajkot
4. Caste	Va. Mo. ¹
5. Date of birth	2-9-69 ²
6. Signature of the Guardian	Laxmidas Karamchand for Karamchand Uttamchand
7. From what School	Branch School
8. Paying or free	Paying
9. Date when admitted to this school	21-1-79
10. In which standard	III standard
11. Date of leaving school	1-12-80
12. Standard from which left	IV standard
13. Reason for leaving school	Left to join High School

1. This stands for Vania Mod i.e. Modli Bania.

2. "The date of birth is incorrect. According to the Panchang (published by Shri Dayaram Ganeshji Dubai Limbdi, Vikram Samvat 1984 corresponding to AD 1928) for 84 years from Vikram Samvat 1917 to 2000 *i.e.* from AD 1860-61 to AD 1944, the date of Gandhiji's birth is Vikram Samvat 1925, Bhadarva Vadi 12, Saturday, which corresponds to Oct. 2, 1869.

APPENDIX (II)

Taluka School, Rajkot.

Annual Exam. Std. III Dvn.

A Teacher: Kalidas Naranji

Date of Exam. 3-11-1879

Examiner : G.A. Tarkhad,

Sub-Deputy Educational Inspector:

Halar Prant.

Syllabus of study in each head with maximum marks and hours to be devoted to teaching as laid down by the D.P.I, in his Report for the year 1870-71, page 464.

First Head

Arithmetic

50 marks. Teaching hours 10 per week. In addition to Std. II, the four compound Rules and reduction (Native system). Native Tables to be known. Easy Mental Arithmetic.

Second Head

Gujarati

50 marks. Teaching hours 10 per week. Reading whole of Third Departmental Book with understanding of part read, and meaning of words. Parts of speech to be pointed out. Poetry in Reading book to be understood and repeated.

Third Head

Dictation

50 marks. Teaching hours 10 per week. Writing to Dictation 2 or 3 sentences from the book read. A full writing book or slate to be shown.

Fourth Head

History & Geography

50 marks. Teaching hours 3 per week. Definition of Geography. Geography of the Presidency. Neighbouring provinces, mountains, rivers, Native States, *Zillas*, towns, ports etc. to be pointed out on the Map, and their significance to be explained.

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APPENDIX (III)

Appendix (III)
Result of the Annual Examination of Standard III, Taluka School, Rajkot
Teachers-Kalidas Naranji and Motichand Hansraj

S. No.	Names of Boys	Age	Attendance	Whether previously examined during the year	Result of the last Exam.	Total marks Hd.I	Total marks Hd.II	Total marks Hd.III	Total marks Hd.IV	Passed or failed	Promoted or Not	Re-marks
	(i) Y.M.D.	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)		
1.	Savji Panchan	13-4-17	186 ¹ / ₂	No.	Passed Std. II Branch School	50	24	40	39	Pass	Yes	
2.	Premji Jhina	13-10-00	238	No.	Passed Std. II	43	21	30	37	Pass	Yes	
3.	Tribhuvandas Damodar	13-0-0	168	No.	Passed Std. II Branch School	50	17 ¹ / ₂	36	31	Pass	Yes	
4.	Vaghji Khimji	13-10-0	183 ¹ / ₂	No	Passed Std. II	50	20	45	33	Pass	Yes	
5.	Hirachand Valji	10-11-8	224	No	Passed Std. II Branch School	39	13 ¹ / ₂	36	32	Fail	Yes	
6.	Mohandas Karamchand	10-2-0	110	No	Failed at Branch School	20 ¹ / ₂	20	24	18	Pass	Yes	
7.	Vajinath Karsanji	12-10-0	219 ¹ / ₂	No	Passed Std. II	43	18	37	33	Pass	Yes	
8.	Chatrabhuj Mavji	10-11-8	234 ¹ / ₂	No	Passed Std. II	45	17	40	39	Pass	Yes	
9.	Vashram Shana	9-5-15	170 ¹ / ₂	No	Do.	45	17	42	24	Pass	Yes	
10.	Virchand Karsanji	14-1-0	223 ¹ / ₂	No	Do.	43	19	18	32	Pass	Yes	
11.	Savji Uka	14-0-0	193	No	Do.	45	19	32	25	Pass	Yes	
12.	Tribhuvan Purushottam	11-3-0	209	No	Do.	50	21		40	Pass	Yes	
13.	Khodidas Ramji	12-6-13	227	No	Do.	39	19	18	26	Pass	Yes	
14.	Kasalchand Sunderji	12-5-0	174 ¹ / ₂	No	Do.	45	17	26	30	Pass	Yes	
15.	Manshanker Ganeshji	12-0-0	151 ¹ / ₂	No	Failed in Std.III	32	17	26	30	Pass	Yes	

An excerpt from the original Gujarati is reproduced in the illustration pages. The first name in the Gujarati photostat (Serial No. 6) is that of Mohandas.

APPENDIX (IV)

Taluka School, Rajkot.

Annual Exam. Std. IV Dvn. A

Teacher: Chatrabhuj Bapuji

Date of Exam. 2-10-1880

Examiner : G.A. Tarkhad,

Sub-Deputy Educational Inspector:

Halar Prant.

Syllabus of study in each head, with maximum marks and hours to be devoted to teaching as laid down by the D.P.I, in his report for the year 1870-71 (pages 464-465).

First Head

Arithmetic

100 marks. Teaching hours 10 per week. In addition to Std. Ill, English Tables. Easy sums in simple rule of Three and Vulgar Fractions. Mental Arithmetic.

Second Head

Gujarati

100 marks. Teaching hours 10 per week. Reading whole of Fourth Departmental Book with understanding of part read, meaning of words and simple parsing. In addition to Grammar of Std. Ill, the declensions as in any small Grammar. Poetry in reading book to be understood and repeated. Reading a well-written paper to be brought by the Examiner.

Third Head

100 marks. Teaching hours 9 per week. Writing to Dictation, in medium sized Bal

Dictation

Bodh, 5 lines from the book read. Gujarati writing in a book to be shown (small hand).

Fourth Head

100 marks. Teaching hours 4 per week.

History & Geography

(a) History of the province as of Gujarat (50 marks).

(b) Geography (50 marks) In addition to Std. III. Map of India, including the information detailed in Std. III and knowledge of physical conformation, river systems, watersheds, routes of access, frontiers and adjacent countries.

NOTE: It was after passing Std. IV that pupils were allowed to study English.

APPENDIX (V)

Class
ANGLO-VERNACULAR
SCHOOL

Great Inland Bazar of the
for the year 1883

No.	Name	Age	Grade	English	Arithmetic	Grammar	History	Geography	Science	Total
1	Yashwanth K. Singh	240	1st	100	79	34	13	50	30	276
2	Mohandas K. Gandhi	196	1st	50	30	21	51	27	25	184
3	Radharam K. Singh	245	1st	100	35	29	66	37	30	309
4	Manohar K. Singh	241	1st	80	35	28	52	20	22	237
5	Mary K. Singh	232	1st	30	34	28	45	30	20	167
6	Harishchandra K. Singh	230	1st	100	31	29	52	22	21	235
7	Govindram K. Singh	234	1st	50	27	22	57	23	23	182
8	S. K. Singh	237	1st	80	29	18	56	22	25	220
9	Radharam K. Singh	237	1st	80	27	17	59	21	23	228
10	Radharam K. Singh	239	1st	80	27	17	56	22	23	225
11	Radharam K. Singh	232	1st	80	25	15	53	20	22	215
12	Radharam K. Singh	238	1st	61	27	13	64	27	27	215
13	Radharam K. Singh	202	1st	51	24	21	61	27	26	210
14	Radharam K. Singh	233	1st	100	52	13	57	24	22	268
15	Radharam K. Singh	236	1st	30	25	14	35	25	15	139
16	Radharam K. Singh	237	1st	60	22	14	64	25	20	205
17	Radharam K. Singh	238	1st	80	27	16	61	22	21	227

Facsimile of result of annual inspection of standard IIA held in the year 1883.

Mohandas' name stands against serial No.2. In this examination, he was at his best so far as his academic achievement is concerned. In fact, 68 per cent marks that he secured at this examination was the highest he ever got throughout his career. In order of merit, he stood 4th in his class and 18th among the successful candidates of the three divisions.



The wife of Sheikh Mehtab who was a close associate of Mohandas. Sheikh Mehtab was the evil genius of Mohandas' young days. Mohandas' urge to reform Sheikh was not successful. The fact that he could move Mrs Sheikh to suffer imprisonment for the public cause is an indication of how his own moral stature was raised by the discipline of his life.

Photograph from the Golden Number of Indian Opinion, 1914: Souvenir of the Passive Resistance Movement in South Africa 1906-1914. (Opposite page 23).

(Courtesy J.M. Upadhyaya, Bhatia Boarding, Opp. Junction Station, Rajkot.)

Hanifa Bibi, Sheikh Mehtab's mother-in-law

Photograph from the Golden Number of Indian Opinion, 1914:

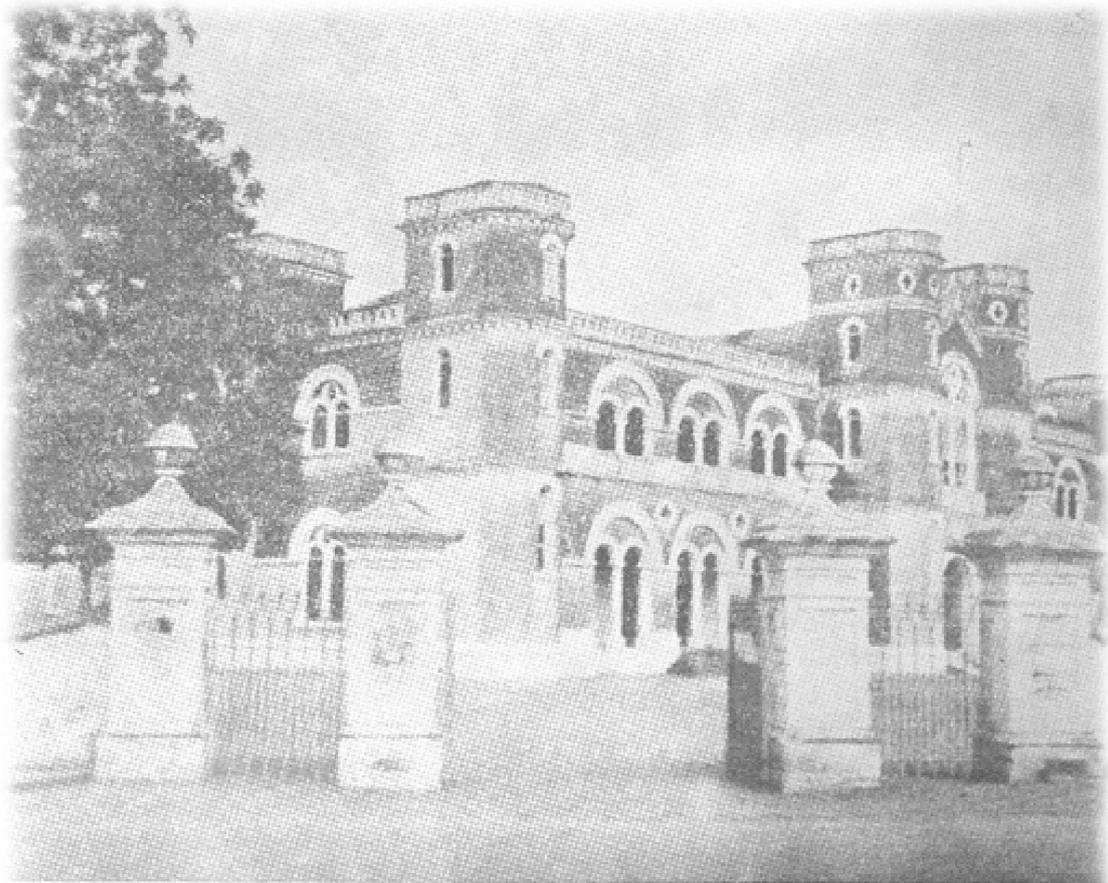
Souvenir of the Passive Resistance Movement in South Africa, 1906-14.

Mohandas' association with Sheikh lasted 13 years (from 1882 to 1895). Though aware of Sheikh's weaknesses, Mohandas trusted him as a faithful friend and helped him.

In Natal where Sheikh was housed with Mohandas, the latter became convinced that "he had been beguiled by an evil genius". (vide Autobiography, pp. 14-18, 117-18).

However, during the period, Mohandas by his rigorous course of life so raised his moral stature that he could win over even Sheikh's mother-in-law "to suffer three months' imprisonment as a passive resister" for the public cause in South Africa.





Alfred High School, Rajkot
(Courtesy J.M. Upadhyaya, Bhatia Boarding
Opp. Junction Station, Rajkot.)



A house owned by Karamchand Gandhi where Gandhiji studied while at high school.

This house was built on a piece of land which was given to Karamchand Gandhi by Thakore Saheb Bawaji Rai of Rajkot.

CHAPTER II

AT THE MIDDLE SCHOOL

Entrance Examination

Under the rules of the Bombay Education Department, pupils after passing vernacular standard IV were admitted to Anglo-Vernacular standard I of a high school if they got through a kind of public test known as the entrance examination, for which the syllabus and minima for passing were laid down by the Department. The teaching of English commenced from Anglo-Vernacular standard I.

According to the syllabus, the first head, arithmetic, was divided into (i) written arithmetic carrying 60 marks and (ii) oral or mental arithmetic carrying 40 marks. The written examination in arithmetic preceded the oral. Generally, three examples were set in written arithmetic and two in oral arithmetic, each carrying 20 marks. The second head, Gujarati, was divided into sub-heads such as reading and recitation, letter-reading, etc. The third head was dictation and copywriting; the fourth was history and geography.

The strictness of the test may be judged from the fact that candidates who could make no score at all in arithmetic were prevented from appearing at the remaining three heads of the examination. Moreover, a candidate getting less than 25 per cent marks in a subhead was deemed to have failed in that head, even if his total exceeded 33 per cent.

This entrance examination was held every year in a high school. The headmaster of the high school sent to headmasters of primary schools in his area circular letters intimating the date of the examination and asking them to submit by the prescribed date lists of their pupils to be sent up for the entrance examination. Mohandas passed his annual examination of Standard IV at the (city) Taluka School of Rajkot in October 1880 securing 53.5 per cent marks. Shri Maneklal Nagardas Shah, the Taluka School master, Rajkot, received from Shri Uttamram Narbheram, the headmaster of the Kattyawar

High School, Rajkot, a circular letter,¹ in response to which a list of 30 pupils including Mohandas, was submitted by the (city) Taluka School master, Rajkot.²

The entrance examination was held on November 18th at the Kattyawar High School, Rajkot. In all, 69 pupils appeared at this examination; 34 from the Station School, Rajkot, 29 from the (city) Taluka School, Rajkot, and two from the Practising School attached to Hunter Training College, Rajkot, while the remaining four were outsiders. Of the 69 candidates, only 38 could get through under all heads. Mohandas scored 257 marks out of 400, securing the ninth rank among all the candidates and the sixth among those from his school. The percentage of marks secured by him was 64.25, the highest being 74. His best performance was in Arithmetic, where he obtained 85 per cent of the marks and secured the fourth rank among all the candidates. In Gujarati, Mohandas did well in Grammar in which he secured 12 out of 25 marks and in letter-reading in which his score was 10 out of 15. His performance in the third head was spoiled by bad handwriting, though his dictation was faultless. In the fourth head, History and Geography, he bettered his performance at the annual examinations of standards III and IV.

It is noteworthy that out of the 38 boys who took this examination and joined standard I of the Kattyawar High School in November 1880, only two, Mohandas Karamchand Gandhi and Jayashankar Dayashankar Buch, passed the successive annual examinations of standards I to VI, and finally the Bombay Matriculation in 1887, at the first attempt.

The Kattyawar High School, Rajkot

The results of the entrance examination were declared on November 19th, and on December 1st, Mohandas was enrolled in the General Register of the Kattyawar High School, Rajkot, and admitted to the Anglo-Vernacular standard I. In the General Register, the name of Mohandas is shown against serial No. 516.³ The entry in the sixth column has been signed in Gujarati as 'Mohandas Karamchand' in Mohandas' own handwriting. The age certificate has been signed by his father in Gujarati as 'Karamchand Uttamchand'. Mohandas was born,

according to Vikram Samvat, on Bhadarva Vadi 12, 1925, (i.e., 2nd October, 1869), and on the date of admission to the Kattyawar High School, he was 11 years, 2 months and 2 days old.

Of all the educational institutions attended by Gandhiji, the Kattyawar High School, Rajkot, was the one in which he passed the longest period, i.e., seven year. It was founded in 1853 as 'Rajkot English School', with 36 pupils. It was the ninth English School started in the Bombay Presidency and the first in Kathiawar (now Saurashtra). Within 13 years it became a full-fledged high school, with standards I to VII, affiliated to the University of Bombay. Thanks to the fostering care and untiring endeavours of the headmaster, Shri Uttamram Narbheram Mehtaji, the institution made excellent progress and earned a great reputation. Pupils from every part of the Kathiawar peninsula sought admission to this school. This institution bore four names at different periods:

(i) Rajkot English School (1853-66), (ii) Rajkot High School (1866-68), (iii) Kattyawar High School (1868-1907) and (iv) Alfred High School from 1907 onwards.

From its very inception, the school received liberal donations and endowments from the princes and chiefs of Kathiawar. The present main building of the school was constructed from the munificent donation of Rs.. 63,000 given by H.H. Sir Mohbutkhan, Nawab of Junagadh. In 1883, when Mohandas was in Anglo-Vernacular standard II, two wings were added to the main building. The school had a hostel attached to it. Scholarships were awarded to good students from the endowments made by princes and chiefs. With such facilities to attract and encourage pupils, this school, like the Elphinstone College, Bombay, produced a number of citizens who contributed much to the all-round advancement of the country.

When, on December 1, 1880, Shri Karamchand Gandhi, the aged Diwan, of Rajkot State, had his youngest son, Mohandas admitted to this institution, the lad must have found himself in a new world. The site and construction of the school were quite new. It was equipped with new furniture. The class-rooms had benches to sit on and desks at which to write with ease. The teachers

possessed good qualifications and were imbued with modern ideas. Inside the class-room, the teacher had his seat on a raised dais facing the boys.

Progress in the Middle School Classes

Young Mohandas was placed in the B division of standard I, the new entrants being almost equally distributed between the two divisions. Standard I B was in the charge of Shri Nagi Nathu Ganatra, a Matriculate of 1879, while the former master of standard I A was a fresh matriculate of 1880. The class fee for standard I was only eight annas a month. On weekdays the school worked from 11 a.m. to 5 p.m, with a recess of an hour from 2 to 3. On Saturdays it worked for half an hour less.

The working hours in a week were 29 in standard I and 29½ in standards II and III.

In December of 1880, Laxmidas, the eldest brother of Mohandas, was in standard V, while the elder brother, Karsandas, was in standard I; the latter had failed in the annual examination of standard I held in November 1880. Thus, from December 1880 onwards both the brothers, Karsandas and Mohandas, read together in one and the same class, namely standard IB. From his father's residence near Darbargadh, Mohandas took about 12 minutes to walk there. Though the two brothers were in the same class, Mohandas used to reach the school exactly at the stroke of the hour and to run back home as soon as the school closed, lest anybody might poke fun at him.⁴ Before the end of the first term (December 1880 to April 1881) six of the new entrants in the standard left the secondary school. Mohandas, however, got used to his new surroundings, though he continued to remain aloof.

Mohandas' performance at the first terminal examination of standard I was discouraging. He passed in the first two heads, Arithmetic and Gujarati. As for the third head, History and Geography, he was one of the three pupils who secured no marks at all in Geography. His weakness in this subject continued, more or less, right from primary (Gujarati) standard III. Mohandas was one of the six pupils (in standard I B) who secured no marks at all in English dictation.

The terminal examination placed Mohandas almost at the bottom of the class. The absence of any adverse remark against his name in the result sheet of the terminal examination was the only redeeming feature.

But his failure at the examination was more than made up for by the term-certificate (sent to his father), in which his conduct was recorded as 'very good'. This was all the more creditable in view of the fact that the conduct of many other pupils, who had fared much better at the examination and who had been regular in their attendance, was set down merely as 'good'.

Mohandas was by nature 'above lying and deception.' At the time of the annual inspection of the school by Mr Giles, the Educational Inspector, Mohandas declined to copy from his neighbour's slate the correct spelling of the word 'kettle', even though his class teacher tried to prompt him with the point of his boot.⁵ The teacher, whose prompting was not heeded, must have been impressed by Mohandas' 'moral rectitude'; in the terminal report on the progress and conduct of the pupils he placed Mohandas on par with Jayashankar Dayashankar Buch, a top-ranking boy in the class, with a hundred per cent attendance during the term. Only these two earned the remark "very good" in the conduct column. A pupil's rank in the monthly register depended on the marks he had secured from day to day. In the first term, Mohandas was present only for 22 days out of 78, and so he had lost marks for 56 days.

The result of the terminal examination seems to have served as an eye-opener to Mohandas. At the terminal examination his rank was 32nd among the 34 pupils of his division. At the annual examination he was able to secure the sixth rank among the pupils of both the divisions. His attendance in the second term was 128 out of 153. This shows a great improvement, in attendance as well as studies, during the second term in standard I B. In the course of this term, it may be observed, the school had a new headmaster in Mr Dorabji Edulji Gimi, B.A. (Hons.). Mohandas secured 63 per cent of marks at the annual examination of standard I, the highest percentage being 64. He scored 18 marks out of 25 in English dictation, as against the 10 at the first terminal examination. Mohandas

made good his deficiency in Geography also, wherein he secured 30 marks out of 50 and the first place in the class.

After his creditable success at the annual examination of standard I, Mohandas was placed in the 'A' division of standard II. During his stay in this standard Mohandas suffered a series of unfortunate lapses which adversely affected his studies.⁶ At the age of 12, he began to smoke in partnership with a young relative, and resorted to stealing copper coins from the servant's pocket. But smoking could be carried on only secretly. In order to be free from parental control, they joined in a suicide pact. The idea was ultimately dropped because both of them felt 'shy of death'. Mohandas then married at the age of 13, and sitting in the classroom of standard II, he day-dreamed about his wife.⁷ Sometime after the marriage of Mohandas, his father relinquished his post as the Dewan of Rajkot owing to ill health which practically confined him to bed. And Mohandas served his ailing father with such devotion that the latter could not do without him.

This was the period during which Mohandas was in standard II. He was in the A division while his elder brother Karsandas was in B. The class teacher of standard II A was Shri M.M. Pandya. The syllabus of studies was much the same as in standard I, except that in the fourth head, English, oral translation from Gujarati into English was added. The teaching of English was, on this account, assigned half an hour more. Hence for standard II the teaching hours per week were 29 ½, as against 29 for standard I.

In spite of the upset caused by his marriage, the terminal examination result of Mohandas was fairly creditable; he secured 57 per cent marks and the 13th rank in standard IIA. But the tide turned in the course of the second term. His ailing father moved with his family from Rajkot to Porbandar for a change. It was probably now that Mohandas consummated his marriage with Kasturbai. He soon began to establish his authority as a husband and, being rather jealous kept a vigilant watch over her movements. A few months after their return to Rajkot, Mohandas became acquainted with Sheikh Mehtab a class-mate in standard IIA. Sheikh was the chum of his elder brother, Karsandas. Dazzled by

the physical prowess of this class-mate senior to him by three years, Mohandas disregarded all warnings and, in his zeal to reform him, continued his association with him till it ripened into close friendship.

All this adversely affected Mohandas' progress in standard II. During the year 1882, his attendance at school was only 74 out of 222! He could not appear at the annual examination. The result sheet shows the remark 'Leave' against his name. Sheikh Mehtab appeared at this examination but was found unfit for promotion and was detained in the same standard. The fate of Karsandas was in no way better. He, too, could not appear at the annual examination of standard II, and he left the school on 4 February 1883. But in the new academic year Mohandas and Sheikh Mehtab continued their studies as 'repeaters' in the A division of standard II which had three divisions.

During this year Mohandas was led further astray by the strong, persuasive personality of Sheikh Mehtab. He was tempted into the surreptitious partaking of meat dishes. But he could not bear the 'compunction of lying' especially to his mother, and after some time vowed to give up the practice until his parents' death would enable him to be a carnivore openly.

The result of the terminal examination in 1883 afforded ample proof that, in his second year in standard II, Mohandas grew quite serious in studies. In Gujarati he scored 64 per cent and in English 84 per cent, and stood second among the pupils of all three divisions of standard II. His total percentage of 66.5 and his 8th rank in class (standard II A) at this examination, are a great advance on his performance at the terminal examination a year earlier in the same standard. In the second term, his elder brother Karsandas was readmitted to standard IIA, and thus Sheikh Mehtab, Karsandas and Mohandas studied together once more in the same class for about four months.

The term ended with the annual examination in which Mohandas secured 68 per cent marks, the highest percentage he ever achieved throughout his career as a student.⁸

Thus, in spite of 'moral lapses', Mohandas' academic performance was the best this year. He stood 4th in his class (standard II A), despite his absence for 47

days during the two terms. His elder brother Karsandas failed at the examination, though a second-year student, and hence Karsandas left the school and studies, once and for all, in January 1884, along with his friend Sheikh Mehtab, whose name was struck off the school register on March 2, 1884, after he had passed the annual examination in November 1883, in all the four heads with 57.5 percent marks.

Anglo-Vernacular standard III was the preparatory year for admission to the high school course, which began with standard IV. Standard III had three divisions, and Mohandas was placed in the B division which had 27 pupils on the roll. The class teacher was Shri Nagji Ganatra, who as class teacher of standard I B, had been impressed by the moral rectitude of Mohandas, three years earlier. As Mohandas had 'wasted' a year in standard II, his class teacher, Shri Moorarji Mangalji, wished Mohandas to make good the loss by skipping a class. Mr Gimi, the efficient headmaster of the school, was strict in the matter of promotions. Yet he would consider 'leap promotion' of any pupil whose performance at the terminal examination justified such special treatment.

After studying for six months in standard III B, Mohandas appeared at the terminal examination and scored 58 per cent of marks, standing 5th among 27 pupils in standard III B. The name of Mohandas (serial No. 15) figured also in the result-sheet of the terminal examination of standard IV. Apparently, his class teacher had recommended Mohandas as a candidate for the privilege of 'leap promotion'. Mohandas, during the six months he was in standard III, must have prepared himself for the first term course of standard IV, and been permitted to appear simultaneously at the terminal examination of both standards III and IV. Mohandas scored 57 per cent in English, the highest percentage in standard III B.⁹ He did fairly well at the terminal examination of standard IV also. He failed in Mathematics, but scored an average of 50 per cent marks in the three other heads of standard IV, standing 14th among the 33 pupils who appeared at the examination. In *Autobiography* Gandhiji modestly described himself as "a mediocre student", but he was the only pupil of standard III to compete with the pupils of standard IV who had the advantage of six months' regular tuition

in the school. Because of his performance at the terminal examination the headmaster, Mr Gimi, must have accepted the class teacher's recommendation for promoting Mohandas to standard IV in the middle of the academic year.

Class-mates

Among the class-mates of Mohandas, Jayashankar Dayashankar Buch, Virji Manordas Gandhi, Amritlal Vardhaman Modi, Tribhuvan Purushottam Bhatt, Ratilal Ghelabhai Mehta and Sheikh Mehtab call for mention.

Jayashankar Dayashankar Buch was with Mohandas in standard I. The most regular student of the class, he completed the first term without a single day's absence, while Mohandas was absent for 56 days during the first term. Jayashankar's performance too was excellent. Mohandas could equal him only in regard to 'conduct'; this was recorded as 'very good' in the certificates issued to both at the end of the first term. Again, when Mohandas of standard III was allowed to appear at the terminal examination of standard IV, Jayashankar Buch appeared at the same examination as a regular student of standard IV. Here he secured only 48.2 per cent of marks and did not fare much better than Mohandas in the three heads other than Mathematics, despite the advantage of six months' regular tuition at school.

Virji Manordas Gandhi was at first better than Mohandas in studies. But during his second year in standard II, Mohandas took his work with the utmost seriousness and, at the terminal examination of standard II, scored 64 per cent in Gujarati and 84 per cent in English, beating Viji Gandhi by 20 per cent in the former subject and by 6 per cent in the latter. As Viji was a good student, the headmaster Mr Gimi granted him the privilege of a 'leap promotion' and he went through the two standards, II and III, in one year, that is 1883, just as Mohandas got the privilege of combining standards III and IV in the following year.

Ratilal Mehta, who subsequently rose to be the headmaster of the same high school in which he had studied along with Mohandas, was in the same standard II during his second year in that standard. At the annual examination of

standard II Mohandas, being a repeater, could score 74 per cent marks in the forth head, English, as against Ratilal Mehta's 58 per cent.

Amritlal Vardhaman Modi and Tribhuvan Purushottam Bhatt were class-mates of Mohandas even at the primary school, the City Taluka School, Rajkot. They lived near Mohandas' house near Darbargadh in Rajkot. When Mohandas was in standard III he was allowed to appear in the terminal examination of standard IV in the Kattyawar High School. Mohandas' performance at this exam left his old associate Amritlal Modi far behind. At the terminal examination of standard II held in April 1883, Tribhuvan Bhatt had secured cent per cent marks in Arithmetic, while Mohandas though a 'repeater' secured only 66 per cent. At the terminal examination of standard III, however, both Mohandas and Tribhuvan Bhatt secured 232 marks out of 400, but Mohandas scored 57 marks out of 100 in English, as against Tribhuvan Bhatt's 44.

Sheikh Mehtab had the longest and closest association with Mohandas. In 1880, Sheikh Mehtab was the class-mate of Mohandas' elder brother, Karsandas, in standard I at the Kattyawar High School, Rajkot. Thanks mainly to the influence of Sheikh Mehtab, Karsandas failed in standard I. The name of Sheikh was struck off before the annual examination. Sheikh was readmitted in standard I in the New Year, and the two, Karsandas and Sheikh Mehtab, continued to be chums through 1881. Mehtab (aged 16) was senior to Mohandas by 3 years and to Karsandas by a year when the first two were in standard II A and Karsandas in standard II B in 1882. Tall and strongly built, Mehtab was a spectacular success at the school sports; he was "an adept

in long jump". He was a meat-eater and he revelled in his circle of gangsters. As a fellow-pupil in standard II A, Mehtab's contact with Mohandas was casual at first, but the association grew closer because of Karsandas who was by now almost one with Mehtab. Outside the school, Mehtab contrived to keep Mohandas away from the company of his old associates like Amritlal Vardhaman Modi. In course of time Mohandas perceived Mehtab's weaknesses; yet he continued his friendship, because he wished to 'reform' his dissolute class-mate. Mehtab convinced Mohandas that meat-eating was essential in order to defeat

the English and make India free. He poisoned Mohandas' mind against his guileless wife, Kasturba, till she was driven to desperation.¹

Mohandas' photo at the age of 14 shows him with one of his classmates.² The contrast between the two is striking. Mohandas seems to retain his tender softness, his tight lips are expressive of resoluteness and the half-closed eyes of a thoughtful mood. The class-mate, on the other hand, has all the features of an adult, in point of height, dress and posture. The style of his turban, his loose shirt and trousers, suggest Sheikh Mehtab whom Gandhiji tried through many years to reform and whose wife and mother-in-law went to gaol as *satyagrahis* in South Africa.

The future career of some of the other class-mates is worth mentioning. Shri Tribhuvan Purushottam Bhatt built up a highly successful career and became the Chief Minister of Rajkot where he had his primary and secondary education. It was a coincidence that Shri Tribhuvan Bhatt, as Chief Minister of Rajkot, lived for years in the same building, near Darbargadh, where his class-mate Gandhi, had formerly stayed. Another class-mate, Shri Amritlal Vardhaman Modi, rose to be Judicial Secretary of Dharangadhra State in Gujarat.

1 No. 191 of 1880-81 dated November 16, 1880.

2 Letter No. 172 of 1880-81, dated November 16, 1880.

3 Vide Appendix (vi)

4 Vide Autobiography, part I, Chapter II

5 Vide Autobiography, Part I, Chapter II.

6 Vide Autobiography, Part I, Chapter VIII.

7 Ibid, Part I, Chapter IV.

8 Vide Appendix (vii)

9 Vide Appendix (viii)

10 Vide Autobiography, Part I, Chapter VII

11 See pp. 40-41.

APPENDIX (VI)

Kattyawar High School, Rajkot

General Register of Boys, No.2

From January 1880 to November 1884

(From Nos. 425 to 1240)

Number	516
Name	Mohandas Karamchand
Native Place	Porbandar
Birth-date acc. to Christian chronology	V. 12-11-1925 (Smt)
Age when admitted	Dt. 2-10-1869
Attestation of age by boy	(Signature in Gujarati) Mohandas
Caste	Karamchand
Attesting initial of the Head of School	Bania
Previous Instruction	U.N.M.
Paying or Free	Rajkot Taluka School
Date of admission or re-admission	Paying
Standard and Class into which admitted	1-12-80 Std. I Class X
Date of Leaving	1-1-88
Standard and class from which left	Std. VII; Cl. I
Remarks	Left

APPENDIX (VII)

ANNUAL EXAMINATION 1883 (Dated 21-12-83)

Class VII Standard II A

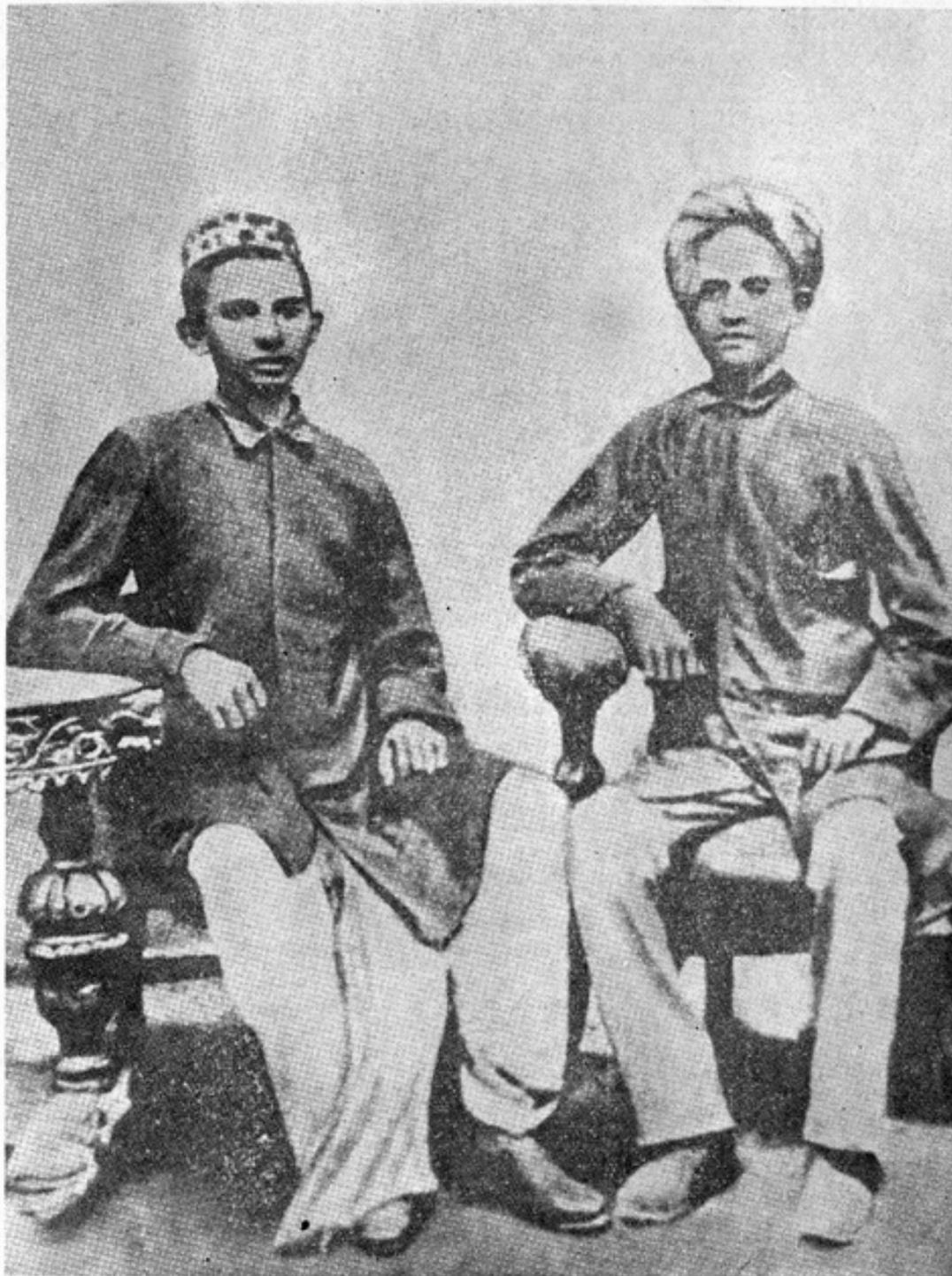
No.	Name	Atten- dance	1st Arth. 100	2nd Guj. 100	3rd Hist. & Geo. 100	4th Eng. 100	Total	P.	Rank	Remarks
2.	Mohandas Karamchand	196	80	56	62	74	272	3	3	
3.	Tribhuvan Purshottam	243	100	64	67	78	309	4		
16.	Chhabildas Kashidas	237	60	42	57	52	211	4		
20.	Sheikh Mehtab Mohamed	143	80	41	67	42	230			
21.	Karsandas Karamchand	103	100	42'	36	22				Admitted in July.

APPENDIX (VIII)

TERMINAL EXAMINATION, APRIL 1884

Standard III B

No.	Name	1st Arth. 100	2 nd Guj. 100	3rd Hist. & Geo. 100	4th Eng. 100	Total 400	P hds. in	Rank	Remarks
2.	Mohandas Karamchand	66	64	45	57	232	4	5	Weak in parsing
3.	Tribhuvan Purshottam	66	62	60	44	232	4		
5.	Manishanker Ganeshji	33	49	37	36	155	4		
9.	Revashr. Anopchand	66	52	65	47	230	4		
20.	Vasudev Uttamram	66	29	33	20		2		Bad reading.
No. 20 was prompted from Std. I and No. 27 was admitted in the beginning of April					19 passed in all heads 3 passed in three heads 5 passed in two heads 1 failed in all heads				
Sd. N. N. Ganatra					27 fair				



Mohandas at the age of fourteen with a class-mate

CHAPTER III

AT THE HIGH SCHOOL

Performance and Progress

Mohandas' creditable performance at the terminal examination of standard IV, which he was allowed to take simultaneously with the terminal examination of standard III, qualified him to be placed in standard IV as a regular student, in the second term of the year 1884. But unfortunately this 'leap promotion' proved to be a doubtful privilege. No sooner did he start his regular studies in standard IV than he "found himself completely at sea".¹ The main handicap was English which was the medium of instruction from standard IV onwards. Geometry, a new subject, was taught through this unfamiliar medium. For a while, Mohandas was unnerved, and thought of going back to standard III. But the fear of bringing double discredit on himself and on the teacher who had recommended his 'leap promotion' kept him at his post.

The subject of English, including translation², was taught by Shri Manshankar P. Oza of Goga; Sanskrit by Shri Hargovind Harnarayan Vyas of Bardoli; and History, Geography and Mathematics by Shri Lallubhai Mathurbhai Sutaria of Nadiad. Though Shri Lallubhai Sutaria taught Mathematics very well, Mohandas could not follow him.³ However, the 13th proposition of Euclid revealed to him that Geometry was "pure reasoning", after which it became for him an "easy and interesting" subject.

The result sheet of the annual examination of standard IV held in November 1884 is not available. Hence we are not in a position to assess Mohandas' performance at the end of the year or his relative position in the class. Thanks to his tenacity, Mohandas found himself in standard V in December 1884.

During his year at the high school, Mohandas used to leave bed not later than six o'clock even in winter, so that he could finish his ablutions and prepare the daily lessons for the school in the morning hours. He attended school from eleven to five with a recess of one hour in the middle. The evening hours were

spent in compounding drugs for his ailing father, whenever they were to be prepared at home, and in taking long walks in the open air. At night Mohandas invariably undertook the massage and nursing of the patient till he was permitted to retire or was fast asleep. Thus, Mohandas went to bed not earlier than ten. And when his wife Kasturba was with him at Rajkot, he played the "lustful husband". This routine left him no leisure for loitering.

To this period belongs the incident of stealing gold described in Part I, Chapter VIII, of *Autobiography*. Karsandas (his elder brother) had run into debt. To get his liability discharged, Karsandas and Sheikh Mehtab seem to have persuaded Mohan to cut a piece from the solid gold armlet that Karsandas used to wear.⁴ He made a clean confession of his guilt to his father and asked for adequate



Krishnashankar Harishankar Pandya, who is mentioned in Autobiography (P. 13) as the teacher who persuaded Mohandas not to give up Sanskrit.

(Courtesy the late Dr R.K. Yagnik through Shri R.P. Bakshi)

punishment. This encounter between erring son and forgiving father "was an object lesson in Ahimsa".⁵ The tears that trickled down his father's cheeks cleansed the heart of Mohandas.

The bed-ridden father must have felt satisfied when Mohandas brought home the result of the Inspector's examination held in March 1885. Out of 40 pupils in standard V, 35 took the examination and only 14 passed in all the four heads. Mohandas secured 62.4 per cent marks and the 3rd rank at this examination.⁶

The marks secured by Mohandas in individual subjects show that he had succeeded in mastering Mathematics, which had frightened him in standard IV. His performance in Sanskrit, too,

was creditable. But he was not up to the mark in English parsing and composition. On the whole, his 3rd rank in a class of 40 boys, and his attendance of 35 days out of 38 prove his earnestness as a student.

The Inspector's examination was soon followed by the terminal examination in which, out of 35 that appeared, only 7 boys, including Mohandas, passed in all the four heads. Mohandas secured 55.75 per cent marks and the 5th rank in his class. Virji Manordas, who secured the first rank, scored 71.25 per cent marks. In the second term, a primer on sanitation was taught under the third head, History and Geography. At the time of the annual examination there were 37 pupils on the rolls. Of them 34 appeared at the examination, 19 offering Persian and 15 Sanskrit as their second language. The strictness of this annual examination of standard V may be judged from the fact that of the 34 who appeared, only 6 got through under all four heads. Great importance was given to English. The headmaster himself used to conduct the oral examination in the subject. Besides pronunciation, power of expression was thoroughly tested through questions on grammatical construction, analysis and explanation, as is seen from the individual remarks in respect of pupils, in the last column of the result sheet. Mohandas was assessed as 'not bad' in the remarks column. Twenty-six pupils were promoted to standard VI and 11 were detained. With 57.4 per cent marks, Mohandas stood 6th, Virji Manordas Gandhi stood first, securing 72.4 per cent. Mohandas' score of 85 per cent in Mathematics made him eligible for the award of one of the four Junagadh and Jetpur junior scholarships of the value of Rs. 4-2-8 a month.¹

The performance of Mohandas at the examination must be deemed creditable in view of the fact that his father's illness caused great anxiety during these days. A devoted nurse and an earnest student, Mohandas earned from his father the prediction that 'Manu' would bring honour to the family. In November 1885, when Mohandas appeared at the annual examination of standard V, he lost his father. Soon after this sad event, his wife gave birth to a child which died within a few days. This made Mohandas even more miserable. Mohandas was looked after by his elder brother, Laxmidas Gandhi, whose burden he tried to

lighten by handing over to him the entire amount of his scholarship of Rs. 4-2-8 per month.⁷

Mohandas was now in standard VI, the pre-matriculation class.

The syllabus was varied and heavy. Intensive study was necessary for all subjects, particularly English, which was the main criterion for deciding promotion to the matriculation class. In this subject, 200 pages of prose from Addison's *Spectator* and 750 lines of poetry from Milton's *Paradise Lost* were prescribed for study, with 200 lines from the latter to be memorised. Moreover, Morell's *Analysis* and Adam's Grammar were to be studied along with *Pathmala, Part V*, for translation from Gujarati into English. The oral test in English reading, carrying 40 marks, was no less important than the written test comprising translation into English and composition, carrying 30 marks each. The oral test was thorough and searching; weaker points were noted; individual and general remarks indicated how the performance was assessed. The course in Sanskrit, especially in grammar, was certainly formidable. Pupils had to memorise the declension of irregular nouns, and forms of non-conjugational tenses. This disheartened Mohandas. The Sanskrit teacher, Shri Krishnashankar Pandya, was also a hard taskmaster.

For all his earnestness, Mohandas, was slack in attendance during the first term in standard VI. He was absent for 32 out of 117 working days. This was, perhaps, because of his father's recent death. At the terminal examination, Mohandas secured 47.2 per cent marks and the sixth rank in the class. In Mathematics he scored 18 marks more than Viji Manordas Gandhi, who stood first in the entire examination. Mohandas' "careful reading" in English distinguished him from all his fellow-pupils who appeared at this examination.

Mohandas was well aware of the responsibility that devolved upon him after his father's death. His photograph with Laxmidas is indicative of his serious outlook at the age of 17 years. The substitution of a turban for a cap is a mark of maturity. Mohandas now appears ready to face the responsibilities of life.

During the second term in standard VI, Mohandas was present on all the 125 working days. In the annual examination he secured 49.4 per cent marks and

the fourth rank in the class.¹ Virji Manordas Gandhi scored the highest percentage, namely 63.81. Mohandas secured 56 per cent in Sanskrit, which was offered by only seven students of his class.

The Junagadh and Jetpur Senior Scholarship (No.1) of Rs. 10 per month was awarded to Mohandas after this examination. He could no longer be described as a mediocre student.

Mohandas could gratify very well his innate desire to serve others during his father's prolonged illness. On passing the annual examination of standard VI, he might have read on the high school notice board a Government notification concerning admissions to the B. J. Medical School at Ahmedabad and offering stipends worth Rs. 9 per month during the first year and Rs. 10 per month during the next two years, of the three-year medical course. Mohandas apparently did not pursue the idea of joining the Medical School at Ahmedabad, because the Junagadh and Jetpur senior scholarship of Rs. 10 per month seemed to him to be enough for the time being.

From December 1886 onwards Mohandas was in standard VII, the highest class in the school. Those whose attendance and progress were found to be satisfactory at the end of the second term in standard VII were allowed to appear at the matriculation examination of Bombay University. With the founding of the statutory universities in India in 1857-58, the academic functions of high schools came to be controlled by these universities. Each of the three universities laid down the syllabus, the mode of examination and the standard of performance for candidates from the high schools within its jurisdiction. In 1887, there were 77 full-fledged high schools preparing candidates for the matriculation examination of Bombay University.

The syllabus comprised five subjects classed under three groups, namely (i) Languages, (ii) Mathematics and (iii) General Knowledge. In the language group English was compulsory for all. In this, a written paper of three hours' duration was set, with questions of paraphrasing or translation into English, grammar and composition. In the oral test, which followed the written paper, candidates were called upon to read and explain an 'unseen' prose passage from a standard

author to be selected by the examiners. The second language was to be selected by the candidates from a list of 13 languages other than English, namely six classical languages like Sanskrit and Persian, two modern European languages and five vernaculars or regional languages like Gujarati and Marathi. A total of 300 marks were assigned to the group of languages.

The second group, Mathematics, included Arithmetic, Algebra and Geometry. There was one three-hour paper carrying 100 marks in Arithmetic and Algebra combined, and another paper of 75 marks and of two hours in Geometry. The third group, General Knowledge, was covered in two papers, each of two hours and carrying 75 marks, one on Elementary History of England and India and on Elementary Geography, and the other on Natural Science. For all five subjects falling under the three groups, the pupils of standard VII were required to read about 18 books, such as Jane Austen's *Pride and Prejudice*, Dr Bhandarkar's *Second Book of Sanskrit* and Lethbridge's *History of India*.⁹

There were 40 boys in standard VII when the terminal examination was held in April 1887. At this examination Mohandas secured 43/150 in English, 25/100 in Sanskrit, 67/175 in Mathematics, 27/75 in History-Geography and 21/75 in Natural Science. Thus he scored a grand total of 183/575, or 31.8 per cent. In the remarks column his progress is set down as 'fair'. At the end of the term when the preliminary examination was held, only 16 out of the 32 students who appeared were 'granted forms' on October 18, 1887, to appear at the ensuing matriculation examination of Bombay University. Among these 16, Mohandas was numbered 10th, even though he failed in Mathematics, English and General Knowledge. Only one student was able to pass in all the heads. In General Knowledge Mohandas' performance was poor; he scored not more than 27 marks out of 150.

Scholarships and Extra-curricular Activities

Mohandas had no high opinion of his own ability. He used to be astonished whenever he won prizes and scholarships, as he sometimes did in his high school career. He won some prizes after he passed out of standard II. In

standard V he obtained a scholarship of Rs. 4-2-8 a month and in standard VI one of Rs. 10 a month. For these awards he thanked good luck more than his merit.¹⁰

There were six Junagadh and Jetpur scholarships assigned to the Kattyawar High School Rajkot. Of these, two were senior scholarships tenable in standard VII and four junior scholarships tenable in standard VI. These scholarships, created from an endowment of Rs. 10,000 donated by H.H. the Nawab of Junagadh and the Katty Chiefs of Jetpur, were meant for students from the Sorath district. ¹ Only those pupils who passed under all heads were eligible for the award of these scholarships. At the annual examination of standard V. Mohandas earned a junior scholarship of Rs. 4-2-8 a month by his proficiency in Mathematics. The remaining three junior scholarships for proficiency in English, History-Geography and Sanskrit went to non-Sorath Boys; Mohandas was the only Sorath boy who passed under all the heads. Mohandas also received an 'exhibition' of Re. 1 a month, for October and November, 1886. Thus he received Rs. 52 during 1886 by way of scholarship and exhibition; of this he kept nothing for himself. The scholarships bill for February 1886² shows that the recipients (excepting No. 5) have signed their names in the last column exactly as they have been spelt in the second column. But Mohandas signed his name with double's' at the end, though in the second column it ends with a single's'. He signed himself 'Mohandass' in all the 13 receipts for scholarship and exhibition amounts during 1886.

According to the terms and conditions of the endowment, the two J. & J. senior scholarships—of Rs. 10 and Rs. 8-5-4 a month—were to be awarded to two boys from the Sorath district; the first for proficiency in General Knowledge and the other for proficiency in Mathematics. Since Mohandas was the only Sorath boy from among those who were successful at the annual examination of standard VI, he was awarded the senior scholarship of Rs. 10 a month for proficiency in General Knowledge. The scholarship was tenable for one year in standard VII. When Mohandas went to Ahmedabad to appear for the University matriculation examination of 1887, he authorised Shri Harakhchand Rugnathjee, a student of

standard III, to receive the scholarship amount for October, November and December, 1887. The letter of authority was dated 1-11-1887.

Though he was a scholar of the Kattyawar High School, Mohandas' extra reading seems to have been meagre; he had distaste for any reading beyond school books. During the period 1880 to 1887 when Mohandas was a student there, the Kattyawar High School, Rajkot, rose to great eminence under the competent headmastership of Shri D.E. Gimi, who succeeded Shri U.N. Mehtaji in December 1882. Shri Gimi had made gymnastics and cricket compulsory for boys of upper standards. Mohandas disliked both, and so had never taken part in any game or exercise, before they were made compulsory. However, he had formed the habit of taking long walks in the open air which gave him a fairly hardy constitution.

Mohandas then had a false notion that gymnastics had nothing to do with education. He had a keen desire to serve his ailing father. But compulsory gymnastics came directly in the way of this service.¹³ So he requested Shri Gimi to exempt him from gymnastics so that he might be free to serve his father. But Shri Gimi would not hear of it. Furthermore, he fined Mohandas for staying away from the gymnasium one Saturday. Mohandas ultimately succeeded in getting the fine remitted and also obtained exemption from future attendance, on the strength of his father's note to the headmaster saying that he wanted Mohandas at home after school.

Though Mohandas had an aversion for physical exercise at school, the game of cricket found in him a staunch supporter. There is the testimony of Shri Ratilal Ghelabhai Mehta, a school-mate of Mohandas at the Kattyawar High School, Rajkot, to the effect that Mohandas was not only an enthusiast but also wielded the willow. Says Shri Metha: "It is not commonly known that Gandhiji was a dashing cricketer and evinced a keen interest in the game. Many a time we played cricket together and I remember that he was good at batting and bowling..."¹⁴. In his later life Mohandas, as Mahatma Gandhi, proved that he was a real cricketer who played the game in politics.

Mohandas does not seem to have participated in school plays, debates and sports. He hardly made any conscious effort, during this period, to cultivate other accomplishments which fitted one for polite society and the westernised mode of life. He evinced little interest in gardening or even newspaper reading. It was only after going to England that he cultivated an interest in newspapers.

Thus Mohandas' 12 years of schooling did little to develop or draw out his faculties. Mohandas disliked gymnastics and extra reading. His shyness and the consequent lack of healthy companionship aggravated this distaste and prevented him from taking part in extra-curricular activities.

Teachers and Class-mates

A well behaved student who "very jealously guarded" his character, Mohandas enjoyed the affection of his teachers. When he merited, or seemed to the teacher to merit, a rebuke, it was unbearable for him.¹⁵ Once Shri Gimi, the headmaster, refused to believe Mohandas when he submitted the reason for his absence from the school gymnasium on a Saturday. That he should have been accused of lying made him cry in deep anguish.

In standard IV, Mohandas was taught English by Shri Manshankar P. Oza of Goga, Sanskrit was taught by Shri Hargovind Harnarayan Vyas of Bardoli who, in his later life, became the Chief Minister of Radhanpur State in Gujarat. Shri Lallubhai Mathurbhai Sutaria of Nadiad was in charge of History-Geography and Mathematics. In standard V, Shri Naranji Kunvarji Mehta, who had recently graduated from Elphinstone College, Bombay, taught him English. Shri Khorshedji Faramjee Daruwala was then the class teacher of standard V. When Mohandas was in standard VI the class teacher was Shri Krishnashankar Harishankar Pandya of Nadiad who had also, like Shri Naranji Kunvarji Mehta, graduated from Elphinstone College, Bombay.

This Krishnashankar Pandya had also been Sanskrit teacher of Mohandas in standard VI. He was a hard taskmaster, while Shri Nanumia J. Katariwala, the Persian teacher, was known to be "lenient and considerate to the students". Moreover, Persian was easier than Sanskrit, and Mohandas was tempted to sit

one day in the Persian class. This grieved Shri Pandya, the Sanskrit teacher who offered Mohandas timely advice to resume the study of Sanskrit, "the language of his own religion". In his later life Mahatma Gandhi could not but think with gratitude of Shri Krishnashankar Pandya.¹

From among Mohandas' class-mates in the high school Virji Manordas Gandhi, Jayashankar Dayashankar Buch and Kalyanji Chatrabhuj call for mention. Mohandas never envied his class-mates who surpassed him in academic performance For him prizes and scholarships were accidents.

Vijji Manordas Gandhi had been the class-mate of Mohandas when the latter was a 'repeater' in standard II. At the Inspector's examination in standard V, Virji stood first, four places above Mohandas. At the terminal examination also, Virji scored the highest marks, namely 72.4 per cent while Mohandas stood 6th, with 57.4 per cent. Again, in standard VI, at the terminal examination, Virji kept his first rank; Mohandas was 6th, though he scored 18 marks more than Virji in Mathematics. At the annual examination too Virji stood first with 63.81 per cent marks. Mohandas had 49.4 per cent and the 4th place.

Jayashankar Dayashankar Buch was also Mohandas' class-mate in standard I. Out of the 38 boys who had passed the entrance examination held by the Kattyawar High School, Rajkot, in November 1880 and joined standard I, only two, Mohandas and Jayashankar, passed the successive annual examinations of standards I to VI, and finally the Bombay matriculation in 1887 at the first attempt.

Kalyanji Chatrabhuj was Mohandas class-mate in standard V. Being the brother-in-law of Mohandas he also stayed with him. Though he was senior to Mohandas in age by more than three years, he studied in the same standard. Kalyanji had come from Elphinstone High School Bombay; yet his performance at the annual examination of standard V in the Kattyawar High School, Rajkot, was much poorer than that of Mohandas.

1. Vide Autobiography, Part I. Chapter V.
2. The text book used was the Pathmala series.
3. Vide Autobiography, Part I, Chapter V.
4. Vide Tendulkar's Mahatma Volume I, page 31.
5. Vide Autobiography, Volume I, Chapter VIII.
6. Vide Appendix (ix)
7. Vide Mahadev Desai's Diary. Vol. IV, page 53.
8. Vide Appendix (x)
9. Vide Appendix (xi)
10. Vide Autobiography Part I, Chapter V.
11. Vide Kathiawar Political Agency Gazette of 1867, p. 163 and of 1872 p. 249.
12. Vide Appendix (xii)
13. Vide Autobiography, Part I, Chapter V.
14. See 'Gandhiji, the Cricketer' by Shri K.V. Gopal Ratnam, in Sports and Pastime, Madras, July 7, 1962.
15. Vide Autobiography, Part I, Chapter V.
16. Vide Autobiography, Part I, Chapter V.

APPENDIX (IX)

INSPECTOR'S EXAMINATION HELD IN MARCH 1885

Standard V

Class teacher : Naranjee K. Mehta

No.	Names	1st Math.	2nd Eng.	3rd H & G	Translation 50	4th S.L. 100	Total P.hds in Rank	Remark
		100	100	100	50	100	450	
7.	Waghji Pitamber	36	91	51	31	32		
13.	Mohandas Karamchand	35	88	47	49	28		
26.	Amritlal	36	35	24	35	32		

Note: English taught by Mr Naranjee Kunverjee Mehta

History and Geography taught by -do-

Mathematics taught by Mr Dahya Khetsi

Sanskrit taught by Mr Hargovinddas

Persian taught by Mr Nanumia

English

Mathematics

History & Geography

Second Language

In all subjects

	Presented	Passed
English	35	23
Mathematics	35	30
History & Geography	35	28
Second Language	35	28
In all subjects	35	14

APPENDIX (X)

ANNUAL EXAMINATION FOR PROMOTION

NOVEMBER 1886

Standard VI

No.	Name	1st Math.	2nd S.L.	3rd H.G.	4th Eng.	5th Guj.	6th Astro- nomy	Total	P. in hds	Rank	Remarks
		100	100	100	100	50	50	500			
5.	Chhaganlal Mugatram 214	48	72	60	48	35	32	295	6	3	
8.	Mohandas Karamchand 210	63	56	37	45	25	21	247	6	4	
22.	Navalshr Vrajlal 111	47 ½	43	37	30 %	25	19		5		
29.	Vaghji Pitamber 232	49	34	24	22	20	17		4		

Appendix (xi)

TEXT BOOKS USED IN EACH STANDARD

Standard VII

English	<i>Pride and Prejudice</i> Cowper, Webb & Row Grammar
History & Geography	History of England, Lethbridge's History of India, Mackay's Geography
Mathematics	Smith's Arithmetic, Pott's Euclid, Colenso's Algebra, Cooke's Chemistry.
2 nd Language, Sanskrit	Dr Bhandarkar's 2 nd book 'Raghuvamsa' 'Kadambarisar' 'Progressive Exercises' Kielhorn's Grammar 'Panchatantra'
Persian	'Gulistan' of Saadi, Baria's Grammar
Gujarati	Taylor's Grammar, 'Vanraj Chavado' 'Narma Gadya'

Kattawar H. S.

Sd/-D.E. Gimi

Rajkot 5-10-87

Headmaster

Appendix (xii)
No. 323 of 1885-86

Bill on account of Junagadh & Jetpur Scholarships attached to the Kattyawar High School, Rajkot, for February 1886.

Kathiawar Educational Fund		Scholarship Fund				
No.	Name	Designation	Stipen- dary allowance	Deduction of account of savings, Fines, etc.	Net amount payable	
1.	Harjivan Bhagwanji	Junagadh & Jetpur Scholar	10-0-0	-	10-0-0	Sd/- Harjivan Bhagwanji 8-3-86
2.	Anandray Himatram	Do.	8-5-4	-	8-5-4	Sd/- Anandray Himatram 8-3-86
3.	Virji Manordass	Do.	4-2-8	-	4-2-8	Sd/- Virji Manordass 8-3-86
4.	Mohandas Karamchand	Do.	4-2-8	-	4-2-8	Sd/- Mohandass Karamchand 8-3-86
5.	Shankar Jiwaji	Do.	4-2-8	-	4-2-8	Sd/- Shankar Jiwaji 8-3-86
6.	Bhikchand Manekchand	Do.	4-2-8	-	4-2-8	Sd/- Bhikchand Manekchand 8-3-86
		Total Rs.	35-0-0		35-0-0	

Sd/- D.E. Gimi
Headmaster

The amount drawn in previous month's bill has been paid.

Kattyawar High School,
Rajkot, 5th March, 1886

These charges are correct and will be paid as set forth.

February, 1886
Junagadh and Jetpur.

CHAPTER IV

MATRICULATION EXAMINATION AND ADMISSION TO COLLEGE

Bombay Matriculation

The Kattyawar High School, Rajkot, where Mohandas studied from standard I to VII was within the territorial jurisdiction of the University of Bombay. Mohandas, having studied in standard VII, from December 1886 was permitted, along with 15 class-mates, to appear at the matriculation examination of 1887. Notification No. 277 of 1887-88, issued by Dr Pater Paterson, Registrar of Bombay University, announced that the matriculation examination of 1887 would be held at five centres - Bombay, Poona, Belgaum, Ahmedabad and Karachi –commencing on Monday, November 21, and that the candidates should send their applications before October 21. Accordingly, Mohandas' application for 'permission to attend the ensuing matriculation examination' was duly sent, along with the prescribed fee of Rs. 10, to the University Registrar by Shri D.E. Gimi, Headmaster of the Kattyawar High School, Rajkot.

The matriculation examination was then held only once a year, commencing on the third Monday in November. Candidates were examined in Languages, Mathematics, and General Knowledge. In the language group there were two papers:

1. English

2. One of the following: -

Sanskrit	Arabic	Gujarati
Greek	Portuguese	Canarese
Latin	Marathi	Hindustani
		Persian
Hebrew	French	Sindhi

The English paper contained (i) one or more passages for paraphrase, with, as an alternative, one or more passages for translation into English from the following languages: Marathi, Gujarati, Canarese, Hindustani, Sindhi and Portuguese, (ii) questions in grammar, and (iii) an exercise or exercises in composition. The paper carried 150 marks, while 50 marks were assigned to oral English, in which candidates were called upon to read and to explain extempore an 'unseen' prose passage. The Second Language paper, carrying 100 marks, contained prose passages for translation from and into English and questions in grammar. Languages thus carried a total of 300 marks.

In the second group, Mathematics, there were two papers. The first paper comprised Arithmetic and Algebra and was of three hours' duration. In Arithmetic, examples had to be worked from first principles, not merely by rules. In Algebra, problems involving simple equations were set. The second paper, that is Geometry, was of two hours' duration, and covered the first four books of Euclid, with deductions. To these two papers 175 marks were assigned. The third group, General Knowledge, also had two papers. The first paper comprised the elementary history of England and India, and elementary geography. The second paper was in Natural Science and required from the candidates an elementary knowledge of (a) the mechanical powers, (b) the laws of chemical combination, the chemistry of air and water, and the phenomenon of combustion, and (c) the solar system. The candidates had to satisfy the examiners in each branch of the examination.¹

The questions had to be answered in English, except when otherwise specified. The candidates were also examined *viva voce* in English. Names of examiners were printed on the top of question papers.²

On the fourth Monday after the commencement of the examination, the Registrar published, on behalf of the examiner, a list of successful candidates in order of merit, with the total number of marks obtained by each candidate and the name of his school. Certificates were given to those who passed the examination.

Mohandas appeared at the Ahmedabad centre, which was nearer to Kathiawar than any of the four other centres where the examination was held. That was his first journey from Rajkot to Ahmedabad and that too without a companion.¹ The headmaster of Kattyawar High School, Rajkot, had 'granted forms' for appearing at this examination to 16 students including Mohandas, on October 18, 1887. Soon after this, Mohandas would have gone to Ahmedabad to appear for the examination commencing on November 21. Very likely, he stayed on at Ahmedabad for some time after the examination was over. This explains why letters of authority to receive his Government scholarships for three months from October to December 1887 were given to Harakchand Rughnathjee, a distant relative of his, who was studying in standard III at the Kattyawar High School, Rajkot.²

Performance at the Public Examination

At Ahmedabad and the four other centres, the examination commenced at 2 P.M. on Monday, November 21. The seat number of Mohandas, at the examination, was 2275. Of the 3067 candidates enrolled for the examination, 799 were declared successful. The rank of Mohandas Karamchand Gandhi in the list of successful candidates was 404th.³ He secured the 5th rank among the 10 successful candidates sent from Kattyawar High School, Rajkot. On January 23, 1888, Shri Gimi the headmaster of the school, forwarded (under his office No. 178 of 1887-88) to the Political Agent of Kathiawar a 'statement of the students' of the school who passed the matriculation examination with a request "to cause it to be published in the Agency Gazette as usual"

The grand total of marks scored by Mohandas at this examination was 247½ out of 625, that is about 40 per cent. In English he secured 89 marks out of 200; and in Gujarati, 45½ out of 100. Mohandas' performance in Mathematics and General Knowledge was not as good as in Languages. He scored only 59 marks out of 175 in Mathematics and 54 out of 150 in General Knowledge.

The question papers he had to answer are reproduced in Appendix (xiii). They show the high standard of attainment expected of matriculation candidates in

those days.

Admission to Samaldas College, Bhavnagar

It is not clear whether it was Mohandas himself who was eager to pursue his studies at college after passing the matriculation examination in December, 1887, or whether it was the desire of his elder brother that he should do so. In any case, Mohandas joined the Samaldas College at Bhavnagar in January, 1888.

Founded in 1884, this was the only Arts College in Kathiawar. It was housed in a building which was then quite adequate for its three classes, i.e. the P.E. class, the 1st B.A. class and the 2nd B.A. class. There were, in all, some 60 students and 7 teachers on the staff. The old college building to the east of Alfred High School at present forms a part of the Maji Girls' High School.

The staff included eminent scholars like Shri Fardunji M. Dastur, Professor of Mathematics and Natural Philosophy (who subsequently became Registrar of Bombay University) and Shri Manilal Nabhubhai Dwivedi, a reputed Sanskrit scholar of Gujarat. The principal Mr R.N. Gurion, B.A. (Oxon), was professor of English Literature and History. The vice-principal was Mr J.N. Unwala, Professor of Physics. The other members of the teaching staff were Shri B.A. Ente, (Logic and Political Economy), Shri Bhamshankar Harishankar Munshi (Sanskrit) and Shri Sheikh Mohammed Isphani (Persian).

A Term in the College

In the General Register of the college, Mohandas was enrolled as serial number 116, in January 1888. All the entries against his name are absolutely blank, as they are in respect of many other students on the Register. The syllabus of studies for the P.E. class comprised English, History, Second Language, Algebra, Euclid, Logic and Physics. On joining the college, Mohandas found himself entirely at sea. He could not follow the lectures. Gandhiji admits in *Autobiography* that "It was no fault of theirs. The professors in that college were regarded as first-rate. But I was so raw".⁶

At the end of the first term he left the college for good. He appeared at the weekly examination held in February and March, 1888. His performance at these examinations does him little credit. Of the 38 students in the result sheet, Mohandas stands at serial number 18, securing only 16 per cent of the marks in English. At the first weekly examination in the Second Language, held on February, 11, he got only 3 marks and at the second weekly examination, held on March 7, only 10 marks out of 100. His highest percentage at the weekly examination was 28, in Logic, at the examination held on February, 4, 1888. In spite of such a poor performance at the weekly examinations, he appeared at the scholarship examination held on April 9, 1888. He secured, at this examination, 34 marks in English, 18 in History, 22 in Second Language and 13 in Euclid, but he did not take the papers in Algebra, Logic and Physics. So the result sheet shows against his name the grand total of only 87 marks. No wonder his name finds no place among the 10 whose full names are given in the 'list of the teaching staff and students of the Samaldas College' sent by Principal Gurion to the University Registrar, Bombay, under his office No. 31 dated May 5, 1888.

Fellow-students at College

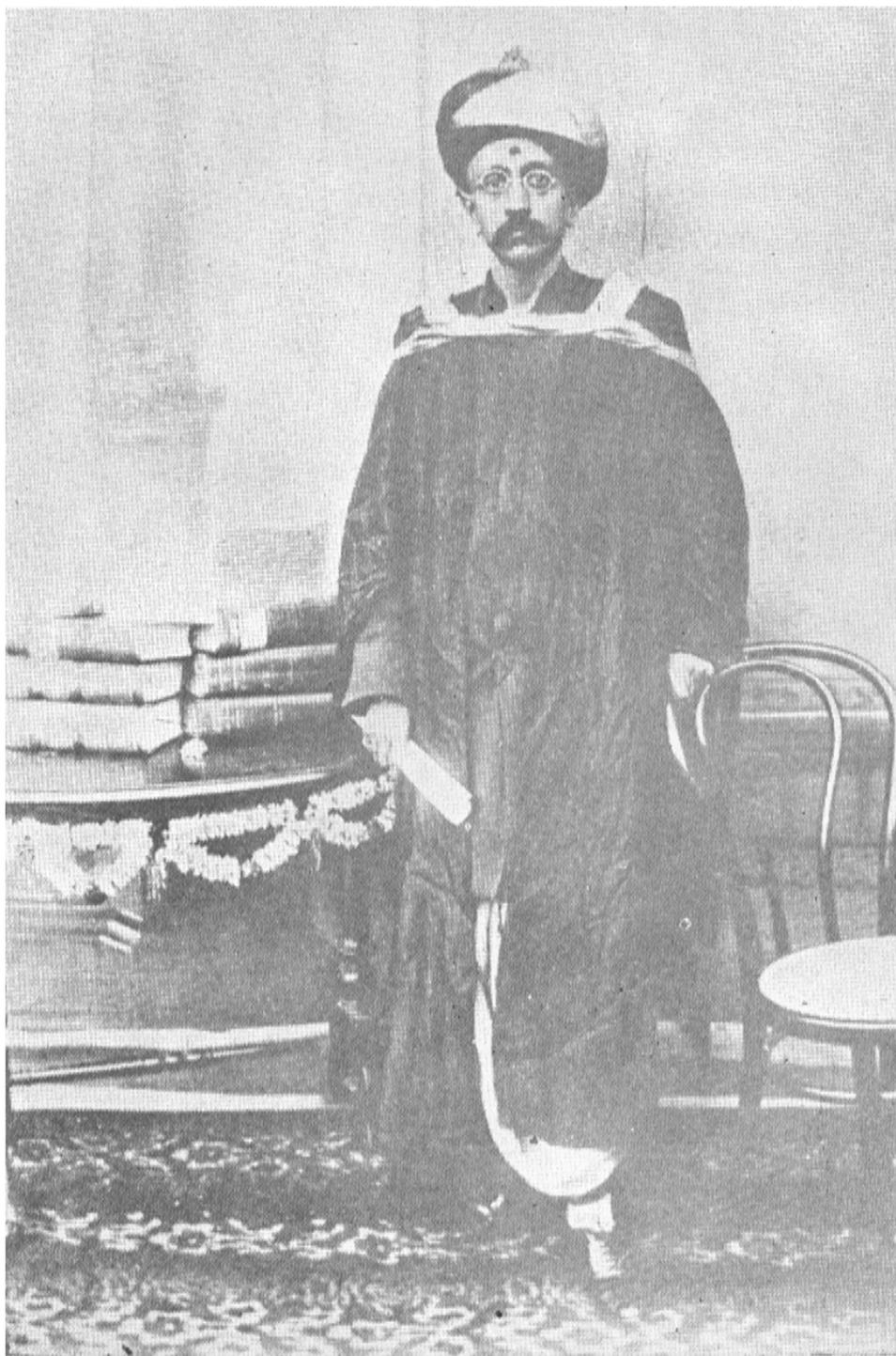
Among Mohandas fellow-students at the Samaldas College were Shri Pranshankar Bhavanishankar Joshi and Shri Manilal Harilal Mehta.

Shri Pranshankar Joshi, one of the contemporaries of Mohandas at the Kattyawar High School, Rajkot, became his class-mate and close associate in the P.E. class at the Samaldas College, Bhavnagar. In January 1888, Pranshankar had travelled with Mohandas from Rajkot to Jetpur in Abubakar Jamal's camel-cart and then by train to Bhavnagar to join the Samaldas College. In his 'Recollections' Shri Pranshankar Joshi states that once during a Mathematics class (in the P.E. class) Professor Dastur signed to Mohandas to go to the blackboard, but the latter obstinately refused to take the hint though repeated. After passing B.A. and L.L.B. examinations of Bombay University, Shri Pranshankar Joshi started his career as a teacher at Gokuldas Tejpal High

School, Bombay, and ended it as Chief Minister of Gondal State in Katiawar (Saurashtra). Shri Joshi maintained his connections with Gandhiji even during the tenure of his Chief Ministership which extended up to 1948.

Mohandas studied in the P.E. class for only one term from January to April, 1888. He took little part in any of the college activities during his brief stay at Bhavnagar. Mohandas was a 'commoner', while his other associate Shri Manilal Harilal Mehta was a scholar, the 'Sir Jsvantsinhji Scholar'¹. A contemporary of Mohandas at the Kattyawar High School, Rajkot, Manilal became a class-mate and an associate of his in the P.E. class at the Samaldas College, Bhavnagar. Manilal had studied both at the Kattyawar High School, Rajkot, and the Bhavnagar High School, Bhavnagar, Pranshankar and Manilal had both passed the matriculation examination when they were about 20 years old, while Mohandas had passed it when he was 18. Like Pranshankar, Manilal too, passed the B.A. and L.L.B. examinations of Bombay University. After graduation, Shri Manilal Harilal Mehta served the Bhavnagar State in Kathiawar where he rose to be the Joint Chief Justice.

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1. Vide The Bombay University Calendar (1888-89), pages 40-42.
 2. See Appendix (xiii)
 3. Vide Autobiography, Part I, Chapter XI.
 4. See Chapter III, p. 11.
 5. Vide Bombay University Calendar 1888-89, p. 225.
 6. Part Chapter XI.
 7. Vide Bombay University Calendar 1888-89, p. 280



Manilal Harilal Mehta, a contemporary of Mohandas at Kattyawar High School, Rajkot (1881-1885) and at the P.E. class, Samaldas College, Bhavnagar. Later he was Joint Sar Nyayadheesh, Bhavnagar State.

(Courtesy Dr Arvindbhai M. Mehta Jogivad Ranika, Bhavnagar)



Chimantlal Harilal Setalvad, Gandhiji's examiner in Gujarati at the Matriculation Examination of Bombay University in 1887.

He was one of the members of the Hunter Commission (November 1919 to March 1920) who examined Gandhiji for his non-violence movement (vide Mahadevbhai's Diary, Vol. V, pp. 134-139).

(Courtesy University of Bombay)



Fardunji Mancherji Dastur, who was Professor of Mathematics and Natural Philosophy at Samaldas College, Bhavnagar, when Gandhiji was in the P.E. class between January and April 1888.

(Courtesy Samaldas College, Bhavnagar)



Manilal Nabhubhai Dwivedi, who was Professor of Sanskrit at Samaldas College, Bhavnagar. He was an oriental scholar of international repute, a versatile writer, a poet and a critic.

(Courtesy Shri R.P. Bakshi from Smaran Mukur by N.B. Divatia)

Mavji Naka Dave

".. a shrewd and learned Brahmin, an old friend and adviser of the family" who suggested that Mohandas should be sent to England to become a barrister so that he could take the place of his father. (Autobiography, pp. 27, 28). He was a prominent person in Kathiawar politics.

(Courtesy Shri G.B. Joshi Moti Tanki, Rajkot.)



APPENDIX (XIII)*

UNIVERSITY OF BOMBAY

Matriculation Examination

Monday, 21st November

(2 P.M. to 5 P.M.)

ENGLISH

D. MacDonald, M.D., B.Sc.,

C.M. The Rev. J.M. Hamilton,

R.H. Gurion, B.A.,

S.J.

J. Oliver, Esq.,

R.B. Stewart, C.S., B.A.

A. Barrett. B.A.

Barjorji Jamsji Padshah, B.A.,

(The figures to the right indicate full marks)

N.B.: - Ten marks are assigned to legibility and general neatness of writing.

1.

Paraphrase: - 25

Evening to all is Welcome! Faint and Sweet

The light falls round the peasant's homeward feet,

Who, slow returning from his task of toil

Sees the low Sunset gild the cultured Soil,

And, though such radiance around him brightly glows,

Marks the small spark his cottage window throws.

Still as his heart forestalls his weary pace,

Fondly he dreams of each familiar face,

Recalls the treasures of his narrow life –

His rosy children and his sun-burnt wife,

To whom *his* coming is the chief event
Of simple days in cheerful labour spent,
The rich man's chariot hath gone whirling past,
And these poor cottagers have only cast
One careless glance on that show of pride,
Then to their tasks turned quietly aside;
But him they wait for, him they welcome home,
Fixed sentinels look forth to see him come;
The faggot sent for when the fire grew dim,
The frugal meal prepared, are all for him,
For him the watching all that Sturdy boy,
For him those smiles of tenderness and joy,
For him—who plods his Sauntering way along,
whistling the fragment of some village song.

2. Write an essay of about forty lines on the advantages
of a cheerful disposition. 45

3. Explain the following sentences:- 10

(a) He had the subject so completely at his fingers' ends that he had no difficulty in answering the paper.

(b) It would be a kindness on your part to put the best construction on his conduct.

(c) If he erred at all, he erred on the safe side.

(d) A man who tries to do too much may sometimes fall between two stools.

(e) Be careful how you act, so as to avoid taking a leap in the dark.

(f) He stole a march upon his rival.

(g) A man who has received no education is greatly handicapped in the battle of life.

(h) He is too much inclined to give himself airs.

(i) Whilst the one was bent upon adding fuel to the fire, the other made an effort to pour oil on the troubled waters.

4. (a) Give the masculine or feminine of the following words:- 12

Hero, man-servant, duke, fox, marquis, ewe.

(b) Give plural, or plurals if there are more than one of the following:-
Formula, index, staff, calf, grotto, potato, die, cow.

(c) Give the comparative and superlative of the following words:- Many, bad, old, up, hind, in, nigh, little.

5. Define the following terms:-Pleonasm, nominative, absolute, ellipsis, apposition, simile, metaphor.

Give an example of each. 12

6. Assign as many meaning as you can to each of the following words:-10

Dear, expire, case, light, duties, spirits, late, carriage, diversion.

7. Write sentences illustrating the meaning of the following words when followed, respectively, by the different prepositions given:-

Change With, for

Confer on, with

Confide in, to

Correspond with, to

Disappointed of, in

8. Parse the italicised words in the following sentences:- 16

(a) *Tom hurt the barber's fingers.*

(b) He handed the *lady* a chair.

(c) The monstrous faith of *many made for one*

(d) *Methinks the lady doth protest too much.*

(e) Although in childhood he *promised* well, yet in later life he *turned out* a *fool*.

(f) The rogue and fool by *fits* is fair and wise.

9. Turn the following into indirect narration:-

10

Miss B. - "You write uncommonly fast".

Mr D. - "You are mistaken. I write rather slowly".

Miss B. - "How many letters you must have occasion to write in the course of the year! Letters of business too!

How odious I should think them".

Mr D. - "It is fortunate, then, that they fall to my lot instead of to yours".

Miss B. - "Pray, tell your sister that I long to see her."

Mr D. - "I have told her so once, by your desire."

Miss B. - "I am afraid you do not like your pen. Let me mend it for you. I mend pens remarkably well".

Mr D. - "Thank you, but I always mend my own".

Miss B. - "How can you contrive to write so even?" He was silent.

Miss B. - "Tell your sister I am delighted to hear of her improvement on the harp; and pray let her know that I am quite in raptures with her beautiful little design for a table, and I think it infinitely superior to Miss Grantley's".

Mr D. - "Will you give me leave to defer your raptures till I write again? At present I have not room to do them justices".

The candidate may substitute for the piece set for paraphrase a translation into English of any of the following language¹:

જગતનો વહેવાર કામની વહેંચણ ઉપર ચાલ્યો જાય છે. કોઈ બુદ્ધિબળથી, કોઈ અંગબળથી, કોઈ વિદ્યાબળથી, એ પ્રમાણે લોક કામ કરતા દેખાય છે. સઘળા સરખી જ હાલતમાં નથી. કોઈ ગરીબ છે, કોઈ પૈસાદાર છે. એવું છે માટે અભાગીઆ ભાએગવાનંની આશા રાખે છે. મુર્ખને વિદ્વાન, નબળાને સબળા, દરિદ્રીને ધનવાન, કુબુદ્ધીને સુબુદ્ધિ, રોગીને નીરોગી, દુઃખીને સુખી કામ લાગે છે. એ ઉપરથી જોતાં ખુલ્લું છે કે દેશની હાલત સુધારવામાં દરએક માણસને બે પ્રકારનાં દેણ ચૂકવવાનાં છે. એક ના પોતે જ મહેનત કરાવી, અને બીજું આ કે બીજાઓને પોતાથી બની શકે તેટલી મદદ કરવી. એ બે દેણ અદા થયેથી સ્વદેશાભિમાન દૃઢ થશે.

આપણા ગુજરાત દેશમાં નહિ નહિ તો પણ કેટલેક ઠેકાણે પુષ્કળ દ્રવ્ય છે. અલબત્તાં મોટા ભાગના લોકો ઘણા જ હેરાન છે. તો પણ દક્ષિણીઓની જોડે મુકાબલો કરતાં ગુજરાતીઓ સારી હાલતમાં માલૂમ પડે છે. ગુજરાત મધ્યેના મોટાં શહેરોના શ્રીમંતોને ઓરડે અજવળાં છે. પણ તેઓ પોતાના પૈસાનો ખરો ઉપયોગ કરી જાણતા નથી. હરેક ઉદ્યોગ કરવામાં, બુદ્ધિને ચાલાક કરવામાં, મોટાં ભારે કામ માથે લેવામાં, સંપત વધારવામાં પૈસો મુખ્ય છે. પૈસા પૈસાને વધારે છે. એનો દેખઈતો અનુભવ છતાં નઠારી હાલતમાં રહેવું, ધનને દાટી મૂકવું, મૂઆ પછવાડે આટલી દોલત નીકળી એમ કહેવડાવવું, અને કુસંપથી છેવટે સરકારી તિજોરીમાં ભરણું ભરવું એ ખોટો વહીવટ પૈસાદાર લોકોમાં જોવામાં આવે છે. આપણા પ્રાંતનું કેટલું એક ધન ભોયરામાં, ઘરના મોભમાં તથા બીજા સંચોમાં નકામું પડી રહેલું છે.

* Question papers actually answered by Gandhiji in the matriculation examination.

¹ In addition to the Gujarati passages, passages in other languages were also set for translation

UNIVERSITY OF BOMBAY
 MATRICULATION EXAMINATION, 1887
Tuesday, the 22nd November 1887
 (2 P.M. to 5 P.M.)
 ARITHMETIC AND ALGEBRA

Govind Vithal Kurkaray, B.A.

Kavasji Jamshedji Sanjana, M.A.

(The figures to the right indicate full marks)

1.	Simplify	8
	$\begin{array}{r} .142857 \times .076923 \\ \hline .010989 \end{array}$	$\begin{array}{r} \text{Plus } 2.75 \times 11.25 \\ \hline 6.2 \end{array}$

2. If 9 lbs. of rice cost as much as 4 lbs. of sugar, and 14 lbs. of sugar are worth as much as $1\frac{1}{2}$ of tea, and 2 lbs. of tea are worth 5 lbs. of coffee, find the cost of 11 lbs. of coffee if $2\frac{1}{2}$ lbs. of rice cost $6\frac{1}{4}$ d. 8

3. If Rs. 165 annas 14 and pies $1\frac{7}{17}$ be the discount of debt of Rs. 2820, simple interest being at the rate of 3 per cent, how many months before due was the debt paid? 8

4. The price of gold is £3.17 s. $10\frac{1}{2}$ d. per oz. : a composition of gold and silver weighing 18 lbs. is worth £637-7 s., but if the proportion of gold and silver were interchanged, it would be worth only £259-1s. Find the proportion of gold and silver in the composition and the price of silver per oz.

5. By selling 4 dozen mangoes for 13 rupees, it was found that $\frac{3}{10}$ of the outlay was gained; what ought the retail price per mango to have been in order to have gained 60 per cent?

6. If $a + b = c + d$, prove that either of them is equal 8

$$\text{to } \frac{abcd}{ab+cd} \cdot \frac{1}{a} \text{ plus } \frac{1}{b} \text{ plus } \frac{1}{c} \cdot \frac{1}{b}$$

$$\text{and if } x \text{ plus } \frac{1}{y} = 1 \text{ and } y \text{ plus } \frac{1}{z} = 1 \text{ prove that}$$

$$z \text{ plus } \frac{1}{x} = 1 \text{ and } xyz \text{ plus } 1 = 0$$

7. Simplify:- 11

$$(1) \left(\frac{(b + c)(x^2 + a^2)}{(c-a)(a-b)} \text{ plus } \frac{(c + a)(x^2 + b^2)}{(a-b)(b-c)} \right) +$$

$$\frac{(a + b)(x^2 + c^2)}{(b-c)(c-a)}$$

$$(2) \left(\frac{x}{y} \text{ plus } \frac{y}{z} \text{ plus } \frac{z}{x} \right) \frac{(x+z+y)}{xyz} \left(\frac{x}{y} + \frac{y}{z} \right) \frac{y}{z} + \frac{z}{x}$$

$$\frac{z}{x} + \frac{x}{y}$$

UNIVERSITY OF BOMBAY
MATRICULATION EXAMINATION, 1887

Wednesday, 23rd November

(2 P.M. to 4 P.M.)

EUCLID

Govind Vithal Kurkaray, B.A.,

Kavasji Jamshedji Sanjana, M.A.

(The figures to the right indicate full marks).

1. The straight line which joins the middle point of two sides of a triangle is parallel to and half of the third side. Prove this with the help of the First Book only. 9
2. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle. 7
3. In obtuse angled triangles, if a perpendicular be drawn from either of the acute angles, the opposite side produced, the squares on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle, by twice the rectangle contained by the side on which when produced the perpendicular falls, and the straight line intercepted without the triangle, between the perpendicular and the obtuse angle. 7

4. ABC is an equilateral triangle; in BC produced D: is taken so that the rectangle BD, DC is equal to the square on BC. Prove that the square on AD is equal to twice the square on AC.
5. Draw a straight line from a given point, either without in the circumference, which shall touch a given circle.
6. If from any point without a circle there be drawn two straight lines, one of which cuts the circle and the other meets it; and if the rectangle contained by the whole line which cuts the circle and the part of it without the circle be equal to the square on the line which meets the circle, the line which meets the circle shall touch it. 8
7. From an external point O, OP is drawn to touch a circle and OQR to cut it; and it is found that OP is twice the radius, and that OR is twice OQ. Prove that QR subtends a right angle at the centre. 8
8. Describe a circle in a given triangle. 8
9. If a circle be inscribed in a right angled triangle, the excess of the sides containing the right angle over the hypotenuse is equal to the diameter of the circle. 10

UNIVERSITY OF BOMBAY
MATRICULATION EXAMINATION, 1887

Thursday, 24th November

(2 P.M. to 5 P.M.)

GUJARATI

Chimanlal Harilal Setalvad, B.A., L.L.B.

(The figures to the right indicate full marks)

Translate into Gujarati the following passage:-

1. I shall, therefore, rejoice if part of the fund to be raised to commemorate the Jubilee of the Queen Empress be devoted to enabling India to take her place in the new industrial world into which she has entered during the first fifty years of Her Majesty's reign. I hail the circumstance that at this very juncture the need of technical education in India has been powerfully borne in on the mind of Her Majesty's honoured representative in this land. I look upon this as a providential opportunity for directing a portion of the national wealth to a permanent means of national progress. India will rejoice in many ways that her beloved sovereign has been spared to reign during so many glorious years. Illuminations statues, memorial buildings, the feeding of the poor are each and all fitting expressions of the glad heart of the people. But to enable India to worthily fill the new place which she has won in the industrial world during Queen Victoria's reign, seems to my mind one of the noblest purposes to which the thank-offerings of a grateful nation can be devoted. For the last illumination will sputter out into darkness, and time will lay its defacing Finger on the marble and the bronze; but the education of the people has within itself an inherent life which can never perish, and which will throw out new and ampler growths from generation to generation. 20

2. Translation into English the following:-

કુટુંબ નાનમાં માણસો સાથે તેઓના રૂપ ઓળખીને તેઓની જોડે પ્રસંગ પાડવો, ઘરની ગુહ્ય વાત બહાર કાઢવી નહિ, છેક એકલપેટી અથવા કોઈને મોઢું ન ગમે એવી તબિયત પકડવી નહિ, કુટુંબનાં સ્ત્રીપુરુષ સાથે નિષ્કલંકી મિલાનસારી રાખવી, કામકાજ કરવામાં કોઈ ચાર વાત કહે તે સાંભળવી અને સાંખી રહેવી, કોઈ વખાણ કીધાં તો તેથી કુલાઈ ન જવું અને નઠારૂ કહ્યું તો તેથી રીશ ન ચડાવવી, અજાણ્યા માણસ જોડે કાર્ય જેટલું જ કામ પાડવું, તમ ભલે અમ ભલા એવી વાત રાખવી, ચાકશે જોડે માયાળુપણે પણ મર્યાદાસર કામ લેવું, એ રીતે વર, સગા, આડોશી પાડોશી, વગેરે સંબધી ચાલવાનો સ્ત્રીનો ધર્મ છે. નઠારા ઇસ્મોના હુમલામાંથી પોતે બચવું તથા પોતે જખમો ખાઈને પોતાની પસેનાઓને બચાવવા, માના ઉપર છોક્સનું થવાનું સ્વરૂપ આધાર રાખે છે માટે તેણીએ હસતે તસકે, ધવડાવતા, નવડાવતા, જમાડતા, રમાડતા, અને હરેક વખતે આંખમાં પ્રેમ આણીને તેઓને સારી શિખામણનો બોધ આપવો, માત્ર છોકરા ઓને જ નહિ પણ પોતાની બહેનપણી સખો વગેરેને પણ રૂડી શિખામણ અને સલાહ આપવી.

3. Parse fully the words underlined in the above 8 passage.

4. (a) Define the following terms:-

વર્ણ, અર્થ, ક્રીયાનાથ, અનુકરણ, સંયોજક, તત્ક્રિત.

(How are words classified, having regard to their meanings?)

Give an instance of each class.

5. Give the following forms of the root with their exact meaning:-

(a) મૂળભેદ , ભવિષ્ય વર્તમાન કાલ, સંશપાર્થ, તૃતીય પુરુષ એકવચન.

(b) સહયભેદ, વિશેષ ભૂત વર્તમાનકાલ, નીશ્ચયાર્થ, તૃતીય પુરુષ એકવચન

(c) પ્રેરકભેદ, દ્વિતીભુતકાલ, સંશપાર્થ, પ્રથમ પુરુષ એકવચન.

(d) પ્રેરકભેદ, ભવિષ્યકાલ, આજ્ઞાર્થ, દ્વિતીય પુરુષ એકવચન.

6. Name and dissolve the following compounds:- 10

કાળુંઘોળું, અઠવીશ, લોકલાજ, બુદ્ધિધન, નર્મગદ્ય, કુંભાર, ગૃહસ્થ, મધરાત, ત્રિભુવન,
યથાશક્તિ

7. Give the derivations of the following words and show the connection between their present meanings and those derivations:-

ધરી, વૃત્તિ, રસોડું, રખવાળ, પગરખું, આસન, શાળા.

8. Paraphrase into Gujarati the following lines:-

વિનયસંઘાતે બોલે, વૈદાભી, સુંદરા

શા માટે ઉઠી જાશેહ, તેડાવ્યા ખર્ચ કરી,

અમોને રહેવું ઘટે, બાંધીને અંતરપટે

બોલે હું કેમ પ્રગટે, પરપુરુષની નિકટે

બેસોજી બાજઠે, બોલોજી ઉલટે,

નહિ પૂછું કપટે, બોલવું નિર્મળ ઘટે,

પુરુષ ભરાયો હઠે, ચાલે પોતાની ચટે

હિંડે નારીને લટે, ચાલે નહિ રાજવટે

જ જન મનકાળા, મુખે વિખની જ્વાળા,

ક્યામ વિજાગના ભાલા, સહી શકે તે બાલા

બાહુકજી છો આચારી, સાંભળો વિનંતી મારી,

ક્યાં મૂ કિયે વિસારી,

દોહલે પામી નારી.

UNIVERSITY OF BOMBAY
MATRICULATION EXAMINATION, 1887

Friday, 25th November

(11 A.M. to 1 P.M.)

HISTORY AND GEOGRAPHY

W. Doderet, C.S.; Pestanji Jamasji Padshah, M.A.

(The Figures to the right indicate full marks)

1. Who was the last of the Saxon kings of England? Describe briefly the events which led to their extinction.
2. Write a short history of the Puritan Rule in England. 15
3. What events led to the American War of Independence? 11
Describe the concluding events of the War.
4. State briefly what you know of the following:-
The Gurkhas, Nadir Shah, the Siege of Gijni, the battle of Gujarat, the treaty of Yendabu. 10
5. What accessions were made by Wellesley to the British possessions in India and how? 10
6. Name the principal States comprising the present German Empire. 6
7. Draw a map tracing the course of the Rhine, mark out by means of boundaries the countries through which it passes; and insert the names of the chief towns on the river's banks. 12
8. State what you know of the following:-
The snow-line, an oasis, a mirage, a crater, isothermal lines, a lagoon. 6

UNIVERSITY OF BOMBAY
MATRICULATION EXAMINATION, 1887

Friday, 25th November

(2 P.M. to 4 P.M.)

NATURAL SCIENCE

Kavasji Dadabhai Naegamvala, M.A., F.R.A.S., F.C.S., F.I.C. Nanabhai Ardesir
Moos, L.C.E., B. Sc. (Edin.) F.R.S.E., P.H.A.S. F.C.S.

(The figures to the right indicate full marks)

N.B. -Divide your paper into two Sections, A & B.

SECTION A

1. Show that forces may be represented by straight lines. 7
Prove that when two forces intersect at right angles, they and their resultant are proportional to the sides of a right-angled triangle.
2. A man who weighs five maunds, wishing to raise a rock, rides the 6
end of a crowbar 5 ft. long which is propped at the distance of 5
inches from the end in contact with the rock. What is the pressure
on the prop?
3. Find the ratio of P to W in a single moveable pulley when the 6
cords are not parallel, and compare the mechanical advantage
gained in such a case with that obtained when the cords are
parallel.
4. Determine the force necessary to raise a weight of 2400 lbs. by an
arrangement of a set of six moveable pulleys in which the same

cord passes round each pulley.

Explain the meaning of the symbols Hcl, KelO, Nacl, and write down the chemical formulae for Neramic Oxide, Lime, and Sulphuric acid.

5. What happens when the metal Potassium is thrown into water? 8
Give the reaction in symbols and mention the principal properties of the Gas produced.

SECTION B

6. What is the result if you blow the air from your lungs for a long 7
time through clear lime-water?

Where do the growing plants obtain the carbon which they need for their growth?

7. What is the main difference between fresh spring water and sea 8
water? Explain how drinkable water may be obtained from sea-water.
8. When is Venus the morning and when the evening star? Why have 8
the transits of this planet been observed with so much care?
9. How many times is Mars smaller than the Earth? Describe its 7
general appearance as seen through the telescope.
10. Give two of the most obvious and convincing proofs of the 8
rotundity of the Earth, and state clearly why the days and nights are unequal in length in different parts of the world.

CHAPTER V

IN ENGLAND

Preparations

When the first term at Samaldas College was over, Mohandas returned from Bhavnagar to Rajkot to enjoy his first vacation as a college student. At the college Mohandas had found himself so completely at sea that a second term after the vacation seemed almost out of the question.

The long vacation was thus a period of suspense for Mohandas. The uncertainty regarding his future career must have weighed heavily on his mind. Luckily three well-wishers of the family helped him to find a way out. Shri Mavji Dave, an old friend and adviser of the family, who had kept up his connection with it even after the death of Mohandas' father, happened to visit the family during the vacation. He inquired about Mohandas' studies and strongly advised his mother and elder brother to send him to England to become a barrister, if they wished him some day to become the Chief Minister of a State like his father and grandfather.

Shri Mavji Dave's son, Shri Kevalram, was an eminent lawyer with progressive views. He too advised Mohandas to go to England and qualify for the Bar. Shri Mavji Dave assured Mohandas' mother and elder brother that Kevalram had numerous friends in England and would give notes of introduction to them to that Mohandas would have an easy time of it there. In the opinion of Kevalram it was very easy to become a barrister, and the expenses would be no more than four or five thousand rupees.¹ The third well-wisher who proved helpful to Mohandas at this juncture was Shri Vandravandas Patwari who advanced to Mohandas the funds for his passage to London, when all other sources had failed.²

It is worthwhile to know why all other sources had failed. Mohandas had, of course, jumped at the idea of going abroad for further studies, but now that his father was no more, the family could not afford the expenses of his education

abroad for three years. Moreover, his mother did not like the idea of being separated from him. His uncle at Porbandar tried "to evade direct co-operation in the irreligious act of a visit to England"³ Mohandas wanted to qualify in England for the medical profession, but his elder brother Laxmidas opposed it on the ground of religious sentiment. Laxmidas, however, was prepared to send Mohandas to England for studies in law. He promised to try and find the money required for the purpose. As no one from his caste had so far gone abroad, a general meeting of the caste people resolved that Mohandas, who was preparing to go to England, should be treated as an outcast, and that whoever helped him or went to see him off at the dock should be punishable with a fine of one rupee and four annas. Laxmidas had made arrangements with his brother-in-law at Bombay to provide funds to send Mohandas abroad, but because of the decision of the caste meeting the brother-in-law refused to make any funds available to Mohandas. Mohandas remained unperturbed, since he got financial help from Shri Patwari and Laxmidas' permission to go abroad, notwithstanding the caste embargo. And the mother at last gave her consent and blessings to Mohandas, as he solemnly vowed not to touch meat, wine and women. The fact that this eighteen-year old lad from Rajkot was to go to England was announced in the *Kathiawar Times* dated July 25, 1888 and the Gujarati monthly *GujaratShalapatra*. The Kattyawar High School gave a send-off in the old pupil's honour on August 9, 1888. The report of this function appeared in the *Kathiawar Times* of August 12, 1888.⁴

On September 4, 1888, Mohandas sailed from Bombay by S.S. 'Cylde', in company with Shri Tryambakrai Mazmudar, a Junagadh lawyer who was also going to England to study law, When the prize distribution of the Kattyawar High School took place on September 28, 1888, both the headmaster and Col. Watson, the President, made reference to Mohandas' sailing for England.

Arrival in England

Mohandas reached England at the end of September in 1888. On the steamer he wore a black suit, but stepped ashore in white flannels. He carried with him

letters of introduction to Dadabhai Naoroji, Prince Ranjitsinghji, Dr P.J. Mehta and Shri Dalpatram Shukla, Dr Mehta, a friend of the Gandhi family, came to see, Mohandas at the Victoria Hotel on the day of his arrival in London. Mohandas found everything around him strange and grew homesick. Three days after his arrival, he shifted from the Victoria Hotel to less expensive quarters. During the voyage and in London he starved himself because he touched no non-vegetarian diet, while the other preparations he found tasteless. He had to keep his solemn oath to his mother, resisting temptation and social pressure. In the course of his wandering, he discovered a vegetarian restaurant where he came in contact with some 'pillars of vegetarianism'. This led him to make his own experiments in dietetics.

During the first three months after his arrival in London, Mohandas aspired to be an English gentleman. He bought well-tailored suits (including a ten-pound evening suit) and even a top hat. He had himself photographed shortly after he arrived in London. He took lessons in dancing playing on the violin. French and elocution. But after a little introspection, he decided to settle down to a life of austerity and serious study. He gave up tea and coffee, cooked his own breakfast and supper in a room which he rented, and went on foot almost everywhere. He could thus live on seventeen shillings a week.

Admission to the Inner Temple

Mohandas was admitted to the Inner Temple on November 6, 1888, when he signed the prescribed declaration and two barristers certified thereon that they believed him to be a gentleman of respectability, and a proper person to be admitted a Member of the Honourable Society of the Inner Temple. There were two conditions to be fulfilled before a student was formally called to the Bar: keeping twelve terms (equivalent to about three years) and passing examinations. 'Keeping terms' meant eating at least six out of about twenty-four dinners in a term. As Mohandas would not touch meat or fish, he ate little at these dinners. Later, he applied for vegetarian dishes and got them. In the dinner, two bottles of wine were allowed to each group of four and he was ever

in demand to form a quarter, so that three might empty two bottles.⁵ Mohandas could not see how these dinners fitted the students for the bar. They no doubt gave them some knowledge of the world and a touch of refinement.

The curriculum of study was light. Students were required to take two examinations, one in Roman Law and the other in Common Law and they could be taken in compartments. Textbooks were prescribed, but few students cared to read them. Examinations were held four times in a year. The percentage of passes in the Roman Law examination used to be 95 and of those in the final examination 75 or more. Mohandas knew many to have passed the Roman Law examination by cramming "notes" for a couple of weeks, and the Common Law examination by cramming them for two or three months.⁶ Easy question papers were set and answer books were generously assessed. Mohandas however took his studies seriously. He spent **much** money in buying the prescribed text books.

London Matriculation

Since the bar examinations did not call for much study, Mohandas thought of utilising his three years' stay in London in other ways as well. His poor English was a source of constant worry to him. Mohandas welcomed a friend's suggestion to go in for the London Matriculation, which would require little extra expense.

The London Matriculation meant a good deal of labour, but he wished to have the satisfaction of taking a difficult examination. Moreover, preparation for it would add to his stock of general knowledge, which he realised was quite meagre. The syllabus frightened him, especially because Latin and a modern European language were compulsory. He decided, however, to learn Latin and French and joined a private class. He worked hard at Latin because a friend had convinced him that a knowledge of the language would help him in understanding law books, and would also give him greater command over English.

The London Matriculation examination was held once in six months. Mohandas had only five months in which to prepare for it. He framed his own time-table, followed it to the minute and worked very hard. But the task was impossible for him and he failed in Latin.

Failure in the first attempt made Mohandas unhappy, but he did not lose heart. He had by now acquired a taste for Latin. He wished to improve his French too. So he began to prepare for another trial. This time in the science group he opted for Heat and Light instead of Chemistry. He now made a further effort to simplify his way of living. The thought of his struggling elder brother, Laxmidas, who generously responded to his request calls for money, pained him deeply. Mohandas decided to stay in one room instead of two, and began cooking his breakfast at home. During this period of intensive study, he managed to live on a shilling and three pence a day. Besides saving money, this plain living saved much time which was well utilised in preparing for the examination. Mohandas could now pursue his studies in a cheerful mood, as this new simplicity harmonised his inward and outward life. In the result Mohandas passed the London Matriculation held in June 1890. The name, Mohandas Karamchand Gandhi, appears in the 18- page list of successful candidates given in the minute of the Senate for the year 1890. But nothing is known about his performance at the examination, because all Matriculation marks sheets prior to 1904 have been destroyed.⁷

Being Called to the Bar

Admitted as a member of the Honourable Society of the Inner Temple on November 6, 1888, Mohandas passed his Bar examinations at the age of 22, after keeping twelve terms. On May 28, 1891, he signed the declaration. He was called to the Bar on June 10, 1891 and enrolled in the High Court on the 11th. On the 12th he sailed for home.

During this period (1888 to 1891) Mohandas studied law quite seriously. It was a fraud, he thought, not to read all the text books prescribed for the Bar examinations. He read Roman law in Latin. It took him nine months of fairly

hard labour to read through the Common Law of England.⁸ Broom's *Common Law*, being a big volume, took up a good deal of time but he found it to be interesting. Snell's *Equity* was also full of interest, but Mohandas found it to be a bit hard to understand. The reading of White and Tudor's *Leading Cases*, from which certain cases were prescribed for the examination, proved to be interesting and instructive. Mohandas also read with interest Williams and Edward's *Real Property*, and Goodeve's *Personal Property*. The reading of Roman Law helped Mohandas a great deal, later on in South Africa, in understanding South African Law. But all these studies could not relieve him of his sense of helplessness. Even though he had been called to the Bar, he had learnt nothing at all of Indian law and did not even know how to draft a plaint.

Associates in London

Shri Tryambakrai Triyumrai Mazmudar, Dr Pranjivan Jagjivan Mehta and Shri Dalpatram Bhagwanji Shukla were the close associates of Mohandas in London.

Shri T.T. Mazmudar was the Junagadh lawyer with whom Mohandas had sailed from Bombay on September 4, 1888 by S.S. *Clyde*. Mohandas was extremely shy, but Shri Mazmudar was a good mixer. He told Mohandas that lawyers should have a long tongue and talk freely with people. He advised him to take every possible opportunity of talking in English, not minding the mistakes which were obviously unavoidable with a foreign tongue. But nothing could make Mohandas overcome his shyness.⁹ In the first month after their arrival in London, Shri Mazmudar and Mohandas had stayed together for some days. Mohandas once went to Ventnor with Shri Mazmudar and stayed there with a vegetarian family. When invited to speak there at a meeting for the promotion of vegetarianism. Shri Mazmudar made an excellent speech. Mohandas could not even read his written speech, which task was done for him by Shri Mazmudar. Shri Mazmudar passed his Bar examination in 1891.

Dr Pranjivan Jagjivan Mehta hailed from Morvi in Saurashtra. Though a medical graduate of Bombay University, he had gone to England to become a barrister. Mohandas had a note of introduction to Dr Mehta who greeted him heartily on

his first meeting with Mohandas in Victoria Hotel on the day the latter arrived in London. Dr Mehta first initiated Mohandas into European etiquette. He advised Mohandas to live with an English family because they had come to England, as he thought, not so much for the purpose of studies as for gaining some experience of English life and customs. In order to enable Mohandas to serve a period of apprenticeship, he made him stay with his own Indian friend in Richmond. Then Dr Mehta and Shri Shukla decided that Mohandas should be put up with some family. The acquaintance between Mohandas and Dr Mehta thus made in England ripened into permanent friendship, and Dr Mehta in his later life devoted himself to the service of humanity as a staunch follower of the Mahatma.¹⁰

Like Dr Mehta, Shri Dalpatram Bhagwanji Shukla also hailed from Morvi in Kathiawar (Saurashtra). When Mohandas arrived in London, he had with him a note of introduction to Shri Shukla. When it was decided that Mohandas should be put up with some family, Shri Shukla hit upon an Anglo-Indian's house in West Kensington where Mohandas could be placed. In India Mohandas had never read a newspaper. Shri Shukla induced Mohandas to read newspapers, and he soon cultivated a liking for them. Mohandas looked upon Shri Shukla as his elder brother, and the friendship between the two was maintained throughout their life.

Other Activities

On his arrival in London, Mohandas had found that everything was strange—the people, their ways, and even their dwellings. A complete novice in English etiquette he had to be continually on his guard. His vow not to eat meat was an additional inconvenience. During his wanderings in search of a vegetarian restaurant, Mohandas hit on one in Farringdon Street. He noticed books for sale exhibited under a glass window near the door. He saw among them Salt's *Plea for Vegetarianism*, which he purchased for a shilling. Then he went to the dining room where he had his first hearty meal in London.

It was a period of great intellectual activity in England. The whole country was a kind of university in which unprecedented freedom of thought and speech prevailed and was fully utilised. Lectures like those of Max Muller on Indian philosophy and religion drew large audiences. But being extremely shy, Mohandas avoided extra activities and pursued his studies for the London Matriculation and Bar examinations. He was so much impressed, however, by Salt's book that he became a vegetarian by choice, and the spread of vegetarianism became his mission. His friend in Richmond was afraid that Mohandas might fritter away his life in experiments, neglect his work, and become a crank.¹¹

Mohandas decided to put this friend at ease and assured him that he would make up for his vegetarianism by cultivating other accomplishments which fitted one for polite society. And he undertook the impossible task of becoming an English gentleman. His Bombay-cut clothes being unsuitable for English society, Mohandas got new ones at the Army and Navy Stores and wasted ten pounds on an evening suit. Then there were other things needed for the making of an English gentleman. It was necessary to take lessons in dancing, French and elocution. French was the language of the Continent through which he had a desire to travel. So he began to study French. He decided to take dancing lessons at a class and made a down payment of £ 3 as fees for a term. He must have taken some six lessons in three weeks, but it was beyond him to achieve anything like rhythmic motion. Then he invested £3 in a violin and something more in fees, in order to learn to play the violin. Lastly to a teacher who was to give him lessons in elocution, he paid a preliminary fee of a guinea. Within three months Mohandas discovered that he was pursuing a false idea. So he stopped the elocution and violin lessons. The punctiliousness in dress, however, persisted for years.

The spread of vegetarianism and a wider acquaintance with religions through reading and discussions were now the only extra activities which Mohandas permitted himself. There was a Vegetarian Society in London with a weekly journal of its own. Mohandas subscribed to the weekly, joined the society and

soon found himself on the executive committee. Here he came in contact with people who were regarded pillars of vegetarianism, and began his own experiments in dietetics conducted from the viewpoint of health and economy. Full of the neophyte's zeal, he started a vegetarian club in his locality, Bayswater. This club flourished for a while, but came to an end when he moved elsewhere. This brief experience gave him some training in organising and conducting institution. Moreover, he attended every meeting of the executive committee of the Vegetarian Society, and vegetarian conferences at Ventnor and Portsmouth, even though he still did not know how to express himself.

Towards the end of his second year in England, Mohandas met two brothers. They were both Theosophists and both unmarried. They talked to him about the *Gita*. Mohandas began to read with them Sir Edwin Arnold's translation. *The Song Celestial*. After some time the *Gita* became a book of daily reading for Mohandas. On the recommendation of these two brothers he also read, with even greater interest, Sir Edwin Arnold's *Light of Asia*. They also took him to Blavatsky Lodge and introduced him to Madame Blavatsky and Mrs Annie Besant. Madame Blavatsky's *Key to Theosophy* stimulated in him the desire to read books on Hinduism. The two brothers advised Mohandas to join the Theosophical Society, but he politely declined saying that with his meagre knowledge of his own religion he did not want to belong to any religious body. About the same time he met in a vegetarian boarding house a good Christian from Manchester who advised him to read the Bible. The New Testament produced a deep impression on his mind. All this reading whetted his appetite to know more of the lives of religious teachers, but reading for the examinations left him scarcely any time.¹² Bradlaugh's atheism failed to appeal to him, yet, like most Indians then in London, he attended Bradlaugh's funeral.

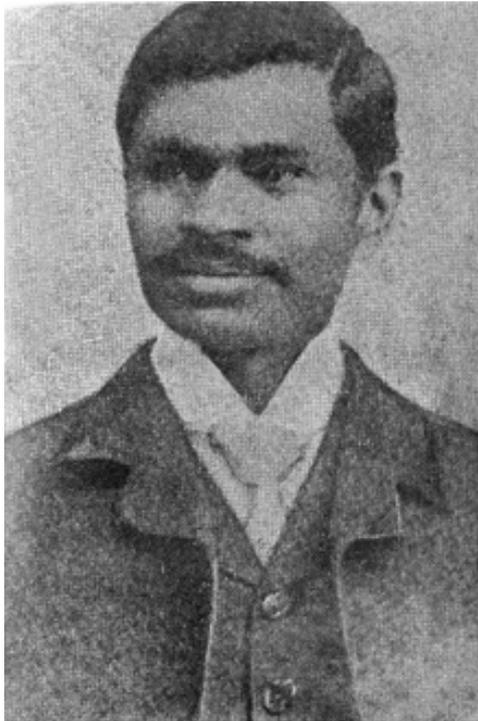
Mohandas once met Shri Narayan Hemchandra, an ambitious Gujarati writer, at the house of Miss Manning of the National Indian Association. Whenever Mohandas went to her house he used to sit tongue-tied, never speaking except when spoken to. She introduced him to Shri Narayan Hemchandra who did not know English and who was a queer-looking and queerly-dressed person. He

wished to learn English and Mohandas offered to teach him. Soon they were close friends. One day both of them called on Cardinal Manning and thanked him for the good work he had done for the dock strikers.

Shri Narayan Hemchandra went to Paris after a few months' stay in London. He studied French and began translating French books. Mohandas knew enough French to revise his translation. He discovered that Hemchandra's was no translation, but an attempt "to bring out the spirit".

Mohandas also had a keen desire to go to France. He went to Paris in 1890 when a great exhibition was held there. He stayed there seven days in a vegetarian restaurant. He did the sight-seeing mostly on foot, with the help of a map of Paris and a guide to the exhibition. He was struck by the magnitude and variety of the exhibition, whose main attraction was the great Eiffel Tower constructed entirely of iron. The grandeur and serene calm of the ancient churches in Paris made a profound impression on his mind.

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1. 1 Vide Autobiography, Part I, Chapter XI
 2. 2 The Collected Works of Mahatma Gandhi, Vol.1, P.II.
 3. 3 Autobiography, Part I, Chapter XI
 4. 4 Vide Appendix (xiv).
 5. 5 Vide Autography, Part I, Chapter XXIV
 6. 6 Vide Autobiography, Part I, Chapter XX.
 7. 7 Vide Letter dated 21st Oct. 1954, from Secretary to Entrance and School Examinations, Council of University of London, addressed to Centenary Celebrations Committee, Alfred High School, Rajkot.
 8. 8 Vide Autobiography, Part I. Chapter XXIV.
 9. 9 Vide Autobiography, Part I, Chapter XIII.
 10. 10 Vide Mahadev Desai's Diary, Volume I, pp. 342, 362.
 11. 11 Vide Autobiography, Part I, Chapter XV. The friend in Richmond is not named in Autobiography.
 12. 12 Vide Autobiography, Part I, Chapter XX.



Dr Pranjivan Jagjivan Mehta, photographed as a student in London. When he went to London Mohandas carried a note of introduction to Dr Mehta who was already there. He was a guide to Mohandas in England. This acquaintance continued in India and ripened into a permanent friendship between the two families. (See Autobiography, pp. 32, 33-34, 63).

Dr Mehta was a philanthropic nationalist and financed Gandhiji's public activities in Africa and India. He died a staunch follower of the Mahatma (vide Mahadevbhai's Diary, Vol. I, pp. 342, 362).

(Courtesy Shri Manibhai D. Shukla, Shukla's House, Rajkot.)

Dalpatram Bhagwanji Shukla, photographed as a student in London. He was the person who "hit upon an Anglo-Indian's house for Gandhi, and advised him to read newspapers" (See Autobiography, pp. 32, 34, 35). He was an eminent lawyer and one of the early pioneers of the national movement in Kathiawar. He maintained his connection with Gandhiji throughout his life.

(Courtesy Shri Manibhai D. Shukla, Shukla's House, Rajkot)



APPENDIX (XIV)

Kathiawar Times, Sunday Evening, August 12, 1888

(Vol. II, No. 30)

DEPARTURE OF A BANIA STUDENT FOR ENGLAND

On Thursday last a meeting was convened in the local High School, by his friends and well-wishers for presenting an address to Mr M.K. Gandhi, who left for England to study for the Bar. Mr Gandhi is the first Bania from Kathiawar who proceeds to England to prosecute his study for the Barrister's Examination. The address hoped that the Indians returning from England with enlarged views of polity, commerce and Society would accelerate the progress of reform in India and ere long restore her to her former glory. The well-wishers appeared to be rather sanguine when they said: "We are certainly justified in entertaining the hope that you will make it an object of your special care and attention to promote the interests of India in England at the same time that you compete for medals and prizes." The reply, too, did not fall far short of the address. Mr Gandhi hoped that others would soon follow his example and on return from England would devote themselves with self-sacrifice of martyrs to the noble work of regenerating India. Mr Doctor, the first assistant teacher of the High School who presided on the occasion remarked that it was a matter of rejoicing to see that a student of the Kathiawar High School was proceeding to England to study for the Bar. After wishing Mr Gandhi success in his endeavour, the party broke up with the customary distribution of betel leaves, nosegays, etc.

APPENDIX (XV)

From the *Kathiawar Times* of September-30, 1888. Extract from the school report read at the time of the distribution of prizes on 28th September, 1888 under the Presidentship of Col. Watson.

It is a matter of great satisfaction to see that within the last few years a strong partiality for English Universities has been displayed by some of the students of this school. Some four years before Mr Goolam Mahmud, a son of the late lamented Bawa Mian the popular Kotwal of the Agency, set a noble example to the rising youths of Kathiawar by proceeding to England to study for the Bar. He was followed by Mr Shukla, an Elphinstonian Graduate. The enterprising spirits displayed by Messrs Goolam Mahmud and Shukla created in one of our last year's successful candidates a laudable ambition for worthily following in their footsteps. I mean Mr Mohandas Karamchand Gandhi who a fortnight or so before left us to join one of the English colleges.

(B) Extract from Col. Watson's Speech:-

I am sure we have all listened with much interest to Mr Krishnashanker's instructive discourse. The main facts appear to be that the attendance of this school has largely increased and that several distinguished scholars have repaired to England to finish their education Mr Mohandas Karamchand is the son of a well known official of this province who served the Porbandar State long and faithfully and afterwards entered the Rajkot State employ. He also served under Col. Law and myself for several years as member in the Rajasthanik court. I hope that Mr Mohandas will do credit to this institution, to his father and to the province. The other students in England also command our sympathies.