

SELECTIONS
FROM
EDUCATIONAL RECORDS
OF THE
GOVERNMENT OF INDIA

Volume I

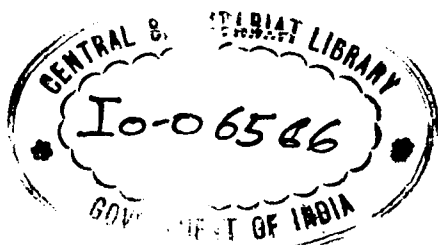
EDUCATIONAL REPORTS, 1859-71

BEING TWO NOTES ON THE STATE
OF EDUCATION IN INDIA COMPILED
BY A. M. MONTEATH IN 1862 AND
1867 AND PART TWO OF EDUCATION
IN BRITISH INDIA PRIOR TO 1854,
AND IN 1870-1871 BY A. P. HOWELL

With a Foreword
by
PREM KIRPAL

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FOREWORD

As early as 1920, the Central Bureau of Education, Government of India, published a volume of Selections from Educational Records which covered the period from 1781 to 1839. In 1922, another volume was published and the period from 1840 to 1859 was covered. In the following year, however, the Central Bureau of Education was abolished as a measure of economy and consequently, further publication of Selections from Educational Records was discontinued.

2. For some reason or other, this important scheme remained in cold storage for a very long time until it was taken up by the Ministry of Education in 1958. Under the policy now adopted, the Government of India accepts the responsibility to publish such Selections from the Educational Records in the National Archives of India as have some historical significance and it has been decided that such Selections for the pre-Independence period should be published in a phased programme spread over a number of years. An Advisory Committee has been constituted for the purpose and the work of making selections from Educational Records has been taken up from where it was left in 1922. Thanks to the labour of this Committee and of the Directorate of National Archives, I have great pleasure in presenting this first volume of Selections under the proposed series to the students of educational history within the short period of about two years from the initiation of the project.

3. This volume contains three reviews of the state and progress of education in India compiled in 1862, 1867, and 1872 respectively. The first of these reports was prepared by Mr. A. M. Monteath, Under Secretary to the Government of India in the Home Department, and refers to the period 1859-62. Its main object was to enable the local Governments to form an idea of the information required to be included in their reports on the working of the new educational scheme introduced under the Educational Despatch of 1854. The second report relates to the year 1865-66 and was also compiled by Mr. Monteath in 1867. The third report was compiled by Mr. A. P. Howell, Under Secretary in the Home Department. It relates to the year 1870-71. The original report also contains a section dealing with the development of education in India upto 1854 and several voluminous appendices. In the interest of economy, however, these two portions have not been reproduced here.

4. The first of these three reviews was never published; and although the other two were published, they are now absolutely out

of print and students of educational history find it very difficult to have access to their copies. In making such selections, lengthy reports as well as reprints of published documents are ordinarily excluded. But certain considerations led the Advisory Committee to make an exception in the case of these reports. It was felt that their publication would make accessible to scholars a continuous series of quinquennial reports on the progress of education in India from 1854 to 1871—a period about which so little is generally known at present. Another consideration was that these reviews contained within themselves the essence of the educational records of the period. No selection, however skilfully made, can be expected to deal with all the questions that can be referred to in a review; and hence it was felt that the publication of these reviews would add substantially to the available historical literature on the development of education in India.

5. It will not be out of place to say a few words regarding the significance of the three reports which have been included in this volume. As stated earlier, they provide quinquennial reviews of education between 1854 and 1871. The period from 1871 to 1881 is fully covered by the Report of the Indian Education Commission and thereafter, quinquennial reviews of the progress of education have been published for 1881-82 to 1886-87, 1887-88 to 1891-92, 1892-93 to 1896-97, 1897-98 to 1901-02, 1902-1907, 1907-1912, 1912-1917, 1917-1922, 1922-1927, 1927-1932, and 1932-1937. The next period of ten years has been covered by a decennial review and a quinquennial review has been published for the period ending in 1951-52. It will thus be seen that, with the publication of these reports, students of educational history will now have the advantage of quinquennial or decennial reviews to cover a century of educational progress from 1854.

6. The reports have been reproduced as they are and no attempt has been made to correct the textual or other errors occurring in them.

7. I take this opportunity to convey the thanks of the Ministry of Education to the Members of the Advisory Committee who have supervised the publication. I also express my thanks to Shri K. D. Bhargava, Director of Archives, and to his colleagues, Shri S. C. Gupta and Shri S. K. Saxena, under whose able guidance, a skeleton staff has worked hard to collect material for this and subsequent volumes.

New Delhi,
15th August 1960.

PREM KIRPAL,
Educational Adviser
to the Government of India.

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by A. M. MONTEATH

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1870-71

by A. P. HOWELL

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NOTE
ON THE
STATE OF EDUCATION IN INDIA
(compiled in 1862)

NOTE
ON THE
STATE OF EDUCATION IN INDIA *

IN PARAGRAPH 11 of the Resolution recorded on the

11. The Secretary of State requests that a comprehensive Report may be furnished regarding the operation of the orders contained in the Despatch of the late Court of Directors, dated 19th July 1854; such report to comprise, among other things, "full statistical information as to the number of Schools established since 1854, whether by Government or with the aid of Government; the number of pupils on the books, and the condition of the attendance; the cost of the several Schools; and the whole expense incurred by the Government under the various heads of Controlling Establishments, Instructive Establishments, and Grants-in-aid; and also, as far as practical, the number and character of Schools unconnected with Government aid or control." The Governor General in Council desires that each Director of Public Instruction may be called upon to furnish such a Report for his own jurisdiction as is required by the Home Government. These Reports, with such observations as may be recorded upon them by the local Governments, will be afterwards incorporated into a General Report to be transmitted to England.

Secretary of State's Education Despatch of April 1859, the several local Governments were called upon to submit the information required by the Secretary of State relative to the system of Education established under the orders of 1854, showing the practical results attained and the cost incurred by Government for them. The

mode in which the results and the cost should be exhibited was also indicated.

These Reports, it was intimated, would be incorporated into a General Report to be transmitted to England. Owing, however, to the various lights in which the local Governments viewed the requisition, and to the very different modes in which they constructed their replies to it, the formation of an amalgamated Report was impossible.

In the Bengal Report voluminous Tabular Statements, almost exactly similar to those prescribed for the yearly Reports, were sent with the views of Dr. Lees in full (30 pages) on the subject of Education generally, past and prospective.

The Report from the North-Western Provinces, on the other hand, occupied 1½ pages, in which some statistics were given and

*Education Proceedings A 25 February 1864, No. 30 & K.W.

a reference made to the Annual Reports from 1856-57 to 1858-59 for the rest of the required information.

The Madras Report was confined to Tabular Statements, which, however, were constructed on so different a principle from those of other Presidencies, that their use, for the purpose of amalgamation, was but little.

The Bombay Report was also confined to statistics and Tabular Statements, the latter being in detail *for each Inspectorship*, and of course constructed all on different principles. Indeed this was the reason assigned for attempting no amalgamation of them before transmission to this Office.

The above remarks will explain the impossibility of obtaining even the statistical portion of the information required by the Secretary of State from the Reports received in reply to the requisition.

In this Note it has been attempted to compile from the Annual Education Reports and other sources a Report of the kind required.

The latest Education Reports received from the several Presidencies and Provinces are as follows:—

Bengal	1859-60
North-Western Provinces	1861-62
Punjab	1861-62
Madras	1860-61
Bombay	1859-60

The Madras Report for 1860-61 is, however, a mere extract from the Administration Report, without one of the valuable Statistical Tables prescribed by the Government of India, after reference to the various local Governments, in 1856. For the statistical portion of the information I have, therefore, been obliged for the most part to use the Madras Report for 1859-60. In the cases of Bengal, Bombay and Madras, I have supplemented the information, general or statistical, derived from the Reports of the above years by reference to the Administration Reports of later dates, *i.e.* of 1860-61 for Bengal and Bombay, and 1861-62 for Madras. I have also taken advantage of any other later sources of information which have been within my reach.

Although, therefore, in some respects the information is two years old, it is, nevertheless, the *latest information available*. Frequent reference, both in respect of statistics and general information relative to the history and progress of education, has been made to the Education Reports and other documents of previous years.

The remarks in this Note are confined to Education under the five Local Governments mentioned above; no general scheme of Education such as that contemplated by the Despatch of 1854 having as yet been organized in connection with any of the minor Administrations.

SECTION I

CONTROLLING AGENCIES WITH GENERAL FINANCIAL STATISTICS

"The first step," in the words of the Despatch of 1859, "taken in execution of the Court's instructions was the formation of the establishments by means of which the desired extension was to be given to the work of education. An Officer with the title of Director of Public Instruction was accordingly appointed to each of the Presidencies and Lieutenant-Governorships, and to the Punjab, to whom the superintendence of the work of education was entrusted; and under these Officers a staff of Inspectors and Sub-Inspectors was organized, who were in effect to act in their several spheres as the local representatives of the Director." The cost of these controlling establishments in the several Presidencies and Provinces and of the instruction which they control and supervise may be best represented by the following extract from the Budget Resolution of 12th September last:—

"58. The following Table exhibits in one view the classified results of the proposed expenditure in 1862-63 in the three Divisions of the Bengal Presidency and the Presidencies of Bombay and Madras:—

	Bengal	North-Western Provinces	Punjab	Madras	Bombay
	Rupees	Rupees	Rupees	Rupees	Rupees
Direction and its subsidiary charges .	44,660	41,116	34,970	49,996	41,948
Inspection and its subsidiary charges .	1,77,488	1,37,804	44,534	1,06,296	81,804
Instruction .	10,98,924	5,06,408	2,69,647	5,38,863	4,02,900
TOTAL .	13,21,072	6,85,328	3,49,151	6,95,155	5,26,652

"59. From the above the following Comparative Table is deduced:—

	Bengal	North-Western Provinces	Punjab	Madras	Bombay
Percentage of cost of Direction on cost of Instruction	4	8·1	12·9	9·2	7·9
Percentage of cost of Inspection on cost of Instruction	16·1	27·2	16·5	19·7	15·5

"60. It might be expected that the percentages of cost for Direction and Inspection would vary inversely with the cost of Instruction, the percentages for the former being higher in proportion to the smallness of the expenditure on Instruction, owing to the necessity of keeping up a certain amount of controlling agency, however limited the sphere of its operations may be. In this view it might have been expected that the percentages for Direction and Inspection would be found to be highest in the Punjab and lowest in Bengal, the order of all being that given in the first column of the following Table. In the second and third columns the districts have been entered in the actual order of the percentages as deduced from the figures of the Budget estimates.

Order which might have been expected in respect of the rates of the percentages of the cost of Direction and Inspection beginning with the highest.	Actual order in respect of percentage of Direction	Actual order in respect of percentage of Inspection
Punjab	Punjab	North-Western Provinces
Bombay	Madras	Madras
North-Western Provinces	North-Western Provinces	Punjab
Madras	Bombay	Bengal
Bengal	Bengal	Bombay

"61. It will be seen that in respect of the cost of Direction, Madras is higher in the list than it ought to be, while Bombay is lower. In respect of the cost of Inspection again the North-Western Provinces, Madras and Bengal are higher, while the Punjab and Bombay are lower than might have been expected. It is

impossible, however, to make any precise deductions of a comparative nature, as there are of course local circumstances connected with the systems of Vernacular Education pursued in the various provinces which affect the results."

It might, perhaps, have been more satisfactory had the *actual* expenditure for one of the past years been given; but I have preferred the estimates for the current year as the basis, because the Budgets of the current year are very much more complete and exact than any other financial statements to which I have had access. The Statements given in the Educational Reports are very unsatisfactory for the purposes of amalgamation, the total charges being given in some while the net charges are given in others. The Bombay Statement, moreover, does not include the charges of any of the Political Districts. The figures given above are indeed not entirely free from the above objections; for the Bengal charges appear to include all charges whether defrayed from Imperial or Local Funds, such as fees, endowments, &c., while the charges for the North-Western Provinces, the Punjab and Madras do not, at all events, include the expenditure defrayed from the local rates of assessment in operation in those Provinces.

SECTION II

UNIVERSITIES

The Despatch of 1854 conveyed the orders of the late Court of Directors in regard to the establishment of Universities in India. An opinion was expressed that "the form of Government and functions" of the London University might be advantageously followed in their general features. It was stated that the examinations for degrees should not include any subjects connected with religious belief, and that in regard to affiliation the same neutrality should be observed.

The standards for common degrees were to be fixed so as "to command respect without discouraging the efforts of deserving students," while in the competition for honors care was to be taken to "maintain such a standard as would afford a guarantee for high ability and valuable attainments." Under these instructions Universities have been established at Calcutta, Madras, and Bombay, incorporated by the Acts marginally indicated. Further powers for the appointment of new degrees by Byelaws subject to the confirmation of the Governor General in

Act II of 1857—Calcutta
Act XXII of 1857—Bombay
Act XXVII of 1857—Madras

Council in regard to Calcutta, and by the Local Governments in regard to Bombay and Madras, were given to the Senates by a subsequent Act XLVII of 1860.

While it has been a declared object to preserve a general harmony of constitution in these institutions, it has not been attempted to enforce a rigorous uniformity in matters in which local considerations and the judgment of the Local Governments might beneficially have free scope. In the three Universities, consequently, we find a general similarity of constitution and a considerable diversity in minor details and in a few not unimportant points.

Calcutta University

The Calcutta University scheme provides for an Entrance Examination, and for the grant of the following degrees:—

Arts	{	Bachelor of Arts (B. A.)
		Master of Arts (M.A.)
Law	{	Licentiate in Law (L.L.)
		Bachelor of Law (B.L.)
		Doctor of Law (D.L.)
Medicine	{	Licentiate in Medicine and Surgery (L.M.S.)
		Doctor of Medicine (D.M.)
Civil Engineering	{	Licentiate in Civil Engineering (L.C.E.)
		Master of Civil Engineering (M.C.E.)

Besides the Entrance Examination and the Examinations for the above degrees, there are the "first examination in Arts" of a standard somewhat lower than that of the B.A. degree examination, and the "first examination in Medicine" of a standard below that of the examination for the degree of L.M.S.

The Bye-laws and Regulations of the University, from which the above particulars are taken, were the result of a revision which, after the first few years' working of the original constitution, was found to be necessary. The revision was effected after a full consideration in the several Faculties, the recommendations being further criticised and amended by the Syndicate, and again by the Senate of the University. The revised Code of Bye-laws and Regulations thus matured received the sanction of the Governor General in Council on the 28th of March 1860.

The following account of the changes introduced in the new Regulations is given in the Bengal Education Report for 1859-60:—

"10. Considerable changes, some of them of an organic nature, were introduced by the revised Regulations. Of these the most important were the establishment of a new examination in Arts, intermediate between matriculation and the final examination for the

B.A. Degree; the creation of a new and lower Degree, styled Licentiate, in each of the Faculties of Law and Civil Engineering; and the institution of the Degree of Doctor in the Faculty of Law.

"11. In recommending the institution of the degrees of Licentiate in Law and Civil Engineering, the Senate were chiefly influenced by a consideration of the great obstacle to the attainment of the higher degrees in these special Faculties arising from the provision that any candidate before presenting himself for examination must have obtained the degree of Bachelor of Arts—a proviso which, by involving a very considerable expenditure of time and money, had the effect of preventing many from obtaining any University recognition of respectable professional attainments, thereby obliging the Government to substitute College in lieu of University tests in order to secure an adequate supply of men duly qualified for the public service. In the Faculty of Civil Engineering, the only degree which could be conferred was that of Master, and candidates for this degree were required not only to have graduated in Arts, but also to have been engaged for at least two years in the practice of Engineering. It was pointed out that these requirements, in addition to the very high professional standard fixed for this degree, would have the practical effect of altogether deterring candidates from presenting themselves, the more especially as one great incentive for seeking a University degree, *viz.* the aid it may supply towards obtaining employment in a profession, would, under the action of the rules, be altogether wanting, inasmuch as every candidate must have actually obtained and held such employment for at least two years before he became eligible for examination.

"12. At the same time it was not deemed advisable to alter these provisions or to lower the standard for the degree of M.C.E. It was the opinion of the Faculty that the degree should be retained in its integrity as a proof of a very high order of professional attainment, but that the University should provide in addition a lower degree as a test of competent professional knowledge for men of ordinary capacity, which might serve as a passport to professional practice, and might therefore be expected, for that reason alone, to become an object of general ambition, whilst it would at the same time have a tendency to facilitate the attainment of the higher degree.

"13. Accordingly, the Faculty, taking as their guide the example of the Madras University, determined to recommend the institution

of a degree requiring a lower standard of professional attainment than the degree of M.C.E., and exempt from the condition that candidates must have previously graduated in Arts. But, considering that to have passed the University Entrance Examination was not a sufficient test of a liberal education to warrant them in conferring a degree, without subjecting the candidate to some further examination in Arts, they addressed a communication to the Faculty of Arts, suggesting the establishment of an additional examination to be held two years after matriculation, and to embrace a lower range of subjects than the course prescribed for the B.A. Degree. Apart from the special object which gave rise to their proposal, the plan was forcibly and justly advocated on more general grounds, as conducive to the advancement of education by tending to promote steady exertion and keep alive the spirit of emulation. In these views the Faculty of Arts at once expressed their cordial concurrence, and they proceeded to prepare a scheme for the additional examination, which was subsequently embodied in their own report to the Syndicate.

"14. Proceedings had thus far advanced when a proposal for the institution of the new degree of Licentiate in Law was advanced by Captain W. N. Lees, L.L.D., at that time officiating as Director of Public Instruction, and was enforced by arguments somewhat similar to those put forward in support of the corresponding degree in Civil Engineering.

"15. Some difference of opinion arose regarding the propriety of introducing a novel degree in law unknown in Europe, and stamping with the authority of University approbation what was alleged to be a very humble standard of professional knowledge. It was thought by some that such an innovation would lower the dignity of the University, and throw discredit on its Degrees. But it was argued that though, as regards the Department of General Education, it would be highly injurious, and even suicidal to lower the standard of University Examinations to meet the level of Education in India, yet that, in the special Departments, the object of which is to provide tests of professional attainment conveying practical privileges, it was both wise and right to utilize the examining powers of the University so as best to provide for the exigencies of the State and the public advantage.

"16. These practical arguments prevailed; the Degree was recommended by a majority of the Faculty of Law, and their scheme of

Regulations, after undergoing some amendment, was adopted by the Senate.

“17. The Degree of Doctor in the Faculty of Law was established as a distinction to be conferred on such Bachelors in Law as might obtain Honors in the Law Examination. It is, therefore, analogous to the Degree of Master in the Faculty of Arts.”

The following important questions have recently been under consideration:—

1st—The erection of a University Building.

2nd—The establishment of University Professorships or Lectureships.

3rd—The establishment of University Scholarships.

As the latest records do not show that anything has been yet decisively settled, it would be out of place in this Note, which is essentially a record of facts, to advert more minutely to the subject.

The following Institutions have been affiliated to the Calcutta University:—

Connected with Government

1	Presidency College, General and Law Departments	}	Bengal
2	Medical College		
3	Civil Engineering College		
4	Hooghly College		
5	Dacca College		
6	Kishnaghur College		
7	Berhampore College		
8	Sanskrit College		
9	Agra College	}	N.W.P.
10	Benares College		
11	Ajmere School		
12	Saugor School		C.P.

Un-connected with Government

13	Bishop's College	}	Bengal
14	Doveton College		
15	St. Paul's School		
16	Free Church Institution		
17	La Martiniere College		
18	London Missionary Society's Institution		
19	Serampore College		
20	St. Xavier's College		
21	St. John's College		N.W.P.
22	Queen's College		Colombo

The following statements shew the results of the Entrance and Degree Examinations for the several years during which the University has existed:—

ENTRANCE EXAMINATION

	Number of Candidates	Average proportion educated at Government Schools	Number passed		Average proportion of passed to total Number of Candidates
			Ist Division	2nd Division	
1857 . . .	244	74·18	115	47	66·39
1858 . . .	464	74·35	29	82	23·92
1859 (March) .	706	78·75	107	233	48·15
1859 (December) .	705	69·50	65	178	34·46
1860 . . .	808	64·72	50	365	51·36
1861 . . .	1,058	56·23	73	404	45·08

FIRST EXAMINATION IN ARTS

1861	163	53·43	15	82	58·28
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B. A. EXAMINATION

1858 . . .	13	84·61	0	2	15·38
1859 . . .	20	75·00	3	7	50·00
1860 . . .	65	64·60	6	7	20·00
1861 . . .	39	82·05	5	10	38·33
1862 . . .	34	76·47	1	23	70·58

B. I. EXAMINATION

1858 . . .	19	100	11	0	57·88
1859 . . .	20	100	3	0	15·00
1860 . . .	22	100	10	0	45·45
1861 . . .	17	100	8	6	82·35
1862 . . .	13	100	8	5	100·00

L. L. EXAMINATION

	Number of Candidates	Average proportion educated at Government Schools	Number passed		Average proportion of passed to total Number of Candidates
			Ist Division	2nd Division	
1861	7	100	2	0	28·57
1862	16	100	4	6	62·5

L. M. S. FIRST EXAMINATION

1857	12	100	6	6	100·
1858	40	100	9	15	60·
1859	31	100	6	6	34·70
1860	31	100	4	9	41·93
1861	16	100	0	7	43·75

L. M. S. SECOND EXAMINATION

1861	20	100	3	11	70
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L. C. E. EXAMINATION

1861	10	100	4	2	60
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In the Education Report of 1859-60 the following remarks are made as to the influence of the University on Education. Advertising to a considerable increase in the numbers of more advanced students attending Colleges for General Education, the Director of Public Instruction writes:—

“This result would appear traceable in great measure to the growing influence of the University, and, if so, affords another satisfactory proof of the success of an institution to which admission alone is found to be a highly-prized distinction, and which has a manifest tendency to infuse new life into our Schools and Colleges by awakening and keeping alive in them a spirit of generous and honorable rivalry.”

Madras University

The Madras University, judging from the Calendar of 1861-62, differs from the Calcutta Institution chiefly in having no lower degree (L.L.) in Law and no "First Examination in Arts." For the lower degree (G.C.E.) in Civil Engineering the matriculation examination is the only test of general attainments.

Some changes, however, appear to have been made during the past year in the Regulations regarding the examinations in the Faculties of Law and Civil Engineering. It is stated in the Administration Report of 1861-62 that "the alterations made in the scheme of examination prescribed for the Law Degrees were made rather with the view of more clearly defining them, than of changing the course of examination previously prescribed."

In respect of the Faculty of Civil Engineering, it is stated in the same Report that "the new Regulations, like the old, provide for only one degree: that of Bachelor of Civil Engineering." The word "like" ought surely to be read "unlike", for in the old Regulations (Calendar of 1861-62) two degrees, G.C.E. and M.C.E., are provided for.

Nineteen Institutions are affiliated to the Madras University, of which seven only are Government Institutions, the remaining twelve being Institutions established by Missionary and other Educational Societies. The Government Institutions are the Presidency and Medical Colleges, the three Provincial Schools at Combaconum, Bellary and Calicut, the High School at Bangalore, and the Government Normal School at Madras.

The following Tables exhibit the results of the Entrance Examinations of the Madras University since its commencement in 1857-58, and the number who passed the Examinations for the various degrees:—

	No. of Candidates	PASSED		TOTAL
		Government Institutions	Others	
1857—58 { Two Examinations	41	29	7	36
1858—59	79	11	7	18
1859—60	57	22	8	30
1860—61	52	17	6	23
1861—62	80	36	12	48
	195	50	32	82
	504	165	72	237

Number who passed the Degree Examinations

	B.A.			B.L.			M.D.			TOTAL
	Candidates	PASSED		Candidates	PASSED		Candidates	PASSED		
		Govt. Institutions	Others		Govt. Institutions	Others		Govt. Institutions	Others	
1857—58	2	..	2	..	..	..	..	..	..	2
1858—59	9	7	1	..	..	..	Not given	1	..	9
1859—60	10	1	4	4	1	..	..	..	..	6
1860—61	10	6	..	5	4	..	..	..	..	10
1861—62	6	5	..	5	1	2	..	..	..	8
	37	19	7	14	6	2	..	1	..	35

Bombay University

The Bombay University scheme, judging from the Calendar of 1861, differs from the Calcutta one mainly in the absence of the lower degrees in Law (L.L.) and Civil Engineering (L.C.E.)

The following Statement exhibits the results of the Entrance Examinations held since its formation:—

ENTRANCE EXAMINATION

	No. of Candidates	PASSED		Total
		Government Institutions	Others	
1859-60 { Two Examinations .	118	21	..	21
	42	14	..	14
1860-61	86	Not given	..	39
	246	..	..	74

Only one Degree Examination (Licentiate of Medicine) has been held at which seven passed.

The only Institutions as yet affiliated to the Bombay University are the Elphinstone and Poona Colleges in Arts, the Government Law School in Law, and the Grant Medical College in Medicine.

It may here be noted that the Calcutta Syndicate, writing in February 1860, made the following remarks regarding the standards for degrees at the Indian Universities:—

“6. The Senate have not observed any material difference in the standards for Degrees in force at the Indian Universities, except in the Faculties of Arts and Civil Engineering. The B.A. Degree standard appears to be considerably higher at the Calcutta University than at either of the Universities of Madras or Bombay. The Senate are of opinion that the Calcutta standard is that best suited for the requirements of education in India, and they strongly recommend that no alterations be made which would lower it to the standard of the other Universities. They invite particular attention to the fact that at the Bombay University a degree may be granted in Arts to a person ignorant of every branch of Natural and Physical Science, and that at the Madras University a Graduate may know nothing of two of the following subjects:—

Natural Science
Physical Science
Mental and Moral Science

“The reasons the Senate have assigned for this opinion, as well as the detailed points of difference in the standards for the B.A. Degree at all the Universities, will be found in the Report of the Faculty of Arts at page 61 of the Blue Book.”

These remarks, so far as they concern the subjects of examination for the B.A. Degree, would appear still to hold good.

SECTION III

COLLEGES

The following Table contains statistics respecting the Government Colleges in the several Presidencies and Provinces for the

COLLEGES

15

latest years for which information is available, as noted in each case:—

		Bengal 1859-60	N.W.P. 1861-62	Punjab 1861-62	Madras 1859-60	Bombay 1859-60	Total
Number of Institutions	General Education	7	3	..	1	2	13
	Special Education	3	2	1	3	1	10
	TOTAL	10	5	1	4	3	23
Average attendance at them	General Education	556	908	..	260	100	1,824
	Special Education	386	176	67	207	52	888
	TOTAL	942	1,084	67	467	152	2,712
Total cost of them	General Education	Rupees 1,60,777	Rupees 1,27,075	Rupees ..	Rupees 53,742	Rupees 64,350	Rupees 4,05,944
	Special Education	1,96,179	69,663	37,495	68,631	29,777	4,01,745
	TOTAL	3,56,956	1,96,738	37,495	1,22,373	94,127	8,07,689

From the above it appears that there are 23 Government Colleges with an attendance of 2,712 pupils, the total cost of the education so given being Rupees 8,07,689.

Comparing the portions of the Statement referring to attendance and cost, we get the following results in respect of the *cost per annum of each pupil*:—

	Bengal	N.W.P.	Punjab	Madras	Bombay	Average
	Rupees	Rupees	Rupees	Rupees	Rupees	Rupees
General Edu- cation	289	139	..	206	643	222
Special Edu- cation	508	395	559	331	572	452

From the above it appears that College education, both general and special, is much more expensive in Bombay than in any other place. General College education is cheapest in the North-Western Provinces; but this is probably owing, as will be seen hereafter, to its inferior character. Special education is cheapest in Madras, and next cheaper in the North-Western Provinces. In respect of special education, however, very much depends on the particular sort of

special education for which the results are given. I have, therefore, made out the following classified Statement showing the annual cost of each pupil in the several Presidencies and Provinces in the three classes of special education, *viz.* Medicine, Civil Engineering and Law:—

	Bengal	N.W.P.	Punjab	Madras	Bombay	Average
	Rupees	Rupees	Rupees	Rupees	Rupees	Rupees
Medical Colleges	574	158	559	278	572	440
Civil Engineering Colleges	233	541	..	695	..	456
Law Colleges	575	..	..	181	..	474

Comparing the present statistics of general and special College education with those for 1854, we get the following result:—

		Number of Institutions	Attendance	Cost
General	1854	14	2,429	Rs. 5,49,002
	Present	13	1,824	4,05,944
	Decrease	1	605	1,43,058
Special	1854	4	523	2,56,038
	Present	10	888	4,01,745
	Increase	6	365	1,45,707

The decrease in the statistical results in respect of Colleges for general education is due for the most part to the abolition of the Delhi College, which did not survive the Mutiny, and to the reduction in the attendance and cost of the Calcutta Madrissa and Hooghly College. It will be shewn presently that during the period under review the endeavours of Government in respect of general education have been directed rather to consolidating existing means and improving the quality, than to extending operations.

As regards special education, considerable advance has been made both numerical and real. In paragraphs 79 and 80 of the Despatch of 1854 the Home Government indicated the enlargement of the opportunities of special education as one deserving

attention, and which would have their approval. The result has been the establishment of six new Institutions, *viz*:—

2	Medical	. . . . .	at Agra and Lahore
2	Civil Engineering	. . . . .	at Madras and Calcutta
2	Law	. . . . .	at Madras and Calcutta
<hr/>			
6			
<hr/>			

I now proceed to notice these Institutions in detail, given a brief account of the state and progress of each.

Bengal

In Bengal there are nine Colleges as per margin. All of these,

General Education	Date when founded
1 Presidency College, General Dept.	1855
2 Dacca	1841
3 Berhampore	1853
4 Kishnaghur	1846
5 Calcutta Madrissa	1781
6 Hooghly College	1831
7 Sanskrit College	1824
<i>Special</i>	
8 Civil Engineering College	1856
9 Medical College	1835
10 Presidency College, Law Dept.	1855

with the exception of the Presidency College (Nos. 1 and 10) and the Civil Engineering College (No. 8), were in existence prior to the introduction of the Educational scheme of 1854.

The Presidency College was established in 1855 on the basis of the old Hindoo College. A full account of the history of the Hindoo College, the destruction of its exclusive character, and its incorporation in the plan for the foundation of the Presidency College, as well as a sketch of the scheme on which the latter was founded, will be found in No. XIV, of the Selections from the Records of the Bengal Government. The main features of the re-organization consisted in the establishment of chairs for Moral and Mental Philosophy and Logic, for Natural Philosophy and Astronomy, for Natural History and Geology, which did not exist in the old Hindoo College, and also in the establishment on a defined footing of a separate Department for the study of Law. The success of the Institution has been great. It is stated to be the only one which really educates up to the University standard, and to be in a position to meet all the present requirements of the public. The fee was raised from Rupees 5 to Rupees 10 in 1858-59, causing a temporary diminution in the number of students, which, however, was more than made up in the following year.

The next three Colleges on the List, *viz.*, those at Dacca, Berhampore and Kishnaghur, are Anglo-Vernacular Institutions, which, it is admitted, partake more of the character of High Schools than Colleges. No material alterations have been made in them since 1854. Dr. Lees, Officiating Director of Public Instruction, writing in September 1859, remarked that "the attempt to give a College organization to these Institutions, or, in other words, to affiliate them to the University," had "signally failed."

The evidence of this he stated as follows:—

"The requirements of the University B.A. Course necessitate the instruction, in all Colleges affiliated to it, being distributed over four years. The average number of Students in the Mofussil Colleges is 34½. Of these almost the whole may be said to belong to the first two years' classes; and the few that remain in the higher classes are Scholarship holders. It is a rare exception for a pay Student to remain longer than a year, or two at most at College. In the Institution at Berhampore there are at present no third or fourth year classes, and in the Dacca College, which stands at the head of all the Anglo-Vernacular Colleges of Bengal, the third year class contains but eight, and the fourth year class but three Students, of whom one-half, if not two-thirds, will doubtless have disappeared before the end of the Session. The two classes have necessarily at present been formed into one. In 1857-58 the number of Students in this College was, at the beginning of the Session, eleven in the third year, and four in the fourth year class; and at the end of the Session the poll stood as follows:—

3rd year	..	five
4th year	..	none

In short, the only Students to be found in the ranks of the third and fourth year classes of Mofussil Colleges are Scholarship holders."

In the same year Mr. Brennand, the Principal of the Dacca College, remarked as follows:—

"In reporting on the future prospects of the College Department in regard to the third and fourth year classes. I may premise that these classes are maintained principally by the successful working of the Scholarship system, that they usually consist of

Scholarship holders, and of a few unsuccessful Candidates for Scholarships.

“The effects of failure at an Examination are very perceptible on the size of the classes, the unsuccessful Candidates generally leave immediately afterwards and obtain employment, a few only remain to continue their studies in the hope, on the part of junior Candidates, of being more successful at the Examination for Senior Scholarships, and of the Senior Candidates of obtaining higher appointments from their having been Students of the higher classes.”

A somewhat more hopeful account of these Institutions is given in the Report for 1859-60 as follows:—

“It is gratifying to remark a general increase in the numbers of our more advanced Students who attend the Colleges for general education. The increase is not large, but it is general.”

The following statistics, taken from the Administration Report of 1860-61, bear out the above more favourable view:—

	No. of Students on the Rolls on the 1st January 1860.	No. of Students on the Rolls on the 30th April 1861.
Dacca	74	76
Berhampore	16	16
Kishnaghur	30	42

The next, three Institutions on the List, *viz.*, the Hooghly College, the Calcutta Madrissa, and the Sanskrit College, are designed especially for the cultivation of Oriental learning; and the history of all of them during the last few years is of the same character.

In the Despatch of 1854 the Home Government remarked as follows (paragraph 8):—

“8. The systems of science and philosophy which form the learning of the East abound with grave errors, and Eastern literature is at best very deficient as regards all modern discovery and improvements; Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded, in special institutions for the study of Sanskrit, Arabic, and Persian literature, or for the cultivation of those languages, which may be called the classical

languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and Mahomedan Law, and is also of great importance for the critical cultivation and improvement of the vernacular languages of India."

Almost immediately prior to the receipt of this Despatch the late Council of Education had re-modelled the Calcutta Madrissa. A sketch of the history of the Madrissa, and of the causes which led to its re-modelment, is given in a Minute by the Lieutenant-Governor of Bengal, dated the 15th September 1858, from which the following is an Extract:—

"The Madrissa, or Mahomedan College of Calcutta, was founded by Governor General Warren Hastings in 1781, in order to give to Mahomedan Students a considerable degree of erudition in the Persian and Arabic languages, and in the complicated system of Laws founded on the tenets of their religion,' so as to enable them 'to discharge with credit the functions and duties of the Criminal Courts of Judicature and many of the most important branches of the Police which it had (in 1781) been deemed expedient to continue in the hands of Mahomedan Officers.'

"2. For this end a scheme of study was laid down, which, *excluding Poetry, History, Geography, and General Literature*, professed to teach Theology and Law according to the Koran, the Commentators, and the Traditionists; and Science according to the Greeco-Arabic system of Baghdad and Bokhara.

"3. This College was, however, consigned to the uncontrolled management of Mahomedan Professors, and the consequence was that 'the studies of the College became nominal, and its ample resources (about 30,000 Rupees per annum), were dissipated among the superior and subordinate drones of the Establishment.'* And this seems to have been, with little variation, the condition of the Institution for nearly forty years after its establishment. In 1820 the College was placed under immediate English superintendence, and after that change the abuses, though not wholly eradicated, were less gross and flagrant than in previous years."

*Lushington's Report of 1821.

The system of tuition, however, appears to have been little altered, for the following is the description of it given in 1850 by Dr. Sprenger, the Principal:—"The system," Dr. Sprenger stated, "is in fact precisely the same as the one which was in vogue in Europe during the darkest ages, and it produces the same results. The sophistries of dialectics learned in a sacred language puff up the Professors with conceit, render them hostile to every thing practical or founded on experience, and extinguish in them the sense of art and beauty, and blunt the sentiment of equity and morality."

In 1850 a re-modelment was effected by dividing the Institution into two Departments, the Arabic and Anglo-Persian. The following description of the state of the Institution, with special reference to the above re-modelment, is given in the Government of India's letter of the 2nd July 1860, written with reference to a recommendation contained in the Lieutenant-Governor's Minute already quoted for the abolition of the Institution:—

"2. The Madrissa consists of a Senior Department and a Junior Department. In the former only Arabic literature and Mahommedan Law are taught; Mahommedans only are admitted to it, and for entrance into it a comparatively high standard of Oriental attainments is required. The Students of this Department are at liberty to attend any classes they please in the Presidency College.

"3. In the Junior, or Anglo-Persian Department, the pupils are educated, as in other Government Anglo-Vernacular Schools, up to what is called the Junior Schoolship standard; and the Mahommedan pupils of the Department, on the completion of the course, are at liberty either to join the Presidency College or to enter the Arabic Department of the Madrissa. This Junior or Anglo-Persian Department has been a complete success.

"4. With regard to the Senior or Arabic Department, one main object of the changes made in the Madrissa in 1854, the grounds for which are fully stated in the able and comprehensive Report of the Council of Education, dated the 4th of April 1853, was to substitute a more modern and rational system of instruction in the Arabic language and in the principles of Mahommedan Law for the antiquated and faulty system of the Indian Moulovies; another object was to discontinue altogether the teaching of false physical science.

"5. This latter object was of course easily attainable by simply prohibiting the Moulovies from lecturing on physical science at all; but the former object is stated to have entirely failed, owing,

chiefly, to the opposition of the Moulovies themselves, and in consequence of this failure it is proposed, in the Minute recorded by the late Lieutenant-Governor, to abolish the Madrissa altogether.

"6. I am desired to state that the Governor General in Council, having carefully considered the case, does not think that the arguments advanced by the late Lieutenant-Governor for the abolition of the Calcutta Madrissa are tenable on grounds of sound policy, neither is he at all able to concur in His Honor's estimate of the value of the Institution."

The last paragraph of the same letter contains the decision of the Government of India. It runs as follows:—

"12. Upon the whole I am directed to state that the Government of India feels confident that the right and most advantageous course will be to continue to act in the spirit of the reforms of 1854; to do this carefully and not hastily; and to give to the Principal, with this view, all the authority which he ought to possess and which he will be able to exercise with the best effect, under the advice and control of the present Lieutenant-Governor, who himself had a large share in settling the measures which were adopted for the reformation of this Institution in 1854."

The Secretary of State, in reviewing the above orders, remarked as follows:—

"5. I agree with your Government that it is not necessary to afford any artificial encouragement to the study of the Arabic language by giving it an undue preference over English or Persian; and I must beg that the remarks in the Despatch of the late Court of Directors of the 20th January 1841 may be borne in mind, and that the Scholarships in the Madrissa be only given as the reward of merit, and that their continuance to particular Students be dependent on good conduct and continued industry, to be tested by periodical examinations.

"6. As the arrangements now sanctioned must be considered to be, in some degree, experimental, a special report as to their operation and result must be submitted after a period not exceeding two years from the date of your order of July last."

No Report has yet been received; but I learn from Dr. Lees that the Institution is now considered to be on a more satisfactory footing. The following Extract from a Report of Dr. Lees, dated the 1st September 1860, has been placed at my disposal:—

"These results shew that the Moulovies of late have been more attentive to their duties; and I am inclined to hope that they have

at length realized the fact that the Calcutta Madrissa is a Government Institution; that it is the Government and not the Professors who are responsible for the nature of the education given to its Mahommedan subjects therein; and that yet more serious consequences may overtake them than simply being required to teach a course of study containing somewhat more Literature than Logic. I would not, however, be understood to mean that the Arabic Department of the Calcutta Madrissa is all that the Government could wish it, or that there is a *present* prospect of its becoming so. The end cannot be *fully* accomplished until we have a body of Teachers who have acquired their knowledge by means approved by the Modern School, which they believe to be correct and in which they have full faith. Regarding the Anglo-Persian Department I need not say much. Government is already aware that it has succeeded. There is one point, however, with regard to the Anglo-Persian Department which requires notice. The late Council of Education, in their letter before alluded to, contemplated that the Students of this Department, having obtained a School education in English, and completed their studies in Persian, should pass into the College or Arabic Department of the Institution; but the hopes of the Council in this respect have not been realized, and it appears to me for the following reasons:—The scholarships obtained in the Anglo-Persian Department are English, and to retain them further examinations must be passed in that language. In consequence again of the number of Moulovies not having been kept up, and the desire to give the College Department more of a College organization, candidates for admission into the lowest class were required to shew an elementary knowledge of the Arabic language. Now as no provision was made for the acquirement of this in the Anglo-Persian Department, it was not possible for this portion of the scheme to work.”

The following remarks are made on the Calcutta Madrissa in the Administration Report of 1860-61:—

“The Report of the Arabic Department of the Calcutta Madrissa is generally favourable, and of the Anglo-Persian Department especially so. Out of eight Students, composing the first class, six went up to the University Entrance Examination and passed, four being placed in the first and two in the second Division, a result which was most satisfactory.”

The Hooghly College is the next on the list. This Institution was founded in 1836, and is mainly supported from funds bequeathed by Mahommed Mohsin, a wealthy Mahommedan gentleman

The Arabic and
Anglo Persian
Departments of
the Madrissa.

who, dying without heirs in the year 1806, left his large property, yielding an annual income of 45,000 Rupees, to Mahommedan Trustees 'for the service of God.' Owing to the misappropriation of the Funds, Government assumed the office of Trusteeship. The right of assumption was opposed by the original Trustees but upheld both by the Courts in India and by the Privy Council in England. The period of litigation extended over many years, during which the annual income accumulated, forming a surplus fund of Rupees 8,61,100. This fund was devoted to founding and endowing the Hooghly College. It was further increased by a portion of the original Zemindari and by the lapse of various pensions with which the Estate had been burdened. Dr. Lees, the Officiating Director of Public Instruction, writing in September 1859, remarked as follows:—

“Hooghly Madrissa—Its declining and approaching dissolution.
—55. The Hooghly Madrissa, which was founded on the munificent bequest of the late Mahommed Mohsin, is fast approaching its dissolution. The Anglo-Persian Department has already been merged into the Collegiate School, and the Madrissa proper contains but 20 Students. This subject requires attention. This College was founded, and is supported, by the bequest of a Mahomedan. The funds should not be expended for the sole benefit of Hindoos.”

From papers furnished to me by Dr. Lees it appears that this declension had been going on for some years. The Students had year by year shewn less proficiency at the scholarship examinations, till at last Dr. Lees, writing in September 1859, reported that “for the last two years no scholarships have been gained by them, though a few have been awarded by grace in consideration of the fault being attributable less to the students than to their teachers.” “It is a serious thing,” he added in the same letter, “when a College that some time back contained between two and three hundred Students should arrive at such a state of decay that not twenty should now be found within its once crowded rooms.”

The failure to obtain scholarships was the main cause of the absence of pupils, and the cause of the failure in respect of the scholarship examination was attributed to the instructive staff.

It is probably with the view of remedying the above state of affairs, that an increase of Rupees 11,382, for an enlargement of the staff of the Hooghly College, was included in the Budget Estimate of the current year. No proposition, however, on the subject has yet come before this Government.

I observe, from the Administration Report of 1860-61, that between the 1st January 1860 and the 30th April 1861 the number of Students on the roll of the Hooghly College increased from 32 to 79.

The last on the list of the three Oriental Colleges is the Sanskrit College. When the old Hindoo College was broken up, its sister Institution, the Sanskrit College, was allowed to stand. The Government of Bengal, in its letter to the Council of Education of the 21st October 1853, intimated, as a sort of solace to the minds of the Native Managers of the former Institution, that "the Sanskrit College shall be maintained by the Government exactly as it is." In March 1859, however, the Director of Public Instruction pointed out to the Bengal Government the following defects in the existing condition of this Institution:—

"3. Its principal defects appear to be as follows:—

"1st.—It has not been brought within the influence of the University, and under its present constitution it is not likely to be able to send up any candidates for University Degrees.

"2nd.—It occupies an isolated position as regards other Institutions; there is no interchange of advantages, no emulation of teachers or pupils between it and other Schools or Colleges.

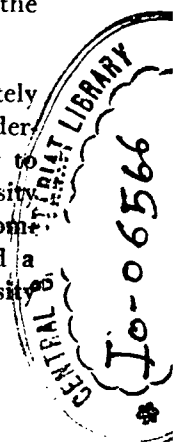
"3rd.—Its examinations, awards of scholarships, &c., are all managed within itself, and so managed as to excite little interest, and command little confidence, among the outside public.

"4th.—It is still that 'compound of a College and a Dame's School' which the other Colleges were a few years ago, but *are* no longer.

"5th.—It devotes to the teaching of obsolete science and philosophy much time which would be better given to subjects of more practical utility."

The re-organization proposed by him is thus described in the Education Report:—

"16. A proposal for the reform of the Sanskrit College has lately been submitted to Government. Its constitution was not considered to accord well with the existing state of things, and 'in order to bring the Institution more into harmony with the University system,' the Director of Public Instruction recommended that it be divided into a School and a College Department, the former to educate up to the University



Entrance Standard; the Students of the latter, while completing their Sanskrit course, being permitted to attend Lectures in the Presidency College on terms somewhat more favorable than others."

The scheme contemplated also the abolition of the study of "Smṛiti, Nyaya, Vedānta, or other systems of Hindoo Philosophy," and the Government of India, in sanctioning the revision, requested the Bengal Government to re-consider the proposal to exclude the study of Smṛiti from the curriculum. No further correspondence has taken place.

The following notice is taken of the Institution in the Administration Report of 1860-61:—

"The Sanskrit College was affiliated to the University in August last, and a small class has been formed of advanced Students who have passed the Entrance Examination to enable them to prosecute the University course, while at the same time they may continue their Sanskrit studies further, especially in Hindu Logic and Law."

Formation of a class for the prosecution of the University course in the Sanskrit College.

I now proceed to notice the three remaining Institutions of this class which are devoted to special education, *viz.*, the Civil Engineering College, the Medical College, and the Law Department of the Presidency College. A brief notice has already been taken of the establishment of the Law Department of the Presidency College in 1855. The Civil Engineering College was started in 1856 with the object of affording a scientific, and, as far as possible from occasional inspection of works in progress and workshops, a practical education. It is especially designed for supplying an efficient class of subordinate Officers for employment in the Department of Public Works, the Survey, and Railways. A full account of its origin is given in the Education Report of the year 1856-57. The course of instruction extends over three years, and is adapted to meet the wants of each grade of the profession: it is limited by the requirements necessary for the degrees granted by the University in the Faculty of Engineering. Candidates for admission must have passed the Entrance Examination of the University, or be holders of senior scholarships. The Government of India at present guarantees 48 appointments yearly of various grades to such Students as pass the test for the Public Works Department laid down in Chapter II of the Public Works Code. A proposal for the

enlargement of this Institution is now under consideration in the Department of Public Works, and the estimate of the expenditure for the current year has been increased over that of the former year by Rupees 23,650 with the view, apparently, of providing for the introduction of the change. The following notice is taken of the Institution in the Administration Report of 1860-61:—

“At the opening of last Session a class of third year Students was
 Civil Engineering College. formed in the Civil Engineering College for the first time. This class, after completing the three years' course prescribed by the University, competed for the degree of L.C.E. in March last. The result has already been stated. The number of Students on the Rolls on the 30th April was eighty-three, shewing an increase of 20 over the number in attendance at the end of the previous Session. The result of the Annual Examination was that 5 Students were declared qualified for the grade of Probationary Assistant Engineer. 1 for that of Sub-Engineer, 9 for that of Probationary Assistant Overseer, and 2 for that of Sub-Overseer.”

The Medical College was established in 1835. In 1852-53 a Hospital was opened in connection with it, of which an account is given in the Administration Report of that year. The Institution consists of four classes. The “Primary or English Class” consists of scholarship holders, free Students, and paying Student. The maximum number of free Students allowed is 50. Paying Students pay an admission fee of Rupees 15 and Rupees 5 per mensem. Forty-three scholarships, for which an expenditure of Rupees 400 per mensem is allowed, are distributed among the students of the five years. The courses of the other three classes, *viz.*, the Student Apprentice Class, the Military or Hindoostani Class, and the Bengali Class, are not regulated or prescribed by the University. The pupils of the first are designed specially for the Subordinate Medical service: those of the second for the post of Native Doctor either in the Army or in Civil Hospitals and Dispensaries; and those of the third, which differs from the second only in respect of language, for the post of Native Doctor in the Civil Hospitals of Bengal. Dr. Lees, in his Report of September 1859, writes as follows in respect of this Institution:—

“42. *Medical College—Failure of, as a means of supplying the wants of the Public Service.*—The Medical College of Calcutta still retains its high reputation, both as regards the ability and efficiency of its staff of Professors, and the sound practical course of instruction

given at it. As a means, however, of supplying qualified Officers for the service of the State it has been found wanting; and of late years attention has been directed to ascertaining the cause with a view to applying efficient remedies. Notwithstanding that Government in 1853 had passed a rule guaranteeing employment, on a salary not less than Rupees 50 a month, to every graduate of the primary or English class of the College, and in 1854 raised all the Junior Scholarships from Rupees 8 to Rupees 12 a month, the supplies for the Public Service by no means equalled the demand. The late Medical Board in 1857, in reply to a requisition of the Government of Bengal that no Sub-Assistant Surgeon should be appointed to an independent charge until he had two years' practical experience of his professional duties under the control of an efficient and experienced Medical Officer, reported that, were such a measure carried out 'owing to the great decrease, of late, in the number of those who, having graduated at the Medical College, entered the Public Service as Sub-Assistant Surgeons,' a considerable number of independent charges which had 'hitherto been filled by Sub-Assistant Surgeons, must, upon being vacant, either remain unoccupied for lengthened periods, or be filled by Native Doctors.' This led to a searching investigation into the matter by the College Authorities. A Committee of the College Council reported that the causes of failure in the supply of Sub-Assistant Surgeons for the Public Service arose from the paucity of admissions and from many of the Students leaving College before completing their course of study. The Committee, who laid most stress on the first mentioned of these causes, attributed the result to the want of attractiveness of the Government Service. The Principal, on the contrary, thought that of the two causes assigned the latter was the most active; and in support of his opinion he adduced the remarkable fact that out of 106 Native stipendiary Students, who had entered the primary class of the Institution within the ten years preceding 1857, more than twenty *per cent.* had left it during the first year of study; and that out of 303 stipendiary and free Native Students 230 had left the College without completing their course. The result of these enquiries induced the Supreme Government to recommend to the late Court of Directors that pensions should be granted to Sub-Assistant Surgeons on the same terms as to other classes of Uncovenanted Public Servants; to direct, in accordance with the suggestion of the Director of Public Instruction, that the number of free Students at one time, exclusive of Scholarship holders, should be limited to 59; and that a class of paying Pupils should be established as an experiment.

"44. *Proposal to bind stipendiary Students to serve the State for a limited period*—It was subsequently suggested to Government as not only desirable, but fair and equitable, that all Students who received a gratuitous education from the State, and in addition a personal pecuniary allowance in the shape of scholarship, should give their services to Government, if called on to do so; and that all Sub-Assistant Surgeons so situated, entering the Public Service, should be bound to serve the State for a *minimum* period of five years."

The proposal to bind stipendiary Students to serve the State for a limited period was not approved, but the institution of a paying class appears to have succeeded. The following account of the Institution is given in the Administration Report of 1860-61:—

"In the past year a class of paying Students was instituted at the Medical College, the rate of payment being fixed at Rupees 5 per mensem with an entrance fee of Rupees 15. Thirty-one Students joined the College on these terms on the opening of the Session in June. Of these seven have since received scholarships, which carry with them free tuition; one has obtained a vacant free presentation; and one has left India to complete his education in England. Only one has actually abandoned the study of the profession.

"During the last year eighteen candidates from the Military class passed their final examination and were admitted into the Government Service.

"With the view of encouraging the study of English amongst the Students of the Military class, the Government, in 1859, offered a bonus of Rupees 250 to all who, at the end of their College studies, should succeed in passing a satisfactory examination in the English language. This year five students presented themselves for examination, of whom two passed with credit, and were considered deserving of the bonus.

"From the Bengali class six Students succeeded in passing their final examination, and are now qualified for admission into the Government Service as Native Doctors."

North-Western Provinces

In the North-Western Provinces there are five Government Colleges as per margin. The three first are Institutions for general education. The designation of College is, however, scarcely appropriate, as they partake more of the character of Schools in regard to constitution, course of study, &c. Only the two first on the list are affiliated to the University. The Agra and Benares Institutions were originally purely Oriental Seminaries, but were changed into Anglo-Vernacular Institutions, and latterly even the separate study of Oriental classics has been found to stand in the way of the more liberal education suited to modern wants. The following extract from the Report of 1859-60 contains the substance of a recommendation since made to, and approved by, the Government of the North-Western Provinces:—

		<i>Date of Establishment</i>		
<i>General</i>	{	Agra College.	1823	Colleges as per margin. The three first are Institutions for general education. The designation of College is, however, scarcely appropriate, as they partake more of the character of Schools in regard to constitution, course of study, &c. Only
		Benares Ditto.	1792	
		Bareilly Ditto.	1837	
<i>Special</i>	{	Thomason College, C. E.	1847	
		Agra Medical College.	1855	

“The Government should proceed on the principle of providing the people with what they cannot get elsewhere, or at least of so good a quality. In this category instruction in the English language, and the study of English literature and European science may be included. But Arabic and Persian studies may be pursued, as well outside as within the College walls. It may be said, and with truth, that some knowledge of Arabic and of Persian Grammar is essential to form a good Urdu scholar. Arabic and Persian Grammar should form part of the Urdu course, so also the most popular Persian works, *e.g.*, the Gulistan and Bostan. But I advocate the abolition of a *separate* Arabic and Persian Department. Let every Student who attends our Colleges and High Schools learn English. This should be a *sine qua non*. Mr. Fallon very justly remarks that the Oriental Student is not brought under the influence of the European Master; his moral education at the Government School under the Moulovee is not a whit better than it would be under a common *Miyanji*. The admixture of English and Oriental Students is injurious to the former. I believe that the abolition of the purely Oriental Department, while it might for a time decrease the number of Students, would bring many boys into the English classes.”

Since 1860 an experiment has been tried in connection with the Bareilly College of a Boarding House for the accommodation of

Mofussil Students. The following Extracts from the Reports of 1860-61 and 1861-62 contain an account of the scheme:—

“30. *Bareilly College; Boarding-house opened*—Mr. Kempson has attempted, and with considerable success, a commencement of the boarding-house system. ‘With reference to the very important subject of Students coming from a distance for instruction, I have to report on the establishment of a scheme for increasing the usefulness of this College in this respect by making it, if possible, a centre of attraction to Students in the surrounding Districts, and I believe that, by affiliating the District Schools to the College round which they lie, and by otherwise connecting them by exhibitions, by preparatory studies, and by a better class of teachers, educated purposely at that College, the whole of our Educational system will become both more popular and more practicable. You were good enough, in compliance with my request, to apply to the Government, North-Western Provinces, for aid in this respect, and an allowance of ten small scholarships for District Students proceeding to the College was graciously accorded, and these take effect from January 1861. With a view to furthering the same object, and partly anticipating the above-mentioned grant from Government, on the 1st September last I established a boarding-house for District Students in a confiscated tenement, well suited to the purpose (handed over to me by the Magistrate of Bareilly with the concurrence of the Commissioner of the Division), in that part of the city in the immediate vicinity of the College. This was placed under the charge of the head Native Teacher attached to the College, Pundit Kedarnath, and he and his family at once took up their residence therein.

“Nineteen boys have joined us from out stations, of whom ten were admitted as boarders. This connexion of the College with the Division is a matter of the highest importance, to both the Province and ourselves, if education is ever to become a national necessity, to spread beyond large towns, and the compounds of Government Offices. One link, and a very valuable one, was forged when a Boarding House on the home Public School plan was opened at Bareilly; and a short time will, I trust, prove that by thus, as it were, affiliating the Schools of the Province, a more serious obstacle to a more intimate tie between the people and the Government College here has been removed.

“Of the popularity of the Boarding House there is no question, and I believe as little doubt of its permanency. It was opened by the late Principal in September 1860 with 10 boarders. In December

1861 there were 20—as many as could be conveniently accommodated.”

(FROM THE REPORT OF 1861-62)

“15. *The Boarding House*—The description here given of the success of the trial scheme of establishing a Boarding House will, I hope, be regarded with interest by His Honor. I beg to recommend that a gratuity be again graciously accorded to the Pundit in charge as a mark of His Honor the Lieutenant-Governor's appreciation of the services he has rendered in this particular development of our progress. There are at the present moment between 40 and 50 boys living as boarders under his charge, and, notwithstanding differences of caste and creed, I hear of no disorder or disturbance. Not only have boys come from the surrounding Pergunnahs, but they come from other Zillahs, and even from the Doab. Added to this, the boarders are already distinguishing themselves for diligence and success. Many of them carried tokens of the same to their homes in the holidays, and one, who came from the Anglo-Vernacular School at Philibeet, has become a College scholarship holder in addition to his local holding.

“16. The movement has attracted the notice of the Native gentlemen who form the Municipal Committee of Bareilly, to whom, as well as to Mr. Inglis, who has so successfully worked for the improvement of this city, my best acknowledgments are due. The Municipal Committee has already expended the sum of Rupees 2,375 on the repair of the tenement now occupied by the boarders, and in the construction of a barrack capable of giving sleeping accommodation to 30 or 40 boys. Another barrack of the same size is about to be erected. The construction of a five-court is in contemplation, and I have hopes of ultimately seeing a playground added and many exercises in practice. The Committee have likewise allotted a monthly sum for small scholarships for District Students.”

In July 1860 a proposition was made by the Government, North-Western Provinces, for the transformation of the three Anglo-Vernacular Colleges into High Schools, and the establishment of one College at the seat of Government. The scheme, which embraced also the elevation of the Saugor and Ajmere Schools to the rank of High Schools, was estimated to involve an increase of cost of Rupees 2,348 per mensem, but the Secretary of State, while

approving of the measure, did not relax in its favor the then existing financial restrictions. In the Budget Resolution of the current year the following remark was made with reference to the scheme:—

“No provision for the proposed remodelment has been made in the present Budget, but the Governor General in Council will be prepared to allot a sufficient sum for the purpose out of the unappropriated reserve, should the Lieutenant-Governor see fit to make such a recommendation.”

The next of the Institutions under reference is the Thomason College of Civil Engineering. It was established in 1847 with the view of supplying a staff of Civil Engineers for the execution of Public Works. A brief history of the Institution is given in the Educational Report of 1854-55.

The Agra Medical School, which is the last on the list of Colleges in the North-Western Provinces, has been included under this head, because, though it bears the designation of “School,” it partakes quite as much as the Institutions already mentioned of the character of a College. A full account of the progress of this Institution from 1855, when it was experimentally founded, will be found in the enclosure of the letter from the Government of the North-Western Provinces, No. 263A of the 3rd February last. In that letter the Lieutenant-Governor submitted two schemes,—one for raising the Institution to the full status of a College; and the other for improving it on its existing basis. On the 17th of September sanction was given to a modification of the latter scheme, the expenditure on the Institution being estimated at Rupees 19,184 per annum.

Punjab

There is only one College in the Punjab, *viz.*, the Lahore Medical College. It was established in October 1860. There are two classes, the English class and the Hindoostani class. The English class opened with five students, but in 1861, was reduced to two. At the next matriculation examination, therefore, scholarships were promised to those who might acquit themselves creditably. Four were then admitted with scholarships of Rupees 10 each, the two older students having meantime obtained scholarships of Rupees 20 and 16. No withdrawals have since taken place. The Hindoostani class was from the first a salaried class, Rupees 6 being allowed to each Student. At the first matriculation examination 44 Students were admitted, which was made up at the third matriculation examination to the full complement of 60. The staff of the Institution at the close of 1861-62 consisted of a Principal, three Professors,

two Assistant Professors, and an Apothecary. The total expenditure for that year, including that on the College Hospital, was Rupees 37,495. The Institution has been greatly impeded hitherto by the want of proper accommodation, but this it is intended to provide during the current year. The Punjab Government recorded the following remarks on the progress of the Institution in Orders of the 28th May last:—"With the limited means at disposal, and in the absence of proper buildings, as much has been done as could be expected, and on the whole the progress is satisfactory." The Institution has not yet been affiliated to the University.

Madras

The Institutions of this class at Madras are three in number, as noted on the margin. The Presidency College assumed that name in 1855, having been previously known as the Madras University. In that year

	<i>Established</i>
Presidency College	1841
Medical College	1836
Civil Engineering College	1858

also a legal branch was added to the Institution. It is admitted that the Presidency College would be more appropriately designated a Collegiate School. It consists of two Departments, the Senior Department representing the Collegiate element, and the Junior Department representing the School element. The following account of the Institution and of certain changes recently effected in it is given in the Administration Report of 1861-62:—

"179. *Presidency College*—A step in advance was taken in February last towards placing the Presidency College upon the footing which it is intended eventually to hold. This Institution has been hitherto, and still is, a Collegiate School rather than a College; the Senior Department forming what might be termed the College proper, and the Junior being in fact a School. The number of Students qualified for admission into the Senior Department, and indeed into the higher classes of the Junior Department, has hitherto, of necessity, been very limited. Of late, however, the number of qualified candidates both for the Senior Department and for the higher classes* of the Junior Department has somewhat increased, and after the entrance examination in January last it was found necessary either to form an additional division of the third and fourth classes of the Junior Department, or to exclude some fifty-six well qualified candidates, thirteen of whom had come from the Provinces, from a greater or less distance, with the express

**Note.*—The fifth class is the highest.

view of entering the College. Under these circumstances it was determined to abolish the four divisions forming the first and second classes, leaving it to the pupils who belonged to them to enter the practising or Model School at the Normal School, or any other institution they might select. The change has reduced the number of Students in the College, exclusive of the Law Class, from 300 to 187, but it is unquestionably a step in the right direction; and as the standard of instruction advances in other Schools, the remaining classes of the Junior Department will be abolished in succession.

"The results of the annual examination of the Students in their English studies were generally favourable. In Vernacular literature the papers were not well done, but the Students generally acquitted themselves well in translation, and the *viva voce* examination was decidedly successful. In the Law Class two courses of lectures were delivered, one on Hindu and Mahomedan Law, and the other on Equity and Procedure. The Students failed generally in Equity, but in the other subjects the answering was good."

The next Institution is the Medical College, which originated in the establishment of a Medical School in 1836, the designation of College being given in 1851. A brief history of the Institution is to be found in the Education Report of the year 1854-55. An account of a re-organization effected in its constitution and working in 1859-60 is given in the Education Report of that year, with a review of the entire subject by Sir W. O'Shaughnessy and Sir Charles Trevelyan in Appendix E of the same Report. The following account of the Medical College is given in the Report of 1860-61:—

29. *Medical College*—The Medical College has been re-organized during the past year. It now consists of three Departments: a Senior Department for the instruction of candidates for the appointment of Sub-Assistant Surgeon, or for a Degree in Medicine; a second Department for candidates for the appointment of Assistant Apothecary; and a third or Junior Department, in which candidates are prepared for the grade of Hospital Assistant. In all the Departments candidates are admitted on the result of a competitive examination, and candidates for admission into the Senior Department are required to pass the **Marticulation Examination** of the Madras University. The Primary Medical School has been transferred to the College and forms the third Department.

"The distributions on the score of birth, which formerly obtained in the Subordinate Medical Department, have been done away with

and the several Departments of the College are now open to all comers who are able to pass the prescribed preliminary examinations. The Professorship of Medical Jurisprudence as a separate Chair has been recently abolished, and the several branches of that subject are in future to be taught by the other Professors with the subjects to which they are naturally connected.

The Civil Engineering College at Madras is the next on the list. An account of its organization in 1858-59 will be found in the Education Report of that year. From the Administration Report of 1861-62 it appears that the Institution continued, throughout the year under review, to comprise only a second or lower Department intended to educate candidates for the subordinate appointments in the Department of Public Works. The year under review opened with 107 Students and closed with 90. Of these 19 obtained certificates as Assistant Overseers 2nd Class, 5 as Draftsmen and Estimate-makers, and 4 as Surveyors. It is added that—

"In the course of the year Government sanctioned the establishment of a First Department to train Assistant Engineers. Sixteen candidates have come forward, including 10 Commissioned Officers and 4 Civilians. The class will be formed at the commencement of the next Session."

Bombay

In Bombay there are three Colleges, as noted on the margin. The constitution and management of the Elphinstone and Poona Colleges underwent a reform in 1857-58; an account of which is given in the Report of that year. The Administration Report of 1860-61 briefly alludes to the state of these Institutions in the following terms:—

"The Elphinstone College contained, at the end of the year, a greater number of men of promise than at any former time. The Government Poona College, in its several departments, shews increasing popularity."

The following account of the Elphinstone Institution, taken from Appendix J of the Educational Committee's Report, shews the mode in which its finances are regulated, and the relation which it bears to the Schools connected with it:—

"The Elphinstone College and Elphinstone Institution (*i.e.*, Central and Fort English Schools and Branch Vernacular Schools)

		<i>Established</i>	
<i>General</i>	{	Elphinstone College	1835
		Poona College	1851
<i>Special</i>		Grant Medical College	1845

are supported partly by the interest of Trust Funds and Fees, and partly by a grant of Rs. 42,000 per annum from Government. The latter, however, cannot, under the terms of the grant, be drawn upon in any year until the whole of the former have been expended. During the past two years the establishments have been gradually raised, with a view to secure greater efficiency, till they have pretty nearly reached the income, including the full amount of the Government grant."

Of the above grant Rupees 24,486 were appropriated to the College as distinguished from the Schools in 1860-61, which, with scholarship grants, interest on funded capital and fees, made up the total cost for that year to Rupees 45,777.

Previous to 1851 the Poona College was supported by allowances out of the old "Duxina Fund", and Educational grants on account of various objects. In that year a fixed allowance of Rupees 35,868 per annum was substituted, which, with additions in subsequent years, now stands at Rupees 44,004.

The Grant Medical College at Bombay was opened in 1845. Until recently, however, it has been regarded as almost a failure.

The following paragraphs from the Education Report of 1857-58. at the annual examination of which year not one of the candidates was found qualified, describe the sentiments then entertained in regard to the Institution:—

"122. Government pays upwards of Rupees 23,000 a year in support of the Grant Medical College, besides donations of instruments, books, and other applicances, which have raised it to a level, in point of *material*, with the most famous Medical Schools of Europe, and has instituted a special service for the encouragement of those graduates who do not prefer the more lucrative but precarious career of private practice. Since its foundation the College has never been without able professors, including men of European reputation. No adequate return is at present gained from this liberality; and I grieve to say that a feeling of discontent, rather than of gratitude, seems most commonly manifested among those who benefit or might benefit by it.

"123. I am inclined to think that too much eagerness has been displayed in striving to allure native youths to the College. "Paupers have been bribed by stipends to accept a medical education, and when educated they have been too apt to consider that Government, instead of conerring a favour, has bound itself by an obligation. The most beneficent of arts has been the recourse of young men

who saw no prospect of succeeding in other lines of life; and it has been as yet found impossible to retain within the College walls qualified Students to the average number of fifty, for which there is instructional accommodation."

The following paragraphs from the last Report (1859-60) contain a more hopeful account of the Institution:—

"79. *Grant Medical College*—The Report of the Grant Medical College forms an Appendix to this Report. Twenty-eight Students were examined for entrance, the largest number (with two exceptions) that ever have presented themselves. The stipends have been converted into 'scholarships', and the removal thus far of the eleemosynary character of the College has raised its reputation without reducing its numbers. The suspended class of the Student-apprentices has been re-established. The whole number of Students was 63. It is very gratifying to note the improvement of the candidates for admission in point of English scholarship, as attested by the Principal. Eleven Students were examined for the final examination, of which eight were declared qualified for diplomas, a greater number than passed at either the Calcutta or the Madras Medical College. When aspersions are thrown on the Grant College, this fact should be remembered in its favor.

"80. Still it must be conceded that the College does not attract a high class of Students. European medical studies have not yet struck root in the country; and though European medical men in Bombay obtain extensive practice among the wealthy natives, the graduates of the Grant College have not yet, I believe, obtained the confidence of their countrymen to any great extent. No Native practitioner bred at the College has embarked in his profession out of Bombay."

To the above may be added the following Extract from the Administration Report of 1860-61:—

"In the Grant College the usual courses of lectures were given. Grant College It has already been stated that seven students passed for the Degree of Licentiate of Medicine. Ten candidates went up for the final (Diploma) examination, of whom 7 passed. These results are highly gratifying. It is proposed to open a Vernacular Class in the College."

The establishment of a College of Civil Engineering, in connection with the Poona Engineering School, was in contemplation before the mutiny, and had received the sanction of the Home Government (see Education Report of 1955-57); but the financial

pressure which afterwards ensued prevented its completion. Meantime the want has apparently been supplied by the establishment of a Professional College at Ahmedabad. The following paragraph of the Administration Report of 1860-61 is the only record yet made of its establishment:—

“Arrangements have been made to open the Ahmedabad College Ahmedabad College in two departments, Civil Engineering (Public Works) and Judicial, under the superintendence of the Head Master of the Government English School, on the 15th June 1861. Two highly competent Native Tutors will be attached, one to each department.”

SECTION IV
GOVERNMENT SCHOOLS

I now proceed to notice Government Schools, or more correctly Schools under Government management. The following Table contains statistical information respecting the several classes of these Institutions:—

		Bengal 1859-60	N.W.P. 1861-62	Punjab 1861-62	Madras 1859-60	Bombay 1859-60	Total
Number of Institutions	Schools of the higher class	45	1	21	11	2	80
	Schools of the middle class	1	4	2	5	23	35
	Schools of the lower class	220	3,097	1,921	207	571	6,016
	Normal Schools	4	3	8	6	7	28
	Other schools for special education	None	None	None	4	3	7
TOTAL		270	3,105	1,952	233	606	6,166
Average attendance at them	Schools of the higher class	5,309	127	1,714	2,027	618	9,795
	Schools of the middle class	27	313	100	235	1,929	2,604
	Schools of the lower class	10,336	86,834	37,636	6,605	22,387	163,798
	Normal Schools	310	426	377	844	102	2,059
	Other schools for special education	None	None	None	420	92	512
TOTAL		15,982	87,700	39,827	10,131	25,128	178,768
Total cost of them	Schools of the higher class	Rs. 3,09,388	Rs. 19,315	Rs. 78,323	Rs. 78,174	Rs. 30,112	Rs. 5,55,312
	Schools of the middle class	844	7,995	2,302	3,814	49,028	63,983
	Schools of the lower class	51,195	2,55,735	1,77,895	48,097	1,40,450	6,43,372
	Normal Schools	29,312	32,621	36,920	35,991	10,678	1,45,522
	Other schools for special education	None	None	None	36,895	29,638	66,533
TOTAL		3,90,739	3,15,666	2,95,440	2,02,971	2,29,906	14,34,722

SELECTIONS FROM EDUCATIONAL RECORDS

From the above it appears that there are 6,166 Institutions under Government management, with an average attendance of 178,768 pupils, the total cost of the education so given being Rupees 14,34,722. The principle on which the classification has been made is briefly this: The "higher class" of Schools is supposed to educate up to the University standard; the "middle class" is composed chiefly of Anglo-Vernacular Institutions, which do not fulfil the above condition; and the "lower class" comprises principally Vernacular Schools, some of which, such as the Tehselee Schools of the North-Western Provinces; the Talook Schools of Madras, and the superior Vernacular Schools of Bombay, belong to an upper grade, the rest being mere Village or Village Circle Schools.

From an examination of the first portion of the Table which gives the "number of Institutions" of each class in each Presidency, it will be seen that Bengal contains by far the largest number (45) of the "higher class," Bombay the largest number (23) of the "middle class," and the North-Western Provinces the largest number (3,097) of the "lower class." If the numbers of higher and middle class Schools in each Presidency be taken together, it will be found that Bengal has 46, Madras, Bombay and the Punjab an average of 21 each, and the North-Western Provinces *only five*. It is obvious, therefore, to remark that the great attention which, in the North-Western Provinces, has been paid to popular Schools is accompanied by a corresponding absence of expansion in the higher grades. In Bengal again, where the higher grade of Institutions has succeeded better than in any other Province, the lower grade has been almost entirely neglected. By comparing the portions of the Table relating to the attendance and cost it further appears that the *cost per annum of each pupil* in the several classes of Schools in the different Provinces is as follows:—

	Bengal	N.W.P.	Punjab	Madras	Bombay	Average
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Higher Class Schools	58.2	152.0	45.6	38.5	48.7	52.5
Middle Class Schools	31.2	25.5	23.0	16.2	25.4	24.5
Lower Class Schools	4.9	2.9	4.7	7.2	4.9	3.9
Normal Schools	94.0	76.5	97.9	42.6	104.6	70.6

The annual cost of each pupil in Bengal is above the average in respect of all classes of Schools. In the North-Western Provinces it is above the average in all classes except the "lower class."

In the Punjab it is above the average in the "lower class" and in Normal Schools, but below it in the higher and middle classes. In Madras it is above the average in the "lower class" and below it in all others. In Bombay it is above the average in all except the "higher class."

I have found it impossible to procure correct data for making a comparison between the results set forth in the preceding Statement and the statistics of 1854. The comparison can be made in respect of some Provinces, or parts of Provinces, or in respect of some classes of Schools; but I cannot compile a satisfactory Statement of the number, attendance and cost of all Schools under Government management in all the Provinces in that year. I shall, however, take frequent opportunities of comparing the present state with the state in 1854, in treating of the several classes of Schools in detail, which I now proceed to do.

SCHOOLS—HIGHER CLASS

It has already been explained that the above designation includes generally Institutions which profess to educate up to the University Entrance standard.

Bengal

In Bengal this class is composed of Collegiate Schools and Zillah Schools. The former are Schools connected, as parts or branches, with Institutions of a Collegiate character; the latter are so called because there is generally one such School in each Zillah or District. They are situated at the chief stations of the Districts and managed by Local Committees consisting of private persons interested in education, and of the principal officials at each station. The instruction conveyed in them is mainly English. There are 45 of this class altogether in Bengal, of which nine are designated Collegiate Schools and 36 as Zillah Schools. I am not quite sure that all of the Bengal Zillah Schools are properly classed under this head. They are all so entered in the Appendix to the Report; but judging from the remarks made by the "Committee for the Improvement of Schools" in their published Report of 1856, it is probable that some of them have no real claim to such classification. The Committee observed "that in point of fact a very large number of Zillah Schools never reach the higher or junior scholarship standard, and are really inferior Schools." The Committee, it may be noted, recommended the division of Zillah Schools into two distinct grades, the one with a course of nine years' study educating up to the University Entrance standard, and the other with a six years' course of study, educating

up to a lower standard. In the former the English language was to be the medium of instruction, except in the lower classes, while in the latter the vernacular was to be the medium. The proposals of the Committee were, I believe, generally approved, and are in course of introduction. In the Report of 1958-59 it is mentioned that four Zillah Schools had been raised to the first grade, but no reference is made to the distinction in the Report of 1859-60; and from the remarks made therein, I gather that the generality of the Zillah Schools are still regarded as educating up to the University Entrance standard.

It is stated in the Bengal Education Report of 1859-60 that "the Collegiate and Zillah Schools still take rank as the best managed and most efficient in the country, and fully maintain their popularity." No attempts have been made to increase the number of the Zillah Schools in Bengal "on the principle that the Government Schools are kept up only as models and means of creating a desire for education." The system adopted is, as stated in the Report of 1856-57, that "where in consequence of the increasing demand for English Education, we find, as we sometimes do, a difficulty in preventing the Government School from being over-crowded, the fee levied is gradually raised, and inducement and opportunity are thus afforded for the establishment in the neighbourhood of one or more private Schools under the Grant-in-aid system, which Schools may in time be enabled to supplant the Government School. A very general desire is felt, especially in the Districts round about Calcutta, for the establishment of more Government English Schools, and where this is not possible, the people endeavour to get up Grant-in-Aid Schools upon the model of our Zillah Schools." This principle of action is quite in accordance with the spirit of the Despatch of 1854, in which the Home Government gave expression to even a stronger opinion, looking forward to the time "when many of the existing Government Institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State".

North-Western Provinces

In the North-Western Provinces there is but one institution belonging to this class, *viz.* the Ajmere School; the Saugor School,

which made a second, having been recently transferred to the Central Provinces. The Institution is noticed favourably in the Report of 1861-62.

Punjab

In the Punjab rapid advances have of late been made in the formation of Schools of this class. Out of 22 Zillah Schools now existing 20 have been placed on a footing which entitles them to be included in the class of Institutions now under notice. Of these 15 have been established since 1854-55. The following paragraphs from the Education Report of 1861-62 contain remarks regarding the present state and prospects of these Schools:—

“If the moderate demands for increased expenditure made in the Educational Budget for 1862-63 be granted, the status of the Zillah Schools can be greatly improved; but as they stand, they have, with scarcely any exception, done admirably during the year under review, and reflect the utmost credit on their Masters. The progress in English of many of the classes at these Schools has been most marked. To allow of their further development, a gradual increase of expenditure will, of course, be needed every year. As the boys advance, more classes are formed, and more Masters of higher attainment are needed. Already one English Master for each of the smaller Zillah Schools is found insufficient. He requires an Assistant, and in some places two, to enable him to get through the work. By and by the monitorial system will be brought into play: though in teaching a foreign language, it is more difficult of adoption, and less useful, than in other branches of instruction.

“13. The three chief Zillah Schools at Lahore, Umritsur and Delhie, which as suggested by the Secretary of State in his Despatch No. 14 of 8th April 1861, may be called Provincial or High Schools, have already a higher staff of Masters; but their number requires to be added to, and some have well earned promotion to higher salaries. Moreover, now that one of them possesses matriculated students, and the other two are preparing each a class of candidates for the next University Entrance Examination, it becomes absolutely necessary that two of them at least, if not all three, should be raised to the rank of Colleges at an early date, with a Principal and one or two Professors attached to each. The successful School as yet has been Umritsar, but Lahore being the Capital, and the two cities being only

Urgent need for raising the schools at Lahore and Delhie to the grade of Colleges

30 miles apart, and now, connected by a Railway, it would be, as well perhaps, to place the latter, on the superior footing. This, too, seems to be in accordance with the views of the Home authorities, as expressed in the Secretary of State's Despatch to which I have already referred. Sir Charles Wood says: "The formation of a School of a superior order, at Lahore, which will serve as the nucleus of the College, which, under the original scheme sanctioned in 1856, will be hereafter constituted for the Punjab, has my approval."

It may be noted here that the Punjab Zillah Schools, like those of Bengal, while professing to educate up to a high standard (University Entrance) begin with a low one. The curriculum is "designed theoretically for boys who are supposed to have no knowledge of either English or the Vernacular on entering." During the first few years of a boy's training, English is taught "simply as a language" on the sound principle that general knowledge must be acquired in the first instance through the medium of his own tongue.

Madras

In Madras there are eleven Institutions of this class, of which one is the Madrissa-i-Azam, three the Provincial Schools at Combaconum, Calicut and Bellary, and the rest Zillah Schools. The following paragraph regarding the Madrissa-i-Azam may be extracted from the Report of 1858-59, in which year a re-organization of the Institution was effected:—

"49. Arrangements were made during the past year for reorganizing the Madrissa-i-Azam, an Institution
Madrissa-i-Azam which was established by the late Nawab of the Carnatic for the instruction of the Mahomedan population of Triplicane, and which has been adopted as a Government Institution. It was found, on inspection, to be in a very inefficient condition; the attendance, though large, was extremely irregular, seldom exceeding one-half of the number of pupils nominally on the rolls. The amount of useful instruction imparted was extremely limited. The business of the Institution, like that of its namesake at Calcutta, was teaching the Arabic and Persian languages, and the doctrines of the Mahomedan religion. All this has been altered. An efficient Master has been placed at the head of the School; and the

teachers, generally, have been replaced by more competent men, only two of the former staff having been retained. The course of instruction has been arranged on the model of that prescribed for the other Government Schools; Hindoostani being made the medium of instruction in the lower classes, and English in the higher, and English being taught in all. The Institution was opened on its new footing on the 1st May last; and notwithstanding the enforcement of a more strict system of discipline, and alterations in the course of instruction, which are naturally distasteful to the Mahommedans, the number of pupils has already risen to 240, who attend with very tolerable regularity."

The following paragraph from the Administration Report of 1861-62 may also be quoted:—

"724. *Madrissa-i-Azam*—The progress of the *Madrissa-i-Azam* has been highly satisfactory. It contained at the close of the year 291 pupils; and in respect of regularity in the attendance, there is not a School throughout the Presidency by which it is surpassed. The discipline also is very good, and the pupils have made very fair progress in their studies, although the standard attained is not high, being somewhat below that required for the University Matriculation Examination. On the whole the re-organization of this institution may be looked upon as a decided success."

The three Provincial Schools have been affiliated to the University at Madras. The six lower classes in them are intended to educate up to the University Entrance standard, and the three higher classes to educate up to the B.A. degree standard. The three higher classes, however, do not appear to have been yet actually brought into operation.

The Zillah Schools are designed to educate up to the University Entrance standard, the course prescribed in them being the same as that for the first six classes in the Provincial Schools. The Reports on the Provincial and Zillah Schools for the year 1861-62 are described in the Administration Report as being "generally favourable."

Bombay

In Bombay only two Institutions appear to belong to the class under notice, *viz.*, the "Central School Elphinstone Institution"

and the "Poona College School." These are entered in the Education Report as "Schools of the higher class, teaching up to the University standard." Although, therefore, there are three "High Schools" at Surat, Ahmedabad, and Dhoolia, and seven "Superior Anglo-Vernacular Schools" and one "English School," the exclusion of them from the higher class above indicated, and their classification among "Schools of the lower class including Tehseelee and Village Schools," suffice to show that, notwithstanding their somewhat ambiguous designations, they do not properly fall within the class of Institutions now under review. The following paragraph in the Education Report of 1859-60 shews that the want of such Institutions is felt:—

"51. *Want of High Schools*—The time has now arrived when the want of High Schools is severely felt. Notwithstanding the earnest representations which I have so often made to Government, there are now positively fewer European teachers in the Department than there were four years ago, when English education was found to be so deplorably low. We have only Mr. Smith, on Rs. 300 a month, as the Central School, and Mr. Rooman at Poona, on Rs. 150 a month. And I do not hesitate to say that we have not (for we cannot afford to pay) a single Native Head Master who is really an accurate English scholar. The young men now leaving our Colleges are, as a class, for better scholars than their seniors; but some time must elapse before they can be made Head Masters, and the best of them will certainly look to a much more lucrative occupation than that of teaching."

SCHOOLS—MIDDLE CLASS

The next grade of Schools is the "Middle Class." There is no such grade recognized in the Statements appended to the Education Reports, but such a distinction seems almost necessary in order to discriminate between the Schools designed for the education of the rural population, and the Institutions which hold a middle position between them and those already described as educating up to the University standard. By "Middle Class" Institutions, therefore, it will be understood that reference is made to all Institutions which do not educate up to the University standard, but which are above the Schools situated in villages, Tehseel or Talook Stations, &c., designed for the education of the masses. To prevent uncertainty as to what Institutions in each

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Province I have classed under this head, I give below a list of them:—

	No.	LOCALITY OR NAME	CHARACTER
BENGAL . . .	1	Darjeeling . . .	Anglo-Vernacular School.
NORTH WESTERN PROVINCES . . .	4	Allyghur . . . Phillibheet . . . Shahjehanpoor . . . Mozuffurnuggur . . .	Ditto
PUNJAB . . .	2	Rahoon . . . Abbottabad . . .	Inferior Zillah Schools.
MADRAS . . .	5	Chicacole . . . Kurnal . . . Adoni . . . Anuntipoor . . . Malapuram . . .	Anglo-Vernacular Schools.
		Surat . . . Ahmedabad . . . Dhoolia . . .	High Schools.
BOMBAY . . .	23	Tanna Broach Meriad Kaira Rajkote Bhownuggur Deesa Pahlunpoor Fort Branch Juggonath Sunkerset Gokuldass Tejpal Poona Camp Sattara Ahmednuggur Sholapore Dharwar Rutnagherry Belgaum Sirdar Kurrachee Hyderabad	English and Anglo-Vernacular Schools.

A few remarks seem to be required on the marked disparity in the numbers of this class of Schools in the various Presidencies and Provinces. The existence of only one such Institution in Bengal is accounted for partly by the fact that the Zillah Schools, while teaching up to a high standard, begin with a low one, recruiting their ranks often from the Village Schools direct; and partly by the fact that the great bulk of private aided Schools belongs to this class. In the Punjab the recent measures for the improvement and elevation of the Zillah Schools have left but two representatives of this

class. In Bombay the large number is accounted for partly by the fact that the Institutions, such as the three High Schools, which ought to have appeared in the higher class have not yet had the standard of instruction raised to the level of the University Entrance Examination; and partly by the almost entire absence of private aided Schools in Bombay, their place being filled by what are very analogous Institutions, *viz.* "partially self-supporting" Schools, but which, nevertheless, are classified as Institutions under Government management. The number of Schools in the Bombay Presidency properly coming under this head ought indeed, to be rather larger than smaller than the number entered by me. I have selected from the general heading of "Schools of the Lower Class" those designated as "superior Anglo-Vernacular Schools," leaving the "inferior Anglo-Vernacular Schools" and all the "Vernacular Schools" to come under the next head. I am aware, however, that this selection is rather confined, for purely Vernacular education in Bombay has been carried to a standard far superior to that at which it has arrived in any other Presidency, so much so that a considerable proportion of the best Vernacular Schools in Bombay might fairly be classed in the grade now under notice. No information, however, is available upon which a selection could be based; and I have, therefore been compelled, with this explanatory remark, to leave all the Vernacular Schools to come under the next head.

SCHOOLS—LOWER CLASS

The "Lower Class" of Schools may be described generally as the class designed primarily for the education of the masses. In most places it consists of an upper and lower grade, the latter comprising the Village Schools, and the former Schools situated in towns. The distinction, however, is not in all cases easily shewn, and in fact the town Schools, or, as they are also termed in the North-Western Provinces and Punjab "Tehseelee" Schools, and in Madras "Talook" Schools, are frequently regarded rather as models for imitation, than as forming a distinct class of themselves. The state of vernacular education prior to 1854 is described in paragraph 16 of the Secretary of State's Despatch of April 1859 as follows:—

"16. In the North-Western Provinces active measures had been taken by the Lieutenant-Governor, the late lamented Mr. Thomason, for the accomplishment of the object. A system had been framed by that gentleman and brought into active operation with the full approval of the Court of Directors, which provided for the

establishment of a Model School at the headquarters of each Tehsildar, for the encouragement of the Masters of indigenous Schools to improve themselves, and to adopt improved methods of teaching, and for the regular inspection of the whole machinery by visitors of different grades, superintended by a Visitor General, an office to which a highly qualified Civil Servant was appointed. This system had not been extended to all the districts previously to 1854; but it had been attended with such an amount of success, that authority was given in 1855-56 for bringing it into operation throughout the whole of the North-Western Provinces. In Bengal a number of Vernacular Schools had been established several years previously; but whether from the low qualifications of the Masters, or from the want of responsible superintendence, they had failed to obtain popularity, and were in gradual course of abandonment. In Madras, in the same manner, some Vernacular Schools, which had been formed during the administration of Sir Thomas Munro, had died out for want of pupils, and the deficiency had not been supplied up to 1854, although a scheme of education had just previously been framed by the Madras Government, very much resembling in its leading features the plan then prescribed by the Court for general adoption. In Bombay the late Board of Education had succeeded, with limited means, in establishing many new Vernacular Schools throughout the Presidency, as well as in raising to some extent the character of the education imparted in some of the indigenous Schools."

In the Despatch of 1854 the Home Government declared its wish for the prosecution of the object of Vernacular education "in a more systematic manner," and "placed the subject on a level in point of importance with that of the instruction to be afforded through the medium of the English language." An attempt will now be made to describe the measures taken in accordance with the above instructions in the several Presidencies and Provinces.

Bengal

In Bengal no fixed system was adopted, but various schemes were set on foot in different parts of the Lieutenant-Governorship with the object of promoting Vernacular education. The measures in operation on the 1st of May 1858 were described in the following terms in a Minute by the Lieutenant-Governor, dated the 24th March 1859:—

"Speaking of them generally, it may be said that 228 Schools have been aided by grants in 27 Districts, educating 16,633 pupils at an average cost to Government for each pupil of one Rupee two Annas and one Pie per mensem for English Schools, seven Annas for

Anglo-Vernacular Schools, and three Annas eight Pie for Vernacular Schools. Further, there have been 197 Model Vernacular Schools

This low average is owing to the insertion in the list of all such Schools whether in Bengal, Behar, Cuttack or Assam. established in 30 Districts, at a total expense of Rupees 3,339-14-2 per mensem, or an average of about 17 Rupees for each School. There have been established 55 Circles, embracing 158 indigenous Schools established in four Districts; and there have been twelve itinerant Teachers employed in indigenous Schools in six other Districts. In six Districts payments have been made to indigenous School Teachers for improvement in their pupils at the rate of one Rupee a month for every ten boys under instruction; besides rewards for success given to such Teachers in eleven other Districts; and ten Scholarships have been provided of four Rupees each per annum to meritorious Vernacular pupils in 32 Districts."

Referring to the above statement, the Government of India remarked, under date the 17th of May 1859, as follows:—

"2. His Excellency in Council readily admits that it is shown in this Minute that effective measures have not been wanting on the part of the Bengal Government for the encouragement of Vernacular education among classes lower in the social scale than any which had been affected by the operations of Government previously to the receipt of the Court of Directors' Despatch of 1854; and he will have much pleasure in furthering the extension of those measures as soon as the means of doing so are again available. The Governor General in Council gladly expresses his concurrence in the opinion of the Lieutenant-Governor that, for what has been done, credit is due to the Officers of the Education Department in the Lower Provinces."

Very little, if any, advance in these directions has until quite recently been made owing principally to financial restrictions and partly to a prolonged discussion which ensued between the Bengal Government and the Government of India, in which the latter argued that it was not the intention of the Home Government that the grant-in-aid system should be applied to the extension of this class of Schools, but that any measures which might be taken should be based on the principle of having the Schools under the direct management and control of the Government. The Bengal Government having taken a different view, had contemplated a system of grants-in-aid to such Schools and had asked for a relaxation of the Grants-in-aid Rules in its favor.

The Bengal Government maintained that the cost of any system of Vernacular instruction by the direct instrumentality of Government

would make its general introduction impossible. It was argued that although cheap Schools costing, as in the North-Western Provinces, from Rupees five to Rupees eight per mensem each had been to some extent found practicable in Behar and Assam, they were not practicable in Bengal Proper. The great problem of a sufficiently cheap system of Vernacular education through the direct instrumentality of Government remained the subject of discussion and report till 1860, when the Lieutenant-Governor, writing with reference to previous correspondence and especially to a recent call for a definite report of the measures desired to be introduced in connection with the Secretary of State's Despatch of 1859, propounded a system the basis of which was the encouragement of the best of the indigenous Schools by rewards to the Masters, supply of books, etc., a proportion of model Schools being also established and arrangements being made for maintaining an efficient inspection. A more particular description of the scheme will be found in another Note prepared on the special subjects treated of in the Despatch of 1859. It is sufficient here to note that the Lieutenant-Governor has provided for the introduction of the scheme in the Budget of the current year, on which the following order was passed in the Resolution of the 12th September:—

“The chief portion of the increase, however, is to be found in the item of Rupees 30,000, provided with the view of giving effect to the experimental scheme for the education of the masses, proposed by the Lieutenant-Governor in his letter No. 633, of the 19th October 1860, for the inclusion of which in the Budget permission was given in the communication of the 21st September 1861. Regarding this item as a special one, the Governor General in Council is pleased to authorize the Lieutenant-Governor to sanction the necessary establishments and expenditure within the limit of Rupees 30,000 for the current year, subject to a special report of the working of the scheme after the close of the year.”

North-Western Provinces

In the North-Western Provinces the upper stratum of Vernacular education may be described as the Tehseelee Schools system. The scheme was commenced in 1850, its operations being confined to the first and second Circles of Inspection. The following description of this class of Schools is taken from the Education Report of 1854-55:—

“12. These Schools, located in towns, bring within the reach of the children resident in the immediate neighbourhood, a more liberal

education than the ordinary Schools afford. Their location is determined by that of the Tehseeldaree, which is ordinarily selected, not with reference to the size or importance, commercial or otherwise, of any particular town, but chiefly with regard to a convenient and central position in relation to the majority of the villages lying within the limits of the Tehseelee, and consequently is frequently found in villages which might with propriety be termed mere hamlets. In such cases the attendance is necessarily small."

The course of study is thus described in the Report of 1859-60:—

"115. The medium through which instruction is imparted is either Hindi or Urdu, and in many instances both the Vernaculars. The course of study comprises Reading, Writing, Grammar, Composition, Arithmetic, Mensuration, Algebra up to Quadratics, the first four Books of Euclid, the History and Geography of India, General Geography, Ancient History, the Elements of Political Economy, Planetable Surveying."

The system has spread very much since 1854. It is no longer confined to the first and second Circles, but has spread over all the five Circles.

Below the stratum of Tehseelee Schools exist two classes of village Schools, *viz.* the Indigenous Schools and the Circuit or Hulka-bundee Schools.

The former, though under Government inspection, are not under Government management, and a notice of them and the result of the efforts to improve them will more appropriately be made under the next Section. It is sufficient to note here that though considerable success has been achieved in the endeavour, it is regarded at the best as a make-shift pending the introduction throughout the country of the organized system of Hulkabundee Schools, which I now proceed to describe. This class of Schools was introduced first about 10 years ago. The villages were portioned off into circuits, in each of which a School was established under the direct management of Government. The salaries of the Teachers varied from Rupees 36 to Rupees 60 per annum; and the expense was met by a local contribution or cess nominally voluntary. The cess is calculated in different ways in different districts. The Collector either determines the number of Schools on the area and population of the district, and distributing the cost of maintenance over the revenue deducts an equivalent percentage; or he may consider one per cent. on the revenue a fair cess and adapt his expenditure and number

of Schools to the amount which this percentage realizes; or he may take into account the wants and capabilities of the several circuits and deal separately with each. In all this he is presumed to have the consent of the people who are so assessed. It has recently been attempted to put the system of local assessment on a more secure footing. The late Lieutenant-Governor, Mr. Colvin, recommended, and the Court of Directors sanctioned, the imposition of a one per cent. School cess in all new Settlements, to be so calculated as to fall half on the Proprietor and half on Government. The Rules promulgated for guidance in this respect are included in what are known as the "Seharunpore Settlement Rules". The following remarks by the Inspector of the second Circle, extracted from the Report of 1861-62, refer to the different systems on which the cess is based:—

"It forms a permanent levy in some districts; in others it awaits the expiry of current settlements; in others the Zemindars voluntarily subscribe 1 per cent. on the *Malguzaree Jumma*; in others the cess is levied so that one-half falls on the Zemindars, and one-half on the State; in others nothing has been done; and in all the legality of procedure seems to be questionable."

In his Report for 1858-59 Mr. Reid writes:—

"The Circuit School system, wherever it has been introduced has revolutionized popular education. It has trebled or quadrupled the attendance at School. It has introduced useful and instructive studies, and an efficient organization in place of an utter absence of books without any system. It has improved the status of the Teacher, has rendered him independent of "individual caprice, and has placed the School on a more permanent footing". In the Report for 1860-61 it is further observed that the system "is gradually spreading, and will before long cover the land". The present condition of the Hulkabandee Schools is thus described in the Report for 1860-61:—

"The Schools are very unequal in merit. Those in the 1st, 2nd and 3rd Circles are, in many instances, superior to many of the Tehseelee Schools in those Divisions, while a large proportion of them are better than the Tehseelee Schools in the Saugor and Nerbudda Territories. The average attendance per School, which for the whole North-Western Provinces is 21·6, ranges from 4:7 in Seonee to 42:8 in Etawah."

The following remarks taken from the Report of 1861-62 may also be added:—

“1. The results to be considered in this Section go to prove that the system of popular Vernacular education, which has been on trial for 12 or 13 years in these Provinces, and has been regarded with interest, or taken as a model by other Governments, is extending its usefulness year by year. Its stability and aptitude for internal development and improvement is no longer doubtful, but the need of a vigilant system of inspection, and particularly of local encouragement, to aid the work of the Departmental Officers, is strongly marked, and is a feature peculiar to the country. The prosperous establishment of the Etawah District Schools is a proof of what may be accomplished by local encouragement; but the state of those Schools, as reported on by the late Inspector of the 2nd Circle in December 1861, shows the absolute necessity of an organized departmental supervision.

“2. The extension of the Hulkabundee School system over every district in the N.W.P. is a matter of time. When that is accomplished, a very considerable proportion of the School-going class will be brought under our direct teaching. At present strange contrasts exist; for instance, in the rich district of Bareilly, to the north, there is not a single Hulkabundee School; in the poor district of Jhansi to the south there are 77 Schools, with 2,202 boys and a fund available for building purposes of Rupees 20,000. In many of the districts of the Doab the Schools have been long established, and are increasing month by month. In Furruckabad, one of the wealthiest, they are just beginning to exist. In some of the famine-stricken regions the Hulkabundee Schools maintained their vigour, whereas in more favoured places at the same period they apparently fell away.”

There are not wanting, however, difficulties to contend with in the maintenance and expansion of this system in connection with the realization of the promised funds, as will be seen from the following remarks taken from the Report of 1860-61:—

“105. *Non-payment of the Teachers more frequent in the Saugor Circle.*—In the Saugor Division complaints of non-payment are frequently preferred by the village School-masters. The zemindars, in some instances, have declined payment. It is not always easy to deal with such cases. The Inspector has been requested to explain to his Deputies that they shall, in no instance, take any measures for the opening of a Village School where the zemindar does not in the first instance come to them for assistance.”

The Educational Officers all look forward to the gradual extension of the cess in the more permanent form in which it is now fixed in districts undergoing re-settlement. In some instances, and especially at certain periods of the year, it is difficult also to keep up the attendance. The following remarks made by Mr. Griffith, Inspector, 3rd Circle, in the Report of 1860-61, will illustrate this:—

“The bulk of the Hulkabundee scholars are agriculturists; their time is most precious to their parents, and when the mangoes are ripe, or the crops are being stocked, on no account they can be spared: nay, each family has some cattle, and each family must send a child to look after them and the more so since pounds have been introduced in these Provinces. The agriculturist boys are temporary visitors, and they flock to our Schools periodically, and as the average is struck for the whole year, it must be a low one for the Hulkabundee Schools, if they are reported truly, till people value education more than food and necessaries of life.”

Punjab

In the Punjab prior to the receipt of the Despatch of 1854, no general scheme of primary education had been attempted. There were only 35 Government Vernacular Schools scattered in the interior of districts. Early in 1856 Mr. Arnold was appointed Director of Public Instruction, and the organization of a general scheme was commenced. Tehseelee Schools were established, and the attempt made to preserve and improve the indigenous Schools throughout the country. A one per cent. cess was introduced in some places, and from the proceeds of it increased pay was offered to the Village Masters on the condition of their conforming to certain courses of study and rules. But this did not answer, as the villagers took advantage of it to attempt to throw the whole expense on Government. The Hulkabundee system of the North-Western Provinces was then tried, and has, after prolonged attempts to improve the class of teachers, succeeded. Recently grades of pay to the Masters varying from Rupees 5 to 10 have been introduced. Several changes have also of late taken place in the system. Up to 1860 the District Schools were all, as in the North-Western Provinces, under the charge of the Educational Inspectors aided by a large but almost worthless establishment of Native Deputy and Sub-Deputy Inspectors. The system worked badly. The Native agency, composed mostly of men imported from the North-Western Provinces, had no local influence; the returns furnished by them were untrustworthy; and their control was altogether very inefficient. The remedy applied to this state of affairs was the abolition of the greater portion of the Native Inspect-

ing Agency, and the transfer of the executive management of Vernacular Schools to the District Officers. About the same time the charges on account of the Tehseelee Schools were transferred from the General Revenues to the One per cent. Cess Fund, and in the last Report (1861-62) a proposal has been noticed for abolishing the distinctive name of Tehseelee School, which now indicates no real difference in respect of status, as many of the Village Schools already exceed the Tehseelee Schools in the standard of the education afforded by them. A new classification under the designations of "Town Schools" and "Village Schools" is in contemplation. The scheme of studies for Vernacular Schools has also lately undergone a complete revision. During the year 1861-62 Rupees 73,864 was expended from the One per cent. Education Cess Fund on the erection of 45 Tehseelee and 491 Village School Houses.

Madras

In Madras very little had been done by Government up to 1855 for the extension of popular education. The operations previous to that year are thus summarized in the Report of 1858-59:—

"The commencement of a system of Village Schools in a portion of the Rajahmundry District supported by an educational rate; the establishment of a few Schools of a very elementary character in the Hill Tracts of Ganjam with a view to the instruction and civilization of the barbarous tribes inhabiting those tracts; the establishment of two Vernacular Schools supported by Government in the District of South Arcot which may be looked upon as the commencement of a system of Talook Schools which has since been introduced; the institution of annual examinations open to candidates from all Schools, on the result of which pecuniary rewards were given; these comprehended the educational measures of Government at the period to which I refer."

Since that date it cannot be said that much has been effected, though the extension of Vernacular education has not been altogether at a standstill. The upper grade of popular Schools is now represented in Madras by the Schools known as Talook Schools, the character of which is sketched in the following terms in the Report of 1859-60:—

<p>TAMIL. <i>Prose.</i>—Panchatantra. <i>Poetry.</i>—Niti Neri Villakam. <i>Grammar.</i>—Pope's Third Grammar.</p>	<p>"40. The course of instruction in these Schools rises from the rudiments of the Vernacular language of the District (a knowledge of the alphabet being required on admission) and of arithmetic, which form the subjects of instruction in the first or lowest class,</p>
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or TELUGU

Prose.—Niti Chandrica.

Poetry.—Niti Sangraham.

Grammar.—Andra Vyakaranam

ENGLISH

Prose.—Supplement to the 4th Book of Lessons, Irish Series.

Poetry.—Selections in English Poetry, No. 1.

Grammar.—Elements of English Grammar published at Madras.

MATHEMATICS

Arithmetic.—Colenso, Parts I and II to be revised.

Algebra.—Colenso's Elementary Algebra in Tamil. The English work to be used as a text book by the Masters of Telugu Schools until a Telugu version is prepared.

Geometry.—Translation of Lund's Geometry.

HISTORY

England.—Tamil translation of Morris's History of England. Morris's History of England to be read in English in Telugu Schools until a Telugu version is ready.

Geography.—Manual of Geography published by the South Indian Christian School Book Society, to be used as a text book.

Astronomy.—Hall's Outlines of Astronomy.

Political Economy.—Adaptation of Whateley's Easy Lessons on Money Matters by A. Govinda Rau.

been taught through the medium of English."

to the course noted in the margin which, if properly gone through, is sufficient to impart a good scholar-like knowledge of the Vernacular language of the pupils, a fair acquaintance with the English language, a good knowledge of Arithmetic and of the Elements of Geometry and Algebra, a fair knowledge of General Geography and of the leading facts of the Histories of India and of England, and some acquaintance with the outlines of Astronomy and the leading principles of Political Economy. In the course of instruction laid down for these Schools, it is prescribed that the study of the English language shall be commenced in the 2nd class and prosecuted in the three higher classes; but owing to the great difficulty which is still experienced in procuring competent teachers, it has been necessary to omit that language entirely in some of the Schools, while in others the teaching is necessarily very indifferent. The returns show that the English language was taught in 62 out of the 72 Schools in operation at the close of the year; the number of pupils under instruction in it being 1,701 out of 3,335, the aggregate number of pupils on the rolls. In all other subjects than language, it is prescribed that the instruction in these Schools shall be imparted entirely through the medium of the Vernacular language of the District; and this rule has been generally observed, except in Malabar, where the want of Malayalam School books has until lately caused the rule to be reversed in practice; everything, except the Vernacular, having

As regards the lower grade of popular Schools, but little has been done by Government by its own direct instrumentality. The elementary Schools noticed above in the Hill Tracts of Ganjam are still kept up, and a few Yeomiah Schools in the Nellore and Arcot

Districts, legacies of the former Mahommedan rule, continue to be maintained. The system of Village Schools supported by a local educational rate in the Rajahmundry sub-division of the Godavery district still exists. In short, no new fields of elementary education under the direct instrumentality of Government have been taken up. This is due mainly to the peculiar facilities offered in the Madras Presidency for the extension of such education indirectly through the grant-in-aid system. Missionary and Educational Societies have there taken in hand elementary education to an extent unequalled in any other Presidency, and the Government has consequently worked through them. This subject will be noticed presently in the next section of this Note. It is mentioned here only to account for the small progress made in popular education by the direct instrumentality of Government. The educational rate system, which has been already mentioned, as having been commenced in the Rajahmundry sub-division shortly before the new arrangements consequent on the Despatch of 1854, was considered for some years to be working well, and proposals were frequently made for its extension to other parts of the country. But the uncertain nature of the support on which it rested has latterly become apparent. The idea that the cess was purely voluntary has been, if not entirely exploded, at least considerably shaken. It has since been reported to have been organized with the aid of official influence, an influence which, though legitimate in itself, was brought to bear on the people in some instances by an unscrupulous Native Agency. The feelings of the people have since in many instances been evinced by a repudiation of so-called agreements and refusal of payment; and when, on a reference from the Collector, it was recently decided that the enforcement of the promised rate against the will of the rate-payers was illegal, it was apprehended that on the village communities coming to know that the continuance of the rate would depend entirely on their wishes, many of the Schools would be closed. In a recent letter, however, of the 10th September, it has been reported that "the result has been far more satisfactory than could have been expected. Only eighteen Schools have been closed, while twenty-one new Schools have been opened." The basis of the system is, nevertheless, confessedly unstable, and in the letter above quoted the Madras Government has intimated its intention of bringing before the local legislature "a measure which having for its principal object the maintenance on a permanent footing of the Village Schools in the Godavery district, which for some years past have been supported by a rate, and the establishment of similar Schools elsewhere to be maintained partly by a rate and partly by a grant from the

public treasury, is capable of being applied to the establishment of Schools of any grade, according to the extent to which the community of the town or village taking advantage of the proposed enactment may be willing to contribute for the purpose."

Bombay

Prior to 1854 the Educational funds in Bombay were devoted to the establishment of Schools maintained and managed solely by Government. The most promising localities were selected; and as a consequence the larger towns were provided for in the first place. This system was forced upon the Board of Education owing to the absence of any desire for education on the part of the people, but it was found to be expensive. The expenditure began to exceed the amount of the grant, and all further expansion became impossible. From 1852 to 1854 very few new Schools were opened, when in the latter year the Court sanctioned an increase to the Educational grant. By this time an appreciation of, and a desire for, education had grown up, and it became possible and expedient to establish Government Schools with the condition that the Government expenditure should be supplemented by voluntary contributions.

Thus originated the system peculiar to Bombay and known as the "partially* self-supporting system," which under the new rules has almost taken the place of the Grant-in-aid system. One result of the growth of this system was, that, in the earlier period, when the Schools were founded and maintained without local aid, the larger and more

wealthy towns were naturally first selected, the poorer village communities being left to provide themselves at a later period, when local contributions were demanded. Thus unavoidably the degree of encouragement which should have been afforded to the different classes of communities was altogether inverted; the larger Schools with a comparatively wealthy and intelligent population were provided with Schools at no cost of their own, while the village communities naturally far less alive to the value of education were called upon to furnish from

*NOTE.—An account of the conditions on which a village community obtain Government aid for a partially self-supporting School and of the functions and powers of the Local Committee is to be found in pages 50 to 58 of the Bombay Report for 1855-56.

Practically the Committees there described rule more in name than in fact. Every thing, as a rule, is left to the Educational Authorities; Government dictates the studies, appoints, removes and pensions the Master and practically manages the School. The Committee assess the community which they represent in the manner most agreeable with the view of raising the requisite funds. Government generally pays less than half the expenses of the School; they defray only half the salaries of the Master and Assistants leaving the repair of the School house

and other contingent expenditure in addition to the remaining half of the salaries to be defrayed entirely by the community. their more limited resources a large portion of the expenses. The system spread rapidly; at the end of the year 1855-56 there were 78 Schools of this sort, and during 1856-57 113 more were opened. Then, however, the expansion was suddenly checked by an order of the Bombay Government prohibiting the opening of new Schools "pending a decision as to what sum is actually available for the annual expenditure of this Presidency." This question was then the subject of correspondence with the Supreme Government, and in connection with it arose another discussion as to whether the partially self-supporting system was in strict accordance with the scope of the Despatch of 1854. The principle of the system was at first condemned by the Supreme Government, but subsequently, on receiving explanations which went to show that it was substantially the same as the Grant-in-aid system, the condemnation was withdrawn,* but it was desired that no new Schools of that class should be opened without the sanction of the Government of India.

After the check to the rapid expansion in 1857, the Department occupied itself in the less interesting but more useful duty of consolidating the organization of what was already at work. Defects have been found in the partially self-supporting system which at first were not apparent; and though the Director of Public Instruction by no means coincides with the sweeping condemnation passed on the system by one of the most experienced Inspectors, Mr. Hope, he admits that "a considerable percentage of our partially self-supporting Schools are continually in danger of dissolution through some village intrigue or caprice." He also admits that in many cases the pressing persuasions of an over-sanguine Officer have given rise to Schools where none were desired and where of course difficulties may be expected in maintaining them.

The following extract from the Report of 1859-60 may appropriately be inserted on this point:—

"14. Mr. Hope points to the improving attendance of the Guzerati Schools as proving that they are really popular, and that 'our advances have not been made in a manner distasteful to the people.' This seems sound; but a very serious limitation is suggested by the following passage:—"They have equally clearly testified their dislike of the system, opposed to their habits and character, by which we

seek to make them provide for it (education) by voluntary local action. The most that could be expected of them is that they should observe their agreements during the period specified in them, and this they have in Guzerat as yet done. Nineteen of these agreements have already fallen in, but in nine instances the people have fortunately been prevailed upon to renew them for some little time longer. The remaining agreements will fall in year by year. Whether, in the event of our system being maintained, the people will be induced to renew them, or will refuse to do so, entailing on us the loss of our labour and expense, and on their children a return to the moral and intellectual ignorance from which they have been so lately raised, is a problem which time must solve.’”

As already mentioned in a previous part of this Note, the better class of Vernacular Schools in Bombay would have been more appropriately ranked, had the means of selection existed, in the grade above that now under notice. On this point the following passage in the Report of 1858–59 may be quoted:—

“Our Vernacular literature is growing so fast, that in a few years I hope the means will exist for infusing into our superior Vernacular Schools a literary and scientific character that will broadly distinguish them from mere primary Schools, and plainly vindicate the right of their Masters to salaries on a higher scale than would be appropriate to elementary instruction.”

The following passages from the Report of 1859-60 may also be quoted:—

“150. *Vernacular Education*—The educational system of this Presidency is remarkable for the great development of Vernacular compared with Anglo-Vernacular and English teaching. English education has, in fact, been starved in the interest of Vernacular education. I believe there is no doubt that our Government Vernacular Schools are the best, at least the most advanced, in India.”

“151. Government will see that our superior Vernacular Schools aim at giving a real education of a liberal character, in addition to reading, writing, and arithmetic. The geometrical teaching comprises six Books of Euclid, which are published in Vernacular. The Departmental Reading Books contain a great deal of miscellaneous information; and in Marathi there is also the means of imparting a scholar-like and literary training by means of Mr. Dadoba Pandurang’s large grammar, the complete dictionaries of Major Candy and Captain Molesworth, and above all by the Selections of

the Marathi Poets published for the Educational Department, and the Marathi versions of Sanskrit Dramas by Mr. Purushram Punt Godboleh. Historical books, too, are not wanting.

"152. The Guzerati Vernacular course does not yet admit of being carried quite so high, and the commercial character of the population is, perhaps, adverse to studies whose immediate utility is not perceivable; but the poetry of Mr. Dulputram Dayabhai, introduced into the Reading Series, is popular, and he is engaged in preparing for me a Guzerati Chrestomathy, which will, I hope, rival the Marathi Nao Nit. A further step in advance will be the introduction of at least the elements of Sanscrit into all our superior Vernacular Schools. In the Marathi course this is possible, and indeed has been partially effected. From the almost total absence of a learned class in Guzerat, the infusion of Sanscrit will there not be so easy.

"153. I have resolved to give up the idea of giving a superior course of instruction through the medium of Canarese. The Carnatic dialect spoken in our districts is corrupt, and Marathi is the language of educated men. The purely Canarese Schools, therefore, are only designed to give a primary education."

The following account of these Institutions is given in the Administration Report of 1860-61:—

"Government having sanctioned the application of funds saved by the closing of Schools to the foundation of new Vernacular Schools, and the transfer of Schools from one place to another, a most gratifying increase of Schools and scholars in the Central and Southern Divisions has been the result. In this point of view the past year may be compared with 1856-57, the year before the mutiny checked the expansion of education. There has been a slight but marked decline in Guzerat as regards the general results of Vernacular education. The explanation is that several communities have refused to renew their subscriptions to their Schools. In Sind there has been a most serious decrease, attributed by the Inspector to the Income Tax, and the prevalence of cholera, which caused several Schools to be closed. Some of these will be re-opened. In all other districts but Guzerat and Sind there is an increase of Schools and scholars, the aggregate net increase being 125 Schools and 6,092 scholars."

In March last the Bombay Legislature passed an enactment, one object of which was to legalize the appropriation of Municipal Funds to the support of Schools. Some measure of this sort had

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long been felt to be necessary in order to give stability to the "partially self-supporting system." No report of the working of this Act has yet been received.

NORMAL SCHOOLS

Bengal

In Bengal four such Institutions for training Village School-masters have been established—all since 1854. Stipends of from Rupees 3 to 5 per mensem are given to the pupils.

North-Western Provinces

In the North-Western Provinces there are three Training Schools at Agra, Meerut and Benares. The object in view is the training of Village School-masters, and this object they are described as fulfilling satisfactorily so far as their operations have yet extended. The Meerut and Benares Schools were established in 1856-57, and the Agra School in 1858-59. The following account of these Schools is given in the Report of 1860-61:—

"75. *General Results*—Since the submission of the Educational Report for 1859-60, I have examined personally the Normal Schools at Agra and Benares. They are still under the admirable management of Mr. Sharpley and Mr. Tresham, and I had every reason to be satisfied with their condition, and the progress effected during the past year, in the course of which the Normal Schools at Agra, Benares and Meerut turned out 565 teachers, of whom 113 gained first class, 270 second class, and 182 third class certificates. Through their means the Village Circuit Schools are supplied with teachers competent to carry their pupils through the simple and elementary studies prescribed. Without their assistance the establishment of Village Schools, on a large scale, would be hardly possible."

The following remarks of the Inspector quoted in the Report of 1861-62 give an idea of the extent to which the influence of the Normal Schools have already spread:—

"Of 710 Hulkabundee teachers who came before me with their Schools, in the course of my last tour of inspection, 496 had been to the Normal Schools."

Punjab

In the Punjab there are eight Normal Schools, particulars regarding the establishment and progress of which are contained in

the two following Extracts from the Reports of 1860-61 and 1861-62:—

“14. During 1859-60 nine Normal Schools had been opened, but one, *viz.*, that at Peshwar was obliged to be closed for want of pupils. Only two, *viz.* those at Lahore and Rawul Pindee, were paid from the General Revenues, and possessed a fairly efficient staff of Masters. The cost of the rest was defrayed from the One per cent. Educational Cess Fund, and for want of money they were organized on a very poor footing. From the 1st May 1860 the Educational staff of all these Institutions was greatly strengthened, and more efficient incumbents were entertained on better salaries. These are all paid from the General Revenues, but the stipends of the students are defrayed from the One per cent. cess. The selection of teachers and candidates for teacherships who require instruction in the Normal Schools is also now left to District Officers. They are responsible for sending in a certain quota of respectable men for instruction from each District, and to the Educational Department is left the legitimate duty of training these men. Provision was made for such a number of stipends as would admit of one-fifth of the whole of the Vernacular Teachers being under instruction at the same time. The period of study was in the first instance limited to six months, in order that all might be brought under instruction within the next 2½ or 3 years. When this has been accomplished, it is intended to call them all in again in turn, and they will then be detained for a twelve months' course of training. Six months is of course a very short time for a student to derive much benefit from attending a Normal School; still those who have been trained for even so short a period are, as a rule, much better than those who have not been trained at all; and when we have to deal with so many requiring instruction, I think it preferable that all should first receive a slight brushing up within the next two or three years, than that the majority should be left entirely untrained for double that time at least. Moreover, in most cases, the Vernacular teachers are very averse to being kept away from their homes, and it is with difficulty that they can be induced to stay at the Normal Schools for even six months at present. If there are teachers, as the Inspector of the Rawul Pindee Circle states, who spontaneously apply to stay longer than six months, there is no objection to their remaining, provided the District Officer concurs in the expediency of their being so long away from their own Schools. Hereafter I hope they will all see the advantages to be derived from such attendance in a stronger

light, and that on future occasions they will attend willingly for a whole year. Several inducements have been held out lately to secure the ready and cheerful attendance of Vernacular teachers at Normal Schools. Every student on entering is allowed one Rupee towards the purchase of class books, and after final examination he receives one month's pay of the grade of teachership the certificate of qualification for which he may succeed in gaining. There are in all six grades, *viz.* three of Tehseelee and three of Village teachers. The former are of Rupees 25, 20 and 15; and the latter of Rupees 10, 7 and 5 per mensem."

(FROM THE REPORT OF 1861-62)

"11. In the 14th para of my Report for 1860-61, I pointed out several improvements that had been introduced into the Normal Schools. During the year under review they have worked on the whole successfully, especially in the Lahore and Rawul Pindee Circles. No less than 398 teachers or candidates for teacherships, as noted in the margin, have obtained certificates of qualification of various grades, and in several Districts the majority of Vernacular Schools are now supplied with certificated teachers. As soon as our funds will admit of it, though I should be glad to place the Educational Staff of our Normal Schools on a far better footing, each of the large ones, beginning with that at Lahore, should be supplied with a really good European or Eurasian Head Master, who must be a competent mathematician, possessing some acquaintance with the training system, or, at any rate, experience in teaching, and a thorough colloquial knowledge of the Vernacular. If a sufficient salary were offered, the difficulty of finding a suitable person for the post could be overcome. The inducements held out to teachers, as explained in paragraph 14 of my last Report, to attend the Normal Schools have effected their object. These, coupled with the influence which District Officers now exert upon the teachers who are directly under their control, have pretty well removed all the obstacles which were formerly encountered in securing their attendance."

Madras

In Madras there is one Institution at the Presidency founded on a comprehensive plan, embracing the objects of training teachers for Anglo-Vernacular as well as Vernacular Schools. There are also five minor Institutions and two branch classes in the interior, having only the latter object in view. The system of having one central Institution with outlying branches is said to work well,

especially with the complete organization which has been given to the central Institution at the Presidency town. The central Institution was founded in 1856. The following account of its state and present organization is given in the Report for 1860-61:—

“The Government Normal School at Madras has lately received two important accessions in the appointment of a Second Assistant Training Master, and of a Master for one of the two Elementary Schools attached to the Institution, the instruction of which has hitherto been conducted entirely by the Normal students, with such supervision as the Principal could afford them. In future, the Normal students, when teaching in the Practising School, will have the advantage of being constantly superintended by a trained Master. The appointment of a Second Training Master has enabled the Director to form a class of European Military students, who are being qualified for employment as School-masters in the Schools attached to the European Regiments, where the services of trained Masters are much needed. The School as now constituted consists of the following Departments:—

No. of Students or Pupils	
I. English Normal Class	26
II. Preparatory Normal Class	25
III. Military Students' Class	13
IV. Vernacular Normal Class	13
V. Model School	}
VI. Practising School	}
VII. Vernacular Practising School	25
	} 77 Students under training
	} 341 Pupils

“The results of the year, as shown by the examination of candidates for certificates, were not so satisfactory as those of former years. The number of students belonging to the English Normal class who obtained certificates was only seven—two of the 4th class, four of the 6th, and one of the 7th. The Principal considers that the senior students last year were inferior to their predecessors, as well as to those who have succeeded them at the head of the School. In the Vernacular Normal class five students passed, one in the 8th class, and four in the 9th.”

Of the five Provincial Institutions two were established in 1860-61 at Vizagapatam and Cannanore. The following account of them as taken from the Report of that year:—

“9. *Establishment of Normal School at Vizagapatam*—Since the close of the year a Normal School has been opened at Vizagapatam

for the benefit of the Schools in the Telugu country. Mr. Bickle, lately Assistant Training Master in the Normal School at Madras, has been appointed Head Master, with a trained student from the Madras School, who holds a certificate of the 4th grade as his Assistant.

"10. *Establishment of Normal School at Cannanore*—Arrangements have also been made for the establishment of a similar School at Cannanore on the Western Coast, to supply the wants of the Malabar and Canara Districts. This School is to be placed as a temporary measure under Mr. Garthwaite, the able and active Deputy Inspector of those Districts, no other trained Master acquainted with the languages of the Western Coast being at present available. Mr. Garthwaite will be aided by two Assistants, one of them a trained Teacher who left the Madras Normal School at the end of 1859."

Of the three older Institutions the following account is given in the Report of 1860-61:—

"8. *Provincial Normal Schools*—In the Provincial Normal Schools at Vellore, Mayaveram and Cheyur there was a considerable falling off in the number of students who passed for certificates, only ten candidates having qualified against thirty-three in the previous year. This, however, is in a great measure attributable to several students having deferred their examination with the view of qualifying for certificates of a higher grade. The Vellore School is the best of the three. That at Cheyur will shortly be transferred to Trichinopoly."

SCHOOLS—FOR SPECIAL EDUCATION

No Institutions of this class under Government management exist in Bengal, the North-Western Provinces, or the Punjab. The four Institutions in the Madras Presidency referred to in the statistical table are the Primary Medical School, the School of Industrial Arts, and the Ordnance Artificer's School at Madras, and the Industrial School at Negapatam. The three Institutions in the Bombay Presidency are the Law Class at Bombay, the Engineering School at Poona, and the Engineering School at Kurrachee.

SECTION V

E

PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION

The following Statement contains statistics respecting private institutions under the inspection of the Education Department, the figures being compiled from the latest information available in each case :—

		Bengal 1859-60	N.W.P. 1861-62	Punjab 1861-62	Madras 1859-60	Bombay 1859-60	Total	
Number of Institutions	Colleges . . . . .	..	3	..	1	..	4
	Superior Schools	23	34	15	27	2	101	
	Inferior {	Miscellaneous	341	27	15	204	101	688
		Indigenous	197	6,155	6,352
	Special Institutions	1	..	..	..	2	3
TOTAL		562	6,219	30	232	105	7,148	
Pupils attending them	Colleges . . . . .	..	839	..	129	..	968
	Superior Schools	3,255	5,001	2,290B	3,590	446	14,582	
	Inferior {	Miscellaneous	16,123	1,048	623B	8,091	6,248	32,133
		Indigenous	8,707	61,475	70,182
	Special Institutions	24	..	..	..	138	162
TOTAL		28,109	68,363	2,913	11,810	6,832	1,18,027	

PRIVATE INSTITUTIONS

		Bengal 1859-60	N.W.P. 1861-62	Punjab 1861-62	Madras 1859-60	Bombay 1859-60	Total
Total cost of them	Colleges . . . . .	..	38,744	..	15,884	..	54,628
	Superior Schools	19,090	50,557	66,596C	89,906	24,857	2,51,006
	Inferior { Miscellaneous Indigenous }	1,62,082	2,61,868	11,819C	71,343	1,04,150	6,11,262
	Special Institutions	14,530	..	..	..	8,902	23,432
	TOTAL	1,95,702	3,51,169	78,415	1,77,133	1,37,909	9,40,328
Grants -in-aid given by Government to them	Colleges . . . . .	..	8,100	..	..	..	8,100
	Superior Schools	19,820	5,192	19,180	15,096	2,700	61,988
	Inferior { Miscellaneous Indigenous }	55,979	1,080	10,518	16,528	25,986	1,10,091
	Special Institutions	7,242	..	..	..	4,363	11,605
	TOTAL	83,041A	14,372	29,698	31,624	33,049D	1,91,784

(A).—This differs from the amount given in the Statement at page 24. It is taken from the amount entered in the Statement at page 21.

(B).—These do not agree with the figures entered in Table IX of the Punjab Report. They are taken from Tables V and VI.

(C).—These do not agree with the figures entered in Table X of the Punjab Report. They are taken from Tables V and VI.

(D).—This amount is the aggregate of the sums entered in the Columns "From Government" in the accounts of the Institutions classed as *privatae*. The statistics of the Bombay Report are in this, as in some other respects, inexplicable. The amount of grants-in-aid is entered in Table XI as Rupees 2,130 and in Table XVIII as Rupees 17,016. The former is evidently founded on an entire misapprehension of the meaning of the heading of the Table, *viz.* "Grants-in-aid received by *private* Institutions," for the greater portion of it is set down as given to Government Institutions.

In the Madras Report the Vernacular Schools in the Rajahmundry sub-division, which are supported by a local cess, have been regarded as private inspected Institutions; but to preserve uniformity of classification, these Schools, like the corresponding Schools in the North-Western Provinces and the Punjab, have been included by me in the previous section as Government Schools, and have been excluded from the present Statement. The majority of inspected Schools receive aid or encouragement of some kind from Government, there being only a few private Institutions whose sole connection with Government is the inspection submitted to at the hands of its Officers. The aided Schools are divided into two classes. The one receiving aid under the "Grants-in-aid Rules", and the other receiving it in the shape of prizes, rewards, etc., to the masters or pupils. The former only are properly termed aided Schools; the latter are composed of the Indigenous Village Schools which it has been attempted to improve by various modes of pecuniary encouragement combined with inspection. Of these two classes separate notice will now be taken.

Allusion has already been made, in connection with the systems of Government Vernacular education, to the measures taken in some parts of India with the view of improving the indigenous Village Schools.

INDIGENOUS SCHOOLS

Bengal

The plan adopted in Bengal is described as follows in the Report for 1855-56:—

"26. In many of the districts we have adopted a system under which the Indigenous Schools are periodically examined, books lent to them, and money rewards given to such of the teachers and pupils as may appear to deserve them. The sums sanctioned by Government for this purpose are as noted in the margin.

For Patna, Chuprah, Shahabad, Behar, Monghyr and Bhaugulpore	}	Rs. 540 a year for each district.
Nuddea, Burdwan, Hooghly, and Midnapore	}	Rs. 450 a year for each district.
24-Pergunnahs and Baraset	}	Rs. 2,400 a year for each district.
Jessore and Dacca	}	Rs. 1,200 a year for each district.
Kamroop in Assam	}	Rs. 500 for the year.

"27. The most promising Schools in the 24-Pergunnahs, Baraset, Jessore and Dacca, have been formed into sets or circles of 3, 4 or

5 according to circumstances; and to each circle is attached a qualified teacher who is paid by Government Rupees 15 a month, and who goes about from one School to another instructing the 'Gooroomohashoys' in their duty and the more advanced boys of each School in the higher subjects of instruction. Rewards are bestowed on the Gooroomohashoys and boys half-yearly, in proportion to progress exhibited. Of these Schools there are to be 60 circles in the four districts, at a total cost of Rupees 1,500 a month; as yet 37 circles have been successfully organized."

The following paragraphs of the Report of 1856-57 describe other analogous plans:—

"41. A system closely resembling the above, but on a less expensive scale, is that under which, in each Sarun, Behar, Shahabad, Monghyr, Patna, Bhaugulpore of the Behar Districts named in the margin, two teachers are entertained for the purpose of moving about among the Indigenous Schools and instructing the teachers in their duties.

'45. In the Districts of Assam a system is under trial, under which to every Village teacher who keeps up a tolerably efficient School, under the general control and influence of the Inspector, a subsidy or grant is given at the rate of one Rupee a month for every ten boys under instruction. Sufficient time has not yet been allowed for judging of the effect of this measure."

The following extract from the Report of 1858-59 shews the extent to which these plans had been carried out at that time:—

"There have been established 55 circles, embracing 158 Indigenous Schools established in four districts; and there have been 12 itinerant teachers employed in Schools in six other districts. In six districts payments have been made to Indigenous School Teachers for improvement in their pupils, at the rate of one Rupee a month for every ten boys under instruction; besides rewards for success given to such teachers in eleven other districts."

By the latest returns (1859-60) there were, as shewn in the Tabular Statement, 197 Indigenous Schools under improvement with an attendance of 8,707.

It may not be out of place here to quote some passages having reference to the actual state and character of these Indigenous

Schools, which it is the object of the above measure to improve. The following is taken from the Report of Mr. Woodrow, Inspector, Eastern Bengal, given in the Education Report of 1859-60:—

“The state of Vernacular education, when uninfluenced by the supervision of Government or of Missionaries, is still the same as in 1835, when Mr. Adam made his first report upon the subject. It had remained the same during many centuries before. At page 10 of his first report, Mr. Adam describes the course of instruction in an Indigenous School, and the same words are still applicable. The boys in Bengal still begin their writing at 5 or 6 years of age. They learn to trace on the ground with a short stick the first five letters of the Bengali Alphabet, and on doing these properly they are promoted to the use of palm leaves. Each strip of leaf is about three feet long and two inches wide. Twenty of the strips are purchased for a pice (about a farthing and a quarter). Beginners only write one line on each strip in letters an inch long. More advanced children write two lines in letters half an inch long. After the use of palm leaves for about a year and a half, the boy is promoted to the use of the plantain leaf. Plantain leaves are used for sums which are commenced after one or two years' drilling in the multiplication tables. Mr. Adam mentions sand trays as being used in writing for beginners. I never met with such trays in Bengal, though I have seen them in the Upper Provinces. In Bengal sand trays, maps, forms, chairs, tables, desks, globes, galleries and all the apparatus of a School are unknown. The boys squat on the ground usually in two lines without much order, and the Guru sits on his heels on a low stool or a plank two feet square; frequently he has only a small mat. The richer boys bring in School every day their own mats tucked under their arm. The poor boys have no mats. All the children bring their own pens, inkstands and palm leaves. They make their own ink at home of rice water and charcoal or charred wood. A piece of cotton cloth is put inside the inkstand to hold the liquid like a sponge. The bamboo pen being pressed on the cloth, takes up a little ink scarcely enough to complete two letters. The incessant replenishing of the pen makes the boys marvellously quick in dipping the pen into the inkstand. The inkstand is placed close to each boy's foot and is perpetually being upset. In the course of two or three hours, little boys get their faces and hands blackened all over with ink. There are no classes. Each boy is taught individually by the Guru; sometimes the help of two or three of the elder boys is used in teaching the younger boys. At the close of each day the boys

all stand outside the house and sing or shout out the multiplication table. Books are seldom, if ever, used, and reading is not taught.

“The greatest extent of study is to write out an application for an appointment and some lines in praise of Doorga or Krishna, to make out a bill, and to keep native accounts.”

Speaking of School apparatus, Mr. Woodrow adds at page 23:—

“From these and such like indications, I believe that our Schools will produce good results with very imperfect apparatus. Even now in some Schools a round earthen pot, costing one farthing, serves for a globe; a black board is made of a mat stiffened with bamboo splints and well plastered with cow's dung. The brown surface thus produced answers all the requirements of a black board. If the walls of the School-house are made of mud, and washed as is usual in Hindoo houses with cow's dung, the whole wall serves as a black board and can be renewed every other day. I expect to see the time when these brown surfaces will be universal in Bengali School-rooms. The boys who draw maps, make their own ink from charcoal, and their paint from jungle plants. They also glaze the maps by rubbing them with a smooth stone.”

The following description of the Village teacher given by a Native gentleman is quoted by Dr. Lees in his letter of the 10th October 1859:—

“Village teacher, or *Gooroomahashy*, generally writes a good hand, knows how to cypher, and is perhaps versed in Zemindary accounts; but he is a disseminator of false Philosophy, wrong Grammar, and is a perfect ignoramus in Geography, History, and all the rudimentary branches of study required in a good secular education. His average wages are from 5 to 8 Rupees a month, he collects them partly in money, and partly *in kind*. He has, moreover, some perquisites in office, such as presents during the principal holidays, and also when his wards are invested with the sacred thread, or married.”

North-Western Provinces

In the North-Western Provinces also the plan of improving the Indigenous Village Schools has been tried. The system was commenced by Mr. Thomason about 13 years ago. In the Report of 1859-60 Mr. Reid gives the following account of what is meant by an Indigenous School:—

“141. Under this title are included (1), those Schools which are maintained by private parties for the education of their own children, other boys being allowed to attend on paying tuition fees to the teacher; (2), those which are kept by the teacher on his own account, his livelihood being dependent on the Schooling fees paid by his scholars, or it may be that he regards the instruction of youth as a sacred obligation, and teaches gratuitously, either maintaining himself from his own private means, or subsisting on alms and charity.”

What is meant by an
Indigenous School.

The scheme has been prosecuted with more or less success since its first initiation by Mr. Thomason, but it seems to be generally admitted that no very large amount of progress can be made under it. In the Report of the year 1859-60 Mr. Reid gives the following description of these Schools:—

“They are quite independent of us and beyond our control. But by friendly inspection, and the distribution of prizes and rewards among those teachers and pupils who take up our books, these Schools are largely influenced by the Educational Department. I am unable to state to what extent our School-books have been adopted throughout the Provinces, but I find from Mr. Griffith's report that in the Benares circle out of 1,662 popular Schools containing 12,702 boys, 135 with 1,669 boys have accepted our system of instruction and our books.”

The following remarks, in the Report of 1860-61, are rather less favorable:—

“The efforts made for their improvement are, I fear, seldom successful. The teachers are independent of the department, and prefer running along in the old groove to carrying out the suggestions of their visitor.”

The uncertain condition of these Schools is noticed by Mr. Cann, (Inspector, Ist Circle), in the following terms:—

“The existence of such Schools is entirely dependent on the whim and the caprice of the individual by whom it is maintained. They are from their very nature ephemeral, being, in the majority of cases, supported by one person or by some few individuals. The teachers, in short, are often private tutors, rather than School-masters.”

It will be seen from the Tabular Statement that there are 6,155 Indigenous Schools under inspection in the North-Western Provinces with an attendance of 61,475.

Punjab

In the Punjab the system was tried to some extent, but appears latterly to have been entirely abandoned in favor of the Hulka-bundee system.

Madras

The Madras Government, on the other hand, are just commencing the system. Sanction was given in July 1857 to the adoption of a scheme for the improvement of Indigenous Schools in those districts in which the Ryotwar form of revenue system prevails. The main features of the scheme was that of rewarding by a grant of books or money any Village School-master who might pass a prescribed examination. The introduction of the scheme was delayed pending the organization of Normal Schools which were considered a necessary auxiliary to it. The following remarks on the progress since made are extracted from the Education Report of 1859-60:—

“63. I stated in my last report that I was unable to report any progress in the scheme sanctioned in 1857 for the improvement of the Indigenous Village Schools. An attempt to bring it into operation by changing the grant of books into a grant of money, which was made in 1859, has as yet been equally unsuccessful. Another plan for the improvement of these Schools, which during the year under review has been tried on a small scale by Colonel Pears in the Coimbatore District, appears to promise fairly. Colonel Pears describes it as follows:—

Plans for the improvement of the Indigenous Village Schools

“As the plan which had been proposed for the improvement of Village Schools had proved inoperative, owing, as I believe, to its being too strict in its requirements, and too refined for the class of persons upon whom it was intended to act, it had occurred to me that something might be done by adopting a plan which should not aim quite so high, but should be more simple in operation.’

“I accordingly directed Sivan Pillai (who is an untrained School-master, possessing considerable zeal and intelligence, but of average attainments), to take the inspection of Village Schools in four talooks in Coimbatore. I told him to make it his principal business to conciliate the village masters, to point out to them the

advantages of the European methods of teaching, to encourage the younger among them to avail themselves of the Government Normal Schools, to carry about with him a stock of our School books for sale, and to shew the village masters how to use them. He was to furnish me monthly with a full account of his work together with certain statistics of the Schools under inspection. The result has been that from November 1859 to 31st August 1860, he has had under his inspection forty-two Village Schools. The masters of twenty-five of these have declined availing themselves of his advice or help. The other seventeen he has completely reorganized, and in them an attempt at least is made to teach after the European method. Three or four out of these seventeen were, in fact, instituted by Sivan Pillai at the request of the villagers. Among these is a Female School at Coimbatore, which numbers 23 pupils. The standard of instruction in these Schools is of course very humble—reading, writing from dictation, the elements of grammar and arithmetic, and (in some cases) of geography. I inspected two of them when I last passed through Coimbatore, *viz.*, Royapalli's School and the Girl's School (both in the town of Coimbatore). Royapalli's School is probably the best under Sivan Pillai's inspection and is equal to some of our Talook Schools. The girls, too, were making very satisfactory progress. I purpose inspecting as many as possible when I pass through the district again next month. Perhaps the most important part of the results of Sivan Pillai's work is the number of School books which he has sold to Village Schools within ten months. I annex a list of these. Their total value is Rs. 226-13-0."

The following notice of the scheme is taken in the Report of 1860-61 :—

"26. *Plan for the Improvement of the Indigenous Village Schools*—In the last Administration Report mention was made of an experiment which was being tried in the Coimbatore District, for the improvement of the Indigenous Schools by the employment of organizing masters whose business it is to conciliate the Village Schoolmasters, to supply them with useful books and instruct them how to use them and how to classify their pupils. The Inspector has been authorized to give further extension to this measure, to make small periodical grants to such of the Village Masters as place their Schools under inspection, and manifest a desire to follow as far as they can the advice tendered to them, and use the books in use in the Government Schools. The grants are to depend on the number of pupils able to read intelligently, to write fairly from dictation, and to work sums in the first four rules of arithmetic. If this plan should prove successful in Coimbatore, it will be extended to other Districts."

Bombay

No attempt to improve the Indigenous Vernacular Schools in Bombay seems to have been made. The partially self-supporting system under which Vernacular education is largely carried on, so to speak, under the direct management of Government has, perhaps, rendered unnecessary any such system as has been pursued in other places.

The other class of inspected Schools consists, as has already been explained, of Schools aided by Government under the Grant-in-aid Rules.

AIDED SCHOOLS

Bengal

In Bengal it has been applied not only to Institutions of the higher and middle classes, but to a large extent to Schools of the lowest order. Much correspondence has taken place in regard to the applicability of the system to the latter class. The Bengal Government endeavoured to adapt the system to the extension of popular education, and was compelled to advise some modification or relaxation of the principles on which the system was based. The fact was that, although Vernacular Schools were not expressly barred from taking advantage of the Grant-in-aid system, it was unsuited to them, the special object in view having been the promotion of education of a higher order.

In the Secretary of State's Despatch of July 1859 an absolute prohibition was given, as regards Bengal, to the further application of the Grant-in-aid system to the extension of primary education.

The extent of the operation of the Grant-in-aid Rules in Bengal will be found in the General Statement already given, excluding of course the Indigenous Schools already noticed, which do not come under the ordinary Grant-in-aid Rules. The result may be repeated here as follows:—

	No.	Pupils	Grants-in-aid Rs.
Superior Schools	23	3,255	19,820
Interior Schools	341	16,123	55,979
Special Institutions	1	24	7,242
	<hr/>	<hr/>	<hr/>
To al	365	19,402	83,041

The following remarks are made in the Report of 1859-60 on the subject :—

“60. The reports of the Inspector shew that the Schools receiving Grants-in-aid are generally in a satisfactory state. Aided Schools Judged by the standard of Government Schools of the same class in which the Teachers are Government servants, and the local management is directly subjected to Government control, they must no doubt receive a comparatively unfavorable verdict; but regarded independently or in comparison with Schools under unchecked native management, they may be considered on the whole to be achieving decided success. This is especially true of those of a superior class, in which English is either made the medium of general instruction or is taught simply as a language. To secure for their children a knowledge of our tongue is the one object for which, as a rule, the people are willing to pay, and for this they will not unfrequently incur an expense which would seem altogether disproportioned to their means.”

It may be noted here that the “Committee for the improvement of Schools” whose report was submitted in 1856 pointed out that the great bulk of the Anglo-Vernacular aided Schools in Bengal were in status and object of an intermediate character between the purely Vernacular Schools and the English Zillah Schools. The Committee observed as follows :—

“They are the result of the increasing desire which manifests itself among the middle classes to obtain an English education for their children, and are set on foot by persons who living at a distance from the Sudder Station, and who, being of comparatively humble means, are unwilling to send their children to a distance from home for their education, and unable to pay the high rate of Schooling fees levied in Zillah Schools. The persons whose children resort to these intermediate Schools are mainly tradesmen, petty talookdars, omlahs, &c., who are able to pay a schooling fee of about 8 annas a month. They have generally one of the two following objects in view:— Either to enable their children to prepare themselves for entering the higher English Schools, after obtaining a knowledge of the elements of the subjects there taught, and so to avoid the necessity of sending them to the Sudder Station or to another district during their earlier years; or, in the second place, to enable them to obtain as much knowledge of English, and no more, as is sufficient for becoming

inferior clerks, copyists, salesmen, hawkers, &c., without resorting to the Zillah School at all."

They further observed as follows :—

"3. The Committee are unanimously of opinion that the tendency of such Schools is to aggravate a very serious evil which has more than once been brought to your notice in the Reports of the Inspectors of Schools, *viz.*, the substitution of a very imperfect and inaccurate knowledge of English, with a still smaller knowledge of other things, for that higher education which, while giving full and accurate information of a practical kind, would, at the same time, strengthen the faculties of the mind. Under the present system the Schools in question merely serve to create a class of persons who, while too ignorant of English to be able to rise to a higher position in life, and possessing no knowledge or mental training which would enable them to exercise a healthy or enlightening influence on those around them, are, in consequence of the superiority which their English School education gives them in their own eyes, unwilling to follow the calling of their fathers, and are consequently discontented with their position in life. The number of this class of Schools, it may be observed, is increasing rapidly under the Grant-in-aid Rules."

The Committee admitted that the desire of gaining an English education was the basis on which these Schools were maintained; but they recommended that in the future distribution of Grants-encouragement should be withheld from those Schools which refused to adopt the principle enunciated by them that English should *in that grade of Schools* be taught *as a language* in the same way as French and German are taught in Schools in England, and should not be made the *medium* of instruction. The principle, in short, was that the English language should not be used as a *medium* for conveying the ordinary knowledge bearing on the daily wants and occupations of life required for the education of the youth of the country generally. The same principle, as has been already noticed, was recommended with reference to the lower grade of Government Zillah Schools.

North-Western Provinces

In the North-Western Provinces the operation of the Grant-in-aid Rules has been confined for the most part to the encouragement of Anglo-Vernacular Institutions established by Missionaries. Of the nine Institutions in the following Table all but one (Joy Narain's

College at Benares) belong to Protestant or Roman Catholic Missionary bodies.

	No.	Pupils	Grants
			Rs.
Colleges	3	1,918	14,372
Schools	6		

Punjab

In the Punjab also the list of Grant-in-aid Schools is confined almost entirely to Missionary Schools. It is as follows:—

	No.	Pupils	Grants
			Rs.
Superior Schools	15	2,290	19 180
Inferior Schools	15	623	10,518
TOTAL	30	2,913	29,698

Madras

In Madras the Grant-in-aid Rules have been made use of for the promotion of primary education, but under peculiarly favourable circumstances. In that Presidency Missionary and other Educational Societies have taken in hand elementary education to an extent unequalled in any other Presidency. The Church Missionary Society, the London Mission, the German Mission, and other similar Societies have established Mission Schools not only in the Presidency Town and its neighbourhood, but in the interior, the majority of which are designed specially for the promotion of primary instruction. The following Statement exhibits the extent to which the system is in work as given in the Report of 1860-61:—

No.	Pupils	Grants
322	13,109	Rs. 35,000

It will be observed that the number of Grant-in-aid Schools given above is greater than the total number of inspected Schools given in the General Table. The statistics entered in the General Table were taken from the Report of 1859-60, owing, as has already been explained, to the absence from the Report of 1860-61 of the usual Statistical Tables prescribed by the Government of India,

from which alone all the information required for the General Table could be obtained.

Bombay

In the Bombay Presidency the operation of the Grant-in-aid system strictly so called has been limited in consequence of the wide extension of a system substantially the same termed the partially self-supporting system. Considerable confusion exists in the Bombay Reports wherever reference is made to the Grant-in-aid system, so that it is almost impossible to tell the extent to which it is really in operation. In a note (D) at the foot of the General Statement the mode is explained in which the figures there given have been deduced, *viz.* by adding up the sums entered as received "from Government" in the accounts of the several Institutions classed as "Private." The following list of aided Institutions is similarly compiled, those only of the private inspected Institutions being included in the accounts of which receipts from Government are exhibited:—

	No.	Pupils	Grants Rs.
Superior Schools	1	350	2,700
Inferior Schools	43	2,599	25,986
Special Schools	2	138	4,363
TOTAL	46	3 087	33,049

The results exhibited in the several Statements of aided Schools may be amalgamated as follows:—

	No.	Pupils	Grants Rs.	Cost to Govt. of each pupil Rs.
Bengal (1859-60)	365	19,402	83,041	4.2
N.W.P (1861-62)	9	1,918 ₂	14,372	7.4
Punjab (1861-62)	30	2,913	29,698	10.1
Madras (1860-61)	322	13,109	25,000	2.6
Bombay (1859-60)	46	3,087	33,049	10.7
TOTAL	772	40,429	1,95,160	Average 4.8

Before passing from the subject of Grants-in-aid, it may be well to notice the different rules for the operation of the system which are in force in the different Presidencies.

The Bengal Rules were approved by Government in January 1856. A copy of them is to be found in Appendix B of the Report for 1855-56.

The main features of these Rules are:—

1st.—That the aided School shall give “a good secular education.”

2nd.—That (except in Normal Schools) some fee, however small, be required from the scholars.

3rd.—That the Grants shall be appropriated to specific objects, such as salaries, books, scholarships, building, etc.

4th.—No Grant to exceed the sum expended on the Institution from private sources.

As a ‘General Rule’ the Bengal Government declines to ‘grant money for the construction of School houses’ on the ground that it is ‘an objectionable application of the principle under which Grants-in-aid are given for Government to contribute to the cost of erecting houses for Schools to which a pecuniary allowance has been awarded under the Grant-in-aid system.’

The Rules in force in the North-Western Provinces being a modification of the previous rules adopted in September 1855, were published in 1858. A copy of them is to be found in Appendix D of the Report for 1856-57-58. The only material points in which these rules differ from the Bengal rules is that in the former fees must be ‘paid by at least 3/4ths’ of the Pupils; those exempted from payment being *bona fide* indigent, whereas the Bengal rules require that fees be paid by all.

In Madras a set of revised rules was published in August 1858, (Appendix E, Report of 1858-59). They differ from the Bengal rules principally in the following points:—

1st.—Fees, except in the case of Normal and Female Schools must be paid by at least 4/5ths of the scholars, and not, as in Bengal, by all the scholars.

2nd.—Grants-in-aid of salaries are to be given according to a fixed scale of certificates obtained at examination by the Masters with the condition that the amount of salary paid from the funds

of the Institution be double that claimable from Government. The revised rules, however, so far as they relate to teachers' certificates, have not been enforced in respect of Schools already in receipt of grants when the revised rules were passed.

In Bombay a provisional set* of rules was published in the first place in January 1856, which were in several points more strict than even the Bengal rules. They were found unworkable, and a revised set approved by the Local Government was submitted for the sanction of the Supreme Government in June 1857. The Supreme Government, however, declined to 'make any change in the local and merely provisional Grant-in-aid Rules in any Presidency until the time comes for passing, after due experience, a set of permanent rules applicable to the whole of India.' The Bombay Government on this adopted the Bengal rules, which are still in force.

It may be noted here, in connection with grants-in-aid, that in the Despatch of 1859 the Secretary of State intimated that, as a general rule, the extension of English and Anglo-Vernacular Schools should take place only under that system; and, on the other hand, that elementary education should be carried out by the direct instrumentality of Government, and not by grants-in-aid. These rules are as yet absolute only in the case of Bengal. The opinions offered on the point by the other Local Governments have not yet been disposed of. In Madras a scheme has only lately been proposed for carrying out a plan of local assessment under a sort of Municipal Act, the local contributions so raised being supplemented by grants-in-aid from the State. Provision has been made for this in the Madras Budget for the current year. Provision has also been made by the Governments of Bengal, the North-Western Provinces, and the Punjab for a very considerable extension of higher and middle class education under the Grant-in-aid Rules. The increases estimated by these three Governments are as follows:—

	Estimate of 1861-62}	Estimate of 1862-63	Increase
	Rupees	Rupees	Rupees
Bengal	1,04,388	1,60,060	55,672
North Western Provinces . .	14,372	25,000	10,628
Punjab	19,392	1,00,000	80,628

Of the above increases, however, Rupees 60,000 in the Punjab and Rupees 24,060 in Bengal are intended for application to European and Eurasian Schools founded under the provisions of the Governor General's Minute of October 1860. In the estimate for Bengal the special grants to the Mission Schools of the Cossyah and Jynteah Hills (Rupees 3,600) and to the Mission Schools for the education of the Sonthals (Rupees 7,000) have not been included. These are instances in which, for special reasons, the principle of Vernacular instruction through the direct instrumentality of Government has been set aside in Bengal.

SECTION VI

FEMALE EDUCATION

No special mention has been made in the Statistical Tables of Female Schools, but the statistics contained some Schools specially devoted to Female education, and others at which Females attend as pupils. The subject, being one of some interest, calls for special notice here.

Bengal

In Bengal Female education has not yet been attempted by the direct instrumentality of Government, and does not seem to flourish under the aid system. The following paragraphs from the Report of 1859-60 describe its condition:—

“83. In the ‘Girls’ Schools connected with this Department no satisfactory progress is apparent. Two aided Girls’ Schools. Schools in South Bengal and one in East Bengal have been abolished during the year. From the Report of Mr. Lodge it seems doubtful whether the two former had at any time a substantial existence. The latter had declined in number to less than 12, and was altogether in so languishing a state, that the Inspector felt it his duty to recommend that the assignment made to it should be annulled. Eight Schools are still in operation, with an average attendance of 199 Girls; but their condition, as reported to this Office, does not lead me to regard our efforts, in behalf of Female education, through the medium of Schools, as likely to be attended with any great success. It is right to state, however, that Mr. Woodrow reports more favorably of two or three private Schools in his Division founded and maintained by educated native gentlemen, alumni of our Schools and Colleges.

"84. 'The interest evinced by these gentlemen in the great cause of the elevation and enlightenment of their countrywomen is a hopeful sign of the real good effected by our educational system, and I am far from wishing to discourage these and similar undertakings; but in a country where girls marry at 4 years of age, exchange their father's home for their husband's at 8, and are mothers at 12, it is not from *Schools* that any great success in this direction can be anticipated. Those that at present exist are nothing better than infant *Schools* of an inferior class. They may, no doubt, be improved, but the girls will still leave them as infants.

"85. To yield fruits of lasting value Female education must be brought within the penetralia of home. It has already gained entrance there, and we have reasonable grounds for hope that it is steadily, though slowly, progressing. On this subject I quote the following remarks from Mr. Woodrow's Report:—

"'From the exertions that are being made by many students of the Presidency College to educate their wives and sisters at home, and by statements which have been made by well-informed gentlemen at the College Debating Society, I believe that Female instruction is steadily advancing. It takes the form of Zenana teaching. It is impossible to obtain statistics of this mode of education, but I am certain that it is spreading.'

"Direct efforts on our part to hurry on this movement might be liable to serious misconstruction, and would probably fail; but the impulse has been given, and we may be content to trust to time, the greatest of all reformers, to consummate the work.

"86. I may here mention, in continuation of what was stated in last year's Report, that the orders of the Home Government have been received on the reference made by the Government of India, recommending 'that a grant not exceeding Rupees 1,000 per mensem should be made for the establishment of Female Schools in Hooghly, Burdwan and the 24-Pergunnahs,—a portion to be expended in assisting such Schools as were established by Pundit Eshwarchunder Surma, and a portion in a few Model Schools to be supported by the Government.

"It has been intimated that 'Her Majesty's Government cannot entertain the proposal during the existing financial pressure, and that its consideration must be reserved for a future occasion.'"

North-Western Provinces

In the North-Western Provinces Female education by direct instrumentality was set on foot in several Districts* in 1856. The

*Agra, Muttra, cost was altogether defrayed either by Govern-
Mynpoorie, Banda. ment or a School cess. The scheme was supported by the whole influence of Government and the outspoken good-will of its highest Officers. The apparent success was correspondingly great. It is thus described by Mr. Reid in the Report for 1859-60:—

“146. In the commencement of 1857 there were in the Agra district alone 288 Female Schools, containing 4,927 girls (by the Deputy Inspector's Returns). The disastrous events of 1857 absolutely extinguished them, as well as the sixteen Schools with 303 girls in the Muttra district, three Schools with 54 girls in Zillah Mynpoorie, and some few in the district of Banda.”

The Schools were not re-opened, and their success, which was still regarded as real by the advocates of the measure, was characterized by the Lieutenant-Governor as “ephemeral and factitious.” The great fault in the experiment was alleged to be that inspection by European Officers was not insisted on. Old men, moreover, were placed in charge of the schools, as they alone could be trusted with the care of Female pupils. These men were in many cases ignorant and unimprovable. In the year 1859-60 the subject was again brought forward, but this time on the plan of securing Female Teachers aided by the zealous efforts of Thakoor Kalyan Singh, one of the Native Masters of the Agra College and of good family, the scheme was set on foot. The following account of its progress is given in the Report of 1861-62:—

“The plan adopted, under Mr. Reid's direction, by Thakoor Kalyan Singh, of the Agra College, of training a class of native ladies, belonging to the families of his kinsmen, as School-mistresses, has resulted in the establishment of really useful Schools. They are now 17 in number, and the average attendance at each is between 17 and 18; and they have been long enough in operation to promise permanency as well as efficiency. That the movement is not without effect on the vicinity is manifest from the fact that many of the Government Hulkabundee Schools in the neighbouring pergunnahs are now attended by girls as well as boys. Besides proving the gradual disappearance of prejudice before enlightenment, this is a remarkable evidence of the popularity of the Village

Schools, and of the instruction they afford; and furnishes an additional argument in favor of the need of what has already been insisted upon in this Report, *viz.* the legalization of the Hulkabundee system."

Besides the above Institutions mention is made in the Report of two Female Schools in Etah supported by the Hulkabundee Fund, in which about 91 girls and women receive instruction. In the Mynpoorie District there are two Girls' Schools, one attended by "the daughters of rich and respectable Jains," besides "many Schools" in which boys and girls are taught together. In the Shahjehanpore District there are four Girls' Schools with 90 pupils, while in that and other districts it is stated that "the influence of the Hulkabundee system is drawing girls as well as boys together for instruction." In addition to the above there are several Mission Schools in the Provinces in which girls are educated.

Punjab

In the Punjab Female education appears to be making a satisfactory advance. The following notice is taken of it in the Report for 1861-62:—

"35. The number of Female Schools has risen from 38 to 52, the number of girls on the register at the close of the year from 812 to 1,312, and the daily average attendance from 671 to 1,168. They are still supported like other Vernacular Schools from the one per cent. Educational Cess Fund, as mentioned in paragraph 43 of my last Report."

Madras

In Madras Female education has not been attempted by the direct instrumentality of Government, but it is carried on to a considerable extent by private Schools, some of which receive aid from Government. The following Statement shewing the extent of Female education in the Madras Presidency is made out from statistics given by the Director of Public Instruction in September 1859:—

	No.	Pupils
Girls' Schools aided by Government	44	2,777
Girls' Schools unconnected with Government	80	4,906
	124	6,983

The above may be classified as follows:—

Mission Schools	107
Others	12
Native	5
	124

Of the five Native Schools four owe their existence to the efforts of Native gentlemen who have received their education at one or other of the Educational Institutions in Madras.

Bombay

The following account of Female education in the Bombay Presidency was given in the Special Report of October 1860:—

“Female education is, perhaps, somewhat more advanced in this Presidency than in others.

“The remarkable abilities, business habits, and comparatively unsecluded customs of many women of rank among the Marathas before our time, and the modern practice of familiar intercourse of Parsees with European Society, must tend to assist its progress. There are Parsee and Hindoo Girls’ Schools in Bombay, and the European Officials, with some Native Bankers, superintend others at Ahmedabad. There are also some small Schools in the Northern Division, mostly owing their origin to private effort. It has hitherto been the policy of this Government to follow for the most part, in this respect, in the wake of such private effort, to afford approbation generally and inspection, provided it is asked for. On some of its own Native servants in the Educational Department, who have got up small Girls’ Schools attached to the Boys’ Schools, it has bestowed pecuniary rewards of a small amount.”

The following summary of the results of Female education in the several Presidencies and Provinces may be given. The figures have been compiled from such information as is available, and may not be quite accurate:—

	GOVERNMENT SCHOOLS		PRIVATE SCHOOLS		TOTAL	
	No. of Schools	Average attendance	No. of Schools	Average attendance	No. of Schools	Average attendance
Bengal . . . . .	..	..	8	159	8	109
North Western Provinces	17	140	19	615	36	764
Punjab	52	1,168	4	484	56	1,652
Madras . . . . .	..	..	124	6,083	124	6,083
Bombay	28	162	20	978	48	1,140
TOTAL	97	1,479	175	9,759	278	10,738

SECTION VII

SCHOLARSHIPS

The system which the Home Government recommended for introduction in 1854 is briefly sketched as follows in the Despatch of that year:—

Minute, November 24th, 1839, paras. 32 and 33.

“63. The system of free and stipendiary Scholarships, to which we have already more than once referred as a connecting link between the different grades of Educational Institutions, will require some revision and extension in carrying out our enlarged Educational plans. We wish to see the object proposed by Lord Auckland in 1839, ‘of connecting the Zillah Schools with the Central Colleges, by attaching to the latter Scholarships to which the best scholars of the former might be eligible,’ more fully carried out; and also, as the measures we now propose assume an organized form, that the same system may be adopted with regard to Schools of a lower description, and that the best pupils of the inferior Schools shall be provided for by means of Scholarships in Schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the stipendiary Scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the Colleges or Schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of Scholarships should be carried out, not only in connection with those places of education which are under the immediate superintendence of the State, but in all Educational Institutions which will now be brought into our general system.”

Bengal

The system adopted in Bengal is described in a general way in the following extract from the Report of 1859-60; speaking of Collegiate and Zillah Schools, the Director writes:—

“58. Their classes are yearly recruited from the Vernacular Schools by the admission of those students who have succeeded in gaining the Scholarships attached to Institutions of that class in the Annual Examinations held by the Inspectors. One hundred and sixty (160) of these Vernacular scholarships are annually available. They are tenable in Zillah Schools for four years, and carry with them the privilege of free tuition in addition to stipends of Rupees

4 per mensem. By means of these Scholarships a clever boy who commences his education in a Vernacular School may, by the exercise of industry and perseverance, obtain admission to a Zillah English School for four years free of cost, and with a stipend sufficient for his maintenance; at the expiration of his Scholarship, at 16 or 17 years of age, provided he be a lad of real ability and energy, he will be prepared to present himself for the University Entrance Examination, and if placed in the 1st Division, may be awarded a Junior Scholarship of Rupees 10 per mensem, tenable for two years at the Presidency College. When this expires it remains for him to win a Senior Scholarship of Rupees 25 per mensem tenable for a further period of two years, and carrying him on to the examination for the B.A. degree. With such advantages in prospect, the Vernacular Scholarships are naturally highly prized and warmly contested."

The above account, however, was not intended to be a complete exposition of the system. It requires both amplification and correction. The Vernacular Scholarships therein referred to were first tried in 1855-56 in seventeen districts, ten Scholarships being given in each district. In the following year the system was extended to fifteen other districts, the same number (ten) of Scholarships being awarded annually in each district. The next grade of Scholarships is not noticed at all in the above description. It is designated the "Free Scholarship," and is thus described in the Report for 1856-57:—

"43. Quite recently an equal number of 'Free Scholarships', or Scholarships carrying with them no stipend, but only the privilege of free tuition for two years in a superior School, have been sanctioned by the Lieutenant-Governor for the encouragement of pupils coming from the Anglo-Vernacular Schools referred to in paragraph 27 of this Report. Had the times been more favorable, I should have proposed that to these Scholarships also a small stipend should be attached. This may perhaps be done hereafter."

The Schools to which reference is made in the above are the private Anglo-Vernacular Schools, which rank for the most part considerably below the Zillah Schools.

The next grade of Scholarship is that designated the Junior Scholarship. The rules for this class of Scholarships as amended under date the 31st August 1861, are given below:—

Junior Scholarship Rules—"One hundred and sixty Junior Scholarships are open annually, to be competed for in the University

Entrance Examination by candidates educated in any School in the Lower Provinces of Bengal.

"2. These Scholarships are of three grades—ten of the first grade with stipends of Rupees (18) eighteen per mensem, fifty of the second grade with stipends of Rupees (14) fourteen per mensem—and a hundred of the third grade with stipends of Rupees (10) ten per mensem.

"3. With the sanction of the Director of Public Instruction, a Junior Scholarship may be held at any one of the 'affiliated' Colleges which may be selected by the holder.

"4. Each Scholarship is tenable for two years, provided that due progress, under a Collegiate course of instruction, is regularly made by the holder—a certificate of the fact being submitted at the end of the first year by the Principal of his College.

"5. The holder of a Junior Scholarship in a Non-Government Institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the Principal of the College to which he belongs, and on proof of unsatisfactory progress, may be deprived of his Scholarship.

"6. No candidate is eligible whose age exceeded 19 years at the time of presenting himself for the Entrance Examination.

"7. No candidate is eligible who does not pass in an Oriental language.

"8. The ten Scholarships of the first grade will be awarded to the ten candidates who obtain the greatest number of marks in the Entrance Examination.

"9. The fifty Scholarships of the second grade are reserved for Schools situated within the five Collegiate Circles of Calcutta, Hooghly, Kishnaghur, Berhampore and Dacca—ten Scholarships for each Circle—and will be awarded to the ten highest candidates from each who do not gain Scholarships of the first grade provided their names appear in the first division.

The Hooghly Circle includes—
Howrah, Hooghly, 24—Pergunnahs, Baraset Midnapore, and the Province of Orissa

The Kishnaghur Circle includes—
Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoora, and Puruliya

The Berhampore Circle includes—
Moorshedabad, Rajshahi, Maldah, Dinajpore, Darjeeling, and the Province of Behar

The Dacca Circle includes—
Dacca, Furreedpore, Burrisal, Chittagong, Tipperah, Sylhet, Cachar, Khasia, Mymensing, Rungpore and Assam

The Calcutta Circle includes—
The town of Calcutta only

"10. Fifty Scholarships of the third grade are similarly reserved for the five Collegiate Circles—ten for each Circle—and will be awarded to the ten highest candidates from each who do not gain Scholarships of the first or second grade, provided their names appear either in the first division or in the upper half of the second division.

"11. Scholarships, not taken up under the two preceding rules by the circles for which they are reserved, will be awarded to candidates from the General List in order of merit, provided they reach the prescribed standard.

"12. The remaining fifty Scholarships of the third Grade will be awarded at the discretion of the Director of Public Instruction to candidates who pass the examination and appear deserving of reward and encouragement, although they may fail to reach the standard prescribed in the foregoing rules.

"13. The holders of Scholarships in all Government Colleges are required to pay the usual monthly fees which are levied from other students, provided always that no Scholarship-holders shall be required to pay a higher fee than Rupees (5) five per mensem."

The next and highest grade is that comprising "Senior Scholarships," the rules respecting which, as amended on the 29th of July 1861, are quoted below:—

Senior Scholarship Rules.—"Twenty-four Senior Scholarships are open annually, to be competed for in the First Examination in Arts by candidates educated in Colleges affiliated to the University of Calcutta."

"2. These Scholarships are of two grades—nine of the first grade with stipends of Rupees (32) thirty-two per mensem, and fifteen of the second grade with stipends of Rupees (27) twenty-seven per mensem.

"3. With the sanction of the Director of Public Instruction, a Senior Scholarship may be held at any one of the 'affiliated' Colleges which may be selected by the holder.

"4. Each Scholarship is tenable for two years, provided that due progress under a Collegiate course of instruction is regularly made by the holder—a certificate of the fact being submitted at the end of the first year by the Principal of his College.

"5. The holder of a Senior Scholarship in a Non-Government Institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the Principal of the College to which he belongs, and on proof of unsatisfactory progress, may be deprived of his Scholarship.

"6. Second-year students alone are eligible, *i.e.* those students who passed the Entrance Examination two years before presenting themselves for the First Examination in Arts.

"7. The nine Scholarships of the first grade are open generally to all 'affiliated' Institutions without restriction, and will be awarded to the nine candidates who obtain the greatest number of marks in the First Examination in Arts.

"8. The fifteen Scholarships of the second grade are reserved for the 'affiliated' Institutions situated within the five Collegiate Circles of Calcutta, Hooghly, Kishnaghur, Berhampore, and Dacca—three Scholarships for each Circle—and will be awarded to the three highest candidates from each Circle who do not gain Scholarships of the first grade, provided their names appear in the upper two-thirds of the list of passed candidates, as determined by the marks of the Examiners. No candidate whose place is lower than this will be entitled to claim a Scholarship.

The Hooghly Circle includes—
Howrah, Hooghly, 24-Pergunnahs, Baraset, Midnapore, and the Province of Orissa

The Kishnaghur Circle includes—
Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoora and Puruliya

The Berhampore Circle includes—
Moorshedabad, Rajshahi, Maldah, Dinajpore, Darjeeling, and the Province of Behar

The Dacca Circle includes—
Dacca, Furreedpore, Burrisal, Chittagong, Tipperah, Sylhet, Cachar, Khasia, Mymensing, Rungpore, and Assam

The Calcutta Circle includes—
The town of Calcutta only

"9. Scholarships, not taken up under the preceding Rules by the Circles for which they are reserved, will be awarded to candidates from the General List in order of merit, provided they reach the prescribed standard.

"10. The holders of Scholarships in all Government Colleges are required to pay the usual monthly fees which are levied from other students."

The charges for Junior and Senior Scholarships were formerly debited to the Colleges and Schools to which they were attached, but under the new rules they have been collected into one General

Fund. The following remarks relative to the introduction of the new rules are made in the Administration Report of 1860-61:—

“After very careful consideration, a new set of Rules has lately been prepared, which, guarding local interests, yet throw open the scholarships as far as possible to general competition. It is proposed to sweep away all distinction between Government and Non-Government Institutions. The scheme has been introduced since the close of the year.”

North-Western Provinces

In the North-Western Provinces the system of scholarships was reorganised in 1860-61. The following account of the change is given in the Report of that year:—

“70. *New system introduced.*—By G.O. No. 1052A of 1860, dated 17th September, the whole scholarship system was placed on a new footing. With the view of inducing the senior students to remain under scholastic discipline, and to pursue their studies up to the Calcutta University B.A. degree standard, His Honor ruled (G.O. No. 735A of 1861, dated the 22nd April 1861), that the Senior Scholarships should be conferred only on the Under-graduates of the University (students who had passed the Entrance Examination, and had been admitted into the University to read for the B.A. degree). Of such the Government Colleges at Agra, Benares and Bareilly, and the School at Ajmere, contained, at the commencement of the Session of 1861, twenty-one, of whom again six had passed in the first, and fifteen in the 2nd Division. To the former (who had obtained in the aggregate more than half the full number of marks) Scholarships of Rs. 25 a month have been assigned; to the latter of Rs. 20 and 15 a month.

“71. *Scholarships awarded to unsuccessful candidates at the Calcutta University Entrance Examination.*—Several deserving students who failed at the University Entrance Examination, from breaking down more or less in some one particular subject, obtained nevertheless a larger number of marks than the boy who passed last on the list. To encourage the unsuccessful candidates to continue study, many of them being possessed of qualifications as copyists which would bring them in Rs. 80 or 100 a month, scholarships of Rs. 12 per mensem have been awarded, on condition of their going up to the same examination at the end of the year.

“72. *Junior and Tehseelee Scholarships.*—Twelve Junior Scholarships of Rs. 10 and fourteen of Rs. 5 a month have been bestowed on deserving boys of the 1st and 2nd School classes. Thirty

Tehseelee Scholarships were sanctioned by G.O. No. 1052A of 1860, dated the 17th September, tenable at the Agra, Benares and Bareilly Colleges for 3 years, by boys selected from the Tehseelee Schools of the Circles in which the Colleges are located.

“73. *Total Value of Scholarships.*—The total value of the Scholarships sanctioned for 1861 amounts to Rs. 907 *per mensem* or Rs. 10,884 *per annum.*”

Seventy-four Junior Scholarships and 69 Senior Scholarships were awarded in 1861-62.

Punjab

The following extract from the Punjab Report of 1861-62 contains an account of the Scholarship system there:—

“39. Small Scholarships varying from 5 Rupees to 8 annas *per mensem* continue to be given away to the best Scholarships boys in the upper classes of Zillah Schools. The two matriculated students at Umritsur have been granted higher ones of 14 and 12, to induce them to continue their studies further. These are far lower than are given in the other Provinces and Presidencies. The expenditure has been increased with the progress of the classes, being this year Rupees 388 per month, in lieu of Rupees 209-10 the previous one.”

‘ The total number of Scholarships for the year was 202, which, the aggregate value being 388, gives an average value of only Rupees 1-14 each.

Madras

In Madras the system appears to be still the same, as described in the following extract from the Report of 1856-57:

“94. The Government of India, in their orders of the 5th January 1856, sanctioned the assignment of Rupees 1,500 Scholarships *per mensem* for the establishment of Scholarships, of which Rupees 500 was assigned to the Normal School for the provision of thirty Normal Scholarships in that Institution. Of the balance, Rupees 1,000 *per mensem*, which is available for purposes of general education, only a limited portion was expended during the year under review. In the present state of education in this Presidency, I have not as yet deemed it expedient to introduce the system of Senior and Junior Scholarships which obtains in Bengal, and under which the Scholarship examinations are conducted entirely on paper, and a certain number of Scholarships of each grade

being offered for competition are awarded to the best of the competitors without reference to the School to which they belong. The standard of education is at present so unequal in different parts of the country, that in all probability, if the plan of general competition were adopted, the whole of the Scholarships would be monopolized by a comparatively limited number of Schools. Under these circumstances, the best course appeared to be to lay down a standard of attainments for each grade of Scholarships and to entrust the award to the Inspectors of the several divisions."

A copy of the instructions issued to Inspectors will be found in the note to page 74 of the Report of that year. The total number of Scholarships awarded in 1859-60 was 268.

Bombay

In Bombay the working of the Scholarship system would appear to be somewhat limited. There is apparently no class of Scholarships below that tested by the University Entrance Standard, and termed, as in other parts of India, Junior Scholarships. Of these Junior Scholarships, moreover, the number is somewhat small. Only 18 vacancies (10 of Rupees 10 each, and 8 of Rupees 5 each) were notified as available for the examination of April 1860, together with 10 free Studentships. Of Senior Scholarships, for which students are eligible after two years' Collegiate study, nine first class and nine second class were notified as available. The limited extent to which the system has been introduced appears to be owing to the limited number of superior English Schools and Colleges in Bombay.

The following Table exhibits the amount expended on Scholarships in the several Presidencies during the years for which the latest information in each case is available:—

	Rupees
Bengal (1859-60)	38,777
North-Western Provinces (1861-62)	12,255
Punjab (1861-62)	25,156
Madras (1859-60)	4,980
Bombay (1859-60)	8,448

SECTION VIII

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE

I have introduced this subject because I find that it is one which has obtained a considerable amount of attention in some parts of

India; and because it has been expressly referred* to by the Home Government in the Educational Despatches of 1854 and 1859. In the former Despatch allusion was made to a Resolution of the Government of India, dated the 10th October, 1844, the object of which was to afford to Educational measures "every reasonable encouragement by holding out to those who have taken advantage of the opportunity of instruction afforded to them a fair prospect of employment in the Public Service, and thereby not only to reward individual merit, but to enable the State to profit as largely and as early as possible by the result of the measures adopted of late years for the instruction of the people." The Resolution had, it would seem, primary if not exclusive reference to ministerial appointments. Returns were directed to be furnished by Educational Officers of "Students qualified for the Public Service," and the Heads of Offices were enjoined to "omit no opportunity of providing for and advancing the candidates thus presented to their notice, and in filling up every situation of whatever grade in their gift to shew them an invariable preference over others not possessed of superior qualifications."

It was observed in the Despatch of 1854 that the requisition for lists of meritorious students had failed, but that the object in view would be attainable on the establishment of Universities "as the acquisition of a degree and still more the attainment of University distinctions will bring highly educated young men under the notice of Government." In directing, therefore, that the Resolutions in question should be revised so as practically to carry out the object in view, the following statement was made of what that object was:—

"What we desire is, that, where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not; and that, even in lower situations a man who can read and write, be preferred to one who cannot, if he is equally eligible in other respects.

"76. We also approve of the institution of examinations where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various Departments in which they are seeking employment, as has been the case in the Bombay Presidency. We confidently commit the encouragement of educated in preference to uneducated men to the different Officers who are

responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility."

In 1856 the Government of India passed a Resolution the primary object of which was to lay down general instructions respecting the ascertainment by examination of the qualifications of such "Uncovenanted Officers in the several branches of executive administration as are entrusted with independent authority, and empowered to exercise the functions of Covenanted Assistants in either the Magisterial or Revenue Departments of the Public Service," but which also expressed a desire in respect of employment in the lower grades "that all Officers having in their hands the selection of persons for such employment may be guided by the general principle of examining candidates with a view to test their general as well as special qualifications, and of giving the preference to those who are educated and well informed over those who are not when both are equally well qualified for the special duty required."

In the Despatch of 1859 the Secretary of State communicated the following remarks:—

"It has long been the object of the several Governments to raise the qualifications of the public servants even in the lowest appointments, and, by recent orders, no person can, without a special report from the appointing Officer, be admitted into the service of Government on a salary exceeding Rupees 6 per mensem, who is destitute of elementary education; and elaborate rules have been framed, by which a gradually ascending scale of scholastic qualification is required in those entering the higher ranks of the service. It may be anticipated that many years will elapse before a sufficient number of educated young men are raised up in India to supply the various subordinate offices in the administration in the manner contemplated by the new rules."

I now proceed to the main object of this section of the Note, *viz.* to sketch the measures which have been taken in each Presidency or Province for giving effect to the above principle, and the result which has attended them. In the Resolution of 1856 a full sketch is given of the measures in operation under the several Governments for testing the qualifications for the higher class of appointments; and, except as regards Madras, I have no information which could usefully be added to it. The following remarks will, therefore; be confined for the most part to the subordinate class of appointments ministerial or otherwise.

Bengal

In Bengal certain rules were published in July 1855, of which an extract is given below:—

“From and after the 1st of January 1857 no person shall be appointed by the head of any Office or Department to any situation in the public service, in any Mofussil regulation district, the monthly salary of which is more than 6 Rupees, unless he can read and write his own vernacular language. It shall, however, rest with the Government, or with any authority duly empowered by Government, to suspend the operation of the rule in any case in which special circumstances may render it advisable to do so.

“The several Mofussil Officers are at the same time directed to give a preference to persons who can read and write over those who cannot, for all offices, however small the salary, unless where obvious reasons exist for overlooking such qualifications. Copies of all Nomination Rolls shall in future be forwarded quarterly to the Director of Public Instruction.”

Reference to the rules for giving effect to the order and instituting returns of appointments made under it will be found at page 9, Appendix B of the Education Report for 1855-56, and at page 24 of Appendix B of the Report for 1858-59. A Resolution of the Lieutenant-Governor of Bengal, dated the 30th January 1856, relative to the employment of apprentices in the Government Offices in the Mofussil, will be found at page 4, Appendix B of the Report for 1855-56. This Resolution and the rules prescribed by it were intended specially to check the practice of the introduction by the Native Omlah of their own relatives as apprentices without any guarantee or test of their fitness. I cannot find any statistical record of the result of these measures, but the following remarks in the Education Report for 1859-60 would seem to indicate that the results have not been quite what might have been expected:—

“62. In all countries a knowledge that it possesses an actual and immediate commercial value is the most active agent in promoting a desire for education. Here, as regards the great mass of the people, it may be said to be the *only* agent, and where this fails, an almost total indifference to School instruction is the natural result. The *cui bono* question would find a far more hearty response amongst the lowest classes yet reached by our Schools were more attention paid to the orders of Government by which a preference is directed to be given to those applicants for employment in the inferior grades of the public service, who possess at least the elementary knowledge

which may be acquired in the humblest School. It is the complaint of the Inspectors that these orders have remained, in too many cases, a dead letter."

North-Western Provinces

In the North-Western Provinces, by an order of June 1852, Officers were prohibited from employing men who could not read and write, and certain tests were prescribed as a standard for burkundauzes, chupprassies, peons, &c., of all Departments. Besides the above, it was directed by Government Orders of January and February 1854 that lists should be prepared of students who had gained scholarships, and of those who passed at a yearly examination-to be held in each district for the purpose of testing the general qualifications of candidates. Copies of these lists were to be furnished to Commissioners of Divisions, the Sudder Court, Sudder Board and Commissioner of Customs, by whom they were to be transmitted to their subordinates. Half-yearly lists of appointments from Rupees 25 to 50, which might be given to students so passed, were also directed to be furnished to Government. In the Report for 1854-55 I find it mentioned that 89 students had obtained Government employment. In the Report for 1858-59, also, I find the large employment of students urged almost by way of complaint by Mr. Reid in the following terms:—"The great demand in public and other Offices for copying clerks has drawn from our Colleges and Schools their more advanced students." I find it mentioned also in the Report for 1859-60 that at the outbreak of the mutiny there were 710 ex-students in the employment of Government. In the Report for 1860-61 it is stated that 37 students had left the Government Anglo-Vernacular Colleges and Schools on obtaining employment on salaries averaging Rupees 27 per mensem. The following extracts from Mr. Kempson's Report for 1861-62 would, however, seem to indicate that in that Officer's opinion the regulations on the subject had not been practically operative:—

"Mr. Cann justly expresses his regret that, as a general rule, petty Government officials, the Omlah at sudder stations, etc., do not set a good example to their neighbours in sending their children to the Government School. Among other well judged observations on the state of the Schools, the following occur in the above-mentioned Officer's report, dated 31st May 1862:—

"The popularity of our Tehseelee Schools is in proportion to the money benefits derivable from attending them; these are obtained in Scholarships at the Roorkee Civil Engineering College, and in after appointments to the Department of Public Works, or in direct

employment on the Canals or Railways, for all of which the course of instruction qualifies. *The Omlah of the various District Offices, with rare exceptions, do not send their sons to these Schools.* A Sheristadar well knows that, as soon as his boy can write a *purwanah*, he can seat him by his side in the Office to learn the routine of work; and that, as soon as a vacancy occurs, the thus qualified *umedwar* can be slipped into an appointment. Geometry, Arithmetic, Geography, History, General Knowledge, in his eyes, are valueless, as long as the ability to read and write Persian, and a slight acquaintance with Office-work, will procure his son Rupees. Our Tehseelee scholars, however highly qualified in Persian, as well as in the special subjects of study, seldom gain an entrance into any of these offices.' "

"30. A Government Order of the 8th June 1852, directed that no chupprassi or burkundaz should be appointed in any one of the eight districts then under 'the Visitor-General of Schools' who could not produce a certificate from the Deputy Inspector of his district, to show that he could read and write from an easy book, and knew the first four rules of arithmetic. This was followed by a Circular of the Sudder Board of Revenue, in the same year, requiring a certificate of a higher order from putwarries; and a similar test for lumberdars was proposed."

"Whether these regulations have fallen into desuetude generally or not, or whether they are held to apply to 'the eight districts' only, I have no means of stating with confidence; but Mr. Cann reports for his Circle, that no candidate whatever for the lower examination has presented himself this year, nor any for the higher examination (of putwarries) in the Districts of Meerut, Boolundshuhur, Mozuffernuggur and Moradabad. That some sort of check upon the qualifications of these officials has been exercised may be gathered from the fact that in the remaining districts of the Circle 37 per cent. of the applicants for certificates were found on examination unworthy.

"I think it a matter of importance that stricter and more definite orders should issue on this subject."

Punjab

As regards the Punjab, the following extract from the Report for 1860-61 describes the state of affairs in that Province:—

"76. On the question of what inducement should be offered to Inspector's pro- parents to educate their children, Mr. Spencer
posal to apply an throws out a hint that candidates for employment
Educational test to in the public service should be required to pass a
candidates for Gov- certain Educational test. He remarks:—
ernment employment

'It is to me a matter of infinite surprise that the doors of Government employ should be thrown open to the most ignorant (in a literary way) and the most prejudiced, that we should spend thousands upon Education, and yet never take precaution of seeing that our own employees are well educated, and can boast at least of some literary qualifications.'

"77. I am not prepared to advocate this measure for the Punjab just yet. It will be quite sufficient encouragement to the Government Schools, if the Civil Authorities will occasionally select from them the sharpest youths who are desirous of obtaining Government employ, whenever they have suitable vacancies to fill up. The bestowal of a mohurriship of Rupees 10 per mensem on the cleverest lad in a Tehseelee or Village School will always have the very best effect. The youths educated in Zillah Schools will, I trust, be fitted for higher situations, but they have not yet had time to qualify themselves. The Civil Authorities will, I trust, remember that they have great opportunities of fostering education by the judicious distribution of their patronage when making appointments."

Director's opinion
on the same

In the last Report (1861-62) it is stated that several District Officers had complied with the suggestion as to the occasional appointment of the best scholars of Tehseelee Schools to vacancies as putwarries, mohurrirs, &c., and that "more will doubtless be done in this way as opportunity offers."

Madras

In Madras a scheme of examination, for all appointments above the grade of Peon, was promulgated in 1858. A copy of the Rules and of the correspondence on the subject will be found in Appendix F of the Education Report for 1858-59. The first examination, however, showed the necessity of some modification of these Rules. Candidates to the number of 3,372 presented themselves for examination, and it was found that owing to the impossibility of exercising a proper supervision over so large a number "copying and under-hand practices had prevailed to such an extent as to render the results of little value as a test of individual qualification." To remedy this the levy of a fee of Rupees 3-8 from each candidate was decided on, and all appointments of Rupees 25 and under were exempted from the operation of the system. It was also found that the examination interfered with the University Entrance Examination. The latter, although of a higher standard than the higher service test, was equivalent only to the lower in respect of eligibility for admission to the public service. This anomaly was accordingly corrected and a revised

set of Rules was promulgated, of which a copy, together with connected correspondence, will be found in Appendix B of the Report for 1860-61.

The following notice of the revised Rules is taken in the Report for 1860-61:—

“On the Director's recommendation, the rules for regulating admission into the public service have been revised. The higher service test, which, under the former rules, had to be passed in order to render a candidate eligible for appointment or promotion to any situation on a salary exceeding Rupees 50 per mensem, has been abolished, and in its stead it has been determined that the University Matriculation Examination shall be held at the same time and place as the examination of candidates for employment in the public service, and that the University graduates and matriculated students shall be registered in the lists of candidates eligible for employment, but in separate classes; the candidates who merely pass the service-test being ranked in the third or lowest class.”

“Before the changes were made, the Government, with the view of checking the resort of candidates to the Uncovenanted Service examination, who were quite unfit to pass, and diminishing the labor of the Examiners, had announced that an entrance fee of Rupees 3-8 would be demanded from all candidates, and limited the application of the rules to appointment of which the salaries exceed Rupees 25 per mensem. A copy of the new rules and the correspondence relating to them will be found in the Appendix.”

Bombay

In Bombay a system of examination tests for public employment was instituted by a Notification of the 20th May 1852. Every candidate was required to produce a certificate from a School-master that he had a “good knowledge of reading, writing, and arithmetic,” and a certificate of “respectable character” from a Moonsiff or Mamlutdar. These certificates entitled him to be examined by a local Committee assembled biennially for the purpose, whose certificate of having passed the examination made him eligible for public employment. As regards peons, the only rule laid down was that “when two persons, equally qualified in other respects for Peon-work, are desirous of obtaining service under the Government, the preference is to be given to the applicant who can read and write.”

In 1855 a modification was made under date the 21st of February, making it incumbent on appointing Officers to fill every vacancy of whatever amount capable of being so filled “without serious inconvenience to the public service” from among candidates certified by

the Head of the Education Department as qualified. The standards of qualification then prescribed will be found in Appendix XVII of the Bombay Report for 1854-55. The Government of Bombay observed on this subject in the orders on the above Report as follows:—

“9. The Governor in Council regards with deep interest every measure which tends to open the public service to the students of our Educational Institutions; believing that not only the service will profit by the more extended introduction into it of a class of Native Officers of really liberal education, but that the extension of such education generally among the people will be furthered by a provision, which will prevent it from being any longer enough that candidates for certain Government offices should be possessed only of that routine and technical aptitude, which may be picked up by men of no general information, but will insist on their possession of a degree of useful general education, which they can only acquire by a course of sound educational training. With regard to the services and claims of those who have already entered the public service, this most desirable principle must be introduced considerably, and by degrees; but His Lordship in Council hopes that it may at once be so far established, that it will have the effect of making it evidently more for a young man's interest to complete his education thoroughly, than to abandon his School, and seek for Government service as soon as he can discharge the duties of an ordinary clerk.”

In the same Report (1854-55) a return of “students appointed to the public service,” under the rule promulgated in 1852 was given, and the Government expressed a hope that under the modification of 1855 the return would in future be much larger. No return, however, has been included in any subsequent Education Report.

SECTION IX

ENGLISH LANGUAGE IN INDIAN EDUCATION

The position of the English language in relation to the various grades of Schools in India is matter of some importance. In the Despatch of 1854 the Home Government intimated the opinion that, for the conveyance of general education to the great mass of the people the *Vernacular* must necessarily be used as the *medium*, while for the conveyance of a high order of education in the science and literature of Europe it was equally necessary that the *English language* should be the *medium*. Reference was also made to the

evil tendency which had shewn itself more especially in the immediate vicinity of the Presidency Towns to substitute a study of the English language in place of the acquisition of general knowledge through the Vernacular.

The tendency above alluded to would seem to have spread largely since the Court's Despatch was written, and perhaps has not in all cases been kept sufficiently in check.

Bengal

The Committee for the improvement of Schools in Bengal seem to express an opinion in their Report of 1856 that even in the Government Zillah Schools some encouragement was given to this tendency. Many of the Zillah Schools professing to afford a high order of education and adopting English as the medium of conveying it were, nevertheless, believed to be "really inferior Schools," and for these the Committee recommended a lower classification and the adoption of the Vernacular as the medium of instruction. But the direction in which the tendency was most observable in the Committee's opinion was that of the Grant-in-aid Schools, a large class of which were the result of the growing desire for English education, and were fitted only to meet the wants of those who desired to obtain at a cheap rate and without the inconvenience of absence from home "as much knowledge of English and no more as is sufficient for becoming inferior clerks, copyists, salesmen, hawkers, &c."

The Committee were "unanimously of opinion that the tendency of such Schools is to aggravate a very serious evil, *viz.* the substitution of a very imperfect and inaccurate knowledge of English with a still smaller knowledge of other things for that higher education which, while giving full and accurate information of a practical kind, would at the same time strengthen the faculties of the mind."

The Committee's Report has probably exercised a beneficial influence in restraining the too free encouragement of the above class of Schools in Bengal; but it is quite evident that for some time to come the tendency will rather increase than diminish as education works its way outward from the Presidency centre. Already the Director of Public Instruction writes that "to secure for their children a knowledge of our tongue is the one object for which, as a rule, the people are willing to pay, and for this they will frequently incur an expense which would seem altogether disproportioned to their means."

North-Western Provinces

In the North-Western Provinces, where the higher grade of education has been so little expanded, there being in the entire Provinces only eight Government and nine aided Institutions above the grade designed for the elementary education of the masses, there can be but little to record on the subject of the extent to which and the way in which the English language is adopted in the educational system. The want, however, of a class of Institutions in which English may be taught as a language is beginning to be felt both by the Educational Department and by the people themselves. The following remarks made by Mr. Reid in his Report of 1860-61 may be quoted:—

"7. Encouragement should be given to the desire to learn English—If funds only were available, English Schools or English classes in existing Vernacular Schools might be established throughout the land at no great cost to the State. The measure would be popular, and would meet with ready support. I may cite one proof. The residents of Moozuffernuggur have subscribed Rs. 50 a month to engage the services of an English teacher in the Tehseelee School at that station, where we have at present only one Government Vernacular teacher on Rs. 15 a month. The arguments which may be adduced in favor of encouraging the increasing desire for instruction in the English language need not be recounted here. I would only represent to His Honor that no time more favorable than the present could be found for commencing operations on a more extensive scale, extensive in point of the country over which those operations should range. The machinery would be inexpensive, sufficiently so to justify the necessary expenditure even in days of 'financial pressure.' A beginning should be made, now that the efforts of the Government would meet with hearty co-operation on the part of the people."

The following remarks by the Inspector, 2nd Circle, in the Report for 1861-62, with special reference to the Agra Normal School, also bear on the subject:—

"Few changes would render the Institution more popular than the establishment of an English class. It might, indeed, be difficult at first to render it very efficient, from the short residence of the pupils; but a useful knowledge of the elements of the language could be easily acquired, during 12 months, by those earnestly desiring it (and the class ought to be voluntary,) while it is almost certain some would be found with such a previous knowledge of

English (the desire for the acquisition being now so great as to lead many to study it in private,) that besides an elementary class, another for more advanced pupils might also be established, and by and by such a knowledge and facility of the language be acquired, as to enable the Head Master to use it in some of his lessons. As a wish has been expressed by some respectable Revenue Officers in the Circle that the pupils of our Tehseelee Schools were taught to use English figures and symbols in arithmetic, instead of Hindi, —a practice introduced, I believe, into the Schools of the Madras Presidency, in order to render accounts of easier reference or examination,—I can see no objection to the introduction of this change into the teaching of our Normal Schools. It would be of advantage on many occasions, and might be easily effected.”

Mr. Kempson seems to think that the object can best be gained through Grants-in-aid to private Schools, as will be gathered from the following remarks made in his Report of 1861-62:—

“43. There can be little doubt that where an English or an American Missionary is stationed, and willing to devote his leisure to teaching English, the spread of the language, and general consequent good results therefrom may be expected; and it may be assumed that the character of the English taught will be higher and purer than the second-hand instruction given by Native English teachers, who are all that the Government can command for English Schools at out-stations.

“I shall, therefore, consider it my duty to recommend such efforts as worthy of grants-in-aid from the Government, wherever the necessary conditions are complied with.”

Punjab

In the Punjab the use and teaching of the English language in Schools has increased greatly during the last few years. As already mentioned, a large class of superior Zillah Schools has lately been established, in the upper classes of which English is the medium of instruction, while in the lower it is taught as a language. Adult English Schools, the result chiefly of a desire among the subordinates of the Government Offices to obtain a knowledge of English, were started with Government aid at Lahore, Rawul Pindee, Jhelum and Kangra. In August 1861 a Notification was issued by Government that an Elementary English Teacher would be appointed to any Vernacular School where the people themselves would guarantee at least Rupees 15 as a moiety of his salary, the other moiety being paid

from the One per cent. Educational Cess Fund. With the desire springing up among the people for a knowledge of English and the ample encouragement of Government, it is not to be wondered that the number of English scholars has greatly increased during the last few years. The following Table of English Scholars is taken from the Report of 1861-62:—

BOYS LEARNING ENGLISH . . .	AT THE CLOSE OF		
	1859-60	1860-61	1861-62
At Zillah Schools . . .	720	1,594	2,016
Tehseelee „ . . .	2	..	320
Village „ . . .	..	..	123
Grant-in-aid „ . . .	1,003	1,570	1,974
Total . . .	1,725	3,164	4,439

A doubt may, perhaps, occur whether the Punjab Government, while rightly encouraging the study of English, may not be losing sight in some degree of the necessity of guarding against the tendency which has been found so prejudicial in Bengal, *viz.* of substituting a smattering of English for a sound practical education conveyed through the medium of the Vernacular. This doubt may particularly arise with reference to the scheme for attaching ill-paid English Teachers to Vernacular Schools, and thereby offering an inducement to the scholars to direct their attention from the more important object of a useful education to the more attractive one of an acquaintance with English. If fear is well grounded in this respect, however, the Punjab Government is furthering the measure with its eyes open, as will be gathered from the following extract from the Report of 1861-62:—

“It will be evident to His Honor that no good English scholars can be turned out of such Schools as are now proposed, and it will doubtless be objected by some that no good can come of giving boys a mere smattering of a foreign language. If the people themselves, however, do in reality desire a smattering of English, and find it so useful to them in the business of life, as to be willing to pay a good deal for it, I think it will be a step in the right direction to encourage them with Government aid in procuring what they want. I trust, moreover, that a fair proportion of those who master the rudiments of English will subsequently enter Zillah Schools and attain to a creditable proficiency in the language.”

Madras

In Madras the question of the relative position of English and the Vernacular in the School system has recently been the subject of full discussion, of which a copy will be found in Appendix A of the Report for 1860-61. The following account of the discussion given in the body of the Report of that year may be quoted:—

“The other question had reference to the relations of the English and Vernacular languages in our system of instruction. Sir Charles Trevelyan was of opinion that of late years an undue preference had been given to Vernacular instruction to the prejudice of English instruction, and that the rule under which in the lower classes of the Provincial and Zillah Schools and throughout the Talook Schools ‘Geography and such like science is taught from Vernacular books, and the explanations are ordered to be given in the Vernacular language,’ ought to be annulled. Mr. Powell, the Acting Director, expressed similar views, and he pronounced an unfavorable opinion on the Talook Schools. He recommended that the number of these Schools should be reduced, their designation altered, and that those retained should be raised to the standard of Anglo-Vernacular Zillah Schools. Mr. Arbuthnot, to without the entire question was referred on his return from England, deprecated any radical changes in the existing system. He repeated the arguments previously urged by him in support of his opinion that the Vernacular languages should be largely made use of in Schools of all grades, and that in the Talook Schools and in the lower classes of the Provincial and Zillah Schools the whole of the substantive instruction given should be imparted through their medium. He also deprecated the abolition of the Talook Schools, observing that these schools formed an intermediate grade which could not be omitted or overlooked in any comprehensive scheme of national education. ‘They are,’ he remarked, ‘of the class which is referred to in the 42nd paragraph of the Educational Despatch of 1854 as Schools whose object should be, not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life! They are essentially *Middle Schools*, corresponding to the middle class schools of England, which, in all countries, are resorted to by those classes who are able to go through a course of instruction more advanced than that usually imparted in primary Schools, but are not in a position to devote to it that time and money which its acquisition through the medium of a foreign language necessarily demands.’ He did not overlook the fact that the English language which in

most Indian Schools takes the place which is occupied by the Greek and Latin languages in the Schools and Colleges of Europe, being a spoken language, and as the language of the Government being largely used in the transaction of business, has practical claims in this country, which cannot be asserted in Europe in favor of the ancient language of Greece and Rome; and on this ground he would teach it as a language in all Schools 'for which it is possible to obtain Masters at all competent to teach it;' but he would not 'place it as a barrier against the acquisition of much that is likely to prove useful to those who, either from inaptitude for mastering a difficult foreign language or from want of time, are unable to obtain that mastery over it which is essential to the acquirement of accurate knowledge through its medium, by constituting it the language of instruction in all subjects except the Vernacular language.' It appeared to him that 'the existence of such Schools as those now under consideration is essential as a connecting link between the highly educated classes and those whose education is limited to the rudiments of learning, and that instead of, on the one hand abolishing them, or on the other raising the standard of instruction which they are designed to impart, every effort should be made to improve them on their present plan by providing them with trained teachers and with suitable books' 'Both these objects,' he stated, 'were being gradually attained, and several of the Schools were in a very satisfactory condition. In some cases, doubtless, the locality was ill-selected and in others the Masters were ill-qualified, and owing to these causes a few Schools have had to be removed to other places, and a few have been abolished, but these are matters of administrative detail which, though requiring much care and consideration, did not, in his judgment, 'call for any radical changes in the system now in operation.' The Government concurred in the Director's views. They were of opinion that the system prescribed for the Government Schools was sound and should be maintained, and that the Talook Schools should be preserved on their present basis. The correspondence will be found in the Appendix."

Bombay

In Bombay, perhaps, more than anywhere else in India, the Government has upheld the principle of giving a thorough practical education through the medium of the Vernacular. It has rather gone too far than come too short in this direction. There would seem to be some truth in the concluding clause of the following extract from the Report of 1859-60:—

"The Educational system of this Presidency is remarkable for the great development of Vernacular compared with Anglo-Vernacular

and English teaching. *English education has, in fact, been starved in the interest of Vernacular education.*"

It is only recently, indeed, that the highest class in the Poona College Normal School were permitted to study English; but even that permission was qualified, English teaching being ordered "to be confined to the reading and explanation of English books, writing being omitted from the course." The object of this restriction was to prevent the eligibility of Normal School pupils for employment as clerks. An evidence of the relative position of English and Vernacular may be got from the fact that of 185,800 copies of books printed for the Educational Department in Bombay in 1859-60 only 33,000 were English, and yet that result was regarded as indicating a largely increased demand for English works. "It cannot," the Director of Public Instruction wrote, "be accounted for by the wants of Government English Schools, and must be attributed, in a great measure, to a newly created demand on the part of the Native public."

SECTION X

BOOK DEPARTMENTS

The publication, distribution and sale of Educational books form a portion of the Educational systems.

Bengal

In Bengal the object is effected through the agency of the School Book Society, and is not checked in any way by the Department. The Society simply trades in books like any ordinary bookseller, having various Mofussil Agents who receive a percentage on all sales effected. A number of Sub-Inspectors in Government employ have been allowed to be also Agents to the Society. A grant of Rupees 500 per mensem is given to the Society towards editing and printing charges for new works or new editions, the object being to secure a sufficient supply of good School books at a moderate cost.

North-Western Provinces

In the North-Western Provinces there is a Government Curator and Book Depot at Head Quarters. There were also until recently a regular Book-selling Agency and Book Depots maintained throughout the country; but these have been abolished, and the sale of books in the interior has been entrusted to the Officers of the Department

who are allowed a commission on all sales effected. The following account of the system is given in the Report for 1861-62:—

“These sales are more directly in the hands of the Deputy Inspectors, who indent on the Allahabad Depot for such books as may be required in their respective districts. A large discount is allowed by Government for cash purchases, and a commission on sales, to a certain amount, is granted to the Deputy Inspector, it being the object of Government to effect quick and ready sales at the lowest possible price. Some of the School books issued are marvels of neatness and cheapness, and the successive editions of the more necessary treatises are exhausted with great rapidity.”

Punjab

In the Punjab the Book Department is constituted on a quasi-commercial basis, its working capital being derived from an advance of Rupees 20,000 from Government. There is a Curator and Central Depot at Lahore, the retail work being carried on by the District School Mohurrirs, Head Masters of Government Schools, or Managers of Aided Schools, with, I suppose, a commission on sales for remuneration.

The following account of operations is given in the Report for 1861-62:—

“107. I must now notice briefly the operations of the Book Department. 77,020 copies of Educational works, amounting in value to Rs. 34,684, have been brought in stock. Of these 20,732 copies, worth Rs. 15,862, were English; the rest Vernacular. Of the above also, 45,200 copies, to the value of Rs. 11,071, have been printed in the Government Press attached to this Office. The rest were procured from private Presses in the City and elsewhere. The Annual Statements of the sale of books have been received from all the Agents, excepting three. From those received up to this date (close of May 1862) it appears that 59,637 copies of works valued at Rs. 15,210 have been sold.”

Madras

In Madras the constitution of the Book Department has recently been altered. It consists at present of a Central Book Depot with a Curator and establishment remunerated by fixed salaries. There are 20 District Depots, each of which is under the charge of a Curator, usually one of the Masters of the principal School

in the District. These District Curators are remunerated by a commission of 10 per cent on the sales. The books are sold at the same prices in all the Depots, an addition of about 15 per cent being made to the cost price of each book to cover the Curator's commission and the cost of transit.

Bombay

In the Bombay Presidency the system consists of a Central Depot at Bombay with principal branches at Ahmedabad and Belgaum, Zillah branches at fourteen Stations, and 318 School branches. Each Depot is a sort of bookshop primarily designed for the sale of School books, but wherein books of all kinds may be sold on commission. The Curator and his establishment and also the Depot-keepers at the principal branches are paid by fixed salaries, the other Depot-keepers being remunerated apparently by a sale commission.

The operations of the Book Department in Bombay for 1859-60 were as follows:—

	No. of Copies	Value Rs.
Books printed in Bombay	185,800	48,848
Books imported from England	18,150	15,447
	203,950	64,295
Sales	112,994	35,533

Under a recent Resolution of the Bombay Government, dated the 31st March 1862, it has been decided, in accordance with a suggestion made by the Educational Committee, that the Book Department Account shall be treated as a "Balance Account" in order to "put the question of profit and loss to an unmistakable test."

SECTION XI

LOCAL INCOME

Under this head I include Schooling fees, fines, endowments, donations, subscriptions, local cess proceeds, &c., but not the proceeds from the sale of books.

Bengal

In Bengal the Local Government disposes under its own authority of the proceeds of Schooling fees, but they are nevertheless brought to account in the Public Books, and the expenditure to be met by them is included in the Budget estimate of charges for the year. The practice of meeting any charges from the fees before transmission to the Public Treasury is expressly forbidden in an order of the Directors, given at page 21 of Appendix B of the Report for 1855-56. "All sums," it is there directed "received on account of fees, fines, &c., must be 'regularly remitted to the Collector, to be by him brought upon the Public Accounts, and every authorized charge, even though said to be 'debitable to Schooling fees,' should be entered in a bill, and forwarded for audit in the usual manner, but should by no means be paid by the Local Committee out of the fees or other Government money in their charge."

In Bengal the levy of fees has been carried out to an extent which, in some cases, makes the Institutions more than pay all their charges. One object of the system has been to encourage indirectly the establishment of private Schools. This object is expressed in the following terms in the Report for 1856-57:—

"Where, in consequence of the increasing demand for English education, we find, as we sometimes do, a difficulty in preventing the Government School from being over-crowded, the fee levied is gradually raised, and inducement and opportunity are thus afforded for the establishment in the neighbourhood of one or more private Schools under the Grant-in-aid system, which Schools may in time be enabled to supplant the Government School."

The principle is still more broadly stated in the Report for 1858-59 with reference to a complaint which had been made to the Government of Bengal respecting the increase of the rate of fees in the Hindoo and Colootollah Schools:—

"In the reports of this Office it has been frequently stated (for the information mainly of persons such as those who have signed this petition) that the Government measures are directed to generating a desire and demand for education, and assisting those most interested to supply this demand themselves, rather than to the direct education of the people of this country by State machinery; and that, in such places as Calcutta more especially, the Government should refrain as much as possible from under-selling and injuring

private Educational Establishments, and should even be prepared to withdraw from such parts of the field as are being energetically and successfully worked by others. If then the result of a gradual increase of the fees in the Government Schools be, as I admit it is, to transfer many of the lads from the lower classes of Government Schools to private teachers, who are well able to impart to them the first elements of an English education, the result in a large view of the case is surely cause for congratulation rather than complaint. I trust, therefore, that the Lieutenant-Governor will see no reason to change his opinion in favor of the measure I refer to as one in entire accordance with the policy of the Government and of the Despatch of July 1854."

The total of local receipts in Bengal for 1859-60 was—

	Rupees
Fees, fines &c.	1,72,063
Endowments &c	73,776
	<hr/> 2,45,839

The following Statement of Schooling fees in Government and private Institutions shews how steadily the amount paid by students, and the appreciation of education indicated thereby, are on the increase in Bengal:—

	1856-57.	1857-58.	1858-59.	1859-60.
Schooling fees. Rs.	1,78,174	1,98,100	2,04,915	2,31,072

North-Western Provinces

In the North-Western Provinces it is not apparent in what manner Schooling fees, fines, endowments, subscriptions, donations, &c., are brought to account in the Public Books, or, under what rules they are disbursed.

The proceeds of the local rate of assessment, however, are, I know, disbursed under local authority, and the estimated disbursements *do not appear in the Budget*, as is the case in Bengal.

The total local receipts or the charges met from them are not specified in the Financial Statement given in the Education Report, and the only means of obtaining an approximate idea of the amount is by adding up the various sums entered as receipts of the kind under notice in the detailed accounts of the several Institutions or

classes of Institutions under Government management. The result, omitting fractions in the items added, is as follows for the year 1861-62:—

	Rupees
Local rate of assessment	66,885
Fees, fines, &c.	30,872
Endowments, subscriptions, &c.	1,50,069
	<hr/> 2,47,826

Punjab

In the Punjab the following local income was derived during 1861-62:—

	Rupees
One per cent. Educational cess	2,84,978
Fees, fines, &c.	8,278
Other sources	42,269
	<hr/> 3,35,525

I cannot say in what manner these items are brought to account in the Public Books. The disbursements from the one per cent. Fund do not at all events appear in the Budget estimate of Education charges.

The smallness of the amount of fees, fines, &c., is noticeable especially as there is a decrease on the returns of the previous year. The following explanation of this is given in the Report:—

“40. At the 23 Zillah Schools Rs. 4,369 have been collected by way of tuition fees during 1861-62. This is somewhat in excess of the previous year's amount which was Rs. 4,020. But then of the latter no less than 2,141 Rupees were received at Lahore, where those who entered the Upper Department all gave high donations. This year the number of admissions has been comparatively small, almost all the young Sirdars having already joined, and only 1,707 Rupees have been levied there. At the 119 Tehseelee Schools Rs. 1,208 have been levied instead of Rs. 1,308 collected the previous year. This is rather discouraging, but a glance at the Village School Returns shews us a still greater decline, for at the 1,750 Village Schools Rs. 2,619 only have been raised, in lieu of 2,920 obtained the previous year from only 1,686 Schools. This detracts much from the merit of the increase shewn in attendance at this class of Schools. In the

Umballah Circle, Thaney-sur, Delhie and Goorgaon contribute nothing; Ferozepore next to nothing; and Rohtuck far too little. The rich Districts of the Lahore Circle, which fail to give their quota, have been prominently noticed in paragraph 5, and to them I must add Goojerat in the Rawul Pindee Circle, which in this particular does not at all support its character as the best Educational District in that quarter. In the Frontier Districts we cannot hope to impose fees yet."

The previous paragraph, alluded to in the above, relates to the general question of enforcing the fee system. It runs as follows:—

"5. The levy of fees still continues to act injuriously on the Levy of fees expressed increase of attendance, but in many places the sly ordered by the Home Authorities. difficulties surrounding the measure have been almost, if not entirely, removed; and there is no reason why they should not be overcome in such populous and opulent districts as Sealkote and Umritsur. If it were only made known to the people by the Civil Authorities that it had been laid down as the fixed policy of the State not to dispense instruction gratuitously, I feel sure that the measure would meet with more ready acquiescence. The Right Honorable the Secretary of State for India, in reviewing the operations of this Department for 1859-60, says in his Despatch No. 14, dated 8th April 1861, which was communicated to me in August last:—

"There do not seem to me to be any circumstances which would justify the continued exception of the Punjab from the rule prevailing in other parts of India, under which Schooling fees are universally exacted."

"His approval is, therefore, accorded to the rules which have been promulgated under His Honor's sanction for the levy of fees, and I trust that more strenuous efforts will be made in the two Districts I have specially noticed, as well as in others where the rules could easily be enforced to carry out the views of the Home Authorities on this important point."

Madras

In the Madras Report the Financial Statement contains no account of the local income, giving only the *net* "amounts disbursed from the Treasury." From this I would infer that the proceeds of fees, fines, &c. are not brought to account in the Public Books. The

amount of local income for Institutions under Government management, deduced by adding up the various amounts entered in the detailed accounts, is as follows:—

	Rupees
Local rate	8,440
Fees, fines, &c.	32,027
Subscriptions, endowments, &c.	7,545
	<hr/>
	48,012
	<hr/>

The "fees" are stated, in a note to the Financial Statement, to amount to Rs. 9,349, which is scarcely compatible with the amount deduced as above for "fees, fines, &c."

Bombay

In Bombay it does not appear in what way the local income is treated, as regards credit in the Public Accounts and subsequent disbursement. The Financial Statement gives only the *net* result, and is moreover exclusive of the political districts. The local income deduced in the same way as that employed in the cases of the North-Western Provinces and Madras is as follows:—

	Rupees
Fees, fines, &c.	45,448
Subscriptions, donations, endowments, &c.	74,114
	<hr/>
	1 19,562
	<hr/>

The local income in Bombay is large, considering that there is no local rate of assessment; but this is due to comparatively extensive endowments, and to the large amount of subscriptions resulting from the "partially self-supporting" system in operation in that Presidency.

(Signed) A. M. MONTEATH,

Under Secretary to the Government of India.

The 27th October 1862.

NOTE
ON THE
STATE OF EDUCATION IN INDIA
1865-66

NOTE
ON THE
STATE OF EDUCATION IN INDIA

1865-66*

1. The object of this Note is to collect, in a convenient form, information and statistics respecting the educational measures now in operation in India both by the direct instrumentality of Government Officers, and by private agency. The chief sources of information are the yearly Education Reports prepared in the several Presidencies and Provinces. The last Reports relate to the year 1865-66, and hence the information and statistics given in this Note relate also to that year. The fact that the statistical tables of the Bombay Education Report were not received till March 1867, will show how difficult it is to prepare a Note of this kind, till after the lapse of a considerable time from the date to which the information refers. I have, of course, availed myself of more recent information in respect of important points where a reference to subsequent proceedings seemed desirable; but, speaking generally, the review of educational measures and Institutions relates to the year 1865-66. The Table of Contents prefixed to this Note gives a sufficient idea of the general scope of the review, and of the arrangement of subjects.

SECTION I

GENERAL RESUME OF EDUCATIONAL OPERATIONS IN THE SEVERAL
PRESIDENCIES AND PROVINCES OF INDIA

2. There were in 1865-66 altogether eight Presidencies, and Provinces, as given on the margin, having organized Departments of Education, each superintended, in the manner contemplated by the Education Despatch of 1854, by a Director of Public Instruction and staff of Inspectors. Steps have since been taken for organizing similar Departments of Education in the Hyderabad Assigned Territories and in British Burmah.

Bengal	
North-western	
Provinces	
Punjab	
Madras	
Bombay	
Oude	
Central Provi-	
nces	
Mysore	

*Education Proceedings (Volume), June 1867, No. 39. This "Note" was published as No. LIV of the *Selections from the Records of the Government of India, Home Department.*

3. Fuller information and statistics in respect of Universities, Colleges, and the several classes of Schools in each Province will be given in the following Sections of this Note. My present object is to give in this Section a brief outline of the main features of educational operations in the different Provinces of India.

4. Universities have been established in the three Presidency Towns of Calcutta, Madras, and Bombay, respecting each of which separate particulars will be given hereafter. It is sufficient here to remark that the effect of these Institutions on the more advanced grades of educational operations appears to have been beneficial in a very marked degree. Not very long ago the Director of Public Instruction in Bengal, writing of the Calcutta University, remarked that it had proved "a powerful and valuable stimulus to every College and School in the country." Similar testimony was borne to the Madras Institution by the Head of the Education Department in that Presidency, who stated that "of all the measures which have been adopted of late for the spread, and especially for the elevation, of education, it may be doubted if there be any that has proved more efficacious than its establishment:" and the general effect of the operation of the Bombay University was stated to have been "very marked indeed," both as supplying a "test which can be relied on," and as affording a "great stimulus to both Schools and Colleges"; and these opinions, expressed about two years ago, have been amply borne out by the continued and yearly increasing influence of the Universities in the three Presidencies.

5. An examination of the figures given in the following Sections respecting Colleges and Schools will show a great diversity in the channels in which educational operations have been made to flow in the several Presidencies and Provinces, and a few general remarks on this subject will not be out of place.

6. The Province of *Bengal* stands clearly foremost in respect of the Higher Classes of Education. The main endeavors of the Education Department have been directed to this end. In Bengal are to be found the largest number and the best specimens of Colleges and Schools of the Higher and Middle Classes filled by pupils whose appreciation of the education received is attested by the comparatively large amount of the fees paid. In no other Province of India has education of a higher kind so great a money value as in Bengal. So far the Bengal system has prospered. The main channel chosen for directing its efforts has been education of the Higher and Middle

Classes, and in this respect it has unquestionably succeeded in a degree unequalled in any other part of India.

7. But at this point, *i.e.*, at the development of a good Higher and Middle Class Education, the Bengal operations might, until quite recently, have been said practically to terminate. The great masses of the people of Bengal, including the laboring and agricultural classes, were reported in 1863-64 to be "in reality scarcely touched as yet by our educational operations." "Various plans," as the Director of Public Instruction wrote in that year, "have been devised and tried for bringing School instruction to bear upon them, (the lower orders of the people above referred to), but the result has almost uniformly been that the Schools which have been organized or improved for their benefit have been at once taken possession of and monopolized by classes who stand higher in the social scale." The fact was that up to that time no good plan for diffusing elementary instruction among the masses of the people had been devised. The efforts to improve the indigenous Village Schools of the country had failed; and the few Schools established by Government as models, though affording a good vernacular education to a limited number of pupils of a higher social grade, seemed to have no effect whatever in raising the level of the indigenous Schools below them. Even the establishment by Government of cheap elementary village schools, designed to supersede the indigenous Schools, though succeeding in the North-Western Provinces, seemed to fail in Bengal in that part of the country (Behar) where it was tried. It was, perhaps, the apparent hopelessness of the attempt at popular education that gave such prominence, in the minds of the Bengal Educational Authorities, to the theory that education must filter downwards, and that it was impossible to reach the lower strata of the people till after the upper strata had been operated on. This theory was frequently and very broadly stated, as will be seen from the following extract from a letter written by the Director in January 1865:—

"I have only to reiterate here what I have had occasion to insist upon in several recent communications, that the liberal education of those classes of the community who, from their station in society, have the control of the education of the poorer classes is still the most important object which can engage the attention of Government. The education of the lower orders of society should assuredly not be neglected, but it is a primary condition of the spread of education among all classes that full provision should *first* be made

for the education of that class on which depends the education of all the rest."

8. But it may, I think, be reasonably doubted whether the theory of the downward filtration of education, however true as a general principle, will not be found wanting when applied to the lowest strata of the population; and it is certain at all events that by far the most successful results which have as yet appeared in any part of India in the education of those classes have been the fruits of efforts applied directly to the agricultural and laboring population independently of all other measures for promoting education of a higher order. It is satisfactory, therefore, to be able to state in respect of Bengal that, within the last few years, a scheme has been set on foot which seems to give good promise of really influencing the education of the lower orders of the people. I refer to what is called the Normal School system for training Gurus. Full information respecting this system will be given under the head of Lower Class Schools in Section V; and meantime I will only remark that the Guru Students of the Normal Institutions are the nominees of the villagers, who bind themselves to receive them back as their Patshala Teachers when qualified; the Government, on the other hand, giving to every qualified Teacher so employed a grant of Rupees five per mensem towards his salary.

9. In the *North-Western Provinces* we find, so far as the direction of the main channel of educational operations is concerned, a marked contrast to Bengal.

10. Perhaps there is no one of the older Provinces in which the means of education of the Higher and Middle Classes is more meagre than in the North-Western Provinces; and it is only quite recently that a proposal has been made by the Government of the North-Western Provinces, and sanctioned by the Government of India, which contemplates the establishment of 21 Zillah Schools in the North-Western Provinces, in lieu of the two Middle Class Institutions now on the list. Some of them will probably at once take rank as Higher Class Institutions, educating up to the University Entrance Standard; and all of them will doubtless eventually come up to this standard. This is unquestionably a move in the right direction towards the supply of a very obvious want in the North-Western Provinces.

11. In those Provinces, however, we find that measures have for many years been in operation for the elementary education of the

great masses of the people on a more extended scale, and with, perhaps, more successful results than in any other part of India. The education of the lower classes of the people is in fact the main channel in which educational operations in the North-Western Provinces have been made to flow.

12. It was about the year 1850 that Mr. Thomason set on foot organized efforts for improving the education of the lower classes of the people. These efforts were directed to the establishment, at the several Tehsil Stations, of Vernacular Schools intended to serve as models for the improvement of the indigenous Village Schools, the inspection and encouragement of which by rewards, &c., were also provided for. A very considerable amount of success attended these efforts; and Mr. Thomason's Tehsilee Schools still form an important feature of the School system in the North-Western Provinces. The improvement of the indigenous Schools has, however, proved to be a matter of great difficulty, and more or less unsatisfactory in its results. The system is consequently being gradually superseded by the establishment of what are called Circuit or Hulkabundee Schools, supported by the proceeds of an Educational Cess. This cess is a most important help to the Education Department. It forms a component part of all new settlements of the land revenue, so that ere long the Hulkabundee School system is expected to "cover the land." Even now, in districts where the cess does not form part of the existing settlement, arrangements are very generally made with the consent of the people for its payment.

13. In the *Punjab* educational measures of an organized character were not set on foot till within a comparatively recent period; and the numerous educational Institutions and operations, which now bear favorable comparison with those of some older Provinces, may be almost said to have sprung into existence within the last few years. Profiting by the experience of other Provinces, the Punjab Authorities have organized a system of education which avoids the defects observable in Bengal and the North-Western Provinces. The Punjab system aims at providing simultaneously for the Higher Class of Education and for the elementary instruction of the mass of the people, copying for the former object the admirable system and organization of the Bengal Zillah Schools, and for the latter object the system of Hulkabundee Schools so successfully elaborated in the North-Western Provinces. A glance at the figures given in the following Sections of this Note (Sections IV and V) will show the creditable development which educational operations in the Punjab

have already attained, not only by the direct instrumentality of Government, but also by private efforts.

14. In the *Madras* Presidency we find a relatively fair number of Higher and Middle Class Schools.

15. But in respect of Lower Class Schools the *Madras* Presidency certainly appears to be behind hand. Nothing, or next to nothing, has ever been done in this direction by the direct instrumentality of Government; and hence, of the total number of 842 Schools of this class shown in the *Madras* Returns, the great bulk (825) come under the head of Private Institutions. The Government has endeavoured, in various ways, to encourage this class of Schools. Grants-in-aid have been given chiefly in the *Tinnevely* District to Missionary Societies undertaking to supervise and maintain elementary Schools; and this system, so far as it has extended, is stated to have worked satisfactorily. In a portion of the *Godavery* District a system of Village Schools, supported by an educational rate, founded on the supposed consent of the rate-payers, was commenced about 12 years ago, but the scheme wanted stability, and it was to provide for this that the *Madras* Education Act of 1863 was passed; the object of the Law being "to provide for the maintenance of certain Schools in the *Delta Talooks* of the *Godavery* District under the Presidency of *Fort St. George*, and to enable the inhabitants of any other town, village, or place in any district under the said Presidency to assess themselves for the establishment and maintenance of Schools." The Act was not brought into operation in the *Godavery* District till July 1865; and the first Reports of its working were not very favorable, the principal difficulty being the impossibility of getting qualified men to act as Commissioners for the assessment of the rate and the management of the Schools. The "rate Schools," as they are called, are 79 in number; of which 72 are in the *Godavery* District, and seven in other districts. In 1864-65 there were 75, so that the extension of the system during 1865-66 consisted in an addition of only four Schools. Hopes, however, appear to be entertained that this system of voluntary assessment for educational purposes will in the end work well. A third system has also recently been set on foot, chiefly in the *Coimbatore* and *Nellore* Districts, the main object of which is the inspection, encouragement and improvement of indigenous Schools. Although this system has not worked satisfactorily in other Provinces, favorable mention of it is made in the *Madras* Reports; and it may, perhaps, become an important means of showing the people the necessity and advantage of improving

their Schools, and thus paving the way for the introduction of a better class of Institutions under the educational rate system.

16. In *Bombay* education of the Higher Class was, until recently, in a very unsatisfactory state. The Elphinstone and Poona Colleges had been publicly condemned by the Government Examiners of 1855-56; and, though they were shortly after subjected to a thorough reform, the work of renovation was slow; and it is only within the last few years that these Institutions have really deserved the name of College. The Government Higher Class Schools, now nine in number, may be said to have had an equally recent origin.

17. But, perhaps, the greatest difficulty hitherto experienced in the *Bombay* educational operations has been the provision of elementary education for the agricultural and laboring classes. The steps taken prior to 1854 consisted in the establishment of a limited number of Vernacular Schools, maintained and managed solely by Government, in the most promising localities. This was supplemented after 1854 by the introduction of, what was called, the "partially self-supporting system." The establishment of Schools entirely at the cost of Government was too expensive to admit of much extension, and the condition of partial self-support opened the way for a time to an enlargement of the field of operations at a comparatively small increase of cost. Under this system more than 200 Schools were opened in two years; but its defects soon began to appear. It was easy for a zealous Educational Officer to induce village communities to consent to contribute towards the establishment and maintenance of such Schools; but it was difficult to keep up an interest in them, and impossible to enforce payment of contributions when the interest had vanished.

18. The partially self-supporting system was, therefore, gradually dropped; enhanced fee rates being made, wherever possible, to take the place of the reluctantly paid popular subscription. By a re-distribution of education expenditure, provision was made in 1859 for a considerable extension of operations, and the *Bombay* Authorities began about the same time to look about for fresh sources of local income. In 1862 an enactment was passed, one object of which was to legalize the appropriation of Municipal Funds to the support of Schools; and in 1864 the *Bombay* Government took the very important step of levying an extra land assessment or Education Cess. The number of Vernacular Schools of the Lower Class maintained by Government now amounts to 1,108, of which nearly 200 were

established during the last year (1865-66) from the proceeds of the Education Cess.

19. Although, therefore, elementary education in Bombay may not as yet have attained any very marked development, there is every prospect of progress in future years.

20. Turning now to the smaller Administrations, it may be remarked, as regards the Province of *Oude*, that, until within the last three years or so, there was no educational system at all. Grants-in-aid were given to some eight private Schools, of which five were called Talookdaree Schools owing to the partial support given to them by the Talookdars, and there were about 20 Tehsilee Schools maintained by fees, contributions and other local funds. The whole Government expenditure on education did not then exceed Rupees 12,000 per annum.

21. In 1863-64 the sanction of Government was given to an organised system of educational operations in Oude, providing, besides direction and inspection, for the establishment of 10 Zillah Schools and 34 Tehsil Schools; with a liberal allowance for grants-in-aid, including one large grant of Rupees 25,000 per annum for the Canning College,—an Institution founded primarily on the support of the Oude Talookdars. The gradual re-settlement of the Oude Districts, with provision for an Educational Cess, is also preparing the way for the establishment of Village Schools on the Hulka-bundee system of the North-Western Provinces. The cess had, in 1865-66, been introduced fully only in one district (Oonao), and partially in seven other districts. In July 1865 the first set of Village Schools, 60 in number, were established in the Oonao District, and provided with Teachers trained in a Normal School established at Lucknow for the purpose. This work of training Teachers for Village schools is being pushed on vigorously, so as to have trained Teachers ready for the Village Schools, which will, in due course, be opened in other districts.

22. Not long before the period of the educational movement in respect of Oude, above described, a systematic plan of operations had been set on foot in the *Central Provinces*. Besides a controlling and inspecting staff of Officers, provision was made for the maintenance of 10 Anglo-Vernacular or Zillah Schools, which will all be eventually assimilated, in respect of equipment and status, to the Higher Class Zillah Schools of Bengal. Meantime only one of them

as able to claim that rank. Vernacular education has received corresponding attention, 96 Town Schools and 646 Village Schools (on the Hulkabundee system) having already been established, and provision made by the establishment of six Normal Schools for the training of Village School Masters. An attempt has also been made in the Central Provinces to encourage indigenous Village Schools on the plan of payment by results under the Grant-in-aid Rules; but as yet only 25 Schools have presented pupils for examination. A large number (656) of indigenous Village Schools, chiefly in the Sumbulpore District, have, however, been encouraged and improved by the interest taken in them by District Officers, as well as by casual gifts in money or books for the Masters or pupils.

23. The Education Department of Mysore was organized in 1857. There are now in the Province 10 Higher Class Institutions (six Government and four Private), 16 Middle Class Schools (nine Government and seven Private), and (what is a very small proportion) only 47 Lower Class Schools (32 Government and 15 Private). The progress made in the means of elementary education is certainly small for a Province which has had an organized Education Department for the last 10 years.

24. In *British Burmah*, although no organized Education Department had been established till towards the close of 1866, a not inconsiderable advance has been made in educational operations. There are three Government District Schools of the Middle Class, supplemented by a very satisfactory proportion of Private Institutions, numbering 28, under the Grant-in-aid Rules. These Private Institutions are chiefly supported by Missionary bodies, to whose efforts the cause of education in British Burmah is much indebted. There are also 259 Village Schools supported by the same agency, to some of which Government grants in-aid are given.

25. The Chief Commissioner of British Burmah regards the Buddhist monasteries, which are in fact the indigenous Schools of the country, as a good ground-work for a future extension or improvement of the means of elementary Vernacular education. The system of indigenous education in British Burmah, as carried on in these monasteries, will, the Chief Commissioner says, "bear comparison with any educational system existing in any other Province under British Rule." It is already widely diffused, giving, as stated by the Chief Commissioner, "a knowledge of reading and writing to three-fourths of the juvenile male population;" and the Chief

Commissioner looks forward to the improvement of these Schools mainly by inducing the monks to accept approved School books for the instruction of their pupils.

26. In the *Hyderabad Assigned Districts*, as already stated, steps have been taken for the organization of a separate Education Department under a Director of Public Instruction, and the scheme in view contemplates the establishment of two High Schools (one in each district), together with Tehsil Schools and Village Schools.

SECTION II

GENERAL FINANCIAL STATISTICS

27. The cost for 1865-66 of the Establishments employed in the several Presidencies and Provinces for directing and superintending educational operations may be shown as follows, side by side with the cost for the same year of the Instruction controlled by them:—

		Direction and Inspection	Instruction, including all educa- tional charges not coming under the preceding head	Total
		Rs.	Rs.	Rs.
Bengal	{ From Imperial Funds . . .	2,32,131	11,48,345	13,80,476
	{ From Local Funds . . .	..	3,40,308	3,40,308*
	{ Private Expenditure . . .	..	5,66,015	5,66,015
TOTAL . . .		2,32,131	20,54,668	22,86,799

*There is no education cess in Bengal, and the expenditure here shown from local funds is composed entirely of money received from school fees, endowments, subscriptions, etc. This should be borne in mind in comparing the Bengal expenditure from local funds with similar expenditure in other provinces, where such funds are composed to a large extent of the proceeds of education cesses which are in reality merely a portion of the general revenue collected and set apart for educational purposes. (*Selection from the Records of the Government of India, Home Department, Volume LIV, p. 9.*)

		Direction and Inspection	Instruction including all educa- tional charges not coming under the preceding head	Total
		Rs.	Rs.	Rs.
North Western Provinces	{ From Imperial Funds . . .	1,81,460	6,03,228	7,84,688
	{ From Local Funds . . .	..	4,07,612	4,07,612
	{ Private Expenditure . . .	..	4,07,850	4,07,850
	TOTAL . . .	1,81,460	14,18,690	16,00,150
Punjab	{ From Imperial Funds . . .	1,66,358	3,17,713	4,84,071
	{ From Local Funds . . .	11,515	2,52,394	2,63,909
	{ Private Expenditure . . .	..	1,51,204	1,51,204
	TOTAL . . .	1,77,873	7,21,311	8,99,184
Madras	{ From Imperial Funds . . .	1,23,952	4,96,717	6,20,669
	{ From Local Funds . . .	..	95,714	95,714
	{ Private Expenditure . . .	..	3,06,433	3,06,433
	TOTAL . . .	1,23,952	8,98,864	10,22,816
Bombay	{ From Imperial Funds . . .	1,64,965	7,05,102	8,70,067
	{ From Local Funds . . .	..	..	..
	{ Private Expenditure . . .	5,938	8,38,294	8,44,232
	TOTAL . . .	1,70,903	15,43,396	17,14,299
Oude	{ From Imperial Funds . . .	22,981	1,19,464	1,42,445
	{ From Local Funds . . .	..	35,667	35,667
	{ Private Expenditure . . .	..	36,130	36,130
	TOTAL . . .	22,981	1,91,261	2,14,242
Central Provinces	{ From Imperial Funds . . .	58,884	76,579	1,35,463
	{ From Local Funds . . .	300	1,69,447	1,69,747
	{ Private Expenditure . . .	..	32,856	32,856
	TOTAL . . .	59,184	2,78,882	3,38,066
Mysore	{ From Imperial Funds . . .	26,582	85,439	1,12,021
	{ From Local Funds . . .	..	..	..
	{ Private Expenditure . . .	..	29,492	29,492
	TOTAL . . .	26,582	1,14,931	1,41,513

I have not included in the above Statement the Province of British Burmah or the Hyderabad Assigned Districts (Berars), because the Education Reports received from them do not give the required information. The Directors of Public Instruction recently appointed in those Provinces will probably supply this deficiency in future.

28. It may be explained generally that the figures given under the head "Local Funds" represent money received and administered by Government Officers or Educational Committees, but derived from local sources, such as Education Cesses, School Fees, Private Endowments, Subscriptions, &c. The figures given under the head of Private Expenditure may be said generally to represent the expenditure from private sources on Private Schools which are under the inspection of Government Officers. The amount shown under this head must be more or less approximate, and probably considerably below the real amount; and there is, of course, a considerable amount of private expenditure on education which never comes under the cognizance of Government, as, for instance, expenditure on Schools which are neither aided nor inspected by Government, and with the accounts of which the Government has nothing to do.

SECTION III

UNIVERSITIES

29. The Despatch of 1854 conveyed the orders of the late Court Universities of Directors in regard to the establishment of Universities in India. An opinion was expressed that "the form of government and functions" of the London University might be advantageously followed in their general features. It was stated that the examinations for degrees should not include any subjects connected with religious belief, and that in regard to affiliation the same neutrality should be observed.

30. The standards for common degrees were to be fixed so as "to command respect without discouraging the efforts of deserving students," while in the competition for honors care was to be taken to "maintain such a standard as would afford a guarantee for high ability and valuable attainments." Under these instructions, Universities have been established at Calcutta, Madras, and Bombay, incorporated by the Acts marginally indicated. Further powers for the appointment of new degrees by Byelaws, subject to the confirmation of the Governor General in Council in regard to Calcutta, and by the Local Governments in regard to Bombay and Madras, were given to the Senates by a subsequent Act XLVII of 1860.

31. While it has been a declared object to preserve a general harmony of constitution in these Institutions, it has not been attempted to enforce a rigorous uniformity in matters in which local considerations, and the judgment of the Local Governments, might

beneficially have free scope. In the three Universities, consequently, we find a general similarity of constitution, and a considerable diversity in minor details, and in a few not unimportant points. And although the form of government and regulations of the London University were, in the first instance, more or less exactly adopted, various modifications have from time to time been made to adapt them to the requirements of this country.

Calcutta University

32. The Calcutta University provides for the grant of the following Degrees and Licences:—

Arts	{	Bachelor of Arts (B.A.) Master of Arts (M.A.)
Law	{	Licentiate in Law (L.L.) Bachelor in Law (B.L.) Doctor in Law (D.L.)
Medicine	{	Licentiate in Medicine and Surgery (L.M.S.) Bachelor in Medicine (M.B.) Doctor in Medicine (M.D.)
Civil Engineering.	{	Licentiate in Civil Engineering (L.C.E.) Bachelor in Civil Engineering (B.C.E.) Master in Civil Engineering (M.C.E.)

Besides the examinations for the above degrees, there are the "Entrance Examination" and the "First Examination in Arts" of a somewhat lower standard than the B.A. Degree Examination. There are also two examinations for the Licence in Medicine and two for the degree of Bachelor in Medicine,—the first being an intermediate, and the second a final examination. The "First Examination in Arts" was introduced in 1861, and holds an intermediate place between the Entrance and B.A. Examinations. The object was to encourage Under-graduates to continue their studies beyond the entrance, and in this it has fully answered the expectations formed of its probable effect. In each of the Professional Faculties there are, as will be observed, two Degrees and a Licence. This arrangement was introduced about three years ago. There had from the first been a Licentiate Degree in the Faculty of Medicine, and similar degrees were introduced in 1861 in the Faculties of Law and Engineering; the intention being to enable Under-graduates to obtain a professional qualification without graduating in Arts. But these Licentiate Degrees were not popular either with the Senate or the students, and hence it was that the present arrangement of two Degrees and a Licence was introduced in each of the Professional Faculties.

33. Two important changes in the Regulations as to Arts were made in the year 1863-64. The first was the removal of the vernacular languages of India from the subjects of examination for the First Examination in Arts and the B.A. Examination; the effect of this measure being to compel all candidates in Arts to take up one of the following classical languages, *viz.*,—Latin, Greek, Sanscrit, Hebrew, or Arabic. The second was the re-distribution of the subjects of Examination for the B.A. Degree, by which 'Physical Science' was removed from the list of necessary* subjects of examination, and in its place candidates were allowed to select one of the four following subjects:—(a) Geometry and Optics; (b) Elements of Inorganic Chemistry and Electricity; (c) Elements of Zoology and Comparative Physiology; and (d) Geology and Physical Geography.

- * (1) Languages
- (2) History
- (3) Mathematics
- (4) Mental and Moral Science

34. The Registrar of the Calcutta University has kindly furnished me with the following Memorandum on points connected with the more recent history of the University:—

Since 1864 no changes have been made in the Standards of Examination. In the Regulations the form of certificate, which candidates for Matriculation are required to produce, has been altered in such a manner as to require from Head Masters of Schools an expression of opinion as to the fitness of a candidate to go up to the Examination. This change was made for the purpose of imposing a check on the admission of candidates to the Entrance Examination who were not likely to pass. The new form of certificate was adopted for the first time at the last Examination in 1866, and evidently operated to check the admission of ill-qualified candidates. A proposal will be submitted to the Senate at the next Annual Meeting to introduce a similar change in the certificate of candidates coming up to the First Examination in Arts and the B. A. Examination. Besides checking the admission of candidates to the University Examinations, who are not, in the opinion of their tutors, likely to pass the restriction, it is thought, will act beneficially in preserving better discipline in affiliated Colleges.

The University building is now in course of construction, and will be completed early in 1868.

No reply has been received from the Government of India to the letter from the University of 25th June 1862, regarding the establishment of Scholarships and of a Professorship of Natural and

Experimental Philosophy, nor have these questions again been discussed in the Senate with a view to a further application to Government. The Senate met in July 1866 to consider the best mode of appropriating Mr. Premchund Roychund's donation of two lakhs of Rupees; and amongst other plans then considered, was one for applying the proceeds of this donation in founding University Scholarships of a similar nature to those the Senate recommended the Government to establish in 1862. A proposal to devote the proceeds of the donation to the endowment of a Professorship of Mathematical and Physical Science was also considered at the same time. Both proposals were, however, rejected, and the following plan was adopted:—

1.—Five Studentships, to be named after the donor, of Rupees 2,000 a year each, to be founded and maintained by the interest of the two lakhs of Rupees and its accumulations during the next five years.

2.—Any M.A. of this University to be eligible for one of these Studentships during eight years from the time that he passed the Entrance Examination.

3.—Such Studentship to be tenable for five years, and one election to be made annually after examination.

4.—Candidates to give notice of intention to appear six months before the Examination, and to select not more than five of the following subjects, each to receive a maximum of 1,000 marks:—

1. English.
2. Latin.
3. Greek.
4. Sanscrit.
5. Arabic.
6. History of Greece, Rome, England, and India; and a general view of the History of Modern Europe from Guizot, Hallam, &c.,—to include Political Economy.
7. Moral Sciences, *viz.*, Ethics, Mental Philosophy, and Logic.
8. Pure Mathematics.
9. Mixed Mathematics.
10. Physical Science.

5.—The names of the Students to be printed in the Calendar after the Fellows, and after them the names of ex-Students.

The first Examination for the award of a Premchund Roychund Studentship will be held in the spring of 1868.

The Maharajah of Vizianagram, in a letter to the Government of Bengal, dated 31st March 1865, expressed a desire to found a University Scholarship of Rupees 50 a month for the purpose of encouraging a liberal education in Literature and Science; and His Highness requested that the Scholarship might be designated the "Maharajah of Vizianagram Scholarship," and awarded to the first Graduate in the B.A. List of the year (being a Native of India), on condition of his prosecuting a further course of study in an affiliated College for the attainment of the Degree of M.A. His Highness further directed that application should be made to Rajah Sutt Shurn Ghosal, of Bhookeylas, for the annual payment on account of this Scholarship, until such time as it might be convenient for His Highness to invest an amount in Government Securities which would produce an annual income of Rupees 600. This Scholarship has been awarded in accordance with the wishes of the founder during the last two years; but, pending the receipt of the Government Securities, the endowment has not been recorded in the University Calendar.

The Committee of the Duff Memorial Fund, at a Meeting on 22nd February 1866, recommended to the subscribers that the funds at their disposal (about Rupees 20,000) should be invested in Government Securities, and transferred to the University for the purpose of founding four Scholarships, each of Rupees 15 a month, tenable for one year, to be awarded upon certain conditions to students after passing the First Examination in Arts. The subscribers, at a Meeting on 6th April 1866, approved of the Committee's proposal; and the Senate, at a Meeting on 21st July following, accepted this benefaction from the subscribers to the fund. The four Scholarships have been awarded upon the result of the last Examination in December.

35. Within the last year an important alteration was made in the Rules for affiliation. Formerly, Institutions could be affiliated in Arts only "for the B.A. Degree," *i.e.*, only if they provided the means of education up to the Standard of that Degree. Institutions can now be affiliated in Arts without the above mentioned limitation; and, under this alteration of the Rule, the Anglo-Persian Department of the Calcutta Madrissa has quite recently been affiliated in Arts as educating up to the Standard of the "First Examination in Arts."

The following list of Institutions affiliated to the Calcutta University is taken from the Calendar for 1866-67:—

Government Institutions

1.	Presidency College, Calcutta	} Bengal
2.	Medical College, Calcutta	
3.	Sanskrit College, Calcutta	
4.	Hooghly College, Hooghly	
5.	Dacca College, Dacca	
6.	Kishnaghur College, Kishnaghur	
7.	Berhampore College, Berhampore	
8.	Patna College, Patna	
9.	Agra College, Agra	} North-Western
10.	Benares College, Benares	. . . . .		Provinces
11.	Bareilly College, Bareilly	} Central Provinces
12.	Ajmere School, Ajmere	. . . . .		Ceylon
13.	Saugor School, Saugor	
14.	Queen's College, Colombo	

Private Institutions

15.	Bishop's College, Calcutta	} Bengal
16.	Doveton College, Calcutta	
17.	St. Paul's School, Calcutta	
18.	Free Church Institution, Calcutta	
19.	La Martiniere College, Calcutta	
20.	London Missionary Society's Institution, Bhowani- pore, Calcutta	
21.	St. Xavier's College, Calcutta	
22.	General Assembly's Institution, Calcutta	
23.	Cathedral Mission College, Calcutta	} North-Western
24.	Serampore College, Calcutta	. . . . .		Provinces
25.	St. John's College, Agra	} Punjab
26.	Joynarain's College, Benares	. . . . .		Ceylon
27.	Thomason Civil Engineering College, Roorkee	
28.	Lahore Mission School, Lahore	
29.	St. Thomas's College, Colombo	

36 The statistical results of the Calcutta University Examinations are interesting, as showing the rapid development of the influence of the University on educational progress. The following figures represent these results in a brief form :-

Number of candidates at Calcutta University Examinations and the number passed in each year since 1857

Years	Entrae		First Examination in		Bachelor of Arts		Master of Arts		Licence in Law		Bachelor in Law		Licence in Medicine and Surgery		Bachelor in Medicine		Doctor of Medicine		Licence in Civil Engineering					
	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed				
																					First Examination	Second Examination	First Examination	Second Examination
1857	244	162	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1858	464	111	..	..	13	2	..	..	..	..	19	11	12	12	..	..	..	..	..	..	..
1859	1,411	533	..	..	20	10	..	..	..	..	20	3	31	12	..	..	..	..	..	..	..
1850	808	415	..	..	65	13	..	..	..	..	22	10	31	13	..	..	..	..	..	..	..
1861	1,058	477	163	97	39	15	1	..	7	2	17	14	16	7	20	14	..	..	..	..	..
1862	1,114	417	220	99	34	24	3	..	16	8	13	13	33	18	17	7	..	..	1	1	18	14
1863	1,307	690	272	149	35	25	7	6	19	9	15	9	35	16	19	14	..	..	2	2	1	..
1864	1,396	702	321	151	66	30	8	3	1	1	22	19	42	22	25	11	..	..	2	..	10	5
1865	1,500	510	446	202	82	45	15	11	7	5	17	17	34	14	20	18	2	2	1	1	5	2		
1865	1,350	68	426	131	122	79	18	15	17	13	22	11	35	10	26	20	5	5	..	..	9	..
TOTAL	10,652	4,705	1,845	829	476	243	52	35	67	38	167	107	309	148	127	84	7	7	6	4	52	27

Madras University

37. The Madras University provides for the grant of the following Degrees, *viz.*:—

Arts	{	Bachelor of Arts (B.A.)
	{	Master of Arts (M.A.)
Law	{	Bachelor of Laws (B.L.)
	{	Master of Laws (M.L.)
Medicine	{	Bachelor of Medicine and Master in Surgery
	{	(B.M. and C.M.)
	{	Doctor of Medicine (M.D.)
Civil Engineering		Bachelor of Civil Engineering (B.C.E.)

Besides the examinations for the above Degrees, there are the "Matriculation Examination" and the "First Examination in Arts;" the latter being, as in the Calcutta University, intermediate between the Matriculation and B.A. Examinations. For the Degree of "B.M. and C.M." there is a "Preliminary Scientific Examination" and a "First Examination," both of which must be passed before the final or "Second Examination." For the Degree of M.D. there is no examination in respect of candidates producing a certificate of having been engaged two years in the practice of their profession subsequent to having taken the Degree of "B.M. and C.M." other candidates on producing diplomas of the Madras Medical College, and certificates of having been engaged for five years in the practice of their profession, are allowed to present themselves for examination.

38. The Madras University Regulations in respect of Examinations have, like those of the Calcutta University, undergone considerable modification since the establishment of the University. It would be tedious and out of place in a Note of this kind to attempt to enumerate the various alterations made. The principal changes up to 1863-64 were briefly indicated by the Director of Public Instruction in his Report for that year in the following terms, *viz.*:—

(1). The range of History, in the Matriculation and Bachelor of Arts Examinations, has been considerably reduced.

(2). An Examination called the First in Arts has been interposed between the Matriculation and the Bachelor of Arts Examinations; and in this test, Arithmetic and Indian History are finally disposed of, so as to allow of the examination in the higher subjects for the Bachelor of Arts Degree being made of a more searching character.

(3). For the M.A. Degree in languages it is now prescribed that English shall be brought up by every candidate, whereas originally a Student was permitted to offer himself for examination in Latin

and Greek to the exclusion of English. According to the plan first laid down, History, with scarcely anything beside a certain amount of Political Economy, formed a distinct branch in which the Degree of M.A. could be obtained. The revised Regulations have thrown out the Historical Branch *per se*, and associate History with the subjects in another branch.

(4). The distinction originally drawn, in some cases, between ordinary and Honor Degrees of the same name has been done away with, and a higher Degree has been made to correspond with a more extensive range of attainments. Also, instead of placing passed candidates in any class in alphabetical order, as was done at first, they are now ranked in order of merit, as determined by the aggregate marks obtained in the Examination.

(5). The Standard of the Examinations in Law has been raised; and the subjects of examination, which were originally laid down in a vague and unsatisfactory manner, have been distinctly specified. In the room, too, of the Degree of Bachelor of Law with honors, a new Degree of Master of Law has been instituted, upon the principle mentioned just above.

(6). At the establishment of the University, two Degrees were provided in Civil Engineering, *viz.*, those of Graduate and Master. The designation of the lower has been changed from Graduate to Bachelor; and the higher Degree has been placed in abeyance for a time. Also the range of subjects for the lower test has been reduced,—language and history no longer entering the examination, which is confined to branches of knowledge immediately connected with the profession of a Civil Engineer.

The alterations since that time have had for their object—

(7). Raising the number of marks assigned to English in the First Arts Examination and in the B.A. Examination.

(8). Raising the number of marks assigned to Hydraulics in the Examination for the Degree of B.C.E.,—the object being to give greater prominence to this important branch in the studies of those qualifying themselves as Engineers.

(9). The institution of three examinations instead of two for the Degree of "B.M. and C.M.".

39. The Madras University Calendar for 1865-66 contains the following List of affiliated Institutions, viz. :—

Institutions Affiliated to the University of Madras

Church Mission Society's Native English School, Palamcottah.

Church Mission Society's College, Cottayam.

Church Mission Society's Institution, Cotta, near Colombo.

Church Mission Society's High School, Jaffna.

Free Church Mission Institution, Madras.

Government Normal School, Madras.

Grammer School, Ootacamund.

High School, Bangalore.

London Mission Institution, Madras.

London Mission Institution, Bangalore.

London Mission Theological Seminary, Bangalore.

Medical College. }
 Presidency College, } Madras.

Provincial School, Kumbhakonam.

Provincial School, Bellary.

Provincial School, Calicut.

Wesleyan Anglo-Vernacular Institution, Madras.

Wesleyan Native Educational Institution, Bangalore.

Wesleyan Central School, Jaffna.

40. The following remarks made by the Director of Public Instruction, Madras, in his Annual Report of 1863-64, may be quoted in connection with the above list:—

“It is necessary here to observe that whether a School is, or is not, affiliated is a matter of little importance in the Madras Presidency, as Students are now admitted to a University Examination without being compelled to produce certificates from affiliated Institutions. Many Schools which send up Candidates to the University Examinations are not affiliated, while some of those which are affiliated have sent up few or no Candidates. Moreover, the privilege of affiliation has been given to Schools on their affording evidence, not of possessing means of educating up to the B.A. Standard, but of being capable of sending up qualified Candidates to the Matriculation Examination.”

41. The following Statement contains statistics of the Madras University Examinations, prepared in a form similar to that already given for the Calcutta University:—

Statement of Results of Madras University Examinations from 1857 to 1866

Years	Number of candidates examined	Matriculation Examination	Number of candidates examined	First Arts Examination	Number of candidates examined	Bachelor of Arts Examination	Number of candidates examined	Bachelor of Civil Engineering Examination	Number of candidates examined	Bachelor of Laws Examination	Remarks
		Passed		Passed		Passed		Passed		Passed	
1857-58	{ September 1857 February 1858	41	36	..	No examination	—	No examination	..	No examination	..	Besides the results tabulated in the Statement, a candidate obtained the Degree of M.D. in 1858-59, being the only one who has as yet taken a Degree in Medicine. Two other candidates have passed preliminary Examinations in Medicine.
		79	18	..	..	2	2	..	..	..
1858-59	57	30	..	..	9	8	..	..	..
1859-60	52	23	..	..	10	5	..	..	4	1
1860-61	80	48	..	..	10	6	..	..	5	3
1861-62	195	82	..	..	6	5	..	..	5	4
1862-63	252	105	..	..	12	8	..	..	4	2
1863-64	390	143	82	23	21	11	6	1	10	2	
1864-65	565	223	167	50	29	11	5	4	3	2	
1865-66	555	229	214	76	8	6	..	..	2	2
TOTAL	2,266	937	463	149	107	60	11	5	33	16	

42. So far as the Professional Faculties are concerned, these statistics do not show any marked development of the University operations; but, as regards the Faculty of Arts, there is very decided evidence of the growing influence of the Institution. It is true that the statistics of the B.A. Examination for the last year 1865-66 show a great falling of as compared with the preceding years; but this is accounted for by the circumstance that the year 1865-66 was the first in which a rule requiring Candidates for that Degree to have passed the First Arts Examination came into operation. The results of the Matriculation Examination deserve especial attention. This Examination, although the lowest in the scale of University Examinations, is by no means the least important. It may almost be said to be the most important, for, as remarked by the Director of Public Instruction in his Report of 1863-64, it affords "leverage immediately operative in raising the whole of what may be termed middle class education."

Bombay University

43. The Bombay University provides for the grant of the following Degrees and Licence:—

Arts	{	Bachelor of Arts (B.A.)
		Master of Arts (M.A.)
Law	{	Bachelor of Laws (B.L.)
Medicine		Licentiate of Medicine (L.M.)
	{	Doctor of Medicine (M.D.)
Civil Engineering		Master of Civil Engineering (M.C.E.)

Besides the Examinations for the above-mentioned Degrees, there is the "Matriculation Examination," and also, as in the Calcutta and Madras Universities, a "First Examination in Arts" holding an intermediate place between the Matriculation and B.A. Degrees. There are two Examinations for the Degree of L.M., no Candidate being eligible for the second or final Examination until two years after he has passed the first.

44. The following Statement gives for the Bombay University statistics of a kind similar to those already given for the Calcutta and Madras Universities:—

Years	Entrance Examination		First Arts Examination		B. A. Examination		M.A. Examination		L. M (Final) Examination	
	Number of Candidates	Passed	Number of Candidates	Passed	Number of Candidates	Passed	Number of Candidates	Passed	Number of Candidates	Passed
1859 .	126	22	..	..	..	..	..	..	..	..
1860 .	42	14	..	..	..	..	..	..	..	..
1861 .	86	39	..	..	..	..	..	..	..	..
1862 .	134	30	..	..	6	4	..	..	7	4
1862-63	143	56	(not given)	15	6	3	..	..	3	3
1863-64	143	56	(not given)	16	15	3	(not given)	2	3	3
1864-65	(not given)	109	(not given)	15	(not given)	12	(not given)	2	(not given)	5

45. It will be observed that the only Examinations held for Professional Degrees have been in the Faculty of Medicine for the Degree of L.M. And even in the Faculty of Arts the results exhibited are but small when compared with those of the Madras and Calcutta Universities. But, nevertheless, there is a decided tendency to improvement; and it may be expected that the great attention recently given in Bombay to the development of High School and College education will have a marked effect on the University statistics.

46. The following Institutions are shown in the Bombay Calendar of 1865-66 as affiliated to the University, *viz.* :—

Elphinstone College . . .	Bombay.
Poona College	Poona.
Free General Assembly's Institution	Bombay.
Government Law School . . .	Bombay.
Grant Medical College . . .	Bombay.

It is a small list, and all of the Institutions but one are in Bombay itself.

47. An encouraging feature in the history of the Bombay University is the magnificence of the contributions which private liberality has placed at its disposal.

In the year 1862-63, the sum of Rupees 20,000 was presented by Munguldass Nathoobhoy, Esquire, for the foundation of a travelling Fellowship.

In 1863-64, the donations received and offered amounted to no less than Rupees 4,71,200: the principal items in the long list being—(1) a donation of Rupees 1,75,000 from 18 gentlemen towards founding a Fellowship in memory of the late Earl Canning; (2) a donation of Rupees 1,00,000 from Cowasjee Jehangeer Ready-money, Esquire, for the erection of University buildings; (3) a like donation of Rupees 1,00,000 from Sorabjee Pestonjee Framjee, Esquire, towards founding a Fellowship; (4) a donation of Rupees 75,000 towards the establishment of a Professorship of Economic Science.

In 1864-65, besides a donation of Rupees 1,200 for providing University mace, there were two munificent donations from Premchund Roychund,—the *first* (Rupees 2,00,000) towards the erection of a University Library; and the *second* (Rupees 2,00,000) for the erection of a Tower to contain a large clock and a set of joy-bells.

Concluding Remarks respecting the three Universities

48. Having given above detailed information and statistics respecting each of the three Indian Universities, I may here introduce the following remarks furnished to me by the Registrar of the Calcutta University, in reply to a question of mine as to whether there was any material difference in the Standards for Examination in the different Institutions:—

“There does not appear to be any material difference in the Standards for *Matriculation* at the three Indian Universities.

“At the Universities of Bombay and Madras, however, a Candidate may appear at the B.A. Examination after a period of *three* years’ study at an affiliated College, whilst in the University of Calcutta a period of *four* years’ study is required. It might be expected that there would be a corresponding difference in the Standards of Examination for Degrees at the three Presidencies, and such in fact there appears to be. Both at Bombay and Madras the practice of allowing an Under-graduate to exercise an option in the subjects he will take up is permitted to a greater extent than at Calcutta; and, whilst the Graduate is examined in a wider range of subjects, it does not seem, from a comparison of the examination papers of the three Universities, that the knowledge of individual subjects exacted from a Graduate of this University is more superficial than at the sister Universities of Bombay and Madras.”

SECTION IV

COLLEGES FOR GENERAL EDUCATION

49. As will be gathered from the heading of this Section, it is proposed to deal only with Colleges for *General* Education leaving Professional Colleges, as well as Professional Departments of Colleges, to be treated of under the subsequent head of “Institutions for Special Education.”

50. It may be well also to note that the remarks and statistics here submitted relate only to Institutions which are either under Government management, or subject to the inspection of Government Officers. There are some affiliated Institutions (principally

in Bengal and Madras) which are neither aided by Government nor subject to the inspection of Government Officers, but the local Education Reports contain no information respecting them, and it would obviously be impossible at present to get from the Managers of such Institutions the statistics necessary for incorporation in the Statements now given.

51. The following Statement gives a comparative view of the statistics of College Education in the several Presidencies and Provinces:—

Statement containing Statistics regarding Colleges for General Education for the year 1865-66.

	BENGAL		N.W. PROVS		PUNJAB		MADRAS		BOMBAY	
	Government Institutions	Private Institutions	Government Institutions	Private Institutions	Government Institutions	Private Institutions	Government Institutions	Private Institutions	Government Institutions	Private Institutions
Number of Colleges	7	5	3	4	2	1	1	1	2	none
Number of pupils attending them	Number on rolls	753	339	190	*	36	15	82	*	167
	Average attendance	723	315	159	*	29	12	62	*	143
Expenditure	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	From Government (Imperial) Funds	1,27,673	19,374	64,579	*	33,824	447	36,888	*	74,945
	From Private or local sources	76,417	57,855	9,101	*	1,420	3,753	3,118	*	33,201
TOTAL	2,04,090	77,229	73,680	*	35,244	4,200	40,006	*	1,08,146	
Annual cost of educating each pupil.	Cost to Government	176	61	406	*	1,166	37	558	*	524
	TOTAL COST	282	245	485	*	1,215	350	607	*	756

*NOTE.—The four Private Colleges in the North-Western Provinces and the one Institution of this class in Madras are also Collegiate Schools, and the statistics given in the local Education Reports do not distinguish between the College and School branches. It would serve no good purpose to enter in this Statement the combined statistics, and the columns have, therefore, been left blank.

52. The following Statement contains a classification of the pupils attending the Colleges:—

Classified Statement of Pupils attending the Colleges for General Education in 1865-66

		Hindoos	Mahomedans	Others	Total
Bengal	{ Government Institutions.	727	14	8	*749
	{ Private " "	294	13	32	339
N.W. Provs.	{ Government " "	†169	†19	†2	190
	{ Private " "	†	†	†	†
Punjab	{ Government " "	29	4	3	36
	{ Private " "	10	3	2	15
Madras	{ Government " "	73	..	9	82
	{ Private " "	†	†	†	†
Bombay	{ Government " "	124	4	39	167
	{ Private " "	..	..	..	..
TOTAL	{ Government " "	1,122	41	61	1,224
	{ Private " "	304	16	34	354
GRAND TOTAL		1,426	57	95	1,578

*Exclusive of four out-Students in Patna College.

†Given approximately in the same proportion as for the College and School Departments combined.

‡Separate statistics for the College Department not available.

53. In the Government Institutions the annual cost of educating each pupil is, as will be observed, by far the greatest in the Punjab, where it amounts to no less than Rupees 1,215. The Punjab Colleges were only recently formed, and the small number of pupils as yet attending them gives rise to this result. It may be that the establishment of two expensively equipped Colleges in the Punjab (at Lahore and Delhi) was a little in advance of the actual and immediate requirements of that Province in respect of College education; but the various Zillah Schools of the Punjab, which are yearly improving in status, will doubtless ere long provide a supply of Students more commensurate with the cost of the College Establishments maintained for their education, and thus bring the present excessive expense of educating College pupils in the Punjab nearer to the level of other Provinces.

54. The division of pupils into 'Hindoos,' 'Mahomedans,' and 'Others' shows, as might be expected, the very large predominance of the Hindoo element among the Students. Apart altogether from the relative proportion of Hindoos among the upper and middle classes of the population of the country, it is unquestionable that the Hindoos, as a race, take more readily to our system of education. Of the whole number of Hindoos and Mahomedans attending Colleges, only $3\frac{1}{2}$ per cent are Mahomedans.

55. I now proceed to offer a few remarks respecting the Colleges of each Presidency and Province.

Bengal

56. The Institutions of this class in Bengal are given in detail on the margin. The Presidency College was established

<i>Government Institutions.</i>	<i>Date of foundation</i>	
1. Presidency College, Calcutta	1855	ed in 1855 on the basis of
2. Dacca College, Dacca	1841	the old Hindoo College. A
3. Berhampore College, Berhampore	1853	full account of the history
4. Kishnaghur College, Kishnaghur	1846	of the Hindoo College, the
5. Patna College, Patna	1862	destruction of its exclusive
6. Sanscrit College, Calcutta	1836	character, and its incorpora-
7. Hooghly College, Hooghly	1824	tion in the plan for the
<i>Private Institutions.</i>		
1. Cathedral Mission College, Calcutta	1865	foundation of the Presidency
2. Doveton College, Calcutta	1855	College as well as a sketch
3. Free Church Institution, Calcutta	1830	of the scheme on which the
4. General Assembly's Institution, Calcutta	1830	latter was founded, will be
5. St. Xavier's College, Calcutta	1860	found in No. XIV. of the

Selections from the Records of the Bengal Government. The main features of the re-organization consisted in the establishment of Chairs for Moral and Mental Philosophy and Logic, for Natural Philosophy and Astronomy, for Natural History and Geology, which did not exist in the old Hindoo College, and also in the establishment on a defined footing of a separate Department for the study of law. In 1864-65 a third Department of Civil Engineering was added to the College, consequent upon the abolition of the separate Civil Engineering College. The Professional Departments will, however, be separately treated of under the head of "Institutions for Special Education."

57. The Presidency College (General Department) is conducted by a Principal and six Professors aided by five Assistant Professors. The following brief account of the Institution is taken from the Bengal Education Report of 1863-64:—

"The course of study for Under-graduate students extends over four years, and a fifth-year class is also maintained, consisting of Graduates who are preparing to present themselves at the Examination for University Honours or for the M.A. Degree. The College possesses an Endowment Fund, partly derived from subscriptions raised to commemorate the services rendered to education by

Baboo Dwarkanath Tagore, Sir Edward Ryan, and Mr Bird, and partly from sums contributed by the Native community for the maintenance of the old Hindoo College. These funds yield a yearly income of Rupees 4,132, which is devoted to the establishment of 10 Graduate Scholarships, tenable for one year. The holders, who must be Bachelors of Arts, are required to attend the College regularly, and to prepare themselves for the Examination for University Honors in any branch they may select."

The large attendance (monthly average 301) at this College, the high fee rate (Rupees 10 per mensem, about to be increased to Rupees 12) yielding an income of Rupees 32,000 per annum, and the great prominence which the Institution has in all the University Lists, indicate the position which it has attained, and mark it out as a most encouraging proof of the stimulus which of late years has been given to education in the Metropolis. It is true that since 1864 the number of pupils has decreased from 367 to 310, but this is due to the large extension of the means of College Education which has recently taken place in various other Colleges both in Calcutta and in the Mofussil; and it is no subject, therefore, for regret. The classes are now stated to be as full as is consistent with a proper attention on the part of the Professors to the studies of their pupils.

58. The next College on the Bengal List is the Dacca Institution. The Dacca College has long held the position of the best Mofussil College in Bengal, but until within the last few years the upper classes existed in little more than the name; the few Students in them being almost without exception Scholarship-holders. But of late the Dacca College has improved in this respect. In 1865-66 this College furnished two successful candidates for the Degree of M.A., four for the Degree of B.A., and 22 for the First Arts Examination.

59. The next two Colleges on the List are those at Berhampore Berhampore and Kishnaghur and Kishnaghur. It was only recently Colleges that the staff of these Colleges was raised so as to enable them to educate up to the B.A. Degree; 3rd and 4th year classes being opened for this purpose in 1865-66. Both of these Colleges have greatly extended their usefulness within the last few years, the aggregate number of pupils having risen from 64 in 1862 to 148 in 1866.

60. The next College (Patna) was opened in 1862 for the purpose chiefly of affording the means of a good education to the Mahomedan population of Patna and its neighbourhood. There are only as yet 20

Students in the College (distributed among three classes), and most of them are Scholarship-holders. The Patna College is, of course, chiefly dependent for its Students on the pupils of the surrounding Zillah Schools who pass the Entrance Examination; and it will, perhaps, take some time before the advantages of a College education come to be appreciated in that part of the country in the same degree as in some other parts of Bengal.

61. The next two Colleges are those called the Sanscrit and Hooghly Colleges; they are the remains of what were once purely Oriental Seminars, and I have thought it best to reserve an account of them for a separate Section (VII) of this Note.

62. The next five Institutions on the Bengal List are Private Colleges aided by Government. The Cathedral Mission College was established in 1865 in connection with the Church Missionary Society, and is supported mainly by the Cathedral Church Mission Fund made over to the Church Missionary Society in 1857 by the late Bishop Wilson, by whom the fund was originated. The Institution educates up to the B.A. Standard. The Doveton College was established in 1855 when a legacy of Rupees 2,30,000 was left by Captain Doveton to the Parental Academy, with which the College in question is connected. This College, and the Free Church of Scotland Institution founded in 1830 by Dr. Duff, rank clearly first in the list of private aided Colleges in Bengal, as is evidenced by their success in the University Examinations. The two remaining Institutions (General Assembly's Institution and St. Xavier's College) make but little figure in the University Returns.

63. The following Returns of the University Examinations in the Faculty of Arts, in respect of Bengal Students, may appropriately be introduced here as affording some means of judging the relative position of Government and Private Colleges:—

	Passed		
	First Arts Examination, 1865-66.	B.A. Examination, 1865-66.	M.A. Examination, 1865-66.
From Government Colleges	130	56	13
From Private Colleges (aided)	32	15	1
From Private Colleges (unaided)	3	..	..
School Masters	13	4	1

North-Western Provinces

64. The Colleges in the North-Western Provinces are given on the margin. There is another

<i>Government</i>	<i>Date of foundation</i>	<i>Government Institution in the North-Western Provinces, viz., the Ajmere Collegiate School, which has been affiliated to the Calcutta University, but which is not shown by the Director of Public Instruction in the list of Colleges. Probably the Institution does not practically</i>
1. Agra College	1823	
2. Bareilly College	1837	
3. Benares College	1772	
<i>Private</i>		
1. St. John's College (Church of England Mission), Agra	1850	
2. Joy Narain's College, Benares	1853	
3. St. Peter's College, Agra		
4. Victoria College, Agra		

train Under-graduate Students to the extent that would warrant its being placed in the list. The main point of interest in connection with the three Government Colleges is the establishment within the last few years of Boarding-Houses, in connection with them and the attached Schools. These Boarding-Houses constitute rather a novel feature in Indian Educational Institutions, and they are stated to have worked extremely well. The primary object in view was to encourage the attendance at these Central Institutions of youths from other parts of the country, and the object has been fully attained. The Boarding-Houses have, for the most part, as many inmates as they can contain, and the Teachers have found that the boarders are their best pupils. The pupils have been encouraged, with success, to take an interest in gardening and other useful employments out of School hours, as well as in athletic sports and English games. Full accounts of these Boarding-Houses will be found in the Education Reports of the North-Western Provinces for the last three years.

65. Of the Private Colleges in the North-Western Provinces, St. John's College, Agra, was established in 1850 in connection with the Church Missionary Society at Agra; the large and handsome Gothic building in which the classes are now held being completed in 1850. Joy Narain's College at Benares was founded as a School in 1818 by Rajah Joy Narain Ghosal Bahadour, in gratitude for his recovery from a protracted illness. It was raised to the status of a College in 1853.

66. The Colleges of the North-Western Provinces do not as yet make much show in the University Returns, but considerable improvement is observable, as will be seen from the following figures:—

	1863	1864	1865
First Arts Examination	4	5	9
B. L. Examination	1	2	3

Punjab

67. In the Punjab there are three Colleges, as noted in the margin, all of which were established in 1864. The short experience

<p><i>Government</i></p> <p>Lahore College Delhi College</p> <p><i>Private</i></p> <p>Lahore Mission College</p>	<p><i>Date of foundation</i></p> <p>1864 1864</p> <p>1864</p>	<p>of the two Government Colleges has not been of the most encouraging kind. It has been found difficult to get Students, and still more difficult to keep them, so much so that the necessity of paying all, or nearly all, of them for their attendance, under the name of Scholar-</p>
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ships, was seriously pressed upon the consideration of Government. As already pointed out, the calculated cost of educating pupils in the Government Colleges of the Punjab (*viz.*, Rupees 1,215 for each pupil per annum) is enormously high; but, as the pupils increase in numbers, the average cost of each will, of course, be less. And there seems to be ground for expecting that the numbers will increase,* for not only are the Punjab

Zillah Schools (the natural feeders of the Colleges) improving, but in the new Rules for the examination of Candidates for Tehsildarships and other

appointments, due weight has been accorded to success in the University Examinations. For the present, however, it is difficult to deny that the expense of the two Government Colleges in the Punjab is disproportionate to the results obtained.

68. The single Private College in the Punjab was engrafted, in 1864, on the Lahore Mission School,—an Institution founded in 1849, soon after the annexation of the Punjab, by the American Presbyterian Mission. The College Department, although yet in its infancy, appears to give good promise of success. The Students are not very numerous,—only 15, with an average attendance of 12, but this is considerably more than are to be found in the Government College at the same place (Lahore), which has only 12 Students, with an average attendance of eight. It is to be noted also that in 1865-66, the first year in which any Punjab Candidates presented themselves for the First Arts Examination, half (five) of the successful Students, including the only one classed in the 1st Division, belonged to this Private College, the other half coming from the two Government Colleges at Lahore and Delhi.

Madras

69. The two Colleges in Madras are the Presidency College (Government) and the Doveton Protestant College (Private). The Madras Presidency College assumed that name in 1855, having been previously known as the Madras University. It is only within the last few years that it has really deserved the name of College, but the results of each year have testified to its improving condition. The number of Students, which for 1862-63 was only 47, has steadily increased to 81 for 1865-66; and more than half of the last mentioned number come from other districts of the Presidency, which shows that the growing appreciation of College education is not confined to the Presidency Town. The following statistics of the University show the position held by the Madras Presidency College relatively to the Institutions:—

	Presidency College	Other Government Institutions	Private Insti- tutions
Passed in First Arts Examination in 1865-66	29	24	23
Passed in B.A.	6	none	none

70. And here it is necessary to explain that, although there is in the Madras Presidency only one Government College for General Education, there are several other Institutions (Provincial Schools, &c.,) which educate, as the above statistics show, beyond the Matriculation Standard,—and which, whether affiliated or not, are allowed by the Madras University to send up Candidates.

71. The Doveton Protestant College, which is the only Private Institution shown in the Madras Statistical Returns under the head of Colleges, seems hardly to deserve that distinction. During the last three years, 1863-64, 1864-65, and 1865-66, the Doveton College has not passed a single B.A. Student, and has passed only four Students in the First Arts Examination. There are other Private Institutions which have done more; and it is difficult, therefore, to understand on what principle a classification has been made in the Education Report, which singles out the Doveton Protestant College as the only Private Institution entitled to the rank of a College for General Education.

Bombay

72. The two Colleges in Bombay are both Government Institutions, *viz.*, the Elphinstone College, Bombay; and the Poona Government College, Poona. There are no Private Colleges open to Government inspection; but there is one Private College, the "Free General Assembly's Institution," which has been affiliated to the University, and is excluded from present notice simply because, not being open to Government inspection, no statistics respecting it are embodied in the Education Reports. This Institution, however, has had but very limited success in the University Examination, having passed altogether only two B.A. Students. The University Examination Returns in the Faculty of Arts are composed almost exclusively of pupils from the Elphinstone and Poona Colleges. These two Government Colleges underwent a thorough reform in 1857-58, an account of which will be found in the Report of that year. They were both recognized by the University in 1860.

73. The following account of the Elphinstone College is taken from the Bombay University Calendar of 1865-66:—

"Elphinstone College arose by a separation in the year 1856 of the Professorial element from the 'Elphinstone Institution,' which henceforth became a High School.

"The Elphinstone Institution had its origin in a Meeting of the Bombay Native Education Society on the 22nd August 1827, to consider the most appropriate method of testifying the affectionate and respectful sentiments of the inhabitants of Bombay to the Hon'ble Mountstuart Elphinstone on his resignation of the Government of Bombay. The result of this Meeting was that a sum of money, amounting to Rupees 2,29,656, was collected by public subscription towards the endowment of Professorships for teaching the English language, and the Arts, Sciences and Literature of Europe, to be denominated the Elphinstone Professorships. This sum afterwards accumulated to Rupees 4,43,901, and the interest of it is augmented by an annual subscription from Government of Rupees 22,000.

"In 1863 Cowasjee Jehangeer Readymoney, Esquire, Justice of the Peace, Bombay, presented Government with one hundred thousand Rupees towards erecting suitable College buildings for Elphinstone College, to be called the 'Cowasjee Jehangeer buildings'.

"In 1864, on account of the rise in the prices of building materials and labor, Mr. Cowasjee Jehangeer added a second sum of one hundred thousand Rupees to his former munificent donation."

74. The number of successful Candidates coming from the Elphinstone College to the University Examination appears to be steadily increasing. It passed seven in the First Arts Examination in 1861, and 13 in 1865. In the B.A. Examination the number of successful competitors from the Elphinstone College has risen from four in 1862 to ten in 1865, and in the M.A. Examination the number has risen from one in 1862 to four in 1865. The average attendance at the Institution has also increased from 65 in 1861-62 to 78 in 1865-66. All this betokens an increasing efficiency and popularity, and the comparatively high fee rate (Rupees 10 per mensem) shows that education is not without a considerable money value in the eyes of those who take advantage of it.

75. The following account of the Poona College is taken from the Bombay University Calendar for 1865-66:—

"On the occupation of the Deccan by the British Government in 1818, it was found that a certain portion of the revenues of the Maratha State had been yearly set apart for pensions and presents to Brahmans (Dakshina). To prevent hardship and disappointment, and to fulfil the implied obligations of the new Rulers, the British Government continued these payments; but, as the pensions and allowances fell in, they resolved, while maintaining the same total expenditure, under the name of the Dakshina Fund, to devote a portion of it to a more permanently useful end, in the encouragement of such kind of learning as the Brahmans were willing to cultivate. With this view the Poona College was founded in 1821 as a Sanscrit College, exclusively for Brahmans.

"In 1837 some branches of Hindoo learning were dropped; the study of the vernacular and of English was introduced, and the College was opened to all classes; and, after having been amalgamated with the English School in 1851, it arose in its present form in 1857, by a separation of the College division from the School division. From another portion of the Dakshina Fund, Dakshina Fellowships have been founded, of which four, *viz.*, one Senior Fellowship of Rupees 100 per mensem, and three Junior Fellowships each of Rupees 50 per mensem, are attached to the College.

"In 1863 Sir Jarnsetjee Jejeebhoy, Bart., offered to Government the sum of one hundred thousand Rupees to provide suitable College buildings for the Poona College."

76. The Poona College passed in 1865-66 twelve Students in the First Arts Examination, three in the B.A. Examination, and one in the M.A. Examination. These figures are considerably less than those already given for the Elphinstone College, but the progress of the Poona College during recent years has been perhaps the greater of the two.

77. The Director of Public Instruction makes the following remarks in the Report of 1865-66, *viz.*,—

“The Government Arts Colleges (Elphinstone and Poona) are in a good condition as regards discipline and teaching, and the humanizing influence which they exercise. Poona College has begun to gain on Elphinstone College both in numbers and University successes. This is owing partly to the efficient condition of the Poona High School, partly to the appreciation of literary education among the Brahmans of the Deccan. It is a source of regret that Elphinstone College remains stationary in point of numbers. This I attribute partly to the recent disturbed condition of the popular mind in Bombay (on account of commercial excitement,) which has been unfavorable to educational development, but especially I attribute it to the general want of feeling for literature among the Parsees, who, with all their stirring and energetic qualities and their Europeanizing tendencies, seem to have hardly any ideas for their children beyond the desk or the counter. Except two grandsons of the Honourable Mr. Framjee Nusserwanjee Patel, there is, I think, no scion of any leading Parsee family under collegiate instruction. Looking at the matter broadly, we find that out of about one hundred Students who passed the Matriculation Examination last year, about 50 joined the Government Colleges, the rest having for the most part accepted School-masterships and other small appointments. If the same average were continued, about 25 students per annum only would enter each of the Government Arts Colleges, which would give an attendance for the three years' course at each of the Colleges of about 75 or 80 Students.

“But the great encouragements recently held out to University Graduates by His Excellency the Governor of Bombay in Council, and by the High Court will doubtless prove a powerful stimulant towards increasing the number of collegiate Students. I refer in particular—*first*, to a Circular letter from the Government to the Revenue Commissioner, No. 4481, dated 31st October 1865, requesting that Mamludars' appointments may be, as far as possible, conferred on Bachelors of Arts; *secondly*, to the appointment by His Excellency in Council of a Deputy Educational Inspector in the

Belgaum Sub-division to be Deputy Collector; *thirdly*, to a Resolution of Her Majesty's Honorable Bench of Justices, dated 22nd June 1866, No. 932, admitting Bachelors of Laws, under certain conditions, to practise as Advocates on the Original Side of the High Court; *fourthly*, to the recent appointment by Government of a Bachelor of Laws, to act as Judge in the Court of Small Causes. These encouragements will do more than anything which this Department could possibly effect to promote higher education in the Presidency."

SECTION V

SCHOOLS

78. It is proper to note at the outset that the statistics here given respecting Schools refer only to Schools managed by Government, or open to the inspection of Government Officers. There are, of course, Private Schools in some parts of the country which receive no aid from Government, and are not open to Government inspection; but their number is quite insignificant in comparison with those managed or inspected by Government Officers, to which the following statistics relate:—

Government Schools, and Private Schools open to

Nc. of Institutions	BENGAL			N.W. PROVINCES		PUNJAB		MADRAS	
	Government Institutions	Private Institutions		Government Institutions	Private Institutions	Government Institutions	Private Institutions	Government Institutions	Private Institutions
		Aided	Unaided						
Higher Class .	50	83	7	5	4	24	18	13	14
Middle Class .	117	849	92	265	78	71	52	68	169
Lower Class .	81	1,132	73	3,097	5,161	1,768	3	17	825
Female Class .	3	192	25	497	77	333	696	..	139
TOTAL .	251	2,256	197	3,864	5,320	2,196	769	98	1,147
<i>No. of pupils attending them</i>									
Higher Class .	9,339	10,507	1,481	1,545	1,214	8,140	5,297	3,132	3,126
Middle Class .	8,124	37,924	3,501	20,260	10,232	6,999	1,515	3,786	9,762
Lower Class .	2,787	36,307	1,962	95,535	59,720	60,373	108	498	14,636
Female Class .	153	5,070	489	9,269	1,494	6,834	12,727	...	3,315
TOTAL .	20,403	89,808	7,433	1,26,609	72,660	82,346	19,647	7,416	30,839
<i>Expenditure</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
HIGHER CLASS									
From Imperial Funds .	2,00,328	56,058		1,08,983	18,333	121,788	54,363	1,03,986	33,996
From Other Sources .	1,95,108	1,30,850		8,892	35,541	29,894	79,304	15,983	87,303
MIDDLE CLASS									
From Imperial Funds .	45,405	1,51,169		60,633	77,320	19,924	14,087	37,969	50,204
From Other Sources .	19,863	2,49,608		28,130	1,01,833	12,080	16,812	9,355	1,31,724
LOWER CLASS									
From Imperial Funds .	12,549	57,595		62,205	13,815	22,874	319	2,954	17,189
From Other Sources .	2,720	62,561		1,73,153	2,49,583	1,51,277	263	...	14,733
FEMALE CLASS									
From Imperial Funds .	7,410	30,528	Not given	20,698	14,460	10,487	25,100	...	5,617
From Other Sources .	35	50,570		7,377	15,696	13,694	16,495	...	32,820
TOTAL—									
From Imperial Funds .	2,65,692	2,95,350		2,52,517	1,23,928	1,75,073	93,869	1,44,909	1,07,006
From Other Sources .	2,17,726	4,93,589		2,17,552	4,02,653	2,06,945	1,12,874	25,338	2,66,580
GRAND TOTAL	4,83,418	7,88,939		4,70,069	5,26,581	3,82,018	2,06,743	1,70,247	3,73,586

Government Inspection,—Statistics for the year 1865-66.

BOMBAY		OUDE		CENTRAL PROVINCES		MYSORE		BRITISH BURMAH AND THE BERARS	
Government Institutions	Private Institutions	Government Institutions	Private Institutions	Government Institutions	Private Institutions	Government Institutions	Private Institutions	Government Institutions	Private Institutions
9	2	10	4	1	1	6	4		
165	20	34	12	105	11	9	7		
1,121	69	61	36	546	680	32	15		
33	Included in above	...	11	92	...	...	7		
1,328	91	105	63	744	692	47	33		
1,741	665	1,395	1,135	270	223	831	529	Owing to the very recent appointment of Directors of Public Instruction and the organization of regular Education Departments in Burmah and the Berars, no sufficient statistics are available. But a general reference to the schools in those Provinces will be made in the body of this note.	
23,794	2,358	2,989	1,042	10,033	940	392	888		
67,124	4,174	2,004	1,240	18,984	13,774	1,126	1,472		
Included in above	Included in above	...	270	2,361	...	...	345		
92,659	7,197	6,388	3,687	31,648	14,937	2,349	3,234		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
76,321	1,923	32,876	28,777	10,945	1,650	21,878	13,435		
49,922	31,664	5,425	15,970	1,250	3,723	..	16,650		
1,03,346	30,113	26,753	3,829	50,080	9,541	9,609	5,070		
1,36,274	98,191	10,151	6,566	39,433	10,438	...	3,567		
1,74,636	7,459	...	2,409	689	428	7,581	3,986		
2,03,651	98,431	5,082	4,963	1,09,092	18,685	...	4,346		
Included in above	Included in above	...	2,726	83	...	...	3,070		
		...	8,692	11,942	...	...	4,929		
3,54,303	39,495	59,629	37,741	61,797	11,619	39,068	25,561		
3,89,847	2,28,286	20,658	36,131	1,61,727	32,856	...	29,492		
7,44,150	2,67,781	80,287	73,872	2,23,524	44,475	39,068	55,053		

79. It should be explained here that the classification of Schools into "Higher," "Middle," and "Lower" Classes made by the Educational Authorities of the different Presidencies and Provinces has been somewhat altered by me.

80. "Higher Class" Schools are those which educate up to the University Entrance Standard; and although in some cases Schools may have been included by the local Educational Authorities in this class, with reference rather to a professed ability to educate up to that Standard than to actual results, the classification may, perhaps, be accepted as sufficiently correct; and I have not therefore altered it.

81. But the distinction between Middle Class and Lower Class Schools has never been very precisely laid down, and hence different principles of classification have been adopted by the local Authorities, which I have found it necessary to alter in order to preserve uniformity. The Resolution of the Government by which the classification was directed described the "Middle Class" as "composed of Schools which do not educate up to the University Standard, but which are above the School designed for the education of the masses," and the "Lower Class" as composed of Schools located in villages, towns, etc., and designed primarily for the education of the masses."

82. In Bengal the "Lower Class" has been made to include only the "strictly elementary" Schools in which instruction is "conveyed exclusively in the Vernacular," and is "mainly confined to reading, writing, and simple arithmetic," all other Schools, whether Vernacular or Anglo-Vernacular, (not being Institutions educating up to the University Standard) being entered under the "Middle Class." This is perhaps, on the whole, the best principle of classification: and it appears to have been carried out in all Provinces except the North-Western Provinces, Oude and the Central Provinces, where the Tehsil or Town Schools have been wholly or partly entered in the Lower Class. As these Schools all provide a more than elementary Vernacular Education, I have transferred them to the head of "Middle Class Schools."

83. Too much importance must not, however, be attached to the classification of Schools, for, apart from mere errors of classification, it is obvious that any classification based on the standards up to which the various kinds of Schools profess to educate, must be, more or less, liable to mislead. An Anglo-Vernacular School, for instance, may have a few advanced pupils preparing for the University Entrance Standard, entitling it to be ranked as a Higher Class

School; but the great bulk of its pupils may be under education of a very much lower kind, and a considerable number may be under tuition of the most elementary character. Yet all these pupils will be shown as belonging to a Higher Class School. Attempts are, however, being made in some parts of the country (especially perhaps in Bombay) to draw a clear line of distinction between the different grades of Schools, and to make the education in one grade commence where the education of the next lower grade of Schools ends; and it will perhaps be time enough, when some progress has been made in this respect, to consider the propriety of altering the Statistical Forms.

84. I proceed to offer a few remarks respecting the Schools of each class included in the Statement given above.

SCHOOLS—HIGHER CLASS

Bengal

85. In Bengal the 50 Government Higher Class Schools consist of 11 Collegiate and Branch Schools attached to, or in connection with, the Colleges; and of 36 Zillah Schools. Four Zillah Schools were established during 1865-66 at the places marginally noted, thereby supplying with Government Zillah Schools the only four districts in Bengal which, till then, were without them. Three of the existing Schools (at Gowalpara, Rungpore, and Darjeeling) were at the same time placed on an improved footing; and the Gowhatty School was raised to the status of what the Director of Public Instruction calls a "High School," by which he means an Institution capable of educating up to the 'First Arts' Standard of the University,—the Government assignment being increased from Rupees 2,666 to Rupees 12,000 per annum. A similar elevation of status has quite recently been proposed in respect of the Cuttack Zillah School. The Under-graduate Classes of such Institutions belong more properly to the statistical heading of 'College Students,' and I believe that the Director of Public Instruction intends to adopt this classification in future. One of the Bengal Higher Class Schools, called the Collingah Branch School (a Branch of the Presidency College), was until recently a purely Mahomedan Institution. During 1865-66, however, it was thrown open to all classes; the fee rate being fixed at Rupees four per mensem for all pupils, other than Mahomedans, for whom the previous fee rate of one Rupee was continued.

86. The following figures will give some idea of the working cost of Higher Class Schools in Bengal in 1865-66:—

	Government Schools	Private Schools (aided)
Number of Institutions	50	83
Average number of pupils	8,540	9,738
	Rs	Rs.
Cost charged to Imperial funds	2,00,328	56,058
Cost charged to other sources of income	1,95,108	1,30,850
TOTAL	<u>3,95,436</u>	<u>1,86,908</u>
Average total annual cost per pupil	46	19
Average annual cost to Government per pupil	23	5

Statistics respecting Fees

	Government Schools	Private Schools (aided)
Total amount of fees, fines, etc., realized from pupils during the year	1,65,105	86,317
Average ditto per pupil	19	8½

Pupils:

	Hindoos] Mahomedans Others		
Government Schools	7,856	1,222	98
Private Schools	8,972	339	312
TOTAL	<u>16,828</u>	<u>1,561</u>	<u>410</u>

87. It thus appears that the annual cost of educating each pupil in the Government Schools of the Higher Class in Bengal is Rupees 46. Of this, the Imperial revenue is charged with exactly one-half (Rupees 23), the remainder being defrayed from local sources, such as endowments, subscriptions, fees, etc. It is satisfactory to note that by far the greater portion of the local income in Government Schools is derived from fees, and this source of income may be expected to increase not only with the number of pupils, but with the development of an appreciation among the Natives of the advantages of a good education, which will render it possible and proper to raise the fee rate.

88. The cost of education in Private Schools of the class under notice is, as will be seen, much less than in Government Institutions. That this should be the case is not surprising, and it may be noted

as a partial explanation that the Private Institutions do not generally come up to the same high average standard as the Government Schools. This is evident from the University Returns. The average fee per pupil in aided Schools (Rupees 8-13) is much less than the average fee (Rupees 19) in Government Schools; but the proportion borne by the fee income to the total expenditure in aided Schools (46 per cent.) is rather more than the proportion (43 per cent.) in Government Schools.

89. The division of pupils into Hindoos, Mahomedans, etc., shows that there are about 11 Hindoos attending Higher Schools in Bengal for every Mahomedan.

90. The University Returns bear strong evidence of the successful working of the Higher Class Schools in Bengal. The average number of Bengal Students who have passed the Entrance Examination in the last four years (1862-63 to 1865-66) is 521. The following details of the results of the Examination for 1865-66 may be given:—

UNIVERSITY ENTRANCE EXAMINATION

Bengal Students

December 1865	Number of Candidates	Number passed		
		1st Division	2nd Division	Total
Government Schools . . .	548	30	191	221
Private Schools (aided) . . .	549	12	152	164
" " (unaided) . . .	174	3	40	43
School Masters	17	..	2	2
Private Students	33	..	3	3
TOTAL	1,321	45	388	433

North-Western Provinces

91. The nine Higher Class Schools of the North-Western Provinces consist of the School Departments of the three Government Colleges at Agra, Benares, and Bareilly; of the Government Schools at Ajmere and Etawah; and of the School Departments of the four Private Colleges—one at Benares, and three at Agra. A brief reference has already been made in Section I to the steps which have been taken for establishing 21 Zillah Schools in the North-Western Provinces in lieu of the two Middle Class Institutions now existing. The majority of these Institutions will doubtless at first starting take rank as Middle Class Institutions; but some will, I imagine, from the outset, be equipped in a manner enabling them to educate up to the University Entrance Standard, and will, therefore, rank as Higher Class Schools. All of them ought eventually to be brought

up to this Standard. The establishment of Zillah Schools in the North-Western Provinces is a noticeable point in the history of education in those Provinces. The want of such Schools was a marked feature of the Organization; the Education Department holding to the idea of the gradual development of educational progress from below (the very opposite of the Bengal idea), and objecting to establish Zillah Schools till the Schools of a lower grade had developed a desire for higher education, and supplied the requisite material in the way of pupils qualified to benefit by such education. The step now taken may perhaps have been a little too long delayed, but the good substratum laid in past years, in the shape of efficient Schools of a lower class, will doubtless make the development of the new Zillah Schools all the more rapid and substantial.

92. The following figures give statistical information for 1865-66, respecting the Higher Class Schools of the North-Western Provinces, similar to those already given for Bengal:—

	Government Schools	Private Schools
Number of Institutions	5	4
Average number of pupils	1,416	1,006*
	Rs.	Rs.
Cost charged to Imperial Funds	1,08,983	18,333*
Cost charged to other sources of income	8,892	35,541*
TOTAL	1,17,875	53,874*
Average total annual cost per pupil	83	53*
Average annual cost to Government per pupil	76	18*
<i>Statistics respecting Fees</i>		
Total amount of fees, fines, etc., realized from pupils during the year	13,584†	12,122*
Average ditto per pupil	8½†	12*

*Note.—The statistics in respect of the Private Schools include those of the College Departments. The local Statements do not show them separately.

†Note.—These figures include the College Returns, there being no separate Returns for the School Department available.

Pupils.

	Hindoos	Mahomedans	Others	
Government Schools	1,487	166	19	}
Private Schools	873	209	107	
TOTAL	2,360	375	126	

Including College Department Returns; separate Returns not being available.

93. While in Bengal the average cost of each pupil in Government Higher Class Schools was only Rupees 43 (of which Rupees 23 were paid by Government), in the North-Western Provinces the

average cost is Rupees 83 (of which Rupees 76 were paid by Government). The cost per pupil in Private Schools is in like proportion higher in the North-Western Provinces than in Bengal. The cause of this is not, as might be supposed, that the Bengal Schools are better filled, making the average cost of each pupil less; for in point of fact the Schools in the North-Western Provinces have a larger attendance. The inference is that the expenditure in the Institutions of the North-Western Provinces is on a much higher scale than in Bengal.

94. The following figures in respect of fees will show more clearly how matters stand:—

<i>North-Western Provinces</i>	<i>Average fee</i>
	Rs. As.
Government Collegiate Institutions .	11 8 per annum
Government Schools of the Higher Class .	2 15 „
Private Collegiate Institutions .	12 0 „

The small fee of Rupees 2—15 per annum, or barely four annas per month in the two Schools, is noticeable. Even the fee in the Collegiate Institutions is small.

There were 28 Students from the North-Western Provinces who passed the University Entrance Examination in 1865; of these, nine passed in the 1st Division.

Punjab

95. The 42 Higher Class Schools entered in the Punjab column of the Statement already given consist of 24 Government Zillah Schools and 18 Private Institutions, of which all but three are Seminaries maintained and managed by Missionary bodies. It seems probable that the Punjab Director of Public Instruction makes out the list of Higher Class Schools with reference rather to expectations than to actual result. He may, perhaps, have satisfied himself that each of the 42 Institutions is really able to educate up to the University Standard,—although in that case it would be difficult to deny that the means of education supplied are in advance of the ability of the pupils to take advantage of them. But whatever may be the explanation, certain it is that, notwithstanding the existence of 42 Higher Class Schools, the Punjab could count only 23 successful Candidates at the University Entrance Examination of 1865-66. There were actually more successful Candidates from the North-Western Provinces with its nine Higher Class Schools, than from the Punjab with its 42 Institutions.

96. The following Statement gives statistical information respecting Higher Class Schools in the Punjab, corresponding to that already given for Bengal and the North-Western Provinces:—

	Government Schools	Private Schools	Private Schools, excluding three Institutions for European children
Number of Institutions	24	18	15
Average number of pupils	6,610	4,061	3,896
	-----	-----	-----
	Rs.	Rs.	Rs.
Cost charged to Imperial funds	1,21,788	54,363	29,684
Cost charged to other sources of income	29,894	79,304	44,642
TOTAL	-----	-----	-----
	1,51,682	1,33,667	74,326
Average total annual cost per pupil	23	32½	19
Average annual cost to Government per pupil	18	13	7

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	RS.	AS.	P.	RS.	AS.	P.	RS.	AS.	P.
	11,264	0	0	3,551	0	0	3,518	0	0
Average ditto per pupil	1	11	0	7	7	0	0	14	0

Pupils

	Hindoes	Mahomedans	Others
Government Schools	5,926	1,874	340
Private Schools	3,451	1,488	358
TOTAL	-----	-----	-----
	9,377	3,362	698

I have added a column showing the results in respect of Private Schools excluding three Institutions for European children, as the inclusion of the latter interferes with the use of the statistics.

97. The cost of Zillah School education in the Punjab is very moderate, being only half the amount per pupil shown in the Bengal Returns. But the much higher class of education (as shown by the University Returns) given in the Bengal Institutions, and the preponderance of lower class pupils in the Punjab Schools fully accounts for the difference.

98. The average fee realized from each pupil in the Punjab Higher Class Schools is extremely small, being only 2½ annas per mensem, while in Private Schools for Natives it is only 1½ annas per mensem. The attention of the Punjab Education Department was, as the Government is aware, drawn to this point some time ago;

but there has not apparently been any material improvement up to 1865-66. It is true that the Director of Public Instruction states in his Report for 1865-66 that the amount collected as fees "continues to increase favorably," and he gives statistics which show that while the fee collections in Government Zillah Schools were only Rupees 4,690 in 1862-63, they had reached Rupees 11,264 in 1865-66; but it is, nevertheless, a fact that the average rate per pupil in 1865-66 is actually slightly *less* than the average in 1862-63. The matter obviously requires further attention on the part of the Director of Public Instruction in the Punjab.

99. The large increase which of late years has taken place in the number of pupils attending Zillah Schools in the Punjab is due principally to the adoption of what is called the "Branch School system." This system was described as follows in the Report of 1863-64:—

"The immense increase in attendance shown above has been produced chiefly by the opening of Branches to the Zillah Schools, as noticed in paragraph 38 of my last Annual Report. Commenced at Delhi, the system has been there carried out very completely, and has been gradually extended to other places. It is very economical, and decidedly efficient and popular. We can never depend upon more than a small percentage of the boys, who enter our Schools in the lowest class, staying until they reach the highest class, and pass the University Entrance Examination. The only way, then, to secure the full number in the highest class, which a single Master can manage, say from 20 to 25 boys, is to have at least 800 boys in all under instruction. The plan followed, as a rule, is to let all beginners attend the Branch Schools, which are located in the most convenient places all about the city or suburbs. The numbers in the main school are then kept up to the full limit that the main building can hold, and the main staff of Masters can manage, by drafting into it the best of the Branch scholars. Eventually these branch schools will, it is hoped, bring their pupils through the first or lower half of the whole School curriculum; after which four years passed in the Main School will bring a scholar up to the Matriculation Standard."

The system is described in subsequent Reports as continuing to work most satisfactorily.

Madras

100. The 27 Higher Class Schools in Madras consist of 13 Government and 14 Private Institutions. The Government Institutions comprise the Collegiat School attached to the Presidency College,

three Provincial Schools (at Combaconum, Bellary, and Calicut), eight Zillah Schools, and the Madrissa-i-Azam.

101. Respecting the Provincial Schools, it may be mentioned that they were originally designed to contain nine classes; of which the six lower were to constitute a School Department educating up to the University Standard, and the three higher to constitute a College Department. The College Classes, however, have never as yet been organized, though it is stated in the Report for 1865-66 that sanction had been obtained for raising the Combaconum School (which is by far the most advanced of the three) to the originally intended status.

102. The Madrissa-i-Azam is of interest principally owing to its being one of the few Institutions in India designed specially for the instruction of the Mahomedan population in Arabic Literature. I shall, therefore, reserve my notice of it for a future Section (VII) of this Note.

103. The 14 Private Schools of the Higher Class in Madras are, with three exceptions, Institutions maintained and managed by Missionary bodies.

104. The following Statement contains information for 1865-66, respecting Higher Class Schools in Madras, similar to that already given for other Provinces:—

	Government Schools	Private Schools
Number of Institutions	13	14
Average number of pupils	2,821	2,834
	Rs.	Rs.
Cost charged to Imperial funds	1,03,986	33,996
Cost charged to other sources of income	15,983	87,303
TOTAL	1,19,969	1,21,299
Average total annual cost per pupil	42	42
Average annual cost to Government per pupil	36	12

Statistics respecting Fees

Total amount of fees, fines, etc., collected from pupils during the year	29,105	19,782
Average ditto per pupil	10-5	6-1

Pupils

	Hindoos	Mahomedans	Others
Government Schools	2,654	353	214
Private Schools	2,409	120	625
TOTAL	5,063	473	839

There is nothing particularly worthy of note in the above-mentioned statistics, except that the average fee (about 13 annas per month) is lower than it ought to be.

105. Of the 229 successful Candidates of the Matriculation Examination, 120 came from Government Institutions, and 109 from Private Institutions.

Bombay

106. Of the 11 Schools of the Higher Class in Bombay, nine are Government Institutions and two Private Institutions.

107. Great attention has been paid of late in Bombay to the organization of a really efficient system of High School education. It may almost be said that until recently there were no Higher Class Schools at all in Bombay, except the Elphinstone and Poona Colleges, which took the place of this class of Institutions.

108. In an interesting Memorandum written by Mr Howard (late Director of Public Instruction, Bombay) in June 1865, he described at length the utter absence of anything like a good High School organization, and the efforts that had been made to introduce such an organization. The following remarks may be quoted from his pamphlet:—

“The first Matriculation Examination showed beyond doubt that this was true. All the Central School boys failed; all the Poona School boys failed; all the other School boys in the Presidency failed. Only College men passed the test; and, though one and twenty Candidates passed from the two Colleges, a much larger number were rejected.

“In subsequent Examinations, however, some boys matriculated from Government Schools. Each year their number has steadily increased; and it may now be hoped that the difficulty of supplying Under-graduates to the University has been, or shortly will be, surmounted. Recent grants of public money have made it possible to furnish the Central and Poona Schools with a fairly sufficient staff. The English Schools at Ahmedabad, Surat, Belgaum, Rutnagherry,

Hyderabad, and Dhoolia have been strengthened and raised to the High School rank. Exhibitions have been founded to be held in High Schools, by promising boys from the districts and perhaps, more than all, the Native Graduates, whose numbers are yearly increasing, are taking their place as Masters in the local Schools, to which they bring the method, the culture, and the corporate spirit of the University."

109. The following Extract from the Bombay Education Report for 1865-66 will give some idea of the success attained in the organization of good High Schools:—

"The numerical prosperity of the Colleges, and, through them, of the University of Bombay, will thus entirely depend on the number of students who pass the Matriculation Examination—in other words, on the efficiency of the High Schools. I have shown above (paragraph 23) 70 as the aggregate number of matriculations from our High Schools in 1865-66. This stands against 49 in 1864-65, 24 in 1863-64, 10 in 1862-63, 5 in 1861-62, 8 in 1860-61, and 0 in the two first years of the University Examinations. Such progress is, so far as it goes, satisfactory; but it rather points to the utter weakness of our High Schools in former years, than to any great strength in their present condition. Every High School that is worthy of the name ought to matriculate at least 20 boys every year; and large Schools, like the Elphinstone and Poona High Schools, ought to pass annually about double that number. Our nine High Schools ought thus to give us more than 200 matriculations each year, though I fear this result will not be realized for some time."

110. A brief description of the several Schools is given in the following extract from the same Report:—

"Of all our High Schools, that of Poona is in the most satisfactory condition (see the Report of the Educational Inspector, Central Division, in Appendix A, I). The results of the Matriculation Examination, and the general discipline and management of the Schools, reflect much credit on Mr Kirkham, the Head Master. Elphinstone High School has suffered from the agitation of the share-mania in Bombay, from numerous changes in its staff of Masters, and from the unliterary tendencies of Parsees and Parbhooos and other non-Brahmanical castes, who form the main bulk of the pupils. This School requires a strong hand to reduce it to a proper state of discipline. The High Schools of Ahmedabad and Surat are in a poor and backward condition. One of the chief difficulties they have to contend with is the want of Gujarati Graduates to be

employed as Teachers. Only five Gujarati Hindoos have as yet graduated in the University of Bombay, of whom one is engaged in mercantile pursuits, and one is deceased. Belgaum (Sirdars') High School has hitherto been chronically depressed by the privilege claimed by the neighbouring Sirdars of nominating boys for admission without regard to their previous preparation. But this claim has now been waived, and henceforth the Standard of the High School Entrance Examination is to be enforced. Rutnagherry High School had been thoroughly disorganized by the late Head Master,—a certificated School Master who was sent out from England four years ago with the highest testimonials, but who proved quite incompetent for his novel duties. The regeneration of the School has been vigorously commenced by Mr Ramkrishna Gopal Bhandarkar, M.A., of the University of Bombay, to whom much credit is due for his year's administration. Dhoolia High School was up to February last mismanaged by its European Head Master (formerly a private soldier in the Inniskilling Dragoons); it has now been placed under Mr Vitthal Patak, M.A., a pupil of the Reverend Dr Wilson, and from his administration a speedy improvement of the School is looked for. The Hyderabad and Kurrachee High Schools are really Middle Class Schools, with a small High School element in each. Superior education in the province of Scind is as yet quite incipient."

111. The two Private Schools* of the Higher Class are both Parsee Institutions situated in the Town of Bombay; the former is supported mainly by an endowment, the latter mainly by School fees.

* Sir Tamsarjee Jeejeebhoy Parsee Benevolent Institution Proprietary School.

112. The following Statement gives statistical information for 1865-66 respecting Higher Class Schools in Bombay, corresponding to that already given for other Provinces:—

	Government Schools	Private Schools
Number of Institutions.	9	2
Average number of pupils	1,576	551
	Rs.	Rs.
Cost charged to Imperial funds	76,321	1,923
Cost charged to other sources of income	49,922	31,664
TOTAL	1,26,243	33,587

	Rs.	Rs
Average total annual cost per pupil	80	60
Average annual cost to Government per pupil	48	3½

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	28,996	11,245
Average ditto per pupil	18	20½

Pupils

	Hindoos	Mahomedans	Parsecs	Others
Government Schools	1,335	28	304	74
Private Schools	2	..	663	..
TOTAL	1,337	28	967	74

There is nothing particularly calling for notice in the above statistics. The cost per pupil is certainly high, nearly as high in fact as in the North-Western Provinces (Rupees 83 per pupil in Government Schools,) respecting which remarks have already been made. But there is much in the local circumstances of Bombay which explains the high cost of education. The expense of living is exceptionally high, and the salaries of the Masters are of necessity somewhat in excess of those given in other Presidencies. The comparatively recent organization of some of the High Schools has also something to do with the high cost per pupil; and it may be hoped that, in future years, an increased number of pupils will make the cost per head less.

The average fee realized from pupils in the Government Institutions is nearly as large as in Bengal.

Oude

113. The 14 Higher Class Schools in Oude consist of 10 Government Zillah Schools and four Private Schools.

114. Of the 10 Zillah Schools, five were established in 1863-64, the remaining five, which had been previously in existence, though on a lower scale, having been re-organized in the same year.

115. The classification of these Zillah Schools has reference rather to their prospective ability to educate up to the University Entrance Standard than to actual results. Education of a higher class in Oude is of so recent an origin, that the higher classes of these Schools are not yet filled. It was only in two of these Schools (Fyzabad and

Oonao) that there were classes preparing for the University Entrance Examination in 1865-66. But the Director of Public Instruction says that they are all "steadily working up towards the University Entrance Standard."

116. Of the four Private Schools, three are Missionary Institutions, and the other (the principal Educational Institution in the Province) was founded by the Oude Talookdars, and called the "Canning College." It has, I believe, been recently affiliated to the University; but for the year under review (1865-66), it stands in the list of Higher Class Schools. It gets a grant from Government of Rupees 25,000 per annum (although only Rupees 22,799 were drawn in 1865-66), the other moiety of the required funds being subscribed by the Talookdars and others. It sent up six successful Candidates to the University Examination in 1865-66.

117. The following statistics will give some idea of the progress already made in higher class education in Oude; and, considering the very recent organization of the Schools, it must be admitted to be most satisfactory:—

	Government Schools	Private Schools	Private Schools, excluding the 'Canning College'
Number of Institutions	10	4	3
Average number of pupils	1,089	720	374
	Rs.	Rs.	Rs.
Cost charged to Imperial funds	32,876	28,777	5,978
Cost charged to other sources of income	5,425	15,910	7,398
TOTAL	38,301	44,687	13,376
Average total annual cost per pupil	35	62	35
Average annual cost to Government per pupil	30	39	16

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	1,605	3,109	420
Average ditto per pupil	1½	4½	1-2

Pupils

	Hindoos	Mahomedans	Others
Government Schools	1,064	324	7
Private Schools	778	331	26
TOTAL	[1,842	655	33

There is nothing particularly noticeable in the above statistics, except the very small amount of average fee realized from the pupils, both in the Government Schools and in the Private Schools (excluding the Canning College). The very recent organization of the Schools is a sufficient reason perhaps for the present, but attention should be directed to the subject as education comes to be better appreciated and more valued by the people.

118. The Chief Commissioner has recently obtained the sanction of Government to increasing the teaching staff in six of the more forward Zillah Schools; and it may be hoped that the more advanced standard of education, to be given in them, will render it possible to impose a higher fee rate.

Central Provinces

119. Of the two Schools of the Higher Class in the Central Provinces, one (at Saugor) is a Government Institution, and the other (at Jubbulpore) a Missionary Institution.

120. The Director of Public Instruction has properly confined his list of Higher Class Schools to those which actually do educate up to the University Entrance Standard, leaving the other nine Zillah Schools to be entered as Middle Class Schools. This fact ought to be noticed, for otherwise a comparison unfavourable to the Central Provinces might be drawn from the greater apparent development of this class of Schools in the Punjab and Oude, where evidently the classification has been based rather on a standard hoped to be attained, than on one actually worked up to.

121. The Saugor School might, strictly speaking, have been included in the list of Colleges, for it is an affiliated Institution and passed one Student last year in the First Arts Examination. It has recently had a Sanscrit Professor added to its staff, and will doubtless appear next year in the list of Colleges. The School has not prospered much during the last nine years. In that period the number of pupils has decreased from 356 to 270, a result which the Director ascribes to a faulty system of education prevailing in the

Institution. It has recently been re-organized, and better results are looked for. Since its affiliation, the School has passed eight Students in the Entrance Examination (three during the last year).

122. The following extract gives information for 1865-66 respecting the two Higher Class Schools in the Central Provinces, similar to that already given for other Provinces:—

	Government Schools	Private Schools
Number of Institutions	1	1
Average number of pupils	249	200
	Rs.	Rs.
Cost charged to Imperial funds	10,945	1,650
Cost charged to other sources of income	1,260	3,733
TOTAL	12,205	5,383
Average total annual cost per pupil	49	53
Average annual cost to Government per pupil	43	16

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	} Not given in Central Provinces' Returns
Average ditto per pupil	

Pupils

	Hindoos	Mahomedans	Others
Government Schools	} Not given in Central Provinces' Returns		
Private Schools			

The absence in the Central Provinces' Education Report of the usual Educational Statistics according to the prescribed forms, makes it impossible to complete the information given in other cases. The attention of the Director of Public Instruction in the Central Provinces should be drawn to the omission.

Mysore

123. Of the 10 Higher Class Schools in Mysore, six are Government Institutions, and four Private Institutions. Out of the whole 10, only one (Bangalore High School) has yet passed any Students in the University Entrance Examination. The Director of Public

Instruction, however, says that they "educate up to the University Standard," and classifies them accordingly.

124. The Bangalore High School is reported to be making very satisfactory progress. The fees have been again raised, but the number of pupils still increase. There are now 503 on the rolls. The Institution sent up eight successful Candidates to the Matriculation Examination in 1865-66.

125. Statistics corresponding to those already given in respect of the Higher Class Schools of other Provinces, are here given for Mysore, so far as they can be got from the very meagre Report of the Director of Public Instruction in that Province:—

	Government Schools	Private Schools
Number of Institutions	6	4
Average number of pupils	697	435
	Rs.	Rs.
Cost charged to Imperial funds	21,878	13,435
Cost charged to other sources of income . . . . .	...	16,650
TOTAL	21,878	30,085
Average total annual cost per pupil	31	69
Average annual cost to Government per pupil	31	30

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	}	Not given in Mysore Report
Average ditto per pupil		

Pupils

Government Schools	}	Hindoos	Mahomedans	Others
Private Schools		Not given in Mysore Report		

The attention of the Director of Public Instruction, Mysore, has already been drawn to the necessity of submitting more ample Education Statistics.

British Burmah and the Berars

126. There are not as yet any Higher Class Schools in either of the Provinces noted above, but the recent organization of regular Education Departments in those Provinces will probably lead to the elevation to that standard of some of the existing Middle Class Schools.

SCHOOLS—MIDDLE CLASS

Bengal

127. As already explained, Middle Class Schools in Bengal are composed partly of English and partly of Vernacular Institutions. The following Statement contains information respecting them:—

	Government Schools	Private Schools		
		Aided	Unaided	
Number of Institutions	English	10	268	54
	Vernacular	107	581	38
		<u>117</u>	<u>849</u>	<u>92</u>
Average number of pupils	7,635	35,781	(not given)	
Cost charged to Imperial funds		Rs. 45,405	Rs. 1,51,169	
Cost charged to other sources of income		19,863	2,49,608	
TOTAL		65,268	4,00,777	
Total annual cost of education per pupil		8½	11	
Annual cost to Government per pupil		5½	4	

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	19,240	1,01,639
Average ditto per pupil	2½	2½

Pupils

	Hindoos	Mahomedans	Others
Government Schools	6,941	1,029	154
Private Schools	33,955	3,212	759
TOTAL	40,896	4,241	913

North-Western Provinces

128. The 343 Middle Class Schools in the North-Western Provinces consist of two Government Anglo-Vernacular Schools (Allyghur and Shahjehanpore), 263 Tehsil Schools, and of 78 Private aided Schools. The Private Schools all appear to be Anglo-Vernacular; 47 of them, although designated Private Schools, are in reality English Classes attached to Government Vernacular Schools, and supported half by Government and half by subscriptions; the management of the English Classes remaining in the hands of Government. The remaining 31 Private Schools are, for the most part, Mission Schools.

The following statistics respecting Middle Class Schools in the North-Western Provinces are given:—

	Government Schools	Private Schools
Number of Institutions	265	78
Average number of pupils	17,801	7,958
	Rs.	Rs.
Cost charged to Imperial funds	60,633	77,320
„ to other sources	28,130	1,01,833
TOTAL	88,763	1,79,153
Total annual cost of education per pupil	5	22
Annual cost to Government per pupil	3	9

Statistics respecting Fees

	Rs.	As.	
Total amount of fees, fines, etc., realized from pupils during the year	12,652	0	} not available
Average ditto per pupil	0	11	

Pupils

	Hindoos	Mahome- dans	Others
Government Schools	13,783	3,380	236
Private Schools	(not available)		

129. It will be observed that the statistics respecting Private Schools are not complete. This is owing to the confused way in which the Statistical Tables attached to the Education Report of the North-Western Provinces have been prepared, and to the existence of serious discrepancies. For instance, at page 40 of the Report, the Director shows 78 Middle Class Private Schools, and 43 Lower Class Private Schools aided by Government; all of which are, in the Statistical Table, shown as "Private Schools of the Higher Class." The list of 47 Anglo-Vernacular Schools given at page 42 of the Report is represented by 50 Schools in the Statistical Table. Greater care is required in future on the part of those who compile the Tables; for, if these statistics are to be of any use, it is obviously necessary that they should be prepared in a clear and accurate form.

The smallness of the fee receipts, averaging scantely one anna per mensem from each pupil, is noticeable.

Punjab

130. The 123 Middle Class Schools in the Punjab consist of 71 Government Schools, and 52 Private Schools. The Government Schools are all designated "Town Schools," being Vernacular Institutions situated in towns in the proportion of about one to each per-gunnah. They are intended to "impart as liberal an education as can well be given through the medium of the Vernacular." Of the 52 Private Schools, 40 are Elementary English Schools connected with Government Vernacular ones, but supported on the grant-in-aid principle.

131. The Punjab Town Schools are stated to have been greatly improved of late years by the adoption of what is called the "Pupil Teacher system." The system was described as follows in the Report of 1862-63:—

Para. 56.—"In the Umballah Circle, Lieutenant Holroyd has extended the Pupil Teacher system in large Vernacular Schools, as far as funds and the attainments of the boys would permit; so that in some places they have been substituted for Assistant Teachers in sufficient numbers, to allow of each class having a separate Pupil Teacher. Thus all the classes receive more attention, attendance is increased by the popularity of the measure, emulation is excited, and an incentive to study afforded as the appointments are thrown open to competition. The best boys are also kept longer at School than they would otherwise be likely to remain; and from them candidates can be selected for instruction in the Normal Schools, who stand every chance of turning out first-rate Teachers eventually. Examinations of the senior Vernacular scholars of districts have accordingly been held by Lieutenant Holroyd at various sudder stations, and selections of Pupil Teachers made from the best candidates. In Ferozepore, no less than 18 were thus appointed after an examination of this kind. Under really good Teachers, the appointment of Pupil Teachers is no doubt preferable to the maintenance of an Assistant on a high salary, and may be effected at a very little more expense."

The system has been largely extended in subsequent years, principally in the Umballah Circle.

132. The following statistics respecting Middle Class Schools in the Punjab are given:—

	Government Schools	Private Schools
Number of Institutions	71	52
Average number of pupils	5,852	1,267
	Rs.	Rs.
Cost charged to Imperial funds	19,924	14,087
„ to other sources	12,080	16,812
TOTAL	32,004	30,899
Total annual cost of education per pupil	5½	24
Annual cost to Government per pupil	3½	11

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	1,330	986
Average ditto per pupil	3½ annas	12 annas

Pupils

	Hindoos	Mahome- dans	Others
Government Schools	4,717	1,884	398
Private Schools	1,067	354	94
TOTAL	5,784	2,238	492

133. The extremely small average fee realized from each pupil in the Government Town Schools is noticeable. A fee of scarcely four pie per mensem is surely a miserably small payment by the children of townspeople for a good Vernacular Education. The matter requires attention.

Even in the Private Schools, which, as already explained, are, for the most part, Grant-in-aid English Classes attached to Government Vernacular Schools and managed by Government, the fees, though larger, are very small. One anna per mensem is a mere nominal payment for an English Education. The high total annual cost per pupil (Rupees 24) in these Private Schools is also noticeable.

Madras

134. Of the 237 Middle Class Schools in Madras, 68 are Government Institutions, and 169 Private Institutions. The Government Institutions are designated either Anglo-Vernacular School or Talook Schools, the difference being that the former are of a higher grade nearly approaching to the Zillah Schools, while the latter are

of somewhat less pretensions, the prescribed course of study being described as "sufficient to impart a good scholar-like knowledge of the Vernacular language of the pupils, a fair acquaintance with the English language, a good knowledge of arithmetic and of the elements of geometry and algebra, a fair knowledge of general geography and of the leading facts of the histories of India and of England, and some acquaintance with the outlines of astronomy and the leading principles of political economy."

The Private Middle Class Schools in Madras are for the most part Mission Schools.

135. The following statistics respecting Middle Class Schools in Madras are given:—

	Government Schools	Private Schools
Number of Institutions	68	169
Average number of pupils	3,609	9,385
	Rs.	Rs.
Cost charged to Imperial funds	37,969	50,204
" to other sources	9,355	1,31,724
TOTAL	47,324	1,81,928
Total annual cost of education per pupil	13	19
Annual cost to Government per pupil	10	

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	11,934	31,821
Average ditto per pupil	3½	3½

Pupils

	Hindoo's	Mahomedans	Other
Government Schools	3,861	256	127
Private Schools	8,224	426	2,472
TOTAL	12,085	682	2,599

Bombay

136. Of the 185 Middle Class Schools, 165 are Government Institutions, and 20 Private Institutions. All the Middle Class Schools in Bombay are Anglo-Vernacular Institutions. The Government Schools are divided into two classes, *viz.*, 1st Grade and 2nd Grade; there being 23 of the former and 142 of the latter. The standard*

**Vide* Appendix G. page 188 of Bombay Education Report for 1865-66 laid down for entrance to Higher Class Schools forms a standard up to which Middle Class Schools aim at teaching. The following general definition of a Middle Class School is given in the Bombay

Report for 1865-66:—

“The Middle Class School is defined to be one in which, being inferior to the High School, some English is taught; its function used to be generally the preparation of boys for clerkships or other small appointments, but it has now the additional function of definite preparation for the High School, thus leading up to the University course.”

137. The Bombay Middle Class Schools are stated by the Director of Public Instruction to fall as yet short of their proper standard, and he has proposed, therefore, a re-organization of 19 of these Schools on a standard which will make them “adequate feeders” to the High Schools.

138. The following statistics relate to Bombay Middle Class Schools:—

	Government Schools	Private Schools
Number of institutions	165	20
Average number of pupils	17,999	1,844
	Rs.	Rs.
Cost charged to Imperial funds	1,03,346	30,113
Cost charged to other sources	1,36,274	58,191
TOTAL	2,39,620	1,28,304
Total annual cost of education per pupil	13	69
Annual cost to Government per pupil	5½	16

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	54,084	44,980
Average ditto per pupil	3	24

	<i>Pupils</i>			
	Hindcos	Mahome- dans	Parsees	Others
Government Schools . . .	21,010	1,593	1,032	158
Private Schools . . .	197	41	1,332	706
TOTAL . . .	21,207	1,634	2,364	865

139. The average cost of education per head in the Government Schools is somewhat high, but this is probably explainable both by the relatively high rates of pay obtaining in Bombay and by an unusual amount of extraordinary expenditure in the way of constructing School buildings.

140. The comparatively large extent to which these Schools are supported from sources other than Imperial Funds is also noticeable. This is principally owing to large assignments to these Schools from the proceeds of the "Local Rate of Assessment," *i.e.*, the Education Cess recently introduced in Bombay. The assignments from this source to Middle Class Schools aggregated in 1865-66 as much as Rupees 1,10,875.

The following extract from the Bombay Report of 1865-66 shows how this occurred:—

"The local Cess has not only produced large additional funds for educational purposes, without any call upon the Imperial revenues, but has also stirred up a spirit of interest in education throughout the country, the local funds being placed at the disposal of talooka and zillah committees, subject to joint sanction from the Revenue Commissioner and the Director of Public Instruction. These committees have been set to consider and make known the educational wants of their own talookas and districts. At first there was a tendency in the local committees to seek the extension of English or Middle Class Schools, to the neglect of Vernacular or Lower Class Schools. This course, if followed out, would have caused a misappropriation of the local funds, which, having been entirely subscribed by the cultivator class, should in the first instance have been applied to the establishment of Vernacular or Village Schools, such as the children of the ryot would attend. A Resolution of Government, No. 684, dated 14th October 1865 (which is referred to above in paragraph 32, and quoted in Appendix D., page 164.) has authoritatively settled this point, and now no assignments of local funds to English education are sanctioned in this Office, unless the Collector of the district in question can furnish a certificate that the educational wants of the district as regards Primary Schools have been supplied as far as possible."

141. It may be noted further as a fact unexplained in the Director's Report that the Tables of Receipts and Charges under the head of Middle Class Schools showed for 1865-66 a net excess of Receipts over Charges amounting to no less than Rupees 48364, being more than 20 per cent. of the whole charges.

142. The figures given in the preceding Statement in respect of Private Middle Class Schools show an exceptionally high rate of cost per pupil; but this is partly explained by the fact of some very heavy items of "extraordinary" charges for building, etc. (aggregating nearly half a lakh), being included among the disbursements. Making allowance for this, and for one or two expensive Schools for European children included in the list, the cost per pupil is not so unreasonably high.

Oude

143. Of the 46 Middle Class Schools in Oude, 34 are Government Institutions, and 12 Private Institutions. The Government Institutions are all Tehsilee Schools, of which 19 are Anglo-Vernacular and 15 Vernacular Institutions. Of the Private Institutions, three are Mission Schools, and the remaining nine are Schools supported principally by the Talookdars and Native gentry.

The following statistics respecting Middle Class Schools in Oude are given:—

	Government Schools	Private Schools
Number of Institutions	34	12
Average number of pupils	2,089	577
	Rs.	Rs.
Cost charged to Imperial funds	26,753	3,229
" to other sources	10,151	6,566
TOTAL	36,904	10,395
Total annual cost of education per pupil	17½	15
Cost to Government per pupil	12	5

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	1,428	92
Average ditto per pupil	11 annas	7 annas
<i>Pupils</i>	Hindoos	Mahomedans
Government Schools	2,032	956
Private Schools	755	232
TOTAL	2,787	1,188

144. The extraordinarily high average cost of education per head is noticeable, also the smallness of the fee receipts, which average scarcely one anna per mensem in the Government Schools, and little more than half anna per mensem in Private Schools.

Central Provinces

145. Of the 116 Middle Class Schools in the Central Provinces, 105 are Government Institutions, and 11 Private Institutions. Of the Government Institutions, nine are Zillah Schools which do not yet educate up to the University Entrance Standard, and 96 are Town Schools. Of the 11 Private Institutions, six are Mission Schools (of which four belong to the Free Church Mission).

146. The following statistics respecting Middle Class Schools in the Central Provinces are given:—

	Government Schools	Private Schools
Number of Institutions	105	11
Average number of pupils	6,836	694
	Rs.	Rs.
Cost charged to Imperial funds	50,080	9,541
Cost charged to other sources	39,433	10,438
TOTAL	89,513	19,979
Total annual cost of education per pupil	13	28
Cost to Government per pupil	7½	13

Statistics respecting Fees

Total amount of fees, fines, etc., realized from pupils during the year	4,638	}	(not given)
Average ditto per pupil	10 annas		

Pupils

	Hindoos	Mahomedans	Others
Government Schools	} (not given)		
Private Schools			

147. The average fee is excessively small, *viz.*, something below one anna per mensem. If the returns for Government Zillah Schools (which are only temporarily reckoned in the Middle Class list they can work up to the Entrance Standard) be separated from those for Government Town Schools, the result is that the average

fee in Zillah Schools is Rupees $1\frac{1}{2}$, or two annas per mensem, and in Town Schools not quite eight annas, or eight pie per mensem. The matter of fees evidently requires to be looked into in the Central Provinces.

Mysore

148. Of the 16 Middle Class Schools in Mysore, nine are Government Institutions and seven are Private Institutions. Scarcely any information respecting these Schools is given by the Director of Public Instruction, and the statistics are so meagre that nothing more is obtainable than what has already been given in the General Statement at the commencement of this Section.

British Burmah

149. There are three Government Zillah Schools coming under this head in British Burmah with 398 pupils, the expenditure being Rupees 13,612 from Imperial funds, and Rupees 2,765 from Local Funds. There are also 28 Private Schools of this class aided by Government, with 2,077 pupils. These are almost all under the management of Missionary bodies.

As noted in the last column of the General Statistical Statement given at the commencement of this Section, the Education Report from British Burmah, written before the appointment of a Director of Public Instruction, does not give the required statistics, and hence these Schools have not been included in the general return.

Berars

150. No Educational Statistics for the Berars have been entered in the General Statement given at the commencement of this Section, because no regular Education Report, with statistics in the prescribed form, has yet been received. The recently appointed Director of Public Instruction for the Berars will doubtless give full information in future years.

Meantime, it may be stated that there are apparently five Middle Class Schools in the Berars, two of which it is proposed to raise to the standard of Higher Class Zillah Schools.

SCHOOLS—LOWER CLASS

151. The Lower Class of Schools may be described generally as consisting of elementary Institutions for educating the lower orders of the people. The subject of primary education is justly regarded as a most important one, and has had a prominent place assigned to it in the Educational Despatches of 1854 and 1859.

152. In the Despatch of 1854 the Home Government declared its wish for the prosecution of the object of Vernacular Education "in a more systematic manner," and "placed the subject on a level in point of importance with that of the instruction to be afforded through the medium of the English language." An attempt will now be made to describe the measures taken in accordance with the above instructions in the several Presidencies and Provinces.

Bengal

153. In Bengal no fixed system was at first adopted, but various schemes were set on foot in different parts of the Lieutenant-Governorship, with the object of promoting Vernacular Education. The measures in operation on the 1st of May 1858 were described in the following terms in a Minute by the Lieutenant-Governor, dated the 24th March 1859:—

"Speaking of them generally, it may be said that 228 Schools have been aided by grants in 27 districts, educating 16,633 pupils at an average cost to Government for each pupil of one Rupee two annas and one pie per mensem for English Schools, seven annas for Anglo-Vernacular Schools, and three annas eight pie for Vernacular Schools. Further, there have been 197 Model Vernacular Schools established in 30 districts, at a total expense of Rupees 3,339-14-2 per mensem, or an average of about Rupees 17 for each School.* There have been established 55 Circles, embracing 158 indigenous Schools established in four districts; and there have been 12 itinerant Teachers employed in indigenous Schools in six other districts. In six districts payments have been made to indigenous School Teachers, for improvement in their pupils, at the rate of one Rupee a month for every 10 boys under instruction, besides rewards for success given to such Teachers in 11 other districts; and 10 Scholarships have been provided, of Rupees four each per annum, to meritorious Vernacular pupils in 32 districts."

154. Referring to the above statement, the Government of India remarked, under date the 17th of May 1859, as follows:—

Para. 2.—"His Excellency in Council readily admits that it is shown in this Minute that effective measures have not been wanting on the part of the Bengal Government for the encouragement of Vernacular Education among classes lower in the social scale than any which had been affected by the operations of Government previously to the receipt of the Court of Directors' Despatch of 1854; and he will have much pleasure in furthering the extension of those

measures as soon as the means of doing so are again available. The Governor General in Council gladly expresses his concurrence in the opinion of the Lieutenant-Governor that, for what has been done, credit is due to the Officers of the Education Department in the Lower Provinces."

155. Very little, if any, advance in these directions has until recent years been made owing principally to financial restrictions and partly to a prolonged discussion which ensued between the Bengal Government and the Government of India, in which the latter argued that it was not the intention of the Home Government that the grant-in-aid system should be applied to the extension of this class of Schools, but that any measures which might be taken should be based on the principle of having the Schools under the direct management and control of the Government. The Bengal Government, having taken a different view, had contemplated a system of grants-in-aid to such Schools, and had asked for a relaxation of the Grant-in-aid Rules in its favor.

156. The Bengal Government maintained that the cost of any system of Vernacular instruction, by the direct instrumentality of Government, would make its general introduction impossible. It was argued that although cheap Schools, costing, as in the North-Western Provinces, from Rupees five to Rupees eight per mensem each, had been to some extent found practicable in Behar and Assam, they were not practicable in Bengal Proper. The great problem of a sufficiently cheap system of Vernacular Education, through the direct instrumentality of Government remained the subject of discussion and report till 1860, when the Lieutenant-Governor, writing with reference to previous correspondence, and especially to a recent call for a definite report of the measures desired to be introduced in connection with the Secretary of State's Despatch of 1859, propounded a system the basis of which was the encouragement of the best of the indigenous Schools by rewards to the Masters, supply of books, etc.; a proportion of Model Schools being also established, and arrangements being made for maintaining an efficient inspection.

157. Sir John Peter Grant's scheme was very much modified in its actual application. It was transformed into a scheme of which the following description was given in the Report of 1862-63:—

"The villages where Patshalas are already in existence are invited to send, for a year's training in a Normal School, either their present Guru, or some other person whom they will undertake to receive as their future School Master. Their nominee if accepted by the

Inspector is sent to a Normal School with a stipend of Rupees five per mensem, and a written agreement is entered into on the one hand with the heads of the village that they will receive him back as their Guru when he has completed his course of training and received a certificate of qualification; and on the other hand, with the nominee himself, that he will return to the village which selected him, and there enter upon and discharge the duty of Village School Master, to the best of his ability, on condition of being secured a monthly income of not less than Rupees five, in the shape of stipend or reward, so long as he continues to deserve it.

“Each of the three Training Schools at present established receives 75 stipendiary students. They have been opened but a few months, but no difficulty has been experienced in filling them. Each had its full complement at the end of the year.”

158. There can be no question that this is by far the most promising scheme for encouraging primary education that has ever been tried in Bengal, and I shall, therefore, endeavour to follow out its later history somewhat at length. At first its operation was confined to three selected districts (Burdwan, Kishnaghur, and Jessore), in each of which a Normal School for Gurus was established. In the first year of their working they had an average attendance of 217 Gurus come from their respective villages to draw stipends of Rupees five per mensem, and be trained as Teachers. In the course of the year 171 students passed their final examination. In the second year of their existence (1864-65) they had an average attendance of 234 Teachers,—certificates being given to 203. In the third year (1865-66) only 75 certificates were issued; the cause of the decrease being the great prevalence of epidemic disease, which necessitated the closing of one Training School during several months of the year, and greatly interfered with the operations of the others. During the year sanction was obtained to the extension of the operations, under the same Inspector, to three more districts, *viz.*, Bancoorah, Midnapore, and Moorshedabad. Only one additional Training School was added on this account, four Training Schools being considered sufficient for the six districts.

159. In addition to this, another Inspector was appointed to superintend similar operations in North-East Bengal, in the districts of Rajshahi, Dinagepore, and Rungpore,—three new Training Schools being opened for the purpose.

160. So great is the number of applications for admission to the Normal Schools that, even in the newly created Institutions, it was found possible to get several “Free Students,” *i.e.*, Students in excess

of the authorised complement (75 per School), for whom there are no stipends, and who yet entered into the usual engagement to remain at the School, and to return to the nominating village as Teachers when qualified.

161. It will be interesting to note the progress of this scheme in the three districts last taken up (Rajshahi, Dinagepore, and Rungpore), where Mahomedans constitute above two-thirds of the entire population; and where, from the small number of existing Patshalas, it is necessary to get the villagers to bind themselves not merely to hand over an existing School to the Teacher when qualified, but, if there be no School, to get one up. The number of Mahomedan-nominees is already reported to be considerable.

162. It may be explained here that the scheme contemplates not merely the training of Teachers, and the subsequent grant of Rupees five towards the salary of each qualified Teacher, but it provides also for the inspection of the Village Schools. For this purpose each of the two special Inspectors has under him a staff of Deputy Inspectors. There were in 1865-66 altogether 19 Deputy Inspectors employed in this work.

163. The salary of Rupees five paid to qualified Teachers by Government is calculated to represent about half of their total income. That this is actually the case will be seen from the following statistics for 1865-66 given by the Inspector in charge of the districts first selected:—

“The Patshalas have, on the whole, gone on well during the year. They have increased in numbers and in attendance of pupils, and yielded no inconsiderable amount of income to their Gurus in the shape of schooling fees. Exclusive of the four Training Schools, and as many model Patshalas attached to them, I had under me, on the 30th April last, 521 Village Schools, with an attendance of 16,561 pupils, who paid Rupees 26,507-1 in fees and otherwise to their Gurus. The total cost to Government in these Schools was Rupees 21,643-11, and therefore less than two annas per month per pupil. The scheme of Patshala improvement, therefore, still fully maintains its character of being the cheapest to Government, and most easily expansible of all the systems of elementary education yet brought into operation.”

164. The model Patshalas above alluded to form another not unimportant feature of this scheme, for it is, of course, desirable that the embryo Teacher should have some practical experience in the art of teaching before he leaves the Normal School, and the means

of this is afforded by the model or practising Patshala attached to the Central Institution. In these model Patshalas the Native system is adhered to as much as possible, so as to secure their being really models of what it is intended that the Village Patshalas should be. The following account of the model Patshalas is given by the Inspector of the Eastern Circle:—

“In the constitution of the model Patshala, the Native Patshala system has been scrupulously preserved, but with such improvements as are desirable, which, while they promise success, avoid all unnecessary offence to established notions. The young lads attend School twice a day, and are arranged into the plantain-leaf, the palm-leaf, and the paper classes. Zemindaree and Mahajane accounts are largely taught. The Schools open and close with the recitation of short songs in praise of our Maker, and on other appropriate subjects.”

165. The following interesting account of the signing of the village contract is given by the same Inspector:—

“It was past 11 A.M., when I reached Momilpore, a village in Rungpore. I was taken to where the head-man of the place, a Mahomedan, with his relatives and servants, was preparing a mill for clearing the sugar-cane of its juice. At my approach he came up to me, saluted me respectfully, spread with his own hands several bundles of straw, on which one of his relatives hastily spread out a mat quickly snatched from a house close by. I took off my shoes and hat, and sat there. A large number of villagers assembled round me. They enquired, and I explained to them, the object of my visit. They heard me with attention, appeared pleased, but no less surprised; and, after some further enquiries, expressed themselves willing to set up a Patshala. A nominee was after much difficulty fixed upon. They then desired me to wait till their brethren returned from the fields, as their consent and signatures were also necessary. On my telling them that I was willing to proceed to where their friends were, they seemed much pleased, and those who were not to accompany me were about to sign, when, considering that all this hasty consent might as quickly be withdrawn, I now spoke in such a way that less willing men might easily have found some pretext for withholding their signatures, or, what is a polite way of evading, ask time to re-consider the matter. When I spoke in strong terms of the engagement to refund Rupees 60, in case they failed to establish the Patshala, the younger brother of the head-man, after some expressions about their sincerity, volunteered to make good the money himself, and gave the Guru two slaps on the back

to cheer him on. Finding them really in earnest, I again clearly explained myself; and having got the signatures of some, after the contract was read out once more by one of them, proceeded with the rest to where their comrades were reaping in the fields. We all walked together, and new accessions swelled the party, till in about 15 minutes we reached our destination. The men left their work and drew near. We sat down and the head-man undertook to explain the scheme. This is always very desirable. When he had done, I spoke. Their consent and signatures soon followed. Some of the elders could actually sign, while others made marks. I had previously come to know that there was a Patshala in this village some 10 years ago. Having then talked with them of the threatened famine, and of the best way of manuring their fields, I left the place at past 1 P.M."

It is quite clear that the village contract is a useful feature of the scheme, for it secures for the future School the interest and patronage of the influential residents of the village.

166. I have already devoted more space in this Note than can well be spared to the description of this most interesting scheme for encouraging the education of the lower orders of the Bengal people. There can be no doubt that it promises to be the best scheme that has been tried. It takes as its basis the national Schools of the country, and it improves them at a cost sufficiently small to admit of a really wide extension of the system. The schemes attempted hitherto failed in one or other of two ways, *viz.*, either—(1) by establishing Government or Grant-in-aid Model Schools which were filled by a class of the people far higher in the social scale than the laboring and agricultural population whom it was desired to influence; or (2) by attempting to encourage good teaching in Village Schools, the Masters of which, however ready to take the offered rewards and to do their best to win them, were, from defective education, quite unable to carry out the desired reforms.

167. I do not mean to say that the new system affects only the laboring and agricultural population. In some parts of Bengal perhaps its principal effect is upon, what may be called, the middle classes of the people. This is shown by the following extract from the Report of the Inspector of the Central, or first instituted, Circle:—

"I tried to point out in my last Annual Report, as well as on other occasions, that the Patshalas are not and cannot be Schools for the masses *exclusively*. I showed in that Report that they are primarily preparatory Schools for the children of the higher and

middle ranks; and, at the same time being extremely cheap, are attended largely by children of the lower orders."

In the other or Eastern Circle, it would seem that the scheme is more directly operative on the agricultural population, as may be gathered from the following extract from the Inspector's Report:—

"I have heard it talked of, even in high quarters, that the Patshala system is not working among the masses. This, I think, is far from being the truth, though it is certainly to be owned that it does not influence the masses alone.

"Of the Schools I visited in the Burdwan Division (belonging to the other Inspector), some had a sensible falling off in attendance during the growing and reaping seasons, when laborers cannot forego the assistance of their children. These children will, on all hands, be allowed to belong to the masses.

"My own Division, however, is peculiarly the land of the masses. In Dinagepore and Rungpore, I do really feel that I am working among the lower classes. There the bulk of the people are agriculturists, while the higher orders are almost unknown.

* * * * *

The diaries of Deputy Inspectors teem with names of villages composed entirely of agriculturists."

168. It would be wrong if I were to pass from the description of this scheme without mentioning the names of the Inspectors* to whose able and zealous supervision the successful working of the system is doubtless due in no small degree.

*Baboo Bhoodeh Mookerjee, Central Division.
Baboo Kasseo Kanth Mookerjee, East Division

169. A somewhat similar system was tried with less success in Assam, where it was attempted to improve the Village Schools by training the Teachers at a Normal School at Gowhatty. Recently two new Normal Schools have been opened at Tezapore and Sebsaugor; and the subsidy allowances formerly given to the Teachers in proportion to the number of pupils on their rolls have been re-distributed at fixed rates of Rupees five and six each for 114 Schools. Better results are looked for.

170. The other systems of Primary Education in Bengal were thus described in the Report of 1863-64:—

"The Lower Class of Government Schools consists of the practising Patshalas attached to the Normal Schools for training Village Gurus (to be mentioned below), and of some very cheap and

elementary Schools in Behar, which are at present far from being in a satisfactory condition. These latter have, for the most part, been working with untrained and unteachable Masters, and little improvement is to be expected till this incubus is removed, and the present useless Teachers are succeeded by men of a different stamp who have been properly instructed in the duties of their calling. An account of these Schools will be found in Mr Fallon's Report printed in Appendix A.

"The private Schools of the Lower Class, in which the standard of instruction is such as is suitable for the education of the 'masses,' comprise some 'Circle' Mission Schools receiving allowances under the Grant-in-aid Rules; a large number of Schools in the Central and South-East Divisions, established under what is called the 'Circle system;' the Village Patshalas, under the charge of the additional Inspector in Zillahs Burdwan, Nuddea, and Jessore; the Indigenous Schools, under improvement, in Behar and elsewhere, by a system of rewards; the subsidized Village Schools in Assam; and many Missionary Schools maintained with the aid of Government for the education of the Sonthals, Cossyahs, Kacharis, and other uncivilized tribes. For details regarding these Schools, a reference must be made to the Reports of the several Inspectors, which are annexed in Appendix A."

171. Of these, perhaps the Circle system is the most important. It is thus described in the Bengal Report of 1863-64:—

"Former Reports have described at length the system of Circle Schools originally brought into operation by Mr. Woodrow. The primary object of the scheme was the improvement of the indigenous Village Schools by giving rewards to the Gurus and their pupils, and providing each 'Circle,' which generally consisted of three Schools, with a 'Circle Teacher,' whose duty was to give instruction in each School for two days a week in rotation. The plan, with such modifications as circumstances have suggested, is working with considerable success in the Central and South-East Divisions; but, as observed above, the Schools are not mainly attended by the lower orders which are supposed to constitute the masses, and many of them have come to be good Vernacular Schools of the Middle Class, competing successfully in the Vernacular Scholarship Examination. These Schools, however, cannot generally be regarded as in any sense the representatives of pre-existing indigenous Schools, since very few such Schools were found in the districts in which the scheme has been introduced.

“The actual plan of operations is thus described by Mr Martin:—
 “A good locality for a circle is fixed upon. If there is a *bona fide* Guru there, he is persuaded to admit the Circle Pundit; and then by his and other assistance two or more Schools are established in neighbouring villages at the expense of the villagers, and placed under the care of young and intelligent men (chosen by the Deputy Inspector), who have received some education, and are capable of improving themselves with the assistance of the Circle Pundit. If there are no Schools, the villagers are promised a Pundit if they open Schools attended by 120 pupils, and taught by men nominated by the Deputy Inspector, and as a suitable locality is fixed upon in the first instance (one too in which there is no chance of an aided School) there is generally little, if any, difficulty. When there has been a Guru of the old School, it generally occurs that within a short time he finds the work tedious and competition hopeless, and betakes himself to some other occupation, leaving the field to be worked by a set of young men taught in our own Institutions.’

“In 1855 a grant of Rupees 1,500 per mensem was sanctioned for working the Circle system, and this was subsequently divided in equal portions between the Central and South-East Divisions. Last year Mr Martin, having reported that he should have no difficulty in doubling the number of his circles within a very short time if the necessary funds were placed at his disposal, sanction was obtained for the establishment of 30 additional circles in his Division, at a cost of Rupees 750 a month. The entire grant for Circle Schools amounts, therefore, at the present time, to Rupees 27,000 per annum; of which, Rupees 18,000 is assigned to the South-East Division, and Rupees 9,000 to the Central Division.”

172. In 1864-65 an attempt was commenced to improve the Sanscrit Toles in some parts of East Bengal. The Sanscrit Toles are quite distinct from the Patshalas, being Schools in which the philosophy and religion of the Hindoos are taught through the medium of the Sanscrit language. The Tole Gurus exercise a considerable influence over the people, so that any improvement in the instruction which they give is an object of importance. The following account of the experiment is taken from the Report of 1864-65:—

“A grant of Rupees 350 has been sanctioned for one year for the introduction of an experimental measure in East Bengal for the improvement of indigenous Sanscrit Toles, by systematizing the instruction conveyed in them and improving its quality. A scheme

of studies has been prepared, and scholarships and prizes have been offered to the Tole Students who pass an examination in the prescribed subjects with credit. Rewards are also promised to the Pundits of those Toles which send up successful candidates. Under this scheme 11 Toles have sent up 39 candidates for examination. The result was not known at the end of the year."

From the Inspector's Report for 1865-66, the system appears to be at a standstill, owing to "a hostile social movement" raised against it.

North-Western Provinces

173. The 8,258 Lower Class Schools in the North-Western Provinces are made up as follows:—

		Number of Schools	Pupils
Government Institutions	Hulkabundee Schools	3,097	95,535
Private Institutions	{ Aided Schools	43	2,827
	{ Indigenous Schools, Unaided	5,118	56,893
TOTAL		8,258	1,55,255

174. The 'Hulkabundee' or 'Circuit' Schools were introduced first some 15 or 16 years ago. The villages were portioned off into circuits, in each of which a School was established under the direct management of Government. The salaries of the Teachers varied from Rupees 36 to Rupees 60 per annum, and the expense was met by a local contribution or cess nominally voluntary. The cess is calculated in different ways in different districts. The Collector either determines the number of Schools on the area and population of the district, and distributing the cost of maintenance over the revenue deducts an equivalent percentage; or he may consider one per cent. on the revenue a fair cess, and adapt his expenditure and number of Schools to the amount which this percentage realizes; or he may take into account the wants and capabilities of the several circuits and deal separately with each. In all this he is presumed to have the consent of the people who are so assessed. It has recently been attempted to put the system of local assessment on a more secure footing. The late Lieutenant-Governor, Mr Colvin, recommended, and the Court of Directors sanctioned, the imposition of a one per cent. School Cess in all new Settlements, to be so calculated as to fall half on the proprietor and half on Government. The Rules promulgated for guidance in this respect

are included in what are known as the "Seharunpore Settlement Rules."

175. In his Report for 1858-59 the Director of Public Instruction wrote:—

'The Circuit School system, wherever it has been introduced, has revolutionized popular education. It has trebled or quadrupled the attendance at School. It has introduced useful and instructive studies, and an efficient organization in place of an utter absence of books without any system. It has improved the status of the Teacher, has rendered him independent of individual caprice, and has placed the School on a more permanent footing'. In the Report for 1860-61 it is further observed that the system 'is gradually spreading, and will before long cover the land.' The present condition of the Hulkabundee Schools is thus described in the Report for 1860-61:—

"The Schools are very unequal in merit. Those in the 1st, 2nd and 3rd Circles are in many instances superior to many of the Tehsilee Schools in those Divisions, while a large proportion of them are better than the Tehsilee Schools in the Saugor and Nerbudda Territories. The average attendance per School, which for the whole North-Western Provinces is 21.6, ranges from 4.7 in Seonee to 42.8 in Etawah."

The following remarks, taken from the Report of 1861-62, may also be added:—

'*Para. 1.*—The results to be considered in this Section go to prove that the system of popular Vernacular Education, which has been on trial for 12 or 13 years in these Provinces, and has been regarded with interest, or taken as a model by other Governments, is extending its usefulness year by year. Its stability and aptitude for internal development and improvement is no longer doubtful, but the need of a vigilant system of inspection, and particularly of local encouragement, to aid the work of the Departmental Officers, is strongly marked, and is a feature peculiar to the country. The prosperous establishment of the Etawah District Schools is a proof of what may be accomplished by local encouragement, but the state of those Schools, as reported on by the late Inspector of the 2nd Circle in December 1861, shows the absolute necessity of an organized departmental supervision.

"2.—The extension of the Hulkabundee School system over every district in the North-Western Provinces is a matter of time. When

that is accomplished, a very considerable proportion of the School-going class will be brought under our direct teaching. At present strange contrasts exist; for instance, in the rich district of Bareilly, to the north, there is not a single Hulkabundee School; in the poor district of Jhansi to the south there are 77 Schools, with 2,202 boys, and a fund available for building purposes of Rupees 20,000. In many of the districts of the Doab the Schools have been long established, and are increasing month by month. In Furruckabad, one of the wealthiest, they are just beginning to exist. In some of the famine-stricken regions the Hulkabundee Schools maintained their vigor, whereas in more favored places at the same period they apparently fell away."

176. In some instances, and especially at certain periods of the year, it is difficult also to keep up the attendance. The following remarks made by Mr Griffith, Inspector, 3rd Circle, in the Report of 1860-61, will illustrate this:—

"The bulk of the Hulkabundee scholars are agriculturists; their time is most precious to their parents, and when the mangoes are ripe, or the crops are being stocked, on no account they can be spared: nay, each family has some cattle, and each family must send a child to look after them, and the more so since pounds have been introduced in these Provinces. The agriculturist boys are temporary visitors, and they flock to our Schools periodically; and, as the average is struck for the whole year, it must be a low one for the Hulkabundee Schools, if they are reported truly, till people value education more than food and necessaries of life."

177. In 1863-64 the Hulkabundee system was extended to the districts of Jaloun, Humeerpore, and Cawnpore. The School Cess (which provides funds for these Schools) was also successfully introduced throughout the 3rd or Benares Circle, notwithstanding that it comprises four permanently settled districts. In all these districts the landholders have voluntarily consented to pay the education rate,—a fact which may justly be regarded with great satisfaction.

178. There are still districts, or portions of districts, without Hulkabundee Schools; and the Educational Officers all look forward to the extension of the cess by the progress of the re-settlement operations. The following remarks made by the Inspector of the 1st Circle (embodied in the Education Report of 1865-66) give an encouraging proof of the growing appreciation of these Schools:—

"There can be no doubt that these Schools have now taken deep root. The difficulty no longer is to persuade the Zemindars

to allow a School to be opened in their village, but to select, as localities for the number of Schools that can be afforded, villages the residents of which manifest the greatest desire for instruction, and where the greatest amount of good is likely to be effected. No inconsiderable portion of the Inspector's time while on tour is now occupied in listening to the petitions of Zemindars for new Schools, or for the restoration of Schools which for some reason have been withdrawn."

179. The 43 aided Lower Class Schools in the North-Western Provinces are composed for the most part of Mission Schools, or Schools supported by Native gentlemen.

180. The 5,118 indigenous Schools entered in the Returns were described generally in the Report of 1863-64 in the following terms:—

"Schools of the lower order, which have generally received the designation of *indigenous*, are the Persian, Arabic, and Sanscrit *bazar* Schools, which are visited from time to time by the Deputy Inspectors of the Department. An accurate calculation of the attendance and expenditure on these Schools is next to impossible. The Teachers keep no registers, and the salaries paid are irregular. As a rule, the average attendance seldom exceeds nine boys; and, as a better style of education creeps into fashion, attendance at these Schools will fall lower. The character of the teaching has often been described. The hope of reform is very small, for the Teachers are set against it, and desire no assistance from Government which shall involve the trouble of improvement.

"Indigenous Schools are gradually giving way before the steady advance of the Government system of education. I observe that in the 1st Circle alone 142 Schools have been closed during the year. As might be expected, the largest number of existing Schools are to be found in the Bareilly and Bijnour Districts, where the Hulkabundee system has not been introduced. In Bareilly there are 557 Schools, with 4,804 scholars; in Bijnour there are 373 Schools, with 3,558 scholars. Again, take the two best districts of the Circle, and the result is that in Boolundshuhur alone 43 Schools have closed this year, and in Meerut 33."

Since 1863-64 about 600 more of these indigenous Schools have been closed, yielding apparently to the advance of the Hulkabundee system.

Punjab

131. The 1,771 Lower Class Schools in the Punjab consist of 1,746 Village Schools (supported by the proceeds of the Education Cess, and corresponding to the "Hulkabundee" Schools of the North-Western Provinces), 22 Jail Schools and three Indigenous Schools aided under the Grant-in-aid Rules.

132. There has been no advance in late years in the number of Village Schools in the Punjab; indeed the number in 1865-66 is 61 less than in 1863-64; but the number of pupils has increased from 51,753 to 56,593.

133. The Jail Schools (numbering 22) were first placed under the Education Department in 1862-63. One or two trained Teachers, aided by Pupil Teachers selected from the prisoners, conduct the classes. The Pupil Teachers are excused from labor, and occupy themselves partly in teaching and partly in learning, with the view of better qualifying themselves as Teachers.

Madras

134. The Lower Class of Schools in Madras is represented by one Government School at Striharicottah for the Yenadis,—a wild tribe inhabiting a jungly island to the north of Madras; 16 Government Schools for the Hill Tribes in Ganjam, and 825 Private Aided Schools. These Private Aided Schools are composed of the following, *viz.*:—

- (1)—"Rate Schools" supported by an Education rate, levied under the Madras Education Act. Of this kind there are 79.
- (2)—Schools managed by Missionary bodies. The majority of these are managed by the Gospel Society (in various districts, but principally in Tinnevely,) and by the Church Mission Society (also for the most part in Tinnevely).
- (3)—The indigenous Aided Schools inspected by Government Officers.

135. The development of education, under the Madras Education Act, has certainly not been great. The following remarks are made on the subject in review by the Madras Government of the Education Report:—

"The establishment of Schools, under the provisions of the Madras Education Act, has not made much progress during the

year under review. According to the Returns appended to the last Report, the number of Schools supported by a rate at the close of the official year 1864-65 was 75, including 72 Schools of this class in the Godavery District. At the end of 1865-66 that number had only risen to 79. Of the four new Rate Schools, one is in South Canara, and three in Malabar; the first mentioned being the Talook School of Mulki, which, at the request of the inhabitants, has been converted from a Government School into a Rate School. The working of the Act in the Godavery District has not been satisfactory. The Inspector states that the machinery of the Act is 'ill-adapted to the purpose to which it has been applied in the Godavery District,' viz., the maintenance of elementary Schools in villages the population of which is chiefly agricultural. The Commissioner, Mr Bowers, observes, 'are ignorant ryots, who care nothing for the School, and neglect their duties.' 'The only way,' he writes, 'in which they can be prevented from causing the abolition of the Schools by simple inaction is to place them, in their capacity of School Commissioners, as they are in their capacity of Village Kurnums, under the authority of the Sub-Collector, but in that case the Act becomes a dead letter and a superfluity. This would be virtually a return to the ante-Act state of things, and would be an admission that these Schools could never have been voluntarily maintained. Up to a very recent date, many of the Masters had received no salaries for months.' From the Returns appended to the Director's Report, it appears that, in two of the talooks in which these Schools are in operation, the amount of the collections under the Act was somewhat less than the Government grant.

"The difficulty of obtaining competent School Commissioners for the management of the Rate Schools is also adverted to by the Deputy Inspector of Schools in Malabar and Canara, in which districts, however, the Act appears likely to work well. In the latter district five Middle Class Schools have been established, and the preliminary measures for the establishment of five more, under the provisions of the Act, had been carried out before the close of the year. One of the latter, an Anglo-Vernacular School at Palghat, has been opened since the close of the year with an attendance of 400 pupils. The Deputy Inspector reports that for this School a building, capable of accommodating 500 boys, is to be provided, at an estimated cost of Rupees 16,000, and the School is to be eventually placed under a Graduate of an English University. He adds, that the introduction of the Act would succeed as well in Canara as in Malabar, were trained Teachers available. In Coimbatore the inhabitants of 54 villages

had placed themselves under the Act, and in 24 of them Commissioners had been appointed; but in none had any Schools been opened before the close of the year. In only two had the Commissioners commenced to levy taxes, and even in these they had not ventured to employ any coercive processes, but had collected only from those who paid, if not willingly, at least without legal pressure. From what is stated by the Inspector, it is to be feared that, in this district, the applications for the introduction of the Act can hardly have been voluntary in the true sense of the term. The matter is one which should be at once looked into."

186. In the Schools managed by Missionaries no material extension of operations has of late taken place. About 245 of the Lower Class Schools appear to belong to this head.

187. The indigenous Schools under inspection number 498. They received grants aggregating Rupees 3,777 on the "payment by results" system. The system is considered to have worked well, and its extension to indigenous Schools in every district has been directed by the Madras Government.

Bombay

188. Of the 1,177 Lower Class Schools in Bombay, 1,108 are Government Institutions and 69 Private Institutions. In Mr. Howard's Memorandum of June 1865, the following account is given of the recent history of primary education in Bombay, and the difficulties which were encountered in the attempt to improve it.

"*Para. 47.*—No less pains were spent on the great question of popular education. It was long disputed in the time of the Board of Education, whether instruction for Natives should be chiefly Vernacular or chiefly English. The Vernacularist party in the main prevailed; and while English was little cared for, except at the Presidency town, Vernacular Schools were opened in large numbers in the Mofussil at the sole expense of the State.

"48.—Afterwards, in 1854, a partially self-supporting system was established. Henceforth no new School was to be opened unless it was provided with a house, and more than half maintained by the people. It was hoped that existing Schools would, by popular contributions, be gradually put on the same footing. The Educational Department inherited the partially self-supporting system from the Board; and under it more than 200 Vernacular Schools were opened

in the course of two years. A zealous Educational Officer could without much difficulty induce village communities to consent to establish a School, and to enter into the necessary agreement for its partial maintenance, but it was not foreseen that the agreement might not be observed and could not possibly be enforced. Further expansion in this direction was checked in November 1856 by the Supreme Government, who disapproved of the partially self-supporting system. Financial difficulties, caused by the mutiny, soon followed. All increase of educational expenditure was absolutely forbidden; and the work for the Educational Department then was to retrench, and, if possible, not to go back. The two years that followed were employed in organizing the existing Schools. Stricter discipline was introduced. The School fee was levied from all but 20 per cent. of poor scholars, cheap and improved School books and maps were produced. Each boy was compelled to buy the text book of his class. Registers were more carefully inspected, and nominal attendants were struck off the roll. It was a time of hard work, and the Village Schools were reduced to order. But their number could not be increased, and the apparent, though perhaps not the real, attendance was diminished. A new impulse was given in 1859 by an order of the Secretary of State, permitting, what before was forbidden, the re-distribution of School expenditure. The Statistical Returns at once began to improve, and from that day progress has been uninterrupted. The number of the Vernacular Schools has, since 1854-55, risen from 240 to 925, the attendance from 18,888 to 61,629.

“49.—This development is due, as before has been set forth, not to the increase of the Imperial grant, but to the voluntary contributions of the people. It was not, however, supposed that the ultimate wants of the country under the head of National education could thus be provided for. How to meet those growing wants was earnestly debated. The partially self-supporting system was gradually dropped by common consent. In place of the popular subscription so lightly promised, so reluctantly paid, an enhanced fee was levied amid general satisfaction. Mr Coke deserves the credit of this change.

“50.—Every suggestion for extending the area of popular education was discussed. The project of working through the existing indigenous Schools was carefully considered, and unanimously, or almost unanimously, rejected. The grant-in-aid system was clearly inadequate, and was pronounced by the Secretary of State to be so. It was necessary to look to the direct action of the Government. Proposals were made to levy an educational tax, and whether this should be

compulsory or voluntary was warmly disputed. I took the voluntary side, on political grounds, and drafted an Act analogous to the Municipal Act (XI. of 1853) to enable communities to tax themselves for common Schools. I also recommended the immediate levy, where it was legal, of the extra land assessment, which had been reserved for education, and the collection of all other local funds (as 'chilhur' and the like) which might be made applicable to the same purpose. I also sketched a plan for constituting each talooka an educational district, with one principal and affiliated humbler Schools. This is known as the 'talooka system,' and has been kept in view in all recent developments of Vernacular Education.

"51.—At length in 1864 the Bombay Government were pleased to levy the extra land assessment, and declared a proportion of it to belong to education in the district where it was levied. Local funds of other kinds were also collected, and Zillah Committees, in which both the Revenue Authorities and the Director of Public Instruction were represented, were appointed to control the expenditure of the local income on Schools and other objects. This system is new, and has hardly had time to bear fruit."

189. The local cess above referred to yielded in 1864-65 Rupees 2,15,359, and in 1865-66 Rupees 3,19,524. The agriculturist rate payers however do not seem to get the full benefit of it. I have already noticed the fact (paragraph 157 above) that no less than Rupees 1,10,875 of the proceeds of the "local rate of assessment" were credited in 1865-66 under the head of "Middle Class Schools." Rupees 11,930 were credited under the head of "Higher Class Schools," and Rupees 14,469 under the head of Institutions for special or Professional Education principally on account of Normal Schools. The above items aggregate Rupees 1,37,274, deducting which from the total receipts, Rupees 3,13,524, there would be left Rupees 1,76,250 available for Lower Class Schools; but, in point of fact, only Rupees 49,301 are credited under the head of Lower Class Schools.

Good use, however, appears to have been made of this sum, as may be inferred from the following extract from the Director's Report of 1865-66:—

"Para. 52.—The operation of the local cess has given us an increase of 229 in the number of Primary or Vernacular Schools, and of 23,041 in these Schools, and of 23,041 in the number of scholars, during the year. In Guzerat I was impressed with the vitality of primary education, and was pleased to find that

boys belonging to the cultivator class were beginning to attend the Vernacular Schools in considerable numbers. But I am not yet in a position to pronounce, from personal knowledge, on the primary education of the Presidency. Two points in the subject are clear:—*First*, that, in order to form a judgment, we require more definite standards of examination; *secondly*, that, in order to improve the teaching of the Native Masters, we require an enlargement and improvement of our training Establishments.”

Oude

190. The Lower Class of Schools is represented in Oude by 61 Government Hulkabundee Schools, and 36 Private Schools. The Private Schools are all aided under the ordinary Grant-in-aid Rules.

191. The Hulkabundee Schools are all situated in the Oonao District, the recent re-settlement of which provided the means of establishing Village Schools on the system first adopted in the North-Western Provinces. These Schools were only started in 1865-66; and the results are very encouraging. As the settlement operations advance, the system will be extended to all districts in Oude.

192. The Village School Teachers are all trained for their work in the Lucknow Normal Schools, to which they go for a year for the purpose, getting stipends of Rupees four each while under training.

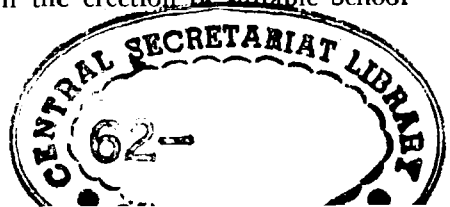
Central Provinces

193. The Lower Class of Schools in the Central Provinces con-

*There are also a number of Police and Jail Schools, of which mention is made in the Report, but they are not directly under the Education Department, and are not therefore included in the Statistical Returns

sist* of 546 Village or Hulkabundee Schools supported by the Education Cess, and 680 Private Schools. The latter

number is made up of 661 indigenous Schools, and 19 Zemindaree Schools maintained by Feudatories and Zamindars on their estates. The School Cess in the Central Provinces was doubled in 1864-65, and the extra funds thus made available were found very useful in increasing the salaries, and thus securing a better class of Teachers. The number of Vernacular languages existing almost side by side in the Central Provinces, renders it particularly difficult to get good Teachers on small salaries. The additional funds were also partly expended in the erection of suitable School houses.



194. The indigenous Schools are thus described in the Education Report:—

“These Schools may be divided into three classes—

“1st.—Those receiving a regular monthly grant from Government.

“2nd.—Those receiving grants under the payment by results Rules.

“3rd.—Those receiving casual gifts, in money or books, for the Masters or pupils.

“Of the 1st Class there are only five; the grants have all been made recently, and with the object of establishing Schools in localities where none previously existed, and where it was not desirable to establish a Government School, or where a Government School could not be established at so low a cost. Schools of this kind should, after having been established two full years, be aided not by a regular monthly grant, but according to the rules for payment by results. In the 1st Class there are five Schools receiving monthly grants aggregating Rupees 45.

“Of the 2nd Class, during the past year, 25 Schools* have presented pupils for examination, and a total of Rupees 408-1 has been paid,—the largest amount paid to one School was Rupees 47-4. Of 273 pupils examined, about 20 per cent. failed. The only districts in which Teachers have come forward to claim rewards are Saugor, Nimar, Nursingpore, and Nagpore. I do not feel satisfied that proper attention has been paid to this very important branch of our educational system, and District Inspectors have not yet thoroughly explained the Rules to the Teachers. A number of School Masters in the Jubbulpore District, who received grants last year, refused to receive them this year; and one of the most intelligent of the class informed the Inspector the reason was that the parents of the children objected strongly to his taking any aid from Government; they seemed to dread it as the insertion of the thin-end of some mysterious wedge. When the rules for regulating these payments by results were drafted, I thought them sufficiently liberal; but a revision will be necessary, as they are not so liberal as the rules in other parts of India, which have for many years enjoyed greater educational advantages than the Central Provinces. I shall submit shortly a revised Code of Rules.

*These have not been included in the Statistical Returns

"The Schools of the 3rd Class now number 656, with 12,267 pupils. The most remarkable development of these has taken place in the district of Sumbulpore, and particularly in the Burghur Tehsilee. At the close of 1864-65 there were 42 indigenous Schools in Sumbulpore, with 647 pupils; there are now 114 Schools, with 4,340 pupils, and during the same period Schools of every description and scholars have very largely increased. The people also have subscribed liberally; besides what they pay directly to the Teachers, and which it is impossible to state with any degree of accuracy, they have subscribed for the building of School houses, and for the maintenance of the Schools, a sum of Rupees 3,350. When it is remembered that only four years ago this district was not free from rebels; that at that time, what the Central Provinces were to the other Provinces of India, so was Sumbulpore, the Boetia of the Central Provinces, I think it will be admitted that the good work inaugurated by Captain Cumberlege is not the least important, or the least interesting page of this year's History of British India. The hearty manner in which the people have seconded the District Officer's exertions for the education of their children is a proof that old animosities have passed away; and in their enlightenment we have some security for their continued loyalty. I append extracts from the Memorandum of Education by Captain Cumberlege and his District Inspector for the last Quarter of 1865-66, detailing more fully than I can do in this Report their operations during the past year. They will well repay perusal, and their publication would be useful to the Officers of their districts."

Mysore

195. The Lower Class of Schools is represented in Mysore by 32 Government Vernacular Schools and by 15 Grant-in-aid Schools of a similar class. The Private Schools are designed almost exclusively for Mussulmans, and are reported to be wanting in order and system. Improvement, however, is expected, as they are stated to have been recently better supplied with books, and regularly visited by the Deputy Inspector.

British Burmah

196. The statistics for British Burmah have not, as already explained, been included in the general statement; but it may be hoped that the recent appointment of a Director of Public Instruction will ensure the receipt of full information with the prescribed statistical statements in future years.

197. There are about 259 Lower Class Aided Village Schools in British Burmah superintended by Missionary bodies, with about 3,691 pupils.

198. It is expected, however, that it will be soon possible to make progress in the direction of encouraging the existing indigenous Schools of the Province. The following account of these Institutions was given in 1864 by the Chief Commissioner:—

“The existing Native Schools of Burmah are the Buddhist monasteries. The monks are supported by the daily alms of the people. The fabrics are generally built by private individuals as works of religious merit. The monasteries have no endowments. The monks, who inhabit them, perform the priestly offices required by the laity and educate children. For these services they are supported by voluntary gifts and daily alms. There is scarcely a village in the whole country without one of these Institutions. For the great mass of the pupils, it may be said that the education imparted does not go beyond instruction in reading and writing the Vernacular language,—that is, Burmese, and the rudiments of arithmetic. For those who intend to enter the priesthood, of course a higher degree of instruction is necessary, which need not here be described. As a general rule, it may be stated that all instruction among the Burmese people is carried on in the monasteries. There are a few private Schools here and there, but they are exceptional. There is no other regular plan or system of Schools which could be taken in hand and improved. I would not recommend that Government should set up Schools in the villages as additional, or in opposition, to the monasteries,—such a scheme would inevitably be a failure.”

199. As regards the proposed plan of improving these Schools, the Chief Commissioner expressed the following opinion:—

“*Para. 15*—To carry out this plan, I am of opinion that we should do nothing more than induce the monks in the several monasteries to accept certain books for the instruction of the pupils. We may already have some excellent School books in the Burmese language. They are as follows:—

- “1. Geography by the Reverend G. H. Hough (maps wanting).
- “2. Treatise on land measuring and triangulation.
- “3. Stilson’s Arithmetic,—an admirable work.
- “4. “The house I live in,—translation of an interesting little work on Human Anatomy.

"5. Sketch of Ancient History, by the Reverend E. A. Stevens, American Baptist Missionary.

"6. Legendre's Geometry.

"If there were only a work on elementary astronomy, we really have every book required to commence the work now proposed.

"The task of inducing the Buddhist monks generally to accept of and teach these works in their Monasteries, of course in addition to the existing ecclesiastical or theological course of education, would require very great tact, judgment, and discretion. Some Buddhist monks, to whom I have spoken on the subject, have not been averse to the plan. The work would have to be superintended by a man of superior attainments, one well acquainted with the Burmese language and the character of the people."

200. In pursuance of the above suggestion, steps were taken for the appointment of a Director of Public Instruction. The appointment did not actually take place till August 1866. The following account of the success already met with was given by the Chief Commissioner in February last:--

"It will be seen that, notwithstanding some opposition, there has been so far very encouraging success. In the towns of Rangoon and Moulmein the Buddhist monks of 45 monasteries, having 115 pupils, have allowed the books on arithmetic and land-measuring, and in some instances geography, and a small book on anatomy, to be taught. The monks themselves will not teach these books, partly from a feeling of pride which will not allow them to teach foreign books, and partly from an ecclesiastical prejudice peculiar to Buddhist ascetics, that the only true knowledge is contained in the Beedagat, and that worldly knowledge is waste of time. Still they allow the books to be taught."

Berars

201. There are apparently 29 Mahratta Village Schools in the Berars. It has been proposed to increase this number by the addition at once of 72 new Schools; no detailed information is available respecting these Schools; but, now that a regular Education Department has been organized in the Berars, it may be hoped that full information will be available in future years.

FEMALE SCHOOLS

Bengal

202. In Bengal there are three Government Schools for the education of Native girls, with 153 pupils, and 217 Private Schools, with 5,559 pupils.

203. The Director of Public Instruction has made no remarks whatever in his Report for 1865-66 on the important subject of Female Education. This is a great omission; for, though some of the appended Reports of the Inspectors contain information on the subject, it would have been only proper to give prominence to the matter by a few remarks from the Director himself.

204. Mr Woodrow, the Inspector of the Central Division evidently takes a great interest in the subject. He opens his remarks on the subject with the following paragraph:—

Female Education.—The most interesting feature in the educational operations of the year is the extension of Female Education. Not only is there an increase of the numbers under instruction, but owing to the beneficial action of the Ooterparra Desh Hitoyzeni Shova, there is a prospect of general improvement in the quality of the instruction imparted. I last year reported that ‘the total number of girls attending Schools in the Central Division, exclusive of the Bethune and several private Schools, was 999 in April 1863, and 1,530 in 1864.’ In 1865 the number had risen to 1,963. In April 1866 it amounted to 2,823. Counting in the Bethune School and the girls in six Missionary Schools in the Nuddea Zillah, the number is 3,307. Female Education being yet in its infancy, it is interesting to the public to know how these numbers are made up, and in what parts of the country the advance is most perceptible.”

Mr Woodrow then goes on to give a detailed list of Girls’ Schools, showing the following results:—

	Pupils
Aided by Government	
{ Schools	1,377
{ Circle Patshalas	90
{ Zenana Associations	610
Unaided	
{ Under Missionary Bodies	442
{ Under Native Managers	103
Girls attending Schools for boys	60
Government Female School (Bethune School, Calcutta)	125
	<hr/>
TOTAL	3,307

He adds the following remarks:—

“There are now 58 Grant-in-aid Schools with 1,877 girls in them, against 36 Schools with 1,219 girls last year. The two Zenana Associations with 278 ladies under instruction, have increased to four Associations with 610 ladies. The number is increasing monthly, and want of funds, rather than want of houses open to instruction, now places the limit on rapid extension. The girls attending Circle Schools have fallen off from 135 to 90, and those attending Schools for boys from 82 to 60; but those attending unaided Girls’ Schools have increased from 149 to 208. On the whole, the total shows an increase this year from 2,008 to 2,970, or of 962 girls. This success attending the efforts of the Ooterparra Association for promoting the good of the country deserves to be brought prominently to the notice of Government.”

205. In the South-East Division there is a Government Training School for Mistresses at Dacca, with 24 pupils on its rolls; and it is stated by the Inspector that “applications have been received for Mistresses from Rajshahi, Rungpore, Calcutta, and Sherepore.” There are altogether in the South-East Division 64 Girls’ Schools (53 of which are aided by Government) with 917 pupils.

206. In the South-West Division there are 30 Girls’ Schools (26 of which are aided) with 1,010 pupils. In the North-West Division there do not appear to be any measures on foot for Female Education, and the Returns do not include any Girls’ Schools.

207. In the North-East Division there are 25 Girls’ Schools (all aided) with 530 pupils.

North-Western Provinces

208. In the North-Western Provinces there are 497 Government Schools for girls with 9,269 pupils, and 77 Private Schools with 1,494 pupils.

209. About 100 of these Schools were added in 1865-66. The Director of Public Instruction refers to Female Schools in his Report for that year in the following terms:—

“These Schools are all of the most elementary description, the expenditure is limited, and the parents of the children are generally poor. They are a beginning by no means despicable, and are under careful inspection. Coming across, as I do, in the course of my tours, towns where formerly at the mention of the Girls’ Schools one’s Native advisers and coadjutors would shake their heads, but

where now Girls' Schools are in healthy operation, I cannot but look forward to more extended results, though it will be long before we overtake the ignorance of the population. The visits of experienced Officers are not regarded with distrust. The Natives soon grow familiar with an Inspector who performs his work honestly and regularly, and place confidence in his advice. Younger and less experienced Officers, who are naturally less able to make allowance for deficiencies, which even the most cursory inspection will disclose in Schools perhaps of only a few months' standing, have in some instances caused discouragement by the tone of their remarks. Deception in the matter of attendance cannot at first be altogether avoided, and will gradually disappear before a patient examination into results such as that which has been conducted during the year of report."

210. There are also two recently established Normal Schools for Mistresses, one at Agra and another at Ourai, a village about 13 miles from Futtehpoore. Both these Institutions are favorably noticed by the Inspectors, and the Director makes the following remarks regarding them:—

"Small Normal Seminaries of this character are manageable; and, when the experiment has been fully tested, I shall ask the Inspectors to consider the advisability of establishing one in each district, for the improvement of the Girls' Schools in that district,—it being manifestly unadvisable, if not impossible, to institute one large Normal School for the whole of the Circle, as, in the case of School Masters, steadiness, rather than rapidity of progress, has hitherto been our aim, and results seem to prove the wholesomeness of the principle."

Punjab

211. The 1,029 Female Schools in the Punjab, with their 19,561 pupils, are composed of 333 Government Schools and 696 Private Schools.

212. As the Punjab stands foremost of all other Provinces in respect of the numerical results of Female Education, it may be well to give here some account of the rise and progress in that Province of so recent but important a feature of educational operations.

213. The following paragraph extracted from the Punjab Education Report of 1862-63 refers to the period when the first real impulse was given to the movement in favour of Female Education in the Punjab:—

“At the Educational Durbar* His Honor

Training of the Lieutenant-Governor addressed the Chiefs of
 Governesses at Lahore and Umritsur, and called their special at-
 Umritsur tention to the necessity for providing education for
 their daughters as they had already for their sons, and promised them
 assistance in carrying out any plan they might devise for that pur-
 pose. Accordingly Committees were appointed at each of the two
 cities, and it was arranged that the family priests of certain of the
 best families, *viz.*, 30 at Lahore and 40 at Umritsur, should under-
 take to teach, each of them at least, one female from his own or his
 client's families. While giving this instruction, the priests are to be
 paid at the rate of Rupees 10 per mensem; and as soon as the pupils
 become proficient enough to impart knowledge themselves, they will
 be taken into the service of the families with which they are connect-
 ed as Governesses, and the pay of the priests will cease. The
 Governesses will teach the females not only of their own or their
 patrons' families, but also of respectable neighbours of a lower social
 grade. These again will probably be glad to open Schools of their
 own, or to take service as School Mistresses with Government or
 private persons. And so it is hoped that, beginning with the upper
 classes, the stream of Female Education will gradually permeate
 through the several *strata* of Native society. For starting the scheme,
 which amounts to supplying the means of training within their
 home circles, at least 70 Governesses, most of whom will be fit to act
 as Teachers by the end of a year, the sum of Rupees 8,000 is required
 for the year 1863-64, and special application has been made for it.”

214. In the following year (1863-64) the Director of Public In-
 struction gave the following account of the result of the scheme
 referred to above:—

“In paragraph 64 of my last Annual Report I explained how a
 scheme had been proposed for training up Governesses, and placing
 them in the families of the upper classes of Native society at Lahore
 and Umritsur. This scheme was afterwards changed; for it was
 found that the adult females, who were taken under instruction in
 the first instance, had domestic cares and duties which sadly inter-
 fered with their speedy advancement in study, and young girls were
 found much sharper learners than adults. Again it was found that
 there was no real objection to the employment of male Teachers;
 whatever objection there was, was directed against the innovation
 of teaching females at all. And when, through the example set and
 arguments used by a few leading members of the Native community
 these objections were gradually overcome, the system of private
 female instruction by family priests in the houses of the Chiefs and

Notables, and of Schools in every Mohulla for the wives and daughters of the middle classes, soon became generally prevalent. As these Schools are not open to inspection, I am dependent for my information regarding them on the Reports of the Committees of Native gentlemen; but from these Reports, and from the great interest shown in the matter throughout by His Honor the Lieutenant-Governor, there can be no doubt about the subject of Female Education having been taken up far more earnestly than could have been expected in so short a time. Most of the Schools are probably very elementary, and a good deal of the scholars' time is no doubt devoted to instruction in their own religious books; yet a fair amount of attention seems to be paid to secular studies as well, and some few girls have made good progress, judging from the specimens of handwriting produced as the result of their unassisted efforts. I also understand that the teaching of plain needle-work has been commenced, and proves decidedly popular. One thing is at any rate very certain that the formation of these Schools to so large an extent at the two chief cities of the Punjab has brought the subject to the notice of all classes throughout the Province, and has greatly facilitated the spread of Female Education in other districts.

"I may also mention here that, within the last two or three months, Baba Khem Singh, a lineal descendant of the Guru Baba Nanuk, and greatly revered by all classes of his countrymen, has been preaching at Jullunder and its neighbourhood in favour of Female Education. He has since then spontaneously proceeded as far as the Rawul Pindie District, bent on the goodly work of stirring up the people to educate their daughters. The success of his mission has been immense, and Girls' Schools are now starting into existence by scores and even hundreds, I believe, in those parts of the Punjab which he has visited."

215. The results for 1863-64 in respect of Female Schools were thus described in the same Report:—

"There are now 204 Government Female Schools, instead of only 103 at the beginning of the year. The number of girls has increased from 2,224 to 3,993; of whom 3,414 are Mahomedans, and 579 Hindoos; 53 of the girls in the Jullunder District are learning English, 439 Persian, 3,312 Oordoo, and 561 Nagree. The average daily attendance has nearly doubled, being now 3,058.

"These Schools are all under the direct control of District Officers, many of whom have interested themselves greatly in the matter, and have set them on foot at considerable personal trouble. The charges are borne exclusively by the one per cent. Educational Cess Fund.

The great difficulty is to exercise proper supervision over them. Although it would be obviously preferable to employ female Teachers, and the want of them is felt by some District Officers to be a great impediment to the progress of Female Education, yet the people do not seem to object to male Teachers for their daughters, so long as they are allowed to make their own selection. And, strange to say, the selection not unfrequently falls upon young men, as well as old,—occasionally on a mere lad, one of the senior scholars in a neighbouring Town or Village School. The prejudice against inspection in many places continues very strong, though it has been completely removed in others by the District Officers. All that is necessary at present seems to me to be to withhold any good rate of pay from the Teacher where the School is not open to occasional visits from the Deputy Commissioner, or at any rate from some trustworthy Native Officer selected by him, and approved of by the people who send their children to the School. Money and official favor are the two great motive pioneers in this matter.”

* * * * *

“Of Private Female Schools there are seven ordinary aided Schools, six of which are connected with Missions, and one is a School for girls of European parentage at Anarkullee, Lahore. This last is of a superior kind, and so are the Orphanages at Loodianah, Umritsur, and Kangra. But, besides all these, there are the very important, though as yet elementary, Female Schools in the cities of Lahore and Umritsur, numbering no less than 223, and containing 3,841 scholars. These Schools are entirely under the management of Committees of Native gentlemen at the two chief cities of the Punjab. Rupees 8,000 were assigned for their support as a special grant by the Supreme Government; but the amount actually expended on them has been Rupees 11,520 from Government, and Rupees 1,404 from private subscriptions and donations of the Chiefs and Notables.”

216. So far as the Female Schools under private management were concerned, the requisite funds were supplied from Imperial revenue as a charge under the head of grants-in-aid. In respect of the Female Schools under Government management, the funds were, in the first instance, made available from the Education Cess Fund. Towards the close of 1864 the Female Schools, under the direct management of Government, numbered 192, costing Rupees 1,633 per mensem; and there were 55 more, costing Rupees 270 per mensem, which had been started and kept up on promises held out to the Teachers that Government would eventually grant them salaries. On a representation shortly after made by the Lieutenant-Governor,

the Government of India sanctioned an assignment of Rupees 10,000 per annum for three years from Imperial revenue towards the support of these Schools, leaving the cost of such Schools as were situated in agricultural villages to be met from the Education Cess Funds. It was at the same time observed that any further extension of Female Schools should be carried out on the grant-in-aid principle, which, it was remarked, if readily accepted, would "afford some test and pledge that the spread of Female Education is real and truly desired by the people of the Punjab". While anxious to afford every encouragement to the spread of Female Education, the Government of India did not wish that Educational or District Officers should allow their zeal to betray them "into so exercising their influence with Natives of the better classes as to amount in fact to a pressure which the Natives do not feel able to resist".

217. The Report for 1865-66 shows an increase since 1863-64 on the Government Female Schools from 204 to 333, the number of pupils having likewise increased from 3,993 to 6,834. As regards Private Female Institutions, the number of pupils had risen to 12,727, of whom 8,352 were Hindoos, 4,161 Mahomedans, and 214 Sikhs and others.

Madras

218. Female Education does not seem to have been as yet the subject of any special interest of exertion on the part of the Educational Authorities in Madras. There are no Government Female Schools; but the Returns show 139 Female Schools under private management with 3,315 pupils. Many of these are probably for children of European descent; no special notice is taken of them in the Madras Report.

Bombay

219. In Bombay the Government Female Schools were increased during 1865-66 from 23 to 33, and the number of pupils from 639 to 1,036. The Returns for private Female Schools are mixed up with those for Boys' Schools but there appear to be 32 Institutions with upwards of 1,400 pupils.

220. The following remarks on the subject of Female Education are made by the Director in his Report for 1865-66:—

"I have recorded above (paragraph 26) an increase during the year of 10 Female Schools and 397 pupils. But when we compare the total number of female pupils on the rolls in Government Schools, namely, 1,036, with the average daily attendance, namely,

695.3, the unsatisfactory character of most of these Institutions must be at once inferred. The first characteristic of our Girls' Schools is extreme irregularity of attendance; the second, is that they are in reality Infant Schools, in which it appears to me that the great bulk of the children, being very young, sit looking on, while a few girls at the top of the School receive a little instruction. In submitting this general observation, I must, however, refer to Mr Curtis' Report, paragraph 25 (Appendix A 2, page 42), in which a favorable view is taken of the prospects of Female Education in Guzerat. Some of the Private Girls' Schools (under inspection), and especially the Roychund Deepchund School at Surat, are exceptions to my general remark. Captain Waddington (Appendix A 1, page 23) reports favorably of the (Private) Parsee Girls' Schools attached to Sir Jamsetjee Jeejeebhoy's Benevolent Institution. Female Education, which is of course closely connected with different phases of social and religious feeling, is better received among some castes of the people than others, and as yet it shows more signs of flourishing among the Parsees of Bombay and the Banias of Guzerat than among the more literary Brahman communities of the Deccan or Concan. Looking at the question broadly, I am afraid it must be asserted that the public education (properly so called) of course is incompatible with the system of infant marriages, and with many existing prejudices of the people on the most delicate subjects, think that the education and civilization of such portion of the people of India, together with the example of the European community, will inevitably bring in the education of the women of India, but that this result will be very gradual, and will be subsequent to many important social changes. In the meanwhile, I am humbly of opinion that private and Missionary exertion may do much to help on the cause, but that Government is precluded from taking any prominent steps to accelerate the movement."

Oude

221. There are no Government Female Schools in Oude, but there are 11 Private Schools, of which one is for European and Eurasian girls. The 10 Schools for Native girls are managed by Missionary bodies, five of them being in connection with the Church of England and five under the American Mission. Three of these Schools were opened during 1865-66. The Director of Public Instruction writes respecting them as follows:—

"The Schools are visited regularly by the ladies of the two Missions, who speak very favorably of the progress made by the pupils. Instruction is given in reading, writing, and arithmetic".

The following remarks are taken from the same Report:—

“I believe that the Reverend Mr Reuther, at Fyzabad, has opened one or two Girls' Schools in that city. The Head Masters of some of the Zillah and Tehsil Schools have also, during the past year, made attempts to interest those around them in Female Education; two or three small Schools have been opened, but their success is not yet certain.”

Central Provinces

222. The 92 Female Schools in the Central Provinces are all Government Schools supported, like other Village Schools, from the Education Cess funds. The following account of them is given by the Director:—

“These Schools have increased during the year from 65 with 1,244 pupils to 92 with 2,361. The largest number in any district is at Saugor, where there are 26 Schools with 713 pupils; in the districts of Chindwarrah and Upper Godavery none have yet been opened. The progress made in these Schools must be slow; and, except in places where European ladies interest themselves, I do not anticipate great results. The movement in favor of educating girls is interesting, and should be encouraged to a certain extent, to show that Female Education is one of the things Government aim at; but I believe that the most certain, and the most speedy, way of educating the women of India is to educate the men; when we have a generation of educated fathers, there will be little difficulty about the education of their daughters. It is well in the Central Provinces to have a few Girls' Schools in every district; but, as they are entirely supported by local Educational Funds in the same way as the Boys' Schools, I would not sacrifice the efficiency or the number of the latter, to greatly extend the means of education for girls, unless, indeed, by the offer of fees or subscriptions, the people manifested a real desire for such Institutions.”

223. A Female Normal School was established at Nagpore during 1865-66. It has 20 women in it, and the management of the Institution is reported to have been successfully conducted.

Mysore

224. There are no Government Female Schools in Mysore; and of the seven Female Schools under private management, two are designed for European and Eurasian girls. The other four are for Hindoo girls, and are reported to be “all well attended, and making steady progress.”

British Burmah

225. There are seven Female Aided Schools in British Burmah, with 409 pupils. The following account of these Institutions is given by the Chief Commissioner in his Report of 1865:—

“There are five Female Schools in the Pegu Division, and two in Tenasserim.

“The most prominent Institution of this character is the Karen Female Institute at Tounghoo, under the superintendence of Mrs. Mason, for the instruction of the daughters of Karen mountaineers. This School has been in active operation during the year, and is supported entirely by the people. It numbers 66 pupils. On the 15th of January 1866 the annual examination was held in the Institute. ‘The scene was interesting’, says Mrs. Mason, ‘as it was the first time that Karen Mountain Chieftains sat as judges, and awarded prizes to Karen young women for attainments in scholarships.’ . . . ‘There were present also strange new visitors in nine Manu-Manau Chieftains from beyond the Eastern Water-shed, and two Gaikoo Chiefs from near the Northern Boundary. In all there were 41 Chiefs and Elders present from the Mountains, with 50 students and jungle Teachers.’ The Vernacular Department of this School was taught eight months, the English Department ten.

“This indefatigable lady has also revived her School for Burmese women at Tounghoo. It was in operation during the last quarter of the year under review, and at its close contained 29 pupils.

“The next School of note in the Pegu Division is St. John’s Institution. It is both a Girls’ Boarding and Day School, in which those who can pay for board and education are required to pay; and it is also a Free School and Orphanage in which those who are too poor to pay, or who have no parents, friends or relations to support them, are fed, clothed and taught gratis. It is admirably conducted by a Lady Superioress and four Sisters of Charity, who impart elementary instruction to the pupils in both English and Burmese. In the English Department there are 55 pupils; and in the Vernacular or free section there are 60, 30 of whom are orphans, and the remainder day-scholars. The way this School is conducted reflects the highest credit on all connected with its management. Major Laurie observes of these Schools—‘I found everything to be in a most satisfactory condition, forming remarkable aids to the causes of education and philanthropy.’

"The Female Schools in the Tenasserim Division are located at Moulmein. St. Joseph's Institution, under the control of the Reverend Father Guerin, is conducted by a Lady Superioress assisted by seven Sisters of Charity. The average attendance during the year has been 108; of these 39 were orphans, and 69 day-scholars. The instruction is elementary and embraces needle-work. The orphans are educated free of charge, while the other pupils pay a fee varying from three to six Rupees per mensem. The Commissioner, who presided at the examination held on the 19th December last, reports that 'the older girls have made considerable advancement since the time of the examination of the previous year, the younger children were progressing satisfactorily.'

"Two Burmese women conduct a Girls' School at Moulmein, under the superintendence of the Reverend Mr Girls' Vernacular School, Moulmein Haswell. The average attendance in this School has been 50 girls, of the average age of 10 years, each pays a fee of one anna a month, and are taught reading, writing, and the simple rules of arithmetic."

Berars

226. There do not appear to be any Female Schools in the Berars.

Concluding Remarks respecting the Classification of Pupils in Schools

227. I have already (paragraph 54) shown that, of the whole number of Hindoos and Mahomedans attending Colleges, only $3\frac{1}{2}$ per cent. are Mahomedans. It will be seen from the following figures, relating to the pupils attending Schools in the principal Provinces of India, that the percentage of Mahomedans is 18 per cent:—

<i>Pupils attending Higher Class Schools</i>						
	Bengal	N. W. Provs	Punjab	Madras	Bombay	Total
Hindoos . . .	16,828	2,360	9,377	5,063	1,337	34,965
Mahomedans . . .	1,561	375	3,362	473	28	5,799
<i>Pupils attending Middle Class Schools</i>						
Hindoos . . .	40,896	13,783	5,784	12,085	21,207	93,755
Mahomedans . . .	4,241	3,380	2,238	682	1,634	12,175
<i>Pupils attending Lower Class Schools</i>						
Hindoos . . .	32,374	1,21,713	29,125	14,049	63,653	2,60,914
Mahomedans . . .	5,040	32,903	24,816	87	4,947	67,793
TOTAL	{ Hindoos . . . 3,89,634 Mahomedans . . . 85,767					
GRAND TOTAL					4,75,401	

228. The proportion of Mahomedans is greatest in Lower Class Schools, where it reaches 20 per cent., which is probably not far from the actual proportion borne by the Mahomedans to the Hindoo population of the country generally.

SECTION VI

INSTITUTIONS FOR SPECIAL EDUCATION

229. The following Statement contains statistics respecting Institutions for Special Education, 1865-66:—

	BENGAL		N.W. PROVINCES		PUNJAB		MADRAS		BOMBAY		OUDH		CENTRAL PROVINCES		MYSORE		BRITISH BURMAH AND THE BERARS	
	Government	Private	Government	Private	Government	Private	Government	Private	Government	Private	Government	Private	Government	Private	Government	Private	Government	Private
<i>No. of Institutions</i>																		
Normal	24	3	8	3	7	3	7	4	6	...	2	...	6	...	1	...		
Others	13	1	2	...	...	...	7	...	5	3	...	...	...	...	1	...		
TOTAL	37	4	10	3	7	3	14	4	11	3	2	...	6	...	2	...		
<i>Number of pupils attending them</i>																		
Normal	1,280	71	455	62	294	80	1,011	207	258	...	392	...	153	...	27	...		
Others	920	246	254	...	...	...	473	...	280	180	...	...	...	...	32	...		
TOTAL	2,200	317	709	62	294	80	1,484	207	538	180	392	...	153	...	59	...		
<i>Expenditure</i>	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs		
NORMAL—																		
From Imperial Funds	87,996	3,750	38,077	3,700	15,287	2,100	49,331	4,913	28,776	...	4,460	...	3,162	...	5,626	...		
From Other Sources	4,035	11,536	7,626	5,196	16,140	2,155	4,659	16,975	15,955	...	13,760	...	7,720	...	...	...
OTHERS—																		
From Imperial Funds	2,07,010	1,000	86,203	...	...	...	1,02,969	...	64,220	10,505	...	...	...	...	4,493	...		
From Other Sources	33,943	5,417	...	...	...	...	6,488	...	13,250	15,413	...	...	...	...	...	...
TOTAL—																		
From Imperial Funds	2,95,006	4,750	1,24,280	3,700	15,287	2,100	1,52,300	4,913	92,996	10,505	4,460	...	3,162	...	10,119	...		
From Other Sources	37,978	16,953	7,626	5,196	16,140	2,155	1,147	16,975	29,205	15,413	13,760	...	7,720	...	...	...
GRAND TOTAL	3,32,984	21,703	1,31,906	8,896	31,427	4,255	1,63,447	21,888	1,22,201	25,918	18,220	...	10,882	...	10,119	...		

Owing to the appointment of Directors of Public Instruction, and the organization of separate Departments of Education in Burmah and the Berars having only recently been carried out, there are no sufficient statistics available. But a general reference to the Institutions in British Burmah coming under this head will be made in the body of this Note.

230. I now proceed to make a very few remarks respecting the Special Institutions in each Province.

Bengal

231. Of the 24 Government Normal Institutions in Bengal, four are English Departments, and 20 Vernacular.

The four English Departments have proved a failure, as will be seen from the following extract from the Director's Report for 1865-66:—

*“English Department—Calcutta, Hooghly, Dacca, and Patna—*The English Departments opened a year ago in the Normal Schools at Calcutta, Hooghly, Dacca, and Patna, as announced in last year's Report, have hitherto failed in the object for which they were established. Students with the proper qualifications cannot be induced to enter them, because they are not affiliated to the University, so that attendance at them is no qualification for admission to the First Examination in Arts, whilst the Syndicate declines to accord the privileges of School Masters to the Pupil Teachers who join them. Unless some concession is made on this point, there seems little probability of obtaining any adequate results from these Departments, and it will be advisable to abolish them.”

The 20 Vernacular Training Institutions were more successful. Twelve of them are intended to train Masters for Vernacular Middle Class Schools, seven are specially designed for training Gurus for indigenous Schools, under the scheme already described under the head of Lower Class Schools, and one (at Dacca) is for female Teachers.

232. The following extract from the Director's Report for 1865-66 will show how large a proportion of these useful Institutions have been set on foot during the year under review:—

*“New Vernacular Normal Schools Opened—*Three Normal Schools were opened at the beginning of the year in East Bengal, at Mymensing, Comillah, and Coomarkhali for the training of Masters for Middle Class Vernacular Schools, and four similar Schools commenced operations in Behar, located respectively at Bhaugulpore, Purneah, Gaya, and Chuprah.

“In North-East Bengal, three new Normal Schools for the training of Gurus for Village Patshalas have been opened under a new Inspector, Baboo Kassi Kanth Mookerjee, at Rajshai, Dinagepore,

and Rungpore, each providing for 75 stipendiary pupils, and another similar School has been started by Baboo Bhoodeb Mookerjee at Midnapore in South-West Bengal.

"In Assam the Normal School at Gowhatty, which had not been successful, has been re-organized at a reduced expense, and additional Normal Schools have been sanctioned for Tezapore and Sebsaugor, in order to make better provision for the supply of Masters for the elementary Vernacular Schools of the Province.

"From these statements, it will be seen that an important advance has been made during the year in the means of raising a supply of Teachers qualified for conducting the Middle and Lower Class Schools throughout the country."

Of the three Private Normal Institutions, one (in Calcutta) is for Mistresses.

233. Of the 14 other Institutions for Special Education, two are Schools for training in useful Arts,—one a Government Institution, and the other a Private Institution, both situated in Calcutta. Two are the Mahomedan Madrissas at Calcutta and Hooghly, respecting which remarks will be made under the head of Oriental Institutions (Section VII); six are Law Classes attached to the Colleges in Calcutta and the Mofussil; one is the Civil Engineering Department of the Presidency College; and three are the English, Bengalee and Hindoostanee Classes of the Calcutta Medical College.

234. I find that it would lead almost beyond the reasonable limits of a Note like this to enter into any detailed description of these Institutions, and I have not, therefore, attempted it.

North-Western Provinces

235. Of the eight Government Normal Schools in the North-Western Provinces, six are for male Teachers, and two for female Teachers. The latter have already been noticed under the head of Female Schools, and the former are Institutions designed to train Teachers for the Vernacular Schools in the Province,—there being one for each of the three large Circles at Agra, Meerut, and Benares, one in Almorah for the Hill Circle, and Special Normal Classes at the Schools of Ajmere and Etawah.

236. The three Private Normal Institutions appear to be intended for the training of other than Native Teachers.

237. Of the two other Special Institutions, one is the Civil Engineering College at Roorkee, and the other the Agra Medical School designed for giving an education to Native Doctors.

Punjab

238. The seven Government Normal Schools in the Punjab are designed for training Vernacular Teachers for the Town Schools and Village Schools. In 1865-66 they turned out 44 Town School Teachers and 133 Village School Teachers. Out of 2,012 Teachers employed in Government Vernacular Schools in the Punjab, 1,417 have already undergone a Normal School training. There are 166 now under instruction, leaving 429 who have yet to be sent to a Training Institution.

239. The three Private Normal Schools are all for training female Vernacular Teachers. One of them is in connection with the S.P.G. Mission at Delhi, and two are under Native Committees at Lahore and Umritsur.

240. The number of women under instruction during the year was 80, of whom 40 were Hindoos and 40 Mahomedans.

241. The Lahore Medical College has not been entered in the Punjab Returns. It is an Institution started, some seven years ago, with the object of training Native Doctors and also Sub-Assistant Surgeons. The School Department (for Native Doctors) has turned out already some 51 men qualified as Native Doctors, and six men have been qualified as Sub-Assistant Surgeons in the College Department.

Madras

242. The seven Government Normal Institutions consist of five Schools and two Normal Classes. They are not merely Vernacular Training Schools, but qualify Teachers also for Anglo-Vernacular Schools; six of these Institutions sent up successful candidates for the University Entrance Examination, the aggregate number being 21, of whom 12 came from the Madras Normal School.

243. The following notice of these Institutions and of the Private Normal Schools was taken by the Government of Madras on reviewing the Education Report of 1865-66:—

“The Report on the Government Normal School at Madras is again unfavourable. The Director of Public Instruction states that the arrangements have been defective, and the management faulty; that, in the general examination for Certificates, the Students showed to disadvantage when tested in method and teaching power, and proved, in many instances, in these subjects, to be

subjects through the medium of the Marathi language, with the ordinary functions of a Normal School. Government, concurring in the views expressed, were pleased to sanction the limiting the functions of this Institution (under the name of the 'Poona Training College') to the preparation of School Masters. Subsequently I have made analogous proposals with regard to the 'Ahmedabad Vernacular College, in which a similar experiment appeared to have failed equally. I am humbly of opinion that it is an anachronism to attempt Vernacular Colleges for Western learning at the present day. Such Colleges will only be possible when large numbers, and perhaps several generations, of scholars have been habituated to think and express themselves on scientific subjects in the Vernacular languages. The training of Native School Masters in Normal Schools and Training Colleges is such an important matter that we cannot afford to allow any diversion of the energies of those to whom the task is entrusted. The Institutions of this kind at Poona and Ahmedabad are working fairly. Those recently established at Belgaum and Hyderabad have made a good beginning."

246. The eight other Special Institutions in Bombay consist of the following:—

Government Institutions	}	1. Grant Medical College, Bombay
		2. Law School, Bombay
		3. Poona Engineering College
		4. Engineering School, Hyderabad
		5. Guzerat Provincial College, Ahmedabad
Private Institutions	}	6. David Sassoon Industrial and Reformatory Institution
		7. Furdoonjee Sorabjee Parak's School of Arts and Industry
		8. Sir Jamsetjee Jeejeebhoy School of Arts

The Guzerat Provincial College is an Institution connected with the Ahmedabad High School, the special subjects of education being law, logic, moral philosophy, history, mathematics, and Sanscrit.

Oude

247. The two Special Institutions in Oude are Government Normal Schools located at Lucknow and Fyzabad, and intended to train Teachers for the Tehsilee and Village Schools. The Fyzabad Institution is a temporary branch of the Lucknow School. The levy of the Education Cess is being rapidly extended over Oude, and its extension will be followed by an equally rapid establishment of Village Schools. For these Schools it is necessary to provide Masters and hence Students, aspiring to the office of Village Teachers, are being collected and trained at the two Schools mentioned above. The period of training is one year. At the close of the year the two Institutions contained 392 pupils, of

whom 378 were under training as Teachers for Village Schools, and the rest (14) for Tehsil and other Schools.

Central Provinces

248. The six Special Institutions in the Central Provinces are all Government Training Institutions. Of these, one (at Nagpore) is a superior Institution designed for training Masters not only for Town and Village Schools, but for Zillah Schools. Four of the Institutions (at Jubbulpore, Hoshungabad, Raepore, and Khundwah) are intended for training Teachers for Vernacular Town and Village Schools; the School at Khundwah being merely a Normal Class for the Nimar District, opened in the last month of 1865-66.

249. The remaining Institution is the Nagpore Female Normal School. It was commenced in September 1865, and is reported to have made steady progress. Twenty female pupils are studying in it.

Mysore

250. Of the two Special Institutions in Mysore, one is a Government Normal School intended to train Teachers for Anglo-Vernacular Schools. There are 27 students under training.

The other Institution is an Engineering School, which had 32 pupils at the close of the year.

British Burmah

251. There are two Special Institutions in British Burmah, both under private management. One of them is the Vernacular "Karen Theological Seminary" at Rangoon, designed to fit young men for the Christian ministry, and the other the "Normal and Industrial School" at Bassein, which contains two Departments, the one an Anglo-Vernacular School, and the other a Vernacular Training School,—the industrial element pervading both.

252. Besides the above, a large number of the Aided Middle Class Schools in British Burmah partake, more or less, of the character of Normal Institutions.

SECTION VII

ORIENTAL CLASSICAL LANGUAGES AND ORIENTAL INSTITUTIONS

253. I introduce this subject not so much with the idea of giving any valuable information regarding it, as with the object of bringing an important matter into prominent notice. It has only been at the last moment, while preparing my Note for the Press, that the idea occurred of making a separate Section for this subject, and

the information afforded, as well as the remarks offered, are not so complete as could be wished.

254. It has already been noticed, under the head of "Universities" that the Vernaculars had recently been excluded from the Calcutta List of languages, which may be taken up for the First Examination in Arts. The List now is as follows:—

Greek
Latin
Hebrew
Sanskrit
Arabic

And one of these must be taken up by every Candidate at the First Arts Examination.

255. In the Bombay University a similar alteration was made, the List adopted being the same as that given above for the Calcutta Examination.

The Madras List still contains the Vernaculars as optional subjects, both in the First Arts and B.A. Examinations; and it is not till the M.A. Examination that a Candidate is bound down to one of the Classical Languages.

256. The effect of the alteration made in Calcutta and Bombay has been to make it necessary for every College Student to study a Classical Language, and, of course, the Oriental Classical Languages—Sanskrit and Arabic—are generally preferred; of these two, Sanskrit seems to be decidedly the favorite, and the Government Colleges have now, for the most part, been provided with separate Sanskrit Teachers or Professors.

257. An interesting point to be noticed in this Section is the history of the various Institutions which were originally designed for the special cultivation of Oriental studies.

258. In the Despatch of 1854 the Home Government remarked as follows (paragraph 8):—

Para 8.—"The systems of science and philosophy, which form the learning of the East, abound with grave errors, and Eastern literature is at best very deficient as regards all modern discovery and improvements. Asiatic learning, therefore, however widely

diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded in Special Institutions for the study of Sanscrit, Arabic, and Persian literature, or for the cultivation of those languages which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and Mahomedan Law, and is also of great importance for the critical cultivation and improvement of the Vernacular languages of India."

259. In the case of almost all Oriental Institutions attempts have been made to combine a good general education with the special or Oriental studies. In some instances success seems to have followed the attempt; in others the oriental element seems to have been entirely or practically extinguished.

Bengal

260. The Bengal Oriental Institutions are the Sanscrit College in Calcutta, the College of Mahomed Moshim at Hooghly, and the Mahomedan Madrissa in Calcutta. The old Hindoo College no longer exists, as it has been merged in the Presidency College.

261. In the matter of reform, the Sanscrit College presented
 Sanscrit College the easiest field of operations, for it was supported entirely by Government without any specific assignment of funds, and consequently without any obligation, actual or implied, for the maintenance of a particular organization. The College was founded in 1824, and at first Sanscrit was studied exclusively, with restrictions as to the caste of the pupils allowed to enter it. When the old Hindoo College was broken up, its sister Institution, the Sanscrit College, was allowed to stand. The Government of Bengal, in its letter to the Council of Education of the 21st October 1853, intimated, as a sort of solace to the Native Managers of the former Institution, that "the Sanscrit College shall be maintained by the Government exactly as it is." In March 1859, however, the Director of Public Instruction (Mr Young) pointed out to the Bengal Government the following defects in the condition of the Institution, *viz.*:—

"1st.—It has not been brought within the influence of the University, and, under its present constitution, it is not likely to be able to send up any Candidates to the University for degrees

"2nd.—It occupies an isolated position as regards other Institutions; there is no interchange of advantages, no emulation of Teachers or pupils between it and other Schools or Colleges.

"3rd.—Its Examinations, awards of Scholarships, &c., are all managed within itself, and so managed as to excite little interest, and command little confidence, among the outside public.

"4th.—It is still that 'compound of a College and a Dame's School' which the other Colleges were a few years ago, but *are* no longer.

"5th.—It devotes to the teaching of obsolete science and philosophy much time which would be better given to subjects of more practical utility."

262. The re-organization which followed the above representation left the Sanscrit College on precisely the same footing as any ordinary Government College, with its attached Collegiate School, with the following exceptions, *viz.*:—

(1).—Sanskrit is taught in all the classes both of the School and College. Sanscrit, in fact, occupies in the School Department the same position as Greek does in a Public School in England, the Standard in Sanscrit being much higher than the ordinary Pass Standard in the University, just as the Standard in Greek in the 6th form at Eton is much higher than is required for a Pass Degree at Oxford or Cambridge. Before passing their University Entrance Examination, the School boys read in Sanscrit far beyond the B.A. requirements; and they continue their higher Sanscrit studies between the Entrance and First Arts Examination, so that they are in a position to pass the M.A. Sanscrit Examination one year after passing the B.A.

(2).—There are special encouragements to the study of Sanscrit in the way of Sanscrit Scholarships. The fee rate in both School and College classes is not high (Rupees three per mensem), and in the School Department the sons of *bona fide* Pundits, to the number of 100, are admitted on payment of a reduced fee of one Rupee.

263. A full description of the changes introduced in the Sanscrit College will be found in the Report of the Institution contained in the Appendix of the Bengal Education Report for 1863-64, and in a letter from the Principal to the Government of Bengal, No. 44, dated the 8th April 1864. The Institution is reported to have

been brought "into complete harmony with the University Course." In 1865-66 there were 266 Students in the School Department, and 20 in the College Department.

264. The Hooghly College is the next on the list, and as its history and that of the Calcutta Madrissa are in most respects similar, I shall treat of them together. The Hooghly College was founded in 1836, and is mainly supported from funds bequeathed by Mahomed Moshim, a wealthy Mahomedan gentleman, who, dying without heirs in the year 1806, left his large property, yielding an annual income of Rupees 45,000, to Mahomedan Trustees 'for the service of God.' Owing to the misappropriation of the funds, Government assumed the office of Trusteeship. The right of assumption was opposed by the original Trustees, but upheld both by the Courts in India and by the Privy Council in England. The period of litigation extended over many years, during which the annual income accumulated, forming a surplus fund of Rupees 8,61,100. This fund was devoted to founding and endowing the Hooghly College. It was further increased by a portion of the original Zemindaree and by the lapse of various pensions with which the estate had been burdened.

265. The Calcutta Madrissa, as stated in a Minute by the Lieutenant Governor of Bengal, dated the 15th September 1858, was founded by Governor General Hastings in 1781, in order to give to Mahomedan Students "a considerable degree of erudition in the Persian and Arabic languages, and in the complicated system of Laws founded on the tenets of their religion," so as to enable them "to discharge with credit the functions and duties of the Criminal Courts of Judicature, and many of the most important branches of the Police, which it had (in 1781) been deemed expedient to continue in the hands of Mahomedan Officers." In a recent letter addressed by the Principal of the Calcutta Madrissa to the Director of Public Instruction (No. 592, dated 22nd October 1864), it has been claimed on behalf of the Institution that the Government is merely in the position of a Trustee for the endowment, and that it is just as much bound to administer those funds for the special objects originally contemplated, as in the case of the sister Institution at Hooghly. Major Lees's arguments on this point are given in the Note* at foot.

*"40.—The Madrissa was founded in 1780 by the then Governor General Warren Hastings. Though old for a Government Educational Institution, it is not yet so old that one would expect to find its origin lost in antiquity. Yet such would here really appear to be the case. The Education Department seem to look upon it as purely a Government Institution. The Mahomedans, on the other hand,

266. Up to 1820 the Calcutta Madrissa was under the uncontrolled management of Mahomedan Professors, and as a consequence the studies had become nominal, and its ample annual resources had been "dissipated" among the superior and subordinate drones of the Establishment." The Institution was then (1820) placed under English Superintendence, but the system of tuition remained much the same, being described so late as 1850 by Dr Sprenger, the Principal, in the following terms:—

"The system is, in fact, precisely the same as the one which was in vogue in Europe during the darkest ages, and it produces the

have always maintained that it belongs to them, being a bequest made to their community by Warren Hastings from his private property, and they have often spoken of the Madrissa Mahal, or Board lands of College, of the which no one now appears to know the whereabouts. Within the last few days, however, I have read the record of the Institution as compiled by Mr. Fisher in the Appendix to the Parliamentary Report in 1832, and it would appear that both these suppositions are equally erroneous. The Institution, it is true, was originally founded by Warren Hastings, and maintained by him at his own cost for a short time; but finding it beyond his means to do all that he desired, he subsequently recommended that he should be paid back all he had expended, and that the Institution should be endowed by a grant of certain villages, and 'that the lands appropriated for the maintenance of the Madrissa be delivered over to the charge of the said superior or guardian, and the jumma of them separated from the Public Revenues.' This recommendation was confirmed by the Board, or then Council of India. Certain lands and villages were assigned for the support of the Institution in the 24 Pergunnahs, and a *Sunnud* made out for them in the name of the Preceptor or Principal. These lands were called the 'Madrissa Mahal'. A claim, however, was afterwards set up to them by the Rajah of Nuddea, which was considered good; and it would appear that, for some time, the Preceptor held them under the Rajah. The revenues, however, fell off, and in 1819 a question arose as to the liability of Government—the Committee of the Madrissa claiming on behalf of the Institution the full amount of the rental of the lands when granted, or Rupees (29,000) twenty-nine thousand per annum. 'To that amount (or even Rupees 30,000)' said the Committee, 'Mr Shore considered the Government chargeable for the expenses of the Madrissa whether, as he expresses himself, 'the farmer (of the benefice lands) made good his payment or not.' The orders of the Governor General on this claim were as follows—that 'the expenses of the Institution having fallen below the funds appropriated for its support,—consequently, on a strict balancing of account between the Institution and Government, a considerable sum would be found due to the Institution. His Lordship does not, however, think it necessary to go into a minute examination of these details; but is pleased to resolve that the revenue of the Madrissa shall, for the future, be taken at *Sicca* Rupees 30,000 per annum (-Company's Rupees 31,875).

"41.—It would seem from the foregoing that, if the Mahomedans are wrong in one respect, they are right in the main point, *viz.*, the endowment of the Institution; and no doubt, had the lands remained attached to the College till this date, its revenue now would be double Rupees (30,000) thirty thousand per annum, as has been the case with many of the Royally endowed Schools of England. The Mahomedan view of the case was confirmed by the orders of the Court of Directors of 1841, and confirmed again by the Despatch of the Secretary of State of 28th February, 1861, in which those orders were republished. Of this endowment, then, the Mahomedans cannot with justice be deprived, and the Institution, therefore, costs the Government little or nothing, it has been in the enjoyment of this endowment now for nearly a century; the Mahomedans are proud of the Institution; they send their children to it from many distant parts of Bengal; and has conferred on them very great benefits."

same results. The sophistries of dialectics learned in a sacred language puff up the Professors with conceit, render them hostile to every thing practical or founded on experience, and extinguish in them the sense of art and beauty, and blunt the sentiment of equity and morality."

267. The history of the Hooghly Madrissa up to 1850 had been of much the same character; and hence it was that, in the educational reforms which took place between that year and 1854, both of these Mahomedan Institutions were re-modelled. In both of them a junior or Anglo-Persian Department was created, the senior or Arabic Department being made quite distinct and separate. In the latter Department a more modern and rational system of instruction in the Arabic language and in the principles of Mahomedan Law was substituted for the antiquated and faulty system of the Indian Moulvies, and the teaching of false physical science was altogether prohibited.

268. In both cases the Anglo-Persian or General Departments have flourished, while the Special or Arabic Departments have languished.

269. In the Hooghly Institution the Anglo-Persian Department was merged into a Collegiate Institution, with School and College Departments like other Mofussil Colleges. The Institution was affiliated in 1857. The Anglo-Persian Department of the Calcutta Institution has only recently been affiliated to the University, and that only as educating up to the First Arts Standard. It is noticeable, however, that the Hooghly College and Collegiate School appear to have been completely monopolized by Hindoos to the almost entire exclusion of Mahomedans. The distribution of pupils for 1865-66 was as follows:—

	Pupils in 1865-66			Total
	Hindoos	Mahomedans	Others	
Hooghly College . . .	133	6	2	141
Hooghly Collegiate School . . .	236	43	8	286

Considering that these Departments were supported in the year under notice, to the extent of Rupees 45,407, from the "proceeds of endowment," it may be a question whether the funds bequeathed by a Mahomedan, however usefully employed are being expended in a manner consistent with the special object for which they are

held in trust. It is true that, while the fee rates are Rupees 2-8 and Rupees 3 in the School, and Rupees 4 and Rupees 5 in the College, Mahomedans are admitted both in the School and in the College at the reduced rate of one Rupee; but the results seem to show that, even with this privilege, the arrangements are not such as to maintain the original character of the Institution as one designed specially for the education of Mahomedans. In the Anglo-Persian Department of the Calcutta Madrissa all the Students (238) are Mahomedans, none but such being eligible for admission. The fee rate is one Rupee.

270. I have already said that the Special or Arabic Departments have languished. The following account of them is extracted from the Bengal Education Report of 1863-64:—

“There are two Government Madrissas or Arabic Colleges—the Calcutta Madrissa, to which is attached an Anglo-Persian School; and the Hooghly Madrissa, which, as already stated, is a Department of the College of Mahomed Moshim. The course of instruction in both is exclusively Arabic, and Mahomedans alone are admitted. The Students are required to possess some knowledge of the elements of Arabic before admission, but no other test of education is required; and few of them have learnt more than is ordinarily acquired from the private teaching of Mahomedan Moulvies. The course of instruction extends over five years, and comprises Grammar, Literature, Rhetoric, Logic, and Law. Mahomedan Law, and, as a necessary consequence, Mahomedan Theology, constitutes in reality the staple study of the classes; and the two Institutions may be regarded as purely professional Seminaries engaged in the training of Moulvies, Moollahs, Cazis, and the like, for the supply of the social and religious needs which the creed of Islam imposes on its votaries. In the Calcutta Madrissa there are 12 Senior Scholarships,—four of Rupees 20 a month, and eight of Rupees 15, available for the 1st and 2nd Classes; and 16 Junior Scholarships, of Rupees 8 a month, for the 3rd and 4th Classes. For the corresponding Classes in the Hooghly Madrissa, there are 14 Senior Scholarships—two of Rupees 50, four of Rupees 20, and eight of Rupees 15; and 16 Junior Scholarships of Rupees 8. These Institutions are not affiliated to the University,—their course of study having no affinity with that prescribed by the University Regulations; but, as a special case, the Rules for the award of the (English) Junior Scholarships have recently been so far relaxed as to allow the Junior scholars from the Anglo-Persian Department of the Calcutta Madrissa to hold their Scholarships in the Arabic Department, provision being made for

the simultaneous prosecution of their Arabic and English studies, with the view of enabling them to reach the standard of the First Arts Examination of the University. With the present Arabic Course, however, the arrangement must fail of its object, as sufficient time cannot be given to English studies."

271. The Reports for 1864-65 and 1865-66 represent the condition of these Institutions as unaltered. "They show," writes the Director of Public Instruction in his last-mentioned Report, "but feeble signs of vitality, and under present arrangements little is to be expected of them."

The Returns for the last three years are as follows:—

	Calcutta Madrissa		Hooghly Madrissa	
	No. of Students	Expenditure	No. of Students	Expenditure
		Rs.		Rs.
1863-64	108	17,937	23	5,448
1864-65	89	17,317	21	5,369
1865-66	72	16,389	19	3,009

The monthly fee is only eight annas.

272. In his Minute of 1858 the Lieutenant Governor of Bengal recommended the abolition of the Calcutta Madrissa; but the Government of India determined otherwise, as will be seen from the following extract from the orders of 2nd July 1860:—

"*Para. 6.*—I am desired to state that the Governor General in Council, having carefully considered the case, does not think that the arguments advanced by the late Lieutenant Governor for the abolition of the Calcutta Madrissa are tenable on grounds of sound policy, neither is he at all able to concur in His Honor's estimate of the value of the Institution.

* * * * *

"12.—Upon the whole, I am directed to state that the Government of India feels confident that the right and most advantageous course will be to continue to act in the spirit of the reforms of 1854; to do this carefully and not hastily; and to give to the Principal, with this view, all the authority which he ought to possess, and which he will be able to exercise with the best effect, under the

advice and control of the present Lieutenant Governor, who himself had a large share in settling the measures which were adopted for the reformation of this Institution in 1854."

273. The Secretary of State, in reviewing the above orders, remarked as follows:—

"*Para. 5.*—I agree with your Government that it is not necessary to afford any artificial encouragement to the study of the Arabic language by giving it an undue preference over English or Persian; and I must beg that the remarks in the Despatch of the late Court of Directors of the 20th January 1841 may be borne in mind, and that the Scholarships in the Madrissa be only given as the reward of merit, and that their continuance to particular students be dependent on good conduct and continued industry, to be tested by periodical examinations.

"6.—As the arrangements now sanctioned must be considered to be, in some degree, experimental, a special Report as to their operation and result must be submitted after a period not exceeding two years from the date of your order of July last."

No special Report has yet been submitted.

274. I find, however, that in June 1864 the Bengal Government instituted an enquiry on the following points, *viz.*:—

(1).—Whether, by the adoption of some such plan as that introduced in the Sanscrit College, the present system of instruction in Arabic in the Calcutta Madrissa might not be amended and combined with instruction in English.

(2).—Whether such a measure would not bring the Institution into harmony with the University system, and remove the objections at present felt by the Syndicate to its affiliation.

(3).—Whether it will not at the same time be carrying into effect those reforms which the Government of India and the Secretary of State have uniformly insisted on.

275. Respecting these enquiries, the Principal of the Calcutta Madrissa wrote a long Report, dated 22nd October 1864, objecting altogether to the proposed remodelment,—maintaining that, under existing arrangements, considerable progress had been made towards realizing the objects of Government, and giving the following opinion, *viz.*:—

"If the principles laid down in the Despatches of the late Hon'ble the Court of Directors of 1854, and the Right Hon'ble the Secretary

of State of 1859, are to be upheld, the course, in regard to the Oriental Classical languages, which is clearly indicated in those Despatches,* is the institution of a Special Faculty in the University for them, and placing the Special Oriental Colleges on the footing of the Medical and Civil Engineering, or any other special Colleges that are, or may hereafter be, founded,—a course which, while it would not prevent the introduction into the Colleges and schools for the general education of the people of such moderate amount of instruction, in the grammar and construction of the Arabic and Sanscrit languages, as is absolutely necessary for the acquirement of a classical or more critical knowledge of the Vernaculars, would, on the other hand, ensure that all Students, graduating in either Arabic or Sanscrit, should possess a knowledge of English equal to that possessed by all Graduates in Medicine and Civil Engineering,—a knowledge, we may assume, sufficient for all practical purposes.”

276. The Director of Public Instruction, however, did not agree with the Principal of the Calcutta Madrissa, and forwarded his Report to the Government of Bengal, with the following recommendation, *viz.*:—

“*Para. 10.*—I recommend, therefore, that the course of studies in the School Department of the Madrissa be at once framed on the same plan as that of the Sanscrit College,—Arabic taking the place of Sanscrit, with the addition of Persian as an optional subject, that a College Department be added to this Department, in order to educate the Students up to the Pass Degrees in Arts, while they enjoy facilities for keeping up their Arabic studies with the obtaining Arabic Honors if they so desire; and, finally, that the present Arabic Seminary be gradually allowed to die out.”

277. Proposals of a similar kind were, Mr Atkinson informs me, made by him in 1860 for re-organizing the Hooghly Madrissa.

278. No orders have yet, however, been passed in either case.

North-Western Provinces

279. In the North-Western Provinces, the Agra and Benares Colleges were originally purely Oriental Colleges.

280. The Agra College no longer stands in that list, as will be seen from the following extract from the Education Report of

1859-60, containing the substance of a recommendation made by the Director of Public Instruction and approved by the Government, North-Western Provinces:—

“The Government should proceed on the principle of providing the people with what they cannot get elsewhere, or at least of so good a quality. In this category instruction in the English language, and the study of English literature and European Science may be included. But Arabic and Persian studies may be pursued, as well outside as within the College walls. It may be said, and with truth, that some knowledge of Arabic and of Persian Grammar is essential to form a good Urdu scholar. Arabic and Persian Grammar should form part of the Urdu course, so also the most popular Persian works, *e.g.*, the *Gulistan* and *Bostan*. But I advocate the abolition of a *separate* Arabic and Persian Department. Let every Student who attends our Colleges and High Schools learn English. This should be a *sine qua non*. Mr Fallon very justly remarks that the Oriental Student is not brought under the influence of the European Master; his moral education at the Government School under the *Moulovee* is not a whit better than it would be under a common *Miyanji*. The admixture of English and Oriental Students is injurious to the former. I believe that the abolition of the purely Oriental Department, while it might for a time decrease the number of Students, would bring many boys into the English classes.”

281. The following brief history of the Agra College is given in the Calcutta University Calendar for 1866-67:—

“Agra College is partly supported by Government, and is under the control of the Director of Public Instruction, North-Western Provinces. It was established by the direction of the General Committee of Public Instruction in 1823-24, and placed under the superintendence of a Local Committee, consisting of the Government officials of the place, with a paid Secretary, who also acted as overseer of the Institution.

“It was opened to all classes of the population, and ‘was designed to diffuse more widely than Native Schools the possession of useful knowledge, to give a command of the language of ordinary life, and of official business—to teach, principally, Hindee and Persian, with the native mode of keeping accounts (*Leelavattee*), and to have instruction in Sanscrit and Arabic. It was not designed to impart an elementary education: the pupils were expected to have made considerable progress before their admission’.

“Separate teachers of Sanscrit, Hindee, Persian, and Arabic were appointed. All were taught gratuitously, and more than two-thirds of the whole received stipendiary allowances.

“Subsequently, in successive years, the introduction of new subjects, and the addition of new teachers gradually changed the character of the Institution, from that of a purely Oriental School to that of an Anglo-Vernacular College, with upper and lower departments of study, having a Principal, and containing (1862) no pupil who does not study English with Urdu or Hindee.

ENDOWMENTS, ETC.

“This College is endowed by a fund in the districts of Agra and Allyghur, amounting to about a lakh and a half of Rupees, from villages formerly held by Gungadhur Pundit (who held his jagir, under Educational Services, from a late Rajah of Gwalior), the interest of which fund and the annual collection from the villages exceeded 20,000 Rupees. To this have been added, from time to time, by Government, additional allowances for Teachers, Scholarships, etc., both sources of revenue amounting annually to about 35,000 Rupees. There are also Scholarships endowed by various private benefactors, amounting to one hundred Rupees a month.”

282. The Benares College is thus briefly described in the same Calendar:—

“The Benares Sanscrit College was founded by Government in 1791, for the cultivation of the language, literature, and (as inseparably connected with these) the religion of the Hindus. In 1830 an English Institution was established, distinct from the Sanscrit College at first, but incorporated with it in 1853.”

The continued existence of the special Sanscrit element in the Benares College would seem to be viewed by the Director of Public Instruction as practical failure, as may be gathered from the following extracts from his Reports:—

(REPORT OF 1862-63)

“*Para.* 24.—On the Sanscrit Department. Mr. Griffith remarks—“There has been, I am willing to think, considerable improvement in the Sanscrit College during the year under review. Several

reforms have been introduced and found to work well, but the College is still looked upon with affection by the orthodox Hindu as the nurse of his sacred language, literature and philosophy, for the preservation of which it was established under the auspices of a liberal and enlightened Governor. The pupils have been more regular in their attendance, and the Pundits have taught classes at once instead of single students. The results of the examination have been more satisfactory than usual.' The first two classes in this department have likewise made a marked advance in the knowledge of English.

"25.—There are 124 Students in the Sanscrit Department, 52 of whom received stipendiary allowances of from Rupees 2 to 16 per mensem. This part of the College may, indeed, well be looked upon with affection by the orthodox Hindu. The State not only pays him to study his own sacred literature, but finds him the best guides and teachers that can be had, and supplies him with the comforts of a roomy building, where he can pore over his Shastirs and bewilder himself with the philosophy of his ancestors. The philological study of Sanscrit, and its affinities with other languages, as throwing light on the history of antiquity, which is the chief incentive to its study in the eyes of the European scholar, is not attempted by these votaries of Hindu learning, who regard the language as holy, and its literature as holy, and imagine themselves to be sanctified by its study. This religious indulgence costs the State about Rupees 22,800 a year. Surely the wealthy inhabitants of Benares might maintain their own Patshala, which, if well conducted, would be eligible to receive a grant-in-aid from the State purse, just like any other Missionary or religious Institution. The philological study of Sanscrit is doubtless deserving of direct encouragement. This would be best effected by an offer on the part of Government of free quarters and tuition in Sanscrit to all scholars from European nations, who wished for an opportunity of studying the language at the probable scene of its currency as a living tongue.

"26.—Last year 'the chair of Vedanta,' a kind of theological professorship, was, on the death of the Pundit who held it, abolished. Other salutary alterations, such as the addition of English teachers to the staff, were carried out, and a European scholar will be placed in charge of the Department under the orders of the Principal. Such changes are regarded unfavorably by the Pundits of Benares as innovations, the tendency of which is to diminish the paramount importance of the sacred language. Whether the study or the preservation of the sacred language be of importance to Her Majesty's

Government or not, educationally speaking, the Sanscrit Department of the Benares College is, from its very constitution, the least satisfactory part of the system of public instruction administered in these Provinces."

(REPORT OF 1863-64)

"*Para. 16.*—The Principal reports—'In the year under review there were 100 Students in the Sanscrit College. Two general Examinations were held in July and December. In the 1st Poetry Class, five Students were considered worthy of prizes; in the 1st Grammar Class, seven. Ten students in the 2nd Grammar Class, one in the 1st Nyaya Class, two in the 2nd Nyaya Class, two in the 1st Mathematical Class, and one in the 2nd; eight in the 1st Sunkhya Class, and five in the 2nd, were considered worthy both of Scholarships and prizes. The progress made during the year in the Sanscrit College is not unsatisfactory.' From this statement, which is the sum total of the Principal's Report on the Sanscrit College, it will be seen that 29 *per cent.* of the Sanscrit Students are Scholarship-holders. The number of Scholarship-holders in the English Department of the College is 7½ *per cent.*, but the holdings are more valuable.

"17.—The results of the study of Sanscrit at the Benares College hardly yet come up to the expectation of its founders, which was that 'the genius of the more erudite alumni of our Oriental Colleges would be in time so far developed as to induce a comparison between the systems and the interpretations of ancient India and modern Europe.' So far as this goes, the horizon of the future is still peopled with shadows in the clouds. The G.O. on the Educational Report of 1848-49 mentioned 'the *endeavor* to work upon the minds of the Sanscrit Students through the medium of their own literature'; in 1849-50, it remarked 'the *expectation* of important results from the system pursued;' in 1850-51, 'the *preparation* of various works connected with the Sanscrit language and philosophy;' in 1851-52, 'the unabated *efforts* to impart knowledge and enlightenment to the learned classes of the Hindoos.' But at this date I am unable to discover that the 'erudite alumni' have worked any good in their day and generation. Even if Sanscrit be regarded as the parent stock from which the Vernaculars of India gather vigor of expression, it does not appear that the study of Sanscrit now has any appreciable effect on the Vernaculars of the North-Western Provinces, or that it has been a spur to literary enterprise. 'During the 1st Quarter of 1863 only three new books were published at Benares.

One of these was an Almanac; another Extracts from the *Qoran*, for beginners; and the other a book of poetry, composed a long time ago by the grandmother of the Joint Inspector. No new books were published in the 2nd Quarter, and only two during the 3rd and 4th.'

"It is a pleasure to report progress, and the realization of well-considered plans, but it is none the less my duty to point out failure and disappointment; and surely it is hopeless to look for valuable results from a system of teaching in which (to use the words of an able essayist on this subject in 1853) 'the Teachers' functions are transacted upon the principle that the theories which he expounds claim, both from himself and his disciples, the most exact submission and implicit credence: that upon them all the offices of reason and of judgment must be abandoned, and that beyond them every motive to investigation ceases. The extremest evils, both of lethargy and superciliousness, become inevitable.'"

Madras

283. In Madras the only Oriental Institution is the Madrissa-i-Azam. The following extract from the Education Report of 1858-59 refers to a re-organization carried out in that year:—

"Arrangements were made during the past year for re-organizing the Madrissa-i-Azam, an Institution which was established by the late Nawab of the Carnatic for the instruction of the Mahomedan population of Triplicane, and which has been adopted as a Government Institution. It was found, on inspection, to be in a very inefficient condition; the attendance, though large, was extremely irregular, seldom exceeding one-half of the number of pupils nominally on the rolls. The amount of useful instruction imparted was extremely limited. The business of the Institution, like that of its name-sake at Calcutta, was teaching the Arabic and Persian languages, and the doctrines of the Mahomedan religion. All this has been altered. An efficient Master has been placed at the head of the School; and the Teachers generally have been replaced by more competent men, only two of the former staff having been retained. The course of instruction has been arranged on the model of that prescribed for the other Government Schools; Hindoostani being made the medium of instruction in the lower classes, and English in the higher, and English being taught in all. The Institution was opened on its new footing on the 1st May last; and, notwithstanding the enforcement of a more strict system of discipline, and

alterations in the course of instruction, which are naturally distasteful to the Mahomedans, the number of pupils has already risen to 240, who attend with very tolerable regularity."

284. In pointing out the difficulties attending the working of this Institution, the Director of Public Instruction made the following remarks in his Report of 1863-64:—

"The difficulties attendant upon Mussulman education are much greater than those pertaining to the instruction of Hindoos; one of the principal is the advanced age at which Mahomedan lads commence their studies, another is the number of languages of which it is either necessary or desirable for them to obtain a knowledge. When a foreign language has to be acquired, its study should be commenced in early youth. In the case of the Mussulmans, however, this is not done, and the consequence is the obstacles in the way of success are greatly multiplied. Also, while a Hindoo has only English and a single Vernacular to master, a Mahomedan youth attempts to combine the study of English, Tamil, or Telugu, Hindoostanee and Persian. Having regard to the circumstances mentioned, the progress of the Madrissa may be termed decidedly satisfactory; although, compared with the best among the Zillah Schools, it necessarily takes a rather low position."

285. The same difficulties exist still; but on the whole the Institution seems, if any thing, to be gaining ground, if we may judge from the following figures:—

	Pupils	Number of Students of the Institution who passed the Matri- culation Examination
1863-64	238	2
1864-65	229	3
1865-66	297	3

286. The following remarks regarding the Institution are taken from the Education Report of 1865-66:—

"The Madrissa-i-Azam, which is an Institution for Mussulman lads alone, ranks with Zillah Schools, and is commonly included in their number. The results of the Inspector's examination were not altogether favorable; and the numerical weakness of the senior classes, which involved as a consequence the expenditure of the

labor of the senior and best paid Teachers upon a comparatively small number of boys was a matter for regret. At the same time, in trying to raise the Standard, a weak class has often to be allowed to exist temporarily; what is requisite is that, if the Standard aimed at be found too high for the circumstances of the case, a lower one should be adopted. I trust, however, that the progress of Mussulman education will be such as to prevent any lowering of the Standard aimed at in the Madrissa. From this Institution six pupils went up to the Matriculation Examination, of whom three passed.'

Bombay

287. In Bombay the Poona College was originally a Brahmin College for the cultivation of the study of Sanscrit. I may repeat here the account of it already given under the general head of Colleges:—

“On the occupation of the Deccan by the British Government in 1818, it was found that a certain portion of the revenues of the Maratha State had been yearly set apart for pensions and presents to Brahmins (Dakshina). To prevent hardship and disappointment, and to fulfil the implied obligations of the new Rulers, the British Government continued these payments; but, as the pensions and allowances fell in, they resolved, while maintaining the same total expenditure, under the name of the Dakshina Fund, to devote a portion of it to a more permanently useful end, in the encouragement of such kind of learning as the Brahmins were willing to cultivate. With this view the Poona College was founded in 1821, as a Sanscrit College, exclusively for Brahmins.

“In 1837 some branches of Hindoo learning were dropped; the study of the Vernacular and of English was introduced, and the College was opened to all classes; and, after having been amalgamated with the English School in 1851, it arose in its present form in 1857, by a separation of the College division from the School division. From another portion of the Dakshina Fund Dakshina Fellowships have been founded, of which four, *viz.*, one Senior Fellowship of Rupees 100 per mensem, and three Junior Fellowships each of Rupees 50 per mensem, are attached to the College.”

288. The following remarks respecting the Sanscrit branch of the Poona College are taken from Mr. Howard's pamphlet of 1865.

They relate to the comparatively recent re-organizations carried out:—

“The ‘Sanskrit Department’ was marked for a root and branch reform.

* * * * *

“I have mentioned the Sanskrit Department of Poona College. This consisted of a crowd of half naked Brahmins, mostly beggars, taught by Pundits on the indigenous system. The pupils were either stipendiary scholars or free. They learned nothing but Sanskrit, and that not well. Most of them became priests after leaving College. Their Teachers, the ‘Shastrees’, were ignorant of all human knowledge save the ‘Shastra’ professed by them. They were also arrogant and obstructive. They had as little notion of order or discipline as they had of literature or science. No learned book, or philological tract or critical reprint ever proceeded from Poona College. When a descriptive catalogue of the Sanskrit manuscripts in the library was asked for, the Shastrees simply confessed that they did not know how to make one. After some hesitation it was resolved to abolish a department which seemed a standing protest against all the other reforms introduced into Poona College. The remaining pupils were merged in the ‘English’ Department and the Shastrees were bid to teach Sanskrit to all comers in the College and School. They refused to instruct in the sacred language any but Brahmins, and were put on half pay. A native of liberal ideas and European knowledge was set to direct the Sanskrit studies, which henceforward were to be pursued not in the spirit of Brahminical theology, but as a branch of general learning. Finally, in the following year, a German Orientalist was brought from Europe as permanent Professor of Sanscrit.

“Dr Martin Haug, known chiefly by his researches in Zoroastrian antiquities, came to India in November 1859, and at once joined the College at Poona. He has the honor of organizing, almost of creating, a genuine study of Sanscrit in Western India. His original investigations into Vedic and Zend antiquity, carried on side by side with his teaching, gave him importance among even the Pundits and the Dasturs. The English bred Natives gladly accepted the methods of scientific philology. Among Dr Haug’s pupils are men who combine the accumulated knowledge of the Pundits with the critical acumen of the European Philologist. One of these scholars, a Maratha Brahmin, in 1863 took University Honors in ‘Languages’ of which one was Sanscrit, the second being English.

"In February 1863 another learned German, Dr. George Buhler, was appointed Sanscrit Professor in Elphinstone College. Previously the Duxina Fellows and a Shastree had taken the Sanscrit Classes in this class.

"Sanskrit is now taught in the Vernacular Colleges and many Schools, English and Vernacular. I believe that the Hindoos are much gratified by finding their ancient language again in honor. A reflex result has been to diffuse a taste for Sanscrit among the people of Western India. I have before me a rather remarkable proof of this result. In the last monthly catalogue of oriental literature on sale at a London publisher's, I find a list of forty-six Sanscrit Works all printed in India. Of these twenty-five come from Calcutta, Benares and other places, and all the rest from either Bombay or Poona."

289. The following account of the spread of the study of Sanscrit in Bombay is taken from the Director's Report for 1865-66:--

"Great impulse has been given of late to the study of Sanscrit in this Presidency—*firstly*, by the excellent Professors of the language in Elphinstone and Poona Colleges; *secondly*, by the University rule requiring this or some other classical language to be brought up for the Arts Examinations; *thirdly*, by the foundation of the Bhugwandass Purshotumdass Sanscrit Scholarship for Bachelors of Arts; *fourthly*, by the publication of a First Sanscrit Book by Mr. Ramkrishna Gopal Bhandarkar, M.A.; *fifthly*, by the liberality of Mr. Vinayakrao Sunkersett, who has recently founded two annual Sanscrit Scholarships, styled, in honor of his late father's memory, the Juggonath Sunkersett Scholarships, which are to be contended for in connection with the University Matriculation Examination. Soon every High School in this department will be a School for Sanscrit Scholarship. And this will be a great advantage, for Sanscrit studied according to the European method, and in conjunction with English, cannot fail to strengthen the minds of Native students.

"In connection with this subject, I beg to call attention to a letter from Professors Buhler and Kielhom (subjoined in Appendix H, page 196), proposing a series of Sanscrit Classics to be brought out by themselves and by Native Sanscritists under their superintendence. This excellent proposal is now being carried out, and it will, I trust, result in furnishing us with good and cheap texts of Sanscrit Classics to be used in our High Schools and Colleges, and possibly to be adopted by educational institutions elsewhere."

Punjab

290. Before passing from this subject, I may refer to the movement which recently took place in the Punjab, on the part of the Native nobility and gentry of Lahore, towards the introduction of a scheme for encouraging and directing the progress of Oriental Literature and Science. The best reference to the movement in question will be an extract from the reply of the Lieutenant Governor (Sir Donald McLeod) to the address of the Native nobility. The reply was given in February 1866, and the following extract will show something of its nature:—

“It is with no ordinary satisfaction that I have received from the hands of Dr Leitner your address regarding the scheme which you have devised, and have partially set on foot, for encouraging and directing in this Province the progress of Oriental Literature and Science, and the spread of knowledge through the Vernaculars —I have felt greatly gratified to find that the few words addressed by me to the Director of Public Instruction have been taken up, and the views which I urged in them expanded by you, with an earnestness and cordiality which I had no right to expect for them. Your learned and truly sympathizing friend and adviser, who has come some hundreds of miles to deliver your address, and communicate your feelings and desires, has had the benefits, not only of drawing largely from the fountains of European knowledge, but of mixing much and freely with Oriental races in other lands, whereby he has been enabled to discriminate all that is calculated to be unsuitable or distasteful to you, from what may be turned to good account, and likely to prove, if judiciously worked out, of the highest value. I feel very grateful to him for having thus apprehended, and pointed out to you the way, and to you for having thus far so generously and so heartily followed it.

“Some among you may doubtless be aware, though all of you cannot be so, that in 1835 A.D., under the auspices of Lord William Bentinck, the Governor General of India, the rules and principles to be followed by Government and its Officers, in the work of education, were placed on a new basis. Amongst those who were the main advisers and promoters of this measure, are to be found the names of Macaulay, Trevelyan, Duff, and others well-known as amongst the most enlightened and earnest friends of the Natives of Hindoostan. Dissatisfaction was justly felt and avowed by them at the meagre results which had previously been attained by efforts made to convey instruction to the people through the

languages of the country; and it was determined that thenceforth the English language should be chiefly relied on as the means of imparting to our subjects in this land the knowledge of the West.

“Up to that time no serious effort had been made to employ those languages as a medium for imparting the knowledge which European nations most value, so that it is no matter for surprise that such dissatisfaction should have been felt. But there were at the time not a few who were of opinion that the scheme of education then determined upon was too exclusive, as well as practically ungenerous, from omitting and decrying all that you value the most. And although great progress has undoubtedly been made since then, many distinguished and enlightened scholars have been raised from amongst your countrymen, and the desire for education has greatly increased on every hand, there are now a still larger number amongst us, and I must avow myself to be one of this number, who consider that the results which have been attained show that opinion to have been correct, inasmuch as notwithstanding some brilliant exceptions, the great bulk of our scholars never attain more than a very superficial knowledge, either of English or of the subjects they study in that language, while the mental training imparted is, as a general rule, of a purely imitative character ill-calculated to raise the nation to habits of vigorous or independent thought.

“It appears indeed evident that, to impart knowledge in a foreign tongue must of necessity greatly increase the difficulties of education. In England, where the Latin and Greek languages are considered an essential part of a polite education, all general instruction is conveyed, not in those languages, but in the Vernacular of the country; and it seems difficult to assign a sufficient reason why a different principle should be acted upon here. It was doubtless hoped, by the eminent men who inaugurated the revised arrangements, that as youths were sent forth from our Collegiate Institutions, thoroughly imbued with a taste for the Literature, Science, and Art of other lands and gifted with superior attainments in these, they would devote themselves to facilitating the path for their fellow-countrymen; and that a Vernacular Literature of a superior order would thus spring up. But the necessity for creating such a Literature does not appear to have been practically kept in view; and it is an undoubted fact that, up to the present time, as regards Oordoo and Hindee, the Vernacular languages of Upper India, little or no progress has been made towards the attainment of this end. So that your countrymen have as yet no means afforded them

of acquiring in their own languages, some fair portion at least of that knowledge of which such abundant stores exist in the languages of the West.

“Nor do I feel at all hopeful that anything like a vigorous, original, or copious Vernacular Literature will be produced within our generation, unless very special efforts be made for securing this end. While the system now in force appears to me but ill-adapted for such a purpose, the amount of time which is necessary to devote to the various subjects studied in our Schools, where these are taught in the English language, leaves but little time for perfecting our pupils in their knowledge of that language itself. Many parents have complained to me of this as regards their sons; and it cannot be denied, at least as far as this Province is concerned, that a really good English scholar is but rarely produced, even from amongst those who have matriculated at the University. Vigorous mental training appears to be but little aimed at; while the youths who are attracted to our Schools or Colleges, are for the most part those who desire only to qualify themselves for public employ, or to acquire a colloquial knowledge of English, seldom or never including youths of those classes who are used to devote themselves wholly to the cause of learning.

“And this brings me to the defect, which I myself more especially deplore, in the system of instruction at present almost exclusively followed, *viz.*, that it has tended, though not intentionally, to alienate from us, in a great measure, the really learned men of your race. Little or nothing has been done to conciliate these, while the Literature and Science which they most highly value have been virtually ignored. The consequence has been that the men of most cultivated minds amongst our race and yours have remained but too often widely apart, each being unable either to understand or to appreciate the other. And thus we have virtually lost the aid and co-operation of those classes who, I feel assured, afforded by far the best instruments for creating the Literature we desire. This is, in my opinion, very much to be lamented; and where a different policy has been pursued by individuals following the bent of their own instincts, and striving to attain a better knowledge of those by whom they are surrounded, I have myself witnessed the most remarkable and gratifying results.

* * * * *

“I by no means intend, however, by what I have said above that the study of your own classic authors should be your end and sole aim

in the educational measures you may devise for your fellow-countrymen; but I desire to direct your attention to their works, because they have been almost wholly overlooked in existing Educational schemes, and because I am convinced that, if rightly employed, they will prove a most important addition to the means of mental culture at present employed. I know how deeply you value and revere these, and respond to any appreciation of them by others. I know that they contain much that is of great value, and I know too how admirably adapted many of them are for training the minds of youths to vigorous habits of thought.

* * * * *

"I think it premature to discuss at the present time, and in this place, some of the measures urged in your address, such as conferring on your Institutions authority to grant diplomas, degrees, etc., and giving the preference for Government employ to those applicants who may be thus distinguished. But as your arrangements become more matured, we may hope that such points will be adjusted in a manner satisfactory to you, and that every reasonable concession will be gladly made by those with whom the power rests. There are, however, a few points to which it is necessary that I advert before concluding this reply.

First.—You request that your principal Educational Institution, or whatever designation may be ultimately determined for it, may be honored by the patronage of Her Majesty the Queen of England. And on this point, all that I can promise is that so soon as your proceedings shall have become further advanced, and one or more Institutions shall have been established on approved principles, I will submit your request for the favorable consideration of the Supreme Government, with a view to its transmission to the Right Honorable the Secretary of State for India, and submission by him, should he deem this fitting, for the consideration of Her Most Gracious Majesty. The hearty and effective manner in which His Excellency the Viceroy has spontaneously evinced his approval of your project, affords sufficient guarantee that you will have his cordial support, and none of you can doubt with what deep interest Her Majesty regards all that may conduce to the benefit of her Indian subjects.

Secondly.—You request me to secure, as far as possible, the pecuniary aid of Government in the form of an equivalent to the entire amount of donations collected from private parties, and a grant-in-aid equal to the amount of annual subscriptions. The Returns which accompany your address show that, at the time of its

preparation, donations amounting to Rupees 8,138, and yearly subscriptions aggregating Rupees 7,181 per annum, had been promised. These are large amounts; and as the above include only the subscriptions of His Excellency the Viceroy, and His Highness the Rajah of Kappurthulla, with the contributions of the communities of Lahore and Umritsur, while other localities have already intimated their desire to co-operate, larger sums may be looked for as your proceedings become more generally known. Whether it will be possible for Government to supplement all the income thus derived from private sources I cannot undertake to say, but I have entered in the Budget for the coming year, on this account, such a sum as it has appeared to me reasonable to propose; and I venture to entertain a confident hope that, for the encouragement of educational efforts so entirely in accordance with the views set forth in the Educational Despatch of 1854, on which all grants-in-aid are based, the Government will gladly concede such amount as the state of the finances may permit, without impairing the direct operations of Government through its own Educational Institutions.

Lastly.—You urge that the fixed endowment of your Institutions may be allowed to take the form of a Jaghire, yielding a yearly income equal to the interest of the aggregate donations of the public, with Government equivalent. I am not aware why a Jaghire should be preferred as an endowment to an investment in the Promissory Notes of Government, or other suitable Securities. The Supreme Government has frequently expressed a strong disinclination to make over to a Jaghirdar, who has not heretofore held their lands of which the proprietorship belongs to other parties, and although the same objections might not perhaps exist, to conferring a new Jaghire on an educational body, which could have no concern with its management, and would simply enjoy the yearly revenues, it is not apparent to me what special advantage could result from such an arrangement, while it might in some respects prove inconvenient to the grantees themselves. If, however, any definite and well considered proposal to this effect be hereafter submitted, I shall be prepared to give it my careful attention.”

SECTION VIII

SCHOLARSHIPS

291. The system which the Home Government recommended for introduction in 1854 is briefly sketched as follows in the Despatch of that year:—

“The system of Free and Stipendiary Scholarships, to which we have already more than once referred as a connecting link between

the different grades of Educational Institutions, will require some revision and extension in carrying out our enlarged Educational plans. We wish to see the object proposed by Lord Auckland in 1839, 'of connecting the Zillah Schools with the Central Colleges, by attaching to the latter Scholarships to which the best Scholars of the former might be eligible,' more fully carried out; and also, as the measures we now propose assume an organized form, that the same system may be adopted with regard to Schools of a lower description, and that the best Pupils of the inferior School shall be provided for by means of Scholarships in Schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the Stipendiary Scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the Colleges or Schools to which they are attached, and which may often be at a distance from the homes of the Students. We think it desirable that this system of Scholarship should be carried out, not only in connection with those places of Education which are under the immediate superintendence of the State, but in all Educational Institutions which will now be brought into our general system."

292. I now proceed to notice the system of Scholarships in force in each Presidency and Province.

Bengal

293. The Bengal Scholarships are open to competition not only to Government but to Private Institutions, as will be seen from the following Extract from the Bengal Report of 1863-64:—

"In Bengal the Government Scholarships of every description have, for some years, been thrown open on equal terms to all Educational Institutions, Government and Private, without exception. The removal of all restrictions in the competition for the public rewards of successful study has proved no less beneficial in practice than it is theoretically correct and just in principle, for open competition effectually stimulates emulation among the Schools and Colleges of all classes and affords an indisputable test of their comparative efficiency, while it cuts away the grounds for dissatisfaction which Private Institutions must naturally and reasonably feel when they find themselves debarred from the substantial rewards bestowed on approved proficiency in Institutions under Government control. Amongst the various measures adopted for spreading Education and improving the character and standard of instruction in Schools of

all classes, the Scholarships system must be regarded as second to none in practical efficacy, and a further extension of it would, I believe, be attended with advantages fully adequate to the consequent outlay."

294. The several grades of Scholarships in Bengal are as follows:—

I. *Vernacular Scholarships*.—Of these 225, or about 10 in each District, are annually open to competition among the Pupils of Vernacular Schools who may wish to continue their studies in Higher Class Schools. The Scholarships are worth Rupees four per mensem, and are tenable for four years in Higher Class Schools. A similar number (225) of Scholarships are annually available for such of the Pupils of Vernacular Schools as may wish to qualify themselves as teachers. These Scholarships are tenable for one year in Normal Schools, or in Zillah Schools, where arrangements can be made for their proper training.

II. *Minor English Scholarships*.—The Scholarships mentioned above being restricted to pupils of Vernacular Schools, it was deemed advisable to offer some similar encouragement to Pupils of Middle Class Anglo-Vernacular Schools who might wish to continue their studies in Higher Class Schools. To meet this want 200 Scholarships of Rupees five per mensem each were instituted in 1864-65. Of these 100 are available annually, each Scholarship being tenable for two years. They are held in English Schools of the Higher Class, the standard of examination being so fixed that successful candidates should be sufficiently advanced to be able to pass the University Entrance Examination at the expiration of their Scholarship term.

III. *Junior Scholarships*.—These are for Under Graduates studying for the First Arts Examination. The Rules, as revised in February 1865, are given below:—

"One hundred and sixty Junior Scholarships are open annually to be competed for in the University Entrance Examination by candidates educated in any School in the Lower Provinces of Bengal.

"2. These Scholarships are of three grades—ten of the first grade with Stipends of Rupees (18) eighteen per mensem—fifty of the second grade with Stipends of Rupees (14) fourteen per mensem—and a hundred of the third grade with Stipends of Rupees (10) ten per mensem.

"3. With the sanction of the Director of Public Instruction, a Junior Scholarship may be held at any one of the 'affiliated' Colleges which may be selected by the holder.

"4. Each Scholarship is tenable for two years, provided that due progress, under a Collegiate course of instruction, is regularly made by the holder—a certificate of the fact being submitted, at the end of the first year, by the Principal of his College.

"5. The holder of a Junior Scholarship in a non-Government Institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the Principal of the College to which he belongs, and, on proof of unsatisfactory progress, may be deprived of his Scholarship.

"6. No candidate is eligible who did not study for the last twelve months at least in the School to which he belonged at the time of presenting himself at the Entrance Examination.

"7. The ten Scholarships of the first grade will be awarded to the ten candidates who obtain the greatest number of marks in the Entrance Examination.

"8. The fifty Scholarships of the second grade are reserved for Schools situated within the five Collegiate Circles of Calcutta, Hooghly, Kishnaghur, Berhampore, and Dacca—ten Scholarships for each Circle—and will be awarded to the ten highest candidates from each who do not gain Scholarships of the first grade, provided their names appear in the first Division.

The Hooghly Circle includes—
Howrah, Hooghly, 24-Pergunnahs, Baraset, Midnapore, and the Province of Orissa

The Kishnaghur Circle includes—
Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoorah, and Puruliya

The Berhampore Circle includes—
Moorshedabad, Rajshahi, Maldah, Dinajpur, Darjeeling, and the Province of Behar

The Dacca Circle includes—
Dacca, Fureedpore, Bograh, Burrisal, Chittagong, Tipperah, Sylhet, Cachar, Khasia, Mymensing, Rungpur, and Assam

The Calcutta Circle includes—
The Town of Calcutta only

"9. Fifty Scholarships of the third grade are similarly reserved for the five Collegiate Circles—ten for each Circle—and will be awarded to the ten highest candidates from each who do not gain Scholarships of the first or second grade, provided their names appear either in the first Division or in the upper half of the second Division.

"10. The Scholarships not taken up under the two preceding Rules by the Circles for which they are reserved will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

"11. The remaining fifty Scholarships of the third grade will be awarded, at the discretion of the Director of Public Instruction, to candidates who pass the examination, and appear deserving of reward and encouragement, although they may fail to reach the standard prescribed in the foregoing Rules.

"12. The holders of Scholarships in all Government Colleges are required to pay the usual monthly fees which are levied from other students, provided always that no Scholarship-holder shall be required to pay a higher fee than Rupees (5) five per mensem.

IV. *Senior Scholarships.*—These are for Under-Graduates who have passed the First Arts Examination, and continue their studies for the B.A. Degree."

I give below the present Senior Scholarship Rules:—

"Twenty-four Senior Scholarships are open annually, to be competed for in the First Examination in Arts by candidates educated in Colleges affiliated to the University of Calcutta.

"2. These Scholarships are of two grades—nine of the 1st grade with Stipends of Rupees (32) thirty-two per mensem, and 15 of the 2nd grade with Stipends of Rupees (27) twenty-seven per mensem.

"3. With the sanction of the Director of Public Instruction, a Senior Scholarship may be held at any one of the 'affiliated' Colleges which may be selected by the holder.

"4. Each Scholarship is tenable for two years, provided that due progress, under a Collegiate course of instruction, is regularly made by the holder—a certificate of the fact being submitted at the end of the first year by the Principal of his College.

"5. The holder of a Senior Scholarship in a non-Government Institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the Principal of the College to which he belongs, and, on proof of unsatisfactory progress, may be deprived of his Scholarship.

"6. Second-year students alone are eligible, *i.e.*, those students who passed the Entrance Examination two years before presenting themselves for the First Examination in Arts.

"7. The nine Scholarships of the 1st Grade are open generally to all 'affiliated' Institutions without restriction, and will be awarded to the nine Candidates who obtain the greatest number of marks in the First Examination in Arts.

"8. The fifteen Scholarships of the 2nd grade are reserved for

The Hooghly Circle includes—

Howrah, Hooghly, 24—Pergunnahs, Baraset, Midnapore, and the Province of Orissa

The Kishnaghur Circle includes—

Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoora, and Puruliya

The Berhampore Circle includes—

Mocrshedabad, Rajshahi, Maldah, Dinajpur Darjeeling, and the Province of Behar

The Dacca Circle includes—

Dacca, Furreedpore, Bogra, Burrisal, Chit-tagoang, Tipperah, Sylhet, Cachar, Khasia, Mymensing, Rungpur, and Assam

The Calcutta Circle includes—

The Town of Calcutta only

the 'affiliated' Institutions situated within the five Collegiate Circles of Calcutta, Hooghly, Kishnaghur, Berhampore and Dacca—three Scholarships for each circle—and will be awarded to the three highest Candidates from each Circle who do not gain Scholarships of the 1st grade, provided their names appear in the upper two-thirds of the list of passed Candidates,

as determined by the marks of the Examiners. No Candidate whose place is lower than this will be entitled to claim a Scholarship.

"9. Scholarships, not taken up under the preceding Rule by the Circles for which they are reserved, will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

"10. The holders of Scholarships in all Government Colleges are required to pay the usual monthly fees which are levied from other students."

295. The Rules for Senior Scholarships will have to be modified in January 1868, when a revised scale of Senior Scholarships recently sanctioned will come into force. The total number of Scholarships is to be increased from 24 to 40, and to be of the following values:—

10 at Rs.	32
12 at „	25
18 at „	20

296. Besides the above there are the "Graduate Scholarships" or Foundation Scholarships of the Presidency College. These appear to be awarded annually. No description of them is given by the Director in his Reports; but in 1865-66 seven were awarded to

Bachelors of Arts tenable for one year on condition of their prosecuting their studies for the M.A. Degree. The average value of them was about Rupees 38 per mensem.

There are also special Scholarships for Sanscrit and Arabic and for the Medical College. The following statement of Expenditure on Scholarships in Bengal is given in the Report for 1865-66:—

				Rs.
Senior	Scholarships	..	..	16,632
Junior	„	..	..	41,880
Graduate	„	..	..	3,510 from Local Funds
Arabic	„	..	..	5,856
Sanscrit	„	..	..	4,032
Minor English	„	..	..	956
Vernacular	„	..	..	28,670
Medical College	„	..	..	14,564
TOTAL				1,16,100

North-Western Provinces

297. In the North-Western Provinces, there are two classes of Scholarships, as follows:—

(1) *Junior Scholarships*.—Rupees 5,600 per annum has been sanctioned for these Scholarships. They are worth Rupees three each per mensem, and are given to Pupils of Tehseelee and Anglo-Vernacular Schools selected by the Inspectors on condition of their proceeding to one of the Boarding House Colleges in the North-Western Provinces to pursue their studies. They appear to be tenable in some cases for three years, and other cases for one year.

(2) *Scholarships for the three Upper Classes of the Schools*.—Their value is from Rupees four to Rupees eight each per mensem. They are awarded on the result of an examination by a Board of Examiners. They appear to be tenable only for one year.

(3) *Senior Scholarships*.—These are for students pursuing their studies in College after passing the Entrance Examination, First Arts Examination, or B.A. Examination. There are no specific Rules fixing their number or the period for which they are tenable. They vary in amount from Rupees 10 to Rupees 25. In 1886, the allotments for such Scholarships numbered 37.

298. The total expenditure on account of Scholarships in the North-Western Provinces for 1865-66 was Rupees 17,962. There is a great want of specific information respecting the Scholarship system of the North-Western Provinces, which probably arises from the absence of any specific Rules or Regulations respecting the number and value of the Scholarships of each class available annually, the period for which they are to be tenable, and the conditions under which they are to be awarded.

Punjab

299. In the Punjab there are two kinds of Scholarships, as follows:—

(1) Scholarships given to pupils of Zillah Schools as rewards and encouragements to continued study.—Of late years the Director of Public Instruction has confined these Scholarships as much as possible to pupils who, having completed their course in an inferior School, proceed to a Higher School to continue their studies. The total number of such Scholarships in 1865-66 was 215, of an average amount of about Rupees 2-12 each per mensem.

(2) Scholarships given to Matriculated students continuing their studies in Colleges.—When the two Colleges at Delhi and Lahore were established, an allowance of Rupees 100 each was sanctioned for Scholarships. The Punjab Director asked that this amount might be doubled, his idea being that every student who attended College should have a Scholarship; and that, if this were not given, all, or nearly all, the students not getting scholarships would disappear. As a temporary arrangement it has been decided to allow one Scholarship for every three students attending the College, the value of such Scholarships corresponding to the average value of the Junior and Senior Scholarships in Bengal.

Madras

300. Nothing is said about Scholarships in the Madras Report for 1865-66. The following extract from the Report of the previous year may be given:—

“*Para. 278.*—The bulk of the expenditure on Scholarships continues to be in connection with professional training, either in Normal Schools or in the Lower Departments of the Medical and Civil Engineering Colleges. To meet, however, the increase in the number of matriculating

students, 15, instead of as last year 10, Scholarships of Rupees 10 per mensem were offered for competition at the Matriculation Examination in February 1865, and provision was made by an increase to their stipends for the incitement of Scholarship-holders to secure a place in the Higher Class at the First Examination in Arts. The Rules laid down regarding the Scholarships are sub-joined:—

- “1.—Every candidate must be a pupil in some Institution.
- “2.—At the time of Examination, the age of a candidate must not exceed 19 years.
- “3.—The candidates must obtain places in the 1st Class at the Examination; and they must further secure at least one-third of the total marks assigned to the English language.
- “4.—The candidates must engage to prosecute their studies up to the B.A. standard, and to offer themselves for examination with the view of obtaining the degree of Bachelor of Arts within three years after their nomination to the Scholarships.
- “5.—As two years must elapse between the date of passing the First Examination in Arts and that of attending the B.A. Examination, a student nominated to a Matriculation Scholarship will forfeit it in case of his failing to pass the First Examination in Arts within one year from the award of his stipend.
- “6.—The Scholarships will be tenable for three years, supposing the holders to pass the First Examination in Arts at the prescribed time, and to conduct themselves in a satisfactory manner.
- “7.—The successful candidates must, if not already in one, enter some College or School in which satisfactory provision is made for educating students up to the B.A. standard.
- “8.—In case of a Scholarship-holder obtaining a place in the 1st Class at the First Examination in Arts, an addition of Rupees five per mensem will be made to his stipend during the concluding two years of his preparation for the B.A. Examination.”

301. From the Statistical Return appended to the Madras Report of 1865-66, it appears that 149 Scholarships tenable in Normal Schools were gained during the year, besides 24 free Studentships in the same Institutions. Only eight Scholarships appear in the list as tenable in Institutions for general education; of these six belonged to the Provincial School at Combaconum, and two to the Provincial School at Bellary.

Bombay

302. There is a deficiency of recent information respecting Scholarships in Bombay. The subject is not mentioned by the Director in his Report, and the prescribed Statistical Table respecting Scholarship-holders has been omitted from the Appendices.

303. It was in 1863-64 that a scheme of Scholarships or Exhibitions to be held at High Schools by boys coming from other inferior Schools to prosecute their studies was first fairly brought into operation. In that year the Exhibitions of this class numbered 142, varying in value from Rupees three to Rupees 10 per mensem each. The system appears to have worked well; it has greatly increased the influence of High Schools by filling their benches with boys from all parts of the country.

304. There are also College Scholarships in the Poona and Elphinstone Colleges. The following extract from Mr Howard's Memorandum of June 1865 gives an account of the way in which the College Scholarship system had of late years been re-organized:—

“The system of Scholarships and Free Studentships at each College was re-organized. The funds were applied chiefly to the purpose of encouraging the senior men to persevere through a full College course. For instance, in Elphinstone College the Junior Scholarships (first and second year) were reduced from 36 to 20; the Senior Scholarships were raised from nine to 20. The 38 Scholarships of the Poona College, originally tenable for 10 years each, and half of them held by School children, were by degrees confined to the College classes, and sixteen were reserved for young men who had already gone through two years of College study. Free Studentships, which had been lavished too freely, were retrenched. The effect of these measures was to clear each College of many idlers, and to form a compact group of promising senior students.

“At the same time annual examinations were set on foot for junior and senior Scholarships according to printed standards. The candidates for the former were for the most part also candidates for College Entrance or Matriculation. The candidates for the latter had completed two years at College. The Senior Scholarship Examinations were to be conducted by persons not Professors in the Colleges.”

305. A brief notice may here be taken of the Duxina Fellowships," of which the following account is given in Mr. Howard's Memorandum :—

"Connected with the reform of the Colleges was the foundation of a set of Native Fellowships and Tutorships. Since the conquest of the Dekkan the Bombay Government had, for political reasons, continued the practice of the Maratha Court of granting annuities called "Duxina" to Brahmins. The allowance applicable to this purpose was separately credited in the accounts of the British Government. For some years, however, no new annuity had been granted, and there was in hand an accumulated balance of the "Duxina Fund," which was yearly increased by lapses on the death or (sometimes) the misconduct of annuitants.

"In 1858 the Government gave their sanction to a scheme of providing by means of the unexpended balance of Duxina, five Senior and 10 Junior Fellowships, to be attached to one or other of the Colleges on conditions mentioned in the Director's Annual Report for 1857-58. Two benefits were expected from this arrangement :— First the young men elected Fellows—presumably the best men of the University—would thus, like the Fellows of Colleges at Home, be detained for a few years among the influences of a learned life; and then they would supply to the Colleges the *Native tutorial element*, the value of which the ablest European Professors have often insisted on. There are now five Duxina Fellows and Tutors in Elphinstone College and four in Poona College. It has been stated, and it may be believed, that the foundation has quite answered all reasonable expectations."

Oude

306. In Oude there are only a few School Scholarships paid to pupils in Zillah and Tehsil Schools from subscriptions, the aggregate amount for 1865-66 being Rupees 1,079.

307. Six Under-Graduates in the Canning College received Scholarships of Rupees 10 each per mensem from the College Funds. A sum of Rupees 2,520 was sanctioned by the Government of India for Scholarships in Oude for the year 1866-67.

Central Provinces

308. Only Rupees 696 were spent in Scholarships in the Central Provinces in 1865-66. They were allotted among the Zillah

Schools; their value varying from one Rupee to eight Rupees each per mensem.

The question of making further provision for Scholarships in the Central Provinces has since been under consideration.

Mysore

309. There are no Scholarships in Mysore.

SECTION IX

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE

310. This subject is one which has obtained a considerable amount of attention in some parts of India, and was expressly referred* to by the Home Government in the Educational Despatches of 1854 and 1859. In the former Despatch allusion was made to a Resolution of the Government of India, dated the 10th October 1844, the object of which was to afford to educational measures "every reasonable encouragement by holding out to those who have taken advantage of the opportunity of instruction afforded to them a fair prospect of employment in the Public Service, and thereby not only to reward individual merit, but to enable the State to profit as largely and as early as possible by the result of the measures adopted of late years for the instruction of the people." The Resolution had, it would seem, primary, if not exclusive, reference to ministerial appointments. Returns were directed to be furnished by Educational Officers of "Students qualified for the Public Service," and the Heads of Offices were enjoined to "omit no opportunity of providing for and advancing the Candidates thus presented to their notice, and in filling up every situation of whatever grade in their gift to show them an invariable preference over others not possessed of superior qualifications."

*See paragraphs 72-77,
Despatch of 1854.
See paragraph 63, Des-
patch of 1859

311. It was observed in the Despatch of 1854 that the requisition for lists of meritorious students had failed, but that the object in view would be attainable on the establishment of Universities "as the acquisition of a degree, and still more the attainment of University distinctions will bring highly educated young men under the notice of Government." In directing, therefore, that

the Resolutions in question should be revised so as practically to carry out the object in view, the following Statement was made of what that object was :—

“What we desire is that, where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not; and that, even in lower situations, a man who can read and write be preferred to one who cannot, if the is equally eligible in other respects.

“76.—We also approve of the institution of examinations, where practicable, to be simply and entirely tests of the fitness of Candidates for the special duties of the various Departments in which they are seeking employment, as has been the case in the Bombay Presidency. We confidently commit the encouragement of educated, in preference to uneducated, men to the different Officers who are responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility.”

312. In 1856 the Government of India passed a Resolution the primary object of which was to lay down general instructions respecting the ascertainment by examination of the qualifications of such “Uncovenanted Officers in the several branches of executive administration as are entrusted with independent authority, and empowered to exercise the functions of Covenanted Assistants in either the Magisterial or Revenue Departments of the Public Service,” but which also expressed a desire in respect of employment in the lower grades “that all Officers having in their hands the selection of persons for such employment may be guided by the general principle of examining Candidates with a view to test their general as well as special qualifications, and of giving the preference to those who are educated and well-informed over those who are not when both are equally well-qualified for the special duty required.”

313. In the Despatch of 1859 the Secretary of State communicated the following remarks :—

“It has long been the object of the several Governments to raise the qualifications of the Public Servants even in the lowest appointments; and, by recent orders no person can, without a special report from the appointing Officer, be admitted into the

service of Government on a salary exceeding Rupees six per mensem, who is destitute of elementary education; and elaborate Rules have been framed, by which a gradually ascending scale of scholastic qualification is required in those entering the higher ranks of the Service. It may be anticipated that many years will elapse before a sufficient number of educated young men are raised up in India to supply the various subordinate offices in the Administration in the manner contemplated by the new Rules."

314. I now proceed to the main object of this Section of the Note, *viz.*, to sketch the measures which have been taken in each Presidency or Province for giving effect to the above principle, and the result which has attended them.

Bengal

315. In Bengal the complaint of the Education Department has, for many years, been that the orders of Government on this subject had become a dead letter. But it will be seen from the following extract from the Bengal Report of 1865-66 that something has recently been done towards enforcing the principle enunciated in 1855-56:—

"With reference to representations that have been frequently made by this Department regarding the employment of uneducated persons in the Public Offices in the Mofussil, the Lieutenant Governor has issued fresh instructions confirming with some amendments the Resolution* of 30th January 1856, which laid down the principles upon which the admission of Candidates for ministerial employments in Mofussil Offices is to be regulated.

*Appendix B. of Report for 1855-56.

"The main object of the Resolution was the encouragement of education by giving preference to educated Candidates in the disposal of all public appointments. But the orders of Government on this subject having in most districts been forgotten or disregarded, measures have now been taken to enforce the observance of them; for which purpose some Rules of procedure have been passed during the year, and circulated to all Heads of Offices. The most important feature of these Rules is the check imposed by them on the apprentice system which prevails in all Mofussil Offices. By the orders of 1856 it was prescribed that no apprentice should be admitted into any Office without the express sanction of the Head of the Office. It has been further prescribed by the Rules now circulated that not more than five apprentices shall be retained in any Office, and that apprentices failing to obtain a paid appointment within five years shall not be retained in any capacity."

North-Western Provinces

316. In the North-Western Provinces also the Education Department has, till recently, loudly complained of the disregard on the part of Civil Officers of the Rules of 1856. In August 1864 the Government of the North-Western Provinces ordered the submission annually by all Heads of Offices of a Statement showing, among other things, the *place of education* of all persons appointed to Government situations. From these Statements, the following results were made out by the Director :—

Departments	1864		1865	
	Number of appointments made	Number of persons educated at Government Schools taken	Number of appointments made	Number of persons educated at Government Schools taken
Judicial	14	2	12	1
Revenue	45	15	38	13
Public Works	15	15	4	4
Police	13	6	3	1
Jail	26	7	19	6
Education	29	26	26	18
TOTAL	142	71	102	48

From this, the Director observes, "it appears that in all Departments, "except Public Works and Education, the preference is given to privately educated Students."

Punjab

317. In his Report for 1863-64 the Director of Public Instruction, while admitting that the relatives of the Native Amlah, who had served as apprentices, are almost invariably nominated to fill vacancies, did not see his way to recommend more than that all such Candidates should be required to show some knowledge in history, geography and arithmetic. The Punjab Government, however, went further and passed during 1865-66 Rules for the examination of Candidates for Tehsildarships, Treasury and other Clerkships, Pleaderships, etc.,—due weight being given to success in the University Examinations. It is stated, in the Report above alluded to, that the subject of an elementary examination of Candidates for *subordinate* Government employ is still under the consideration of a Committee.

Madras

318. In Madras a scheme of Examination for all appointments above the grade of Peon was promulgated in 1858, a copy of the Rules and of the correspondence on the subject will be found in Appendix F of the Education Report for 1858-59.

The enormous numbers who came up for examination, some of them being quite unfitted for it, gave rise to several modifications. A fee of Rupees 3-8 was levied from each Candidate; but it was found necessary afterwards to raise it to Rupees five for the general test, and to Rupees seven for the special test. The operation of the general test has further been restricted to situations above Rupees 25 per mensem.

These examinations are termed the "Uncovenanted Civil Service Examinations," and are under the charge of a Special Commissioner.

Bombay

319. In September 1866 the Bombay Government issued a Notification which contains the present Rules for regulating the admission of Candidates into the lower grades of the Public Service. These Rules are given below:—

"The following Rules for regulating the admission of Candidates into the lower grades of the Public Service are published in supersession of those issued in the *Government Gazette* of the 20th May 1852, and subsequently. These Rules apply to all appointments in the Revenue, Judicial, Political, and other branches of the Service above those of a menial character, and the salary of which is Rupees 50 and under. The Rules do not apply to the Executive Police, or to persons nominated from the Executive Police to other offices in the same Department. Special Rules already exist for admission to, and promotion in, the higher grades.

"1. Hereafter no one will be eligible for employment, except:—

1st.—Matriculated Students of the University, who are admissible without further examination or certificate.

2nd.—The holders of Certificates of Qualification from the Educational Department.

3rd.—The holders of certificates issued by a Committee held in past years under the old Rules.

“II. The Certificates of Qualification to be given by the Educational Department will be of two classes: A 1st Class will certify that the Candidate is qualified according to the Standard specified in Appendix A, and will be a passport for admission into either English or Vernacular offices.

“A 2nd Class Certificate will qualify a Candidate for admission into a Vernacular office only, and will certify that he is qualified according to the Standard specified in Appendix B.

“Certificates will be awarded in Government Schools at the time of the annual inspection. 1st Class Certificates must be signed by Educational Inspectors; 2nd Class Certificates by Deputy or Assistant Deputy Inspectors. Each 1st Class Certificate must bear the holder's signature in English characters, and each 2nd Class Certificate must bear the holder's signature in Vernacular characters.

“III. Candidates from Schools not under Government inspection must, on or before the 1st October in each year, make application to the Educational Inspector of the Division, or to the nearest Deputy Educational Inspector, according as they wish, for 1st Class or 2nd Class Certificates. Arrangements will then be made for their examination.

“IV. The Director of Public Instruction will publish quarterly, in the *Government Gazette*, a List of the Candidates passed under the respective Standards. From this List the nominating Officer will make his selection; and if it be found that the number of Candidates passed according to the Standards now prescribed is so small as not to allow a field for selection, Government, on report being made, will revise the Standards of Examination.

“V. Every one admitted into the Public Service in the manner above described will enter, subject to the condition of passing an examination in the special subjects of which a knowledge is required in the Department.

“VI. The Rules for regulating the Departmental Examinations will be sanctioned by Government, from time to time, as may be deemed expedient.

“VII. No one is admissible into the Service under the age of 18; and no one, except a matriculated Student of the University, will

be eligible for promotion to a place of more than Rupees 30 in the English, or Rupees 20 in the Vernacular Departments, until the expiration of three years' service, unless the place to which he is nominated be the lowest paid in the Office."

Oude

320. There is no information as to the existence of any Rules or system for regulating the admission of Candidates for public employ in Oude.

Central Provinces

321. In 1863 the Chief Commissioner of the Central Provinces issued orders requiring all Candidates for subordinate public employ in which a certain degree of Scholarship was essential, as well as all persons holding such situations, to be subjected to certain tests by examination before being employed, confirmed in employ, or promoted, as the case might be.

Two classes of certificates were arranged,—the one for passing an elementary Examination in reading, writing, and arithmetic; and the other for higher acquirements, including the knowledge of a second language, and acquaintance with geography, Indian history, and arithmetic up to decimal fractions.

Since the promulgation of the above Rules, no less than 1,100 men have passed.

Mysore

322. The following paragraph from the Director's Report of 1865-66 shows how matters stand in that Province:—

"Nearly all the Public Servants have been educated either in the Government or Mysore Schools; and, though a formal system of Examination has not been established as in Madras, Heads of Offices have been requested to give the preference to educated Candidates. Volunteers in Offices who have not finished their education are no longer permitted, and the abolition of the practice has been attended with beneficial results to the schools."

SECTION X

ENGLISH LANGUAGE IN INDIAN EDUCATION

323. The position of the English Language in relation to the various grades of Schools in India is a matter of some importance. In the Despatch of 1854 the Home Government intimated an opinion that, for the conveyance of general education to the great mass of the people, the *Vernacular* must necessarily be used as the *medium*, while, for the conveyance of a high order of education in the science and literature of Europe, it was equally necessary that the *English Language* should be the *medium*. Reference was also made to the evil tendency, which had shown itself more especially in the immediate vicinity of the Presidency Towns, to substitute a study of the English Language in place of the acquisition of general knowledge through the Vernacular.

Bengal

324. The Committee for the improvement of Schools in Bengal seem to express an opinion in their Report of 1856 that even in the Government Zillah Schools some encouragement was given to this tendency. Many of the Zillah Schools, professing to afford a high order of education, and adopting English as the medium of conveying it, were, nevertheless, believed to be "really inferior Schools," and for these the Committee recommended a lower classification and the adoption of the Vernacular as the medium of instruction. But the direction in which the tendency was most observable in the Committee's opinion was that of the Grant-in-aid Schools, a large class of which were the result of the growing desire for English education, and were fitted only to meet the wants of those who desired to obtain at a cheap rate, and without the inconvenience of absence from home, "as much knowledge of English, and no more, as is sufficient for becoming inferior Clerks, Copyists, Salesmen, Hawkers, etc."

325. The Committee were "unanimously of opinion that the tendency of such Schools is to aggravate a very serious evil, *viz.*, substitution of a very imperfect and inaccurate knowledge of English with a still smaller knowledge of other things for that higher education which, while giving full and accurate information of a practical kind, would at the same time strengthen the faculties of the mind."

326. It was stated some years ago by the Director of Public Instruction, Bengal, that "to secure for their children a knowledge of our tongue is the one object for which, as a rule, the people are willing to pay, and for this they will frequently incur an expense which would even altogether be disproportioned to their means;" and this is doubtless still the case. It is clearly, therefore, necessary to watch lest this desire for the acquisition of English should lead to the result feared by the Committee.

327. The Director of Public Instruction entered at length into the subject in his Report for 1863-64. He there stated that he did not entertain any apprehension of the study of English being carried on at the expense of a sound practical education conveyed through the medium of the Vernacular. On the contrary, he thought that the introduction of English as a language to be studied had exactly the opposite effect, tending to raise the standard of a School by introducing the laborious study of the grammar of a non-Vernacular language, and thereby supplying to Indian Schools what the study of the Latin Grammar supplies to English Schools, *viz.*, a study which trains and disciplines the mind.

328. But Mr Atkinson admitted that, "in many Anglo-Vernacular Schools, English is far too much employed *as the medium of instruction*, and this to such an extent as seriously to retard the progress of the Students in their acquisition of general knowledge; while, as regards quality, the English taught in them is too often not only rudimentary, but curiously faulty in idiom and accent." Mr Atkinson thus admitted the main point to which the Committee's observations were directed. But while making this admission, he seems, if I understand his remarks rightly, to contend that the evils of a too large use of the English Language as a medium of instruction are less than the advantages. The great money value attached by the Natives of Bengal to an acquisition of the English Language led, he observed, to an easy obtainment of funds, which would otherwise be wanting, thus indirectly improving the staff and status of the Schools; and, on the whole, he was of opinion that the use made of the English Language, "though not free from mistakes and disadvantages," was beneficial, and deserved "encouragement rather than repression."

North-Western Provinces

329. In the North-Western Provinces there were until recently but few Schools in which English was taught as a language,—much less used as the medium of instruction.

330. The Education Reports of the North-Western Provinces for the last few years contain notices of the rapidly extending desire among the people for the acquisition of a knowledge of the English language, but as yet apparently it is chiefly taught as a language and not made to supersede the Vernacular as a medium of instruction. In 1863-64 the Director estimated the number of pupils studying English as "three or four times what it was in 1856," and stated that Anglo-Vernacular Schools or Classes had been started at almost every chief town. In the Report for 1865-66 he records a still further development of the desire for the study of English, stating that he reckons the number of Students of English in Government Schools to be about 6,500, and in Aided Schools about 9,229, being about half as much again as the estimate of the previous year.

Punjab

331. In the Punjab also the study of the English language has been of comparatively recent growth, and every year's Returns show how rapidly it is increasing. The following figures give some idea of the increase:—

	Number of Pupils studying English at Government and Private Schools
1861-62	4,439
1862-63	5,834
1863-64	8,359
1864-65	11,269
1865-66	13,181

332. The increase is almost entirely in Schools of the Higher Class. There is nothing in the Punjab Reports to show how far instruction is conveyed through the *medium of English*, but it is probable that the bulk of those entered in the Statement above are studying English merely as a language. It was distinctly stated by the Director, in 1863-64, that the neglect of Vernacular studies, for the purpose of learning English, had been "specially prohibited," and that the attention of District and Educational Officers had been "repeatedly directed to the prevention of this evil."

Madras

333. In Madras the question of the relative position of English and the Vernacular in the School system was some years ago made

the subject of full discussion. The discussion is fully reported in Appendix A of the Report for 1860-61. The following account of it was given in the body of the Report for that year:—

“The other question had reference to the relations of the English and Vernacular languages in our system of instruction. Sir Charles Trevelyan was of opinion that of late years an undue preference had been given to Vernacular instruction to the prejudice of English instruction, and that the rule under which in the Lower Classes of the Provincial and Zillah Schools, and throughout the Talook Schools ‘geography and such like science is taught from Vernacular books, and the explanations are ordered to be given in the Vernacular language,’ ought to be annulled. Mr Powell, the Acting Director, expressed similar views, and he pronounced an unfavourable opinion on the Talook Schools. He recommended that the number of these Schools should be reduced, their designation altered, and that those retained should be raised to the standard of Anglo-Vernacular Zillah Schools. Mr Arbuthnot, to whom the entire question was referred on his return from England, deprecated any radical changes in the existing system. He repeated the arguments previously urged by him in support of his opinion that the Vernacular languages should be largely made use of in Schools of all grades; and that in the Talook Schools, and in the Lower Classes of the Provincial and Zillah Schools the whole of the substantive instruction given should be imparted through their medium.

* * * * *

“He did not overlook the fact that the English language, which in most Indian Schools takes the place which is occupied by the Greek and Latin languages in the Schools and Colleges of Europe, being a spoken language, and as the language of the Government being largely used in the transaction of business, has practical claims in this country, which can not be asserted in Europe in favor of the ancient languages of Greece and Rome; and on this ground, he would teach it as a language in all Schools ‘for which it is possible to obtain Masters at all competent to teach it;’ but he would not place it as a barrier against the acquisition of much that is likely to prove useful to those who, either from inapitude for mastering a difficult foreign language, or from want of time, are unable to obtain that mastery over it which is essential to the acquirement of accurate knowledge through its medium, by constituting it the language of instruction in all subjects except the Vernacular language.”

334. The following remarks on the subject are taken from the Madras Report of 1863-64:—

“Para. 315.—The positions formerly occupied by the English language and the Vernacular of the Presidency remain unaltered in the Government system of education. In Talook Schools and in the Lower Classes of Zillah Schools, English is taught merely as a language, substantive knowledge being conveyed through the medium of the Vernaculars. It is to be observed that there is an increasing demand for English; so that, even in Village Schools, efforts are frequently made to introduce the study of that language. This appetite for English, though in most respects affording ground for congratulation, has, in several instances, led to an attempt to convey substantive instruction through that language, before the pupils possessed a sufficient grasp of it; the result, as may be gathered from notices in previous portions of this Report, has always been a failure more or less complete. It is evident indeed, without falling back upon experience, that the course is most unsound, and cannot but be highly injurious to the pupils.”

Bombay

335. In Bombay perhaps, more than anywhere else in India, the Government has upheld the principle of giving a thorough practical education through the medium of the Vernacular. The Report of 1859-60 contained the following remark:—

“The educational system of the Presidency is remarkable for the great development of Vernacular compared with Anglo-Vernacular and English teaching. *English Education* has, in fact, been starved in the interest of Vernacular Education.”

336. In the more recent operations of the Bombay Education Department, Higher Class Anglo-Vernacular and English Education has received its full share of attention, as will be seen from the remarks and statistics submitted in previous Sections of this Note with reference to Colleges and Higher as well as Middle Class Schools.

337. In his Report of 1863-64 the Director made the following remarks on the subject:—

“The increased desire for a knowledge of English manifests itself in the constant applications from the people for School Masters able to teach English. With this subject special subscriptions are

raised by the people; and though no doubt their only object in seeking a knowledge of English for their sons and relatives is to fit them for Government and other employ, yet it can hardly be expected, in the present state of education, that they should have any higher or ulterior object."

Oude

338. In Oude about 26 per cent. of the whole number of pupils are entered in the Returns as studying "English." In a Report submitted in 1865, the following principles were indicated as those by which the study of English was regulated in Anglo-Vernacular Schools:—

- (1) "That no pupil should begin English till he has made a certain degree of progress in learning to read and write the Vernacular.
- (2) "That whilst learning English as a language each pupil should be grounded in the elements of European knowledge through the medium of Oordoo or Hindee.
- (3) "That only in the Upper Classes should English preponderate over the Vernacular, and become the medium for imparting instruction in science."

Central Provinces

339. As respects English Education in the Schools of the Central Provinces, the Director made the following remarks in his Report of 1863-64:—

"It is generally admitted that whilst the English language should not be the sole or chief medium of instruction given to the Natives of India, yet that Western knowledge must be the chief matter of instruction. In those Provinces wherever a desire for instruction in English has existed, such instruction has been afforded. Vernacular Education, on the other hand, has not been neglected, and means have been taken by the introduction into our Vernacular Schools of books of general and special knowledge to render that education as complete as possible.

"The Students of English are required to pay a higher fee than merely Vernacular Scholars. By this means an attempt has been

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made to limit instruction in English to the sons of those who are able to allow their children to remain at School for the time requisite to obtain a grammatical and practical knowledge of the English language."

The following Table shows the increase in the number of pupils studying English in the Central Provinces:—

	Number
1863—64	1,207
1864—65	1,235
1865—66	1,526

Mysore

340. The Director reports on this subject that although a knowledge of English is sought by the upper classes of Native Society as a means of qualifying them for Government employment, but, at a distance from the large towns, there are comparatively few who desire to learn English.

SECTION XI

BOOK DEPARTMENTS

341. The publication, distribution and sale of Educational Books form a not unimportant portion of the Educational system.

Bengal

342. The following extract from the Bengal Report for 1863-64 gives an account of the system adopted in that Province:—

*“School Book and Vernacular Literature Society—*There is no direct Government Agency in Bengal for the preparation and distribution of educational books, but the object is effected through the instrumentality of the School Book and Vernacular Literature Society, an Educational Institution conducted by a Committee of gentlemen associated for the purpose of providing and disseminating through the country a supply of suitable School books and School apparatus, together with wholesome Vernacular publications for general reading, as a means of advancing the education of the people. The Society receives a grant-in-aid of Rupees 650 a month from Government. Rupees 500 being assigned to the School Book Department, and Rupees 150 to the Department of Vernacular Literature. To facilitate the distribution of books and apparatus, numerous country agencies are established throughout the Lower Provinces. These are chiefly entrusted to Masters in Government Schools and

the Deputy School Inspectors, who receive a commission of 10 per cent. upon all sales. The report of the Society for 1863 shows that it employed in that year 63 country agents, and that the proceeds of the sales effected by them, after deducting commission and other expenses, amounted to Rupees 16,718."

343. The following extract from the Report of 1865-66 brings the account of these operations up to date:—

"*School Books*—The last Report of the School Book Society for the year ending 31st December 1865 shows a steady increase in the demand for books and apparatus. The amounts realized by sale in the last three years have been Rupees 42,493 in 1863, Rs. 54,577 in 1864, and Rupees 64,317 in 1865. The numbers of books issued in these years were respectively 139,370 copies, 169,418 copies, and 184,043 copies. The following abstract shows the languages of the books issued in 1864-65.—

Books	Copies	
	1864	1865
English	70,641	68,525
Sanskrit	1,409	2,068
Bengalee	76,582	83,588
Hindee	5,616	3,890
Ooriya	5,922	12,824
Santhali	10	3
Cossyah	1,322	511
Arabic	21	29
Persian	136	71
Oordoo	3,930	2,683
Anglo-Asiatic	3,829	9,851
Total	169,418	184,043"

North-Western Provinces

344. In the North-Western Provinces, there is a Government Curator and Book Depot at Head Quarters. There were also, until recently, a regular Book-selling Agency and Book Depots maintained throughout the country; but these have been abolished, and the sale of books in the interior has been entrusted to the Officers of the Department, who are allowed a commission on all sales effected.

The following account of the system is given in the Report for 1861-62:—

“These sales are more directly in the hands of the Deputy Inspectors, who indent on the Allahabad Depot for such books as may be required in their respective districts. A large discount is allowed by Government for cash purchases, and a commission on sales to a certain amount is granted to the Deputy Inspector, it being the object of Government to effect quick and ready sales at the lowest possible price. Some of the School books issued are marvels of neatness and cheapness, and the successive editions of the more necessary treatises are exhausted with great rapidity.”

345. In 1863-64 the sales of educational books in the North-Western Provinces, from the Central Depot, amounted to Rupees 50,415. In the next year 1864-65 they amounted to Rupees 28,181, and in 1865-66 to Rupees 27,782. The number of copies of works sold in 1864-65 was 185,470, and in 1865-66 it was 187,230. The books are printed and published on the recommendation of the Education Authorities.

Punjab

346. The following extract from the Punjab Report for 1863-64 shows the nature of the arrangement made in that Province for the distribution and sale of Educational Works:—

“The Government Central Book Depot at Lahore has been hitherto conducted as a commercial business, for the working of which advances up to Rupees 40,000 altogether were authorized, but only Rupees 28,500 were actually taken from the Treasury. To cover packing, transit, and other charges, first 30 and afterwards 50 per cent. was added to the cost price to form the selling price. The Curator, with a small Establishment at Lahore, is paid from Imperial Revenue, and the retail work is carried on by the District School Mohurirs, Head Masters of Government Schools, and Librarians of Government Colleges, with an occasional private agent who will give sufficient security. A commission of 10 per cent. is allowed on all retail sales. The value of cash and stock in hand at the close of April 1864 amounts to Rupees 50,372, calculated at cost price. The profits of the Depot, therefore, since its formation in 1857, have been Rupees 21,872.

“78. From the beginning of the current year, *viz.*, 1st May 1864, I have been directed to adopt another plan. The advances already made are to be written off to begin with, and all cash in hand on

the above date is to be paid into the treasury. Then monthly bills for stock purchased are to be sent for audit to the Civil Pay Master, and the sale proceeds paid monthly into the treasury—disbursements and receipts to the above extent being for the future duly provided for in the Educational Budget. Provision has also been made in the Budget, and sanctioned by the Supreme Government, for meeting all packing, transit, and commission charges out of Imperial Revenue, in order that all books may henceforward be sold for educational purposes at cost price without any enhancement whatever. This will be a great boon to all kinds of Educational Institutions, and especially to Government and Aided Colleges and Schools of the Zillah grade, where comparatively expensive English books must be purchased by the scholars."

347. The following Statement shows the issues of books in the Punjab for the last three years:—

	<i>Number of Copies</i>			<i>Value</i>		
	Sold	Distributed gratuitously to Government Village Schools		Sold	Distributed gratuitously to Government Village Schools	
		Prizes			Prizes	
				Rs.	Rs.	Rs.
1863-64 .	55,499	2,730	7,032	16,690	2,634	3,520
1864-65 .	101,168	3,677	5,114	24,956	1,570	3,115
1865-66 .	98,854	1,238	8,892	26,225	795	3,775

Madras

348. The following extract from the Madras Report of 1863-64 shows the nature of the arrangements made in the Presidency for the sale and distribution of educational books:—

"The purchase and circulation of books in connection with the Department of Public Instruction are managed in the following manner:—A Central Book Depot exists at Madras under an Officer styled the Curator of Government Books; and 20 District Book Depots are established at the principal stations in the Mofussil in the charge of Officers termed District Curators. The Curator of Government Books receives a salary of Rupees 200 per mensem, and is allowed an Establishment costing Rupees 179 per mensem. The District Curators, who are almost all either Masters in Government Schools, Missionaries or Members of Trading Firms, are remunerated by a commission of 10 per cent. on the sales effected by them.

* * * * *

“The Central Depot is supplied in three ways:—(1) by purchases in England, through Messers Smith, Elder and Company, who deliver the books free of insurance, freight and other charges at Madras at a discount of 17½ per cent. below the English prices; (2) by purchases made in India by the Curator of Government Books; and (3) by the receipt of works printed either at the Public Instruction Press, or at some private Press engaged for the purpose. In every case the supply is previously sanctioned by the Director of Public Instruction. Books are forwarded to the District Depots on indents transmitted to the Director of Public Instruction through the Inspectors of the Division.

“In certain districts, Coimbatore, for example, where an attempt is being made to improve the indigenous Schools, Colporteurs are employed to travel about and effect sales of elementary works at the several Schools.”

349. The following Statement shows the number and value of educational books sold during the last three years:—

	Number Sold	Value Rs.
1863-64	76,438	33,661
1864-65	76,521	29,372
1865-66	76,533	31,206

Bombay

350. In the Bombay Presidency the Book Department consists of a Central Depot at Bombay with principal branches at Ahmedabad and Belgaum, and a large number of minor branches (581 in 1863-64). The branches are generally held in Government Schools, the School Masters acting as Branch Depot-keepers, and getting a sale commission.

351. The Bombay Book Department is more than self-supporting. The number and value of books sold or issued for sale from the Central Depot for the last two years is given below:—

	Number	Value Rs.
1864-65	267,643	89,479
1865-66	3,51,857	1,13,714

Oude

352. The Book Department in Oude was re-organized in 1865 on the following basis:—

- (1)—A Central Depot attached to the Director's Office.
- (2)—A Branch Depot in each district under the charge of the Head Master of the Zillah School, who receives a commission of 10 per cent. on sales.
- (3)—Books, maps, etc., for School use are forwarded from the Central Depot only.
- (4) Books are sold to pupils and Managers of Private Schools at cost price, all extra expense for packing, freight, etc. being charged to Government.

353. The following figures show the number and value of the books issued in the last two years:—

		<i>Supplied Gratis</i>		<i>Sold</i>		
		For School use	Prizes			
1864-65	{ Number	.	.	732	817	16,294
	{ Value	.	.	Rs. 1,153	Rs. 165	Rs. 2,521
1865-66	{ Number	.	.	3,325	3,077	32,520
	{ Value	.	.	Rs. 1,423	Rs. 537	Rs. 4,988

Central Provinces

354. The following account of the Book Department in the Central Provinces is taken from a Report submitted in 1864:—

"There are three Depots in these Provinces. They are established at Nagpore, Raepore, and Jubbulpore. Their operations are Commercial as well as Educational. Books are purchased for the Depots on which a discount for cash payment at Rupees 20 or 15 per cent. is allowed. These books are again retailed, and a discount of only 10 per cent. is granted for cash payment. Thus a small percentage is allowed to accumulate as profit; and from this fund, money that has been advanced for the purchase of books is re-paid to the State".

355. The number and value of educational books sold in the Central Provinces during the last three years is shown below:—

	Number	Value
		Rs.
1863-64	57,408	11,899
1864-65	54,999	13,861
1865-66	66,435	16,578

Mysore

356. The following account of the Book Department in Mysore was given in the Report for 1863-64:—

“This Department was formerly constituted, as in the Punjab, on a *quasi* commercial basis, its working capital being advanced by Government. But it is now conducted by an annual grant for the purpose, the sale proceeds being paid into the local treasuries, and a monthly account of cash transactions and stock on hand submitted to the Auditor. Most of the Vernacular books, and many of the English ones, have been printed at the Mysore Government Press, and are in all cases sold at a price to cover the cost of production.

“As a further means of increasing their circulation, it has lately been determined to form depositories in every talook under the care of the Amildars, and to allow a discount to all who purchase them in any quantity for sale in the towns and villages of each talook.”

357. Consequent on the measure reported above, the sales increased so much that it was found necessary in 1864-65 to appoint a Curator. The supply of Vernacular Books is mainly required for the indigenous Schools of the country, numbering about 1,600.

Again, during 1865-66, the sales were reported to have nearly doubled; but no account of sales is given in the Director’s Reports.

British Burmah

358. There is no regular Book Department in British Burmah, but efforts have of late been made to provide a supply of Vernacular Books for the indigenous Schools of the country. Some of these books have had to be compiled for the purpose, for which a grant was sanctioned by the Government.

SECTION XII

GRANT-IN-AID RULES

359. There are two distinct sets of Rules for Grants-in-aid, *viz.*:—

(1)—Ordinary Grant-in-aid Rules, *i.e.*, the Rules under which in each Presidency and Province Grants-in-aid are ordinarily given to Private Schools. Of these, there is a different set of Rules for each Presidency or Province.

(2)—Special Grant-in-aid Rules for Schools designed for the instruction of European and Eurasian children. These are generally known as the Rules contained in "Lord Canning's Minute of October 1860;" they were approved and confirmed by the Secretary of State in Despatch No. 3, dated the 16th January 1861.

The former, *viz.*, the ordinary Grant-in-aid Rules for each Presidency and Province, will be found in Appendix A.

The latter will be found in Appendix B.

360. It will be observed that the Rules for the provinces noted on the margin provide for the grant of fixed allowances to aided Institutions, under conditions which are substantially the same, and subject to the same general limitation of the amount of aid to an equivalent of the local income or half the total expenditure. But the Bengal Code provides further that, as a general rule, Schools educating up to the University Entrance Standard shall get only a half equivalent of the local income; and that Schools of an inferior grade, but costing more than Rupees 30 per mensem, shall get a two-third equivalent,—the only Schools to which the full equivalent will ordinarily be given being those costing less than Rupees 30 per mensem. The adoption of this scale in Bengal is regarded as justified, in respect of the Schools to which it applies, by the greater advance which education has made in Bengal than in other Provinces, and by the greater willingness of the people of Bengal to pay for education than is found as yet to exist generally in other parts of the country.

361. In the Central Provinces the Rules described above, in respect of the North-Western Provinces, Punjab, etc., are substantially adopted, so far as they relate to Schools for General Education. Special Rules (Part B) are added for Normal Institutions on the principle of paying, not a fixed allowance to the Institution, but a stipend of Rupees four

per mensem to each Student signing a declaration of *bona-fide* intention to follow the profession of a School Master and agreeing to refund the amount so received if he does not do so; lump payments of Rupees 100, Rupees 50, or Rupees 25 being also promised to every Student qualified respectively as an Anglo-Vernacular Zillah School Teacher, a Town School Teacher, or a Village School Teacher. Special Rules (Part C) are also given for regulating grants-in-aid to indigenous Village Schools, on the principle of payment by results, the Teacher receiving one, two, three, or four annas per mensem for pupils passing the prescribed Examinations, (and double those rates for female pupils), subject, of course, to conditions in respect of the age of pupils, period for which the allowances may be drawn, etc.

362. The main feature of the Madras Rules is the "Teacher Certificate system;" but it is only a main feature, as will be seen from the following brief analysis of the scheme:—

1.—Pupil Grants

It is open to Managers of Schools, who desire to obtain grants on the results of periodical Examinations of the pupils, to submit their Schools to Examination according to the standards in Schedule A, and to obtain grants according to the rates in Schedule B, as follows:—

European and Eurasian Schools

		Hill Schools	Schools in the Plains
		Rs.	Rs.
To each pupil passed under	{ 1st Standard	. 4 per mensem	2 per mensem
	{ 2nd ,,	. 8 ,,	5 ,,
	{ 3rd ,,	. 12 ,,	10 ,,

Native Schools

		Rs.
To each pupil passed under	{ 1st Standard	. 2 per mensem
	{ 2nd ,,	. 5 ,,
	{ 3rd ,,	. 10 ,,

The above provisions are intended primarily for elementary Schools, to which the amount of grant obtainable practically limits their application.

II.—Teacher Grants

CERTIFICATE HOLDERS

Male Teachers	CERTIFICATE HOLDERS	Female Teachers:
1st Grade—B.A. Standard	{ Entitling to such grant not exceeding the amount contributed by the Manager of the School as the Director of Public Instruction, with the sanction of Government, may determine.	1st Grade—(Standard as per Schedule D.)
	Rs.	
2nd Grade—1st Arts Standard . 75	{ Entitling to the grants noted, provided the amount of grant shall not exceed the amount contributed by the Managers.	Rs. 25 2nd Grade—(ditto.)
3rd Grade—Matriculation Standard . 50		10 3rd „ —(ditto.)
4th Grade—(Standard as per Schedule c) . 25		
5th Grade—(ditto). . 10		

NOT HOLDING CERTIFICATES

A Grant not exceeding *one-half* of the sum contributed by the Managers of the Schools will be given in aid of the salary of each School Master or School Mistress in regard to whom the Managers may satisfy the Director of Public Instruction that the said Teacher is fairly qualified to perform the duties entrusted to him or her, provided that in such cases the amount of the grant to be given shall bear a due proportion to the amounts sanctioned (as above) for Teachers holding Certificates.

III.—Miscellaneous Grants

Payment of normal and certain other Scholarships.

Provision of books of reference, maps, etc.; and in some cases of School books.

Establishment and maintenance of School Libraries and Public Libraries.

Erection, purchase, enlargement, or repair of School buildings.

Provision of School furniture.

The above grants are all made under special detailed conditions, but are all subject to the general principle that the amounts shall not exceed the sum contributed by the Manager.

363. The Madras Education Act practically provides another system of grants-in-aid for the elementary "Rate Schools" established thereunder, for the Government gives an equivalent to all sums made available for the establishment of Schools under that Act.

364. The Bombay Rules are, as will be observed, provisional, the period for which they are to be in force being limited to two years from February 1866, being then "subject to revision as experience may show to be needed."

365. The principle of the Bombay Rules is that of "payment by results," *i.e.*, payment at specified rates for pupils passing according to the general Standards. The annual grants obtainable for each pupil passing under all the heads of the general Standards are as follows:—

	1st Standard	2nd Standard	3rd Standard	4th Standard	5th Standard	6th Standard
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Pupils of—						
European and Eurasian Schools	10	15	25 ●	50	90	150
Anglo-Vernacular Schools .	6	9	12	21	30	100
Vernacular Schools .	1	2	3	4	..	..

366. The Special Rules for European and Eurasian Schools contained in Lord Canning's Minute of October 1860 provide generally for the following grants:—

- (1).—That to the sum collected from private subscriptions as a Building and Foundation Fund, an equal sum be added by the Government.
- (2).—That from the opening of each School it should receive a grant-in-aid to the fullest extent allowed by the (ordinary) Rules.
- (3).—That if the School be built where ground is at the disposal of Government, the ground be given.
- (4).—That the Head Master of the School, if a Clergyman, be placed on the footing of a Government Chaplain in regard to pension.

367. A few remarks on general points connected with the grant-in-aid system may not be out of place.

368. In January 1864 the Government allowed Schooling fees to be counted as part of the local income by which the amount of the Government grant-in-aid is regulated. This was a very important concession. In respect of assignments from Municipal

Revenue or Educational Cesses, the following orders were passed in 1865.—

“The fundamental principle of the educational grant-in-aid system being to encourage and stimulate voluntary efforts on the part of the people towards the promotion of education, there appears to be no reason why popular contributions, in the form of assignments from Municipal Revenue or Educational Cesses, should not be regarded as eligible to such encouragement under the Grant-in-aid Rules so long as the contributions in question are really of a voluntary character. But, on the other hand, it would seem to involve a departure from the principle and intention of the grant-in-aid system if grants are made as supplements to funds *not* voluntarily subscribed, or made available by the people, but compulsorily levied. The fact that a certain portion of the Land Revenue, for instance, is set apart for local objects does not afford any ground for regarding it in the light of a contribution which may be supplemented by a grant under the Educational Grant-in-aid Rules.

“It has been decided that the proceeds of cesses realized under Resolution No. 2295, dated the Madras Education Act (VI of 1863) 8th April 1863 may be supplemented by grants-in-aid from the general revenues, because the assessment under that Act is an essentially voluntary one.”

369. Many of the Municipal assignments in Bombay come under this ruling, as well as the voluntary assessment for educational purposes made by the landowners in some permanently settled districts in the North-Western Provinces.

370. A considerable amount of correspondence has taken place within the last few years respecting the practical working of the Grant-in-aid Rules in the several Presidencies and Provinces.

371. Although objections have been strongly urged in some quarters against the Bengal Rules, in the case of Missionary Societies undertaking educational operations, the general conclusion arrived at by the Government of India, and concurred in by the Secretary of State, is that the Bengal Rules are “well-adapted to the grants of the country, and do not call at present for any alteration.” It may be noted, however, that one objection urged against the

Bengal Code gave rise to a modification of practice, as shown in the following extracts from correspondence:—

Extract from letter from the Government of India to the Government of Bengal, No. 2977, dated 18th October 1866

"Para. 2.—In paragraphs 17 and 18 of his letter, Mr. Stuart is understood to complain of the objection taken by the Bengal Education Department to a re-distribution of the sources from which the private income of an Aided School is derived,—his wish being apparently that the Managers of a School to which a Government grant has been originally assigned, in consideration of a guaranteed private income derived in specified proportions from 'schooling fees' and 'subscriptions,' should be allowed, in the event of the income from 'fees' increasing, to withdraw a proportionate amount of the 'subscriptions,' provided that the *total* amount of income guaranteed from private sources be maintained.

"3.—It is not quite clear, from Mr. Atkinson's remarks (Paragraphs 51 to 55 of his Note,) how far the above view is conceded. Mr. Atkinson says that—'When a School receives a grant under the revised Rules, the guarantee required is that a certain sum at least shall be expended on it from subscriptions and fees together,' adding that 'no fixed payment is guaranteed from subscriptions alone, and if the fees are sufficient to make up the specified sum, no subscriptions need be paid.' But the 52nd paragraph of Mr Atkinson's Memorandum would seem to imply that the application of this principle is restricted to 'new Schools' as distinguished from those already in operation,' and that the 'withdrawal of subscriptions' from the latter class of Schools is not allowed. If this is a correct statement of Mr Atkinson's meaning, it will apparently follow that, wherever 'subscriptions' have been once paid as part of the private income of a School, no subsequent withdrawal of such subscriptions can be allowed, however much the fee receipts may increase; although no objection would, in the first instance, have been raised had the private income been composed wholly of fee receipts. If this is the rule which is at present in operation in Bengal, the Governor General in Council would ask the Lieutenant Governor's further consideration of the subject, for it may be doubted whether such a restriction is not calculated to interfere with what may be a very proper re-distribution of private resources. It is seldom that a newly established School, especially if it be a Vernacular School, in a part of the country where education has not come to be appreciated by the people, can produce, in the early part of its existence, much income from fees; and there must, of course, therefore

at first be a correspondingly large share of subscriptions to make up the required amount of private income; but, as the School gains footing among the people, the fee income will ordinarily increase, and in that case it does not seem to the Governor General in Council to be an unreasonable expectation that the increase of fee receipts should be allowed to take the place of the subscriptions previously given; and such an expectation is certainly not less reasonable if the subscriptions form a part of a limited income, the whole of which is sought to be expended on the advancement of education, and if the object in withdrawing assistance from one School which has attained a state in which it is, to a large extent, self-supporting, is to afford it to some new School which could not be established, or carried through the first period of its existence without such aid."

Extract from letter from the Government of Bengal to the Government of India, No. 1353, dated 6th March 1866

"Para. 2.—I am to say that, practically, retrospective effect has been given to the Rule (allowing of a re-distribution of the sources of income of a Grant-in-aid School), and that now the Lieutenant Governor has no objection to direct authoritatively that this course shall be followed."

Extract from letter from the Government of India to the Government of Bengal

"Para. 2.—The Governor General in Council, I am to say, fully approves of the intention expressed in your letter dated the 6th March, respecting the Rule relating to the re-distribution of the sources of income of Schools receiving grants-in-aid, and he trusts that the fullest effect will be given to it."

372. Objections have also been urged against the Madras Rules, but they relate rather to the former than to the present Rules. The following extract from a Despatch from the Secretary of State, dated 9th March 1866, will show the particular points respecting which doubts are still felt:—

"I observe that, in the revised Rules which have been sanctioned for the Madras Presidency, the 'certificate system,' or that by which grants are made to certificated Teachers, proportioned in amount to

the examination which they may pass, is still retained as the 'leading feature' of the scheme; and as regards Schools generally, therefore, the Rules are still open to the objection which was formerly stated to them, *viz.*, 'that they tend to raise to an unnecessarily high scale the salaries of the Masters; and, and requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case.' The hardship would be varied, but not diminished, should the Managers of the School be unwilling or unable to raise the salary of a Master who has successfully passed his examination to an amount equal to that of the grant to which his success in the examination would entitle him; for, in that case, the Government grant would not be paid in full, but be limited to the amount of salary paid by the Managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school.

"Among the changes introduced by the new Rules, it is now provided—*1st*, that a grant on a reduced scale may be given in aid of the salary of any Masters or Mistresses of whose qualifications to perform their duties in a fairly efficient manner the Director of Public Instruction may be satisfied, though they may be unable to pass the Certificate Examination; and *2ndly*, that in the case of elementary schools, the Managers may have the option of obtaining grants according to the results of periodical examinations of the pupils. These provisions will materially mitigate the stringency of the Rules as they formerly stood; and, though I am not altogether satisfied that the Rules even now are not unduly directed to the raising of the standard of education in existing schools, while they fail to afford sufficient encouragement to the establishment of new ones, I shall not urge any further alteration of the Rules in this respect till the amendments which have been sanctioned shall have had a fair trial."

373. The following remarks regarding the working of the Grant-in-aid Rules were made by the Madras Government in reviewing the Report of 1865-66:—

"The working of the Grant-in-aid Rules issued in January 1865 may be regarded as tolerably satisfactory. The number of Aided Schools rose during the year under review from 502, with an attendance of 22,351 pupils, to 876, with an attendance of 27,351 pupils, and the amount disbursed in grants-in-aid of the current expenses of the Schools (chiefly in aid of the salaries of the Teachers) from Rupees 89,802 to Rupees 1,16,876-4-8. These figures, however,

include the indigenous Village Schools in the districts of Vizagapatam, Nellore, North Arcot, Coimbatore, and Madura, numbering 498, with an attendance of 8,493 pupils, which received grants, amounting to Rupees 3,777-12, on the 'payment for results' system, which, though similar in principle, is not identical in detail with the system provided for in Rule IV of the Grant-in-aid Rules. Since the close of the year sanction has been granted for the extension of this system to every district in the Presidency, and the Director of Public Instruction has been requested so to re-cast the Schedules appended to the Grant-in-aid Rules as to make them applicable to indigenous Schools.

"It would appear from the Reports from some of the leading Managers of Schools, of which the purport is given in the 70th and following paragraphs of the Director's letter, that the late revision of the Grant-in-aid Rules has resulted in effecting a considerable improvement in many of the existing Schools, but that it has not contributed as much as might have been expected to the establishment of additional Schools. This result is, doubtless, to be traced to the comparative inefficiency or inadequacy of the agency previously employed, and which induced the Managers of Schools to apply such aid as they could obtain from the State to strengthening the establishments of Schools already in operation, in preference to organizing new Schools. But there is nothing in the Rules, as they now stand, which can be said to impose undue checks on the extension of education, or to render the grant-in-aid system less applicable to elementary Schools than to Schools of a more advanced grade. The latter is a point on which considerable misconception appears to exist. The only Inspectors who, in the Reports now before Government, have expressed any opinions on the success, or otherwise, of the grant-in-aid system as now administered are Mr Bowers and Mr Marden. The former, contrasting its working with that of the Madras Education Act, remarks that, 'as now administered, in connection with Educational Certificates', the grant-in-aid system has 'the advantage of greater simplicity, and is proving the more effectual instrument of popular education, chiefly through the medium of Middle Class Schools, Mr. Bowers states that 'Teachers who have obtained Certificates are fast re-placing those who have not,' and he observes that, 'although in individual instances it will sometimes be found that an uncertificated Teacher is much superior to certificated Teachers of the same grade, in the majority of cases the benefit of the rule which exacts some Certificate of Qualifications will be apparent. Mr. Marden, while admitting that the present Rules have

'some what stimulated education, does not look 'for any rapid extension of education under the present arrangements,' and advocates the abolition of that part of the present system which makes the grants dependent on the Certificates held by the Teachers, and the substitution for it of a system of payment for results under Rules better adapted to the requirements of elementary Native Schools than those now in force. The Government see nothing in the Reports before them that would justify so radical an alteration of the existing Rules. In the discussions which took place regarding the grant-in-aid system in 1864, and in which several of the leading Educational Authorities in this Presidency took a part there was a considerable preponderance of opinion in favor of the maintenance of a Certificate system, and against the feasibility of carrying out effectively and on an extensive scale the system of payment for results. The Government, on full consideration, determined not to abandon the Certificate system, but at the same time embodied in the Rules a provision which it was hoped would afford to such Managers of Schools, as might prefer the 'payment for results' system, the means of obtaining aid in that form. It has lately been brought to the notice of Government that the Standards of Examination in arithmetic prescribed for Native Schools seeking aid under the latter system are too high, and that the scale of grants offered is too low. The first objection has been met by a reduction of the Standard, and the Director of Public Instruction has been directed further to revise the Schedules in such manner as he may deem best calculated to promote the successful working of the system. It remains to be seen which of the two systems of grants-in-aid will be found the more effective, *viz.*, 1st, that of making monthly payments in aid of the salaries of Teachers who have afforded evidence of their qualifications; or, 2nd, that of making grants on the results of periodical Examinations of the pupils; but, in the meantime, it is the desire and intention of the Governor in Council that each of these two systems shall have a full and fair trial; and he trusts that, under their operation, considerable progress will be made in the extension, as well as in the improvement, of education in this Presidency in the course of the next few years. Much, of course, must depend on the exertions of the leading Educational Societies, and of private persons interested in the cause, but much may be effected by the judicious efforts of the Inspectors of Schools, whose duties should embrace, not only the inspection of those Schools which are placed under Government inspection, but the promotion generally of all such measures as have for their object the improvement and extension of education in the districts under their charge."

374. As respects Bombay, the following extract from Mr. Howard's Memorandum of June 1865 gives some idea of the history of the grant-in-aid system in that Presidency:—

“In this Presidency of Bombay there has been less done by private persons in the way of education, particularly superior education, than in some other parts of India. The people prefer State Schools where they can get them. A Code of Rules under which money might be granted to Private Schools was published in January 1856, but the conditions were found to be too severe; and I prepared a less exacting draft, which was submitted to the Local Government in April 1857. The draft was forwarded to the Supreme Government, who in June 1858 recommended in preference the Rules in force in Bengal. These were accordingly notified in the *Government Gazette* of the 8th of July 1858. Not a single application for a grant under this Code was registered. Doubtless it was notorious that, until lately, the Government had no funds wherewith to meet any such application. When, however, it seemed likely that fresh funds would be granted to education (1862), I took up the subject again and proposed to adopt the principle of ‘payment by results,’ lately introduced by the Educational Committee of the Privy Council in England. The Local Government assenting, a set of Provisional Revised Rules were issued in November 1863. Grants have been made under these Rules: but, in deference to a complaint of some Missionary bodies that the scale of payments was too low, they did not object to the principle of payment by results,—the Government directed a revision of the Code, which took place last year. A new Draft Code has been prepared, but is not yet sanctioned. There has been some misunderstanding on this subject, which the simple facts above given should remove.”

375. The following extract from the Bombay Education Report for 1865-66 shows the hope entertained by the Director of the working of the new Rules:—

“The year under report shows no change in the number of Private Institutions that have actually received aid from Government. But it will remain as a fact in the history of this Department that, in the year 1865-66, as many as 31 Private Institutions, for the most part supported by different Missionary bodies, have for the first time applied to Government for aid, which will be accorded to them during the current year under our Provisional Revised Rules for grants-in-aid under the system of payment for results. This system, in supersession of former arrangements, was

introduced by Government at the recommendation of my predecessor on the 26th of November 1863. The principle of payment for results, on its announcement, was cordially accepted by the Missionary bodies, who considered that it would imply less intrusion into the details of their School management on the part of inspecting Officers, than any other system of conditions for grants-in-aid that could be devised. But they objected to the particular terms offered by Mr Howard, which they considered so illiberal as to make it not worth while to offer their Schools for inspection under the Rules in question. Mr Howard's Standards of Examination and Schedules of Payment had been experimentally drawn up, with the express view to their being revised after experience of their working. While acting for Mr Howard in July 1864, I held a conference with the leading Missionaries and Managers of Private Schools, after which I submitted a new set of Rules; and these, with some slight modifications, received the sanction of Government in February 1866. The present revised Rules (which are given in Appendix E, Page 167) are based on a computation of what would be necessary to allow any School which was in an efficient condition to receive from the State about one-third of its expenses on account of secular instruction. A reference to Appendix F, in which is given a table of the application for grants-in-aid actually received, will afford some anticipation of the working of the system. This table shows the amount which would be payable if every pupil passed in every head of the Standard under which he was presented. As, however, the Examinations will be strict, it can scarcely be expected that more than half of this maximum amount will actually be obtained by the Institutions in question. The total cost of secular instruction in these Institutions is returned as Rupees 1,06,296-5-7, and I estimate that they will obtain about Rupees 21,792 for the performances of their pupils, that is, little more than one-fifth of their total cost on account of secular instruction. It will always be in the power of School Managers to increase the amount of their grants by increasing the efficiency of their Schools, but it will require the attainment of great perfection to enable a School to get from Government more than one-third of its cost. Such is the principle on which the new system is based. It is a system which, as I have said, is popular with the Missionaries, as implying the minimum of interference, and it is also satisfactory to this Department, as implying the maximum of accuracy in the Reports of inspecting Officers. I am as yet only able to report on it by anticipation."

376. It will be observed that the only Provinces in which the system of "payment by results" (copied from the recent English 125 Dir. of Arch.

system) has yet been introduced are Bombay, where it forms the basis of the Grant-in-aid Rules; Madras, where it forms as it were an appendage of the Rules, and is intended primarily for application to elementary Schools; and the Central Provinces, where also it is introduced as an appendage to the general system, and is intended solely for application to indigenous Schools. The results can hardly as yet be judged of in respect of Madras and Bombay, as is evident from the information already given. As regards the Central Provinces, I may repeat here an extract already given in Section V, (Lower Class Schools):—

“These Schools may be divided into three classes:—

“1st.—Those receiving a regular monthly grant from Government.

“2nd.—Those receiving grants under the payment by result Rules.

“3rd.—Those receiving casual gifts, in money or books, for the Masters or pupils.

* * * * *

“Of the 2nd Class, during the past year 25 Schools have presented pupils for examination, and a total of Rupees 408-1 has been paid,—the largest amount paid to one School was Rupees 47-4. Of 273 pupils examined, about 20 per cent. failed. The only districts in which Teachers have come forward to claim rewards are Saugor, Nimar, Nursingpore, and Nagpore. I do not feel satisfied that proper attention has been paid to this very important branch of our educational system, and District Inspectors have not yet thoroughly explained the Rules to the Teachers. A number of School Masters in the Jubbulpore District, who received grants last year, refused to receive them this year; and one of the most intelligent of the class informed the Inspector the reason was that the parents of the children objected strongly to his taking any aid from Government, they seemed to dread it as the insertion of the thin-end of some mysterious wedge. When the Rules for regulating these payments by results were drafted, I thought them sufficiently liberal; but a revision will be necessary, as they are not so liberal as the Rules in other parts of India, which have for many years enjoyed greater educational advantages than the Central Provinces. I shall submit shortly a revised Code of Rules.”

377. I will conclude my remarks in this Section with a very brief reference to the working of the Special Rules for grants to Schools for European and Eurasian children.

378. These Rules have given encouragement to a class of Institutions which certainly merited it. There is scarcely a Presidency or Province in which one or more such Institutions have not risen up under the Rules in question. But the greatest development has been in the Punjab, where the number of such Schools (chiefly at the Hill Stations) is very considerable.

There was a misunderstanding at first in some quarters, which was set right by the following orders of 26th March 1866:—

“The Government aid granted to such Institutions is regulated by the two following Rules:—

“(1)—‘That to the sum collected from *private subscriptions* as a *Building and Foundation Fund*, an equal sum be added by the Government.’

“(2)—‘That from the opening of each School it should receive a grant-in-aid to the fullest extent allowed by the Rules,’ *viz.*, (as provided for in the Grant-in-aid Rules), a grant not exceeding half the expenditure on the School for the period for which the grant is given, and also not exceeding the amount made available from private sources,—‘private sources’ being held (under the Resolution of January 1864) to include schooling fees.’

“From the above it is clear that it is only in respect of money *set apart as a Building or Foundation Fund* that the Government gives an equivalent without reference to the actual expenditure; and that the money entitled to such an equivalent must be, *bona fide*, ‘collected from private Subscriptions.’

“The question raised by the Financial Department is, whether ‘it was intended to allow an equivalent for tuition fees merely, or for the sums realized by the School for boarding expenses also.’ ‘These latter’, the Financial Department observes, ‘do not ordinarily come within the category of fees.’

“It is evident, from the explanation already given, that this question can refer only to the grant given by Government, in aid of the current expenses; and applies alike to the case of all aided Boarding Schools, whether established under the special provisions of Lord Canning’s Minute or the ordinary Grant-in-aid Rules’ for the only respect in which Lord Canning’s Minute accords special grant-in-aid privileges is the offer of a grant as the equivalent of money funded for building or endowment purposes, and such money must be, *bona fide*, ‘collected from private subscriptions.’

“The question would more appropriately be worded as follows:—

“In the case of Boarding Schools receiving a grant-in-aid from Government, is it allowable (with reference to the limitation of the Government grant to half the total expenditure) to include in the Statement of total expenditure sums expended on boarding as distinguished from tuition?”

“On this point the Governor General in Council observes that it was never intended that the Government should pay anything towards boarding expenses, such as for the food and clothing of children; and it, in some instances, a mistake may have been made on this point, it has arisen probably from the absence of any express order for distinguishing between the two classes of expenditure.

“The required distinction can probably, His Excellency in Council thinks, be made without much difficulty by the observance of some general rule, to the effect that, in aided Boarding Schools, the salaries and other charges appertaining to the teaching Establishment, expenses connected with the purchase of prizes, books, maps, and other educational apparatus, and also the house rent (where a house has not been built or purchased with Government aid) may be regarded as tuition expenses; all other charges being regarded as expenses for objects other than tuition. It is true that the house rent in such cases is really, to a large extent, a charge on account not of tuition, but of lodging; but, on the other hand, the above rule might, perhaps, exclude some miscellaneous items appertaining to tuition.

“It will probably, in the opinion of the Governor General in Council, be better to adopt some such general rule, than to attempt, in each case, to scrutinize, in close detail, the exact proportion between boarding and tuition charges. But this is a matter which His Excellency in Council is willing to leave to Local Governments to arrange; with the understanding that provision must, in some way or another, be made for distinguishing between the two classes of expenditure, when that expenditure is calculated for the purpose of determining the amount of the aid to be given by the Government.”

A. M. MONTEATH

March, 1867

EDUCATION IN BRITISH INDIA

1870-71

EDUCATION IN BRITISH INDIA

1870-71*

INTRODUCTION AND STATISTICS OF AREA AND POPULATION

It may tend perhaps to insure a clearer conception of the state Introduction of education in the several provinces if I begin with the statistics of their area and population.

Province	Area Sq. Miles	Population
Bengal	239,591	40,352,960
Madras	141,746	26,539,052
Bombay and Sind	142,042	12,889,106
North-Western Provinces	83,785	30,086,898
Punjab	102,001	17,596,752
Central Provinces	84,162	7,985,411
Oudh	24,060	11,220,747
British Burma	98,881	2,463,484
The Berars	16,960	2,220,074
Coorg	2,400	112,952
Total	935,628	151,467,436

2. These figures have been taken from the latest data but they will probably be considerably modified by the general census now in progress. It is believed, for instance, that the real area and population of Bengal are in excess of what has hitherto been accepted. And it must be remembered that these figures comprise a very vast variety of countries and races, differing most widely from each other in nature, character, progress and stages of civilization, and that until these differences are fairly understood, only an imperfect conception can be formed of the full purport of the educational statistics that follow. In any case the magnitude of the scale on which education is attempted in India will be obvious to all.

*Part II of Mr Howell's compilation, *Education in British India, prior to 1854, and in 1870-71*. It was printed at the Government Press, Calcutta, 1872.

SELECTIONS FROM EDUCATIONAL RECORDS
SECTION I
WAYS AND MEANS

Such being the work to be done in each province, the next point to consider is the ways and means available to do it. The annexed table will show this.

Statement showing the Income of the Educational Departments in 1870-71

SOURCES OF INCOME	Bengal	Madras	Bombay	North-Western Provinces	Punjab	Oudh	Central Provinces	British Burmah	Berars	Coorg	TOTAL
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(1) Imperial grant (net)	18,65,985	10,83,085	9,48,038	12,08,862	6,46,845	2,15,933	2,76,982	72,894	2,37,433	15,033	65,71,090
(2) Local cess ..	Nil	Nil	7,20,326	3,47,916	2,21,048	1,07,294	1,31,271	7,700	37,274	..	15,72,829
(3) Municipal Assignments ..	Nil	Nil	36,644	11,716	11,542	2,373	45,994	..	2,448	..	1,10,717
(4) Fees in Government Colleges & Schools	3,83,644	96,704	2,28,615	36,009	14,346	15,655	14,933	4,839	10,926	277	8,05,948
(5) Subscriptions and donations ..	12,231	1,103	48,097	8,514	8,034	6,696	12,824	..	497	..	97,996
(6) Endowments ..	66,969(a)	2,014	38,006	18,664	2,817	..	100	..	..	..	1,28,570
(7) Miscellaneous ..	8,879	Nil	224	2,486	6,454	617	300	..	58	..	19,023
Total Income administrable by Education Department ..	23,37,708	11,82,906	20,19,955	16,34,167	9,11,086	3,48,568	4,82,404	85,433	2,88,636	15,310	93,06,173
(8) Alleged Private Expenditure in Aided Schools ..	8,61,113	9,65,091	3,93,675	2,77,817	1,83,444	77,646	65,705	74,052	900	937	29,00,380
Grand Total, alleged Income of Educational Department..	31,98,821	21,47,997	24,13,630	19,11,984	10,94,530	4,26,214	5,48,109	1,59,485	2,89,536	16,247	1,22,06,553

(a) Includes endowed Scholarships.

In this and in the subsequent tables I cannot guarantee the absolute accuracy of the figures; I can only say they have cost much time and trouble and are accurately compiled from the reports. Until the present statistical forms are revised, perfect accuracy is not attainable.

I offer this table with some diffidence, for although no point should be shown more clearly in each report than the income of the department during the year, the Bombay report is the only one from which the information can be gathered at once and without difficulty.

I think every report should commence with a regular debtor and creditor account, in abstract, of income, including balances in hand, from all sources, and of expenditure.

Each of these items of income requires notice.

(1) *Imperial Grant*—We have seen that prior to 1854 the local authorities received an annual assignment for education, in the expenditure of which they were practically unfettered. Thus in 1824 the Committee of Public Instruction in Bengal was vested with a discretion over the annual grant, and was only required to submit to Government regular accounts of its expenditure. This did not apply, however, to new charges for fixed establishments or to contingent charges above Rs. 1,000 for which special sanction was necessary. Again, in Madras in 1828, the local Government received permission to expend Rs. 50,000 annually on its taluk and collectorate schools. The same principle prevailed in other provinces but all this was changed by the budget system of strict centralization introduced by Mr. Wilson in 1860-61. From that date all expenditure required budget sanction and all new expenditure required special sanction to be admitted into the budget at all. That the budget was for sanctioned expenditure only was from that time the maxim of the Financial Department. This system prevailed for ten years and its working has thus been described by one* who had watched it long and narrowly and was himself a chief agent in reforming it:—

“The existing financial relations between the Government of India and the local Governments are most demoralizing to the latter. They have found by experience that the Government of India can hardly resist clamor, if it is loud enough and persistent enough. The distribution of the public income degenerates into something like a scramble, in which the most violent has the advantage with very little attention to reason. As local economy leads to no local advantage, the stimulus to avoid waste is reduced to a minimum. So, as no local growth of the income leads to the increase of the local means of improvement, the interest in developing the public

*Colonel Strachey, R. E., *See* Legislative Council Debate of 10th March 1871
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revenues is also brought down to the lowest level. The Government of India has altogether lost what power it once had of supervising details, by reason of the enormous magnitude of the powers now to be performed by it, and the financial mechanism is seriously out of gear.

“The end to be aimed at by the Government of India should be to divest itself of all detailed concern with those items of expenditure which pertain to branches of the administration, the details of which it cannot in fact control.”

The substantial truth of this description of the evils of the old system was confirmed by the resolution* of the Government of India that superseded it:—

“The Governor General in Council is satisfied that it is desirable to enlarge the powers and responsibility of the Governments of Presidencies and Provinces in respect to the public expenditure in some of the civil departments.

“Under the present system these Governments have little liberty and but few motives for economy in their expenditure; it lies with the Government of India to control the growth of charges to meet which it has to raise the revenue. The local Governments are deeply interested in the welfare of the people confided to their care, and, not knowing the requirements of other parts of the country or of the empire as a whole, they are liable, in their anxiety for administrative progress, to allow too little weight to fiscal considerations. On the other hand the Supreme Government, as responsible for the general financial safety, is obliged to reject many demands in themselves deserving of all encouragement, and is not always able to distribute satisfactorily the resources actually available.

“Thus it happens that the Supreme and Local Governments regard from different points of view measures involving expenditure, and, the division of responsibility being ill-defined, there occur conflicts of opinion injurious to the public service. In order to avoid these conflicts, it is expedient that, as far as possible, the obligation to find the funds necessary for administrative improvements should rest upon the authority whose immediate duty it is to devise such measures.”

*No. 3334, dated 14th December, 1870

Accordingly in December 1870 the Government of India agreed to make over to the local Governments several departments of the administration, including education, with a fixed imperial assignment to support them. This transfer of power and responsibility was accompanied by certain financial restrictions common to all departments made over, and also by certain special restrictions peculiar to the subject, it being expressly stipulated that the existing educational code, as laid down in the despatches* from the Secretary of State, and the existing grant-in-aid rules and other matters of general principle, were not affected by the resolution.

This special proviso for the maintenance of the educational code should not be lost sight of.

In pursuance of this policy each local Government has received its imperial assignment for education in the current year, the exact amount being determined in each case by the grant for the preceding year, subject to a small rateable deduction spread over all the departments transferred. The Government of India in making these assignments expressed its confident belief that the measure would not only relieve the imperial finances of annually increasing and indefinite demands, but would afford opportunities for the development of self-government, for strengthening municipal institutions and for the association of Natives and Europeans to a greater extent than heretofore in the administration of affairs.

It is strange that the only notice of so important a change of system, both financial and administrative, is that contained in the annexed extract from the Bombay report:

“At the end of 1870 an order in Council, now well known as the Resolution of December 14th, was issued from the Financial Department of the Government of India, whereby a fixed grant for education (among other services) was handed over to be administered, with some limitations, at the discretion of the Bombay Government. The fixed grant was considerably below the sum of public money voted to education by the Government of India for 1870-71, and it was left to the local Government to effect an equilibrium between educational wants and means by retrenchment, re-appropriation, or an assignment from new provincial taxes. All three

*Such as No. 49, dated 19th July 1854
 Such as No. 4, dated 7th April, 1859
 Such as No. 1, dated 23rd January 1864
 Such as No. 5, dated 12th May, 1870

methods have been applied, and the result is a public grant for education in 1871-72 less by about Rs. 9,000 than the public grant made by the Government of India for 1870-71. But the grant, though less than the full grant of 1870-71, is more than the fixed grant as reduced by the Government of India before transfer, and the Government of Bombay has therefore assigned most of the difference from the new provincial revenues. Important improvements have also been introduced by re-distribution, and the financial result of the new arrangements leaves no cause for dissatisfaction.

“A full description of the improvements effected belongs to the Report of 1871-72, but in brief they are these: The salaries of the Deputy Inspectors have been improved and divided into four grades, and some addition has been made to their number. Four important middle class schools have been raised to the rank of high schools, 2nd grade, and the ‘feeders’ of the high schools have been strengthened. (See Report of 1869-70, pages 74-76). The difficulties which might have attended the financial effect of the order having been removed by the action of the local Government, I am glad to acknowledge the solidity of the administrative advantages foreseen by the Government of India. Only a small minority of educational salaries being over Rs. 250 per mensem, the distribution of the bulk of the grant has passed absolutely under the control of the Government of Bombay, and the facilities for using it economically and efficiently are hereby greatly increased.”—(Paras. 40-41, *Report 1870-71.*)

Thus for the present at all events we may look upon the imperial grant to each province as a fixed quantity.

But although this grant is thus in one sense provincial income it should certainly be separately shown from local funds, as it obviously differs from all others that do not come into the Imperial Exchequer at all.

(2) *Cesses*—The next item of income is the produce of the several local cesses or compulsory land-rates, which vary in different provinces in their excess over the regular land revenue demand and also vary in the appropriation of their proceeds to education. For an account of these rates, of the comparative failure of the voluntary rate in Madras, of the remarkable success of the compulsory rate in Bombay, and of the urgent need of a similar basis for elementary education for the masses in Madras and Bengal, I must refer to my Note of 1866-67. Briefly, and to complete the narrative there given,

it may be mentioned that this account was* represented to the Governments of Madras and Bengal in 1868 and an urgent appeal was made in behalf of some scheme of education for the masses similar to that which had been started so successfully in Bombay. To Bengal the Governor General in Council declared that mass education had been almost totally neglected, that to provide it was one of the highest duties that the Government owed to the country and that he would not consent even to discuss the question in future. These instructions were fully approved † by the Home Government.

In Madras the local Government had long had in contemplation a measure of even larger scope than any previously introduced elsewhere, and the views of the Government of India only confirmed the action already originated; and the Madras Acts III and IV of 1871 are the result. But the Bengal Government declared and prolonged its opposition to those views. On the 30th April 1869 it protested most strongly and on various grounds against the expediency of any such measure for education at all and expressed an earnest hope that the views of the Government of India might be re-considered. While, however, declaring the impracticability of raising a cess for education, the local Government offered to raise a cess for the construction and maintenance of local roads. The Government of India accepted the offer of a cess for roads but adhering to its views on the main question, referred the whole correspondence to the Home Government, by which, notwithstanding a considerable amount of dissent in Council, it was finally ‡ decided (1) that the levy of a land-rate for local purposes upon permanent or temporary tenures in Bengal was not barred by law and (2) that on many considerations the proposed measure, *i.e.*, for extending mass education and for the construction of roads and

All these papers will be found in Parliamentary Return No. 397, dated 29th July 1870

Cess Act (B. C. No. X of 1871) and the Bill now before the local Legislative Council to amend and consolidate the law relating to municipalities.

As this Bill is now under discussion, only the briefest outline will be given of its scope and this only so far as it affects education.

*To Bengal, No. 237, dated 25th April, 1868

To Madras, No. 292, dated 29th May, 1868

†Despatch No. 22, dated 28th October, 1868

‡Despatch dated 12th May, 1870

other works of public utility was, if carefully carried out, both expedient and politic. The result of all this correspondence was the enactment of the Bengal Road

It consolidates former municipal enactments and by making Municipal Commissioners elective affords a stimulus to local self-government. It provides for three classes of municipalities of which the third class will comprise rural townships consisting of not less than 60 houses and will be administered by the head men (in punchayet) of the village or village unions. Municipal Commissioners will have the power to adopt one or more of the ordinary forms of Indian municipal taxation but in rural townships only one form will be admissible. Municipal funds may be devoted to the diffusion of education, the construction and repair of school-houses, the establishment, maintenance and inspection of schools and the training of teachers. In rural townships the funds may similarly be devoted to the support of the patshalas or indigenous village schools but in both cases only after payment of the first charge on the fund for rural police.

Such are the means by which the local Government hopes to solve the problem of elementary education for the masses of Bengal, a problem which was set by the Court of Directors in 1814 and 1825, which has since been the subject of a periodical and almost continuous correspondence of inconceivable bulk, and of which the solution, so far as the rural community is concerned, is simply the adoption of the measure advocated in the first educational despatch addressed to the Governor General in Council of Bengal in 1814—the improvement of the indigenous schools.*

Thus at last by special enactment the claims of the village school masters have been formally recognised. But this is merely what Lord Moira urged in their behalf in 1815,† whereas the despatch of the 12th May 1870 and the correspondence that led to it and still more the present estimate of the importance of mass education promised a larger measure.

Two points, however, should be noticed in connection with this Bill. The theory of the rapid and spontaneous descent of education from the higher classes to the masses, “the filtration theory” as it is usually called, which since its enunciation‡ by the Committee of Public Instruction in 1838 has stood so steadily in the way of reform, has been finally overthrown and its failure explained. Mr. Bernard, the mover of the Bill, dwells most forcibly on the fact that the peasant classes in Bengal are still “timid, ignorant of their rights, incapable of defending themselves, and put upon by the

*See page 6, part I [Not included in the present Selections]

†See page 9, Part I [Ditto]

‡Para. 26, Report 1838-39

subordinate servants of Government, by the underlings of the zemindars, and indeed by every one with the slightest shadow of authority, in a way that almost surpasses belief;" and he urges that the only general remedy is the diffusion of some sort of education among them.

Of this conflict of supposed interests the filtration theory had never taken account.

The second point is that the provision of new funds by the people themselves* for elementary education obviously does not meet the reiterated instructions of the educational code that imperial expenditure should be mainly directed to this object. Nor is there any reason to suppose that the local Government contemplates the evil of throwing a national burden upon a small area.

The Madras Local Funds Act IV of 1871 has a wider scope than either the Bengal Municipal Bill of 1872 or the Bombay Act III of 1869. Unlike the former, it provides for a cess on lands, the rate not to exceed one anna in the rupee, as in Bombay, on the annual rent value, and it places education in the category of roads and other works of local improvement; and going beyond the latter, it applies equally to townships, in which respect it has been made complete by the previous Act (III of 1871, the Town Improvement Act). The main feature in the Act is that it recognises the all-important principle of working through the people in small areas or districts and that it constitutes in each a local funds board composed of official and non-official residents, similar in character to those contemplated in the English Education Act of 1870 and with somewhat similar powers and responsibilities. By this agency the Madras Government has been able to declare formally its intention that there shall be a good village school within $2\frac{1}{2}$ miles of every child in the Presidency.

It would be premature to discuss the working of an Act so recently passed, but it may be safely said that in no other province has local legislation so completely provided for the object in view. Hence, therefore, we may confidently hope that in the future Madras and Bengal reports the proceeds from local rates will be shown as in other provinces to form the nucleus of a fund as the basis of imperial action for the education of the masses.

As regards the other provinces, it will be observed that the cess being determined by the imperial land revenue demand will rise

**i.e.* If they do provide funds, but a simply permissive Act has quite failed in Bombay. The Bengal Bill, however, empowers the Government to compel Municipalities to maintain primary schools.

in proportion with that demand, so that the fund for mass education will grow with the growing prosperity of the country. And it may be mentioned that in the expenditure of this fund the Government of India has consistently maintained two principles—(1) that the fund should be restricted to the benefit of the agricultural population by which it is paid, and (2) that it should be restricted to the provision of elementary education, there being no warrant for a local compulsory and general rate for higher education.

How far these principles have been observed is not clear.

(3) *Municipal Assignments*—It would needlessly prolong this Note to attempt to give any adequate account of all that has been done in each province on the question of municipal taxation and municipal expenditure; but looking to the proportion between the urban and agricultural population, to the great urgency of elementary education for the former, both on its own account and as the only basis of technical education of which the country stands in such sore need, and looking to the larger facilities for establishing, maintaining and supervising elementary schools in towns than in villages, it is strange that no large measure corresponding with the cess can as yet show its action in any of the educational reports. On this point most of them are silent. The Bombay Director, however, maintains with undeniable force that “the absence of a school-rate in towns is unfair to the rural cess-payer and that a school-rate levied and administered by the State under legal authority is a better means of support for primary schools in towns than a high rate of fee.”

As to the details of the existing municipal assignments in Bombay, Oudh, the Central Provinces and the Berars, the reports say nothing.

It will no doubt be one result of the new scheme of provincial services that the educational requirements of towns and the best means of meeting them will now occupy the attention of local Governments as they have already begun to do in Bengal.

(4) *Fees*—As there is hardly any better test of the popularity and real condition of a school or college than its fee receipts, it is essential that they should be properly audited and shown separately in the reports; the proceeds should not be mixed up with fines or endowments, or “other local funds” as is occasionally done. As shown in the annexed statement there is some little discrepancy in the fees charged at the same kind of schools for the same kind of

education in the different provinces; but this is a point affected by so many local considerations that uniformity is not desirable. The variation of fees in the same province is owing to schools not being properly graded.

Statement showing the monthly average fee rate in Government and Aided Institutions

PROVINCE	GOVERNMENT						AIDED					
	COLLEGES		SCHOOLS				COLLEGES		SCHOOLS			
	General	Special	Collegiate	Higher	Middle	Lower	General	Special	Collegiate	Higher	Middle	Lower
Bengal . . .	Rs. 3 to	Re. 1 to	..	..	..	..	Rs. 5 to	..	..	..	..	..
Madras . . .	Rs. 12 to	Rs. 10 to	As. 8 to	As. 4 to	As. 2 to	..	Rs. 12 to	..	As. 2 to	A. 1 to	A. 1 to	2 pie to
Bombay . . .	Rs. 2 to	Rs. 3 to	Rs. 2 to	Rs. 2 to	As. 12 to	As. 8	Re. 1 to	..	Rs. 5 to	Rs. 4 to	Rs. 2½ to	Rs. 1½ to
N.W. Provinces.	Rs. 4 to	Rs. 16 to	..	Rs. 4 to	As. 2 to	As. 2	Rs. 5 to	..	..	..	..	..
Punjab . . .	Rs. 3 to	Rs. 5 to	..	Rs. 4 to	As. 2 to	As. 2	Rs. 20 to	..	..	A. 1 to	3 pie to	A. 1 to
Oudh . . .	As. 8 to	Rs. 5 to	..	Rs. 2 to	Rs. 3 to	As. 2	..	..	..	Rs. 5 to	Rs. 8 to	Rs. 15 to
Central Provinces	Rs. 10 to	Rs. 2 to	..	As. 3 to	6 pie to	6 pie to	..	..	..	3 pie to	3 pie to	6 pie to
British Burmah .	..	..	..	Rs. 5 to	Rs. 5 to	Re. 1 to	A. 1 to	..	..	Rs. 10 to	Rs. 15 to	Rs. 5 to
Berars . . .	..	..	..	6 pie to	3 pie to	3 pie to	Rs. 5 to	..	..	..	6 pie to	3 pie to
Coorg . . .	..	..	..	Rs. 6 to	Rs. 5 to	As. 8 to	..	..	..	..	Rs. 5 to	A. 8 to
	..	..	..	As. 7 to	9 pie to	..	..	..	..	..	..	..
	..	..	..	pie 6 &	As. 2-8 to	..	..	..	..	..	..	..
	..	..	..	Rs. 2 to	As. 4 to	..	..	..	..	Rs. 3 to	As. 2 to	..
	..	..	..	Re. 1 to	A. 1 to	As. 4 to	..	..	..	Rs. 8 to	Rs. 3 to	..
	..	..	..	As. 6 to	As. 8 to	As. 4 to	..	..	..	..	As. 4 to	..
	..	..	..	As. 4 to	As. 8 to	As. 4 to	..	..	..	..	..	..
	..	..	..	As. 8 to	As. 4 to	As. 8 to	..	..	..	..	..	..

The statistics of fee receipts in the larger provinces are so remarkable that I annex them in detail.

Statement showing the total number of Pupils in Government Institutions and the Fees paid therein as compared with the total number of Pupils in Aided Institutions and the Fees paid by them.

	Government pupils	Fees	Aided School pupils	Fees
		Rs.		Rs.
Bengal	23,958	3,83,644	131,030	3,58,295
Madras	10,811	96,704	99,952	2,46,166
N. W. Provinces	19,828*	36,009	15,860	58,659
Punjab	47,254	14,346	20,075	30,458
Oudh	23,707	15,655	4,066	11,611
Central Provinces	29,068	14,933	24,179	10,884

The inference from the Bengal and Madras figures is that larger fees are paid in Government than in aided institutions; and this is probably correct. But the inference from the statistics of the other four provinces is exactly the reverse and to an extent which is quite unintelligible.

As the fee receipts in aided schools are (under the rules in force in these provinces) eligible for an equivalent imperial grant, it may be hoped that these figures are strictly accurate; but I cannot understand them. It is one advantage of the Bombay system that it is open to no ambiguity of this kind.

In the Berars the fee receipts are so high that it is strange that the grant-in-aid system has not been largely developed there. Of the total receipts, Rs. 10,926, it may be noted that no less than Rs. 6,429 were paid by the 7,602 lower school pupils, whereas in the North-West, 82,308 pupils in schools of the same class paid only Rs. 512. The contrast merits enquiry.

Whether pupils in lower class schools, maintained from the cesses or locally, should pay *any* fee seems to depend on the state of education in the district concerned and might be left to the decision of the local boards. But some fee, if possible, should be the rule, the amount being fixed so as best to ensure regularity of attendance without being above the means of those for whom the schools are intended.†

*Excludes halkabandi pupils.

†In Bombay the fee is six pies from cess-payers' children and two annas others; in the North-West no regular fees are paid in halkabandi schools,

On another point, however, some uniform rule seems desirable, and this is that fees should be charged from all pupils alike, irrespective of their being the children of Government servants or of their being scholarship-holders. There seems no fair ground to exempt the former or to add to the value of the scholarship gained by the latter.†

(5) *Subscriptions and Donations.*—This item is interesting, as showing in the several Provinces the amount of voluntary contributions to education from Government officers, eminent Native gentlemen and others.

As regards Bombay, the Director remarks—

“The first of the new endowments made during the year—a subscription by the people of the Kolhapur Territory and the Southern Maratha Country to perpetuate the memory of the late Rajah Rajarama Chattrapati of Kolhapur by founding scholarships for poor deserving students attending the Kolhapur High School—commemorates the loss of a prince whose modest and earnest spirit marked him as a promising exemplar of the Indian ruler educated under the influence of the British Government. His untimely death at Florence on his way home from Europe, whence he was returning deeply impressed by the strength and grandeur of high civilization, is in every way a calamity.

“Minor donations are an anonymous gift of Rs. 1,000 for a prize for the girls’ school at Dharwar, and the endowment of two scholarships at Ahmednagar by Mr. Nilkant Bhagwant Mule in memory of his wife and son. A donation of Rs. 1,000, made in 1870 by Sir Salar Jang for the benefit of the poor Mahomedan boys attending Government schools in Belgaum, has also not been noticed before.”...
(*Paras 150-151, Report 1870-71.*)

Of the other items under this heading it may be noted that the Oudh return does not include the Talukdars’ subscription to aided and private schools or their annual contribution to the Canning College amounting to Rs. 29,355. This is shewn under private expenditure.

Under this heading the reports usually mention the names of those officers who have rendered valuable aid to education; but when education takes its proper place as a regular part of a District Officer’s responsibility—to carry out which the Educational Department is the same kind of instrument in his hand that the Police

†The principle advocated is observed in Bombay but not in Calcutta.

Department is for the repression of crime—it may be hoped that the list will be unnecessary.

(6) *Endowments*—This source of income is not large and the accuracy of the figures taken from the reports cannot be guaranteed as absolutely trustworthy. Looking to the actual ill-effects of misapplied endowments, it would be well if each report were to show regularly the endowments administered by the educational department in each province and how the trust is fulfilled.

Under this heading all scholarships, given or bequeathed in perpetuity, such as in Bengal the Tagore, Ryan and others, should, I think, be included.

(7) *Miscellaneous*—This item hardly calls for remark but the components of it should always be shown.

(8) *Private expenditure in Aided Schools*—Having now gone through the items of income actually administered by the educational departments, we come to the private expenditure in regularly aided institutions. This item of course stands on an entirely different footing from the other items enumerated, and should, I think, always be separately shown and not mixed up with local funds or other income actually administered by the educational department. It is true that under the rules generally in force in the Bengal Presidency, the private expenditure including fees, is one of the conditions of the Government grant and that returns of such expenditure are regularly submitted to the Educational Department; but still there is a certainty in the one case which is not attainable in the other and hence the Bombay practice of showing such expenditure quite separately seems worthy of general adoption. As an extreme instance of the relative certainty of the two kinds of expenditure, the statement in para. 74 of the North-Western Provinces report may be taken. This statement purports to show the imperial and local expenditure on aided and indigenous institutions; and no doubt the imperial expenditure is absolutely accurate. But the local expenditure on indigenous schools is represented to be Rs. 2,48,075 against an imperial grant of Rs. 48, and it can hardly be possible that the calculations in both cases are made in the same way and subjected to the same tests. I have therefore, subject to correction, excluded this large item from the North-Western Provinces' statement.

The question of grant-in-aid income and expenditure will be discussed in the section Grant-in-Aid Agency below.

Having now shown the work to be done in each province and the funds now available to do it, we next come to the agency by which, and on which, the funds are expended.

SECTION II

GOVERNMENT AGENCY OR THE EDUCATIONAL DEPARTMENTS

The present Educational Departments were established under the despatch of 1854 in supersession of the Boards and Councils of which some account has been given in the first part of this Note.

For the selection and duties of the Directors and Inspectors, the despatch provides as follows:—

“In the selection of the heads of the Educational Departments, the Inspectors, and other officers, it will be of the greatest importance to secure the services of persons who are not only best able, from their character, position, and acquirements, to carry our subjects into effect, but who may command the confidence of the natives of India. It may perhaps be advisable that the first heads of the Educational Department, as well as some of the Inspectors, should be members of our Civil Service, as such appointments in the first instance would tend to raise the estimation in which these offices will be held, and to show the importance we attach to the subject of education, and also as amongst them you will probably find the persons best qualified for the performance of the duty. But we desire that neither these offices, nor any others connected with education, shall be considered as necessarily to be filled by members of that service to the exclusion of others, Europeans or Natives, who may be better fitted for them, and that in any case the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform.

“The duties of the Inspectors were to periodically report upon the state of those colleges and schools which are now supported and managed by Government, as well as of such as will hereafter be brought under Government inspection by the measures that we propose to adopt. They will conduct or assist at the examination of the scholars at these institutions, and generally, by their advice, aid the managers and school-masters in conducting colleges and schools of every description throughout the country. They will necessarily be of different classes, and may possess different degrees of acquirement, according to the higher or lower character of the institutions which they will be employed to visit; but we need hardly say that even for the proper inspection of the lower schools, and with a view to their effectual improvement, the greatest care will be necessary to select persons of high character and fitting judgment for such employment. A proper staff of clerks and other officers will, moreover, be required for the Educational Departments.

“Reports of the proceedings of the Inspectors should be made periodically, and these, again, should be embodied in the annual reports of the heads of the Educational Departments, which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India) and other information of a general character relating to education.”

As regards instruction, the despatch expresses a hope that for all classes of schools trained native agency may exclusively be used not only on the score of economy but also to give encouragement to that class which our educational measures are calculated largely to produce. Such a class is to be gradually collected of persons who possess an aptness for teaching as well as the requisite standard of acquirements and have been trained in normal schools which are to be established for this purpose in each Presidency.

These orders have been generally confirmed by the despatch of 1859 which, however, enjoined a careful enquiry as to whether the charges for supervision bore a fair proportion to the expenditure of Government on direct measures of instruction. Reduction was not, however, to be rashly decided on.

“In considering this question, it must be borne in mind that the duty of the controlling officers is not merely to superintend the institutions directly supported by Government, but that it is the business of the Department to exercise a close scrutiny into all the agencies in operation throughout the country for the instruction of the people, to point out deficiencies wherever they exist; to suggest remedies to Government, and bring the advantages of education before the minds of the various classes of the community; to act as the channel of communication on the subject between Government and the community at large; and generally to stimulate and promote, under the prescribed rules, all measures having for their object the secular education of the people. It is evident that a very inadequate opinion would be formed of the value of the agency responsible for these varied duties, from a mere comparison of its cost with that of the existing educational institutions of Government, especially when it is considered that it has been necessary to constitute the controlling establishments at once on a complete footing, while the establishments for direct instruction are naturally of slower growth. After a full consideration of the grounds on which the Court of Directors formerly gave their sanction, as a temporary arrangement, to the employment of Covenanted Civil Servants in the Department of Education, Her Majesty's Government are, on the whole, of opinion that, as a

general rule, all appointments in the Department of Education should be filled by individuals unconnected with the service of Government, either civil or military. It is not their wish that officers now in the Department should be disturbed for the sole purpose of carrying out this rule, and they are aware that difficulty might at present be experienced in finding well-qualified persons, unconnected with the regular services, to fill vacant offices in the Department. But it is their desire that the rule now prescribed be kept steadily in view, and that every encouragement be given to persons of education to enter the Educational Service, even in the lower grades, by making it known that in the nominations to the higher offices in the Department a preference will hereafter be given to those who may so enter it, if competent to discharge the duties."

These orders have resulted in the following establishments in each province:—

1	NUMBER OF OFFICERS							
	2		3		4		5	
	Direction		Inspection		Instruction		Total	
	European	Native	European	Native	European	Native	European	Native
Bengal . . .	1	..	8	98	52	1,126	61	1,224
Madras . . .	1	..	7	49	39	282	47	331
Bombay . . .	1	..	5	35	23	1,409	29	1,444
N. W. Provinces . .	1	..	7	78	31	696	39	774
Punjab . . .	1	..	7	3	24	142	32	145
Oudh . . .	1	..	1	11	4	144	6	155
Central Provinces .	1	..	3	20	9	249	13	269
British Burmah . .	1	..	..	..	4	20	5	20
Coorg . . .	..	..	1	..	2	32	3	32
TOTAL . . .	8	..	39	294	188	4,100	235	4,394
The Berars . . .	1	..	2	6	2	388	5	394
GRAND TOTAL . . .	9	..	41	300	190	4,488	240	4,788

This abstract may be thus shown in detail as regards the higher appointments

	Number	Minimum salary per mensem	Maximum salary per mensem	Years for reaching maximum
<i>Bengal</i>				
Director of Public Instruction	1	Rs. 2,000	Rs. 2,500	10
<i>First Grade</i>				
Inspector of Schools	1	1,250	1,500	} 3
Principal, Presidency College	1	1,250	1,500	
TOTAL	2	2,500	3,000	
<i>Second Grade</i>				
Inspector of Schools	1	1,000	1,250	} 3
Inspector of Schools	1	1,000	1,250	
Principal, Dacca College	1	1,000	1,250	
Principal, Hooghly College	1	1,000	1,250	
Professor, Presidency College	1	1,000	1,250	
Professor, Presidency College	1	1,000	1,250	
TOTAL	6	6,000	7,500	
<i>Third Grade</i>				
Inspector of Schools	1	750	1,000	} 4
Inspector of Schools	1	750	1,000	
Principal, Krishnaghur College	1	750	1,000	
Principal, Berhampore College	1	750	1,000	
Principal, Patna College	1	750	1,000	
Professor, Presidency College	1	750	1,000	
Professor, Presidency College	1	750	1,000	
Professor, Presidency College	1	750	1,000	
Professor, Presidency College	1	750	1,000	
TOTAL	9	6,750	9,000	
<i>Fourth Grade</i>				
10 Professors on 500	10	5,000	7,500	} 5
8 Assistant Professors on 500	8	4,000	7,000	
Assistant Professor, Madrassa	1	500	750	
Additional Inspector, Patshalas	1	500	750	
TOTAL	20	10,000	15,000	
GRAND TOTAL	38	27,250 12	37,000 12	
Cost per annum . . . . .	..	3,27,000*	4,44,000	

*Including the officers not within the classified list, and the Medical College appointments, the Bengal Civil list shows 84 educational appointments that cost Rs. 5,67,900 annually or about 30 per cent. of the net imperial grant. This is exclusive of salaries in the ordinary schools.

		PRESENT SCALE			
		Number	Minimum salary per mensem	Maximum salary per mensem	Years for reaching maximum
<i>Madras*</i>					
Director of Public Instruction		1	Rs. 2,000	Rs. 2,250	5
Inspector, 1st Grade		1	1,250	1,500	3
Presidency College Principal	}	2	1,000	1,250	
Inspector, 2nd Grade			1,000	1,250	
Inspectors	}	5	750	1,000	4
Combaconum College Principal			750	1,000	
			750	1,000	
			750	1,000	
Presidency College Professors	}	5	500	750	5
Ditto of Vernacular Literature			500	750	
1 Extra Inspector of Schools			500	750	
			500	750	
			500	750	
TOTAL		14	11,500	15,000	
<i>Bombay</i>					
1 Director of Public Instruction		1	2,000	2,500	10
1 Inspector, Senior		1	1,250	1,500	3
1 Principal, Elphinstone College		1	1,250	1,500	3
1 Inspector, Northern Division		1	1,000	1,250	3
1 Inspector, Southern Division		1	750	1,000	3
3 Professors, Elphinstone College	}	2	1,500	2,000	4
—3 at 750 to 1,000			1	500	750	4
1 Principal, Poona College		1	1,000	1,250	4
1 Principal, Poona C. E. College		1	750	1,000	4
1 Assistant Inspector		1	500	750	5
3 Poona College Professors— 3 at 500 to 750		3	1,500	2,250	5
TOTAL		14	12,600	15,750	
			Pls 2 additional Professors in the Elphinstone College at Rs. 750 rising to Rs. 1,000 each.		

*This is the sanctioned scale but the local Government has decided that in their present financial position, a scale involving a minimum charge of Rs. 10,600 per mensem and a maximum charge of Rs. 13,150 is ample. This decision, it need hardly be said, was declared after the provincial service arrangement of December 1870.

	PRESENT SCALE			Years for reading maximum
	Number	Minimum salary per mensem	Maximum salary per mensem	
<i>North-Western Provinces</i>				
Director of Public Instruction	1	Rs. 2,000	Rs. 2,250	6
Inspector, 1st Circle	1	1,250	1,500	3
Inspector, 2nd Circle	1	1,000	1,250	3
Principal, Agra College	3	750	1,000	4
Principal, Bareilly College				
Principal, Benares College				
Inspector, 3rd Circle . . . . .	..	350	350	4
Inspector, Kumaon Circle . . . . .	..	500	750	
Joint Inspector, 3rd Circle	8	500	750	5
Professors, Agra College				
Professors, Bareilly College				
Professors, Benares College				
		1,000	1,500	
TOTAL	14	10,850	14,350	
<i>Punjab</i>				
Director of Public Instruction	1	1,500	2,000	5
Inspectors	2	1,000	1,250	3
Principal, Lahore College	3	750	1,000	4
Principal, Delhi College				
Inspector				
Professor, Delhi College	3	500	750	5
Professor, Lahore College				
		500	750	
TOTAL	9	7,250	9,750	
<i>Central Provinces</i>				
Director of Public Instruction	1	1,250	1,500	3
Inspectors	1	750	1,000	4
Head Master, Saugor High School	1	500	750	4
Head Master, Raepore High School	1	500	500	
TOTAL	6	4,250	5,250	
<i>Oudh</i>				
Director	1	1,000	1,250	3
Inspector	1	750	1,000	4
Inspector (Native)	1	500	750	5
TOTAL	3	2,250	3,000	
<i>Berars</i>				
Director of Public Instruction	1	1,250	1,500	4
Inspector	1	750	1,000	
High School . . . . .	..	..	..
TOTAL	2	2,000	2,500	
<i>British Burmah</i>				
Director of Public Instruction	1	1,000	1,250	

ABSTRACT

	Number	Minimum salary per mensem	Maximum salary per mensem
		Rs.	Rs.
Bengal	38	27,250	37,000
Madras	14	11,500	15,000
Bombay	16	13,500	17,750
North-Western Provinces	14	10,850	14,350
Punjab	9	7,250	9,750
Central Provinces	6	4,250	5,250
Oudh	3	2,250	3,000
Berars	2	2,000	2,500
British Burmah	1	1,000	1,250
TOTAL	103	79,850 12	1,05,850 12
Cost per annum		9,58,200	12,70,200

The total cost of these establishments, as proportioned to the total annual expenditure in each province, may be thus shown in detail :—

Statement showing the percentage that direction, inspection, and instruction bear respectively to total educational expenditure

PROVINCE	Total educational expenditure	EXPENDITURE ON			PERCENTAGE OF		
		Direction	Inspection	Instruction, including all charges not coming under columns 3 & 4	Column 3 on column 2	Column 4 on column 2	Column 5 on column 2
	2	3	4	5			
	Rs.	Rs.	Rs.	Rs.			
Bengal .	31,98,821	49,337	2,63,981	28,85,503	1·54	8·25	90·2
Madras .	21,47,997	37,184	1,34,742	19,76,071	1·7	6·3	92·0
Bombay .	24,13,630	43,778	1,72,525	21,97,327	1·8	7·14	91·04
N. W. Provinces	19,39,452	38,440	1,87,071	17,13,941	1·9	9·6	88·5
Punjab .	10,18,640	36,110	1,02,342	8,80,188	3·5	10·05	86·4
Oudh .	4,37,648	19,220	44,749	3,73,679	4·4	10·2	85·4
Central Provinces	5,13,139	20,399	62,512	4,30,228	3·98	12·18	83·84
British Burmah .	1,51,786	16,351	..	1,35,435	10·77	..	89·22
Berars .	2,78,553	22,005	28,047	2,28,501	7·89	10·06	82·03
Coorg .	15,033	..	1,344	13,689	..	8·94	91·05
TOTAL .	1,21,14,699	2,82,824	9,97,313	1,08,34,562	..	..	..

The variation in the ratio of cost is trifling, and no standard is prescribed in the educational code to test it by.

The percentages of charge are usually shown as above, but the real point is what proportion the charges for graded appointments bear to the *net* imperial grant in each province. This may be thus shown:—

1	2	3	4	5
Province	Total number of graded appointments	Total maximum cost per annum	Net imperial grant	Percentage of column 3 on column 4
Bengal	38	4,44,000	18,65,985	23·8
Bombay	16	2,13,000	9,48,038	22·4
Madras	14	1,80,000	10,83,085	16·6
N. W. Provinces	14	1,72,200	12,08,862	14·2
Punjab	9	1,17,000	6,46,845	18·1
Oudh	3	36,000	2,15,933	16·6
Central Provinces	6	63,000	2,76,982	22·7
British Burmah	1	15,000	72,984	20·5
The Berars	2	20,000	2,37,433	12·6
	103	12,70,200	65,56,057	19·4

It may be here noticed that the higher grades of the Bengal Service were placed on their present footing in 1864, a measure which was not introduced into the other Provinces until 1870, and that in revising this scale the object of the Government of India was to open two parallel and equally attractive lines of duty to Inspectors on the one hand and to Principals and Professors on the other, each leading up to the Directorship, should the Local Government think fit to choose the Director out of the department.

In colleges the professorial staff has generally been selected by the Secretary of State from the English Universities; and although the Government has thus secured a body of officers of eminent calibre and distinctions, there is some little doubt whether the material they have to work upon is not, as a rule, disappointing.

The duties of the Directors and Inspectors are clearly defined in the extracts above given. Judging from the reports it would seem that some Directors attach more weight to moving about their districts and seeing things for themselves than others; and as regards Inspectors, there seems in some Provinces to be a tendency to

overload them with office work to the detriment of their regular duties.* If stationery and printing were departmental charges, and the required report on each school were to be restricted to a sheet of ordinary paper containing printed questions against which the answers have to be written,† office work might be reduced. It would certainly be an improvement if the reports of Inspectors were worked up in the annual report as contemplated in the code, instead of being appended to them. The reports generally would be more interesting if they were less departmental—especially in Madras and Bengal—and told more of the results of education upon the people. In the method and arrangement also of the reports there is much discrepancy, as might be expected from the nature of the subject. But I would still venture to suggest some principles of uniformity which would be of much use for general comparison of results. What seems wanted is (1) a statement of facts in sections, in such order as may be approved, each section being separate, and appendices only being added when necessary, not in place of, but in illustration of the Director's own remarks; (2) that the Director's own remarks should conclude each section or statement of facts and not be mixed up with them, as it is sometimes hard to distinguish fact from opinion. If a uniform series of forms were added in substitution of the present very bulky‡ statements which no Director could prepare himself, it would be a great help. Rough sketches of the standard plans of school buildings, with the average cost, would also be interesting and useful.

On one point, however, there seems to be a difference of practice that calls for notice. In Bombay inspection means examination by prescribed standards, with a record of the number of pupils in each school that pass or fail. Such a record is a crucial test of the state of a school. But this practice is not invariable. In some Provinces it would seem from the reports that a few of the pupils are examined, and a general opinion so formed is recorded on the state of the school. Hence we find such remarks as "good," "bad," "middling," "very bad," etc., remarks which, though no doubt valuable to the local head of the Department, are somewhat indefinite, and do not enable the result to be tested by comparison with other Provinces. Of course examination is a troublesome and expensive

*See, for instance, Mr. Woodrow's report. Bengal Report, p. 254.

†This is the Bombay practice.

‡In the Bengal Report there are pages of statistics like this: Name of school "Jagadal," grade "indifferent," attendance "6" imperial grant "Rs. 240," other income "Rs. 10". It is difficult to conceive a more unsatisfactory explanation of the expenditure of public money.

process, but there is really no other way of making inspection thorough and uniform without it.

I would also suggest that every educational report should give a numerical list of its staff for direction, inspection and instruction, with their emoluments, showing the proportion of Europeans to Natives in appointments over and under Rs. 250 a month, the limit below which a discretion to create new appointments is vested in the Local Governments by the provincial services Resolution of December 1870. As yet the Natives form a small element in the higher grades, a point upon which I annex an extract from a Resolution of the Government of India, which will be found in the Parliamentary blue book of the 29th July 1870 already referred to.*

“The Governor General in Council desires to record his appreciation of the ability and devotion which many educational officers have shown in the cause, and of the marked success which has attended their efforts. But from this very success it is clear that, although a very large European element in them was necessary at first, the same necessity can no longer exist. Every year has added to the supply of Natives available for a course of duty for which many of them are naturally, and by good training singularly, well fitted; and to encourage Native talent in the higher educational posts is not only a natural result of our educational system, but a duty of Government which His Excellency in Council believes will be attended with great social and political advantages. In some Provinces it is supposed that a supply of Natives has now been trained, fully competent to perform those duties which have hitherto been entrusted to the far more expensive agency recruited from English Universities.”

SCHOOL COMMITTEES

It is to be regretted that the report give so very little information about this part of the Government agency.

School committees are, briefly, local boards of which the Civil Officers and the Inspectors of Education are the presiding members and on which Native gentlemen of position, interested in education, are invited to serve. For the general powers and duties of these boards, as instanced in Bombay and the North-Western Provinces, I must refer to my Note of 1866-67. No agency can be of more importance in uniting the Government with the people in the promotion of education, and it is by such associations of Natives with Europeans in the administration of affairs that the Government of

*See page 307.

India in sanctioning the provincial services arrangement trusted to "enlist the assistance and sympathy of many classes who have hitherto taken little or no part in the work of social and material advancement."

The Bengal, Bombay and Madras reports are silent on the subject. The North-Western Provinces report simply says that the committee have shown zeal and activity and have given valuable assistance to the Inspectors. The Punjab Director on the other hand says that the

"local committees of Public Instruction display little or no activity, though individual members in different localities have shown an interest in education. The Inspector hopes that by a thorough re-organization a little more life may be infused into these committees."

From Oudh the account is fuller.

"Educational committees may be fairly placed amongst the controlling agencies. When the Department was first formed, educational committees were established in every district in Oudh. But during the year under review it was thought advisable to bring the influence of committees to bear on each individual school. There is now, I believe, no Government boys' school in Oudh that has not its working committee. The rules for the guidance of school committees are suspended in every school-room, and each member has received a copy and a letter of appointment. The sub-committees are not all thoroughly at work. But if inspecting officers, on their visits of inspection, make personal enquiries regarding the members of the committees, and see that some at least have relatives attending the school, their influence will be felt. The town school committees are not so active as the village committees. In every school there is a minute book for the use of the school committee, and members are desired either themselves, or through the Head Master of the school, to record visits and proceedings. If these expressions of their opinion receive due attention, and the members really feel that they are not a nonentity, but that their supervision is prized, and their advice gladly received, they will, I am humbly of opinion, be of considerable service."

In the Central Provinces the Director briefly remarks that certain committees "have actively interested themselves in the responsibilities committed to them by the administration."

I venture to think that a complete system of primary schools, adequate for primary education in towns and villages, supervised

by tested or trained masters, aided and encouraged by the State but managed in a great measure by the people themselves through such local boards, should be the first and great object of our educational policy. Such a system would be congenial with the indigenous institutions of the country and of incalculable benefit to it. And if by such agency instruction in morality and those great truths that are common to all religions could be introduced, the most urgent problem in our educational system might find a solution.

SECTION III

PRIVATE AGENCY OR THE GRANT-IN-AID SYSTEM

The statistics of area and population, of available ways and means, and of the educational departments, lead naturally to the necessity of a system of grants-in-aid.

This is well put in the educational code.

“When we consider the vast population of British India, and the sums which are now expended upon educational efforts, which, however successful in themselves, have reached but an insignificant number of those who are of a proper age to receive school instruction, we cannot but be impressed with the almost insuperable difficulties which would attend such an extension of the present system of education by means of colleges and schools entirely supported at the cost of Government as might be hoped to supply, in any reasonable time, so gigantic a deficiency, and to provide adequate means for setting on foot such a system as we have described and desire to see established.

“Nor is it necessary that we should depend entirely upon the direct efforts of Government. We are glad to recognise an increased desire on the part of the native population, not only in the neighbourhood of the great centres of European civilisation, but also in remoter districts, for the means of obtaining a better education; and we have evidence in many instances of their readiness to give a practical proof of their anxiety in this respect by coming forward with liberal pecuniary contributions. Throughout all ages, learned Hindoos and Mahomedans have devoted themselves to teaching with little other remuneration than a bare subsistence; and munificent bequests have not unfrequently been made for the permanent endowment of educational institutions.

“At the same time, in so far as the noble exertion of societies of Christians of all denominations to guide the natives of India in the way of religious truth, and to instruct uncivilised races, such

as those found in Assam, in the Cossya, Garrow, and Rajmehal Hills, and in various districts of Central and Southern India (who are in the lowest condition of ignorance, and are either wholly without a religion, or are the slaves of a degrading and barbarous superstition), have been accompanied, in their educational establishments, by the diffusion of improved knowledge, they have largely contributed to the spread of that education which it is our object to promote.

"The consideration of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India, and of the ready assistance which may be derived from efforts which have hitherto received but little encouragement from the State, has led us to the natural conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India and of other benevolent persons.

"We have, therefore, resolved to adopt in India the system of grants-in-aid which has been carried out in this country with very great success; and we confidently anticipate, by thus drawing support from local resources in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes which is of itself of no mean importance to the well-being of a nation."

In accordance with these views, grant-in-aid rules have been framed and published, adopted to the wants of each province, but all based on the following considerations, (1) entire abstinence from interference with the religious instruction conveyed in the school assisted; (2) the requirements of each particular district as compared with others; (3) the funds at the disposal of Government; (4) adequate local management, local management meaning one or more persons, whether private patrons, voluntary subscribers, or trustees of endowments, who undertake the general superintendence of the school and are answerable for its continuance for some given time; (5) the consent of the managers that the schools shall be subject to Government inspection and to any conditions* which may be laid down for the regulation of such grants; and lastly that the Government aid be to specific objects and not (except in normal

*e.g. payment of fees.

schools) in the form of simple contributions to the general expenses of a school.

The present rules for each province will be found, *in extenso*, in Appendix A.

But these are not the only grant-in-aid rules. At the instance Minute dated 29th of the late Bishop Cotton and in behalf October 1860 of the rapidly increasing European and Eurasian population especially in large towns and cities, Lord Canning prescribed a special set of rules that were afterwards confirmed by the Secretary of State and are still in force. These rules will also be found in the Appendix.

The rules for European and Eurasian schools as laid down in Lord Canning's minute are more liberal than the ordinary grant-in-aid rules. They offer (1) an equivalent of the amount collected as a building and foundation fund and of the local annual contribution; (2) the site, if Government property; (3) a pension for the headmaster if a clergyman.

The statistics of European and Eurasian schools are annexed:—

	Number of Schools	Number of Pupils	Total cost to Government
			Rs.
Bengal	17	1,576	37,948
Madras	41	2,996	84,715
Bombay	27	2,295	35,585
North-Western Provinces	13	554	27,840
Punjab	13	616	44,640
Central Provinces	5	508	7,800
TOTAL	116	8,545	2,38,528

The schools are not separately noticed in the reports, but it may be noted (1) that Lord Canning's object was to benefit "the floating population of Indianized English in our large towns and stations," and that he anticipated "the error of constructing a scheme above the reach of those whom it is most necessary to benefit." I believe that Lord Canning's anticipation has been fulfilled, and that the schools aided under his minute are largely used by Government

employees and others of the middle Anglo-Indian class and not by the "profitless unmanageable community, possibly dangerous to the State, a reproach to Government and a scandal to the Christian name," which he had in view. This opinion is somewhat confirmed by the fact of a fund having recently been raised, by the late Archdeacon Pratt, to render these schools more accessible to the poorer classes; but it is doubtful whether even this fund will reach the real objects of the original charity. Enquiry might be made on this point and the reports should show fully what is the real condition of the poorer Anglo-Indian community and what benefits it has actually derived from the minute of 1860; (2) as the minute has now been for ten years in operation, its provisions should be formalized into regular rules with such modifications as experience may suggest.

The present expenditure under both of these rules is shown in the annexed table.

Statement showing the Statistics of grant-in-aid Expenditure in 1870-71

1 Provinces	2 Colleges		3 Schools		4 Total Imperial Grant-in- aid expen- diture	5 Total net Imperial grant for education	6 Percentage
	No.	Grant	No.	Grant			
		Rs.		Rs.			
Bengal	6	24,900	3,839	5,10,407	5,35,307	18,65,985	28.7
Madras	7	9,235	3,353	3,26,278	3,35,513	10,83,085	30.9
Bombay	2	600	71	45,968	46,568	9,48,038	4.9
N.W. Provinces	4	24,023	316	1,77,745	2,01,778	12,08,862	16.7
Punjab . . . . .	..	..	551	1,48,783	1,48,783	6,46,845	23.0
Oudh	1	27,173	80	28,572	53,307	2,15,533	24.3
Central Provinces . . . . .	..	..	434	37,919	37,919	2,76,982	13.7
British Burmah . . . . .	..	..	77	25,962	25,962	72,894	35.6
Berars . . . . .	..	..	1	900	900	2,37,433	0.3
Coorg . . . . .	..	..	2	312	312	15,033	2.1
TOTAL	20	85,941	8,724	13,02,846	13,86,349	65,71,090	21.8

To show in detail the work that several missionary societies are doing and at what probable cost to themselves and to Government a further statement is annexed:—

*Statement of Educational Institutions in British India under the superintendence of Missionaries or other Religious Associations and aided by Government**

Name of Missionary Society	Number of schools	NUMBER OF PUPILS			Estimated private expenditure per annum	Government grant per annum					
		Boys	Girls	Total		Rs.	As.	P.			
BENGAL											
Church Missionary Society	78	3,960	201	4,151	54,754	9	6½	23,153	3	1½	
Free Church of Scotland	31	1,095	397	1,492	41,824	5	1	16,476	2	10	
or											
Free Church Mission	18	528	80	608	1,189	10	0	883	10	0	
London Missionary Society	20	669	195	864	19,149	5	6	6,565	3	9	
Other Christian Societies	17	908	1,924	2,902	1,28,855			51,753	6	6	
Established Church of Scotland General Assembly's Institution	1	86	..	86	16,327	0	6	4,200	0	0	
Society of Jesus	3	..	374	374	7,273	9	0	4,898	0	0	
American Unitarian Mission	1	..	37	37	636	0	0	360	0	0	
Roman Catholic Institutions	5	97	54	151	14,994	0	0	4,204	0	0	
Society for Propagation of Gospel	52	1,092	129	1,221	7,383	14	0	15,369	2	0	
American Baptist Missionary Society	14	266	230	496	3,280	0	0	3,388	8	0	
Baptist Missionary Society	42	1,276	506	1,728	5,006	4	1	4,065	8	0	
Christian Vernacular Education Society	36	1,389	..	1,389	1,9	6	13	0	1,535	8	9
Welsh Missionary Society	56	1,03	51	1,087	2,7	2	0	0	3,451	0	
TOTAL	394	12,390	5,248	17,640	3,05,352	0	2½	1,40,303	6	11½	
MADRAS											
Church Missionary Society	201	6,309	1,531	7,840	65,882	10	0	26,997	10	6	
Society for Propagation of Gospel	141	5,171	820	5,991	65,750	6	0	36,573	3	4	
Free Church of Scotland Mission	18	1,735	725	2,460	40,368	10	0	18,096	3	9	
London Missionary Society	20	1,265	606	1,871	20,260	3	0	10,715	11	7	
Wesleyan Missionary Society	17	1,190	502	1,692	27,466	8	0	11,100	9	8	
German Missionary Society	5	309	99	408	3,795	6	0	1,539	10	3	
Roman Catholic Missionary Society	39	2,287	1,030	3,317	34,862	8	0	15,468	12	11	
Other Missionary Societies	42	2,726	947	3,673	87,559	0	0	33,767	12	5	
TOTAL	483	20,992	6,260	27,252	3,45,945	3	0	1,54,259	10	5	

*This statement does not include unaided Missionary Institutions about which no returns are received.

Name of Missionary Society	Number of schools	NUMBER OF PUPILS			Estimated private expenditure per annum	Government grant per annum		
		Boys	Girls	Total		Rs.	As.	P.
BOMBAY								
<i>Central Division</i>								
Free Church Mission School.	4	235	101	336	7,015	13	0	1,544 0 0
Under the Roman Catholic Bishop	1	2	38	40	3,328	0	0	332 0 0
Society for Propagation of Gospel	2	28	25	53	10,381	9	0	453 0 0
Roman Catholic Bishop and Clergy	6	1,068	340	1,408	31,856	0	0	12,325 0 0
Scottish Orphanage Committee	1	34	39	73	18,565	9	0	1,330 0 0
General Assembly	1	372	..	372	7,735	2	0	1,764 8 0
Free General Assembly	1	214	..	214	9,875	8	0	1,078 0 0
Diocesan Board of Education	7	234	101	335	23,492	15	0	4,536 0 0
Society of Jesus	1	108	..	108	1,092	0	0	1,438 0 0
Church Missionary Society	4	484	..	484	3,251	2	0	1,600 10 0
<i>Northern Division</i>								
Irish Presbyterian Mission	14	1,111	23	1,134	11,496	0	0	3,859 6 0
<i>North-East Division</i>								
Church Missionary Society	5	317	84	401	3,738	2	0	2,431 10 0
<i>Southern Division</i>								
Cantonment Chaplain, Belgaum	1	20	24	44	2,392	2	0	698 0 0
Roman Catholic Chaplain, Belgaum	1	66	33	99	1,964	15	0	706 0 0
<i>Sind</i>								
Church Missionary Society	2	226	..	226	3,360	0	0	1,693 8 0
TOTAL	51	4,523	808	5,331	1,39,544	13	0	35,789 10 0

Name of Missionary Society	Number of schools	NUMBER OF PUPILS			Estimated private expenditure per annum			Government grant per annum		
		Boys	Girls	Total	Rs.	As.	P.	Rs.	As.	P.

NORTH-WESTERN PROVINCES

Church Missionary Society .	39	4,319	755	5,074	72,740	12	0	49,281	0	0
Society for Propagation of Gospel	7	909	..	909	13,686	2	0	13,320	0	0
London Missionary Society	6	1,295	185	1,480	13,342	1	0	11,193	14	0
Ladies' Association	3	..	174	174	7,476	7	0	6,360	0	0
American Presbyterian Missionary Society	12	765	422	1,187	27,251	10	0	11,020	0	0
American Methodist Episcopal Missionary Society	30	2,196	618	2,814	39,353	8	0	24,024	0	0
Roman Catholic Missionary Society	3	268	148	406	11,761	13	0	7,080	0	0
Diocesan Board of Education	1	123	..	123	4,600	4	0	6,000	0	0
Baptist Mission	1			Information not given.				162	0	0
TOTAL	102	9,875	2,292	12,167	1,90,212	9	0	1,28,440	14	0

PUNJAB

Society for Propagation of Gospel	11	532	252	784	14,390	4	0	9,490	0	0
American Presbyterian Mission	46	3,868	206	4,074	30,337	0	0	21,704	3	9
Church Mission	53	2,036	540	2,576	27,188	10	0	20,031	9	0
Church of Scotland Mission	6	433	32	465	5,151	15	0	2,880	0	0
Christian Vernacular Education Society	1	28	..	28	3,243	0	0	1,800	0	0
Moravian Mission	1	20	..	20	..			300	0	0
TOTAL	118	6,917	1,030	7,947	80,310	13	0	60,205	12	9

ODUH

American Missionary Society	17	629	174	803	8,302	0	0	7,056	0	0
Church Missionary Society .	10	603	90	693	6,453	0	0	4,252	12	0
Zenana Mission	1	..	52	52	1,800	0	0	360	0	0
TOTAL	28	1,232	316	1,548	16,555	0	0	11,668	12	0

CENTRAL PROVINCES

Church Missionary Society .	2	284	..	284	4,379	15	0	3,600	0	0
Free Church Mission	4	479	..	479	6,094	0	0	5,600	0	0
Roman Catholic Mission	3	283	144	427	4,216	6	0	2,880	0	0
Bishop's School	1	53	28	81	3,700	4	0	2,040	0	0
TOTAL	10	1,099	172	1,271	18,390	9	0	14,120	0	0

Name of Missionary Society	Number of schools	NUMBER OF PUPILS			Estimated private expenditure per annum	Government grant per annum
		Boys	Girls	Total		
					Rs. As. P.	Rs. As. P.
BRITISH BURMAH						
Society for Propagation of Gospel	8	626	115	741	Information not given in statement from British Burmah.	7,415 0 0
Roman Catholic Mission	7	508	317	825		8,900 0 0
American Baptist Mission	131	3,643	127	3,770		13,414 0 0
TOTAL	146	4,777	559	5,336	..	29,729 0 0
THE BERARS						
Christian School at Yeotmahal	1	18	..	18	900 0 0	900 0 0
MYSORE AND COORG						
Roman Catholic Mission	12	769	423	1,192	7,750 9 0	5,760 0 0
Wesleyan Mission	11	683	489	1,172	15,152 4 0	6,576 0 0
London Mission	10	334	561	895	18,109 12 0	2,880 0 0
Church of England	7	249	181	430	21,247 10 0	8,340 0 0
Church of Scotland	1	67	..	67	4,721 10 0	2,400 0 0
German Mission	1	36	..	36	687 0 0	72 0 0
TOTAL	42	2,138	1,654	3,792	67,668 13 0	26,028 0 0

Abstract Statement showing the total expenditure throughout British India in 1870-71, on aided Educational Institutions under the superintendence of Missionaries or other Religious Associations

PROVINCE	Number of Schools	NUMBER OF PUPILS			Estimated private expenditure per annum	Government grant per annum
		Boys	Girls	Total		
					Rs.	Rs.
1. Bengal	394	12,392	5,248	17,640	3,05,352	1,40,303
2. Madras	483	20,992	6,260	27,252	3,45,945	1,54,259
3. Bombay	51	4,523	808	5,331	1,39,544	35,789
4. North-Western Provinces	102	9,875	2,292	12,167	1,90,212	1,28,440
5. Punjab	118	6,917	1,030	7,947	80,310	60,205
6. Oudh	28	1,232	316	1,548	16,555	11,668
7. Central Provinces	10	1,099	172	1,271	18,390	14,120
8. British Burmah	146	4,777	559	5,336	..	29,729
9. The Berars	1	18	..	18	900	900
10. Mysore and Coorg	42	2,138	1,654	3,792	67,668	26,028
GRAND TOTAL	1,375	63,963	18,339	82,302	11,64,879	6,02,445

Such, then, are the rules and such the results.

As to the way in which the several rules are worked, I must refer to the Note for 1865-66, but briefly it may be said that in the Bengal Presidency the grant is as a rule measured by the local contribution. In Bengal proper the grant to colleges may not exceed one-third of the private income which in all cases includes fees; the grant to high schools may not exceed one-half; to middle class schools, in which the expenditure is more than Rs. 30 monthly, it may not exceed two-thirds of the private income; in no case may it exceed the private income. In the other provinces of the Bengal Presidency the grant to any kind of school must not exceed the local income and, as in Bengal Proper, its continuance is subject to satisfactory results of regular inspection.

In the Central Provinces, British Burmah and the Berars the payment by results system has also been applied to the lower class schools.

In Bombay the large majority of the schools receive aid on the results system only, according to fixed standards and fixed scales of payment.

In Madras, lower class schools may be aided on the results system, while higher schools receive teacher grants, teachers being divided into (1) certificate holders, who have passed a prescribed standard of examination and are eligible for a grant not exceeding the private income paid to them by the managers of the schools; and (2) not holding certificates;—these teachers are eligible for a grant not exceeding half the managers' contribution.

In all provinces special and building grants are made, subject as a rule to the condition that the Government grant must not exceed as a maximum the local contribution.

Such, briefly, is the grant-in-aid system in India, and of it may almost be said, "*ab exiguis profecta initiis, eo creverit ut jam magnitudine laboret sua.*" While no one will regret its growth, all will admit that the system should be watched and directed lest instead of being a grant for education it may become a grant to maintain the so-called vested interests of those engaged in education.

How to make grants go furthest and best in the promotion of education in India is a difficult question, more especially when all kinds of education are to be encouraged and there are so many different stages of civilization, often in a small area, to deal with. The question has been discussed in files of vast bulk, but generally

the discussion has, I think, been confined to too narrow limits, for it cannot be separated from the question of Government educational institutions or from the general principle on which the action of the State in establishing them is based and guided. To maintain schools for higher education is not, like mass education, a necessary State duty, and the State undertakes it knowing that most things are worse done by Government than they would be by individuals for themselves, as no advantage compensates for the inferior interest in the result, and as every fresh function is another occupation imposed upon a body already overcharged. Even mass education is only an exception to this rule, because the people who are most in need of it are usually the least desirous of it, and most incapable of getting it by their own lights. Therefore, in the matter of education, the Government goes further than in other things, and especially so when there is a wide distinction between the governors and the governed or any section of them. Still the Government wishes to avoid monopolizing the provision, but restricts itself, as far as practicable, to aiding local effort in such a way that the aid shall not increase or perpetuate the helplessness of the people, but shall encourage and foster any rudiment of individual exertion or public spirit.

Upon this principle the Government in India founds its own educational institutions or aids private ones, the latter measure being more within its proper province than the former. And so far as this principle is concerned, there is no difference between Government and private institutions. In the one case the Government takes the fee receipts as a set-off against its own outlay, in the other it accepts the private outlay; in both cases the net cost to Government of the pupil's education is smaller than the gross cost, and as a rule smaller in the aided than in the Government institutions. Hence both classes of institutions must be considered together in coming to any decision upon the grant-in-aid system.

But although in one sense Government and aided institutions are on the same footing, practically they are opposed to each other. They are rivals competing with each other, and the Government in maintaining both together is bidding against itself and is checking with one hand what it promotes with the other. The great obstacle to the grant-in-aid institutions, in Bengal at all events, is the rivalry of the Government institutions which carry off the best pupils because of the prestige attaching to a more expensive staff, and though their fees are higher, the higher fee is readily paid for an article more in demand. How, for instance, can the six aided colleges in

Bengal be expected to prosper by the side of the Government colleges which attract all the best students? And it is the same with the schools.

But the aided institutions, colleges and schools, are for the most part managed by missionaries, and it may be urged that it is unjust to the people of Bengal to drive them into the hands of the missionaries who look upon education as a means to conversion. The objection implies the proposition that the real demand for high education which the present state of civilization in Bengal ensures will not create a supply, and that after enjoying it for so many years, the Natives, if left to themselves, would not even, when aided by the State, attempt to supply this demand. If it be doubtful whether such an attempt would be made if the Government were gradually to withdraw from direct competition, it is hardly doubtful that so long as Government maintains such competition no attempt will be made; for it would certainly fail. It would seem, therefore, that the present system does not encourage and foster public spirit or individual exertion but perpetuates and increases the helplessness of the people. If the Hindu community could found and maintain an Anglo-Indian college for themselves in 1815 to supply an obvious want then, are we to suppose that if there were no other means of supplying this want, they would be unable to do so in 1872, when the want is so much more obvious? I think it would be an injustice to the Bengal community to suppose that the wealth and ability that assembled in the Town Hall of Calcutta on the 2nd July 1870 to discuss this very subject could not do far more ably and successfully what their grand-fathers did before them 57 years ago.

The obvious inference is that if the Government wishes to restrict itself to its more proper province and to promote higher education by the grant-in-aid system, it must retire from direct competition with it.

This measure was distinctly contemplated in the despatch of 1854, but it has not as yet, I think, been anywhere acted upon.

"We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we, therefore, entirely confide in your discretion, and in that of the

different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India."

The next point is how should the aid be dispensed.

The requirements of a perfect grant-in-aid system seem to be (1) that while it encourages initiatory effort there be no extravagance,—the State must get fair return in education for its outlay in money, the return, of course, being cheaper to the State than it would cost the State itself to produce; (2) the value of the return must be ascertainable by a simple, uniform and unerring test; and (3) the interest of the State must be made identical with that of the recipient of the grant.

Whether these conditions are fulfilled generally in the Bengal Presidency is not clear,* but there is some doubt about them in Bengal Proper where the growth of the system is most marked.

In 1860-61, the whole number of institutions in Bengal Proper receiving grants-in-aid was 289 and the annual aggregate grant to them Rs. 97,764. In the year under review, the institutions were 3,845 and the grants Rs. 5,35,307. The Director himself considers that the existing rules secure efficient management, and that careful administration is all that is needed to prevent abuses, in which view he is supported by some of his subordinates.

Of the Inspectors, however, one approves of the existing rules if but slight alterations were made." Another declares "the system good for comparatively large schools having intelligent men placed over them as managers," but "not adapted with all its technicalities to deal with small village schools." A third quotes the statements of his Deputy Inspectors, some of whom uphold the present system while others pronounce it radically wrong and wholly unadapted to the requirements of the people; one of the latter observes that "any one who has had anything to do with the aided schools may justly remark that the grant-in-aid system does not suit this country; that it leads to fraud in payment which no amount of vigilance on the part of the Inspecting Agency can suppress and that it saps the foundation of morals." A fourth Inspector strongly condemns the system. He declares his total want of confidence in the accuracy of the accounts kept by schools.

*In the North-West and Punjab I notice that the same grants seem to be given year after year, and that the schools accept them as a permanent source of income. This, I think, is inconsistent with the progressive principle of the grant-in-aid system.

"This is a matter of opinion on which I know other experienced officers do not hold the same opinion that I do, but I have, from my first day in an Inspector of School's Office, considered it a grave defect in our grant-in-aid system that under it this suspicion can never possibly be cleared. The maintenance of a system of account so strongly suspected not to be genuine has a very prejudicial effect on the school-masters, on the educational officers, and on the boys themselves."

The inference seems to be that in the Bengal system there is no absolute guarantee against extravagance, as payments are not by results; no simple, uniform and unerring test of the local equivalent, for the main condition is local expenditure which leads to complication and possible fraud; and that whereas the interest of the Government is to get the best result for the money, the interest of the manager is to get the largest grant he can.

But it does not therefore follow that the Bombay system of payment by results should be introduced. The Bombay system, though admirable for primary schools, is adapted only to a very low stage of progress in higher education; it does not encourage initiatory effort to which it offers only a distant and uncertain payment; and it is impossible that it should be long maintained in Bombay. The only permanent and legitimate payment by results, in an advanced society, for high education, is the demand for educated men. If introduced into Bengal, the Bombay system would result in many schools that are now unaided by Government getting large and unnecessary grants, while other schools, deserving but badly situated, would be starved out.

I venture to think that the system best adapted for an advanced stage of progress like Bengal, for all schools above primary schools, would be a compound between the Madras and Bombay systems, taking the good points in both. It might be worked thus: (1) all existing grants might be commuted after due notice for results grants, the results being tested by examination in prescribed standards as in Bombay, and the payments calculated so as to approximate roughly and at first to the present payment; (2) new grants to schools not yet existing should be offered on the Madras system, *i.e.*, the master, if a certificated man, should get a certain salary calculated according to his certificate, but not according to the local payment, if he has no certificate either from a University or from a normal school, he should only get half this sum, and then only on positive evidence of competency to keep the kind of school he intends to open; this grant would of course be conditional on satisfactory results of inspection as now; (3) after 5 years, such salary grants

should be commuted to results grants on the system proposed for application to existing grants; (4) after 5 years on the results grants system, the Government payment might be reduced by 50 per cent; (5) lastly, after 5 years on the reduced scale, the Government payment should cease altogether, as by that time, if the master is a competent man and there is a real demand for the kind of education given, the school ought to be self-supporting.

The advantage of this system would be that Government would ensure a proper return for its money; schools if effective would receive public aid in proportion to their tested efficiency and would be kept up in a progressive stage and by the strongest stimulus to their best pitch: all concern of Government with private expenditure would cease: schools would be helped on to a self-supporting footing; the profession of school-master would be improved, for the best men would earn the largest grants; and lastly the Government would not be producing an unnatural supply of comparatively highly educated men irrespective of the real demand for them and to the detriment of the many hundreds of youths who in Bengal obtain high education every year for themselves without any Government aid at all.

I believe that if liberal building grants were also given, there would be no risk of managers not coming forward to ask for salary grants. And it should not be forgotten that the great economy of salary grants is that they do not involve pensionary grants. If the latter charge could be shown, as it ought to be, the real cost of education, and especially of higher education, would be very much in excess of current belief.

As for primary schools for the masses, the best possible *modus operandi* is already in force in Bengal and British Burmah, and only requires to be supplemented by testing the results as in Bombay; and the question of funds as the basis of imperial aid has been solved by such Acts as the Bengal Act X of 1871, Madras Acts III and IV of 1871 and Bombay Act III of 1869 and the cesses established already in Northern and Central India.

SECTION IV

EDUCATIONAL MACHINERY OR SCHOOLS

INDIGENOUS SCHOOLS.

Before coming to the regular parts of the educational machinery, it is necessary to show what is the present condition in each province

of the indigenous schools, *i.e.*, the purely native schools not improved up to the Government standard.

The statistics of them are—

Province	Indigenous Schools	
	Number	Pupils
Bengal	Not known	
Madras	Not known.	
Bombay	1,210	33,265
Sind	273	5,716
North-Western Provinces	4,665	54,575
Punjab	4,133	50,551
Oudh	507	4,257
Central Provinces	227	4,502
British Burmah	3,778	48,842
The Berars	110	2,308
Coorg	18	249
TOTAL	14,921	204,265

As an account of what is being done in one province may often offer valuable suggestions to another, I shall now illustrate these statistics by extracts from the reports:—

Bombay

“Our lowest new vernacular standards have been made exceedingly simple. If this is a step to meet the indigenous schools, it is in my opinion a step in the right direction. Nothing can be made of the indigenous schools without training the masters, and to subsidize them as they are would be nearly as expensive as to supersede them by cheap Government schools, which latter I consequently prefer to do.

“It has been said, ‘so long as a single school on the indigenous system is supported by the voluntary contributions of the people, so long there is a heavy condemnation on the present system of Government education;’ and it is proposed to inspect and make grants to the indigenous schools. This criticism was based on the statistical tables printed at the end of last year’s report, and it was satisfactory to see them weighed and commented upon by a native newspaper. I will now offer a table which will show the reader that if the Educational Department has not absorbed, or found a

method of subsidizing the indigenous schools, it has at least not been idle during the last generation.

184.	Number of pupils in Government schools	Number of pupils in indigenous schools	Total	1871	Number of pupils in Government schools	Number of pupils in indigenous schools	Total
TOTAL	6,787	29,628	36,415	Total	99,470	22,233	1,22,703

“There are many reasons why the indigenous school should not always be abandoned in favour of a Government school, *e.g.*, propinquity, custom, the fact that the indigenous school-master is the people’s man, but the departmental school-master is the Government’s man. The indigenous schools are either worthless or they are not. If they are worthless, it is waste of money to subsidize them. If they are of some little use, they are working side by side with the Government system, in support of which the available public funds are fully engaged. Let it be borne in mind that while there are nearly 40,000 villages and hamlets in the Presidency, exclusive of Sind, there are as yet only 2,389 Government primary schools.

“I have expressed myself strongly against aided primary schools which are not under competent managers. I fear that the present indigenous schools are not worth the subsidy, which would enable me to add them to my returns. Further inquiry respecting them is now in progress. But I think that more might have been done to consult the popular taste in the most elementary Government schools. This, however, was admitted last year, and measures have been in progress for some time to effect this improvement by opening branch schools for very elementary instruction, and by assigning more time to Modi and Mental Arithmetic in the simple lower standards of the vernacular school course.”—(*Extract from Director’s Report, paragraphs 49, 120 to 122*).

North-Western Provinces

“I have made this class of schools a subject of particular inquiry this year, with a view of information as to their condition just now. There is plenty of vitality. I should say they have improved on the

whole, and that a better class of books is being read. Their aim and the amount of scholarship they impart are the same as they have been for hundreds of years probably. They are wanted by four sets of people chiefly—

“(1) The sacerdotal class.

“(2) The *amla*, who chiefly care to learn Persian, and write Persianized Oordoo in the Courts—chiefly Mahomedans.

“(3) The upper classes of society, who dislike to allow their sons to go to schools with the common herd.

“(4) The traders, who want a little special teaching in bazar accounts.

“Other causes, such as the reputation or amiable character of a particular teacher, or the want of a Government school or a free school in the place, make them a necessity.

“The following information is given by the Officiating Inspector of the 1st Circle and his subordinates:—

“(1) ‘In Persian schools Government educational books are not usually read.

“(2) ‘The Mussalmans especially do not like the Government course of study.

“(3) ‘There are nine schools in the Secundra Tehseel, which flourish in spite of the existence of the Hulkabundee schools in the same villages.

“(4) ‘The people generally regard the study of history and geography as a waste of time.

“(5) ‘Agriculturists and the lower orders send their sons to the Hulkabundee schools.

“(6) ‘In Athrowli Tehseel the zemindars are chiefly Mussalmans, and maintain Persian schools at their own expense.

“(7) ‘Although all the Native gentlemen of Athrowli have a high opinion of the ability and attainments of the Tehseelee teacher, and although there is also an English school in the town, yet they maintain eight private schools, the average number attending them being four, because they will not allow their children to sit by the side of those of mean birth. I am inclined to think the course of study is their principal objection, although it is only natural that men of rank should prefer either to engage the services of a private tutor, or to send their sons to a school where gentlemen’s sons

only are admitted. And here the idea naturally arises whether it would not be judicious on the part of Government to establish a school or two of this kind by way of experiment at some central localities, namely, Persian and Arabic schools for the Mussalmans, and Sanskrit schools for the Hindus. I do not mean either that Sanskrit only should be taught at these, or simply Persian and Arabic at those, but that a course of oriental literature that may commend itself to the upper classes should be introduced. Grati- fied in these respects, I feel persuaded that the endeavours of Go- vernment to spread 'general education' will be met half-way by those without whose influence and co-operation all efforts to affect the masses will assuredly fail.'

"The items of information afforded by the Deputy Inspector of Mozuffernuggur are equally interesting.

"They are as follows:—

"(1) 'A person who has a school in his own house, gives the teacher food and from Rupee 1 to Rs. 4 a month.

"(2) 'There is no settled fee in the case of other persons sending their children, but beginners generally give the teacher one or two annas a month; those more advanced, four, eight, twelve annas, one rupee, and so on. They generally give four annas.

"(3) 'No Hindu keeps a school open to others in his own house.

"(4) 'A Hindu teacher gets a house lent him, and every week gives a holiday, and receives remuneration in money or kind from his pupils. They also pay him so much on arriving at different degrees of proficiency. Teachers of the Kuran do not ask for any remuneration, and are generally priests and callers to prayers (*muazzans*). They get small alms, however, in the shape of clothes and food. The lower orders proceed to mosques to read with the priest or the caller to prayers, but the higher classes maintain a teacher of the Kuran at their own homes, and remunerate him as explained above in the case of ordinary Persian schools.

"(5) 'The average monthly fee per pupil throughout the schools is three annas, and sixteen the average number of boys at a school. There are no classes, and the pupils are generally reading different works, or different portions of the same work.

"(6) 'In most schools some objectionable books, as the 'Nairun- gishq.' and 'Bahar-i-danish' are still read, but this practice is not so prevelant as formerly, and most boys read the 'Golistan,' 'Bostan,' and 'Selections from the Letters of Eminent Men.'

(7) "The Deputy Inspector of Meerut states that the people consider the course of reading in Government schools will never enable their sons to write correctly and elegantly, and that they consequently regard it with contempt.

"My own experience has shown me that, as a rule, the Hulka-bandee boys who write most correctly are those who write Oordoo and who have been educated for various periods at these Desi schools.

"(8) A very small proportion of the boys in this class of schools read the Government educational books.

"(9) There are eight female schools in the District of Moradabad and there are 180 girls attending this class of schools in Shajeharpore.

"(10) In the District of Saharaunpore there are twenty Desi female schools.

"All the girls are of the Mussalman persuasion and are receiving religious instruction."—(*Extract from Report, 1869-70, paragraphs 206 to 209.*)

"The indigenous schools are far more numerous than the Hulka-bandee schools, yet the latter contain on an average three times as many boys as an indigenous school. No grammar is taught, and no classification of the boys is attempted, each pupil receiving singly his modicum of instruction. The attendance is irregular, the instruction very elementary, and the teaching poor. The Inspector proposes that these schools should be assisted, encouraged and improved on the grant-in-aid principle. Without local knowledge I speak with hesitation, but the plan does not appear to me to be immediately practicable. I do not think it likely that the Pundit will at once give up their primeval mode of teaching, and quality themselves for giving instruction in the books which are used in our schools."—(*Extract from Report, 1870-71, paragraphs 164-166.*)

Punjab

"According to the statistics supplied by district officers, on which however, very little reliance can be placed, there are 4,133 indigenous schools which receive no aid from Government. They are supposed to contain 50,551 boys, of whom 29,084 are Muhammadans. As I have reported on former occasions, there is no machinery in existence by means of which reliable information regarding the statistics of indigenous schools can be obtained. A very large proportion of the

boys learn the Quran by rote, a considerable number learn the multiplication table and banias' accounts, and many study Persian which is generally taught in a most unintelligent manner, though there are of course some schools where a sound knowledge of the language can be obtained. Urdu is very seldom learnt in indigenous schools, as the boys trust to obtaining a sufficient knowledge of the vernacular by means of their Persian studies."—(*Extract from Report 1870-71, paragraph 145.*)

Oudh

"I am afraid that the statistics of these schools, now presented for the first time, are somewhat incomplete. The number of institutions is returned at 507, their pupils at 4,257, and the average attendance at 2,699. As no registers are kept by the masters, the inspecting officer merely counts those boys that he finds present at each visit, adds the product and divides the result by the number of visits, so that the average attendance is very roughly calculated. In the same way the total cost of these schools, entered at Rs. 11,433, is scarcely reliable. They are very thinly attended, excepting three which contain 80 pupils, one of these last schools aims to teach Kaithi and multiplication tables; anything beyond this is considered useless. In others, old Persian and religious books are taught, such as Kareema, Mamukeema, Gulistan, Bostan, Diwan Ghani, Kuran, &c., &c., which they repeat by rote, without understanding the sense. Grammar and arithmetic are altogether neglected; and the knowledge of history, geography, and mensuration, taught in our village schools, is considered to be useless. I always try to introduce our school books into these muktubs. In a muktub at Abdullah Nuggur held at the door of Suttar Hossain, zemindar, I awarded a copy of Wakiat-i-Hind and Huqaiq-ul-Moujudat to his son, and explained to him their usefulness. On my next visit, I found both of those books were studied by the son of the zemindar, and I then advised him to take up geography and arithmetic, and I hope he followed my advice.

"Of the 4,000 pupils, upwards of 2,000 learn Persian, 1,000 Hindi, 256 Sanskrit, and 242 Arabic. The Sanskrit and Arabic schools may be regarded as religious schools, or schools for Jotishis and Bhats, it will not be difficult to bring these indigenous schools within the scope of the Government system, provided Sub-Deputy Inspectors are appointed to each district. If aid were given under the payment-by-result system, not only would the schools increase but they would improve. Great care would be necessary; and unless Sub-Deputy Inspectors were entertained, the system could not be

carried out. For at present both Inspectors and Deputy Inspectors have quite as much as they can possibly accomplish.”—(*Extract from Report, paragraph 176.*)

Central Provinces

“Of purely indigenous schools unaided (*i.e.*, unassisted by any annual or monthly grant but in some cases desirous of aid under the system of payment-by-results) there has been an aggregate increase of 50. For my own part I should like to see a gradual withdrawal of all permanent aid, whether from provincial revenue or from cess, from schools of this class, and the substitution of the capitation system of aid. Captains Lugard and Saurin Brooke and Mr. Chisholm are, however, of a different opinion, I append an extract from the last-named officer’s report which clearly explains that view of the question: ‘It is clear that village schools supported by the Cess Fund must, in comparison to the wants of the people, always be few; but what is required is that these few village schools should be thoroughly efficient institutions, and that they should be surrounded by rudimentary indigenous schools, the most promising pupils of which might be drafted into the nearest Government schools whenever feasible. In all cases when an intelligent landholder has a son, and there is no vernacular school, he usually entertains a literary character of some kind, Pandit or Prohit, to teach his boy; such being the case, it is easy to arrange that other boys receive instruction at the same time, and a foundation is laid for a regular indigenous school. This is the system now started in the district, and it is proposed to grant from Cess Fund aid hereafter to such of these (indigenous) schools as exhibit a tendency to improve. It is obvious, however, that the standard at first cannot be a high one; but if we can utilize the existing agency of Pandits and Prohits, a great point will be gained.’—(*Extract from Report, paragraphs 51 & 52.*)

British Burmah

“32. Under this head it will be proper to explain the nature and objects of the plan for the advancement of vernacular education which was laid before Government last year, and received sanction shortly before the close of the year under report.

“33. The main feature of the measure prescribed by the Government for trial in this Province was the improvement of the numerous indigenous schools, especially those attached to the Buddhist

monasteries throughout the country, and that it was not their intention that any new institutions of primary instruction should be established until a systematic effort had been made in this direction.

“34. The number of such schools, however, enormously exceeds the number upon which it will be possible to work by means of the limited funds at our command from the local cess. It was, therefore, necessary that a selection should be made of the schools most capable of improvement, and it was hoped that the schools so selected would, in the course of a few years, become models for imitation in each district, and thus raise the general standard of instruction in elementary schools.

“35. The plan which has been adopted proceeds upon the principle that the aid to be given by Government to any school shall be proportionate to its efficiency, and the details of the scheme were adopted from the system which obtains in the Central Provinces. Four standards have been laid down for the examination of pupils in primary schools, in reading, writing, and arithmetic, under certain restrictions of age; and a fixed capitation grant is offered for each pupil passing by the respective standards (double grants being, for the present, offered to girls). The rules will be found published at length in the appendix to this report.

“36. The great difficulty in adapting a system of payment by results to the circumstances of this Province lies in the peculiar status of the majority of primary schools, which are conducted solely as a work of religious merit by members of a religious order who are bound by a vow of poverty, and cannot be influenced by any offer of pecuniary reward. Although forbidden, however, to touch or possess money, nothing debars the Buddhist monk from accepting presents for the enrichment or endowment of his monastery; it is, therefore, competent to the teachers of monastic schools to receive presents of books, and in the rules now under notice it has been specially provided that the grant may be made in the form of books or money at the option of the teacher.

“37. All that is asked, therefore, in a monastic school is that the monk will consent to an examination of his pupils by certain prescribed standards, in return for which a gift of books is offered to the monastery, varying in value according to the number and attainments of the pupils. It is also optional for the examiner to make the grant in the form of prizes to the boys themselves, the majority of whom are lay pupils, instead of as presents to the institution.

“38. It has been thought advisable at the commencement to allow all possible latitude in the conditions required. Thus the maintenance registers of admission or attendance in the selected schools has not been insisted upon, and even the rule requiring that pupils shall have attended school six months before the examination cannot be strictly enforced; the offer of aid has, therefore, been made conditional only on the attainments of certain standards of instruction. The standards themselves are also extremely low, but, moderate as are the requirements in this respect, especially in a Province where the whole rural population has the reputation (not, I think, so universally deserved as is sometimes imagined) of being able to read and write, the standards laid down in arithmetic will for some time prevent the realization of the higher grants offered.

“39. One special object of the plan has been that no exclusive favor should be shown to any particular class of primary schools; but that all such schools, under whatever management, whether monastic, secular, or missionary, should be, as regards the aid offered by Government, placed upon the same footing.

“40. By these means it is hoped that during the course of a few years it may be possible to effect a general improvement in the standard of instruction in primary schools, and thus to prepare the way for the employment of the trained Vernacular masters and mistresses for whose instruction the Rangoon Training School has been established, and of whom a considerable number, as will be seen below, are now under formal agreement as students of the Training School.

“41. The question of the best method of utilizing the teachers when trained, is deferred until the plan of payment by results shall have been fairly put into operation. No teachers will be turned out from the Training School until it has been two years in operation, and in the meantime the results of the practical working of the plan above referred to, will be a guide in determining the precise method to be followed in the employment of the teachers. Should success attend the plan, and the schools selected for aid exhibit marked improvement, it will be a question whether it is more advisable that our trained teachers should open independent schools where they may be needed, or should be appointed to existing schools where the managers are willing to receive them. In the first adoption of measures so purely tentative, it seems unavoidable that the progress should be slow, and regulated from time to time by circumstances which are not to be wholly foreseen.

“42. The sanction of Government to the measure which has now been described, was received in January last, and a circular was sub-

sequently issued upon the subject to the several District Local Committees of Public Instruction, in which the course to be followed in the selection and examination of schools was laid down in detail, with instructions for the guidance of the examiners employed upon the duty.

“45. In the Akyab District, Mr. A. B. Savage, second master of Working of the plan occasioned by the necessity of special sanction for the re-arrangement of the Local Funds Estimates sanctioned for the year, in the absence of which the Local Committee were unable to act. The time was also too short to admit of the translation and circulation of the rules. Thus, in the majority of the districts, it was not possible to put the plan into operation before the close of the year under review.

“44. In the Districts of Akyab, Moulmein, and Bassein, however, a practical commencement was made, the results of which are at once interesting and instructive.

“45. In the Akyab District, Mr. A. B. Savage, second master of Akyab District the Government School, was deputed by the Local Committee for the duty of visiting and examining schools. The tour of the schools occupied one month, at the close of which Mr. Savage submitted to the Committee an interesting report, of which the substance is as follows:—

“46. The number of schools visited was 8, of which all but one were Buddhist monasteries. In only one school, however, of the whole number was any grant made, no pupils being prepared to pass by even the lowest standard in arithmetic. In reading and writing, the majority were qualified to pass creditably. The main part of the examiner's duty in this case was to ventilate and clearly explain to both monks and people the intentions of Government, and the nature of the plan adopted; to note the manner in which it was accepted; and to ascertain the prospects of future success and the desirability, or otherwise, of modifying the scheme as drawn up.

“47. There seems to be every reason for satisfaction with the way in which Mr. Savage carried out his instructions, and I am disposed to regard the result as sufficiently hopeful. The people clearly understood and appreciated the object of the plan, and in numerous cases the monks were not unwilling to fall in with it; while in those cases where objections were made, they may be traced to the natural suspicion of an ignorant class, jealous of an influence which has already greatly diminished under British rule, and fearing a further loss of power. To overcome these suspicions must be

at all events a work of time, and the only reasonable prospect of success seems to be in the following up of the beginning which has been made by an active prosecution of the plan. The rules have now been published in the vernacular, and circulated to all districts in anticipation of the coming season. It is also proposed to distribute to the selected schools a limited number of vernacular school books gratis.

"48. The Commissioner of Arracan and the Local Committee of Public Instruction at Akyab are at issue with me as to the conclusion to be drawn from Mr. Savage's report. They observe that the only way in which the monks can be roused to exert themselves is by pressure from the people by whom they are entirely supported, and they consider such pressure to be inadvisable.

"49. I am not disposed myself to concur in this view. One obvious reason for the indifferent nature of the instruction now given in indigenous schools, is the absence of any motive to exertion on the part of the teachers. The incentive of pecuniary reward is powerless, and even the offer of gifts to the institution is hardly in itself an adequate incentive. But the influence of the laity, to whom they look for support, seems to me a perfectly legitimate engine to bring to bear upon the indolence of the priestly instructors of youth; nor does there seem to be any ground for their exemption from the natural law of demand and supply. Let all primary schools be placed on an equality, and let the natural preference of parents for the institutions where the best article is to be had be the stimulus to urge those teachers who have hitherto been indifferent to exert themselves to meet the demand.

"50. It is unquestionably desirable that all caution should be used and every allowance made for existing prejudices, especially in institutions of an almost unique kind; but it is also possible to be carried away by a too great regard for prejudices which belong in reality to human nature, and are only disguised under the mask of religious usage. So far from regarding Mr. Savage's report as in any way disappointing, I am disposed to see in it a fair promise of the results which were contemplated in the scheme which we are attempting to carry out.

"51. In the district of Bassein, twenty-seven schools were examined before the close of the year, and grants amounting to Rs. 106 Bassein District were made to 54 pupils. The Local Committee has not furnished any detailed report upon the subject; but a satisfactory commencement has at least been made, with what prospect

of the permanent improvement of the schools selected, the coming season will show.

“52. The operations in this district were unsatisfactory. The time for inspection was extremely short, and many of the schools selected were found to be either closed, or so poorly attended as hardly to deserve the name of schools. The Moulmein District twelve schools visited were also all secular institutions, and no attempt was made to bring monastic institutions under the influence of the rules. During the ensuing season a fresh selection will be made and special provisions made for including in the list the best institutions of that class.

“53. From the beginning which has thus been made in three districts during the last month of the year, some conclusions may be drawn for future guidance, though it will belong to a future report to record the results of the full operation of the plan.

“The first result which appears is, that in these, and probably in all districts, the knowledge of arithmetic, except after the Burmese method, is so generally wanting, that, although in other respects the majority of schools would be eligible for grants of books or money, very few will be found able to pass pupils by even the lowest of the prescribed standards. As a first step to remedy this defect, it is proposed to distribute gratis to the selected schools a limited number of copies of a Burmese manual of arithmetic some time before the date fixed for the examination.

“54. The Moulmein Committee remark, that the principal attendance in indigenous schools is during the rainy season; this is undoubtedly the case in most instances, and although the worst season for travelling, it may be possible in future, at least where Deputy Inspectors are appointed, to hold the examination during the south-west monsoon.

“55. But it is obvious that to send an examiner once only in the year is not sufficient, at least until some progress has been made in the knowledge of our school-books. It has been proposed, therefore, to appoint at once a permanent Deputy Inspector of Schools in each of those districts where the cess is able to afford the charge, and, from recent instructions received from the Government of India, it is hoped that where the yield of the cess is wholly inadequate to the requirements of a district, it may be possible to provide for the working of the plan from imperial funds.

"56. It remains to notice the operations of the circuit teachers attached to the establishment of this office. Of the two teachers employed in the monasteries of Rangoon, one died during the year, and in view of the adoption of the plan which has been noticed above, his appointment was not filled up. The services of the second teacher were also at the close of the year transferred to the establishment of the Training School. The number of monasteries visited at the close of the year was ten, with twenty-nine students.

"57. The two teachers employed in Moulmein have continued their operations under the general supervision of the Local Committee of Public Instruction. The number of monasteries in Moulmein visited by them was at the close of the year thirteen, and the number of students twenty-one. The Committee, however, concur with me in thinking it desirable that the services of these teachers should now be dispensed with, and a proposal to that effect has been submitted to the Chief Commissioner.

"58. The employment of those officers was professedly only a temporary measure, preliminary to the adoption of a systematic plan for the improvement of primary schools. Their operations have, as before reported, been conducted in a very desultory way in the absence of any regular supervision, and the time seems fully to have arrived when their services should be either dispensed with or employed in the prosecution of the sanctioned plan."—(Extract from Report, paragraphs 32 to 58.)

The Berars

"During the year there has been for the whole Province an increase of 17 schools and of 253 pupils on 31st March 1870 and 1871

District	Marathi		Hindustani		Total	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Total { 1870 .	72	1,705	21	350	93	2,055
1871 .	82	1,824	28	484	110	2,308

"75. Increased attention has been yearly given to these schools, with a view to bringing them ultimately under regular Government inspection with the free consent of their masters. The inspecting officers have been directed to give every encouragement to these schools by advice and by gifts of the most elementary books, and

especially by distributing among the masters and pupils copies of the Berar Modi first book, which is well adapted to the requirements of the masses. And inducements are held out to their masters to go to the Normal School that they may improve themselves, not only in knowledge, but in the manner of keeping their schools, and particularly of instructing their pupils in classes, instead of teaching them one by one. But the improvement of these schools will require time and continuous attention, combined with much kindness, from the educational officers.

“76. The inspecting officers have been further asked by me, during the past year, for their views as to the best means of methodising the instruction of the indigenous schools, without fundamentally altering its characteristics. I have also consulted on the same subject those masters of the middle class schools who are the most intelligent and the most popular in their towns, and with the indigenous master; and I have talked over the subject, in the freest manner, with the indigenous masters themselves, and the fathers of their pupils whom I called to their schools. I wish to record that I found the best teaching in the indigenous schools to extend generally to about half of Standard I of the studies of our Government schools. Having given the matter a very full consideration, I submitted, near the close of the year, a system of rewarding the indigenous masters according to the results of examination, of which the following are the chief features.

‘(1st). It would be sufficient at present for pupils taught in the indigenous schools to bring up to examination the following very moderate courses:—

A. IN MARATHI

- Arithmetic*—(a) Numeration and Notation up to 1000.
 (b) The Multiplication Tables of whole numbers.
 up to 20 times 20.
 (c) Addition.
- Marathi*—(a) Reading Berar Modi First Book.
 (b) Writing syllables and easy words in Modi.

B. IN HINDUSTANI

- Arithmetic*—(a) Numeration and Notation up to 100.
 (b) The Multiplation Table up to 10 times 10.
 (c) Easy sums in Addition.

Hindustani—(a) Reading Berar First Hindustani Book (after the manner of the Berar First Modi Book).

(b) Writing syllables and easy words.

“(2nd.) For each pupil who passed a good examination, and who had not received any education in a Government school, the indigenous master might receive *one rupee* as a reward. Such pupil should not be allowed to present himself from the indigenous school for examination a second time, but should rather be encouraged to carry on his education under the superior teaching of the Government school in his town, which he would thus join with a knowledge of the elements (*see paragraph 36 above.*)

“(3rd.) The inspecting officers on their tours would hold the examinations generally; but in the larger towns, which had middle class schools of grades I, II, and III, it appears to me more expedient that the examinations be held regularly twice a year,—in the latter halves of December and June,—so that the boys who had won the rewards for their masters might join the Government schools on the 1st of January and the 1st of July. That these examinations might be carried on simultaneously throughout the Province in those larger towns which had such middle class schools, I think their head masters ought to be the examiners. I have reason to believe that a *healthy connexion would thus be produced in every large town between the indigenous schools and the Government schools*, which would be for the interest of both of them. The inspecting officers should, when examining the Government schools, call for the boys who had come from the indigenous schools, and examine them more particularly with a view to ascertaining if they had possessed the required amount of knowledge to entitle the indigenous master to the pecuniary rewards.”—(*Extract from the Report, paragraphs 74 to 76.*)

Coorg

“The course of instruction, all in Kanarese, comprises reading, writing, and arithmetic; a brief geography and history of Coorg and of India; reading manuscript papers, and the composition of business letters. These subjects have made the schools popular; the people readily purchase the necessary books, and pay the cost of repairing the school-houses, which were originally built or provided by themselves. Eight of the schools are mentioned as having attained a higher position than the others; but the work accomplished during the year in all is thought to indicate satisfactory progress.”—(*Extract from Report, paragraph 26.*)

The statistical table and the extracts given above show very fairly the position of the indigenous school in the educational scheme of each province. The difference of treatment is remarkable, the more

Paras.60-69, so as the educational code* expressly orders that
 Despatch 1854; Para these schools should be subjected to "minute and
 48, Despatch 1859 constant supervision," that "the greatest possible use should be made
 of them and of the masters to whom, however inefficient as teachers,
 the people have been accustomed to look up with respect," and that
 "our present aim should be to improve the teachers we find in pos-
 session and not to provoke their hostility by superseding them where
 it is possible to avoid it." It is clear that these instructions have
 not been uniformly observed; on the contrary it will generally be
 found that where the educational departments are the oldest the
 indigenous schools are of the least account. In the Bengal and
 Madras reports no statistics or information is given, and in Bombay
 the Director does not seem to attach much importance to the esti-
 mation in which such schools are held by the people or to hesitate
 to recommend their supersession. From the first part of this Note
 it will have been seen how it was that these schools were not made
 the basis of the Government system in the older Provinces, and why
 they have not shared in the general progress, but are probably very
 much in the condition described about 40 years ago, when special
 enquiries about them were instituted. No doubt they have even
 deteriorated in number and quality, because the intelligence of the
 country has generally deserted them for the superior attractions of
 the rival system. In Bengal a systematic attempt has been made
 during the last ten years on a very small scale to bring a few of these
 schools into the Government scheme, and reports have recently been
 called for as to their present condition throughout the whole country.
 I am given to understand that the lowest estimate makes them six
 or seven times more numerous than the schools and colleges con-
 trolled by Government, and that the majority of the pupils in Gov-
 ernment or aided schools have commenced their studies in a patshala.
 This is very probable, because in Bengal the Government system
 has never gone low enough on any large scale to disturb the indi-
 genous schools which in Bombay and in Northern India generally
 have been retiring before obviously superior rivals. In the Punjab the
 Director is content to ignore them. In the Central Provinces and
 in the Berars, and also to some extent in Madras, a system of pay-
 ment by results has been specially introduced to bring these schools
 into the Government scheme, and hence there is some ambiguity
 as to where the line should be drawn in each case between the purely
 indigenous and the aided lower class schools. The same measure

is contemplated in Oudh and in the North-Western Provinces where the information is tolerably complete. On the other hand, in British Burmah, the youngest of the educational departments, the Director of Public Instruction has been expressly appointed to develop these schools, which are to be the basis of the Government scheme for popular education. The experiment is a most interesting one and must be watched in future reports. The difficulty is that whereas in India the system of payment by results is gladly accepted by the indigenous school-masters, in Burmah such payments are opposed to monastic prejudices and repudiated. Hence other influences must be brought to bear; and this can best probably be done by local committees acting through the people and raising the demand for an education more suited to the times. In reviewing the last report the Chief Commissioner bears testimony to the decidedly beneficial influence, religious and secular, of the monastic schools, and strongly deprecates their possible supersession (if they fail to fall in with the views of Government) by a system of secular schools established all over the country,—a measure to which, as in other provinces, the local educational department seems somewhat inclined. But even if funds were available for this purpose, and if there were any prospect of the secular schools taking up the position occupied by the monastic schools, it may be hoped that so much useful material for education may not be lost, and that the local authorities may be able to support the determination of the Chief Commissioner to prevent if practicable the deterioration and ultimate disappearance of an institution to which, with all our efforts, we can as yet show no parallel in India.

It is probable that if the Government were at this date commencing upon the work of education, the principle which has been followed in British Burmah would have been the rule throughout, and that in each province the indigenous schools, instead of being ignored or considered rivals, would be improved into the basis of a far more national system than exists at present. Even now it may not be too late to recognize the position they still hold in native society and the use to which they may be turned; and I think that the Government of India, in accordance with the orders quoted above, may properly require that future reports from all provinces shall give more precise and uniform information as to the number and condition of these schools and of the means taken to make the most of them. Such information "the Government ought at any rate to possess, for it regards a most important part of the statistics of India, and a true estimate of the native mind and capacity cannot well be formed without it."*

*Lord Wm. Bentinck's Minute dated 20th January 1836

LOWER SCHOOLS

We now come to the three regular steps in the educational ladder, common to all provinces alike, lower, middle and upper schools. But before giving their statistics it is necessary to notice the want of uniform and scientific classification, a want so serious that anything beyond broad and general conclusions from the statistics must be accepted with caution. In my note* for 1866-67, I pointed to the confusion arising from the use of such denominations as "taluk, zillah, tahsili, and halkabandi schools;" "high" schools, which are higher than "superior schools"; "inferior," "rate" schools and the like. But the defect has not yet been remedied, and we must therefore adhere to the nomenclature still in force. The common designation of "lower and middle class" schools, prescribed in 1865, is also unfortunate. It involves a confusion of ideas (often apparent in the reports) as though lower and middle class schools were intended for, or necessarily connected with, the similarly called classes of the population. But in this country especially it would be difficult to define what are these classes, because the definition might proceed on the basis of caste, wealth, learning or position, each involving a possible difference as to the individual components of the classes so arrived at. What is wanted is clearly an uniform classification based not on agency or locality, but solely on the standard of education given in each class of school. And it is well known that school education is naturally divided into three standards. There is, first, the primary school designed to give the elementary education that every child requires, from about the age of 6 to 10 or 12, and that comprises good reading, good writing and good simple arithmetic, with if practicable some equivalent knowledge of history, geography and the common facts of nature; then the "secondary or middle school" or school of the second grade, that ordinarily takes up a child about the age of 12 and keeps him till about 14 or 16, and comprises, speaking generally, the education starting where the primary school leaves off and continuing to where the high school standard or direct preparation for the University commences. This designation is adopted in most educational systems in Europe. *i.e.*, primary, secondary or middle, and high schools, and might be employed in India in substitution of the present designation. It is true that the distinction of schools by classes corresponds roughly with the ordinary gradations of society as defined by wealth, because those who can afford to pay more for their children's education will also as a rule continue that education for a longer time. But this does not affect the obvious

propriety of a classification of schools based entirely on an educational standard.

It may be objected that such a classification is not possible in this country, because, to an extent unknown in Europe, schools in India overlap and compete with each other, primary education being largely given in high schools and secondary education in lower class schools. This is true in some provinces, but it is a great defect which in others and notably in Bombay is being studiously guarded against. Instruction, as has been well said, is not one continuous piece of which any length cut at discretion shall yet be a whole. A boy who leaves school at 12 needs something complete in itself. He needs a sound knowledge of the common elements of education. If he is not able to read, write and cipher with some degree of ease to himself, he will very soon forget all about it. Now it is impossible to combine in one school the education of different sections of boys who are intended to leave school at all ages from 10 to 19. Where there is a great disparity in the ages of the pupils, the work of education cannot be carried on progressively. The instruction and discipline suited for one age are unsuitable for another. There is no division of labour and consequently a waste of power. It is not necessary of course to have separate buildings for boys of different acquirements, but it is necessary to have separate classes and separate teachers. If not, either a few boys at the head of the school monopolise the teaching power to the neglect of the rest, or the teaching power is employed upon material quite unworthy of it; and as it will only be the smaller section of the community that will desire the higher education, it is almost certain that where schools are not properly graded, the education of the bulk of the pupils will be neglected for the benefit of the few. This is especially likely to occur in India where the high school itself is not tested by the university examination but only a selected few of the pupils.

Moreover the tendency of all schools not regularly graded and confined to certain distinct specified objects is to become more expensive and to raise the standard of their education, and thus to become unsuited to the wants of that class for which they were primarily instituted. Take the halkabandi schools of the North-Western Provinces. These schools were primarily designed for the agricultural classes and the standard of education aimed at by their founder, Mr. Thomason, was to read fairly, to write and to understand putwaris' accounts. But these schools have never been graded, and hence in a recent report I find an Inspector stating that he

looks to them to give "considerable attainments in science and language," and that in one district the pupils had read eleven books of Euclid and up to quadratic equations; and it is mentioned as a subject of congratulation that in one circle many halkabandi schools have been raised to the standard of tahsili schools. As a natural consequence, this statement is followed by a demand for more pay for halkabandi school teachers. In the current year's report it will be seen that the Director notices this tendency.

And not only is a proper classification of schools essential in the interests of education but of economy. The cost of high school education appears low in many provinces, because it is spread over the whole school in which the majority of the boys are in some cases only receiving primary education. Whereas if high school education were calculated by the number of boys who are really receiving high education, the charge in most provinces would be enormous. It is clear therefore that if each school were confined to its proper grade there would be fewer schools of the more expensive kind, and thus a large saving would be available for more schools of a lower and cheaper kind. This, however, will be more apparent as we go on.

Annexed is the statement of the comparative statistics of lower class schools, which should be considered in the light of the extracts from the educational code quoted in the first part of this note,

**Comparative Statistics of Lower Class School in
India in 1870-71**

Comparative Statistics of Lower Class

1 PROVINCE	2 GOVERNMENT				3 PRIVATE AND AIDED				
	Schools	Pupils	Average annual cost per pupil to		Schools	Pupils	Average annual cost per pupil to		
			Imperial Funds	Local Funds			Imperial Funds	Local Funds	
			Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	
Bengal	{ Boys ... Girls ...	46 1	1,437 61	3 0 0 164 0 0	1 0 0 10 0 0	2,152 287	58,676 6,625	2 0 8 9 0 5	1 6 11 14 12 10
Madras	{ Boys ... Girls ...	17 ...	733 ...	5 5 2 ...	...	2,738 45	61,935 1,632	1 3 7 1 13 2	2 6 1 7 7 8
Bombay	{ Boys ... Girls ...	2,384 159	132,431 6,083	1 5 5 1 7 11	3 15 1 5 6 9	21 16	1,366 1,613	1 2 1 2 4 11	......
N.W.P.	{ Boys ... Girls ...	3,301 415	92,688 5,716	1 4 4 4 11 8	3 3 7 0 2 7	26 84	718 2,178	3 7 2 7 7 4	3 5 11 0 6
Punjab	{ Boys ... Girls ...	1,090 138	42,467 3,275	0 6 4 1 14 11	3 8 6 2 6 8	167 327	10,191 8,894	2 8 6 3 5 7	3 2 11 4 2 2
Oudh	{ Boys ... Girls ...	575 69	16,562 1,056	... 3 12 10	4 4 9 1 1 8	42 15	1,584 310	2 11 8 17 1 11	4 12 10 39 6 8
Central Provinces	{ Boys ... Girls ...	658 137	22,648 2,489	1 0 3 1 4 9	5 7 9 6 13 7	422 1	15,181 23	1 5 8 55 6 11	2 13 0 125 13 10
Burmah	{ Boys ... Girls ...	... ...	... ..	... ...	.. ...	50...	......	......	.....
The Berars	{ Boys ... Girls ...	270 27	9,681 667	0 9 6 0 4 4	2 15 10 10 13 6	......	......	......	......
Coorg	{ Boys ... Girls ...	28 1	1,226 12	3 0 8 12 0 0	0 0 2 ...	2 ...	69...	......	......
	Boys ...	8,369	319,843	...	...	5,620	149,718	...	...
	Girls ...	947	19,359	...	...	775	1,275	...	...
	TOTAL..	9,316	39,202	...	...	6,395	170,993	...	..

N.B. - In this as in subsequent statements I have counted pupils by average attendance. There definite to go on. Bad attendance is very common in India and often means bad accommodation or bad

Schools in India in 1870-71

4 Private and inspected only (excluding indigenous Schools)		5 Total number of		6 Total expenditure on Government Lower Class Schools		7 Total expenditure on Lower Class Aided Schools		8 Proportion of expenditure on Lower Class Schools, Government and Aided, to total expenditure on education during the year		
Schools.	Pupils	Schools	Pupils	Imperial	Local	Imperial	Local	Total expenditure from Imperial and Local funds on Education. (a)	Total expenditure from Imperial and Local funds on Lower Class Schools. (b)	Percentage of column (a) on column (b) (c)
				Rs.	Rs.	Rs.	Rs.			
...	...	2,198	60,113	4,479	1,195	119,902	84,035	} 31,98,821 {	2,09,611	6.5
...	...	288	6,686	10,036	609	59,818	98,071		1,68,534	5.2
...	...	2,755	62,666	3,902	...	75,913	147,543	} 21,47,997 {	2,27,358	10.6
...	...	45	1,632	...	...	2,980	12,210		15,190	.7
156	6,007	2,561	139,774	177,841	5,22,522	1,545	...	} 24,13,630 {	7,01,908	29.08
36	1,076	211	8,772	9,114	32,985	3,724	...		45,823	1.8
...	...	3,327	93,406	117,947	2,99,161	2,478	2,402	} 19,39,452 {	4,21,988	21.7
...	...	499	7,894	27,025	932	16,246	24,030		68,233	3.
..	..	1,257	52,658	16,865	1,50,084	25,828	32,449	} 10,18,640 {	2,25,226	22.1
..	...	465	12,169	6,336	7,930	29,778	36,813		80,857	7.9
...	...	617	18,146	...	70,543	4,327	7,611	} 4,37,648 {	82,481	18.8
...	...	84	1,366	4,919	1,940	2,428	4,095		13,382	3.0
16	238	1,096	38,067	23,006	1,24,235	20,589	42,735	} 5,13,139 {	2,10,565	41.0
2	58	140	2,570	3,232	17,059	75	75		20,441	3.9
...	...	50	...	...	...	108	...	} 1,51,786 {	108	.07
...
...	..	270	9,681	75,579	28,943	..	...	} 2,78,553 {	1,04,522	37.5
...	...	27	667	2,176	7,234	...	...		9,410	3.4
...	...	30	1,295	3,732	14	312	937	} 15,033 {	4,995	33.2
...	...	1	12	844	...	...	...		144	.9
172	6,245	14,161	475,806	423,351	11,96,697	251,002	317,712	...	21,88,762	18.07
38	1,134	1,760	41,768	62,982	68,689	113,264	177,079	..	4,22,014	3.6
210	7,379	15,921	5,17,574	486,333	12,65,386	364,266	494,791	1,21,14,699	26,10,776	21.7

is no precision in the expression "pupils on the rolls", whereas attendance at least gives something teaching, and always means waste of energy, power and money.

This table is very instructive. It shows that the several Governments in India have altogether a control, direct or indirect, over about Rs. 1,21,14,699 annually for education, and that of this sum, Rs. 26,10,776 are devoted to lower class schools, the result being 15,921 schools with 5,17,574 pupils, of which 1,760 are girls' schools with 41,768 pupils. The table also shows a remarkable discrepancy in the amounts which each Local Government assigns to this object, with of course a corresponding discrepancy in the result effected. In Bengal the amount spent on lower class boys' schools represents a percentage of six on the educational fund, in the North-West the percentage is twenty-one, and in the Central Provinces forty-one. And yet the educational code is equally applicable to all provinces alike, as also are the orders of the Home Government of 1862 and 1864 and the more recent orders of 1870, which declare that the bulk of imperial expenditure should be mainly directed to the provision of an elementary education for the mass of the people.

Hitherto there has been some ambiguity about the real purport of these orders, but this has been removed by a Resolution of the Government of India of the 11th February 1871, upon which the Bombay Director of Public Instruction remarks as follows:—

I have re-printed with much satisfaction a declaration by the Government of India of its policy on the subject of primary education issued in February 1871: "The education of the masses has the greatest claim on the State funds. The Government of India desires to maintain this view, but the grant-in-aid rules have in practice been found so unsuitable to primary schools, that, except in special cases, such grants-in-aid are seldom sanctioned from the general revenues. It has, moreover, been repeatedly affirmed that we must look to local exertion and to local cesses to supply the funds required for the maintenance of primary schools. These standing orders may seem inconsistent, but they really are not so. The fact is that primary education must be supported both by imperial funds and by local rates. It is not by any means the policy of the Government of India to deny to primary Schools assistance from imperial revenues; but, on the other hand, no sum that could be spared from those revenues would suffice for the work, and local rates must be raised to effect any sensible impression on the masses. Local Governments are therefore to assign from the provincial grants funds in aid of schools mainly supported by contributions from local cesses or municipal rates, and the State contribution is limited to one-third of the total cost, with an exception in favor of poor and backward districts."

Nothing could be more satisfactory than this most definite statement of policy, which entirely confirms the system followed in Bombay for several years past.—*Paras. 83, 84, Report, 1870-71.*

The next point to notice is the ratio the schools and pupils bear to the area and population in each province. I annex this comparison in detail, and it will be found at once to dispose of the question of compulsory education occasionally raised in the reports.

*Comparative Statistics of Area, Population, and Lower Class Schools and Pupils**

Province	Area in square miles	Population	Lower Class		Proportion of schools to area, one to square miles	Proportion of pupils to total population, one to
			School	Pupils		
(1) Bengal	239,591	40,352,960	2,486	66,799	96·3	604·0
(2) Madras	141,746	26,539,052	2,800	64,298	50·6	412·6
(3) Bombay	142,043	12,889,106	2,772	1,48,546	51·3	86·7
(4) N.W. Provinces	83,785	30,086,898	3,826	1,01,300	21·9	297·0
(5) Punjab	102,007	17,506,752	1,722	64,827	59·2	271·4
(6) Oudh	24,060	11,220,747	701	19,512	34·2	575·0
(7) Central Provinces	84,162	7,985,411	1,236	40,637	68·1	196·5
(8) British Burmah	98,881	2,463,484	50	Not given.	1,977·6	..
(9) Berars	16,960	2,220,074	297	10,348	57·1	214·5
(10) Coorg	2,400	112,952	31	1,307	77·4	86·4
TOTAL	935,628	1,51,467,436	15,921	5,17,574		

Looking at the proportion between the amount of school accommodation provided and the population, it is clear that in no province is there any adequate system of elementary education. The same conclusion is obviously derived from the second test of the adequacy of the system, the proportion between the number of children at school in each province and the population. In Europe the school-going age from 6 to 16 is generally calculated to embrace one-sixth of the population. But in India, looking to the great preponderance of the agricultural and artizan classes for whom under the most sanguine estimate primary education must be ample, and looking also at the age at which girls are married and

*This statement excludes indigenous schools with which Burmah is far better provided than any other Province.

enter on the duties of wives and mothers, it is clear that the European estimate must be largely reduced. Still if it were reduced by one-half, the enormous disparity between the children who ought to receive primary education and the children who do receive it, is the great and startling feature in the statistics.

I have seen it urged that irrespective of any consideration of the duty of Government or of the requirements of the Indian Educational Code, the bulk of the population is in this country agricultural, and that for such a community, education is not only unnecessary but injurious, as by current tradition the "man of the pen" is incapacitated from agricultural work. This argument has, however, long since been abandoned in Europe before evidence that agriculture as much as any other industry requires skill and intelligence, and that increased dexterity, superior trustworthiness, quickness in discovering or applying a new industrial process, are some of the many advantages which education has over ignorance. The contrast between the Scotch peasant and the English peasant, or between the Burman and the Bengali is an example in point; and as to the alleged tradition, it appears to be current only in some districts of Lower Bengal where it may be but too easily accounted for.

The third test of the adequacy of the provision for primary education is the proportion between the children who attend school and those who are tested by examination to come up to the primary standard. But this, unfortunately, cannot be shown. There are no uniform standards applicable alike to all schools in all provinces, and the want is far more serious than the want of a proper classification of schools. In Bombay only have standards been prescribed by which all schools are tested and the result recorded in such a way as to show the exact progress of the pupils. Such information, however, as is forthcoming in each report will be given below.

But to return to the statistics:—It will be observed that indigenous schools are not included in this statement (although they are entered in the returns from the North-Western Provinces) because the education which they give, when unimproved, does not come up to the minimum standard of our schools. But where any indigenous schools have been aided and improved up to this standard, as in Bengal, the Central Provinces, Madras and the Berars, there the return includes them.

With these general remarks, purposely confined to the broad features in the statement, I will now proceed to notice each province

separately and to illustrate the figures, when practicable, by extracts from the reports

Bengal

In no province do the statistics of primary schools seem so inconsistent with the declaration "that Government expenditure should be mainly directed to the provision of elementary education for the mass of the people" as in Bengal. It is not the paucity of Government schools that is so remarkable—46 in a population of about 40 millions—as the paucity of primary schools altogether. In the 2,152 aided schools are included 1,695 improved indigenous schools, or native schools in which the master has gone through the regular course in a Government normal school; the statistics are annexed:—

Division	Number of improved indigenous schools	Number on the rolls (monthly average)	Expenditure from Government grant		Expenditure from Local Funds	
			Rs.	A. P.	Rs.	A. P.
Central . . .	191	5,463	10,746	0 0	8,114	13 0
South-East . . .	1	197	210	0 0	401	5 0
South-West . . .	476	14,797	26,630	6 4	16,269	6 11
North-East . . .	488	10,364	26,343	6 1	10,748	14 6
North-West . . .	16	420	632	15 2	674	8 0
North-Central . . .	519	13,863	26,230	14 6	17,692	14 6
TOTAL . . .	1,695	45,104	90,793	10 1	53,901	13 11

This table is very encouraging. It shows that a primary school thoroughly congenial with the wants and habits of the people and yet improved up to the standard of European requirements, only costs the Government about 53 rupees a year. And there is little question that if these schools were established in populous centres and not rivalled by more attractive Government schools that purport to be of a higher class but still give primary instruction, the average attendance of pupils might be doubled at each, especially if the cheap expedient of pupil teachers were adopted to aid the teaching staff. In the current report the Director complains that the further extension of these schools has been stopped by the orders of the Government of India prohibiting additional imperial expenditure upon them until such expenditure can be provided from the local cess then in contemplation. But the Director does

not notice the subsequent Resolution (of February 1871, quoted* above) under which the Local Government is enjoined to carry out the undoubted educational policy of the Home Government.

In other respects the only noticeable feature is the excessive average cost of education in Government girls' schools, a point which has, no doubt, attracted the attention of the Local Government.

The Director's report contains nothing further specially worthy of record on this subject.

Madras

This province has naturally followed the example of Bengal in the general allotment of its expenditure, and is so far open to the same remark. But whereas the total available income is much less than that of Bengal, the expenditure on lower class boys' schools is actually larger than in Bengal. And, as already noticed, a very large measure of educational reform has been projected with the especial object of giving to this province a really national system of elementary schools. The details of this measure, however, are not noticed in the report for the year.

It will be observed that the Government lower class schools in Madras are, as in Bengal, insignificant both in numbers and cost; but a special interest attaches to the application of the results' system to the lower class aided schools, upon which the Directors remarks as follows:

“Private schools of the lower class are, for the most part, aided on the system of results' grant; thus, of 2,916 Results' Grant Schools schools of that class, only 296 drew salary grants during the past year. Of 1,606 schools, for which results' grants were mentioned in 1870-71, 1,475, attended by 39,697 pupils, belonged to the lower class; of the remainder, 130, with 5,544 pupils, were of the middle class; and one was a normal school with 58 pupils. For lower class schools the aggregate grant sanctioned was Rs. 60,332-3-5, and that drawn was Rs. 65,685-12-1; for middle class schools the amounts were Rs. 17,591-13-0 and Rs. 19,823-5-0; and for the normal school, Rs. 252-4-0 was sanctioned and drawn.

“The following table gives the number of schools with their attendance which worked on the results' grant system in the several

*See pages 364-65

districts of the Presidency during the year under review; it also shows the grants sanctioned and those drawn during the year:—

Divisions	Number of schools for which grants were sanctioned	Attendance	Grants sanctioned			Average grant per school		
			Rs.	A.	P.	Rs.	A.	P.
First	226	5,665	9,613	4	0	42	8	7
Second	334	7,400	8,673	5	1	25	15	5
Third	208	6,052	9,396	8	0	45	2	9
Fourth	276	7,259	15,077	2	0	40	1	7
Fifth	359	9,761	19,201	5	4	53	7	9
Sixth	203	9,162	16,214	12	0	79	14	0

“The following table gives a summary of the figures, showing, for the several educational divisions, the number of children passed under the different heads of each of the four standards for results’ grants.

Standard	Number of schools that passed pupils	Number of pupils presented for examination	Passed in vernaculars					Passed in English or extra languages			Number of girls presented for examination
			Reading	Writing	Arithmetic	Grammar	Geography	Reading	Writing	Grammar	
I	1,511	13,141	8,990	10,476	8,812	..	..	..	..	..	670
II	1,097	8,234	5,527	6,788	5,714	..	..	..	..	..	383
III	516	3,387	2,116	2,913	1,973	1,229	1,554	959	1,053	4	113
IV	164	1,227	819	1,088	460	562	555	523	514	279	1g

“Taking these figures, the percentages of pupils passed to those presented, in reading, writing, and arithmetic, are as below:—

Standard	Reading	Writing	Arithmetic
I	68·4	79·7	67·
II	67·1	82·4	69·3
III	62·4	86·	58·2
IV	66·7	88·6	37·4

“As in 1869-70, the percentages in reading are below those in writing; this is only what might be anticipated, as reading includes explanation, while the pupils in the village schools are notoriously deficient in accurate knowledge of the meanings of words and

phrases. For the first three standards the percentages in arithmetic do not differ much from those in reading, but the case is different for the fourth standard. This agrees with the previous year's results, and may be ascribed to the questions in arithmetic for the highest standard necessarily involving some little thought.

"There are, no doubt, evils attendant upon the system of results grants; but, upon the whole, it appears that there is at present no better mode of dealing with the education of the masses. It seems likely that ere long all elementary schools will have to be aided by payment for results." (*Paras 108-116, Report, 1870-71.*)

Beyond the absence of any Government girls' schools, there is nothing further noticeable in the Madras statistics.

Bombay

The statistics of Bombay show a remarkable contrast with those of Bengal and Madras.

The Local Funds Act III of 1869 has made education for the masses a reality and has placed Bombay in a few years far ahead in this respect of the other older provinces. This Act gives the means of rating for local objects all persons who occupy assessed lands, and the rapidity with which the schools have been established under its operation is a remarkable instance of the readiness of the people to accept education. On two points, however, the Act requires to be supplemented; (1) by a corresponding measure in towns, as the agricultural population comprises only 10½ of the 13 millions in the province; and (2) by the introduction of some system similar to that adopted in Bengal for the improvement of the indigenous schools which have been somewhat overlooked. From these two measures a vast extension of primary schools might certainly be anticipated without any material increase of cost to Government. The local Government has not yet declared its educational policy, and it remains to be seen whether even the present proportion of imperial expenditure on lower class schools is deemed sufficient to satisfy the requirements of the educational code.

On these two points the following extract is quoted:—

"The year 1870-71 has added 238 primary schools and 8,898 pupils to the numbers of 1869-70. Applications for schools have been made by 164 villages in the Central Division, 14 in the Northern Division, and 25 in the North-East Division.

"I offer the following table, important in many ways. It shows how readily the agricultural cess-payers, who form hardly 60 per cent. of the population, avail themselves of the schools provided from their rates, without any compulsion, but because the schools

are there and paid for, and they have the good sense to use them. It reminds us that, while about six lakhs of the cess-payers' money are spent on the schools, this sum is met by only about two lakhs of public money, and not a quarter of a lakh of municipal funds; that the absence of school-rates in towns is unfair to the rural cess-payer; that a school-rate levied and administered by the State under legal authority is a better means of support of primary schools in towns than a high rate of fee:—

	SECOND GRADE ANGLO-VERNACULAR SCHOOLS			PRIMARY SCHOOLS		
	Total Number on Rolls	Cess payers	Proportion per cent	Total Number on Rolls	Cess-payers	Proportion per cent.
Total (Presidency)	8,704	3,945	45	105,920	68,967	65
Kurrachee	373	68	18	1,227	89	7.25
Hyderabad	239	81	33	2,539	278	10
S hikarpore	339	62	18	3,330	590	17
TOTAL (Sird)	951	211	22	7,096	957	13

“The total of cess-payers' children is 74,080. The total of the last year was 66,221, and of the year before, 59,975.” (*Paras. 88-89, Report, 1870-71.*)

North-Western Provinces

Here the statistics correspond more nearly with those of Bombay, and it would be interesting, if the reports permitted it, to contrast the halkabandi and tahsili schools of the former with the cess schools of the latter. But it must be borne in mind that the Bombay system dates from 1864 whereas the North-Western system dates from 1845; and hence it is clear that Mr. Thomason's intentions and first success have not been carried out in the spirit in which they were begun. In 1854 there were 3,770 halkabandi schools and 49,037 pupils, and the total expenditure on education was about two and a half lakhs a year. The current report shows 3,327 schools with 93,406 pupils, when the total expenditure on education was Rs. 19,39,452. No doubt the present schools are superior in quality to those of 1854; it is possible that they are even somewhat above the requirements of the masses. But what Mr. Thomason aimed at was, by the extension of such schools, to remove “the standing reproach” which an illiterate population brings upon the Government. It is clear, therefore, that the North-Western educational department has to some extent been warped from its original braf and that the present allotment of expenditure is not consistent with

Mr. Thomason's policy or the subsequent orders of the Home Government. This is more remarkable as in the review of the current report it is distinctly admitted that "the first claim on public funds is for elementary education;" and yet the percentage of public funds devoted to elementary education is only 21, and this in the province which first set the example of education for the masses.

It is probable that the measures suggested above for adoption in Bombay might be equally applicable to the North-West, more especially as regards the introduction of some system whereby the indigenous schools could be systematically raised to the Government standard.

The extract given above about indigenous schools shows that the first step necessary for the introduction of such a measure has been already taken, and that the Local Government has full information to go upon.

The following extracts from the report are worthy of record:—

"Fever has been prevalent in some districts, and schools have been abolished for want of funds to maintain them. But perhaps the schools have gained in quality what they have lost in numbers. They show fewer pupils in the aggregate, but the attendance in the higher classes has increased. The Assistant Inspector considers the state of instruction to be, in spite of drawbacks, very satisfactory; and many of these schools, especially in the Boolundshuhur District, are said to be fast rising to the status of good tehsili schools. The people are throwing aside their suspicions, and the schools are gradually growing popular. The zemindars seem to take a pleasure in attending the Inspector's *al fresco* examinations. The more learned of their number can sometimes hardly be restrained from taking an active part in the proceedings, and eagerly attempting to answer questions themselves; and an examination seldom ends without an application for the establishment of another school.

"The Inspector of the First Circle is of opinion, and many Deputy Inspectors will agree with him, that the scheme of study for halkabardi schools is too extensive, especially since the introduction of the study of Persian, and he would confine the instruction in history to the first two classes. I am inclined to think that many of these schools attempt to reach too high a standard, and are really above the work which they were intended to perform. The higher classes are taught at the expense of the neglected lower ones. I think that if these schools will teach the village child to write a legible and concise letter, to read well enough to enjoy the first enjoyable book it may be his good fortune to discover, if they will give him a moderately extensive but thoroughly sound knowledge

of arithmetic, with perhaps some idea of geography and the outlines of the history of his own country, they will then have done all as far as book-learning is concerned, that should fairly be expected. If in addition to this a boy can be taught that it is better for him to speak the truth, to be honest, to master his temper and passions, to be neat, orderly, obedient, and as clean as he conveniently can be, I think little is left to be desired." (*Paras 60, 61, Report, 1870-71.*)

Punjab

The Punjab statistics are very similar in character to those of the North-West, and so far are open to the same remarks. It is clear that the present expenditure on lower class schools is not in accordance with the original policy declared in the first administration reports or with the despatches of the Home Government. Here therefore the same three questions deserve the attention of the educational department,—(1) the appropriation to lower class schools of a larger share of the imperial allotment; (2) the necessity of municipal contributions for primary schools in towns; and (3) the improvement on the Bengal or some other suitable system of the indigenous schools.

The following extracts deserve notice:—

GOVERNMENT TOWN SCHOOLS

"According to the existing system, vernacular schools are of two grades:—town schools and village schools. Vernacular schools under the existing system are classed as town and village schools. The scheme of studies is the same for both, and provides for eight classes; but in the great majority of schools some of the higher classes are always empty. A school which contains boys who have advanced as far as the 3rd class, which has an average attendance of 50, and in which more than 20 boys are above the 6th class, is entitled to rank as a town school. Some of the existing village schools fulfil these conditions, but have not been raised to the higher grade, because a new system of classification is about to be introduced. To both town and village schools an English teacher, supported on the grant-in-aid system, is sometimes attached.

"In future, vernacular schools will be distinguished as primary and middle class. The former will contain four classes, and the latter six. Their future classification as primary and middle class schools. The scheme of studies in middle class vernacular schools will not differ materially from that hitherto in use, but the arrangement of classes will

correspond closely with that of middle class zillah schools. A uniform system of examination, by which the progress of every boy will be tested at certain points in school career, will stimulate the exertions of both pupils and teachers, and will afford a clear and certain indication of the annual progress that is made. Where there is any demand for higher education in the vernacular, upper class schools will be established.

GOVERNMENT VILLAGE SCHOOLS

“There were at the close of the year 1,087 village schools, containing 43,080 boys. They were maintained at a cost of Rs. 1,66,088-5-3, of which Rs. 16,003-14-9 were paid from the imperial revenue. Rs. 1,40,605-2-10 from the one per cent. cess, and Rs. 9,479-3-8 from other sources. Rs. 4,593 were collected as fees. There has been, on the whole a reduction of 41 village schools, and the number of boys borne on the rolls is less by 406 than at the commencement of the year. The fees have increased by Rs. 266, and the total cost of the schools is more by Rs. 842 than in the previous year.

“That considerable progress has been made during the year may be inferred from the fact that the number of boys in the five upper classes has risen from 5,497 to 6,475. The following table shows the percentage in each class at the close of 1869-70 and 1870-71, respectively:—

Percentage of scholars at the close of	1st	2nd	3rd	4th	5th	6th	7th	8th	Pupils reading English only
1869-70	·005	·06	·9	2·8	8·9	16·8	19·4	51·1	·02
1870-71	·004	·12	1·3	3·9	9·6	17·18	19·19	48·5	·02

“Mr. Cooke, who saw the schools for the first time, found that, in both town and village schools, but more specially in the latter, few boys could work out a sum with any neatness or method; that in history the facts related in the text-books were known, but no oral explana-

tions had been given in addition; and that in geography also the teaching was weak. Of the existence of the faults above-mentioned there can be no doubt, and I have myself indeed brought them prominently to notice on former occasions. When, however, we compare the present condition of these schools with their state twelve years ago, when they had been recently established and I saw them first, the progress already made is certainly remarkable. Histories and geographies and text-books of every kind were learnt by rote without a thought as to the meaning, and the boys were generally quite incapable of reading a book they had not seen before, or even their own text-book which they knew by heart, unless furnished with some clue as to the first few words. Instead of coming eagerly from neighbouring villages to the Inspector's examination, the boys were, in some cases, secreted by their mothers on my approach, under the impression that the school was an ingenious device to obtain possession of their persons, and that the Government would send them to Calcutta for some sinister, though unknown, purpose.

“Mr. Alexander brings to notice that it is now a common thing in many of the districts of his circle for the people of a village to offer to pay half the salary of a teacher in order to secure the establishment of a school. He reported last year the case of a village in the Lahore District, where a school on the Government system is maintained entirely by the people themselves. During his last tour in the Gurdaspur District, the lambardars of a village, where the school had been reduced, informed him that they still retained the teacher, and requested that their school might be visited by the District Inspector, so that the Government course of study might be adhered to and proper progress insured.

“The employment of competent District Inspectors will, I hope, do much to improve our village schools. The scale of salaries recently sanctioned is sufficiently liberal, though, as already stated, it has not yet been fully introduced in the districts, and with this and other inducements I believe a superior class of young men will offer themselves for training at our normal schools with the view of becoming teachers. For the wider extension of primary education in districts where the people are really beginning to appreciate its advantages, more funds are urgently required.

LOWER CLASS AIDED SCHOOLS

“There were, at the close of the year, 166 aided schools of the lower class, containing 9,984 boys. The average number on the rolls was 10,191, and the average attendance 8,168. At the end of 1869-70 there were 167 schools, containing 9,781 boys; the average number on the rolls was 9,872, and the average attendance 7,671. Of these schools 30 are village schools in the Dera Gazi Khan District, which receive a special grant equivalent to the subscriptions raised in excess of the one per cent. cess. The other schools, with very few exceptions, constitute the lower departments of zillah schools, or the branches of Zillah Anglo-vernacular Mission schools.

“There are 11 primary schools under Kotgarh Mission, which contained at the close of the year 163 boys, and had an average daily attendance of 126. They are certainly doing useful work; but on a recent occasion when I had an opportunity of seeing them, I found that they had hardly made the progress that I expected.”—*Paras.* 102-120, *Report*, 1870-71.

Oudh

This province in respect of lower class schools seems to be following the example of the Punjab and the North-West, rather than of Bombay and the Central Provinces. And this is the more remarkable as the late Director of Public Instruction declared with the full approval of the Local Government and the Government of India that his great object was to place a good elementary school “under a well trained and fairly paid teacher within 2½ miles of every child in the province.” It is clear that this object can never be attained under the present allotment of the expenditure, and I would suggest that here also the same three questions require attention as in the Punjab.

The following extracts from the report deserves notice:—

VERNACULAR TOWN SCHOOLS

“The schools have increased from 27 to 33, the pupils from 2,428 to 2,709, and the cost to Government has fallen.

“The average attendance is, however, not quite so good as it should be, and is 2 per cent. less than it was last year. An attempt must be made to improve the attendance.

"The comparative progress of these schools may be thus shown:—

Institutions	Year	Number of Institutions	Number of pupils on rolls at close of the year	Average number of pupils on rolls during the year	Average attendance during the year	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year	Total expenditure	Expenditure from Imperial Funds	Cost per pupil	
										Total Cost	Cost to Government
							Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Vernacular Town Schools	1864-65	15	901	..	554	..	188	5,853	4,771	10 9 0	8 9 10
	1865-66	15	1,082	839	665	79	373	8,315	7,298	12 8 0	10 15 7
	1866-67	15	1,028	954	767	80	472	8,217	7,104	10 11 4	9 4 2
	1867-68	14	1,324	1,100	843	76	461	8,716	7,358	7 14 9	6 11 0
	1868-69	20	2,152	2,034	1,632	80	768	12,161	8,911	5 15 7	4 6 1
	1869-70	27	2,474	2,428	1,911	78	913	14,191	9,320	5 13 6	3 13 4
	1870-71	33	2,709	2,706	2,061	76	939	15,395	9,878	5 11 0	3 10 4

"The six additional schools of this grade are all situated in Lucknow. They are supported by the Municipality and by a grant of one-third of their total cost from the Educational Imperial Budget allotment.

"The usual annual examination was held in June 1870, and scholarships were awarded to 26 pupils, at a cost of Rs. 86 per mensem.

"I very much desire to introduce into these schools the study of the elements of Natural Philosophy. But at present there is no good text-book, and before translating a text-book the permission of the author must be obtained.

VILLAGE SCHOOLS

"The usual statement is as follows:—

Institutions	Year	Number of Institutions	Number of pupils on rolls at close of the year	Average number of pupils on roll during the year	Average daily attendance during the year	Total cost	Total cost to Imperial Fund	Average cost per School		Average cost per pupil
								Rs.	Rs. A. P.	
						Rs.		Rs. A. P.	Rs. A. P.	
Village Schools	1865-66	61	2,004	1,236	1,094	5,082	..	83 0 0	4 10 4	
	1866-67	264	7,462	6,758	5,294	10,570	..	40 0 7	1 15 11	
	1867-68	381	13,707	11,228	8,871	33,753	..	88 9 5	3 0 1	
	1868-69	483	18,261	16,313	12,910	47,061	..	97 6 11	2 14 1	
	1869-70	542	21,433	20,210	16,135	60,963	..	112 7 7	3 0 3	
	1870-71	575	23,270	21,445	16,562	70,543	..	122 11 1	3 4 7	

"The schools have increased from 542 to 575, the pupils from 21,433 to 23,270, and the average attendance from 16,135 to 16,562. The number of pupils in 1868-69 per school was 37; in 1869-70 it was 39; and now it is 40. Attention has been paid during the year to the proper location of schools both with regard to the population of villages and to their situation. Lists of all villages numbering from 1,000 to 5,000 inhabitants have been procured, and schools situated in small villages, where the average attendance was below 20, have, in some cases, been removed elsewhere.

"It will not fail to be observed that the cost of each village school has steadily increased since such schools were first established. But the cost of each pupil is only six pence a year higher than it was in 1867-68, and is not nearly so high as it was in 1865-66. Now, the reason for this increased cost per school, but diminished cost per pupil, is very apparent. When the schools were first opened, no good masters could be obtained. Men were appointed without certificates on wretched stipends of Rs. 5 or 6 per mensem. Thus each school was, undoubtedly, cheap enough. But each scholar's instruction, as comparatively few boys attended schools, was clear. It was also not good of its kind; for no dependence could possibly be placed on school-masters drawing, even with the fees, hardly more than the pay of chaprassies.

"The average cost per school is now Rs. 122, and this gives, *including the fees*, a portion of which is spent on contingencies, hardly Rs. 10 to each master. In fact it does not give so much, for rent is also included in this item, and some village schools are still rented. Moreover, some village schools have two masters.

"The pay drawn by village teachers may be thus tabulated:—

Village School Teachers at																
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Re.	Total
10	9-8	9	8	7	6-8	6	5-8	5	4	3-8	3	2	1-8	1		
53	1	76	130	65	2	179	1	87	61	1	28	24	35	5		848

"It will thus be seen that there are 346 school-masters in Oudh drawing less than Rs. 8 per mensem. I do not hesitate to say that all masters in charge of schools, not being branch schools, whose masters are frequently pupil teachers, who draw less than Rs. 8 per mensem, are under-paid. Village education will not be in a satisfactory state until the village school-master is well educated, and can earn as a school-master more than he can as a writer or a day-labourer. At present the Educational Department frequently, I believe, lose their best village teachers because of the

small pay they receive, and those that remain hardly, so far as my observation has extended, care to retain their appointments. It is true that the people of Oudh are poor. But for that reason the Educational Department should hardly offer wages that are inadequate. It is not proposed to make any sweeping change; but a wise administration of the Educational Department will hardly tend to reduce the average cost per school, though it should, undoubtedly, reduce the average cost per pupil, not by under-paying school-masters, but by employing good men who will fill their schools with pupils. One school costing Rs. 12 and having 60 pupils is better than two schools costing Rs. 6 each, and having but 40 pupils between them.

“The pupil-teacher system tends to cheapen primary education; but this system is rather applicable to large schools under at least one master of experience than to schools widely scattered, whose masters are not very frequently inspected.

“The accompanying statement shows the relative success of village school education in Oudh:

Year	Total number of Schools	Number of Pupils in Classes					Average number of pupils or rolls	Average daily attendance	Percentage of attendance	Fees collected
		I	II	III	IV	Total				
1869-70	542	1,545	3,528	4,879	11,481	21,433	20,210	16,135	79	Rs. 5,164
1870-71	575	1,897	4,005	5,561	11,807	23,270	21,445	16,562	77	5,653

LOWER CLASS AIDED SCHOOLS

“The comparative progress at schools of this kind may be thus shown:—

Years	Schools	Pupils	Av 1 attendance	Total cost to Government	Cost to Government of educating each pupil
1869-70	23	1,342	1,135	Rs. 4,077	Rs. A. P. 2 15 11
1870-71	24	1,674	1,240	4,321	2 12 0

“There has been improvement. None of the schools require particular notice.” (*Paras 72-95, Report, 1870-71.*)

Central Provinces

These statistics seem to correspond most nearly with the requirements of the despatch of 1854, and it may be hoped that in accord-

ance with those orders the Local Government may consider the propriety of devoting to lower class schools the same proportion of the imperial assignment proper as it already devotes of the total available income. Such an appropriation, employed on the system already in force in these Provinces of eliciting the largest practicable local contribution to meet each imperial grant-in-aid, would no doubt in a short time ensure a high standard of primary education.

The following extracts from the reports deserve record:—

TOWN AND VILLAGE SCHOOLS OF THE LOWER CLASS

“The following statement exhibits the statistics of primary schools for boys for the last two years:

	SCHOOLS		PUPILS		AVERAGE DAILY ATTENDANCE		AVERAGE COST OF EDUCATING EACH PUPIL			
	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71	1869-70		1870-71	
							Total cost	Cost to Government	Total cost	Cost to Government
							Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Lower Class Town Schools } Total.	59	58	5,873	5,590	3,681	3,667	6 5 8	4 2 5	6 9 4	4 0 10
Lower Class Village Schools } Total.	588	600	29,642	31,320	17,472	18,982	3 14 10	0 4 6	3 12 2	0 1 3
GRAND TOTAL .	647	658	35,515	36,910	21,153	22,649	4 5 10	0 11 10	4 3 2	0 11 1

“A plentiful and comparatively healthy year has raised the numbers enrolled by 1,395 and the average daily attendance by 1,496. The total average cost per head and the average cost to Government per head have thus both slightly fallen; the former by $2\frac{2}{3}$ annas, and the later by $\frac{3}{4}$ of an anna. The town schools of the Southern Circle are still generally superior to those of the Northern. The attendance in the schools of the Eastern Circle has greatly improved, being indeed higher than in the other circles; but, as far as the instruction imparted is concerned, the two best are but just beyond the village standard, a fact which my own observation leads me to believe is equally true in the Northern Circle.

“The return of the examination of village schools will be found below. The sub-divisions of the prescribed standards are as follows. It should be remembered that the numbers 1, 2, 3, etc., do not represent the same subject of study in every standard: thus

in Standard I, 3 represents the Multiplication Table, whereas in Standard V, Interest and Decimals are indicated by that number:

1st Standard	2nd Standard	3rd Standard	4th Standard	5th Standard
1. The Alphabet. 2. Forming compound letters. 3. The Multiplication Table to 10.	1. Reading. 2. Writing simple words. 3. Tables of weights and measures; in the Multiplication Tables to 20, and, in Tables of fractional parts to $2\frac{1}{2}$ only.	1. Reading. 2. Writing from dictation simple sentences. 3. The first four simple and compound rules. 4. Geography of the Central Provinces. 5. Parts of speech.	1. Reading. 2. Writing from dictation. 3. Arithmetic to Rule-of-Three and Vulgar Fractions inclusive. 4. Geography of India. 5. Parsing.	1. Reading. 2. Writing from dictation. 3. Arithmetic to Decimals, including Interest. 4. Geography of Asia. 5. Parsing. 6. History of India, Maharashtra.

General Statement showing the result of the Annual Examination of All Village Schools in the Central Provinces

Number of Schools	1ST CLASS			2ND CLASS			3RD CLASS					4TH CLASS					5TH CLASS						NUMBER		Average daily attendance for previous 12 months
	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Passed	Enrolled	Examined				
491	2,939	994	1,760	2,369	1,777	1,874	1,963	1,376	1,196	907	612	1,141	985	775	711	581	262	232	150	210	103	87	25,428	18,987	14,474

“The circular of the Chief Commissioner, in which the system of examination shown in the table was enjoined, directs also that, after such examinations have been held, the salaries of village school-masters shall be revised and re-distributed according to the success or failure of their schools. The Inspectors of the Southern and Eastern Circles have not reported on this new application to cess schools of the system of payments by results, probably because the adjustment of stipends had not been completed when their reports were sent in. The number of changes (81), a great proportion of which would probably not have been carried out but

for the new system, shows how advantageous its introduction has been. I append the table:

TEACHERS			TOTAL CHANGES
Promoted	Degraded	Removed	
51	23	7	81"

(Paras. 31-34, Report, 1870-71.)

British Burmah

In British Burmah the indigenous schools which have been fully noticed above are really the lower class schools and the educational department is in too early a stage for any fair deduction of policy or intention to be formed from the statistics. The 50 aided schools are small schools for boys and girls, chiefly in the hands of the Missionaries.

The Berars

Here the statistics take their natural position between those of Bombay and those of the Central Provinces, and the measures suggested for adoption in the former province seem equally applicable here. Indeed the proportion which the imperial expenditure* proper bears to the local expenditure† on lower class schools clearly shows that the people do not yet do enough for themselves, and that the further extension of elementary schools must be carried out by gradually enhancing the fee receipts, the cess or municipal contributions until the imperial grant proper bears a ratio to the local contribution more nearly resembling that in the Central Provinces. Admitting that primary schools have the first and largest claims on imperial funds, the proportion of imperial charge in each should not exceed one-third.

The following extract deserves record:-

"The schools are progressing in studies slowly but surely. In Akola District the lowest classes of these schools multiplication tables (integral and fractional) are taught; and when these tables are learnt by heart, the boys begin to learn to read and write Modi. After this, Balbodha reading, geography, arithmetic, etc., are taught. All the boys that are admitted into the schools do not attain this last stage. Some people are

quite contented after their boys are able to count numbers up to one hundred. I heard of one person in a village having taken away his son from the school as soon as he was able to count up to twenty-five, because, he said, that was the highest number of cows that his son would ever have to count. Some people take away their sons from the schools after they have learnt the multiplication tables, and are able to write names in Modi. The people have, however, now begun to appreciate learning. Now there are many people who wish that their sons should be able to read books and learn geography and the higher branches of arithmetic.

“In the nine lower class Hindustani schools 292 boys are taught. Hindustani Schools The masters have begun to teach a little of arithmetic and geography in their schools. Candidates from the Hindustani schools at Akola (city), Khamgaum, and Akote appeared at the recent competitive examinations. One boy from the Akola School and one from the Khamgaum School were elected exhibitioners.

“The falling off in attendance in the lower class schools (from Oomrawuttee District 2,292 to 2,250) is owing to the exclusion of the sons of the poor men, who are unable to maintain themselves properly, from being admitted to the school free of any charge: to the competition kept up by certain indigenous schools with Government schools: and to the tendency of agricultural and trading classes to withdraw their sons from the schools as soon as they are able to read and write a little. The daily average attendance in all the schools has decreased from 2,460 to 2,239 for three reasons, *viz.*, 1st, the harvest season, when the children of the agricultural classes are employed in the fields; 2nd, the celebration of a good many marriage ceremonies, which took place all over the district; and 3rd, the holding of the fairs in different parts of the district, three of which continued successively for about a month and a half. These causes had the inevitable effect of great irregularity in attendance in most of the schools.

“Generally speaking, almost all the lower class schools are getting on as they ought to do. I was favorably impressed with their progress. Most of them were supplied with books, furniture, and maps, and my examination of them has convinced me that, upon the whole, the masters in charge of them have satisfactorily performed their duties. A few of the lower class school-masters have to work under the following difficulties: bad school-houses, the competition of indigenous school-masters and the prejudices of

the illiterate men with regard to the teaching of grammar, geography, history, and in fact everything except reading and writing. The masters have coped with these difficulties well.

“The lower class schools generally acquitted themselves well at Woon District the annual inspection. There is a decided improvement over the results of the past year, and two of them would do well to be promoted to the rank of middle class schools. These lower class schools are divided into English-Marathi and Marathi. In the former a little of English is taught. But care is taken that this little English should in no way prejudice a sound and more useful knowledge of Marathi and arithmetic. Until lately they exclusively devoted their time and attention to literature, and looked with ignorant contempt upon the more useful subjects, such as arithmetic, geography, etc. This year’s examination, however, shows that they have made a fair beginning in the teaching of the neglected subjects. The schools at Darwa and Nair sent up a few pupils each to contend for exhibitions at the competitive examination, and, though unsuccessful, the latter passed one of its pupils among 60 that were selected for admission to a further examination for scholarships for proficiency in Urdu.

“The lower class schools show a very small increase in the number of pupils. Of the 41 lower class schools, 25 may be said to be well attended. In the remaining 16 there is Bassim District room for improvement. I have already proposed the transference of some of the masters of these schools with the view of putting them under better management. The difficulties of the school-masters in getting a sufficient number of boys in the schools may be seen from the fact that almost all of our village schools are placed in small villages, the largest of which scarcely exceeds 1,500 in population, which is generally of the Koonbee caste. The progress in study in these schools has been very satisfactory. The number of boys studying the second and the third standard has increased from 463 to 532, and that studying the fourth and the fifth standards has increased by 32. The requirements of the agricultural classes are satisfied by the third standard, and when that is attained the masters find great difficulty in inducing them to continue their children in school. Some of the best schools have been teaching up to the fifth standard, but this has been done only where the masters could afford to devote additional time to the teaching of the higher standards. In this way the efficiency of the other classes studying in the lower standards is not impaired, and

the results of the examinations have shown that the instructions to devote particular attention to the teaching of the lower standards before taking the boys to the higher ones have been well attended to. The number of boys studying English without coming up to standard V of the vernacular study has been almost reduced, and thus the studies may now be said to be carried on with greater regularity than before. The Bassim Hindustani School succeeded in passing one of its pupils at the competitive examination in November last. In the other two schools the want of trained masters is much felt.

“There were on an average 39·66 pupils in every lower class school Ellichpore District receiving instruction; and seeing that there is only one teacher in every school of this description, with the exception of the Devalvada and Unjangaum Schools, I am of opinion that we cannot with justice expect more boys in these schools. The lower class schools are doing well and gaining popularity in the villages they are located in. The masters are diligent and painstaking. There is a want of assistant masters in most of these schools in the district, owing to which they could not enrol more boys.” (*Paras. 43–47, Report, 1870-71.*)

Coorg

The statistics of this small province are less notable, inasmuch as during the current year the Government of India has sanctioned a scheme for a very complete system of elementary schools supported in fair proportions by imperial funds and a local rate. This will more than treble the present school accommodation, but its working must be shown in future reports.

The following extract is, however, annexed:—

ELEMENTARY KANARESE SCHOOLS

“There are 24 separate elementary or nad-schools, but since there is, except at the Hindustani School, a purely Kanarese class at the central school and at the Anglo-vernacular schools at Virajapete and Hudikere, the total number is 27, with 1,339 pupils and an average daily attendance of 903. Of the whole number of 1,329 pupils, 1,018 are Coorgs, and amongst them 81 girls, 228 Hindus of other castes, 19 Brahmans, 3 Musalmans, and 1 Christian. Classified according to the occupation of their parents, 115 are the sons of officials, 1,156 of ryots, and 56 of others.

“Divided over the six talooks, the number of elementary schools and pupils and their cost to Government are exhibited in the following table:—

	No. of Schools	No. of Boys	No. of Girls	Total No.	Cost to Govt.
TOTAL	27	1,249	89	1,329	Rs. 3,103

“The course of instruction in all these schools comprises the following lessons:—the I, II, and III Books of Lessons, and the Smaller Anthology which the scholars learn by heart; the four simple and compound rules with the current weights and measures, the usual tables of multiplication, writing from dictation, and copy-writing, reading manuscript papers, a short geography and history of Coorg and of India, the map of the world, and composition of business letters.

“This course of instruction seems to please the people, and they have no objection to their buying the necessary books which are supplied by the Government Branch Depot.

“Having but lately examined every school, the work accomplished during the past year indicates on the whole a satisfactory progress. The shortcomings of some of the teachers, adverted to in my last report, have in some instances been amended, in others they found their solution by the resignation of the respective teachers. On re-organizing the elementary schools since 1863, I was anxious to retain the services of the existing village teachers; but in doing so, it could not be avoided to get men who were either not sufficiently qualified for their duties, or who from long habit could not easily find themselves into the new order of things. All the masters had to pass an examination, but in the beginning it was not a difficult task. As, however, new schools were established, and younger candidates offered themselves, the standard of their examination was raised, and the old teachers were requested to work up to it, and at the periodical conferences had to give an account of their self-improvement. Making the increase of their pay dependent on their efforts, several teachers of independent means who disliked further study preferred to resign their posts and to revert to their farm work..

“The school-houses which are built and kept in repair by the ryots have in some places been neglected; but a temporary transfer of the teacher to some other locality until the needful repairs were accomplished had a salutary effect.

“Except at the Central School no fees have been raised at any of the other schools for reasons stated in my last report.

AIDED SCHOOLS

“There are three grant-in-aid schools in this Province, the Roman Catholic Anglo-Vernacular School and Girls’ School at Virajapete and the German Mission School at Anandapura in Ammatnad. The first school receives a grant of Rs. 15 per mensem, the second Rs. 5, and the third Rs. 6. I inspected these institutions several times during the year.” (*Paras. 23–34, Report, 1870-71.*)

GIRLS’ SCHOOLS

Such is the information given in the reports about the 14,161 boys’ schools shown in the statement. We now come to the 1,768 girls’ schools, which comprise almost all that is at present done for female education in India.

Bengal

The ordinary girls’ schools have decreased in number, and the attendance at them has also fallen. Nor is there any reason to hope that the schools have improved in efficiency. One of the Inspectors remarks:

“Female education cannot be forced. We must look to the educated Natives to initiate all progressive measures, without whose thorough support Government attempts will prove abortive. Such support will be given as soon as it is the interest of the educated classes to give it, and not till then. However, the existence of the Zenana Education Society in Ducca, the desire springing up among the educated to have educated wives (the married have commenced instructing their wives, while the unmarried, to quote the Deputy Inspector of Dacca, ‘in their selection of brides have come to consider beauty without education defective’), the encouragement given generally to female authorship, the manifest pride a husband takes in his wife’s literary productions, these are all indications of the direction in which the dispositions of the educated classes are tending as regards the education of their wives and daughters.”

Bombay

In Bombay there is nothing notable about the few existing schools; the efforts of the department seem to be mainly confined at present, and wisely perhaps, to the attempt to train school mistresses, and what has been done will be shown below under the heading of Normal Schools.

Madras

In Madras, on the 31st March 1871, the total number of girls connected with the department was 10,185,* while the number at the close of 1869-70 was 9,421.

"English was studied by 2,810; Tamil by 5,788; Telugu by 1,397; Malayalum by 703; Kanarese by 221; Tulu by 25; and French by 7; 229 of the schools attended by girls were aided under the ordinary Salary Grant Rules, 334 worked under the Results' System, 4 were aided from other than Educational Funds, and 56 received no aid.

"The figures above given do not include certain Caste Girls' Schools maintained by the Maharajah of Vizianagram and others. The Maharajah's schools at Madras were, however, inspected at the request of the Committee of Management by the Superintendent of the Female Normal School and the Deputy Inspector of Schools for Madras, and copies of the inspection reports were furnished to the managers. The schools are four in number, their total cost in 1870-71 was Rs. 5,629-12-4, and their total average attendance 268. The managers state that, in the past year, marked improvement took place in the daily attendance, at the same time they admit that there is still room for much more improvement. It has been arranged that the Superintendent of the Female Normal School shall periodically inspect and report upon the schools. This is in accordance with the plan of action originally proposed for the Superintendent, and is calculated to link together the Normal School and the Girls' Schools, and to extend the sphere of the Superintendent's usefulness." (*Paras. 119-120: Report, 1870-71.*)

North-Western Provinces

The number of schools is large, and owing possibly to the difficulty in the way of inspection, the notice of them is scanty. Of

*In female schools	7,180
Mixed schools	2,148
Lower class boys' (village school)	792
Normal schools	65
TOTAL	10,185

Government schools it is said that good trained teachers are urgently required:—

“Much work, therefore, remains for the Normal School to accomplish. The want of suitable books is much felt, and there appears to be no regular course of study in these schools. Many of the girls read fairly, and know a little arithmetic, but marriage draws them away from their studies before they have had time to acquire much information or even gain a taste for reading. Something, however, is being done, and much more might be done if more money were available. Good teachers cannot be obtained on the present allowance of Rs. 4 or Rs. 5 a month, as the present supply is very small and the aided subscription schools offer larger salaries.”

The Agra Circle contains the largest number of schools, 187 with 3,465 pupils.

But of these, 2,978 are in the 7th class, and unable as yet to read and write. The cost of instructing each pupil has been Rs. 3-9-3, all of which is borne by the Government.

“In the Allahabad Circle the education of girls has made no very striking advance in the last year, but the progress and state of the schools may be considered satisfactory. There is a decrease of two schools and an increase of 36 pupils, the total number of schools being 87, with an aggregate of 1,554 girls; of these, 1,051 are in the lowest class; 1,022 are Hindus, and 533 Musalmanees; 888 are the children of agriculturists, 1,026 read Hindi, 44 Persian, and the rest Urdu. The cost of each girl's instruction is Rs. 4-5-6, the cost to the Government Rs. 3-13-10; these figures for last year being Rs. 3-13-11 and Rs. 3-11-4. Mrs. Graves reports favorably on the Benares schools, though the attendance has been somewhat irregular. All the teachers of these schools are women, four of them having been trained in the Benares Normal School. The majority of the girls can read and write and are acquainted with elementary arithmetic.”

Aided female schools are also numerous and in the aggregate receive a considerable grant from Government. They are under the management of societies or of private committees, and those seem to be most successful in which English ladies undertake the superintendence. Each school is separately noticed, but there is nothing specially worthy of record in the list. The Director hopes that, as such schools cannot be regularly inspected, the mere fact of their existence may be considered to entitle them to a continuance of the grants.

Punjab

“The number of Government female schools has been reduced from 164 to 138, and the number of pupils attending them has fallen from 3,496 to 3,174. A few of these schools are doing good work, but in the majority the progress is far from satisfactory. It may be expected that those in the Lahore Circle, which now come under regular inspection, will gradually improve; but their condition will never be really satisfactory till they are provided with regularly trained female teachers. Out of the total number, 2,576 of the girls are Mahomedans, and 571 Hindus.”

Statistics of the Government Female Schools.

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PRIVATE FEMALE SCHOOLS

“There are two aided female schools which it has been customary to include in the middle class—the Punjab Girls’ School & Murree-cum-Pindi School and the Murree-cum-Pindi School. The former contained at the close of the year 38 pupils, and the average number borne on the rolls was 33. The average cost of educating each pupil was Rs. 17-5 per mensem. In 1869-70 it amounted about Rs. 20. It may be observed that since the close of the official year the number of girls has risen to 46. The Inspector gives a favourable report of the results of his examination. The Murree-cum-Pindi Schools contained at the close of the year 23 pupils, and the average number on the rolls was 34. It is attended by girls and little boys; at Murree, in the hot season, the attendance is generally much better than at Rawal Pindi during the cold weather. The school is well taught, and is a very useful institution.

There are two European girls’ schools of the lower class,—the Anarkali School and the American Presbyterian Mission or Lahore Christian Girls’ School. To the latter both Europeans and Natives are admitted. The former was well taught, but plain needle-work has been neglected; the latter has made satisfactory progress during the year, and the number of girls has increased from 22 to 35.

“There were at the close of the year 323 aided schools for native girls containing 8,523 children, of whom 5,880 were Hindus, and 2,323 Mahomedans. The number of schools has been reduced by 64, and the number of girls whose names are borne on the rolls is less by 1,065 than at the commencement of the year. Very large reductions of schools have been made in the Jullundhur, Kangra, and Siyalkot Districts. This was owing partly to the in-

Reduction in the number of schools

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ability of the municipalities to contribute any longer to their support, and partly to the somewhat unsatisfactory character of the work performed in many of them.

“There are 42 primary female schools in the city of Amritsar. They are under the supervision of Mrs. Rodgers, Lady Superintendent, of the Female Normal School. The 10 Female School at Amritsar and Lahore Urdu schools, and 6 of the 32 Hindi, are schools reported to be in good order; but in some of the latter little else than religious books are read, and the education appears to be merely nominal. When the female pupils now in the normal schools take the place of the present masters, and not till then, it may be expected that the condition of all the primary schools will be really satisfactory. The primary schools at Lahore do not appear to have made much progress.

“Amongst the female schools under the management of district officers, those in the Siyalkot District are by far the best. The schools in the Rawal Pindi and Jhelam Districts, under Bedi Khem Singh, are believed to be simply religious schools. Female schools in the Siyalkot, Rawal Pindi and Jhelam Districts in which very little real work is done. It is desirable that some arrangements should be made for bringing them under inspection, and for gradually organising them, if possible, on a more efficient basis.

“Some of the female mission schools are really useful institutions; and are much better managed than the generality of those which have been opened under the auspices of Government officers, who were for the most part unable to make proper arrangements for their supervision. Female mission schools The S. P. G. female schools at Delhi are most favorably reported on, and the Rawal Pindi and Peshawar schools promise well, though the numbers have somewhat fallen off in the former.”

Oudh

Here the report is very full and is given *in extenso* to show some of the difficulties in the way of the movement.

“As there have been some important changes in the management and control of girls' schools in Oudh, it is perhaps advisable to give a brief resume of what has been done since girls' schools were first opened. The Government of India, in July 1867, were pleased to sanction a grant of s. 380 per mensem for the promotion of the education of women in Oudh. Of this sum, Rs. 120 were to be expended on a normal school in Lucknow, and Rs. 260 on the education of girls. The scheme was only sanctioned experimentally

The late Mr. Handford, in September 1868, submitted a report on the working of the experimental scheme, and solicited an additional grant—

- (1) for a second training school for Hindi school-mistresses,
- (2) for additional girls' schools,
- (3) for an European Inspectress.

“The Government of India, in October 1868, whilst sanctioning the continuance of the experiment on the existing scale of establishment, were of opinion that sufficient co-operation on the part of the native community had not been obtained, so as to warrant any increased grant. Subsequently, the grant was increased by Rs. 235 per mensem, but no European Inspectress was appointed.

“In the last annual review of education in Oudh, the Chief Commissioner was pleased to concur in the opinion that none of the women at the normal school should be sent out to teach schools, until there was an Inspectress. This was the state of affairs up to last January. There was a normal school with ten pupils, six of whom were qualified for employment, costing Rs. 120 per mensem; there was an additional grant of Rs. 235 per mensem for the establishment of new schools, and there was the well considered opinion that to send out from the normal school the six trained mistresses to open fresh schools would be merely to invite scandal. Accordingly it was suggested that the normal school should be closed for a time; that the mistress should be made Inspectress of girls' schools in Lucknow and its suburbs, and that with the savings thus effected, amounting to Rs. 70 per mensem, additional schools should be opened. It was also proposed to open normal school classes for Mahomedans and for Hindus. All this was done, save that the Hindu normal class could not be opened for want of a trained teacher.

“The normal school at Lucknow never trained any women but Mahomedans. The results of the year's operations are as follows:—

Schools		Pupils		Average daily attendance		Total cost of educating each pupil	
1869-70	1870-71	1869-70	1870-71	1869-70	1870-71	1869-70	1870-71
38	69	879	1,369	714	1,056	5-6-3	5-4-10

“Thus the schools have increased by thirty-one and the pupils have risen from 879 to 1,369, or have increased by 490. The average

attendance per school is now about twenty; last year it was twenty-three. The apparent decrease is owing to the breaking up of the large school at Fyzabad into two schools. The mistresses quarrelled, and it was necessary to give them separate institutions. It might seem from the above table, as if very great improvement had been

Schools and effected, and that the girls' schools in Oudh were pupils have increased, but it is difficult to ascertain the exact progress made in every respect progressing. But, indeed, the education of girls in Oudh is beset with difficulties. Here not only do school-mistresses object to having their pupils seen or to be seen themselves, but many of them object to male inspection even from behind a screen. Some say that not only must not a man be seen, but even his voice must not be heard. Consequently, there are some girls' schools that I have not seen or examined even from behind a screen, and of whose condition I can form but the faintest idea. Moreover, the girls will sometimes not come to school without a palanquin, and the money spent on bearers is actually, in some instances, greater than the amount spent on tuition.

"I may remark here that at Fyzabad, where the palanquin expenditure is the most extravagant, fifty-four of the students are the children of Government servants; about twenty-seven belong to the trading classes, and twenty-six are the children of private servants. I should say that the majority of these girls ought to be able to walk to school.

"Nothing could be more unsatisfactory. The refusal to allow of my inspection because the pupils may not hear a man's voice seems ridiculous. Why, they must hear men's voices? Do not they hear the bearers crying as they are carried through the streets? However, it is useless to reason in cases of this kind and I have hitherto contented myself with the reports of Mrs. Massih on the schools.

"I have also been able to persuade an European lady to visit frequently the girls' schools in Lucknow, and to record her remarks in the school minute books.

"There are six schools under the immediate management of the Lucknow girls' Inspectress, five of which do not allow me to inspect them, but one that contains only light pupils and has been recently established, it is presumed, would allow of my inspection, since no dooli has been sanctioned for this school.

	Pupils.
1. Model School	16
2. Chowk	" 16
3. Newazgunj	" 16
4. Patanala	" 16
5. Raja-l-a-Bazar	" 18

"In fact, I have not sanctioned a single palanquin for any school newly opened, except in one instance, where No dooli has been sanctioned for any newly opened schools it was very clearly shown that by so doing I should increase the attendance, introduce a superior class into the school, and provide for the advanced education of branch school girls. The report of the Lucknow Inspectress of female schools is meagre and where it not for the kindness if the lady who visited on several occasions the school in Lucknow that would not tolerate my inspection, I should have but little to record.

"I must say that I grudge to spend the limited funds placed at my disposal for the education of girls, on bearers. The people of Lucknow lend no assistance to schools for girls, and do not in any way co-operate with the educational department in the matter of female education. Even the schools that are provided with doolis are but poorly attended, and the girls make but little progress. I should like to see each school managed by its own local committee, composed of the fathers of the girls sent to read. But I am informed that the idea is, under the purdah system, impracticable, and the schools would collapse if the attempt were made.

"In his report the Deputy Inspector attempts to show that in cities much progress in the education of girls cannot be expected. For, in his opinion, none of the better class of Mahomedans or Hindus will ever approve of the education of women, inasmuch as native gentlemen think that such education tends to emancipate Mahomedan and Hindu ladies from the seclusion they now enjoy or suffer, and that the lower classes will not regard with favour the education of girls, inasmuch as they do not care even for the instruction of their sons. Thus, female schools are, in his opinion, only likely to succeed in outlying towns and villages, not in such a city as Lucknow. To a certain extent his opinion is borne out by facts. That is to say, it is both easier and cheaper to maintain a school for girls in a village or town than in Lucknow."

PRIVATE SCHOOLS FOR GIRLS (AIDED)

E. Private Female Schools Aided The customary statement is as shown below:—

YEARS	Number of Institutions	Number of pupils on rolls at the close of the year	Average attendance during the year	Total cost	Cost to Government	Cost of educating each pupil			REMARKS
						Total Cost	Cost to Government		
				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Middle Class } 1869-70	1	80	40	6,508 14 3	2,430 0	158 12 0	4		
Girls' Schools } 1870-71	1	71	53	11,005 7 11	2,880 0 0	155 0 1	40 9 0		
Lower Class } 1869-70	10	291	193	5,419 10 1	2,693 9 7	22 13 10	11 5 10		
Girls' Schools } 1870-71	15	316	257	6,522 8 0	2,427 12 0	19 15 2	7 6 9		

Of these schools five belong to the Anglican Church Mission, and eight to the American Methodist Mission, and it is said generally that the attainments of the girls are not equal to those of the Government pupils. There is also a Zenana Mission Agency, whose work is thus recorded by the Lady Superintendent:—

“As it is now nearly a year since Government sanctioned a grant of Rs. 30 per mensem in support of the very important work of Zenana teaching in Lucknow, it may perhaps interest you to have a brief account of this branch of education and its progress in the city during the past year.

“When we use the term ‘Zenana teaching’ you will at once understand this to mean the education of native ladies of the upper classes, and I believe it is now almost universally allowed, that if India ever takes a worthy place, as a nation, among the civilised nations of the world, it will be through the influence of her daughters rather than her sons. In any case, it is clearly our duty to do what we can to raise the moral and intellectual condition of the women in India, and there is, I think at least in the present state of native society, no more effectual way of doing this, than the present system of daily visits from house to house. Each lady thus learns, in her own home, the art of working and reading, sitting and speaking, and making herself and her family happy in an intelligent manner. Had I the necessary funds, I should be glad to employ several teachers in this way, and have no doubt there would be plenty of work for them all.

“At the beginning of last year, we had about 30 pupils, and they increased every month until June, when there was a kind of panic,

and nearly all the Zenanas were closed; and in October 1870 we had only about seven houses open. Now, in April 1871, we have 28 houses open and upwards of 50 pupils under instruction." (*Paragraph 113 et seq. Report, 1870-71.*)

Central Provinces

This report shows 137 schools with 4,494 pupils on the rolls, and an average daily attendance of 2,489 pupils, educated at an annual average cost of Rs. 4-7-1. But the account given is not favorable; the Director writes—

"The number of schools has increased by 3, and the average attendance by 110, though the number of names registered has fallen by 65; this decrease is due to the removal of the names of persistent absentees from the registers. Generally the schools are not promising, only children of the very lowest order (except in Sambalpur) attend; a few minutes every second or third day is the most regular attendance that can be insisted upon; marriages take away girls who are just beginning to make progress; teachers are secured with the very greatest difficulty, and a thousand obstacles present themselves at every step.

Still more unfavorable is the state of aided girls' schools.

Lower class aided girls' schools.—The Government grant is Rs. 30

Kamthi Female Orphanage					
1869-70			1870-71		
Number of pupils on 31st March	Average daily attendance	Fees	Number of pupils on 31st March	Average daily attendance	Fees
38	36	Rs. ..	28	28	Rs. 85

per mensem, but through some oversight on the part of the Managing Committee, the whole amount for the year has not been drawn. The total expenditure has been Rs. 2,167, more than half being for board and clothing."

"The Deputy Commissioner of Upper Godaveri District writes thus

Bhadrachalam Aided Girls' School			
1869-70		1870-71	
Number of pupils on 31st March	Average daily attendance	Number of pupils on 31st March	Average daily attendance
22	12	30	23

of this school:— "The master is five months' pay in arrears from the town, and nothing that I can do appears sufficient to induce the people to pay up; but even if the institution should

die, which I believe more than probable, it would, I think, not be matter for much regret. The girls are for the most part menial servants of the Rani, whose slaves they profess to be, and the lives they are destined to lead are neither virtuous nor hopeful." (*Paras. Report, 1870-71.*)

The Berars

The Director reports 27 female schools with 671 pupils, of whom 277 are Muhammadans, costing Rs. 9,411, of which about two-thirds are paid by the cess and municipal funds, thus reducing the annual average charge to Government per pupil to 4 annas 4 pies.

A notice is given of the state of the schools in each district, but there is nothing especially worthy of record. As a sample I give an extract from the report of the Oomrawuttee District.

"Female education is gradually gaining ground, though it is not making a rapid progress. The Oomrawuttee District people are being familiarised with its idea. Most of the girls attending the female schools belong to pure Berarees. As soon as girls are betrothed in marriage, they cease attending the schools and go to live in their step-fathers' houses. This is a great difficulty in the way of the progress of the female schools. No exertions are spared in inducing the people to send their girls to the schools. The Female Marathi School at Oomrawuttee is the most advanced of the female schools of this district. It is attended by 25 girls, and its daily average attendance is 15. The first and second classes, consisting of three and four girls respectively, read Marathi Fourth and Third Books well. The girls write from dictation and can add and write easy sums. They are well up in Oojalnee and elementary Grammar. A little of the geography of Asia and India is also taught to them. There are nine girls in the third class, who can read Marathi First Book well and write easy words from dictation. The rest of the girls are alphabet learners, six advanced girls of this school have been betrothed in marriage, and they have therefore left the school. The Hindustani Female School at Oomrawuttee contains 24 girls, 18 of whom attend daily. They are divided into four classes. Four girls in the first class can read six pages of Bagh-o-Bahar with fluency, write from dictation well, and add simple sums tolerably. Seven girls in the second class learn Hindustani First Book and distinguish and write alphabets. The rest of the girls are mere tyros." (*Paras-Report, 1870-71*).

In another district (Buldanah) it is reported that the Muhammadans, who form a considerable portion of the population, have come forward with better spirit than the Hindus.

British Burmah

There are no Government girls' schools in this province, and the aided schools are few. The Director reports:—

“The returns of aided girls’ schools are incomplete. No grant-in-aid having been received by the Convent School at Moulmein, the Superintendent declined to comply with the request for a report upon the institution for the past year; and the usual returns of the S.P.G. Girls’ School at Rangoon were not received in time for this report. The pupils of the Convent School at Rangoon showed creditable progress at the last general examination.

“In addition to the two Convent Schools, the female department of the Rangoon Diocesan School and the Town School at Moulmein supply the demand for middle class education. Primary education for girls has hitherto been afforded only in the indigenous schools conducted by lay teachers, many of which will, it is hoped, come under the operation of the plan of payment by results.

“Hereafter, should the female department of the training school meet with success, a permanent advance in this direction may be looked for; but at present the obstacles to the extension of female education among the Burmese are many. A Ladies’ Association for the purpose of extending the means of education to the female population has been recently established in Rangoon in connection with the Society for the Propagation of the Gospel.” (*Paras—Report*, 1870-71).

Coorg

In Coorg, we find the peculiarity common to the Madras Presidency, that girls attend the elementary Government schools, although the proportion of girls to boys, 89 to 1,249, is very small.

There are only two aided schools: one under Roman Catholic superintendence, with 25 girls aged from 6 to 14, receiving a Government grant of Rs. 5 per mensem; the other under the German Mission with 16 girls, receiving a grant of Rs. 6 per mensem.

Both appear to be in a very elementary stage.

From all these extracts the following conclusions seem deducible: (1) that only in Bombay and the Central Provinces do the statistics of primary education at all approach the requirements to the educational code, and that even here the provision though promising is inadequate; (2) that in the other larger provinces, and especially in Bengal, the present application of funds is inconsistent with the code and with the recognised duty of the State in the matter of education; (3) that as regards female education no real advance can be expected

until women can be trained as school-mistresses and inspectresses, and that if mass education is to be a reality, primary schools must be frequented by boys and girls alike, as is already the case in those parts of the Central Provinces where mass education has been most successful; and lastly that it is unnecessary, and perhaps very impolitic, to project further schemes for the provision of fresh funds, so long as existing funds are not appropriated in accordance with the clear requirements of the code. If this were done, natural growth would supersede forcing and all its attendant evils.

MIDDLE CLASS SCHOOLS

The next step in the educational ladder brings us to middle schools.

The statistics of them are annexed.

Comparative Statistics of Middle Class Schools in India in 1870-71.

(1) PROVINCE	(2) Government				(3) Private and Aided				(4) Private and inspected only (excluding indigenous Schools)		(5) Total number of		(6) Total expenditure on Government Middle Class Schools		(7) Total expenditure on Middle Class Aided Schools		(8) Proportion of expenditure on Middle Class Schools, Government and Aided, to total expenditure on Education during the year			
	Schools	Pupils	Average annual cost per pupil to		Schools	Pupils	Average annual cost per pupil to		Schools	Pupils	Schools	Pupils	Imperial	Local	Imperial	Local	Total expenditure from Imperial and Local Funds on education (a)	Total expenditure from Imperial and Local Funds on Middle Class Schools (b)	Percentage of column b on column a (c)	
			Imperial Funds	Local Funds			Imperial Funds	Local Funds												
			Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Bengal	Boys ..	217	11,931	5 11 1	3 5 0	1,320	56,847	4 12 7	7 9 0	..	..	1,537	68,778	67,924	39,571	2,72,354	4,29,954	31,98,821	8,09,803	25.3
	Girls ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..				..	..	..
Madras	Boys ..	68	4,667	9 0 9	3 4 5	433	21,335	7 8 0	9 13 6	..	..	501	26,002	42,243	15,312	1,60,715	2,10,015	21,47,997	4,28,285	19.9
	Girls ..	..	..	..	..	90	5,259	4 1 2	10 7 3	..	..	90	5,259	..	..	21,425	54,987				..	76,412	3.5
Bombay	Boys ..	157	18,151	4 9 1	8 13 1	23	2,174	13 7 9	..	17	1,268	197	21,593	83,003	1,60,074	29,315	..	24,13,630	2,72,392	10.8
	Girls ..	..	..	..	..	7	561	7 3 4	..	..	..	7	561	..	..	4,045	..				..	4,045	.17
N.W. Provinces	Boys ..	14	895	37 12 0	7 14 11	162	7,299	13 8 8	16 11 7	..	..	176	8,194	33,799	7,101	98,860	1,22,079	19,39,452	2,61,839	13.6
	Girls ..	..	..	..	..	30	882	23 11 6	46 13 9	..	..	30	882	..	..	20,920	41,334				..	62,254	3.2
Punjab	Boys ..	97	8,956	12 1 3	3 5 7	39	3,422	12 11 7	19 15 5	..	..	136	12,378	1,08,172	30,002	43,547	68,310	10,18,640	2,50,031	24.5
	Girls ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..				..	..	..
Oudh	Boys ..	51	3,739	7 13 9	3 1 2	22	1,610	10 3 11	11 12 9	..	..	73	5,349	29,211	1,490	16,499	18,997	4,37,648	76,197	17.3
	Girls ..	..	..	..	..	1	53	..	..	..	..	1	53	..	..	2,880	8,125				..	11,005	2.5
C. Provinces	Boys ..	44	3,484	17 4 1	10 3 7	8	749	12 7 5	14 9 11	..	..	52	4,233	60,121	35,630	9,335	10,958	5,13,139	1,16,044	22.6
	Girls ..	..	..	..	..	1	139	9 4 10	21 13 9	..	..	1	139	..	..	1,200	2,820				..	4,020	.78
Burmah	Boys ..	4	129	71 10 3	6 4 10	16	1,127	12 11 9	34 1 2	..	..	20	1,256	9,242	813	14,353	38,504	1,51,786	62,912	41.4
	Girls ..	..	..	..	..	4	178	10 7 2	37 6 3	..	..	4	178	..	..	1,860	6,656				..	8,516	5.6
The Berars	Boys ..	44	3,747	18 0 2	0 2 6	1	18	50 0 0	50 0 0	..	..	45	3,765	67,501	588	900	900	2,78,553	69,889	25.6
	Girls ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..				..	..	..
Coorg	Boys ..	3	108	13 9 7	..	..	..	..	..	..	..	3	108	1,469	..	..	..	15,033	1,469	9.7
	Girls ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..				..	..	..
Boys ..	699	55,807	..	..	2,024	94,581	..	..	17	1,268	2,740	1,51,656	5,02,685	3,00,581	6,45,878	8,99,717	..	23,48,861	19.3	
Girls ..	..	..	..	..	133	7,072	..	..	..	..	133	7,072	..	..	52,330	1,13,922	..	1,66,252	1.2	
TOTAL ..	699	55,807	..	..	2,157	101,653	..	..	17	1,268	2,873	1,58,728	5,02,685	3,00,581	6,98,208	10,13,639	1,21,14,699	25,15,113	20.7	

These statistics are illustrated as before by the annexed extracts.

The Bengal and Bombay reports do not treat separately of this class of schools, and the Madras report, while noticing each school in detail, does not contain anything of general interest.

Of the 14 Government schools in the North-Western Provinces, the Director remarks—

“These schools are still upon their trial, but there appears to be every probability that the experiment will be crowned with success. The number of students is increasing, the instruction is improving, they are gradually beginning to send on under-graduates to the colleges, and they are attracting in greater numbers the more promising students from the Anglo-vernacular and other schools of the districts in which they are situated. All these schools have been visited by the Inspectors, who have, in general, been satisfied with their condition.”

There is some little ambiguity in the Director's treatment of the 126 aided schools. It would seem that many of them are under Missionary Societies; 76, however, are said to be under the management of the Inspectors, and of these the Director remarks—

“These schools owe their existence chiefly to the desire of parents to qualify their sons for employment by giving them some knowledge of English. A monthly subscription is raised by Government officials and other inhabitants of a town or large village, and the Government supplements the income with a grant-in-aid. I expect to see a considerable diminution in the number of these schools in the present year, and I confess I shall not lament the extinction of the worst of them. Some of them are doubtless in a satisfactory state and are doing the work for which they were established; some of them supply students to the zillah schools and colleges. But it is impossible to procure competent English teachers for the small salaries offered in the poorer schools; and the spread of bad English, villainously pronounced, will be the chief result of their teaching.”—(*Paras. 53 and 146, Report, 1870-71*).

Punjab

“Zillah schools of the higher class comprise, with their branches, three departments,—the upper, middle, and lower school. The lower department usually consists of several schools located in different buildings, and is maintained, with a few exceptions, entirely on the grant-in-aid system.

“Before a boy is allowed to enter the middle school, he must pass the lower school examination, by which his knowledge of reading and writing the vernacular and of arithmetic to compound division is tested. After completing the course of study for the middle school, which extends over four years, the pupil is required to pass the middle school examination, which embraces translation from English into the vernacular and *vice versa*, grammar, arithmetic, geography, the history of India, Urdu, and Persian. In the upper school, where the course of study extends over three years, the pupil is prepared for the Entrance Examination of the Calcutta University.

“The three departments are regarded as separate schools; students of the upper department only are shown as belonging to schools of the higher class, and in like manner students of the middle school only are included in schools of the middle class. It is, as I pointed out last year, very important that this fact should be borne in mind in any comparisons which may be made between Government schools of this province and aided schools or Government schools in other parts of India.

“I was convinced that the reduction of upper schools, and the consequent employment of better teachers in many of the middle class schools, must produce in time a great result, especially with regard to English instruction. I was not, however, prepared for the very great improvement that the middle school examination has brought to light. In 1869-70 only 68·6 per cent. of the candidates from zillah schools obtained more than 30 per cent. out of the maximum number of marks allowed for English, 14·3 obtained more than 40 per cent., and only one boy more than 50 per cent. During the year under report 80·1 per cent. of the candidates obtained more than 30 per cent., 39·6 more than 40 per cent., and 11·9 more than 50 per cent. A very great improvement must still take place in most of our middle class schools before they reach the high standard, to which I expect them to attain in the course of a few years, but the result above recorded is certainly most encouraging.

“The schools that constitute the lower departments of the middle class zillah schools are supported almost entirely on the grant-in-aid system. The general progress of these schools is highly satisfactory, and the majority are rapidly improving.

“The schools differ very much in different localities; there are still some that are far from efficient, whilst others are really excellent. It is of course essential to their success that sufficient funds should be available to secure competent teachers. Much, however,

depends on the locality where they are situated, more especially because it is seldom expedient in schools of this class to employ strangers; much, too, depends on the head master, and on the degree of attention that is bestowed by himself and his assistants on the supervision of these schools.”—(*Paras. 73 to 101, Report, 1870-71.*)

PRIVATE SCHOOLS OF THE MIDDLE CLASS

“There are two European aided schools for boys,—the High School at Lahore and the Henry Lawrence Memorial Asylum at Murree.

“The Lahore High School has made satisfactory progress during the year. It contained at its close 31 boys, the average number on the rolls was 23, and the average attendance 19. The cost was Rs. 4,820-6-3, of which Rs. 1,854-13-2 were contributed by Government.

“The Lawrence Memorial Asylum is capable of affording accommodation to 150 children, but the number has been restricted for want of funds. The institution contained at the close of the year 131 children, the number of boys and girls being nearly equal. The general management of the Asylum was successful; but the progress of the children in their studies was not altogether satisfactory, and it was found necessary to remove the school-master.

“There were at the close of the year 32 aided schools of the middle class for Natives containing 2,980 boys. Of these institutions, 16 are mission schools, three serve as branches of the Government School at Delhi, two are Anglo-vernacular schools under Cantonment Magistrates,* eight† are of similar standing with Government town schools, and are under the management of Deputy Commissioners. The Ferozepur School, which was formerly a zillah school, an adult school at Lahore, under Native management, and the 4th Gurkha Regimental School, make up the number.

“In 1869-70 the Dera Ismail Khan School was the only mission school of this class which sent up successful students for the middle school examination. During the year under report six boys from Syalkot, two from Wazirabad, and two from Dera Ismail Khan have passed. The two former schools are reported to be in very good order.

“I reported last year that the Ferozepur School was the only instance of a zillah school maintained entirely on the grant-in-aid

Aided Schools of the middle class for Natives.

*Ferozepur	
Mian Mir	
†Gurgaon	4
Dera Gazi Khan	3
Kasauli	1

middle class for Natives containing 2,980 boys. Of these institutions, 16 are mission schools, three serve as branches of the Government School at Delhi, two are Anglo-vernacular schools under Cantonment Magistrates,* eight† are of similar standing with Govern-

system. A school has now been opened in the Gurdaspur District, and the scheme in force in zillah schools has been introduced. The propriety of giving some instruction in agriculture is under consideration. This institution is maintained by subscriptions raised by the agricultural population among themselves, and the money really seems to have been given spontaneously."—(*Paras. 136 to 141, Report, 1870-71.*)

Oudh

MIDDLE CLASS SCHOOLS

"There are still eighteen Anglo-vernacular Middle Class Schools. Eleven of these schools are maintained entirely from the imperial educational grant, whilst in seven schools the vernacular establishment is paid from the Government allotment, and the English departments are supported partly by the State and partly from subscriptions according to the grant-in-aid rules.

"The statistics of these schools may be thus shown:—

Institution	Year	Number of Institutions	Number of pupils on roll at close of the year	Average number of pupils on rolls during the year	Average attendance during the year	Percentage of average attendance to average number of pupils on rolls	Amount of fees collected during the year	Total Expenditure	Expenditure from Imperial Funds	Cost per pupil	
										Total Cost	Cost to Government
							Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Anglo-Vernacular Town School	1864-65	18	1,548	..	972	..	541	20,344	13,472	20 14 10	13 13 9
	1865-66	19	1,907	1,714	1,424	83	1,056	28,590	19,455	20 1 3	13 10 7
	1866-67	19	2,072	1,899	1,593	83	1,186	25,938	17,168	16 4 6	10 12 5
	1867-68	20	2,258	2,174	1,716	78	1,581	32,020	23,284	14 11 8	10 11 4
	1868-69	19	2,164	2,149	1,775	82	2,043	30,510	22,348	13 15 0	10 3 4
	1869-70	18	1,840	1,965	1,599	81	1,945	26,809	20,389	13 10 3	10 5 11
	1870-71	18	2,214	2,096	1,678	80	2,054	25,306	19,333	12 1 2	9 3 7

"In the classification of pupils, there has been improvement, all classes save the third showing an increase. The increase in the highest class is especially commendable, the pupils in that class having in one year increased by nearly 30 per cent. But the number of boys in the lowest class, 952, that is, of boys not advanced beyond the vernacular primer, is very considerable. The Educational Department will do all in its power to increase the number in the higher classes, and so relatively to reduce the number in the lower classes. But so long as the natives of Oudh are content that their children should acquire a mere smattering of knowledge, and remove

them from school at a very tender age, it is manifest that the lower classes must always be overcrowded. Inspectors can only insist upon the regular promotion of pupils, and see that they do not linger for years in the lower classes.

“Last year it was remarked that it was not advisable to increase this class of schools, but rather to concentrate our English teaching at the high schools that now exist in every district. There is always a danger lest in Anglo-vernacular Middle Class Schools a very superficial acquaintance with English should be acquired at the expense of a sound knowledge of the vernacular. It is judicious, therefore, to postpone the study of English until a fair proficiency in the vernacular has been acquired. This has been done.

“The want of the Province is rather vernacular than English education, and I should prefer a greater expenditure on scholarships, by which the more deserving boys at middle class schools might attend zillah schools, rather than an increase to the English teaching staff at middle class schools. At the same time I may observe that I think English is commenced too soon, and I would postpone the commencement of English until the pupils possess a better knowledge of the vernacular than they do at present. This may be done at very little expense by adding a sixth class to the Anglo-vernacular town school. The pupils then in the highest class, whilst possessing a knowledge of English equal to that which they now acquire, may have greater attainments in the vernacular”.—*(Paragraphs 68, et seq, Report, 1870-71.)*

AIDED PRIVATE SCHOOLS OF THE MIDDLE CLASS

“The statistics of these schools may be thus shown:—

Schools	Number of pupils	Average attendance	Fee collection	Government grant	Total cost	Cost to government of educating each pupil
TOTAL	568	424	Rs. 484	Rs. 4,053	Rs. 8,042	Rs. A. P. 7 0 0

“The schools are all supported by the same society from the same funds, and, should the private expenditure on any particular school not equal the Government grant for that school, the balance is spent on some of the other ancillary schools, and thus the proportion between private expenditure and public aid is for the most part preserved. The cost to Government per pupil has indeed slightly increased since 1869-70. The schools are inferior to Government High Schools and superior to the majority of Government

Middle Class Anglo-Vernacular Schools. The cost to Government for educating each pupil at Middle Class Anglo-Vernacular Schools is Rs. 9-3-7, so that the managers of the Anglican Mission Schools should aim at reducing the cost of education to Government at their schools to at least half this amount. This may be effected either by increasing the attendance or diminishing the grant. Three of these schools were visited and examined by me during the year. A fair middle class education I found to be given, and the pupils generally were perhaps of average attainments. The average attendance at all the schools is about 75 per cent. of the number enrolled. The schools were visited by me in August".—(*Puragraph* 155, *Report*, 1870-71).

Central Provinces

GOVERNMENT MIDDLE SCHOOLS, *viz.*, ZILLAH SCHOOLS AND ANGLO-VERNACULAR TOWN SCHOOLS

"The total cost of middle schools has been Rs. 98,540, of which the Government has contributed Rs. 61,990, and the people Rs. 36,550. As the total shows no change since last year's report, and the private contingent has decreased by Rs. 3,470, the Government's share of the expenditure has been correspondingly increased. This is due to the gradual falling off of the subscriptions in certain towns of the Nagpur Division and elsewhere; in some cases the deficit has been so great as to necessitate the removal of the school to a town in more flourishing circumstances. Fee collections have increased by Rs. 369, the number of boys learning English by 70, and the daily average attendance by 92.

"From this class of school I think we have less to hope than from any other. Such as I have seen are without exception good vernacular schools spoiled; in almost all of the schools which I examined I found little children had been allowed to begin English before they could read, write, and sum in their own vernacular. Much of this fatal folly is due to the indolence of Zillah Inspectors, but not all; in many places the people will not send their children except on the condition that they are allowed to begin English at once. Moreover the English masters in Anglo-vernacular Schools are a very inferior body; in many towns the aided subscriptions are insufficient to secure the services of a really competent master: in all the moiety from local funds and private subscriptions is so fluctuating and uncertain that good men who would take the posts, if the permanence of the salary were assured, cannot be induced to join the appointments. When a casualty, such as the change in the taxation of a municipality on the death of a liberal townsman, may

any day suddenly reduce the private contribution (and of necessity the equal grant from Government also) to a small fraction of its original amount, it is not to be wondered that candidates will not come forward willing to risk their fortunes on so hazardous a chance, especially as the Berars with their numerous middle schools and liberal scale of pay lie between us and our principal market. For my own part I trust that the new vernacular middle examination now under consideration by the Syndicate of the Calcutta University, will cause the majority of the schools of this class to revert to the vernacular grade; a scheme might be easily developed by which in lieu of a bad Anglo-vernacular school we might have a first-rate vernacular school in every town. Such boys as showed any singular ability might be sent as exhibitioners to the nearest zillah school, so that instead of a dozen-and-a-half of boys in every town school learning only to read and write English (not to translate or compose it) from a master whose isolation from all other English-speaking Natives makes his English pronunciation and idiom one hideous solocism, we should have some three score well instructed in the vernacular subjects, and half a dozen reading for university examinations under fairly competent teachers."—(Paragraphs 25 and 26, Report, 1870-71.)

Of the nine aided schools there is nothing worthy of note. They are mostly under missionary superintendence. The most flourishing of them are the Sitabaldi Catholic School and the Kampti City School, of which the following accounts are given:—

"This school is divided into two departments,—one for Europeans and Eurasians, and the other for Natives. The numbers are divided pretty equally in the two sections, the average attendance in both being 132. The total cost was Rs. 6,208, of

Sitabaldi Catholic School					
1869-70			1870-71		
Number of pupils on 31st March	Average daily attendance	Fees	Number of pupils on 31st March	Average daily attendance	Fees
		Rs.			Rs.
170	103	167	154	132	273

which Government contributed Rs. 1,200. The institution is one of the most valuable in the Central Provinces; in discipline and order the classes are infinitely superior to the best Government and aided schools. The boys of the first class have been admirably taught Arithmetic, Algebra, and Euclid; and the answering of the Eurasian Department in all the subjects of their course was most satisfactory. Neat maps and drawings were exhibited on the day of examination, and some 20 boys executed part-songs very pleasingly. Altogether the

instruction provided is eminently suitable for the class which takes advantage of it. The Chief Commissioner has sanctioned an additional grant of Rs. 100 per mensem from 1st April, from which date a Latin class has been added to the school.

"The school, which at the close of the year under report has been established exactly two years, is growing in magnitude and quality

The City Aided School					
1869-70			1870-71		
Number of pupils on 31st March	Average daily attendance	Fees	Number of pupils on 31st March	Average daily attendance	Fees
		Rs.			Rs.
199	109	282	246	162	418

very rapidly. It is patronised by Rajah Janoji and Nana Ahir Rao, and has the advantage of a first-rate committee, the two most active members of which are Messrs. Vasudeo

Ballal and Yeshwant Rao Anant Rao Udas, of the offices of the Judicial Commissioner and Chief Commissioner, respectively. Four boys passed the high school scholarship examination of 1870; the staff is competent to teach up to the Entrance Examination standard. I do not think there is any school in the Central Provinces which promises as well as this."—(*Paragraphs 42-44, Report, 1870-71*).

British Burmah

The four middle class Government schools are at Akyab, Moulmen, Kyouk-Phyoo, and Prome. Similar schools have also been established during the year at Mergui and Shewgyeen, but there is nothing worthy of record in the report of them.

The middle class aided schools are comparatively numerous and monopolise a large share of the imperial grant. They are mostly under missionary agency, but there is nothing noticeable in the remarks upon them.

The Berars

Here it appears that a school is ranked as middle or lower class according to the attainments of its highest pupils. The section devoted to this class of schools is, however, taken up by a long extract from the Director's address at the Akola general examination, which, however interesting in itself, is not quite relevant.

Coorg

ANGLO-VERNACULAR SCHOOLS

"Three of the five Anglo-vernacular schools, which are affiliated to the Central School, are now established; the fourth will shortly

be opened at Padinalknad, and the fifth at Kodlipete, where a house is available free of rent, as soon as funds are available for the teacher's pay.

“The one at Verajpete, in charge of the Coorg master, Pali-kanda Aiyenna, proves a great success. It numbers now 124 pupils, 10 more than last year, but since 10 boys were promoted in January to Mercara; the increase over last year's attendance is 20. The school is divided into two classes,—the one Kanarese, the other English. The former numbers 57 boys and three girls under the Coorg teacher, Aiyappa, and is of the same character as the other elementary Kanarese schools. The examination gave a satisfactory result. On closing the school at Kunchalla, I transferred Aiyappa to Verajpete, and his predecessor, Krishnaiya, to Padinalknad at his request, as his house is near the school.”—(*Paragraphs 16 & 17, Report, 1870-71*).

The character of the instruction given in middle schools would be determined at once if schools were properly graded and admittance to the middle school were only possible to a boy who had passed the curriculum of the primary school. The primary school would give a sound elementary vernacular training suitable to the great mass of the community and leaving a boy at the age of 10 to 12. The middle school would be an Anglo-vernacular school, giving the rudiments of English and preparing for admission to the high school. In Bombay, the Punjab, Oudh and the Central Provinces, the Directors are aiming at this end; in Bengal the curricula are not so distinctively marked, while in the North-West it appears that Persian, Arabic and English have been introduced into the primary schools, some of which are naturally “fast rising” to a higher status with the natural result of the “higher classes being taught at the expense of the neglected lower ones”. Primary schools cannot be expected to increase if they are really doing the work of middle schools and yet the proportion in the North-West between the school-going and the total population shows that the increase of primary schools is the great want of the province.

As a characteristic of the contrast between the Bengal and Bombay systems of education, it will be noticed that whereas in Bengal there are 46 lower Governemnt schools, 217 middle and 53 high schools, in Bombay the figures are 2,384, 157 and 12 respectively. It can hardly be doubted that the Government system would be sounder and more secure if its foundation were broader.

HIGH

Their statistics are annexed

Comparative Statistics of Higher

PROVINCE		(2)				(3)			
		Government				Private and Aided			
		Schools	Pupils	Average annual cost per pupil to		Schools	Pupils	Average annual cost per pupil to	
				Imperial Funds	Local Funds			Imperial Funds	Local Funds
		Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.		
Bengal	Boys ..	53	9,592	22 0 0	23 8 0	80	8,532	6 13 5	16 13 8
	Girls ..	..	..	..	..	..	..	..	..
Madras	Boys ..	14	3,313	30 14 7	7 11 5	39	8,904	12 6 8	23 6 10
	Girls ..	..	..	..	..	1	138	9 0 6	55 3 2
Bombay	Boys ..	12	2,697	26 1 3	39 6 1	14	3,280	10 5 9	..
	Girls ..	..	..	..	..	..	..	..	..
N.W. Provinces	Boys ..	13	2,478	69 12 3	12 11 5 4	10	2,373	14 5 8	17 8 11
	Girls ..	..	..	..	..	..	..	..	..
Punjab	Boys ..	4	211	164 5 9	11 14 4	11	2,471	13 1 5	15 10 11
	Girls ..	..	..	..	..	..	..	..	..
Oudh	Boys ..	11	2,139	21 6 6	5 4 9	..	..	..	..
	Girls ..	..	..	..	..	..	..	..	..
Central Provinces	Boys ..	2	234	93 3 4	10 6 4	2	410	16 6 3	22 3 8
	Girls ..	..	..	..	..	..	..	..	..
Burmah	Boys ..	2	284	48 4 6	14 2 9	2	178	28 1 5	74 6 0
	Girls ..	..	..	..	..	..	..	..	..
The Berars	Boys ..	2	198	7 9 11	..	..	..	..	..
	Girls ..	..	..	..	..	..	..	..	..
Coorg	Boys ..	1	140	57 4 1	1 11 11	..	..	..	..
	Girls ..	..	..	..	..	..	..	..	..
	Boys	114	21,286	..	..	158	26,148	..	..
	Girls	..	..	..	..	1	138	..	..
	TOTAL ..	114	21,286	..	..	159	26,286	..	..

SCHOOLS

Class Schools in India in 1870-71

(4) Private and Inspected only (excluding indigenous Schools)		(5) Total number of		(6) Total Expenditure on Government Higher Class Schools		(7) Total Expenditure on—Class Aided Schools		(8) Proportion of expenditure on Higher Class Schools, Government and Aided, to total expenditure on education during the year.		
Schools	Pupils	Schools	Pupils	Imperial	Local	I	Local	Total expenditure from Imperial and Local Funds on Education (a)	Total expenditure from Imperial and Local Funds on Higher Class Schools (b)	Percentage of column (b) on column (a) (c)
..	..	133	18,124	2,11,526	2,26,208	58,333	1,43,734	} 31,98,821 {	6,39,801	20
..
..	..	53	12,217	1,02,420	25,976	1,10,591	2,08,595	} 21,47,997 {	4,47,582	20.8
..	..	1	138	..	..	1,247	7,661		8,908	*4
..	..	26	5,977	70,343	1,06,216	33,991	..	} 24,13,630 {	2,10,550	8.7
..
..	..	23	4,851	1,72,892	312,181	34,060	41,675	} 19,39,452 {	2,80,808	14.4
..
..	..	15	2,682	34,679	2,510	32,342	38,759	} 10,18,640 {	1,08,290	10.6
..
..	..	11	2,139	54,147	1,1,337	..	..	} 4,37,648 {	65,484	14.9
..
..	..	4	644	24,176	2,433	6,720	9,115	} 5,13,139 {	42,444	8.2
..
..	..	4	462	17,156	4,026	5,000	13,239	} 1,51,786 {	39,421	25.9
..
..	..	2	198	18,816	..	..	..	} 2,78,553 {	18,816	6.7
..
..	..	1	140	8,016	262	..	..	} 15,033 {	8,278	55.
..
..	..	272	47,434	7,14,171	4,11,149	2,81,037	4,55,117	..	18,61,474	15.3
..	..	1	138	..	..	1,247	7,661	..	8,908	*7
..	..	273	47,572	7,14,171	4,11,149	2,82,284	4,62,778	1,21,14,699	18,70,382	15.4

After dealing with the two former classes of schools, of the real condition of which it is very difficult, except in Bombay, to get a clear conception, it is satisfactory to come to a class of which the working and results are tested by a comparatively uniform and quite independent standard. The High Schools may in all provinces be rated by the results they shew in the University Matriculation Examination. To prepare for this is their object, and as they fail or succeed in this, so may we rate them. In this view I submit the annexed table, which shews roughly what an under-graduate in each province costs the country irrespective of the cost of direction, inspection, and the leave and pension charges of those connected with him. And I have no doubt that under the present system of provincial services the result will receive the attention it seems to merit.

(1)	GOVERNMENT HIGH SCHOOLS						AIDED HIGH SCHOOLS					
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Province	No. of schools	No. of pupils	Total cost to Government	Candidates for entrance	Candidates passed	Average annual cost to Government of successful candidates	No. of schools	No. of pupils	Total cost to Government	Candidates	Candidates passed	Average cost to Government of successful candidates
Bengal	53	9,592	Rs. 2,11,526	610	413	Rs. 512	80	8,532	Rs. 58,333	523	230	Rs. 253
Madras	14	3,313	1,02,420	Not given	163	632	39	8,904	1,10,591	shown	235	Not shown
Bombay	12	2,697	70,343	354	86	817	14	3,280	33,991	523	55	Not shown
N.W. Provinces	13	2,478	1,72,892	90	65	2,659	10	2,373	34,060	85	49	695
Punjab	4	211	34,679	36	23	1,507	11	471	32,342	37	28	1,155
Oudh	11	2,139	54,147	31	18	3,08	..	..	..	..	..	..
Central Provinces	2	234	24,176	11	11	2,197	2	410	6,720	15	Not shown	Not shown

Of course this table is only a *rough* estimate of the cost of an under-graduate. The whole number of pupils in Column 3 ought clearly to be borne in mind in considering the numbers shown in Column 5, but if we assume the Entrance Class to be even a three-year course above the standard of middle schools, and if we divide by 3 the average cost per pupil shewn in Column 7, we still see how very costly our Government High Schools are.

*Many of the passed candidates were from unaided schools.

If it be said, and it may be feared with truth, that the bulk of the pupils in High Schools have not passed the middle class school standard, the admission obviously involves a serious waste of teaching power, especially when we compare the average cost per pupil of middle school education and still more of lower school education as shewn above. The table also suggests the inquiry that if the result as tested by matriculation is precisely the same, how is it that Government pays such a very different price for it. In Bengal an under-graduate from a Government school costs the country Rs. 512, from an aided school Rs. 253, while the unaided schools maintained at no cost to Government at all sent up 401 candidates of whom 206 passed. Is it the case then that there is an indefinite demand for under-graduate labor? The question is simply one of fact and of local experience about which local knowledge is final. But I may perhaps mention that for a very subordinate post in this—the Home Office—there were last year over 600 applicants, many with far more than under-graduate distinction. And what is the product which it costs the State so much to produce? The Bengali under-graduate has had a fair vernacular education and has gained at least a superficial knowledge of English, but he is possibly, I may almost say probably, if from a Government school, without any religious belief at all; he is precluded by his education from manual labor and from recruiting that class on whose industry and intelligence the prosperity of the country depends; he finds himself in the keenest competition for intellectual employment, for there are thousands like him, as the market, though ample, has been overstocked; and all this while industrial education is neglected altogether and there are millions for whom no kind of instruction has been provided by the Government at all.

If these are facts, and I have endeavoured to ascertain them accurately, it is not clear how they can be reconciled with the educational code, with the proper object of education or with the proper function of Government.

The despatch of 1854 (as shewn above) looks forward to the time when “many of the existing Government institutions especially those of the higher order may be safely closed or transferred to the management of local bodies,” and I venture to submit that just as the success of aided schools points to the fact of this time having long since arrived at least in Bengal and Madras, the success of the high schools that cost the Government nothing, also points significantly to the time when except for ascertaining and

encouraging results and keeping up a high standard, the Government may in some provinces gradually retire from even aiding high education altogether.

And it is difficult to understand why the announcement to any province that high education is now able to stand alone without props from below, but tested and encouraged from above, should not be accepted as a high and real tribute to the stage of civilisation to which that province has arrived. The statistical table shews that such an announcement could only be made to Madras and Bengal, which are, so far, long ahead of all competition in India. Eight years ago one of the most experienced of the Bengal Inspectors* declared that in Calcutta a good English school was a lucrative investment of capital; and it is only reasonable to suppose that the same result has been produced in the other large centres of the province. But during these eight years the imperial charges for establishment, for colleges, for high schools and for high education generally have been steadily on the increase. Of course it may be argued that, if so, the result is owing to this increased expenditure. I venture to think that the result was inevitable and that imperial funds might therefore have been better employed.

The following extracts from the reports are worthy of record.

There is nothing specially notable in the Bengal and Madras reports about schools of this class.

Bombay

III.—MATRICULATION RESULTS AND THE GOVERNMENT HIGH SCHOOLS

"70. For the Entrance Examination of the University, 877 candidates presented themselves, of whom 142 passed. The number of successful candidates is the same as in 1869; the number of unsuccessful is greater by 74. It is to be inferred that failure is not discouragement. The numbers are thus sub-divisible:—

	Passed	Unpassed	Total
Candidates from Bombay Government Schools and Colleges	87	267	353
Other candidates	55	468	524
	142	735	877

"About one in four of the candidates from Government Schools passed, and about one in nine of the other candidates. The Vice-Chancellor in Convocation compared the numerical results at Matriculation in Calcutta, Madras, and Bombay, and found that the

*Mr. Woodrow's report, 1864-65

proportion of passed men for ten years is 50 per cent. in Calcutta, 60 per cent. in Madras, and 34 per cent. in Bombay. If a comparison of numbers is made, it should be added that the Entrance Examination of the other Universities is held in certain appointed text-books, whereas in Bombay no books are appointed. The following table shows that a real advance has been made in preparation for a College course, the proportion of candidates who took up a classical language being greater every year:—

Statement showing the number of students who matriculated from Government High Schools between 1861 and 1870

Years	Number matriculated with a Classical Language	Number matriculated with the Vernacular	Total
1861	..	8	8
1862	..	7	7
1863	..	31	31
1864	1	52	53
1865	..	72	72
1866	18	55	73
1867	29	82	111
1868	38	131	169
1869	27	63	90
1870	31	55	86
TOTAL	144	556	700

Statement showing the number of Candidates for Matriculation sent up from Government High Schools, and the number of Successful Candidates in 1868, 1869, and 1870

High Schools	Number sent up	Number passed in		
		1870	1869	1868
12	354	86	91	168"

N.-W. Provinces

COLLEGE AND ZILLAH SCHOOLS

“The first are the School Departments of the four Colleges of Agra, Ajmere, Bareilly, and Benares. They are under the immediate management of the Headmasters and the superintendence of the Principals. The First Classes of these schools consist of students who

125—Dir. of Arch.

go up annually in December for the Entrance Examination of the Calcutta University. They are examined by the Principals in July, and the candidates who seem to have a reasonable chance of passing are selected after a test examination held later on in the half-year. The results of the Entrance Examination for 1870 are given below:—

Number of schools	Number of Candidates	Passed				Failed				Absent
		1st Division	2nd Division	3rd Division	Total	English	2nd Language	History and Geography	Mathematics	
13	90	13	39	13	65	18	1	10	9	2
TOTAL for 1869	75	11	26	11	48	19	1	4	21	..

“One great failing is noticed as common both to Colleges and Zillah schools—the inability to explain a passage of even ordinary difficulty. In nine cases out of ten, the boys go on blindly substituting one word for another, heedless of sense, idiom and grammar, till the given passage is transformed into a jumble of words often ludicrously incongruous.

AIDED HIGHER CLASS SCHOOLS

“Saint John’s College, Agra, still maintains its high position, and is foremost of the Aided Colleges of these Provinces. Five students passed the First Arts’ Examination in 1870, and five the Entrance—two of the latter being placed in the First Division. Scholarships have been awarded to the successful students, who are continuing their studies in the college. The lower classes appear to be making good progress in their English and Vernacular studies, and their advancement in Persian, Arabic, and Sanskrit is very carefully attended to. The number of students on the register on the 1st December was 272; the average daily attendance was 267·4; the average number on the register was 297·9; the total number admitted during the year was 136; the number of withdrawals, 148; the total amount of fees, which range from 4 annas to Rs. 5, collected during the year, was Rs. 2,154-10-0; the value of books sold to the students was Rs. 685-5-6. One of the students who passed the F.A. Examination in 1870 has obtained a scholarship in the Roorkee College, where he will, it is hoped, continue to uphold the credit of the institution which has so successfully trained him.

“Jay Narayan’s College affords the benefits of a good education to the inhabitants of a populous quarter of the city of Benares, and to many others whom the higher rate of fees deters from the Government College. The roll of this college, with its branch schools, contains the names of 610 students, of whom 75 are Musalmans and 9 Christians. The average daily attendance is 435, or 71·3 per cent., which is decidedly lower than it ought to be. A stricter enforcement of regularity of attendance would very probably diminish the number on the register, but would undoubtedly improve the progress of the classes and the general discipline of the school. English is taught to 394 students; the rest, who are chiefly in the lowest classes, are instructed in the Vernaculars, of which Bengalee is in this college an important one. The fees, which vary according to the circumstances of parents from one anna to Rs. 4, amounted during the past year, with fines, which form but a small portion of the sum, to Rs. 2,207-13-3. Two students passed the First Arts Examination of 1870, and seven the Entrance. The success in the latter examination of all the students who went up is very creditable to the college, proving as it does, not only careful teaching, but also judicious selection of those candidates who had a reasonable chance of passing. Ten scholarships from the Government were awarded in the past year, and four have been allotted for the present.

“The Meerut and Muttra Schools are on the same footing as regards tuition and establishment as the Government Zillah School. There are 229 boys on the register of the Meerut School and its branches; and from the Assistant Inspector’s report, it appears that the management is careful and judicious. The Upper School consists of boys who are preparing for the Entrance Examinations of the present and two following years. One boy, in the first class, is said to have a fair chance of success. All the students pay fees, the amount of which collected in the past year is Rs. 540.

Punjab

“For the Entrance Examination, Government schools sent up 36 candidates, of whom 1 passed in the first, 15 in the second, and 7 in the third division; 13 failed. Aided schools sent up 37 candidates (including 3 teachers), of whom 5 passed in the first, 15 in the second, and 8 in the third division; 9 failed. In the previous year Government schools sent up 50 candidates, of whom 4 were placed in the first division, 15 in the second, and 3 in the third; 28 failed. Aided schools sent up 48 candidates, of whom 4 passed in the first, 9 in

Results of the last Entrance Examination

the second, and 9 in the third division; 26 failed. The Honorable the Lieutenant-Governor in reviewing my report for 1869-70, noticed the large percentage of failures at the Entrance Examination, and observed that boys of some institutions had evidently been allowed to present themselves for examination when they had no chance of passing, which was unfair to the examiners, and brought discredit on the institutions to which the examinees belonged. In this respect there is a marked improvement, for it will be observed that whereas in 1869-70 there were 98 candidates, of whom only 44 passed; in the year under report 51 were successful out of 74 who presented themselves for examination.

“Zila schools of the higher classes are at present maintained in three districts only—Lahore, Delhi and Amritsar.

Zila schools of the upper class maintained at Lahore, Delhi, and Amritsar

“Upper schools were maintained formerly in seven districts, and contained altogether 204 boys. During the year 1869-70 the number of upper schools was, with the approval of Government, reduced to three, and boys after passing the middle school examination are now, when funds are available, allowed stipends to enable them to continue their studies at Lahore, Delhi and Amritsar. This measure has greatly economized the power of our Educational staff, and boys of both the upper and middle departments are taught by better masters than was possible under the old system. There were at the close of the year 194, and at the end of May last 216 students in the upper department at the three cities above mentioned. At the same time six teachers, whose salaries aggregate Rs. 1,010 per mensem, have been lent to the colleges. It is, of course, desirable to re-open upper departments, whenever there are a sufficient number of boys to warrant the employment of highly paid teachers, and this will necessitate the return to Zila schools of the Masters who have been temporarily lent to the Lahore and Delhi Colleges.

PRIVATE SCHOOLS OF HIGHER CLASS

“The Bishop Cotton School at Simla is the only school of the higher class for Europeans. It is taught by the Revd. Mr. Slater, the Head Master and four Assistant Masters. It contained at the close of the year 95 boys, all boarders. The charge for lodging and education is Rs. 360 per annum, and Rs. 10 per mensem out of this amount is considered to represent the fee for tuition. There are fifteen exhibitions in the

Bishop Cotton School, Simla

gift of the Governors, by which the annual payment is reduced from Rs. 360 to Rs. 240. The boys are, for the most part, very ignorant when they enter the School, some of them being unable to speak English; they are frequently late in joining after the commencement of the term, and home influences have often an injurious tendency. The school was minutely examined by the Inspector, who reports in most favorable terms of the progress that has been made. Two boys went up for the Entrance Examination of the Calcutta University, and both passed in the first division. The Entrance class now contains 7 boys, and 3 boys are preparing for admission to the Rurki College during 1871. Hitherto only boarders have been admitted to the school, but the Governors have now consented, in accordance with the wish of Government, to admit day scholars.

“There are nine Anglo-Vernacular schools of the higher class for natives; at Delhi, Ambala* and Ludhiana in the Ambala Circle; at Lahore, Amritsar, Jalandhar and Gujranwala,* in the Lahore Circle, and at Rawal Pindi and Peshawar in the Rawal Pindi Circle. There is also a high Vernacular school at Ludhiana in the Ambala Circle.

Oudh

“The High Schools, this year, have met with considerable success in passing pupils for the Entrance Examination. Canning College also passed six in the First Arts’ Examination, and one student graduated.

“The general results for the whole of Oudh for the past five years are shown in the accompanying table:—

Year	Entrance Examination		First Arts’ Examination		Bachelor of Arts Examination		Remarks
	Number of candidates	Number who passed	Number of candidates	Number who passed	Number of candidates	Number who passed	
1866	23	6	† Includes four students of L. Martiniere College
1867	17	15	..	..	..	..
1868	33	31	3	3	..	..
1869	32	20	3	2	..	..
1870	†57	†40	10	6	2	1	

*These schools hardly come up to the standard of an upper school.

“Thus, whilst the number of candidates for the Entrance Examination has nearly doubled, the number of successful candidates has doubled.

“Eight of the eleven Government schools passed students at the last Calcutta University Matriculation Examination, and are now classed as High Schools.

“The present state of the schools is shown thus:—

Year	Number of pupils in classes								Total
	I	II	III	IV	V	VI	VII	VIII	
1870-71	74	147	207	220	221	329	613	815	2,626

Central Provinces

“The number on the rolls has advanced, during the year, from Sagar High School 270 to 274, and the average attendance from 221 to 227; the fees have risen from Rs. 841 to Rs. 1,567 (a very certain proof of the growing popularity of the school). The College Department consists of 16 students against 9 at the end of last year. Three candidates sat for the First Arts Examination of the Calcutta University, but all failed. The success of the candidates for matriculation was most marked; the names of 12 boys were sent in, of these one fell sick just before the examination, the remaining 11 all passed, seven being placed in the 2nd Division and four in the 3rd. Most of these boys are reading on for the Higher Examination of the University, and I think it is very probable the Administration will find it necessary, at no distant date, to convert the College Department of the High School into a College. In the High School Scholarship Examination, the candidates from Sagar distinguished themselves very highly. During the year seven students of the College and School Departments have obtained appointments averaging nearly Rs. 40 per mensem.

The break up of the Chanda High School was fully described in the last report. Its history, from its first foundation to its close, may be, with propriety, briefly recapitulated:—“The proposal to establish a High School at Chanda originally formed part of a scheme put forward in 1867 for opening three new High Schools in these Provinces. The schools were to be at Hoshangabad, Raipur and Chanda. Three such schools, in addition to the school at Sagar, would, it was thought, provide more adequately for high class education, and would prepare

pupils for matriculation at the Universities. On a full consideration of the proposal it was determined that a single new High School to be opened at Chanda would meet existing wants.

“A considerable number of Brahmans and Pandits reside in Chanda, and it has always been regarded as the chief seat of Sanskrit learning in the Nagpur country. Lastly, the Chief Commissioner had learnt that the boys who at the examination had obtained scholarships threw them up, because they would have to attend the Nagpur Mission School, the only superior school in the Nagpur Provinces. For these reasons a preference was accorded to Chanda, over Hoshangabad and Raipur. On a strong representation from the Chief Commissioner, the Supreme Government consented to the opening of a High School at Chanda. The school was actually opened on the 1st of October 1868. Every boy before admission was required to pass an examination, and in the beginning 47 scholars succeeded in obtaining entrance. Subsequently, the Zila and High Schools were united and formed into an upper and lower department. A library and a gymnasium were also attached to the school. Before the close of the next year, the school was deserted by all but 21 boys, 13 of whom were in the lowest class. The cause of this was the admission to the school of certain boys of the Dher caste, who had been educated at some of the branch schools and had passed the examination qualifying them for admission to the High School.

“The question of the admission of these low caste boys was debated in Chanda. Party feeling ran high. The Headmaster referred the matter for the decision of the Inspector General of Education, stating that he was aware Dher boys were under our rules not excluded, but that he wished to know if they were to be admitted into the Chanda school. It was impossible to deny to the Dher boys rights common to all classes. The Chief Commissioner pronounced in their favour, and the boys were admitted to the school.

“Nearly all the scholars and the indigenous Chanda teachers simultaneously withdrew. The prejudices of the Brahman population remaining unchanged, and there being no sign of a more liberal spirit making its way amongst other classes, the High School has ceased to exist.”

PRIVATE AIDED SCHOOLS OF THE HIGHER CLASS

There are nominally two schools of this grade,—*viz.*, the Free Church Mission School at Nagpur and the Anglican Church Mission School at Jabalpur,—the latter, however, is in fact not beyond the standard of a middle school.

"The decrease in numbers is, doubtless,

FREE CHURCH MISSION SCHOOL, NAGPUR					
1869-70			1870-71		
Number of pupils on 31st March 1870	Average daily attendance	Fees	Number of pupils on 31st March 1871	Average daily attendance	Fee
		Rs.			Rs.
304	260	751	285	243	970

due to the growing popularity of the City Aided School. Nine boys passed the High School scholarship examination, competing with the Sagar High School students and candidates from most of the middle class schools of the Provinces. Of these, one

was placed in the 1st class and four in the 2nd. Of seven and nine candidates for matriculation in the Calcutta and Bombay Universities, respectively, five and one were successful. Twenty-five High School scholars from the Zila and Anglo-Vernacular schools of the South Circle are prosecuting their studies to the Entrance Examination in the two upper classes of the school.

"The cost to Government has increased by Rs. 240, a transfer of

ANGLICAN CHURCH MISSION SCHOOL, JABALPUR					
1869-70			1870-71		
Number of pupils on 31st March 1870	Average daily attendance	Fees	Number of pupils on 31st March 1871	Average daily attendance	Fees
		Rs.			Rs.
221	158	800	228	167	775

Rs. 50 per mensem from the Sadar Bazar School to the main institution having come into effect in the course of the year. The school is not in good order, the English classes suffered from an incompetent headmaster during the

first half of the year. No boy presented himself for the Matriculation Examination of December 1870, and but one sat in the departmental scholarship examination two months before, and *he failed.*"

British Burmah

GOVERNMENT INSTITUTIONS

"The general revision of the establishments of the Government schools of the Province and their classification into higher and middle class schools was noticed in the last report. In accordance with these changes, a body of rules was drafted and published, during the year

under report, for the management of Government schools; a uniform curriculum of studies for the schools of each grade was prepared, and a series of text books prescribed for general adoption.

“Under these regulations two middle class schools were raised to the grade of high schools, and two new Government schools of the middle class were established at the head quarter stations of the districts of Shwe-gyen and Mergui, in the Tenasserim division.

“The two schools selected for the preparation of students for Higher class schools entrance to the Calcutta University are those of Akyab and Moulmein, and the first steps have been taken towards the raising of these institutions to the required standard by the revision of the establishments and of the curriculum of studies. Neither school, however, was, at the close of the year, in a position to afford the training necessary for candidates for the Entrance Examination.

“The rate of schooling fee has been revised and made uniform in institutions of the same class.

“For higher class schools the rate has been raised from one to two rupees per mensem, and for middle class schools a uniform rate of one rupee has been fixed. Rules have also been laid down to regulate the admission and re-admission, classification and promotion, of pupils, and, as far as possible, to ensure regularity of attendance.”

There is nothing noticeable in the account given of the two higher class aided schools at Rangoon and Moulmein.

The Berars

HIGH SCHOOLS

“The Akolah and Oomrawuttee high schools have been making a steady progress in their studies, both on their Marathi and Hindustani sides.

“At the Matriculation Examination held in Bombay in November last, ten pupils (six from the Akolah high school, and four from the Oomrawuttee high school) presented themselves; of whom three took up Sanskrit, and seven Marathi, as their second language. None of them, however, was successful; still the increased stimulus imparted to teachers and pupils in preparing for the University examination, and the higher tone thereby produced in the schools, and the annual mixing of the provincial candidates with the other aspiring youths of a large Presidency at its capital

town, have a very beneficial influence both on the masters and the pupils. The chief cause of failure at the Matriculation Examination was an insufficient acquaintance with the English language and English literature tested both by paper and *viva voce* examination. As the English language is still but very little spoken, and that not with grammatical purity, in the provincial towns, the schools in them have a peculiar difficulty in educating their pupils for the University examination, at which the answers in all subjects are to be given in English, as the general rule.

“31. Each of the two high schools is now well furnished with all appliances for teaching,—wall-maps, a terrestrial and celestial globe, diagrams for illustrating the elements of astronomy and of mechanics, apparatus for illustrating the amount of natural philosophy and chemistry required at the Matriculation Examination, and libraries which are much resorted to by the master and the more advanced pupils.

“32. The exhibitions and vernacular scholarships, which are awarded annually at the competitive examination, have had the most beneficial effect not only in stimulating the studies of all the middle class schools, which annually send their best boys to compete for them; but in sustaining the efforts of the successful boys, who by their aid join the high schools, that they may regain their prizes at the next annual examination.

“These exhibitions and vernacular scholarships may be viewed, in fact, as endowments to middle class education; and if the high schools were similarly endowed with scholarships tenable at the Bombay University by young men who had studied in them for at least four years, such scholarships would be repaid over again and again in the direct and the reflected benefits they would confer on the schools of Berar.”

Coorg

THE MERCARA CENTRAL SCHOOL

“The central school closes the official year with 231 pupils on the rolls, or 89 more than in March 1870.

Of these 231 pupils, 106 are Coorg, 13 Brahmans, 27 Musalmans, 15 Christians, and 68 Hindus of various castes. Classed according to the occupation of their parents, 140 pupils are the sons of officials, 50 of ryots, and 41 of tradesmen. Distributed over

the six classes in the school, the sixth or Hindustani class contains 27, the fifth or Kanarese class 40, the fourth class 104, the third class 30, the second class 25, and the first class 5 boys.

“The boys were regular in their lessons, and made considerable progress. I introduced this year the matriculation text-books as an experiment, but out of the five boys only one seems able and willing seriously to prepare for the examination. As formerly observed, the Coorg boys are not distinguished by that quickness of perception and brilliancy of intellect which are frequently observed in the Brahman youth. Besides it should be considered, that the Coorg boys have in their parents no educated mentors to direct or appreciate their studies; education in Coorg has not yet descended to a second generation, all their learning the boys receive at school, and the home influence is not always of an encouraging kind. Many of the boys being the sons of officials have often the charge of the house affairs during the absence of their fathers and relatives on circuit, which interferes with their studies. Also the clan festivities and customs of the country frequently draw the boys away from school, and the returning pupils are not improved by the licence of home.

“Gymnastics and singing were joined in by the whole school, and both lessons maintained their popularity.

“The school fees levied in the central school amounted to Rs. 277-2-6, from a minimum fee of As. 2 to a maximum of As. 8.”

NORMAL AND SPECIAL SCHOOLS

The statistics are annexed.

Comparative Statistics of Normal Schools in India in 1870-71

(1) PROVINCE	(2) Government				(3) Private and Aided				(4) Total Number of		(5) Total expenditure on Government Normal Schools		(6) Total expenditure on Aided Normal Schools		(7) Annual out-turn of Teachers from		(8) Proportion of expenditure on Normal Schools, Government and Aided, to total expenditure on education during the year			
	Schools	Students	Average annual cost per student to		Schools	Students	Average annual cost per student to		Schools	Students	Imperial	Local	Imperial	Local	Government Schools	Aided Schools	Total expenditure from Imperial and Local Funds on education (a)	Total expenditure from Imperial and Local Funds on Normal Schools (b)	Percentage of column (b), on column (a) (c)	
			Imperial Funds	Local Funds			Imperial Funds	Local Funds												
			Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.			Rs.	Rs.	Rs.	Rs.			Rs.	Rs.		
Bengal	Male..	27	1,362	91 4 7	2 12 4	9	365	23 0 0	23 6 0	36	1,727	1,24,335	3,775	8,395	8,526	..	..	31,98,821	1,45,031	4.5
	Female	2	24	79 12 8	..	3	32	116 12 6	443 14 6	5	56	1,915	..	3,737	14,205	..	..		19,857	..6
Madras	Male..	8	188	346 2 4	29 4 1	6	264	36 13 2	91 3 3	14	452	65,076	5,500	9,722	24,078	126	52	21,47,997	1,04,376	4.8
	Female
Bombay	Male..	7	421	63 13 0	77 6 2	..	..	..	..	7	421	26,867	32,581	..	..	..	..	24,13,630	59,448	2.4
	Female	2	54	201 9 2	13 0 3	..	..	..	..	2	54	10,885	703	..	..	..	..		11,588	..4
N.W. Provinces	Male..	5	315	98 14 7	17 15 7	2	38	57 5 10	35 6 8	7	353	31,158	5,662	2,180	1,346	..	..	19,39,452	40,346	2.8
	Female	4	41	209 10 11	19 10 11	2	50	60 0 0	93 1 0	6	91	8,597	807	3,000	4,653	..	..		17,057	..8
Funjab	Male..	3	196	60 2 4	89 2 4	7*	193	89 9 0	55 9 5	10	389	11,788	17,473	17,285	10,729	51	..	10,18,640	57,275	5.6
	Female
Oudh	Male..	1	117	40 13 11	84 6 5	..	..	..	..	1	117	4,782	9,875	..	..	86	..	4,37,648	14,657	3.3
	Female	1	0	135 5 4	..	..	..	..	..	1	9	1,218	..	..	..	..	..		1,218	..3
C. Provinces	Male..	4	157	48 4 3	56 3 3	..	..	..	..	4	157	7,578	8,824	..	..	282	..	5,13,139	16,402	3.2
	Female	3	56	51 14 0	56 12 0	..	..	..	..	3	56	2,905	3,178	..	..	11	..		6,083	..2
Burmah	Male..	1	34	not given	..	5	367	12 10 3	37 13 8	6	401	2,297	..	4,641	13,893	..	..	1,51,786	20,831	13.7
	Female
The Betars	Male..	1	58	36 0 0	..	..	..	..	..	1	58	2,089	..	..	..	68	..	2,78,553	2,089	..7
	Female
Coorg	Male..	1	5	3 3 2	..	..	..	..	..	1	5	16	..	..	..	..	..	15,033	16	..1
	Female
Male	..	58	2,853	..	..	29	1,227	..	..	87	4,080	2,75,986	83,690	42,223	58,572	613	52	..	4,60,471	3.8
Female	..	12	184	..	..	5	82	..	..	17	266	25,520	4,688	6,737	18,858	11	..	..	55,803	..4
Total	..	70	3,037	..	..	34	1,309	..	..	104	4,346	3,01,506	88,378	48,960	77,430	624	52	1,21,14,699	5,16,274	4.2

* Inclusive of Female Normal Schools.

This table is not very satisfactory when compared with the statistics of schools. One would suppose that the number of normal schools, Government or aided, would vary in each province with the corresponding number of ordinary schools. But this is not the case. Bengal has about four times as many Government normal schools as Bombay or the North-West and yet each of these latter provinces has about ten times the number of lower and middle schools for which normal students are especially wanted. The inference is either that the Bengal normal schools are not confined to their proper work or that the Bombay and North-West schools are not supplied with proper teachers. But except perhaps inspection nothing is so essential to make good schools as properly trained teachers, without which schools may be established so as to make a show on paper, the real result being bad teaching, bad attendance and waste of money. In the Central Provinces the attendance is very defective, the percentage of absenteeism in Government schools being 37·8. The explanations offered are famine, epidemics, harvest work and in some districts want of co-operation on the part of district officers. The last reason is no doubt a valid one, but I would still suggest the remedies of good school accommodation and more attention to the normal schools. The table shows that a normal student—and especially a female student—is a costly article and it would be satisfactory to learn that the Government expenditure on them brings a proper return.

The table will now be illustrated by the reports and it will be noticed that where the information would be most valuable, from Bengal, it is most scanty.

Bengal

“In consequence of financial restrictions, which make it impossible to hold out a distinct promise of employment to teachers after they have obtained their certificates, most of the schools have a much smaller number of pupils than they are intended to provide for. They will fill rapidly when funds have been secured for a considerable extension of village schools and a consequent demand has arisen for teachers.

The number of teachers trained in the Normal Schools since their first establishment amounts to 3,070.”

Madras

“The work of the Madras Normal School in 1870-71 deserves favourable notice. The main deficiency of the pupils appears to be

GOVERNMENT NORMAL SCHOOLS FOR MALES

Schools	Number of Masters	Number of Pupils	
		Normal class	Practising class
8	41	188	923

in class-management, and it is scarcely to be expected that, in the generality of instances, this deficiency will be removed before practical experience in a school has been obtained.

The results at the University Examinations were decidedly creditable; thirteen out of fifteen candidates passed at the Matriculation Examination, and five out of eight at the First Arts Test. It is to be remembered, too, that Normal students can devote only about two-thirds of their time to general instruction, the remainder being occupied with their professional training.

“The most unsatisfactory feature connected with the school is the small number of pupils that passed out to take up masterships. Altogether there were only five, and the salaries assigned varied from Rs. 15 to Rs. 50 per mensem. Formerly it was extremely difficult to secure fairly qualified masters, and private schools were glad to get teachers from Government Normal Schools. Now, however, in several parts of the Presidency the supply of certificated men is more than equal to the demand, and posts which were formerly filled by matriculated teachers are sought by men who have passed the First Arts Test. Owing to the increased competition, the managers of schools are led to select teachers, not so much on the ground of their having received professional training, as on account of the examination passed by them and the place secured at the examination. Moreover, many private schools are now able to supply themselves with subordinate teachers from among their passed pupils, for whom they are naturally inclined to show a preference.

“Having regard to what has been said above, and to some other circumstances which it is unnecessary to go into, I am inclined to think that the Madras Normal School should be re-organized, and that it should be required simply to train youths as masters, and not to give them their general education. I hope, before long, to submit a scheme to Government for carrying out the change referred to.

“In consequence of the number of matriculated students in the school, who are ready to pass out, but cannot find openings, there is this year no class preparing for matriculation, while there is one under instruction for the Bachelor of Arts Examination. This is

merely a temporary arrangement, and it is not improbable that the students preparing for the Bachelor of Arts Test will pass out into masterships before they complete their curriculum.

“Summing up the results for Government Normal Schools for males in 1870-71, it appears that there were 188 pupils under training on the 31st March last: that six passed the First Arts and twenty-seven the Matriculation Examination in December 1870; and that forty-two secured certificates of the 4th, and 34 certificates of the 5th grade in August of the same year. Also fifty students passed out and took up employment as teachers.

“In April 1870 Miss I. Bain, a lady possessing considerable experience of different systems of tuition in England, France, and the United States, and who furnished excellent testimonials of her fitness for the post, was appointed Superintendent by the Secretary of State for India. Miss Bain arrived at Madras in November last, and in the following month the school was opened in a rented house at Egmore, with seven stipendiary pupils. In the neighbourhood is one of the Girls’ Schools supported by the liberality of the Maharajah of Vizianagram; and the immediate managers of the institution have kindly consented to its being used as a practising school by the Normal pupils, when the latter are sufficiently advanced to undertake class-teaching.

“Extreme difficulty was experienced in procuring fairly qualified subordinate female teachers; and though the difficulty has been partially overcome, it was found necessary to obtain the services of a male teacher in order to secure efficient instruction in the vernaculars. Looking at the obstacles which stand in the way, the progress of the pupils cannot but be slow. Some of these obstacles are connected with the peculiar views of Hindu society in regard to the seclusion of grown-up females. As far as possible, without risking the sacrifice of efficiency, the prejudices of the pupils and their friends are respected; and the counsels of the Hindu Committee who, with the sanction of Government, act as my advisers in matters relating to the school, have proved of much value in smoothing the way.

“It cannot be denied that the Superintendent of the school has a very up-hill task before her. The address to Government from the Native community of Madras, and the other indications of a demand for a Female Normal School, which presented themselves after Miss Carpenter’s visit, must in the light of further experience be regarded as the consequence not of a really operative feeling existing in the educated section of the Hindu community, but of the

temporary excitement caused by the above lady's visit and her appeals to a few of the most enlightened and liberal Hindus. It is to be remembered, however, that Hindu feeling is now changing at a comparatively rapid rate; and the hope may be entertained that, even supposing the establishment of a Female Normal School to have been somewhat premature, the general advance will ere long render the institution only a suitable adjunct to other educational measures. Moreover, the experiment, conducted as it is in a manner harmonising as far as practicable with Hindu views, must stimulate the Native community to further progress, by evincing the earnest desire of Government to raise them to a higher social level.

"The accompanying table brings together some of the chief points in the working of the Private Normal Schools of the Presidency during 1870-71. On the 31st March, last the schools contained 206 males and 58 females under training; and, during the year under review, 3 males passed the Matriculation Examination, 9 secured a certificate of the 4th, and 43 one of the 5th grade.

PRIVATE NORMAL SCHOOLS

Institutions	Number of Normal Pupils on the 31st March 1871	Masters						Mistresses	
		Matriculation		4th Grade		5th Grade		3rd Grade	
		Number examined	Number passed	Number examined	Number passed	Number examined	Number passed	Number examined	Number passed
Church Mission Training School, Masulipatam	23	..	..	..	..	11	4	..	..
Christian Vernacular Education Society's Training School, Dindigul	33	..	..	..	..	2	2	..	..
Sawyerpuram Seminary	84	6	3	7	2	22	19	..	..
Church Mission Preparatory Institution, Palamcottah	40	..	..	8	7	20	18	..	..
Normal Department of the English Institution, Palamcottah	26	..	..	..	..	..	..	..	..
Sarah Tucker's Training Institution, Palamcottah	58	..	..	..	..	..	..	32	..
TOTAL	264	6	3	15	9	55	43	32	..

“An examination for Teachers’ Certificates was held at thirty-one different stations in the beginning of August 1870. Examination for Teachers’ Certificates It was attended by 812 candidate masters, of whom 314 sought a certificate of the 4th grade, 480 one of the 5th, and eighteen aimed at supplementing University Examinations with a test in Method. Of the examinees, 374 succeeded in passing, 98 obtaining a certificate of the 4th grade, 265 one of the 5th, and 11 receiving credit for the test in Method. The diminution upon the immediately preceding year may be ascribed, in part at least, to the fact that in 1870 a fee of Rs. 5 was, for the first time, demanded from candidates who were neither actually engaged in teaching nor normal pupils. The fee was imposed, not with the view of realizing money, but with that of excluding from examination ill-prepared school-boys, the admission of whom on former occasions had given rise to much unnecessary trouble.

“The candidate school-mistresses were 141 in all, 18 coming up for the 1st grade, 26 for the 2nd, and 97 for the 3rd. For the 1st grade 4 passed, for the 2nd 8, and for the 3rd 29. The total number of examinees was nearly double that for 1869, but the number passed scarcely exceeded that for the previous year. In connection with the facts just stated, it has to be observed with regret that the examination of an important Girls’ School in Tinnevely had to be disallowed, as the answer papers of the candidates were considered, after a most careful scrutiny, to indicate beyond doubt that several of the girls had been guilty of unfair practices.”

Bombay

VERNACULAR TRAINING COLLEGES

“I printed at length last year the new Training College Code, in issuing which I placed upon the Inspectors the responsibility of providing an adequate supply of trained masters for their divisions. The new regulations are gradually coming into use, and the result is said to be good. I will not encumber these pages with a long account of what has been done. I have tried to improve the position of the vernacular teacher, and at the same time to exact from him a more laborious training, to consolidate the professional status of the village school-master, and to give him something to respect and something to hope. No expenditure should be grudged which is necessary to make the Vernacular Training Colleges as large and as good as they ought to be. I again commend them to the special care of the Inspectors.

Training Colleges for Masters

“The institutions for training masters are the colleges at Ahmedabad, Poona, and Belgaum, and schools at Dhulia, Rajkote, Kolhapur, Hyderabad, and Sukkur.

“The public grant for training school mistresses has been divided
 Training Colleges
 for School
 Mistresses
 equally between the Bombay and Poona Schools. so that each has Rs. 500 per mensem from Government, met in the former case by subscriptions only, and in the latter by subscriptions and the local funds of the districts which are to have the services of the trained teachers.

“In the Bombay Female Normal School there are twelve scholarships or stipends, ranging in value from Rs. 10 to Rs. 25. Six of these are Government stipends, and the other six subscribed by Native gentlemen. Candidates are found for these stipends in sufficient numbers. Those selected sign agreements to serve as teachers when their training is ended. Nine out of the twelve scholars are Parsees, the rest Hindus. The school is now conjoined with a lower department, used as a Practising School, and is held in rooms found by a Parsee gentleman who supports the latter. The course selected for the Training School is comprised in the three lowest Anglo-Vernacular Standards, with some modifications; that is, a simple English and Gujarathi course of instruction will be what the scholars will be prepared to teach, with Arithmetic, History, and Geography, Needle-work, and Music on an approved system. The school was examined in March under Anglo-Vernacular Standard III, and some of the scholars passed in English, Arithmetic, History, and Geography.

“The nucleus of the Poona Female Normal School existed throughout last year, but it obtained its public grant and was formally opened in November 1870.

“The school is possessed of an endowment fund of Rs. 26,000. The Municipality of Poona pays Rs. 20 per mensem towards the rent of the school-buildings. ’

“No difficulty has been met in obtaining candidates for stipends of Rs. 7 and 8 per mensem. Twenty students have been admitted altogether since November, of whom the youngest is 16 and eldest 37. All have signed agreements to teach in schools when their training is ended. Three are wives of school masters. Several are of the Brahman caste, others are wives or widows of Kunvis, Shenvis, and Sonars. They have worked together harmoniously on the whole, under the patient and discriminating superintendence of Mrs. Mitchell. The results so far obtained appeared to me at a

recent inspection to be very satisfactory. The school occupies a building in the heart of the city of Poona, and there is a large Practising School under the same roof.

“The course I have laid down for this school is the Vernacular School course. The less promising students will be prepared to teach a part, and the best students the whole, of that course, with Needle-work and perhaps something of Music. I have excluded English from the course, as the teachers are designed for Vernacular Schools, but English is taught to some of the most intelligent women out of school hours. I hope to see this school take a very important place as the principal Female School of the Marathi Districts, and supply first itself, then the schools of Poona, and lastly, every town of the Deccan, with disciplined and active school mistresses. Yearly Entrance and Certificate Examinations will be organized in due time on the basis of the Vernacular Training College Code.

“What has been done seems to show that it is perfectly practicable to conduct a Training School for female teachers on the same principles as for male teachers by appealing to the same motives. The offer of respectable and fairly-paid employment under the shadow of a Government department is safe to meet with a response. It is true that the experiment cannot be declared successful until it is seen how the trained students comport themselves as teachers, but I am inclined to think that Government will most properly and effectively direct its efforts in this matter to the class which attends our village schools. As to the upper classes, I think that we must educate the women through the men. The man whom we have educated will have his wife and daughters educated. The illiterate man will not heed us, charm we never so wisely. If those interested in the higher culture of women were so minded, they might very easily get what they require for themselves by a little combination.

“I do not consider that the wants of Gujrat can be met by the Bombay Female Normal School, and I propose to expand the class which has had a precarious existence at Ahmedabad into a school like that at Poona, as soon as a special building and a suitable Head Mistress have been obtained.”

North-Western Provinces

“The state of the Normal Schools for training tahseelee and hulkabundee teachers is generally satisfactory. From the Meerut School 81 went up for final examination in May last, 62 of whom obtained certificates, 8 as first class tahseelee teachers. 13 as

2nd class, 24 as 1st class hulkabundee teachers, and 19 as 2nd class. Fifty-five passed in Oordoo, and 27 in Hindee. The percentage of marks gained in this examination is higher than that of the preceding year; and there was general improvement in the art of teaching.

"The pupil-teachers at the Almorah School are generally an inferior class of men, as men of good abilities are unwilling to qualify themselves for the small salary given to a hulkabundee school teacher.

"The Ajmere Normal School, as the Inspector observes, requires remodelling. Its present state is far from satisfactory. The pupil-teachers join the school at irregular times; some early and some late in the year. Classification is thus rendered impossible, and no systematic instruction can be given. At present there are only eight pupil-teachers."

WOMEN

"The Lady Superintendent of the Benares School reports as follows on these institutions:—

"In Ajmere small stipends are offered to the wives of village teachers who agree to qualify themselves under the instruction of their husbands. Some measure of success has attended the experiment; but there is the usual unwillingness to accept employment in a distant village."

AGRA NORMAL SCHOOL

"Of the women who were in the highest class in 1869, two have obtained employment. Two women were promoted from the 2nd and 1st classes respectively, thus making the number the same as that of last year. The reading of the 3rd class women was fair, but a little too hurried; their dictation good; facts of history well got up, but not enough of it read. In Arithmetic the class had got as far as decimals. In Geography there was decided improvement; and I was glad to find that the teacher had attended to my remarks on the subject last year. The institution has now supplied three Normal Schools with teachers, all of whom are giving satisfaction in their respective posts, and I trust that the present pupil-teachers will strive to make themselves as useful as their former class-fellows."

ALLYGURH NORMAL SCHOOL

"I visited this school last October, and examined the classes in all the subjects read during the year. The subjects they had prepared for examination were:—History of India, Vidyankur, Bamamanarunjun, Geography of Asia, Arithmetic—rule of three,

fractions. In Geography and dictation they did well: in History fairly, but this subject requires close study, and the teacher should make a point of regularly questioning the pupils on what they have read. Their Arithmetic was on the whole fair, but they could not do all they professed in this subject. The assistant teacher has worked well, and I would be glad to see her salary slightly increased: at present she gets only Rs. 6 per month."

BENARES NORMAL SCHOOL

"In the beginning of the year there were 17 pupils on the rolls of these 9 have left for employment.

"All the appointments made during the year have been in and about Benares. I have as yet been unsuccessful in persuading any of the women to go to distant places. It will, I fear, be long before the hope that this school would supply the North-Western Provinces with teachers will be realized. Two women were dismissed, and the remaining 6 are still studying. During the year several new pupils have been admitted. At present there are 18 on the rolls, 12 new pupils and 6 old ones, all of whom are residents of Benares. The highest class has read through the History of India, is well up in the maps of Asia, Europe, America, and has commenced Africa. In Arithmetic the pupils are in proportion and vulgar fractions; their dictation and copy-books are generally good; their sewing has been approved of by all who have seen it; some specimens have been sent to the London Exhibition, and the remainder sold for the benefit of the sick and wounded in war. Rs. 38-1 were realized in this way."

AIDED NORMAL SCHOOLS—MALE AND FEMALE

Their statistics are—

				Daily average attendance	Govt. Grant monthly	
					Rs.	P.
1.	Male Anglo-Vernacular Normal School.	Banares (Segra)	Church Mission Society . . .	18	156	10 8
2.	Male Anglo-Vernacular Training School.	Meerut	Diitto . . .	15	25	0 0
3.	Female Vernacular Training School.	Banares (Segra)	Diitto . . .	49	150	0 0
4.	Female Vernacular Normal School.	Moradabad	Local Educational Committee	8	100	0 0
Total for Normal Schools . . .				90	431	10 8

"The Segra Normal School, Benares, has 18 pupil-teachers on the register, all reading English, Oordoo and Hindee, and is in a very satisfactory state.

"The Meerut Church Mission Training School has 15 pupils, all reading English and Oordoo, and 10 reading Hindee besides.

"The Women's Normal School has 49 names on the register, nearly all of whom read English, Hindee and Oordoo.

"The Moradabad Subscription Female Normal School is attended by 8 Musalmanees. The returns do not show what language is studied; it is presumed that they read Oordoo only."

Punjab

GOVERNMENT NORMAL SCHOOLS

"There are three Government Normal Schools which contained at the close of the year 207 students, of whom 82 were Hindus and 121 Muhammadans. The proportion of Muhammadans, though still very high, is somewhat less than at the close of 1869-70.

"It was stated in my last report that the pupils attending our Normal Schools were for the most part men of an inferior class, whose attainments on first joining were of a very low order. In order to attract a better class of men, the stipends allowed to students had been raised; and it was hoped that the increase that had been made to the salaries of village school teachers would conduce to the same object. These measures are already beginning to bear good fruit. Mr. Pearson reports that there is no longer any difficulty in recruiting for the Normal School at Rawul Pindee, and the greater success during the year under report of the students who attend the Lahore Normal School is attributed by Mr. Alexander to the fact that better men are beginning to enter that institution.

"A practising school has been organized in connexion with the normal school at Delhi, in which the students of the higher classes are required to teach under the superintendence of one of the masters. A model school of this description appears to me to be a greater necessity in this country than in Europe; and I believe it to be most essential that the students of normal schools should be required to teach under

the eye of an experienced master before they are placed in independent charge. There are doubtless some practical difficulties to be encountered, but they are by no means insurmountable, and I hope that in the course of a few years every normal school student will receive a thorough and practical training in the art of teaching and that he will be required to show that he is able to give a lesson in accordance with the most approved methods before he is allowed to become a teacher.

“The following table shows the number of students who obtained Number of students; certificates during the year under report and who obtained certificates during 1869-70. It will be observed that in all these schools great improvement has taken place, and that whereas during 1869-70 no less than half the total number of certificates awarded were of the 4th or lowest grade, four-fifths of the certificates awarded during the year under report were of the 2nd and 3rd grade:—

NUMBER OF NORMAL STUDENTS WHO HAVE GAINED CERTIFICATES

	1st grade		2nd grade		3rd grade		4th grade		Total	
	'69-70	'70-71	'69-70	'70-71	'69-70	'70-71	'69-70	'70-71	'69-70	'70-71
Total	6	14	18	27	24	10	48	51

PRIVATE NORMAL SCHOOLS

“There are 7 Aided normal schools, which contained at the end of Private normal schools, the year 198 pupils. Six of these schools are seven in number for females.

“The Delhi normal school, which is under the S.P.G. Mission is doing very good work. The women who attend it were examined by the Inspector and acquitted themselves well in all subjects except arithmetic, in which they are somewhat backward.”

The other six schools are well spoken of.

Oudh

GOVERNMENT NORMAL SCHOOLS

The following table exhibits the statistics of these institutions:—

	Number of schools	Number of scholars	Masters who completed their education during the year and obtained certificate	Average number on rolled	Average daily attendance	Total cost to Government	Total cost to Cess	Total cost	COST PER PUPIL		
									Total cost	Cost to Govt.	
						Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	
For Masters—	1869-70	1	184	131	197	181	6,692	12,720	19,412	98 8 6	33 15 5
	1870-71	1	133	100	130	117	4,782	9,875	14,657	112 11 11	36 12 6
For Mistresses	1869-70	1	17	8	17	16	1,437	..	1,437	84 8 3	84 8 3
	1870-71*	1	8	8	10	9	1,218	..	1,218	121 12 10	121 12 10
Total	1869-70	2	201	139	214	197	8,129	12,720	20,849	97 6 9	37 15 8
	1870-71*	2	141	100	140	126	6,000	9,875	15,875	113 6 3	42 13 8

“There was some reduction in the strength of the school. This reduction occurred in the early part of the year, and therefore, in spite of greater economy and considerable reductions, the average cost of educating each pupil has slightly increased. In August last there were but five classes and 129 students. The Hindee Department had been closed and the senior class discontinued. To teach these five classes, there were eight masters. The staff was thus unnecessarily large, and three masters were removed. Manifestly, it is better that each district should send its complement of masters for instruction. The men supplied by each district possess local knowledge and have some local influence, and are more likely to remain at their posts when sent to take charge of village schools. The Head Master laments that more care is not taken by the Deputy Inspectors in selecting men for admission. During the year, the Hindee Department was resuscitated, but it was provided that each Hindee student should also acquire a good knowledge of Urdu, and the senior, or, as it has been called, the middle class, was re-opened. From the fact that of 28 senior students who obtained middle class certificates in December 1868, 14 remained without employment until July. I at first formed an opinion that masters were not urgently required in Oudh. But my opinion was entirely erroneous, masters are still much needed, and men are

*Closed in January 1871.

required of a superior calibre to many of those hitherto sent out. Accordingly, as reported by the Head Master, the examinations were stricter this year than formerly."

THE NORMAL SCHOOL FOR MISTRESSES

"This school was closed during the year, as it was generally found impossible to employ the women out of Lucknow. All the eight students received appointments. Mrs. Massih is now Deputy Inspectress of Schools in Lucknow. She is very energetic and clever, and likes her work. Steps have been taken to open a Normal class at Golagunj in connection with the school there, so that, in the event of any vacancy occurring at any of the 12 Government schools for girls in Lucknow, a new mistress may be supplied. I regret to record the death of one of our school mistresses."

Central Provinces

The statistics of normal schools may be thus exhibited:—

		Number of Schools.	Number of Masters at the close of the year	Number of Masters who completed their education during the year	Average number enrolled.	Total cost	Cost of educating each pupil	REMARKS.	
						Rs. A. P.	Rs. A. P.		
For Mistresses.	Southern Circle	School ..	1	50	27*	56	8,175 8 5	145 15 10	* Two students Passed the Matriculation Examination of the Bombay University
		Boarding House	1	30	..	15	635 4 6	42 5 8	
	Northern Circle	School ..	1	54	52	56	3,509 11 9	62 10 9	
		Boarding House	1	23	No return received from the Inspector				
	Eastern Circle	School ..	2	79	52	69	4,082 13 10	59 2 9	
		Boarding House	2	17	No return received from the Inspector				
	Southern Circle		2	45	19	48	4,568 8 6	95 2 10	
	Northern Circle		1	14	7	18	1,514 8 9	84 2 3	
Total		7	272	148	247	22,486 7 9	91 0 7		

"Certificates have been awarded in very far higher numbers than in previous years the advance in the year under review over the preceding year being 91 or nearly 200 per cent. In the Jabalpur School alone 140 trained village school-masters have been prepared and distributed over the districts of the Northern Circles."

		Total number of students passed		1st Grade	2nd Grade	3rd Grade
		1869-70	1870-71			
Southern Circle	{ Town School-masters	6	10	..	3	7
	{ Village School-masters	26	54	2	9	43
Northern Circle	{ Town School-masters	13	26	4	10	12
	{ Village School-masters	24	140	9	49	82
Eastern Circle	{ Town School-masters	..	16	..	6	10
	{ Village School-masters	21	36	..	5	31
South Circle	. School-mistresses . . .	7	4	..	..	4
North Circle	. School-mistresses . . .	5	7	..	..	7
TOTAL		102	293	15	82	796

NORMAL SCHOOL

"In the only higher normal school (the Anglo-Marathi Department of the Nagpur Training School) seven pupils were on the register at the close of the year. Two youths passed the Entrance Examination of the Bombay University, and are now reading for the Arts Examination at Sagar and Puna respectively; they still receive stipends from this department on the stipulation that they shall serve for two years as masters of zila or Anglo-vernacular schools as soon as their education is completed. Three students passed for masterships of middle schools, and are employed in Anglo-Marathi Schools of the South Circle; and three others are acting in appointments of the same class. The rapid advance of certain of the English schools of the Marathi-speaking districts will very soon render the maintenance of this institution unnecessary."

NORMAL SCHOOLS (VERNACULAR, MALE AND FEMALE)

"I am dissatisfied with the working of all these institutions; the district authorities complain with much reason that our certificates are in many cases valueless, and Circle Inspectors and masters of normal schools find great fault with the raw material sent in from the several Zilas to be dressed and returned. I had prepared a plan for submission to the Chief Commissioner, recommending great changes in all these institutions, male and female; but the proposition of the Calcutta University to hold an annual examination similar to the Middle Examination of the English universities, is not

unlikely to induce some radical change in the scheme of instruction working in primary schools, and I have therefore postponed any movement in the matter until the intentions of the Syndicate shall be further declared."

British Burmah

NORMAL SCHOOLS

"Under this head has to be reported the opinion of the male department of the Rangoon Training School, the only Government institution for the training of teachers. The general object of this school is to train vernacular school-masters and mistresses, the school consisting of two separate departments. The male department provides for the training of ten senior students for vernacular masterships in higher and middle class schools, and of 100 junior students for masterships in primary schools. The female department is to receive 30 students to be trained as mistresses of primary schools.

"A date was fixed for the selection of candidates at each head-quarter station of each district, and the following table shows the number of students invited from each district and the number admitted at the close of the year:—

NUMBER INVITED			NUMBER ADMITTED		
Senior	Junior	Total	Senior	Junior	Total
10	100	110	4	30	34

"The male department of the school was opened on the 6th February last, and on the 30th March 34 students had been admitted.

"A detailed course of study has been furnished for the students of each section.

"One great want of this, as of all vernacular schools at present, is a complete series of text books in Burmese, and efforts are being made to supply this requirement as quickly as possible.

"The necessity for a practising school in connection with the training school has been met by placing the latter in the same building with the private Anglo-vernacular school.

NORMAL SCHOOLS—AIDED

"103. This institution appears to have fully maintained its place as the best of the aided normal schools and one of the best schools in the Province. The attendance and working of the school were seriously affected during the year by cholera and small-pox among the students; but the school continued in operation, and 154 pupils were on the rolls at the close of the year. This school owes its success to its really efficient staff of teachers."

The four other normal schools, *namely*, the Normal Theological School, Tounghoo, the Kuren Normal School at Moulmein, and the similar institutions at Hinzada and Bassein, are all favorably mentioned.

The Berars

69. The following table summaries the chief facts of the examinations of the year :—

	Hindustani Standard		Marathi Standard	
	I.	II.	I.	II.
Examined	27	14	33	23
Passed	19	13	22	14
Made Masters	3	4	1	8

It will be thus seen that of the 27 candidates who passed Standard II, 12 have been appointed school-masters, and of the 41 who passed Standard I only four have been made masters. When a vacancy in a mastership occurs, it is offered to those who have passed the best examinations in the order of merit. This principle stimulates continuous exertion as long as the student is in the normal school. Many appointments will be made from the normal school during 1871-72 to fill places created by the new grading scheme; and the more inefficient of the present masters will be gradually brought to the normal school for study, as vacancies in its scholarships occur."

Coorg

"32. The normal school, recently established at the Central School for the education of teachers, will prove a great boon. There are at present five candidates under instruction, but until the boarding-house is rendered available also for their abode, they will hardly be able to stay in Mercara; with the funds from the educational cess this obstacle will be removed, and a larger number of teachers may be trained with the assistance of an additional master."

From these extracts it is clear that the normal schools are not in all provinces doing their proper work. In Bengal they are numerous and costly, but the average attendance is very small, and there is nothing to show how the students are bound over to serve afterwards in the educational department; how their qualifications are tested; what practising schools are assigned to them; what the normal course is or how the schools are benefitted by masters so trained. Of the aided normal schools nothing is said at all. In Madras the certificate system is largely employed and apparently with excellent results, and yet in no province are the normal schools on a footing so foreign to their proper object. Here, and to some extent in the Central Provinces, normal students maintained at a heavy cost to the State seem to compete for university distinctions and not to be regularly bound over to the educational department. The Madras Director indeed proposes to submit a scheme to place the normal schools on their proper footing, although he admits that the supply of certificated men is now more than equal to the demand, the inference being that the Government outlay might probably be reduced. In Bombay, normal schools seem to be restricted to the very useful object of sending out a continuous supply of really well trained masters for primary schools. In all provinces there is a want of specific information as to the annual results of normal school expenditure and as to the position and emoluments of men so trained. But the profession of school-master would be improved by the declaration of specific rewards for specific attainments and, if in Government schools the minimum salaries were assigned which would secure good men but with the opportunity of being increased by the master's own exertions. In aided schools a duly certificated master should be one condition of the grant. What seems generally wanted is to grade normal schools according to the grade of schools they are intended to supply with masters, and to permit all students and all teachers actually engaged in schools, Government or aided, to compete for certificates at their annual examinations. We want many elementary and a few middle normal schools, while for the higher schools we must look to the universities. The difficulty will be to make them sufficiently attractive to secure an adequate number of teachers, to guard against the tendency of converting them into high schools competing for university honors, and to carry them on with such economy as is consistent with the available funds of Government and the class of education for which the masters respectively are in training. Above all, they must be kept subordinate to the specific object in view, the training of masters, the proper test for whom is not of what they know, but of their ability to teach. In the Bengal Presidency it

is probable that a well devised system of certificates granted at the new vernacular examinations to be held by the university, will enable each local Government to dispense with all other normal schools except those required for purely primary education. In any case, the superior normal schools should work with the university, which in Bengal Proper does not seem to be the case. Under this heading information might well be given as to the results of the very useful and economical plan of employing pupil teachers, a measure which must assume greater importance as schools increase in number.

SCHOOLS OF ART

In this section the three schools of art may be included.

*Calcutta**Statement of Expenditure*

	Number on the rolls (Monthly average)	EXPENDITURE, 1870-71			COST PER ANNUM OF EACH STUDENT		
		From Imperial funds	From fees	Total	From Imperial funds	From fees	Total
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
School of Art	50	19,200	413	19,613	384	8	392

"The course of instruction remains unaltered. Some first-rate work has been turned out by advanced pupils of the school to meet various requisitions. Under this head are included a set of water-color drawings of venomous snakes, to illustrate a forthcoming work by Dr. Fayer; another set of water-color drawings to illustrate the pathology of rinderpest, for the Indian Cattle Plague Commission; a set of pen and ink etchings of the carved ornamentation of temples in Orissa, from casts taken by the field party trained in the school two years ago, prepared to illustrate an archaeological work by Babu Rajendral Mitra, and sent with other specimens of drawing, wood-engraving, lithography, and modelling, to the International Exhibition, at Kensington at the request of the Bengal Committee; and, in another line of arts an excellently finished model of meteorite, executed for the trustees of the Indian Museum for presentation to the British Museum which has received high praise in London."

The annexed extract from the Principal's report is worthy of notice

“My desire is that while Callimachus and Appollodorus, Ghiberti and Sansovino, shall be studied with all reverence, the students of the Bengal School of Art shall at the same time acquire a knowledge of the types and details which belong to the admirable ornamental art of their fathers.”

Madras

The Madras notice is very brief.

School of Arts (1870-71)

		RECEIPTS	Rs.	A. P.
From Govern- ment	{	Superintendent's Salary	12,000	0 0
		House-rent	3,000	0 0
		Allowance	7,200	0 0
		Scholarships	420	0 0
From other Sources	{	School Fees	332	8 0
		Proceeds of the work executed during the year	5,710	10 9
Total			28,663	2 9
		EXPENDITURE		
		Superintendent's Salary	12,000	0 0
		House-rent	3,000	0 0
		Pay, &c., of the Artistic Department	2,411	8 0
		Do. Industrial Do.	5,266	2 5
		Contingencies	4,734	9 0
Total			27,412	3 5
Balance on hand on the 31st March 1871			1,250	15 4

“140. The general work of the School of Arts was proceeded with in the usual manner during the past year; in addition the Superintendent was engaged in other duties of a special nature, especially in providing specimens for the International Exhibition held at London in 1871. The ordinary receipts of the school are returned at Rs. 28,663-2-9, and the expenditure is given at Rs. 27,412-3-5, leaving a balance in hand on the 31st March last of Rs. 1250-15-4.”

Bombay

The statistics are—

	Daily attendance	Grant per annum Rs.
School of Art	55	11,000
David Sassoon Industrial School	101	13,442

SCHOOL OF ART

“134. The Acting Superintendent reports an increase in the public interest felt in the Drawing School, evinced by an increased number of applicants for admission and of visitors. The new

admissions were 102, and 68 students left, so that there was an increase of 34, and there are now 99 names on the roll. Nine classes in drawing were presented for examination, and special classes in perspective, geometry, and architecture. Besides, there is the class of wood-engravers. In the atelier of decorative painting, there were 19 stipendiary students on the roll during the year. Twenty-seven works executed by the students of this school were sent to the International Exhibition in London. Among the students are several Brahmans from Ratnagiri, Tanna, Kolhapur, and Poona. In the atelier of sculpture, eight men were continuously employed on work belonging to the public buildings in progress, and the school has been invited to undertake the sculpture of some new public buildings at Allahabad. The architectural class, under Mr. Molecey suffered interruption from his absence on leave, and it has now been found necessary to abolish the appointment of lecturer, as the funds are insufficient to support it. This is to be regretted, as the subject has always been popular. The atelier of art metal-work has remained closed during the year.

"135. The school was examined by a committee in March. In the Drawing School a good drawing (figure-shading) was made from a cast of a head of Bacchus by a Kshatri pupil of somewhat over one year's standing. In decorative painting two very creditable designs for a panel ornament in color were produced, both by Brahmans. In sculpture, four students competed in carving a boss from imagination. The successful competitor's work was vigorous and good. The prize for an exercise in moulding a panel in clay was won by a Goanese.

"136. The grant to the school having been increased from Rs. 11,000 to Rs. 15,000, the committee have been able to recommend to Government a better and more complete organisation, and the appointment of a Director. It may be hoped that with this improvement the studies of the pupils may be more steady and continuous, and the results will be more systematically tested. But it is much to be regretted that the acquisition of a suitable building, in which the work of the school might be made known to the public, seems more remote than ever. And I note that Mr. Griffiths has not yet had the decoration of any public building entrusted to his studio."

There are three other special schools in Bombay, but the details are not given.

In connection with this subject, the Bombay Director remarks as follows:—

“44. I may also notice among the new educational measures of the year the institution of a Department of Agriculture, as I am satisfied that if the masses are prepared to appreciate industrial schools for the improvement of agriculture and manufactures, these schools should be supervised by the new practical department of observation and experiment, and not by the Educational Department, which will confine itself to preparing the ground (as Government gives it the means), by teaching the people to read, write, and count, and, in a measure, to think. I find that it is much easier to talk about teaching agriculture than to devise the means of teaching it in this country; and industrial or agricultural schools will probably be preceded by depots or exhibitions of model agricultural and industrial appliances, as I suggested two years ago. But whether depots or schools are first established, the agencies by which the masses are to be moved to industrial progress will properly be controlled by the department which is to “take cognizance of all matters affecting the practical improvement and development of the agricultural resources of the country,” and to undertake “the establishment of a suitable system of industrial education,” and “the preparation of popular treatises in the languages of the country on industrial subjects”. I confess to a doubt how the popular digestion will assimilate these treatises until a much more comprehensive system of popular education is in force.”

These few extracts contain all that is to be found in the reports on the subject of technical education. The application of natural science to the industrial arts and the importance of specially promoting them among the artizan population are not yet recognised in our educational departments.

It would be difficult to say why in a country like India general education should be allowed to monopolise the great bulk of the available funds, and I venture to go beyond the Bombay Director in his estimate of what may and should be done for industrial education. Industrial schools are the auxiliary and indispensable complement of primary schools and should advance with them. Their utility has long since been recognised. They should give instruction in mathematics as applied to labour, in general and applied physics and chemistry, in working mechanics, linear drawing and drawing as applied to labour, in mineralogy, metallurgy, elementary architecture, modelling, industrial constructions, stone cutting, the working

125—Dir. of Arch.

of mines, the processes of weaving, in agriculture, or other subjects according to the labour carried on in each locality. To such schools our engineering classes, especially at such institutions as the Puna and Rurki Colleges, might well be annexed, and thus secure the co-operation of the universities which is essential for success.

I venture to think that schools of this kind would be of far more utility than schools of art which are not amalgamated with our educational systems and do not supply any general want, and but for the large imperial assignment to them would at once collapse. Schools of art are a necessary complement of schools of industry, but can hardly be expected to precede them, and the attempt to invert the natural order must involve a costly failure. If the Bombay school is more successful than the others, it is only because it is more of an industrial school. Whether we look to the capacity of the people in many provinces for ingenious work and delicate manipulation, to the resources of particular districts and their former reputation for particular products, or to the immense development of great public works now in progress, this country seems to offer a field for industrial education quite without parallel. If the most keen and thrifty governments in Europe find that industrial schools ensure a rich return in the improvement of manufactures, in the consequent stimulus to trade and in raising the character of the artizan classes, it is not clear why the same return should not follow the same attempt in India. The small province of Belgium has its 68 State workshops for apprentices, which cost the Government* altogether less than a single small† college in Bengal, and there seems no conceivable doubt as to which outlay is the more profitable. I earnestly trust that the educational departments may be invited to consider this point, not in the spirit that shuns innovation, but in the spirit that is ready to mark what is being done in the busier world in Europe. But if European experience will not be accepted, then I would point to the example of one of the most sagacious of our Native Sovereigns, the Maharajah of Jeypore, who, during the year under review, has founded an industrial school on an European model, and this at least shows what, in his opinion, is a national want.

*In 1865 they cost Rs. 22,730 or 56827 francs.

† e.g. Dacca cost Rs. 29,316 in 1870-71.

Krisnaghur ,, 24,325.

Berhampur ,, 29,935.

Patna ,, 24,743.

COLLEGES

SECTION

V.

We next come to Colleges,—the highest class of Educational institutions. They are general and special and the statistics of them are annexed.

Comparative Statistics of General Colleges in India in 1870-71.

(1) PROVINCE	(2) Government				(3) Private and Aided				(4) Total number of		(5) Total expenditure on Government Colleges		(6) Total expenditure on Aided Colleges		(7) Proportion of expenditure on Colleges, Government and Aided, to total expenditure on education during the year		
	Colleges	Students	Average annual cost per student to		Colleges	Students	Average annual cost per pupil to		Colleges	Students	Imperial	Local	Imperial	Local	Total expenditure from Imperial and Local Funds on education (a)	Total expenditure from Imperial and Local Funds on Colleges (b)	Percentage of column b on column a (c)
			Imperial Funds	Local Funds			Imperial Funds	Local Funds									
Bengal	10	937	Rs. 205	Rs. A. P. 121 12 0	6	359	Rs. 69	Rs. 230	16	1,296	Rs. 1,92,182	Rs. 1,14,078	Rs. 24,900	Rs. 82,588	Rs. 31,98,821	Rs. 4,13,748	12.9
Madras	5	264	240	21 2 0	7	121	76	148	12	385	63,389	5,579	9,235	17,912	21,47,997	96,115	4.4
Bombay	3	303	294	122 9 9	2	Not given	..	..	5	303	89,354	37,151	950	..	24,13,630	1,27,455	5.2
N. W. Provinces	4	267	297	29 0 6	4	986*	24	41	8	1,253*	79,286	7,752	24,033	40,295	19,39,452	1,51,366	7.8
Punjab	2	83	608	89 7 3	..	..	..	..	2	83	50,476	7,425	..	..	10,18,640	57,901	5.6
Oudh . . . . .	..	..	..	..	1	674*	40	52	1	674*	..	..	27,173	35,200	4,37,648	62,373	14.2
Central Provinces . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5,13,139	..	..
Burmah . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1 51,786	..	..
The Berars . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,78,553	..	..
Coorg . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15,033	..	..
Total	24	1,854	..	..	20	2,140	..	..	14	3,994	4,74,687	1,71,985	86,291	1,75,095	1,21,14,699	9,08,958	7.5

* Includes School Departments

Statistics of Special Colleges

	No. of Colleges	Students	LAW					MEDICINE					CIVIL ENGINEERING								
			Total cost			Average cost		No. of Colleges	Students	Total cost.			Average cost		No. of Colleges	Students	Total cost			Average cost	
			Rs.	Rs.	Rs.	To Government	To Local Funds			Rs.	Rs.	Rs.	To Government	To Local Funds			Rs.	Rs.	Rs.	To Government	To Local Funds
Aligarh	9	631	34,375	3	52	1	502	1,82,488	319	43	1	101	30,442	236	65						
Madras	...	...	...	...	...	1	115	49,118	421	5	1	76	37,028	454	33	
Bombay	1	53	10,818	161	42	1	184	10,771	39	19	1	128	43,077	321	15						
N.W. Provinces	...	...	...	...	...	1	92	32,476	353	...	1	244	1,10,735	433	21	
Punjab	...	...	...	...	...	1	Not given	66,249	...	...	...	...	...	...	...

These statistics are thus illustrated by the Reports.

Bengal

COLLEGE FOR GENERAL EDUCATION

Statement of Attendance in the Government Colleges for General Education

GOVERNMENT COLLEGES GENERAL	Monthly fees	NUMBER ON THE ROLLS AT THE END OF THE YEAR				
		1867	1868	1869	1870	1871
		Rs.	as.	p.		
Presidency College	12 0 0	271	292	342	397	405
Sanskrit College	5 0 0	24	27	36	29	26
Hugli College	5 0 0	134	162	134	144	152
Dacca College	5 0 0	123	126	138	117	112
Krishnaghur College	5 0 0	71	83	106	127	116
Berhampur College	5 0 0	63	71	67	56	41
Patna College	5 0 0	32	45	66	65	84
Calcutta Madrusah	0 8 0	6	6	3	1	.
Gowhati School	3 0 0	..	2	8	15	17
Cuttack School	3 0 0	..	6	16	22	22
Chittagong School	5 0 0	..	..	7	13	5
TOTAL	...	724	820	973	936	980

Statement of Expenditure in the Government Colleges for General Education

GOVERNMENT COLLEGES- GENERAL	Number on the rolls (monthly average)	EXPENDITURE IN 1870-71			COST PER ANNUM OF EACH STUDENT		
		From Impe- rial funds	From fees and endow- ments	Total	From Impe- rial funds	From fees and endow- ments	Total
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College ..	381	62,376	48,732	1,11,108	164	128	292
Sanskrit College ..	29	8,874	1,755	10,629	306	60	366
Hugli College ..	134	..	41,379	41,379	..	309	309
Dacca College ..	103	29,316	6,716	36,032	285	65	350
Krishnaghur College ..	113	24,325	6,640	30,965	215	59	274
Berhampur College ..	49	29,935	3,029	32,964	611	62	673
Patna College ..	64	24,743	4,021	28,764	386	63	449
Gowhati School ..	15	5,232	556	5,788	349	37	385
Cuttack School ..	19	4,956	767	5,723	261	40	301
Chittagong School ..	8	2,425	483	2,908	303	60	363
TOTAL	937	1,92,182	1,14,078	3,06,260	205	122	327

“The total cost per head, which for 1869-70 was Rs. 346, is this year reduced to Rs. 327, and the charge to the State has fallen from Rs. 228 to Rs. 205. This is the more satisfactory when it is remembered that the charges on account of professors and principals, for whom the scheme of 1865 provides increasing salaries, are now nearly at a maximum.”

GRADUATE SCHOLARSHIPS

“The seven foundation scholarships of the Presidency College, which are annually awarded to Bachelors of Arts who are prosecuting their studies for the Honour Examination in Arts, were this year distributed as follows:—

Sasi Bhūsan Mukhopadhyay, B. A., Burdwan scholar	50	a month
Kunja Bihari Gupta, B. A., Dwarka Nath Tagore scholar	50	”
Surendra Nath Sarkar, B. A., Bird scholar	40	”
Hari Charn Mitra, B. A., Ryan scholar	40	”
Arjuna Charn Datta, B. A., Hindu College Foundation scholar	30	”
Jogendra Nath Ghosh, B. A., Hindu College Foundation scholar	30	”
Biraj Krishna Ghosh, B. A., Hindu College Foundation scholar	30	”

*Statement of Attendance in the Aided Colleges for
General Education*

AIDED COLLEGES—GENERAL	Monthly fee	NUMBER ON THE ROLLS AT THE END OF THE YEARS				
		1867	1868	1869	1870	1871
		Rs.				
Doveton, College, Calcutta .	12	30	25	17	8	*
St. Xavier's College „ .	8	20	40	32	32	36
Free Church College „ .	5	151	97	99	103	120
General Assembly's College „ .	5	111	102	100	86	62
Cathedral Mission College „ .	5	65	128	172	148	131
London Mission College, Bhowanipur .	5	32	43	43	44	45
TOTAL .	..	379	410	446	413	394

*Government grant withdrawn from 1st July 1870.

*Statement of Expenditure in the Aided Colleges for General
Education*

AIDED COLLEGES —GENERAL	Number on the rolls (monthly average)	EXPENDITURE IN 1870-71			COST PER ANNUM OF EACH STUDENT		
		From Imperial funds	From fees and endowments	Total	From Imperial funds	From fees and endowments	Total
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Doveton College, Calcutta	*	780	2,838*	3,618*	..	..	..
St. Xaviers' College, Calcutta	32	3,600	14,172	17,772	112	443	555
Free Church College, Calcutta	102	5,520	16,920	22,440	54	166	220
General Assembly's College, Calcutta	65	4,200	12,101	16,301	64	186	250
Cathedral Mission College, Calcutta	119	7,200	24,068	31,268	60	302	262
London Mission College, Bhowanipur	41	3,600	12,489	16,980	88	304	392
TOTAL .	359	24,900	82,588	1,07,488	67	222	289

*For the re months only.

COLLEGES FOR SPECIAL EDUCATION

Statement of Attendance in the Government Law Schools

Law Classes	Monthly fee	Number on the rolls on the 31st March 1871
	Rs.	
Presidency College	10 & 5	310
Hugli College	5	65
Dacca College	5	81
Krishnaghur College	5	45
Berhampur College	5	31
Patna College	5	87
Cuttack School	5	9
Gowhati School	5	15
Chittagong School	5	*
TOTAL . . . . .	..	643

*Closed on the 31st December 1780.

The following table gives the expenditure and receipts:—

Statement of Expenditure in the Government Law Schools

LAW CLASSES	NUMBER ON THE ROLLS (MONTHLY AVERAGE)			EXPENDITURE IN 1870-71			COST PER ANNUM OF EACH STUDENT			Surplus fees
	B. L. and L. L. candidates	Pleaders candidates	Total	From Imperial funds	From fees, &c.	Total	From Imperial funds	From fees, &c.	Total	
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Presidency College	258	68	326	..	17,725	17,725	..	54	54	11,919
Hugli College	25	30	55	..	2,685	2,685	..	48	48	1,021
Dacca College	23	39	62	..	2,753	2,753	..	44	44	1,202
Krishnaghur College	37	17	54	..	2,400	2,400	..	44	44	1,005
Berhampur College	17	18	35	265	2,135	2,400	7	61	68	..
Patna College	15	34	49	..	2,069	2,069	..	42	42	1,168
Cuttack School	1	12	13	523	830	1,353	40	64	104	..
Gowhati School	1	14	15	525	925	1,450	35	62	97	..
Chittagong School	1	21	22	470	1,070	1,540	21	49	70	..
TOTAL	378	253	631	1,783	32,592	34,375	3	52	51	16,308

The surplus fee income in five colleges being Rs. 16,308, and the deficiency in three schools and one college being Rs. 1,783, the net surplus is Rs. 14,525.

"This table shows that from the law departments taken together, Government derived during the year a profit of no less a sum than Rs. 14,525. In the Presidency College alone the surplus income was Rs. 11,919, and there was a surplus of more than a thousand rupees in each of the colleges at Hugli, Dacca, Krishnaghur, and Patna. The total average cost of a law student was Rs. 51, and their average payments were Rs. 77."

MEDICAL COLLEGE

"*English Classes.*—In the English classes the number on the rolls at the end of the year was 219, against 193 in the preceding year.

"The usual details are given in the following table:—

Statement of Attendance

MEDICAL COLLEGE	Monthly fee	Number on the rolls on the 31st March 1871
	Rs. A. P.	
Under-graduate class . . .	5 0 0	219

Statement of Expenditure

MEDICAL COLLEGE	Number on the rolls (Monthly average)	EXPENDITURE 1870-71			COST PER ANNUM OF EACH STUDENT		
		From Imperial funds	From fees	Total	From Imperial funds	From fees	Total
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Under-graduates class .	207	1,07,251	14,208	1,21,459	518	68	586

"On a reference to the similar statement for 1869-70, it will be seen that the increase of numbers, and the consequent increase in the fee receipts, which have risen from Rs. 11,059 to Rs. 14,208, have reduced the charge on the State for each student from Rs. 579 to Rs. 518."

VERNACULAR CLASSES

"The attendance and expenditure in the Bengali and Hindustani classes are shown in the next table."

Statement of Attendance

MEDICAL COLLEGE	Monthly fee	Number of students on the rolls on the 31st March 1871
Hindustani Class	Rs. ..	84
Bengali Class	1, 2 and 3.	256
TOTAL . . . .	..	340

Statement of Expenditure

MEDICAL COLLEGE	Number on the rolls (monthly average)	EXPENDITURE, 1870-71			COST PER ANNUM OF EACH STUDENT		
		From Imperial funds	From fees	Total	From Imperial funds	From fees	Total
Hindustani Class	75	Rs. 29,916	Rs. 97	Rs. 30,013	Rs. 399	Rs. 1	Rs. 400
Bengali Class	220	23,376	7,640	31,016	106	34	140
TOTAL	295	53,292	7,737	61,029	180	26	206

"During the last session 29 students of the Hindustani class and 46 students of the Bengali class passed their final examination and obtained certificates. Of the latter 38 belonged to the vernacular licentiate class, and 8 to the apothecary class.

"It is unsatisfactory to have to notice that in the course of the year a serious outbreak of insubordination occurred in the Bengali class, which necessitated the expulsion of five students and the infliction of minor punishments on others."

CIVIL ENGINEERING CLASSES

"The strength of the engineering classes, and the expenditure on them, are shown in the subjoined tables:—

Statement of Attendance

PRESIDENCY COLLEGE	Monthly fee	Number on the rolls on the 31st March 1871
Civil Engineering Department .	Rs. A. P. 5 0 0	103

Statement of Expenditure.

PRESIDENCY COLLEGE	Number on the roll. (monthly average)	EXPENDITURE 1870-71			COST PER ANNUM OF EACH STUDENT		
		From Imperial funds	From fees and fines	Total	From Imperial funds	From fees and fines	Total
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Civil Engineering Department	101	23,877	6,565	30,442	236	65	201

"This statement shows that as compared with last year the monthly attendance has increased from 86 to 101, and that the cost per head has decreased from Rs. 304 to Rs. 301 with a corresponding decrease of cost to the State from Rs. 237 to Rs. 236.

"Nine students of the 3rd year class appeared at the 'University examination for a licence, but only 3 passed; one in the 1st class, and two in the 2nd. Four others obtained certificates for subordinate employment in the Department of Public Works, 3 as sub-engineers, and one as an overseer; another candidate, an out-student, who was disqualified for the University licence, was awarded the certificate of assistant engineer.

"The three licentiates received scholarships of Rs. 50 a month tenable for two years, and are attached to public works in Calcutta to receive practical instruction in their profession."

Madras

"31. The following table shows the attendance in the Senior Department of the College at the close of the years specified, and the number of students that passed the several University Examinations in those years:—

Year	Number of Students in Senior Department	Number that passed the Matriculation Examination	Number that passed the First Arts Examination	Number that passed the Bachelor of Arts Examination
1868-69	127	29	17	15
1869-70	143	30	38	19
1870-71	135	35	13	13

"32 The figures for the First Arts and Bachelor of Arts Examinations are lower than the corresponding ones in the previous years. As regards the former examination, it is to be remembered that, owing to changes in the University Regulations, the candidates of 1870 consisted almost entirely of youths who had failed in previous years; indeed in some institutions it was considered unadvisable to have a class preparing for the First Arts Examination of 1870.

"37. The following table affords a comparison of the attendance and the results at the University Examinations for the three years during which the *Combaconum Provincial College*. 15 Masters, 520 Pupils College has educated up to the Bachelor of Arts standard:—

Year	Number of students in Senior Department	Number that passed the Matriculation Examination	Number that passed the First Arts Examination	Number that passed the Bachelor of Arts Examination
1868-69 . . .	82	43	18	11
1869-70 . . .	95	55	34	9
1870-71 . . .	112	57	..	12

"38. The college sent up sixty-five candidates to the Matriculation Examination, consequently not only is the number of passed youths very satisfactory, but the ratio of successful students to examinees is particularly creditable. Moreover, no fewer than eighteen of the passed candidates were placed in the First Class. Owing to the changes in the University course, no candidates appeared at the First Arts Examination.

"39. The ordinary Annual Examination of the College afforded fair results in general; but in mathematics a large proportion of the youths evinced a want of capacity for anything beyond mere book-work. The Principal is disappointed at the circumstance just noticed; but I feel assured that decided mathematical ability, tested by the application of principles to new cases, is to be met with in but a very small percentage of students wherever we take them.

"42. It may now be anticipated the before long the College will be in possession of fairly suitable accommodation. The present building, which has been taken over by Government, is to be repaired, modified, and enlarged; and the Government Architect is engaged in preparing plans and estimates. The sum of Rs. 40,000 has

been set apart for the work, and this amount will be slightly increased by local contributions.

"43. The Central Institution of the Free Church of Scotland's *Central Institution of the Free Church of Scotland.* Mission is not merely the foremost among all aided schools, but is a College with a tolerably strong staff of European teachers. On the 31st March last there were seventy-three students in the College Department, and 762 in the School Classes. In December 1870, fifteen pupils were successful at the First Arts, and eighteen at the Matriculation Examination; owing to the arrangements of the institution, no pupils presented themselves at the Bachelor of Arts Examination in February, 1871. In the course of the year a building grant of Rs. 15,000 was sanctioned for the Central Institution. This grant was well merited by the education work of the Mission during a long series of years.

"47. The Winter Session of 1870-71 commenced with eleven in the Senior Department, fifty-eight in the second, and thirty-eight in the Junior Department. In the Medical College
13 Professors
5 Assistants
104 Pupils
Second Department are included three students sent here for education by the Government of the Straits Settlements; one of the three has been compelled to return in consequence of ill-health. A Private Student joined the Senior Class of the Junior Department on payment of the fees, as authorised in Government Order No. 348 of the 13th December 1865. A native Medical Pupil of the Junior Department died in November 1870, and another was discharged as a deserter in March 1871.

"48. In July 1870, four students of the Senior Department passed the First M.B., and C.M. Examination of the University, and two others passed the Preliminary Scientific Examination at the same time.

"49. At the commencement of last Session, the total number of Civil Engineering College pupils attending the Civil Engineering College was 103; at the close there were 10 Masters
81 Pupils
81, three in the First Department, forty-seven in the Second, and thirty-one in the Special Classes for Surveying and Drawing, eighteen of the whole number being Military Students. A great many removals occurred in the Second Department; seven were dismissed as unlikely to qualify for Overseers, twelve withdrew or were struck off for irregular attendance, one was expelled for misconduct, two Military Students were invalided, and one rejoined his Regiment on its return to England. The large number of removals is certainly an unsatisfactory feature.

"51. It is to be remarked with regret that owing to the absence of encouragement the First Department exists rather in name than in reality. It is clearly most important that educated Natives of the country should be led to take up Civil Engineering as a profession; but, in the present state of things, when almost all works are executed by Government, Hindus of the higher classes cannot be expected to study Civil Engineering without having a fair prospect of being employed in the superior grades of the Public Works Department.

"52. The examination of the First Class, Second Department, gave, upon the whole, satisfactory results, although there appeared to be some deficiency, in mathematics. In explanation of the deficiency the Acting Principal remarks that the papers of questions in mathematics were of a somewhat difficult stamp. Of the members of the class, nine obtained certificates as Taluq Overseers and eight second certificates as Overseers under the Bengal Regulations. The students in the Second Class of the department seemed to be rather unequal in attainments; in general the averages of marks were not high except in Vernaculars.

"53. In the Special Department of the College three students obtained Surveying Certificates of the First Class; one a certificate of the Second, and four certificates of the Third Class. Also two pupils secured Drawing Certificates of the First Class; three others certificates of the Second, and a like number certificates of the Third Class.

"54. The Provincial Schools are intended to educate up to the First Arts standard, and will, therefore, be noticed here in connection with their collegiate classes. As Collegiate Classes of Provincial Schools was the case in some other institutions, the Provincial Schools which had collegiate classes in 1870 prepared the pupils, in general, not for the examination for that year, but for the examination which will be held in December next. This course was followed in consequence of the changes made in the First Arts curriculum.

"55. A few Private Schools in the Presidency Possess collegiate classes educating up to the First Arts Examination, Collegiate Classes in Private Schools and may, therefore, be ranked with Government Provincial Schools. The institution which has hitherto held the first place is the Gospel Society's High School at Tanjore; it passed three pupils at the last First Arts Examination, and contained twenty-two youths in its College Classes at the close of the year. The

Doveton Protestant College, will, on the present occasion, be noticed here; but, in the Report for 1871-72, it will probably have to be classed with fully developed colleges. On the 31st March last there were twenty-one students, fifteen preparing for the First Arts and six for the Bachelor of Arts Examination. In December last three students passed the First Arts test. The Gospel Society's School at Trichinopoly has now been reduced to a mere Higher Class School educating up to the Matriculation standard; the Managers considered it necessary to take the step in consequence of the extension of the First Arts course from one to two years. In December four of the pupils passed the First Arts Examination, one obtaining a place in the First Class. The Church Mission School at Masulipatam passed one candidate, and St. Joseph's College at Negapatam none, at the late First Arts Examination: at the close of the year the institutions had twelve and seventeen pupils respectively in their Collegiate Classes. At Coimbatore High School, as at the Gospel Society's Trichinopoly School, it has been decided to limit the course to the Matriculation standard.

"56. The following statements show the attendance and expenditure for the several Government and Private Colleges, excluding the schools attached to them:—

I.—GOVERNMENT COLLEGES

	General Education	Special Education	Remarks
Number of Institutions . . .	5	2	
Average Number on the Rolls during 1870-71 . . .	264	13	
Average Daily Attendance during 1870-71 . . .	241	11	
	Rs. A. P.	Rs. A. P.	
Total Expenditure from Imperial Funds . . .	*63,389 11 5	*5,394 1 8	*Inclusive of Scholarships, amounting to Rs. 1,260.
Total Expenditure from Local Funds . . .	†5,579 2 9	..	†Exclusive of a Furniture Grant of Rs. 6,496 for the Presidency College.
Add the amount drawn during the year by the Legal Branch of the Presidency College temporarily closed during the year . . .	..	2,100 0 0	

II.—PRIVATE COLLEGES

	General Education	Special Education	Remarks
Number of Institutions	7	..	
Average Number on the Rolls during 1870-71	121	..	
Average Daily Attendance during 1870-71	103		*Exclusive of Building Grant of Rs. 7,500, sanctioned on behalf of the Free Church Mission Institution, Madras.
Total Expenditure from Government Funds	Rs. A. P. *9,235 3 2		
Total Expenditure from Private Funds	17,912 12 8		

Bombay

"61. It is curious that as the number of successful candidates for Elphinstone College 37 entrance to the University was the Deccan College . 22 same as last year, so the number of Engineering College . 13 those who joined the Government or Grant Medical College 18 Private Colleges was also exactly the Gujarat Provincial College 3 same, 101 out of 142. Mr. Wordsworth Free General Assembly 1 says, "the present class of freshmen St. Xavier's . 7 consists of 22 members only, but they are superior, I think, to the freshmen of the last two years."

"63. Three out of four candidates from Grant College passed the examination for the L. M. degree, and Medical College of these two were in the First Class. The Principal attributes the less successful result at the First Examination in Medicine (in which four out of twelve candidates passed) in some degree to the want of a Demonstrator of Anatomy. This want has now been supplied. In the lower departments of the College eleven Hospital Apprentices passed for the grade of Assistant Apothecary, and five Vernacular Pupils passed for that of Hospital Assistant, 3rd Class. Four out of the five qualified in English. At an examination held in October,

109 candidates competed for 11 vacant stipends in the Vernacular Class. The teachers of the class have nearly completed a series of Marathi text-books for its use. Two Sub-Assistant Surgeons, Graduates of the College, were promoted on examination from the second to the first grade. The Principal reports the non-success up to April of the project of opening a class of Native midwives by the aid of funds given by a member of the Jijibhai family. Since he wrote, however, four Native midwives have been admitted and are now under instruction. The Principal reports that a College Gymnasium has been opened and is appreciated by the students.

"64. The two other requirements of the College—a Resident Physician, and the enlargement of the Vernacular Class, so that it may supply Native Doctors to other provinces besides Maharashtra—still await the consideration of Government, to which they were submitted two years ago.

<p>"65. The remarkable increase in the number of students at the Poona Civil Engineering College</p> <p>Pupils on the rolls on 1st of May</p> <table border="0"> <tr> <td>1868</td> <td>47</td> </tr> <tr> <td>1869</td> <td>50</td> </tr> <tr> <td>1870</td> <td>117</td> </tr> <tr> <td>1871</td> <td>136</td> </tr> </table>	1868	47	1869	50	1870	117	1871	136	<p>Engineering College during the last four years proves that it may, under an administration careful to provide the means and apparatus of instruction, 'meet a great and increasing practical want, and open an honourable and useful career to the educated youth of the Presidency.' In</p>
1868	47								
1869	50								
1870	117								
1871	136								

1870 two students of the University Class passed the examination for the Degree of Licentiate, and eight passed the First Examination in Civil Engineering. The great attraction to the University Department of the College is the appointment in the Engineering Branch of the Public Works Department guaranteed by Government yearly to the student who passes the L.C.E. Examination with highest marks. With a little judicious encouragement, and the removal of the obstructions incidental to newly-founded institutions, the Engineering College lecture-rooms may be crowded with candidates for that profession which seems most likely of all to correct the dreamy and unpractical tendencies of Indian students. Civil Engineering is an active profession, healthy for mind and body alike, into which educated Native youths are eager to gain admittance without any injudicious temptation, and I trust that this Government will take care that the Indian-born Civil Engineer is not discouraged by doubts as to either the attainments required of him, or the professional prospects depending on them.

"66. The Principal pays a merited tribute of gratitude to Colonel H. St. Clair Wilkins, R.E., who spontaneously undertook to lecture

the Senior Class weekly on Architecture during July, August and September 1870. He afterwards examined the students in Civil Engineering and Architecture, and found them unable to illustrate their answers by free-hand drawing; and this experience led him to recommend the appointment of a Drawing Master, the pressing need for which had already been pointed out by the Principal. A Drawing Master (Indian), on Rs. 200 per mensem, was accordingly appointed at the beginning of 1871. This salary, I observe, was entirely provided from the College fees, first collected in 1870, and is no charge on the public revenues. Both the Principal and Colonel Wilkins also advised the addition of a Professor of Mechanical Engineering, and I propose to move Government to make a provision for this appointment in the next Provincial Budget.

“67. The College is also indebted to Colonel Wilkins for reminding Executive Engineers that the College course of the student is the time for theoretical learning tested by the L.C.E. Examination, that practical experience is to be gained after the L.C.E. degree is obtained, and that its results are tested by the Examination for a Master’s degree. The practical part of the College course is limited to drawing and the use of instruments (including machinery, when the workshops are built); for practice as working Engineers, the students must look to the Executive Officers of the Public Works Department, so far as Licentiatees are employed by that department.

“68. That they may be physically prepared for rough work and active service, I propose to move Government for a grant for the construction of a Gymnasium in the College precincts.

“69. The Law School sent up thirteen candidates for the L.L.B. Government Law Scho- degree, all of whom passed. The fee, first imposed in 1870, appears to have slightly diminished the numbers on the roll, but not the efficiency and success of the school.”

N. W. Provinces

GOVERNMENT COLLEGES

“15. The cost, number on the rolls, and average daily attendance of the pupils, of the four colleges for general education at Agra, Ajmere, Bareilly, and Benares, of the Engineering College at

Roorkee, and the Medical College at Agra are exhibited in the following table:—

	Number	Number on the rolls	Average daily attendance.	EXPENDITURE						
				Imperial			Local			
				Rs.	A.	P.	Rs.	A.	P.	
General	(1) Colleges affiliated to Calcutta University	4	80.26	69.5	52,670	0	0	5,311	10	5
		(2) Sanskrit and Anglo-Sanskrit Department, Benares College	..	210.00	198.0	26,616	2	3	2,441	0	0
Special		2	320.00	301.5	1,38,101	5	10	5,110	0	0
TOTAL		6	610.26	569.0	2,17,387	8	1	12,862	10	5

The four colleges educate up to the B.A. degree. Their staff of Professors is scarcely strong enough to enable them, as a rule, to prepare students for Honours and the M.A. degree, although this is done whenever circumstances render it possible. The higher classes are still deplorably small, and there is consequently a great waste of teaching power, but the success of these colleges in the last University Examinations is by no means unsatisfactory. The results of the Middle or First Arts Examination in 1869-70 were decidedly bad, only 6 men having passed out of 26 candidates. The past year in this respect shows a very decided improvement, 16 men having succeeded out of a total of 28. Of these, 6 were placed in the Second Division and 10 in the Third.

"16. The following table gives the particulars of failure in the First Arts and B.A. Examinations:—

Examination	Number of candidates	FAILED IN				
		English	Mathematics	History	Second Language	Philosophy
First in Arts . . .	28	6	3	3	7	3
B.A.	5	1	..	..	..	..

Five students went up for the B.A. Examination, 3 from the Agra College and 2 from Benares. The Agra men all passed, 2 in the First Division and 1 in the Second. Of the Benares College men 1 only passed, in the Third Division.

For the M.A. Examination 3 students went up, 1 from Agra and 2 from Benares. They all passed' 2 in the Second Division and 1 in the Third.

The results of the M.A., B.A., and F.A. Examinations are shown in the table subjoined:—

Colleges	F.A. EXAMINATION		B.A. EXAMINATION		M.A. EXAMINATION	
	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed
Agra . . .	8	6	3	3	1	1
Bareilly . . .	10	5	..	..	..	..
Benares . . .	10	5	2	1	2	2
TOTAL	28	16	5	4	3	3

"17. The present Second-year Class, consisting of students who go up for the F.A. Examination at the end of this year, were examined in December last by the Departmental Board appointed for the purpose. The results were satisfactory.

"18. It is satisfactory to find that the present First-year Class is an unusually large one, and that nine of these students have come in from the various Zillah Schools. The desire of higher education appears to be slowly but surely spreading, and there is every probability that before long our College classes will be tolerably full.

"19. The numerous withdrawals in the lower classes of the Bareilly College, which the Principal is inclined to attribute to the poverty of parents, are much to be regretted. There can be no doubt that the great majority of those who send their children to school are impatient to see some tangible return for the money they have hesitatingly expended on their instruction. As a boy rises in the school, the fees and other expenses increase; the father is less able or less willing to defray them, and he withdraws his son as soon as or even before he can speak a little English and write a legible and

intelligible bill, either to assist him in his business or at least to decrease his monthly expenses.

“20. The Sanskrit College, Benares, has fairly maintained its ancient reputation, imparting to an increasing number of students not, perhaps, the best possible education, but the only education which the classes who attend it will value or accept.

It still teaches systems of philosophy which are derided in Europe by the unlearned, and by the learned regarded merely as obsolete curiosities; it still teaches in the ancient Native manner the completest and most wonderful system of grammar that the world has ever seen; it still teaches a code of law which is foolishness to the Western mind. Yet the young Brahmans who attend the college are brought under some softening, some enlightening influences, and, even if they study in the purely Sanskrit Department only, they may carry back with them to their distant villages, in which they will probably be the highest ecclesiastical authorities, some share of European science in addition to their acquaintance with the lore of their own country.

“21. A more extended *curriculum* is open to those who, after passing through the Sanskrit College, are enrolled in the Anglo-Sanskrit Department. In this they are taught English; and, as soon as they are sufficiently familiar with the language, they learn to compare the speculations of Mill and Hamilton with the doctrines of their own Gautama and Kanada. It is to men thus trained that we must chiefly look for the genial interpenetration of Indian literature by the higher products of Western thought. Something has already been done. More than twenty years ago, Professor Max Muller wrote that pundits might be heard discussing the *Novum Organum* in the streets of Benares, and year by year since that time the Anglo-Sanskrit Department has been sending forth its pupils learned in the wisdom of the Hindoos, and not entirely unacquainted with English literature and European science.

“22. Unfortunately, these young sages are generally poor, and their poverty rather than their will leads them to look out for employment, and when an appointment of Rs. 40 or Rs. 50 a month is offered them, they cannot afford to decline it. Some take service with the princes of the land; they may be found in the Courts of Jammoo and Katmandu. Others naturally look to the Education Department, and become teachers in Normal and Anglo-Vernacular

Schools. So, as the Principal laments, "we lose the benefit of their knowledge just when they might do good service as translators of English works into Sanskrit and Hindee." His Honor saw the First Class of this department when he visited the college in January last, and will not have forgotten the readiness with which some of the students in a *viva voce* examination translated passages of Mill's logic into the most appropriate Sanskrit. After a year or two it may, perhaps, be possible so to increase the stipends of the two best scholars, and to excuse them from the regular work of the class, as to induce them to remain in the college, and give all their time to translating, transfusing, and recasting English works on science. I am not sure that the experiment of thus forcing a small body of translators will be a successful one. I am sure that without some experiment of the kind, the high hopes that have been entertained of this department will be entertained in vain.

"23. The English College has been less fortunate than usual in the results of the B.A. Examination. It generally sends up two candidates, and, as a rule, both pass. In the last examination only one passed, in the Third Division; the second candidate failing in English only. Both these students passed in Latin instead of Sanskrit, the first instance of the kind that has occurred in the North-Western Provinces. There is no doubt that the study of Latin, if unduly encouraged in our colleges, would tend to Occidentalize or rather de-Orientalize our students, and draw away their minds from more appropriate pursuits and modes of thought; still, Latin may, I think, be occasionally substituted for Sanskrit with decided advantage to the student. Latin, of course, conduces to the pupil's success in English, of which, indeed, he cannot acquire a scholar-like knowledge without some acquaintance with the language which has so amply enriched it. He is taught to compare its roots, and affixes its declensional and conjugational forms with those of his own dialect, and thus acquires some acquaintance with the elements of the attractive and important science of comparative philology. He has the advantage of being taught by an Englishman, and by means of daily translations from masterpieces of composition into the purest and tersest English at his command, he very considerably improves his English style. Still, in spite of these advantages, the objection mentioned above remains, and it is well that all Hindoos in the Benares College are strongly recommended by the Principal to study Sanskrit, and all Musalmans Arabic. I should like to see the study of Latin confined to Bengalees, East Indians, and Native Christians.

"24. The very creditable success obtained by the two candidates for Honours and M.A. in English has more than made up for the comparative failure of the B.A. Class. This is the first time that Honours in English have been gained by students of Upper India, and this success must be as gratifying to the Principal as it is creditable to the pupils, whose "exemplary regularity, attention, and industry" he deservedly commends.

"25. The boarding-house is full and thriving. The inmates generally have been healthy, happy, and well-behaved; they have been fairly industrious, and many of them have evidently enjoyed themselves at cricket and other games.

"26. It is certainly noticeable, and, I am inclined to think, a very satisfactory proof of sound teaching, that the mathematical instruction of the whole college and school, from the highest class to the lowest, has during nearly the whole year been successfully managed by Natives educated at the college. At present both Professorships in the English College, that of Mathematics and that of English Literature, are held by Benares M.A.s, and the Headmaster of the School Department is also a Native, and an old pupil of the college. This fact is a most encouraging proof of the readiness of the Government to recognize merit and to advance Indians to the higher and more responsible posts in the Education Department, as soon as they show that they possess the requisite qualifications.

"27. A Law Class has been lately established on the grant-in-aid principle in the Benares College: the students, who are chiefly graduates of the University and masters in the college, subscribing about Rs. 70 per mensem, and the Government supplementing the sum with a monthly grant of Rs. 50. The class is under the charge of Baboo Girindranath Chuckerbutty, M.A., L.L.B., who very highly distinguished himself both in the Arts and Law Examinations and who has officiated with credit as a Professor in Bengal. The regulations of the University regarding the study of law have been slightly modified in the past year. The more thorough teaching of Hindoo and Mahomedan law has been substituted for the somewhat superficial acquaintance with the law of English real property previously required; and the period to be devoted to the study of law after passing the B.A. Examination has been extended to two years. These changes will make the study of law more thorough, and the undergraduate's attention will not be too early distracted from the subjects of the B.A. Examination.

"28. The opening of the new college at Ajmere by His Excellency the Governor General and Viceroy is a noticeable and interesting event. There is every reason to hope that the college will continue to increase in popularity and usefulness, and that it will exercise a gradually widening and deepening influence over the young chieftains of Rajpootana, as well as over the students who ordinarily resort to it. The Officiating Principal is naturally anxious that the college under his charge should be raised to the status of a first-class college, on an equal footing with the older Colleges of Agra, Bareilly, and Benares; and it appears reasonable to hope that these wishes will be gratified as soon as circumstances warrant the increased expenditure. The number of students at present in the College Department is very small."

Punjab

UNIVERSITIES AND GOVERNMENT COLLEGES

"The number of students in Government colleges has risen from 89, including 10 casual students, to 102, including 3 casual students, the average number of students whose names are borne on the rolls, from 57 to 83, and the average attendance from 46 to 74. The fees amounted to Rs. 1,742, whilst in 1869-70 Rs. 1,225 were collected.

"The following is the prescribed statement of attendance and Their statistics expenditure during 1870-71:—

	GENERAL EDUCATION		
	Delhi	Lahore	
Number of institutions	1	1	
Number on the rolls at the close of 1870-71	51	51	
Average number on the rolls monthly for 1870-71	37	46	
Average daily attendance for 1870-71	34	40	
Total expenditure {	From Imperial Revenue	23,919	26,557
	From Local Funds	2,932	4,493

“The results of the Calcutta University examinations for all educational institutions in the Punjab are shown below:—
Results of the Calcutta University Examinations from 1861-62 to 1870-71.

YEAR	B.A. EXAMINATION			F.A. EXAMINATION			ENTRANCE EXAMINATION		
	Number of candi- dates	Passed		Number of candi- dates	Passed		Number of candi- dates	Passed	
		From Govt. institutions	From private institutions		From Govt. institutions	From private institutions		From Govt. institutions	From private institutions
1861-62	..	..	..	..	..	..	10	4*	1
1862-63	..	..	..	..	..	..	12	7*	1
1863-64	..	..	..	..	..	..	35	15*	10
1864-65	..	..	..	..	..	..	43	14*	8
1865-66	..	..	..	..	..	..	75	18*	8
1866-67	..	..	..	26	5	5	81	24*	4
1867-68	7	2	2	17	4	4	73	24*	20
1868-69	1	1	1	11	4	1	78	19†	19†
1869-70	3	2	1	18	9*	..	98	22	22
1870-71	4	1	..	29	15	..	74	23	28*

*Including one School Master. †Including two School Masters. ‡Including one private student.

“The following statements exhibit in detail the results of the examinations of the Calcutta University for the year under review:—
Detailed results of the Calcutta University examinations in 1870-71

B. A. Examination—January 1871

NAMES OF INSTITUTIONS	No. of candidates	PASSED IN				FAILED IN				
		1st division	2nd division	3rd division	English.	2nd language	History	Mathematics and Natural Philosophy	Mental and Moral Philosophy	Optional subjects
Government College, Delhi	1	..	..	..	..	1	..	..	..	..
Government College, Delhi	3	1	..	..	..	1	..	2	..	..

First Arts Examination—December 1870

NAMES OF INSTITUTIONS	No. of candidates	PASSED IN			English	FAILED IN			
		1st division	2nd division	3rd division		2nd language	History	Mathematics	Philosophy
Government College, Lahore	13	2	4	3	4	1	..	1	..
Government College, Delhi	7	1	5	..	1	..	..	..	..

LAHORE GOVERNMENT COLLEGE

"53. The Lahore College contained at the end of the year 48 regular, 3 casual matriculated students, and 1 non-matriculated student. At the close of 1869-70, there were 45 regular and 10 casual matriculated students. The average number on the rolls was 46, and the average attendance 40, or 86.9 per cent. The Principal reports that several new students were expected to join shortly. The classes at the close of the year were composed as shown below:—

4th year class reading for B.A. Examination	4	students.
3rd year class	6	„
2nd year class reading for First Arts Examination	23	„
1st year class	18	„
TOTAL	51	„

"The Lahore College sent up one candidate for the B.A. Examination, who failed in Arabic. This is to be regretted, but the results of the First Examination in Arts are highly satisfactory, as will be seen from the following table:—

	No. of candidates	Passed			Total passed	Percentage passed			Total percentage passed
		1st division	2nd division	3rd division		1st division	2nd division	3rd division	
Bengal	440	25	84	75	184	5.7	19.1	17	41.8
N.W. Provinces	30	..	7	11	18	..	23.3	36.6	60
Lahore	13	2	4	3	9	15.3	30.7	23	69.2
Delhi	7	1	5	..	6	14.3	71.4	..	85.7

The percentage of successful candidates from Lahore, more especially of those who have been placed in the 1st division, is much higher than in Bengal and the North-Western Provinces.

"Three students, after passing the First Examination in Arts, were awarded scholarships of the value of Rs. 50 per mensem in the Rurki College. One of these, however, has returned to Lahore with the view of reading for the degree of B.A. before prosecuting his professional studies.

Students who after passing the F.A. Examination went up to the Rurki College

"The success in life of students who have left the Lahore College is very satisfactory. They readily obtain employment, many of them hold excellent appointments, and they are in receipt of good salaries."

Success in life of the students who left the Lahore College

DELHI GOVERNMENT COLLEGE

"The Delhi College contained at the close of the year 51 students, or 17 more than at the end of 1869-70. Six students were withdrawn from the College, and 23 joined in the course of the year. The average number on the rolls was 37, and the average daily attendance 34, or 91·8 per cent. It is a remarkable fact that the college is attended by only one Muhammadan. The classes at the close of the year were constituted as follows:—

Number of students in the Delhi College

M.A. class	. . . . .	2	students
B.A. or 4th year class	. . . . .	5	„
3rd year class	. . . . .	6	„
2nd year class	. . . . .	17	„
1st year class	. . . . .	21	„
		<hr/>	
	TOTAL	51	„
		<hr/>	

"For the B.A. Examination 3 candidates presented themselves, one of whom passed in the first division, gaining the second place amongst the Bachelors of the whole Presidency. For the First Examination in Arts, there were 7 candidates, of whom 1 passed in the first, and 5 in the second division, and the seventh failed in English only. It may be observed that there were throughout the Presidency 212 candidates for the B.A. Examination, of whom 84 passed, 7 being placed

B.A. and F.A. Examinations

in the first division; and 540 candidates for the First Arts examination, of whom 233 passed. The results, therefore, of these examinations are highly creditable to Delhi, and it is particularly satisfactory that none of the students who passed the First Arts Examination were placed below the 2nd division."

Such then is the working of the several colleges about which the information contained in the extracts is fairly complete.

In the preceding section I attempted to show what was the average cost to the country of an undergraduate. I now annex a similar statement as to the cost of a graduate. Of course it will be borne in mind that numerical results are a very one sided test of high education, of little value in itself and of less value when the quality of the tests is not precisely the same. While therefore comparison is of little purport, each local Government should still know the precise quality of the result and the cost of it; and this is not shown in the reports.

Province		Colleges	Students	Total Imperial cost	F. A. Students passed	B. A. Students passed	M. A. Students passed	Total passed	Average cost to Government
				Rs.					Rs.
IN GOVERNMENT COLLEGES	Bengal	10	937	1,92,182	142	61	28	231	831
	Madras	5	241	63,389	22	25	5	52	1,219
	Bombay	2	200	89,353	40	13	2	55	1,624
	N.W. Provinces	4	69	52,670	16	4	3	23	2,290
	Punjab	2	74	50,476	15	1	0	16	3,155
IN AIDED COLLEGES	Bengal	6	359	24,900	38	15	4	57	436
	Madras	7	103	9,235	24	1	0	25	369
	Bombay	2	No	returns					
									For F.A. Degree 200 } Payment „ B. A. „ 350 } by results.

This table, like the preceding one, is possibly inaccurate and may not give the required information in the best way; it is only an attempt to show what certainly ought to be shown in the reports. Excessive as the charges seem, they are, I believe, much less than the real charges as they do not include any indirect expenditure. The

tables are in any case accurate enough to suggest the enquiry whether such charges are consistent with the statistics of area and population and of the funds available for education altogether.

The latter statement represents very roughly the average cost to Government, in each province, of a University distinction, after matriculation. If the F.A. Degree were not included and the average cost of graduates only were calculated, the charge would of course very largely exceed what is here shown. Here again the most notable feature is that in Madras and Bengal the State is paying at two very different rates for the same result; and in Madras not only is high education so advanced that a degree, which on an average costs the Government Rs. 1,219 in a Government institution, only costs Rs. 369 to produce in an aided institution, but it is clear that high education is able to stand alone, because in addition to the 25 degrees obtained in aided colleges there were 58 degrees obtained in other institutions, of which 40 were obtained without any charge to Government at all.

It is clear therefore that as regards high education, Madras has reached the stage to which Bengal is hastening.

The inferiority of Bombay is clear from the fact that whereas the average cost to Government of a degree in a Government college is Rs. 1,624, the charge offered to aided institutions is Rs. 200 for a pass in the First Arts, and Rs. 350 in the Bachelor of Arts Examination.

In connection with special colleges it will be noted that the average charge for instruction in medicine and engineering is high. But there can be no doubt of the urgency of the need for engineers and doctors, and as the classes are capable of considerable extension it only remains for the Government to reduce the average charge by making these professions more attractive, that is by ensuring appointments to really competent men. This appears especially wanted in Madras and also in Bombay where the recent progress in civil engineering is very notable. In Bengal it is not clear why the Rurki-Thomason College is not, as in the other Presidencies, under the educational department or why it does not show at all in the Calcutta University returns. To make it a regular part of the educational scheme would, I think, give a very useful stimulus to the department in the direction of industrial and technical education. Of the working of the Medical College in Bengal the account is scanty. I am informed, however, that during the last five years the number of

students has doubled, that as a class they are intelligent, earnest and hardworking, their capacity for reception being very great, but for retention uncertain and not persistent. They make good general practitioners of medicine but in surgery they fail; they want nerve precision and delicate manipulation and they are in some degree kept back by caste prejudices from perfecting their knowledge by dissection. The great obstacles to progress are the imperfect knowledge of English which the students bring to College and the very defective arrangements for dissection and post-mortem examinations. On leaving College those who do not take Government employ make a fair livelihood where they settle down, and diffuse around them a growing belief in rational medicine.

Besides the colleges above mentioned, two other institutions of cognate character have recently been founded in the Punjab and North-West.

When the Court of Directors consented in 1854 to establish Universities at the three Presidency Capitals, they declared their willingness to sanction other Universities "wherever a sufficient number of institutions exist from which properly qualified candidates for degrees could be supplied." In 1867-68, a strong movement was made in the Punjab for the establishment of a University at Lahore. About a lakh of rupees was contributed by European and Native gentlemen and in May 1868 a formal application was made to the Government of India to sanction the measure. The declared objects of the proposed University were to encourage the enlightened study of oriental languages and literature, to improve and extend the vernacular literature of the Punjab and to diffuse Western knowledge through the vernaculars. In reply, the Government of India expressed general approval of the objects in view, but showed that higher education had made comparatively little progress in the Punjab and that the establishment of a University at Lahore was premature. It was clear that while there was an almost inexhaustible material in the Punjab requiring to be taught, there was but a very small material requiring to be examined. If a University could be founded for all the Urdu and Hindi-speaking districts of Northern India, the Government of India would sanction it, but if not, it would be better to found at Lahore a University college similar to the other colleges, and to such an institution an imperial grant-in-aid not exceeding Rs. 21,000 a year, or the equivalent of the local subscriptions with interest, would be allowed. The alternative measure proposed by the Government of India was, however, found impracticable, and in December 1869 the Lahore University college was

established under statutes that declared the objects of the institution and provided for a Senate or governing body composed of the principal officials in the province and of certain native gentlemen who had contributed to the movement. The objects of the University college as now declared were somewhat enlarged beyond their original scope; they were:—

“(1) to promote the diffusion of European science, *as far as possible*, through the medium of the vernacular languages of the Punjab; and the improvement and extension of vernacular literature generally;

“(2) to afford encouragement to the enlightened study of Eastern classical languages and Literature;

“(3) to associate the learned and influential classes of the province with the officers of Government in the promotion and supervision of popular education.

“The above are the special objects of the institution; but at the same time every encouragement will be afforded to the study of the English language and literature, and in all subjects which cannot be completely taught in the vernacular, the English language will be regarded as the medium of examination and instruction.”

Since then, the college has appointed an executive committee and a Registrar to carry out its objects and dispense its funds. How these objects are being carried out and the funds dispensed is shown in the report for the year. It would seem that every student in the Lahore and Delhi colleges, “not otherwise provided for,” has received a scholarship, that an oriental school has been established to give instruction in Arabic, Sanscrit, and Persian, with Arithmetic, Algebra, History and Geography, and that the school is attended by 60 men, whose acquirements are very moderate but “most of whom, if not all,” also receive scholarships. A law lecturer has also been appointed, the Lahore Medical School has been affiliated to the college, and examinations for diplomas of Maulavi, Pundit and Munshi are to be annually held. It also appears that although liberal studentships are offered to induce men to enter the oriental school, the Director fears that students so induced will be discontented if they afterwards find that their studies do not lead to employment. The Director apprehends some inconvenience from the double system of examinations required by the University college and by the Calcutta University, and he thinks that the former system “might” work well if the

latter would recognize the Entrance and F.A. Examinations held by the Punjab Institution at Lahore.

From this account it would appear that the Punjab University college is not at present in harmony with the Calcutta University; that one object of its funds is to give a scholarship to every student of the Government colleges—a measure to which the Government of India for years steadily objected to—and that it is encouraging a kind of study which is calculated to lead to disappointment. All this requires attention, especially the last point which contrasts strongly with the Director's statement* that students from the Lahore College under the Calcutta University system succeed in life and readily obtain employment. The contrast forcibly recalls an incident mentioned in Macaulay's minute upon the discussion of 1835:—

"A petition was presented last year to the Committee by several ex-students of the Sanscrit College. The petitioners stated that they had studied in the college ten or twelve years; that they had made themselves acquainted with Hindu literature and science; that they had received certificates of proficiency, and what is the fruit of all this! 'Notwithstanding such testimonials,' they say, 'we have but little prospect of bettering our condition without the kind assistance of your Honorable Committee, the indifference with which we are generally looked upon by our countrymen leaving no hope of encouragement and assistance from them.' They therefore beg that they may be recommended to the Governor-General for places under the Government, not places of high dignity or emolument, but such as may just enable them to exist. 'We want means,' they say, 'for a decent living, and for our progressive improvement, which, however, we cannot obtain without the assistance of Government, by whom we have been educated and maintained from childhood.' They conclude by representing, very pathetically, that they are sure that it was never the intention of Government, after behaving so liberally to them during their education, to abandon them to destitution and neglect.

"I have been used to see petitions to Government for compensation. All these petitions, even the most unreasonable of them, proceeded on the supposition that some loss had been sustained—that some wrong had been inflicted. These are surely the first petitioners who ever demanded compensation for having been educated gratis, —for having been supported by the public during twelve years, and

**Para. 61, Report 1870-71.*

then sent forth into the world well furnished with literature and science. They represent their education as an injury which gives them a claim on the Government for redress, as an injury for which the stipends paid to them during the infliction were a very inadequate compensation. And I doubt not that they are in the right. They have wasted the best years of life in learning what procures for them neither bread nor respect. Surely we might, with advantage, have saved the cost of making these persons useless and miserable; surely men may be brought up to be burdens to the public and objects of contempt to their neighbours at a somewhat smaller charge to the State. But such is our policy."

In the North-Western Provinces a similar movement has been started in imitation no doubt of that in the Punjab.

In August 1869 a body of native gentlemen of Allahabad petitioned the local Government for the establishment of a college, "to give higher education to their children," in the city of Allahabad. To show that they were in earnest, they sent up a contribution of Rs. 16,625 with the petition. The local Government expressed warm approval of the application, but thinking it more than a merely local one, ordered the correspondence to be published to see whether the Chiefs and leading men throughout the country would also support it.

The result was a subscription of Rs. 1,74,955 and the local Government in May 1870 applied for Rs. 50,000 as an imperial contribution towards the collegiate buildings. But whereas the Punjab application was for an examining and degree conferring institution, the application from the North-West was for a central college to which a considerable part of the teaching agency at the existing colleges was to be transferred. The Government of India highly approved of the proposal and the first steps for opening the college have been taken. Its object is two-fold:—

"First, to affiliate to the college the vernacular schools which are growing up rapidly everywhere, with the view of enforcing a common standard of education, examination, and reward. Mr. Kempton looks to this department of the University College as a means for developing our oriental teaching, and rendering it popular and national among the masses throughout the country.

"The second part of the scheme reaches upwards, and proposes that the new institution shall provide the means for the education of undergraduates throughout these provinces, who aspire to pass

the higher tests of the Calcutta University. The teaching in the district colleges will then, as a rule, not proceed beyond the preparation of matriculated students for the First Arts Examination. In point of fact, those who study beyond that standard are so few in number that it is not worthwhile keeping up a complete teaching establishment at the outlying colleges for the rare exceptions. The formation therefore of Central University classes at Allahabad will admit of some retrenchment in the establishment of the divisional colleges.

"The Lieutenant-Governor's opinion with regard to these proposals is that the first is a most promising conception, and should be kept in view; but its further development probably had better be postponed till the Calcutta University scheme for "Middle School" Examinations shall have been matured. It will then be seen how much the Calcutta University proposes to do towards encouraging oriental studies, and whether anything remains for the Allahabad College to supplement.

"The second part of the scheme can be put in execution at once."

So far as an opinion can now be formed I venture to think that the North-Western scheme is both practical and useful and that it contrasts favourably with that in the Punjab.

SECTION VI

UNIVERSITIES

The Universities of Calcutta, Madras and Bombay, established under the Acts marginally noted, were founded in accordance with the following extracts from the educational code:—

Acts II of 1857,
Calcutta; XXVII
of 1857, Madras;
XXII of 1857,
Bombay

under the Acts marginally noted, were
founded in accordance with the following
extracts from the educational code:—

"24. Some years ago, we declined to accede to a proposal made by the Council of Education, and transmitted to us with the recommendation of your Government, for the institution of an university in Calcutta. The rapid spread of a liberal education among the natives of India since that time, the high attainments shown by the native candidates for Government scholarships, and by native students in private institutions, the success of the medical colleges, and the requirements of an increasing European and Anglo-Indian population, have led us to the conclusion that the time is now arrived for the establishment of universities in India, which may encourage a regular

and liberal course of education by conferring academical degrees as evidences of attainments in the different branches of art and science, and by adding marks of honor for those who may desire to compete for honorary distinction.

“25. The Council of Education, in the proposal to which we have alluded, took the London University as their model; and we agree with them that the form, government, and functions of that university (copies of whose charters and regulations we enclose for your reference) are the best adapted to the wants of India, and may be followed with advantage, although some variation will be necessary in points of detail.

“26. The universities in India, will, accordingly, consist of a Chancellor, Vice-Chancellor, and Fellows, who will constitute a Senate. The Senates will have the management of the funds of the universities, and frame regulations for your approval, under which periodical examinations may be held in the different branches of art and science by examiners selected from their own body, or nominated by them.

“27. The function of the universities will be to confer degrees upon such persons as, having been entered as candidates according to the rules which may be fixed in this respect, and having produced from any of the “affiliated institutions” which will be enumerated on the foundation of the universities, or be from time to time added to them by Government, certificates of conduct, and of having pursued a regular course of study for a given time, shall have also passed at the universities such an examination as may be required of them. It may be advisable to dispense with the attendance required at the London University for the matriculation examination, and to substitute some mode of entrance examination which may secure a certain amount of knowledge in the candidates for degrees, without making their attendance at the universities necessary, previous to the final examination.

“28. The examinations for degrees will not include any subjects connected with religious belief; and affiliated institutions will be under the management of persons of every variety of religious persuasion.

“29. The detailed regulations for the examination for degrees should be framed with a due regard for all classes of the affiliated institutions; and we will only observe upon this subject that the

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standard for common degrees will require to be fixed with very great judgment. There are many persons who well deserve the distinction of an academical degree, as the recognition of a liberal education, who could not hope to obtain it if the examination was as difficult as that for the senior Government scholarships; and the standard required should be such as to command respect without discouraging the efforts of deserving students, which would be a great obstacle to the success of the universities. In the competitions for honors, which, as in the London University, will follow the examination for degrees, care should be taken to maintain such a standard as will afford a guarantee for high ability and valuable attainments,—the subjects for examination being so selected as to include the best portions of the different schemes of study pursued at the affiliated institutions.

“30. It will be advisable to institute, in connection with the universities, professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other institutions in India. Law is the most important of these subjects; and it will be for you to consider whether, as was proposed in the plan of the Council of Education to which we have before referred, the attendance upon certain lectures, and the attainment of a degree in law, may not, for the future, be made a qualification for vakeels and moonsiffs, instead of, or in addition to, the present system of examination, which must, however, be continued in places not within easy reach of an university.

“31. Civil engineering is another subject of importance, the advantages of which, as a profession, are gradually becoming known to the natives of India; and while we are inclined to believe that instruction of a practical nature, such as is given at the Thomason College of Civil Engineering at Roorkee, is far more useful than any lectures could possibly be, professorships of civil engineering might, perhaps, be attached to the universities, and degrees in civil engineering be included in their general scheme.

“32. Other branches of useful learning may suggest themselves to you in which it might be advisable that lectures should be read, and special degrees given; and it would greatly encourage the cultivation of the vernacular languages of India that professorships should be founded for those languages, and perhaps, also, for Sanskrit, Arabic, and Persian. A knowledge of the Sanskrit language, the root of the vernaculars of the greater part of India, is more especially necessary to those who are engaged in the work of composition in

those languages, while Arabic, through Persian, is one of the component parts of the Urdu language, which extends over so large a part of Hindustan, and is, we are informed, capable of considerable development. The grammar of these languages, and their application to the improvement of the spoken languages of the country, are the points to which the attention of these professors should be mainly directed; and there will be an ample field for their labours unconnected with any instruction in the tenets of the Hindu or Mahomedan religions. We should refuse to sanction any such teaching as is directly opposed to the principles of religious neutrality to which we have always adhered.

“33. We desire that you take into your consideration the institution of universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India. The offices of Chancellor and Vice-Chancellor will naturally be filled by persons of high station, who have shown an interest in the cause of education; and it is in connexion with the universities that we propose to avail ourselves of the services of the existing Council of Education at Calcutta and Board of Education at Bombay. We wish to place these gentlemen in a position which will not only mark our sense of the exertions which they have made in furtherance of education, but will give it the benefit of their past experience of the subject. We propose, therefore, that the Council of Education at Calcutta and the Board of Education at Bombay, with some additional members to be named by the Government, shall constitute the Senate of the University at each of those presidencies.

“34. The additional members should be so selected as to give to all those who represent the different systems of education which will be carried on in the affiliated institutions—including natives of India of all religious persuasions, who possess the confidence of the native communities—a fair voice in the Senates. We are led to make these remarks, as we observe that the plan of the Council of Education, in 1845, for the constitution of the Senate of the proposed Calcutta University, was not sufficiently comprehensive.

“35. We shall be ready to sanction the creation of an university at Madras or in any other part of India where a sufficient number of institutions exist from which properly qualified candidates for degrees could be supplied; it being in our opinion advisable that the great centres of European government and civilization in India should

possess universities similar in character to those which will now be founded, as soon as the extension of a liberal education shows that their establishment would be of advantage to the native communities.

“36. Having provided for the general superintendence of education, and for the institution of universities, not so much to be in themselves places of instruction, as to test the value of the education obtained elsewhere, we proceed to consider, *first*, the different classes of colleges and schools, which should be maintained in simultaneous operation, in order to place within the reach of all classes of the natives of India the means of obtaining improved knowledge suited to their several conditions of life; and *secondly*, the manner in which the most effectual aid may be rendered by Government to each class of educational institutions.”

Statement Overleaf

The statistics of the Calcutta University from the date of its

	Entrance		First Examination in Arts		Bachelor of Arts		Master of Arts		Licence in Law		Bachelor in Law	
	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed
1857	244	162	...	...	...	...	...	...	...	...	...	...
1858*	464	111	...	...	13	2	...	...	...	...	19	11
1859	1,411	583	...	...	20	10	...	...	...	...	20	3
1860	808	415	...	...	65	13	...	...	...	...	22	10
1861	1,058	477	163	97	39	15	...	...	7	2	17	14
1862	1,114	417	220	99	34	24	8	16	8	13	13	13
1863	1,367	690	321	149	35	23	7	19	9	15	9	9
1864	1,396	702	321	151	66	30	8	1	1	22	19	19
1865	1,350	510	446	137	82	45	15	11	7	5	17	17
1866	1,500	510	426	188	122	79	18	15	17	13	22	11
1867	1,507	814	388	188	141	60	39	22	17	14	26	22
1868	1,734	892	423	196	212	99	25	15	10	3	72	51
1869	1,730	817	520	225	174	77	29	18	13	3	98	58
1870	1,905	1,099	540	233	210	88	24	24	18	18	87	74
1871	...	...	...	...	212	84	39	35	27	12	83	51

The corresponding statistics from Madras are:—

YEARS	MATRICULATION EXAMINATION			FIRST ARTS EXAMINATION		
	No. of candidates examined	Passed		No. of candidates examined	Passed	
		From Government Institutions	From Private Institutions		From Government Institutions	From Private Institutions
1857-58 {	41	29	7	No examinations		
September 1857	79	11	7	Do.		
February 1858	57	22	8	Do.		
1858-59	52	23	..	Do.		
1859-60	80	35	13	Do.		
1860-61	195	49	23	Do.		
1861-62	252	58	47	Do.		
1862-63	300	93	50	82	19	4
1863-64	565	137	86	167	39	11
1864-65	520	120	109	214	53	23
1866-66	555	120	164	250	57	59
1866-67	895	142	210	350	71	46
1867-68	1,066	128	210	443	53	101
1868-69	1,320	131	193	531	100	120
1869-70	1,200	167	234	531	22	74
1870-71	1,358	189	235	268		
TOTAL	8,105	1,334	1,396	2,305	414	438

*Two Entrance

foundation are thus shown:—

LICENCE IN MEDICINE AND SURGERY				BACHELOR IN MEDICINE				Doctor of Medicine	Licence in Civil Engineering	Bachelor in Civil Engineering	
First examination		Second Examination		First Examination		Second Examination					
No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed
12	12	...	...	...	...	...	...	...	...	...	...
40	24	...	...	...	...	...	...	...	...	...	...
31	12	...	...	...	...	...	...	...	...	...	...
31	13	...	...	...	...	...	...	...	...	...	...
16	7	20	14	...	...	...	...	...	...	...	...
33	18	17	7	...	...	...	...	1	1	10	6
35	16	19	14	...	...	...	...	2	2	18	14
42	22	25	11	...	...	...	...	2	2	10	5
34	14	20	18	...	...	...	...	1	1	5	2
35	10	26	20	5	5	...	...	...	...	...	...
44	17	18	15	2	1	2	2	...	...	6	6
45	6	13	11	2	1	4	2	...	...	3	2
61	27	20	19	3	2	2	2	...	...	7	4
56	42	7	5	4	4	1	1	...	...	...	1
58	38	29	27	2	2	2	2	...	...	9	3

BACHELOR OF ARTS EXAMINATION			BACHELOR OF CIVIL ENGINEERING EXAMINATION			BACHELOR OF LAWS EXAMINATION			REMARKS
No. of candidates examined	Passed		No. of candidates examined	Passed		No. of candidates examined	Passed		
	From Government Institutions	From Private Institutions		From Private Institutions	From Government Institutions		From Government Institutions	From Private Institutions	
2	...	2							Beside the results entered in the Table, two candidates obtained the Degree of Doctor of Medicine one in 1858-59 and the other in 1870-71; two others passed for the Degree of Bachelor of Medicine and Master of Surgery in 1868-69 and a candidate secured a licence in Medicine and Surgery in 1867-68. The Degree of Master of Arts was obtained by one candidate in 1869, and by five in 1870; all the young men were ex-students of the Presidency College. The Degree of Master of Laws has been conferred on two candidates—on one in 1870 and on the other in 1871
9	7	1							
10	2	3							
10	6	...							
6	5	...							
12	6	2							
21	10	1	6	1	...	4	1	...	
29	10	1	5	4	...	3	1	1	
8	6	...	...	...	...	2	2	...
18	11	2	...	...	...	10	4	3
24	13	1	...	...	...	14	3	11
53	26	14	3	1	...	31	2	14	
59	28	6	2	...	...	87	3	11
65	25	9	4	2	...	3	...	...
326	155	42	20	8	...	178	24	44	

Examination in 1869.

The Bombay return is —

	MATRICULATION		FIRST EXAMINATION IN ARTS		BACHELOR OF ARTS		MASTER OF ARTS		LICENCE* IN LAW		BACHELOR IN LAW	
	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed	Number of candidates	Number passed
1857 . . .	...	...	...	...	...	...	...	...	...	...	...	...
1858 . . .	...	...	...	...	...	...	...	...	...	...	...	...
1859 . . .	127	122	...	...	...	...	...	...	...	...	...	...
1860 . . .	42	14	...	...	...	...	...	...	...	...	...	...
1861 . . .	86	39	15	7	...	...	...	...	...	...	...	...
1862 . . .	134	30	9	5	6	4	1	1	...	...	...	...
1863 . . .	148 } 143 }	56 } 56 }	20	15	6	3	5	2	...	...	...	...
1864 . . .	241	109	22	16	15	8	2	2	...	...	...	...
1865 . . .	282	111	{ 32† 47 }	{ 15 26 }	20	12	9	6	...	...	2	2
1866 . . .	440	93	59	21	{ 23† 36 }	{ 10 15 }	6	3	...	...	2	2
1867 . . .	539	163	69	21	{ 40 24 }		12	6	...	...	6	3
1868 . . .	640	250	85	40	33	7	12	4	...	...	6	3
1869 . . .	339	142	105	34	52	20	7	2	...	...	17	6
1870 . . .	901	142	136	44	61	13	4	2	...	...	14	13
1871 . . .	876	227	134	32	58	14	5	1	...	...	2	...
TOTAL	5,438	1,454	733	276	350	130	63	29	...	...	49	29

* No examination for this Degree in connection with the University.

N.B.—I. This University holds a special examination for honours in law.

II. This University can also hold an examination for the degree of Master of Civil

	Number of Candidates	CANDIDATES		PASSED	
		Government Schools	Private Schools	Government Schools	Private Schools
Total Number of Candidates	1,156	539	517	169	57

† Applies to higher examination only and

LICENCE IN MEDICINE AND SURGERY				*BACHELOR IN MEDICINE				DOCTOR OF MEDICINE		LICENCE IN CIVIL ENGINEERING			
FIRST EXAMINATION		SECOND EXAMINATION		FIRST EXAMINATION		SECOND EXAMINATION		Number of Candidates	Number Passed	FIRST EXAMINATION		SECOND EXAMINATION	
Number of Candidates	Number Passed	Number of Candidates	Number Passed	Number of Candidates	Number Passed	Number of Candidates	Number Passed			Number of Candidates	Number Passed	Number of Candidates	Number Passed
..
..
..
..
8	7	..	..	..	..	..	..	..	..	..	..	..	..
7	3	4	4	..	..	..	..	..	..	..	..	..	..
13†	5	3	3	..	..	..	..	..	..	..	..	..	..
5	I	3	3	..	..	..	..	..	..	..	..	..	..
6	4	3	3	..	..	..	..	..	..	..	..	..	..
5	4	5†	5	..	..	..	..	..	..	..	..	..	..
..	..	I	I	..	..	..	..	..	..	..	..	..	..
..	..	4	2	..	..	..	..	..	..	3	2	..	..
5	..	4	3	..	..	..	..	..	..	5	..	2	..
8	4	I	I	..	..	..	..	..	..	9	7	I	I
11	5	..	..	..	..	..	..	..	..	5	4	7	3
12	4	4	3	..	..	..	..	..	..	14	8	7	2
22	9	6	6	..	..	..	..	..	..	22	12	9	2
102	46	35	31	..	..	..	..	..	..	58	33	26	8

†Two examinations in 1863, 1865 and 1866.

Engineering, for which, however no candidate has as yet applied.

RELIGION OF PASSED CANDIDATES					DIVISION		Net Cost to Government
Christian	Hindu	Parsi	Mussulman	Other	First	Second	
16	165	44	3	3	5	40	Rs. 19,912

not to Matriculation and First Examination in Arts.

The comparative result for the year under review may be thus

Comparative Statistics of University Examination

UNIVERSITY	ENTRANCE		FIRST EXAMINATION IN ARTS		BACHELOR OF ARTS		MASTER OF ARTS		LICENCE IN LAW		BACHELOR IN LAW	
	No. of candidates	No. passed	No. of candidates	No. passed.	No. of candidates	No. passed	No. of candidates	No. passed	No. of Candidates	No. passed	No. of candidates	No. passed
Calcutta	1,905	1,099	540	233	210	93	32	24	26	18	87	74
Madras	1,358	424	268	96	65	34	..	5	..	..	3*	1
Bombay	901	142	136	44	61	13	4	2	..	..	14	13

*In the previous year, candidates were admissible upon a pass at the F.A. test, and 87 appear, hence the discrepancy.

A B S

1		2	
University		Passed candidates	
Calcutta (a)	.. ..	1,601	
Madras (b)	.. ..	564	
Bombay (c)	.. ..	231	

(a) Includes Bengal, North-Western Provinces, Punjab

(b) Includes Coorg and Mysore.

(c) Includes Sind, the Berars, and half Central-Province

shown :—

in Calcutta, Madras and Bombay, in 1870-71

LICENCE IN MEDICINE AND SURGERY				BACHELOR IN MEDICINE				DOCTOR OF MEDICINE		LICENCE IN CIVIL ENGINEERING		BACHELOR IN CIVIL ENGINEERING		Total candidates	Total passed candidates
First examination		Second examination		First examination		Second examination									
No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed	No. of candidates	No. passed		
56	42	7	5	4	4	1	1	..	..	9	3	..	..	2,877	1,601
2	1	..	..	..	..	..	..	1	1	..	..	4	2	1,701	564
12	4	4	3	..	..	..	..	..	..	21	10	..	..	1,153	231

candidates came up for the law examination ; but this year, only Bachelors of Arts were eligible

T R A C T

3	4
Total population connected with each University	Ratio of passed candidates to total population, one to every
10,547,13,546	66,029
30,592,451	54,241
19,101,885	82,692

Oudh, half Central Provinces and British Burmah.

This table is interesting. Each Presidency can see its strong and weak points, and although the adequacy of a national system of primary education gives a far deeper and more real insight into the moral and material condition of the people, the statistics now offered in the abstract table will correct a delusion very common on this side of India, as they show roughly that in the tested numerical results of the highest culture Madras is far in advance of the other Presidencies.

These statistics are still further illustrated by the annexed extracts from the several reports.

Report of the Syndicate of the Calcutta University on the business of the year 1870-71.

“For the Entrance Examination there were 1,905 candidates, Entrance Examination of whom 1,099 passed, 765 failed, and 41 were absent. Of the 765 candidates who failed, 543 failed in English, 302 in the second languages, 237 in History and Geography, and 421 in Mathematics. The result of the Examination compares favourably with that of any former year.

“The following statement gives the number of failures in one subject only:—

English	141	History and Geography	17
Second languages	41	Mathematics	85

“A classification of the candidates according to the second languages they took up gives the following result:—

Number of Candidates	NUMBER EXAMINED IN								
	Bengali	Sanskrit	Urdu	Persian	Arabic	Latin	Hind	Oorya	Armenian
1,905	338	1,131	263	4	38	84	37	4	6

“This statement shows that in the Lower Provinces Sanskrit has almost completely supplanted Bengali in the higher schools as a second language. In 1868 there were 1,095 candidates who took up Bengali, and only 249 who took up Sanskrit. The corresponding figures for 1869 were 574 and 770, and for 1870, they are 338 and 1,131. The study of Arabic in lieu of Urdu progresses more slowly: in 1869, there were 250 candidates with Urdu, and 17 with Arabic, as their second languages; whilst this year the corresponding figures are 263 and 38.

“The following tabular statements show the Provinces from which the entrance candidates came up, and the religion professed:—

Provinces

			Number of candidates	Number passed
Bengal .. .. .	..	..	1,566	866
N.W. Provinces	..	..	175	114
Punjab .. .. .	..	..	74	51
Central Provinces	..	..	26	21
Oudh .. .. .	..	..	53	36
Ceylon .. .. .	..	..	11	11
TOTAL			1,903	1,099

RELIGION

Bengal

			Number of candidates	Number passed
Hindus .. .. .	..	..	1,323	728
Mahomedans	..	..	73	39
Christians .. .. .	..	..	67	43
Brahmists and Deists ..	..	..	103	56
TOTAL			1,566	866

North-Western Provinces

			Number of candidates	Number passed
Hindus .. .. .	..	..	128	80
Mahomedans	..	..	21	15
Christians .. .. .	..	..	24	17
Brahmists and Deists	..	..	2	2
TOTAL			175	114

Punjab

			Number of candidates	Number passed
Hindus .. .. .	..	..	58	40
Mahomedans	..	..	9	5
Christians .. .. .	..	..	6	6
Brahmists and Deists ..	..	..	1	..
TOTAL			74	51

Central Provinces

	Number of candidates	Number passed
Hindus	19	16
Mahomedans	2	2
Christians	5	3
TOTAL	26	21

Oudh

	Number of candidates	Number passed
Hindus	37	24
Mahomedans	5	3
Christians	8	6
Brahmists and Deists	3	3
TOTAL	53	36

"For the First Examination in Arts 540 candidates were registered, of whom 233 passed, 295 plucked and 12 were absent. Of the unsuccessful candidates, 230 failed in English, 105 in the second languages, 89 in History, 158 in Mathematics, and 93 in Philosophy.

"The following statement gives the number of candidates who failed in one subject only:—

English	72	Mathematics	17
Second languages	8	Philosophy	3
History	1		

"A classification of the candidates according to the second languages they took up gives the following results:—

Number of candidates	Number Examined in		
	Sanskrit	Arabic	Lati
540	484	44	12

"The following statements show the Provinces from which the candidates came up and the religion professed:—

Provinces

	Number of candidates	Number passed
Bengal	459	185
North Western Provinces	42	24
Punjab	20	15
Central Provinces	6	1
Oudh	11	6
Ceylon	2	2
TOTAL	540	233

RELIGION

Bengal

				Number of candidates	Number passed
Hindus	..	..	..	373	152
Mahomedans	..	..	..	9	4
Christians	..	..	..	16	5
Brahmists and Deists	.	..	..	61	24
TOTAL	.			<u>459</u>	<u>185</u>

North-Western Provinces

					Number of candidates	Number passed
Hindus	.	..	..	..	36	20
Mahomedans	..	..	..	..	4	3
Christians	.	..	..	..	2	1
TOTAL	.				<u>42</u>	<u>24</u>

Punjab

					Number of candidates	Number passed
Hindus	.	..	..	..	18	14
Mahomedans	..	..	..	..	1	1
Other religionists	..	..	..	..	1	..
TOTAL	.				<u>20</u>	<u>15</u>

Central Provinces

					Number of candidates	Number passed
Hindus	.	..	..	..	5	..
Christians	..	..	..	..	1	1
TOTAL	.				<u>6</u>	<u>1</u>

Oudh

					Number of candidates	Number passed
Hindus	.	..	..	..	6	2
Mahomedans	..	..	..	..	5	4
TOTAL	.				<u>11</u>	<u>6</u>

"For the Degree of B.A. there were 212 candidates, of whom 84 B.A. Degree Exa- passed, 123 were plucked and 5 were absent. mination Of the passed candidates, 7 were placed in the first division, 35 in the second, and 42 in the third. Of the plucked candidates, 89 failed in English, 22 in the second languages, 26 in History, 90 in Mathematics, 30 in Philosophy, and 58 in the optional subjects.

"The following statement gives the number of candidates who failed in one subject only:—

English	11	Mathematics	9
Second languages	1	Philosophy	0
History	0	Optional subjects	3

"A classification of the candidates according to the second languages they took up gives the following result:—

Number of candidates	Number examined in		
	Latin	Arabic	Sanskrit
212	7	9	196

"The provinces from which the candidates were drawn and the religion professed are shown in the following tables:—

Provinces

	Number of Candidates	Number passed
Bengal	201	78
N. W. Provinces	5	4
Punjab	4	1
Oudh	2	1
TOTAL	212	84

RELIGION

Bengal

	Number of Candidates	Number passed
Hindus	151	56
Mahomedans	2	..
Christians	6	2
Brahmists and Deists	42	20
TOTAL	201	78

North-Western Provinces

	Number of Candidates	Number passed
Hindus	5	4

Punjab

	Number of Candidates	Number passed
Hindus	3	1
Christians	1	..
	<hr/> 4	<hr/> 1

Oudh

	Number of Candidates	Number passed
Hindus	1	..
Christians	1	1
TOTAL	<hr/> 2	<hr/> 1

"There were 27 candidates for Honors in Arts, of whom 26 passed, 2 being placed in the first class, 13 in the second, and 11 in the third. For the Degree of M.A. there were 12 candidates, of whom 9 were successful.

"For the B.L. Examination there were 83 candidates, of whom 19 passed in the second division, and 33, who attained only the standard of marks for a Licence in Law, were passed as Licentiates. Under Clause 7 of the B.L. Regulations, the latter, having graduated in Arts, were declared to be entitled to the Degree of Bachelor in Law upon payment of the usual fee of Rs. 30. This anomaly is now no longer possible, as Clause 7 has been abolished from 1st January 1871.

"For the Licence in Law there were 27 candidates, of whom 12 were successful.

"One candidate came up for Honors in Law, and the examiners have passed him.

"The Syndicate do not at present see how it will be possible to exact from native candidates clear proof of having attained the prescribed age; but to prevent the possibility of any misunderstanding as to the right interpretation of the rule of age, it was 125—Dir. of Arch.

decided that the following instruction to educational authorities should be prefixed to the certificates which they are required to sign:—

“The authorities signing this certificate are requested to use strict precautions for preventing the possibility of any misunderstanding on the part of any candidate, as to the right interpretation of the rule regarding the age of admission, namely, that he is not eligible for admission unless he will have completed 16 years from the date of birth on the 1st of March next.”

“Later in the year, a petition from the parents and guardians of pupils in Calcutta preparing for the Entrance Examination was received, in which the Syndicate were urged to abolish the limits of age for Entrance candidates, on the grounds that it was a cause of hardship to many and tended to foster a deplorable evil. The Syndicate after giving the fullest consideration to all the reasons put forward in this petition, came to the conclusion that the best interests of education were promoted by the maintenance of the present rule of age, and they therefore declined to recommend the Senate to sanction its abolition.

“The revised Regulations in Law, which received the sanction of the Senate on 26th November last, have been approved by the Governor General in Council, and have taken effect from 1st January 1871.

“Baboo Rajendralal Mitra has submitted the following proposals to the Syndicate:—
Proposes changes in Arts Regulations

“(1) That some knowledge of the rudimentary principles of Natural and Physical Science should be required from Entrance candidates.

“(2) That a higher standard in Natural and Physical Science should be laid down for candidates for the First Examination in Arts.

“The syndicate have requested the following gentlemen to form a Committee to report on the best mode of introducing the study of Natural and Physical Science into schools and colleges in India:—

Mr. Woodrow
Dr. Ewart

Mr. Blanford
Mr. Clarke

“On receiving the report of this Committee the question will receive the consideration which its importance demands.

“The replies of the local Governments to the Minute of the Vice-Chancellor on the proposals of the Lieutenant-Governor of the N.W. Provinces, for giving to those interested in education in the Upper Provinces a more direct influence in the Councils of the University, and for the better encouragement of vernacular education, will be found in the Minutes of the year.

“The Syndicate, after mature consideration of the many valuable suggestions which these replies contain, have passed the following Resolutions:—

“(a) That for the better encouragement of vernacular education and literature an examination in vernaculars be instituted by the University, on the plan of the middle class examinations conducted by British Universities, and that regulations for the conduct of this examination be laid before the Senate for approval and confirmation after the details have been settled by the Syndicate in consultation with the Faculty of Arts and the educational authorities of the several local Governments.

“(b) That a convocation for conferring degrees upon graduates of the North-West Provinces, Punjab, Oudh, and Central Provinces be held annually at Allahabad.

“(c) That notice of meetings of the Faculty of Arts for the discussion of all business of importance be circulated to all members, resident and non-resident, in order that any Minute they may forward to the Registrar may be laid before the meeting of the Faculty.

“The Registrar has been requested to make known these Resolutions to the local Directors of Public Instruction, and to ask their co-operation and advice in framing regulations for the conduct of the examination in vernaculars. After receiving their replies the Syndicate will submit the papers to a Sub-Committee of the Faculty of Arts, with a view to the preparation of a definite scheme adapted as far as possible to meet the wants of the different provinces in which the examination may be held. This scheme will afterwards be laid before the Faculty of Arts for approval or modification, and in its final form before the Senate for sanction.

“A statement of receipts and disbursements, from 1st April 1870 to 31st March 1871, is subjoined. It shows that the expenditure has exceeded the receipts by Rs. 3,248—1—5; but that, if the sum of Rs. 2,488 paid on account of medical scholarships be deducted, the charge of the University to Government has been Rs. 760—1—5.

	Rs. A. P.	R. A. P.		Rs. A. P.	R. A. P.
RECEIPTS			DISBURSEMENTS		
From Government . . . . .	..	47,385 13 2	Establishment	5,268 0 0	
FEEES			Office Rent	1,200 0 0	
Entrance Examination	19,050 0 0		Scholarships	2,488 0 0	
First Examination in Arts	10,800 0 0		Remuneration to Examiners	32,379 0 0	
B.A. Degree Examination	6,360 0 0		Contingencies	6,014 13 2	
Honors in Arts Examination	1,350 0 0				47,349 13 2
M.A. Degree Examination	600 0 0		Paid into the General Treasury as Per Sub-Treasurer's Receipts		44,137 11
B.L. Degree Examination	2,490 0 0				
B.L. Degree under Clause VII	960 0 0				
Honors in Law Examination	100 0 0				
Licence in Law Examination	675 0 0				
L. M. S. and B. M. First Examination	310 0 0				
L.M.S. and B.M. Second Examination	625 0 0				
L.C.E. Examination	225 0 0				
Duplicate Certificate	34 0 0	43,579 0 0			
BOOK FUND					
Proceeds from the sale of University Publications		397 11 9			
GOWN FUND					
Contribution to the Gown Fund		125 0 0			
TOTAL Rs.		91,487 8 11	TOTAL Rs.		91,487 8 11

Madras

EXAMINATIONS OF 1870-71

THE FIFTEENTH MATRICULATION EXAMINATION

"The number of candidates registered was 1,399, of whom 424 passed, 51 in the first class and 373 in the second.

"The following table shows the number of candidates registered, examined, and passed:—

Registered	1,399
Examined	1,358
Passed	424

"The following table shows the number of candidates passed from the different classes of the population:—

<i>Passed</i>			
Brahmins	258	Europeans	10
Hindus not Brahmins	103	East Indians	17
Mahomedans	6	Native Christians	30

"The following table shows the number of candidates passed in the several languages:—

<i>Passed</i>			
Greek	1	Malayalam	45
Latin	30	Kanarese	39
Sanskrit	9	Hindustani	3
Tamil	225	Persian . . . . .	..
Telugu	71		

ANALYSIS OF RESULTS

Failed in English	260	} Failed in one subject, 366
Do. ,, Optional Language	9	
Do. ,, History and Geography	9	
Do. ,, Mathematics	88	
Do. ,, English and Optional Language	17	} Failed in two subjects, 295
Do. ,, English and History and Geography	60	
Do. ,, English and Mathematics	192	
Do. ,, Optional Language and Mathematics	15	
Do. ,, History and Geography and Mathematics	11	
Failed in English, Optional Language, History and Geography	12	} Failed in three subjects, 204
Do. ,, English, Optional Language, and Mathematics	31	
Do. ,, English, History and Geography, and Mathematics	158	
Do. ,, Optional Language, History and Geography, and Mathematics	3	
Do. ,, All subjects	42	
Do. ,, Obtaining one-third marks on the whole	21	} Total number of failures, 928
Absent from the whole of the Examination	41	
Absent from part of the Examination	6	
Passed in First Class	51	} 424
Do. ,, Second Class	373	
Registered	2,399	

FIRST EXAMINATION ARTS, BEING THE EIGHTH DECEMBER 1870

“Two hundred and eighty-four candidates were registered for this examination, of whom 96 passed, 9 in the first class and 87 in the second.

“The following table shows the number of candidates registered, examined, and passed:—

Registered	284
Examined	268
Passed	96

“The following table shows the number of candidates from the different classes of the population:—

Passed

Brahmins	57	East Indians	5
Hindus not Brahmins	20	Native Christians	10
Mahomedans	0	Parsees	1
Europeans	4		

“The following table shows the number of candidates passed in the several optional languages:—

Passed

Latin	7	Malayalam	15
Sanskrit	1	Kanarese	10
Tamil	50	Hindustani	0
Telugu	13		

ANALYSIS OF RESULTS

Failed in English	80	} Failed in one subject, 98
Do. ,, Optional Language	1	
Do. ,, History and Geography	2	
Do. ,, Arithmetic	9	
Do. ,, Optional Subject	6	} Failed in two subjects, 50
Do. ,, English and Arithmetic	11	
Do. ,, English and Optional Subject	24	
Do. ,, English and History and Geography	9	
Do. ,, English and Optional Language	1	
Do. ,, History and Geography and Arithmetic	1	
Do. ,, Arithmetic and Optional Subject	4	

Failed in English, Arithmetic, and Optional Subject	11	} Failed in three subjects, 19
Do. ,, English, History and Geography, and Optional Subject	4	
Do. ,, English, History and Geography and Arithmetic	2	
Do. ,, English, Optional Language, History and Geography	2	
Do. ,, English, Optional Language, Arithmetic, and Optional Subject	1	} Failed in four subjects, 4
Do. ,, English, Optional Language, History and Geography, and Optional Subject	2	
Do. ,, English, Optional Subject, Arithmetic, and History and Geography	1	
Do. ,, All subjects	1	
Absent from the Examination	16	Total No. of failures, 172
Passed in the First Class	9	} 96
Do. ,, Second Class	87	
	284	

THE FOURTEENTH B.A. EXAMINATION

February 1871

"Sixty-eight under-graduates were registered for the examination, of whom 65 were examined and 34 were successful. They belong to the following classes:—

Brahmins	36
Hindus not Brahmins	20
Europeans	3
East Indians	4
Native Christians	5

ANALYSIS OF RESULTS

Failed in English	3	} Failed in one subject, 18
Do. ,, Optional Language	4	
Do. ,, Mathematics	4	
Do. ,, Moral Philosophy	4	
Do. ,, Optional Subject	3	
Do. ,, English and Optional Language	1	} Failed in two subjects, 5
Do. ,, English and History	1	
Do. ,, English and Moral Philosophy	2	
Do. ,, Moral Philosophy and Optional Subject	1	
Do. ,, English, Mathematics and Moral Philosophy	2	Failed in three subjects, 2

Failed in English, History, Moral Philosophy and Optional Subject	I	} Failed in four subjects, 5
Do. ,, English, Mathematics, Moral Philosophy and Optional Subject	4	
Do. ,, All subjects	I	
Absent from Examination	3	
Passed Second Class	23	} 34
Do. Third Class	11	
Registered	68	

The statements of Receipts and Disbursements for the official year 1870-71 is subjoined:—

DR	Rs.	A. P.	CR
ESTABLISHMENT	Rs.	A. P.	ESTABLISHMENT
To cash received from Government for the Office Establishment, from 1st April to 31st March 1871	4,344	0 0	By cash for Office Establishment
<i>Medical Examiners' Fees</i>			<i>Medical Examiners' Fees.</i>
To cash received from Government to pay Medical Examiners	475	0 0	By cash paid to Medical Examiners
<i>Fees from Candidates</i>			<i>Fees from Candidates</i>
To cash received from 2 candidates for the Preliminary Scientific Examination, being their fees at 5 Rs. each	10	0 0	By cash paid into the Treasury on account of fees received from Preliminary Scientific, First M.B., and C.M., Mat. F.A., B.L., M.L., B.C.E., and M.D. candidates
„ do. from 4 candidates for the First M.B. and C.M. Examination, being their fees at 10 Rs. each	40	0 0	<i>Sale of Calendars</i>
„ do. from 1,395 Mat. Cands. at 10 Rs. each	13,950	0 0	By cash paid into the Treasury on account of Calendars sold
„ do. from 284 F.A. Do., at 15 Rs. each	4,260	0 0	<i>Examiners' Fees</i>
„ do. from 68 B.A. Do., at 30 Rs. each	2,040	0 0	By cash paid to Matriculation, F.A., B.A., B.L., M.L., B.C.E., and M.D. Examiners
„ do. from 6 B.L. Do., at 30 Rs. each	180	0 0	<i>Stationery</i>
„ do. from 4 B.C.E. Do., at 30 Rs. each	120	0 0	By cash paid for Stationery, Vouchers marked A
„ do. from 2 M.L. Do. at 50 Rs. each	100	0 0	<i>Printing</i>
„ do. from 1 M.D. Do. at 50 Rs. each	50	0 0	By cash paid for Printing charges, advertisements, vouchers marked B
„ do. from Collectors in the Mofussil for 4 Matriculation candidates, at 10 Rs. each	40	0 0	<i>Contingencies</i>
<i>Sale of Calendars</i>			By cash paid for contingencies
To cash by sale of Calendars	196	0 0	<i>Furniture</i>
<i>Examiners' Fees</i>			By cash paid for furniture
To cash from Government to pay Matriculation, F.A., B.A., B.L., B.C.E., M.L., and M.D. Examiners	22,536	0 0	
<i>Stationery, Printing, and Contingencies</i>			
To cash from Government for Stationery, Printing, and contingencies	5,000	0 0	
<i>Furniture</i>			
To cash from Government for furniture	500	0 0	
Total	53,841	0 0	Total

Bombay

Extract from the Syndicate's Report for 1870-71

"Of the 904 candidates for entrance, 31 passed for their second language in Sanskrit, 12 in Latin, 2 in Portuguese, 45 in Marathi, 40 in Gujarathi, 6 in Kanarese, 2 in Hindustani, 2 in Persian, and 2 in Sindhi. 104 candidates were Hindus, 21 Parsis, 2 Portuguese, 4 Europeans, 7 Indo-Europeans, 1 a Sindhi, and 2 Muhammadans.

"First Examination in Arts.—There were 132 candidates, of whom 44 passed the examination. Of these 26 were from Elphinstone College, 14 from Deccan College, 2 from Free General Assembly's Institution, Bombay, and 2 from St. Xavier's College, Bombay; 30 were Hindus, 12 Parsis, and 2 Indo-Europeans. Of the 44 candidates, 26 selected Sanskrit as their second language, and 18 Latin. In special subjects of the examination, 27 were examined in Butler's Sermons, 13 in Analytical Geometry, and 4 in Chemistry, Heat and Electricity.

"Examination for the Degree of B.A.—Sixty candidates were examined, of whom 13 passed, all in the second class; 9 being Hindus, 2 Parsis, 1 a European, and 1 a Muhammadan. Of the candidates 6 were from Elphinstone College and 7 from Deccan College; 5 selected Latin as their second language, 6 Sanskrit, and 2 Marathi. Of selected subjects, passed in Political Economy, 9 in Dynamics and Hydrostatics, 8 in Analytical Geometry, 6 in Logic and Moral Philosophy, 2 in History, 1 in Optics and Astronomy, and 1 in Chemistry, Heat and Electricity.

"Examination for the Degree of M.A. in Languages.—There were three candidates, of whom two passed the examination in the second class; one was a Hindu, and one a Parsi. They came both from Elphinstone College. One selected Sanskrit, and the other Latin, as his second language.

"Examination for the Degree of M.A. in History and Philosophy.—There was only one candidate, and he failed to pass the examination.

"Examination for the Degree of L.L.B.—There were 13 candidates from the Government Law School, all of whom passed the examination; three were placed in the first division and 10 in the second division; 8 were Hindus and 5 Parsis.

"First Examination for L.M.—There were 12 candidates from Grant Medical College, of whom 4 passed the examination; 2 were Hindus and 2 Parsis. They were all placed in the second division.

*“Examination for the Degree of L.M.—*There were 4 candidates from Grant Medical College, of whom 3 passed the examination; 2 in the first class and 1 in the second class, they were all Hindus.

*“First Examination in Civil Engineering.—*There were 14 candidates from the Poona Civil Engineering College, of whom 8 passed the examination; 7 were Hindus and 1 a Parsi. They were all placed in the second division.

*“Examination for the Degree of L.C.E.—*There were 7 candidates from the Poona Civil Engineering College, of whom 2 passed the examination in the second division; one was a Hindu and one a Jew.”

The universities of India seem generally to be fulfilling the expectations of their founders and to correspond with the requirements of the educational code. There has been a considerable discussion whether the distinctions conferred by them are of equal import and whether any one curriculum is of greater severity than another. However this may be, and the point is essential in any estimate beyond that of mere numerical results, it is clear from the annexed synopsis* of the several standards in arts that in each university the standard for Entrance is such as “to command respect without discouraging the efforts of deserving students, and that the Honor course affords the required guarantee for high ability and valuable attainments.” On two points, however, there is want of uniformity; the Bombay course occupies three years, and the Calcutta and Madras courses four; Bombay and Calcutta fix a minimum age for matriculation; Madras does not. I see no advantage in these differences, but the reverse.

The Calcutta University has the great advantage but at the same time the great responsibility of being less provincial and therefore more independent than either of the sister universities. It works on a larger scale and has to adapt itself to broader wants. This position has led to the following important reforms now in progress:

(1) The university has decided upon holding a Convocation annually at Allahabad, and what is more important perhaps it has also decided that on all general questions non-resident members of the Faculty of Arts shall be consulted before any definite action is taken in Calcutta.

*Appendix C

(2) It has decided to extend its influence very much more widely and deeply into the educational systems of the provinces with which it is connected by holding examinations in the vernaculars. The first examination will be in 1873. The result of subjecting middle schools to the same uniform and independent tests now only applied to high schools cannot fail to be most beneficial.

(3) The university is attempting to make the physical sciences a far more important part of its curriculum than heretofore. After much diversity of opinion, it is probable that although for the present no physical science will be introduced into the Entrance Course, there will be some portion of inorganic chemistry in lieu of psychology and a course of experimental mechanics introduced in the First Arts test. English history and mathematics will remain as at present and possibly the second language may be struck out. The preceding will only be an alternative course which candidates may take up or they may take up the present course.

As regards the B.A. Examination, the present course will remain with a slight modification intended to act as a relief. Candidates will have the option of taking up, after the First Arts—

English	} as now.
Dynamics	
Astronomy	
Hydrostatics	
Chemistry—(Inorganic).	

And one of the following subjects:—

Optics	} (a)
Acoustics	
Thermotics	
Magnetism	
Electricity	
General Physiology	} (b)
Animal Physiology	
Zoology	
General Physiology	} (c)
Vegetable, &c.	
Botany	
Geology	} (d)
Mineralogy	
Physical Geography	

This alternative course is settled and the result will be to give the degree of B.A. for English and Science only. The scheme is about to be submitted to the Faculty of Arts and will probably come into operation from 1st January 1873.

(4) The fourth reform (which will be found fully discussed in the minutes for 1870-71) is the abolition of the L.L. degree,—consequent on the High Court having recently established its own

examination for the same qualification—and the introduction of the following changes into the B.L. Course: (1) The exclusion of the English law of property, (2) The introduction of the history and constitution of the Courts of Law and Legislative Authorities in India, (3) The division of the period of three years study of law, so that one year shall be before and two years after passing the B.A. examination, in lieu of the former division which allowed two years study before the B.A. and one afterwards.

(5) The fifth reform is somewhat an approximation to the Bombay practice and consists of the abolition of English selections for the Entrance Examination and the substitution of subjects. It is hoped that the change will reduce cramming and ensure more thoroughness up to a certain standard. But the Syndicate being doubtful whether the change should be fully introduced at once and whether the working of the Bombay practice is in all respects satisfactory, has not yet declared its final decision.

(6) Lastly, the Syndicate has decided to hold the B.A. Examination out of Calcutta and has selected Agra as a station where B.A. candidates may appear in the North of India. And there is reason to believe that Delhi or Lahore will be added to the list as soon as circumstances justify the step.

These important measures which must deeply affect the studies pursued over so large an area have to a considerable extent been originated by the present Vice-Chancellor, Mr. E. C. Bayley, and by Mr. Sutcliffe, the Registrar.

On these reforms I would venture to suggest that in view of the desirability of maintaining a uniform standard of examination and a uniform value for degrees, a point the neglect of which has operated badly in the several universities of Germany, important changes of the kind under notice should not be finally sanctioned in any one university without reference to the Syndicates of the others. And I would express a hope that the introduction of physical science may be a step taken towards the encouragement of the industrial arts. In Europe and in America, the universities hold courses of instruction in the physical and natural sciences, as applied to the industrial arts, such as agriculture, mechanics, mining, metallurgy, manufactures, architecture and commerce, expanded into distinct colleges, each with its own faculty and title. With such encouragement at the top and with a national system of elementary education at the base, there is every reason to believe that India would not fail to derive some of the benefits which have resulted from the same measures elsewhere. At present the universities do

not seem to make any attempt to connect themselves with the material interests of the country, and if the universities sever themselves from such interests, the schools will do the same.

As to the position which the universities are now taking up, a better conception can hardly be given than in the annexed extract from the address of a late Vice-Chancellor at the Convocation of 1866. After commenting on the want of a suitable university building, Mr. Maine observed—

“But, gentlemen, what was more starting than the mere insufficiency of the present accommodation—what was far more impressive than this, was the amazing contrast between the accommodation and the extraordinary importance which these examinations have acquired. The thing must be seen to be believed. I do not know which was more astonishing, more striking,—the multitude of the students, who, if not now, will soon have to be counted not by the hundred, but by the thousand; or the keenness and eagerness which they displayed. For my part, I do not think any thing of the kind has been seen by any European university since the middle ages—and I doubt whether there is anything founded by, or connected with, the British Government in India which excites so much practical interest in native households of the better class, from Calcutta to Lahore, as the examinations of this university.

“Gentlemen, these are facts, and facts which are insufficiently appreciated in this country, and scarcely at all at home. The truth is that we, the British Government in India, the English in India, have for once in a way founded an institution full of vitality; and by this university and by the other universities, by the colleges subordinate to them, and by the Department of Education, we are creating rapidly a multitudinous class, which in the future will be of the most serious importance for good or for evil. And so far as this university is concerned, the success is not the less striking, because it is not exactly the success which was expected. It is perfectly clear, from the language which Lord Canning once employed in this place, in the early days of this university, that the institution, which he expected to come into being, was one which resembled the English universities more than the University of Calcutta is likely to do for some time to come. Lord Canning’s most emphatic words occurred in a passage, in which he said that he hoped the time was near when the nobility and upper classes of India would think that their children had not had the dues of their rank, unless they passed through the course of the university. Now there is no doubt that that view involved a mistake. The fact

is, that the founders of the University of Calcutta thought to create an aristocratic institution; and in spite of themselves, they have created a popular institution. The fact is so; and we must accept it as a fact, whatever we may think of it."

It remains to notice two objections not unfrequently raised against the Calcutta University: (1) that it does not encourage the oriental classics as was intended by the despatch of 1854, there being no special oriental faculty, and (2) that looking to the poor and superficial acquirements of the great mass of those who obtain university distinctions and to the fact that such distinctions are not pursued for their own sake but merely as a means to employment or reward, there is really no *status* as yet for a university in the European sense of the term at all.

In regard to the first point, the objectors are, I think, under a misapprehension. The university does, as a matter of fact, encourage the oriental classics, and this in two ways: first, directly, as shown by the statistics of the last four years, by making an oriental classic compulsory for all examinations above Entrance; and secondly, indirectly, by the improved methods of teaching which result from English education. The statistics are annexed:—

Statement showing the second languages taken up by Entrance and First Arts Candidates since 1868

	ENTRANCE		FIRST ARTS	
	Sanskrit	Arabic	Sanskrit	Arabic
1868	249	10	373	31
1869	770	17	486	35
1870	1,132	38	484	44
1871	1,160	86	450	47

The statistics show that special colleges and special faculties are not necessary for the encouragement of the oriental classics. It is true that Arabic is not progressing with the same rapidity as Sanskrit, but this is no fault of the system, but because the Muhammadans will not devote themselves to their studies as the Hindus do.

As to the second objection, it may at once be admitted that the pursuit of high culture for its own sake is rare in India and certainly in Bengal, and that it would be well if the Government could encourage by fellowships or some other means the formation of a

literary society to develop it. But this admission does not confirm the objection stated above. And even admitting that the distinctions conferred by the Indian universities are poor and superficial, although they are of equal import with those of the English universities, it may still be said that there is clearly a need of the kind of institution which Indian universities aspire to be, that is of a practical and uniform test of the schools and colleges of high education many of which are maintained by the Government. They have only recently been founded and it is futile or at least premature to expect the highest results so soon after their establishment.

To call forth higher intellectual power and to inspire a love of truth for its own sake, must be the aim of the future.

SECTION VII

SCHOLARSHIPS

Such being the several parts of the educational machinery, we now come naturally to their connection with each other. In the educational systems of Europe and especially in France, Prussia and Switzerland, great attention has been deservedly paid to the co-ordination of schools with each other and with the universities. Nor has the point been overlooked in our educational code. After describing the machinery of which we have just shown the present condition, the code remarks:

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

“63. The system of free and stipendiary scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plans. We wish to see the object proposed by Lord Auckland, in 1839, ‘of connecting the zillah school with the central colleges by attaching to the latter scholarships to which the best scholars of the former might be eligible, more fully carried out; and also, as the measures we now propose assume an organised form, that the same system may

Minute, November
24th, 1839, paras.
32 and 33

be adopted with regard to schools of a lower description, and that the best pupils of the inferior schools shall be provided for by means of scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the stipendiary scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the colleges or schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of scholarships should be carried out, not only in connexion with those places of education which are under the immediate superintendence of the State, but in all educational institutions which will now be brought into our general system.

“64. We are, at the same time, of opinion that the expenditure upon existing Government scholarships, other than those to which we have referred, which amounts to a considerable sum, should be gradually reduced, with the requisite regard for the claim of the present holders of them. The encouragement of young men of ability, but of slender means, to pursue their studies, is no doubt both useful and benevolent, and we have no wish to interfere with the private endowments which have been devoted to so laudable an object, or to withdraw the additions which may have been made by us to any such endowments. But the funds at the disposal of Government are limited, and we doubt the expediency of applying them to the encouragement of the acquisition of learning by means of stipends which not only far exceed the cost of the maintenance of the student, but in many cases are above what he could reasonably expect to gain on entering the public service, or any of the active professions of life.”

I now proceed to show how these instructions have been carried out.

Bengal

In Bengal the scholarships system is very complete, comprising vernacular, minor, junior, senior and special scholarships, the last being from the proceeds of endowments. Vernacular scholarships of Rs. 4 a month, tenable for four years, are distributed every year to the number of ten in each of the larger and five in each of the smaller districts. They are open to the pupils of middle class vernacular schools only. The rules as regards age and attainments vary in different districts, but everywhere the course comprises textbooks of literature and grammar in the several vernaculars, vernacular composition, history, geography, arithmetic. Euclid, natural

philosophy, political economy and the preservation of health. The whole of the examination is conducted in the vernacular. It was a scholarship of this class which first brought up from an obscure village to the Dacca school a student who is now distinguishing himself as a mathematician at Cambridge.

For vernacular scholarships in the year under review there were 2,092 candidates of whom 1,574 passed the standard and 433 gained the reward.

An equal number of vernacular scholarships of the same value tenable for a year in a normal schools, are also yearly distributed.

Besides this, one hundred minor scholarships, of Rs. 5 a month, are yearly given away. They are tenable for two years in zillah and other higher class schools. They differ from vernacular scholarships chiefly in requiring some knowledge of English. The course includes text-books in English literature and grammar, elementary Sanskrit grammar, the history of India, geography, arithmetic, algebra, Euclid (book I), popular elements of natural philosophy, and some short text-books on elementary political economy and the preservation of health. With the exception of two papers in English literature and grammar, the whole of the examination is conducted in the vernaculars of the candidates.

Ninety of these scholarships were gained in 1870, and were awarded among 768 candidates, of whom 495 passed.

The subjects of examination will be found in Appendix A.

Junior scholarships to the number of one hundred and sixty, worth Rs. 18, 14, and 10 a month, are given away each year at the University Entrance Examination, a certain number being allotted to each educational circle. They are tenable for two years in any affiliated institution.

These scholarships were awarded thus:—

To	1st Grade, Rs. 18 per mensem	2nd Grade, Rs. 14 per mensem	3rd Grade, Rs. 10 per mensem	Total
Government Schools .	5	40	68	113
Aided Ditto .	1	5	15	21
Unaided Ditto .	4	5	17	26
TOTAL .	10	50	100	160

Of the successful candidates, 144 elected to hold their scholarships at Government colleges, 11 at aided colleges, and 5 at unaided colleges.

Forty senior scholarships, worth Rs. 32, 25, and 20 a month, are given away at the First Arts Examination. These too are tenable for two years at any affiliated college.

The distribution in the current year was monopolized by Government colleges, and made tenable at Government colleges.

There are also a small number of special scholarships for students of Sanskrit, Arabic, Medicine, and Engineering, and a few privately endowed scholarships, which are not of sufficient importance to require separate mention.

Madras

In Madras the information about scholarships is very defective. All that can be gathered from the report is that Rs. 25,570 were expended on scholarships during the year, of which Rs. 23,481 were drawn in 13 Government institutions, and Rs. 2,089 in private institutions, but how the scholarships were allotted, in what amounts, or how connected with the standards, is not clear.

Bombay

In Bombay, notwithstanding the perfection to which standards of examination have been provided, the scholarship system is very defective and not to be compared with that of Bengal. Against an annual expenditure of Rs. 1,35,536 in the colleges and schools in Bengal, the same item in the Bombay accounts comes only to Rs. 20,000.

This sum is thus distributed:—

	Rs.
(1) Colleges	
Elphinstone (Arts)	7,680
Deccan "	3,300
Engineering "	2,580
	13,560
(2) High Schools	4,728
(3) Middle Class	492
	18,780

These scholarships are not open to all comers as in Bengal, but are attached to the several colleges and schools. The Director,

however, is well aware of the defect, and is now engaged in amending it, especially in view to enable the children of the agricultural or cess-paying community to hold scholarships at middle schools. Further reports must be awaited to show how the Local Government may support him in the attempt to carry out the clear instructions of the educational code.

North-Western Provinces

As regards scholarships, the information is scanty.

"The amount allotted for scholarships is Rs. 20,000, which, for the present year, has been distributed on the following scale: Senior scholarships of the 2nd grade to men reading for the B.A. Examination, 12, at Rs. 18-6-0 = Rs. 220; junior scholarships to second-year men, 30, at Rs. 7 = Rs. 210, and to first-year men, 40, at Rs. 7 = Rs. 280; minor scholarships to students preparing for the next Entrance Examination, 50, at Rs. 5 = Rs. 250; tehseelee scholarships, 122, at Rs. 3 = Rs. 366; scholarships in the Sanskrit and Anglo-Sanskrit Departments of the Benares College, Rs. 218. This makes a total of Rs. 1,544-8-0 per mensem, or per annum Rs. 18,534; leaving a saving of Rs. 1,466. The scholarships are not confined to Government institutions; 2 senior, 21 junior, and 12 minor scholarships have been awarded to private aided schools and colleges.

"In addition to the above, there are local scholarships at the three Government colleges, which are awarded at the discretion of the Principals. These amount at Agra to Rs. 318 per annum, at Bareilly to Rs. 150, and at Benares to Rs. 1,344, making a total of Rs. 1,812. Some scholarships to support students at zila and other schools have been granted by municipalities, as shown in the following table:—

MUNICIPAL GRANTS FOR LOCAL SCHOLARSHIPS

District	Amount	District	Amount
	Rs.		Rs.
		Brought forward	19,056
Agra	1,536	Jounpore	200
Allygurh	7,010	Meerut	300
Banda	180	Mirzapore	300
Bareilly	8,466	Moradabad	744
Bijnour	700	Muttra	120
Boolundshuhur	432	Shahjehanpore	3,300
Etah	732	Saharunpore	360
Carried Forward	19,056	Total	24,380

Punjab

Here too the information is equally scanty. Schools and colleges do not appear to be linked together as contemplated by the Code, and while scholarships are given with little or no competition in colleges, there is no regular provision for the larger needs of schools. All that can be gathered is that 4 senior and 13 junior scholarships of the aggregate value of Rs. 260 per mensem have been assigned to 17 students of the Delhi and Lahore Colleges.

“Besides the above, scholarships of the value of Rs. 357 and 232 per mensem, respectively, have been given by the Punjab University College to students of the Lahore and Delhi Colleges; and scholarships aggregating Rs. 54 per mensem have been awarded from the annual donation of His Highness Maharaja Dalip Singh to students of the Amritsar School who have joined the college at Lahore.

“Exhibitions of the aggregate value of Rs. 330 per mensem are allowed to students from middle class schools, who have joined the upper zila schools at Delhi, Lahore and Amritsar, and Rs. 300 per mensem from the assignment in lieu of fees are expended on scholarships to boys attending zila schools, and Rs. 350 per mensem are allowed from the one per cent. cess for scholarships to selected students from vernacular schools.”

Oudh

In Oudh, it appears that the Director has introduced a tentative system on a small scale of village school scholarships of Rs. 3 a month each, which in the current year were awarded to 23 out of 133 candidates. The charge is debitable to the cess, and the object is to link the village schools with the high schools.

As regards higher or imperial scholarships—

“The budget allotment is Rs. 6,540. This sum is hardly one per cent. on the general grant. The first class in our high schools increases every year, and the numbers who matriculate and are willing, with a little help, to continue their studies at a college, have increased so rapidly that a further scholarships grant might be given.

"The following statement shows very clearly the increasing number of boys eligible for imperial scholarships, and who may compete:—

Years	Number of boys in Entrance class	Number of boys in 2nd class High Schools	Number of boys in 3rd class High Schools	Number of boys in 4th class High Schools	Number of boys in 1st class Anglo-Vernacular Town Schools	Number of boys in 1st class Vernacular Town Schools	Total amount available for scholarships, omitting Canning College grant
							Rs. A. P.
1868-69	8	72	134	194	146	48	4,680 0 0
1869-70	57	109	201	183	147	128	4,680 0 0
1870-71	74	147	207	220	190	194	4,680 0 0
Increase in two years .	66	75	73	26	44	46	0 0 0

Central Provinces

From the Central Provinces we get a fuller report.

SCHOLARSHIPS .

"The distribution of scholarships at the end of the year, at the several classes of schools, is shown by the following table:—

Vernacular scholarships tenable by village school boys	Vernacular scholarships tenable by town school boys	Exhibition attached to Anglo-Vernacular schools	Exhibition attached to zila schools	Junior or English scholarships open (only to children of European descent given under the rules prescribed by the Government of India)	Junior scholarships tenable at high schools	Senior scholarship tenable at colleges
58	42	52	86	3	47	18

"Of the 18 senior scholarships, 14 are held at the Sagar High School, three at the Elphinstone College, Bombay, and one at Hugli College; of the 47 high school scholarships, 18 are held at the Sagar High School, and the rest at the Free Church Mission School, Nagpur.

"Senior scholarships were awarded to such candidates as passed the Bombay University Entrance Examination, or the Calcutta University Entrance in the 2nd or 1st division: candidates who passed in the 3rd division were held to be ineligible.

"For the high school scholarships of the year under report 139 candidates underwent examination at the centres of examination nearest their native towns: the centres of examination were Sagar, Jabalpur, Nursingpur, Hoshangabad, Burhanpur, Nagpur, Raipur, Bilaspur and Sambalpur. The subjects of examination were three, *viz.*,—Language, Mathematics and Geography: no candidate was passed who did not obtain at least one-third of the marks in each of these subjects, nor even then unless his aggregate of marks was not less than 5—12ths of the full marks for the whole examination.

"In Language there were 5 papers:—

- (I) Translation of English unseen before into the Vernacular.
- (II) Translation of Vernacular unseen before into English.
- (III) English Grammar and Vernacular Grammar.
- (IV) English Dictation.
- (V) Vernacular Dictation.

"In Mathematics there were two papers:—

- (I) Arithmetic generally, and Algebra up to Simple Equations.
- (II) The definitions axioms, etc. etc., and XV propositions of Euclid (Book I).

"In Geography, a single paper was sufficient."

Berars

In the Berars it appears that—

"Ten vernacular scholarships (six Marathi and four Hindustani) of Rs. 10 each, tenable for one year at the high schools, are adjudged to the best students at a special examination in each of the vernacular languages, to which the best 70 students on the Marathi side, and the best 60 on the Hindustani side, at the general competitive examination, are admissible. These scholarships, while bestowed for more advanced attainments in the vernacular languages, enable their holders to profit by the superior education of the high schools. They are held at present as follows:—

	Marathi side	Hindustani side	Total
Akolah High School	4	2	6
Oomrawuttee High School	2	2	4
Total	6	4	10

Besides these vernacular scholarships, there appear to be 35 "exhibitions" held in the Akolah and Oomrawuttee High Schools, as explained below.

"The number of these exhibitions is 35 (15 of rupees 6 each, and 20 of rupees 5 each) and they are held as follows:—

Value	Marathi side		Hindustani side		Total
	Rs. 6	Rs. 5	Rs. 6	Rs. 5	
Akolah High School	5	5	3	5	18
Oomrawuttee High School	5	5	2	5	17
Total	10	10	5	10	35

"The benefit conferred on middle class education by these exhibitions has been in stimulating the studies of all the middle class schools, which annually send their best boys to compete for them, and in sustaining the efforts of the successful boys, who by their aid join the high schools. The exhibitions are intended for boys who have come from the talook schools, and (as a general rule) are not tenable, except by pupils whose parents or guardians do not reside at Akolah or Oomrawuttee. These exhibitions and vernacular scholarships may be viewed, in fact, as endowments to middle class education, and if the high schools were similarly endowed with scholarships tenable at the Bombay University by young men who had studied in them for at least four years, such scholarships would be repaid over again and again in the direct and the reflected benefits they would confer on the schools of Berar.

"I am convinced that a similar benefit would be conferred on higher class education if suitable scholarships were established, connecting the high schools with the colleges of the Bombay University. The parents of the most studious and promising boys in Berar are generally men not possessed of sufficient means to enable their sons to pursue their education for three years after leaving school so as to obtain a University degree. The few wealthy men in the province prefer that their sons should follow their own commercial courses of life. From their small appreciation (or total inappreciation) of the advantages arising from the higher kind of education,

it is hopeless, I regret to state, to expect at present from them that sort of aid which so distinguishes many of the wealthy Native gentlemen of Bombay, and of some other parts of India. If, however, the high schools of Berar were connected by scholarships with the University, the pupils in them would work with increased zeal for a greater number of years, and with more thoroughness, in order to lay a better foundation for their University career."

From these extracts it would appear that in the matter of scholarships Bengal has attained to the system prescribed by the educational code, and that the other provinces, except possibly Madras, are working up to it, but that in the Punjab the provision of scholarships in Government colleges is larger than is usual elsewhere or is compatible with competition.

SECTION VIII

STANDARDS AND STUDIES

Such being the way in which the several educational institutions are linked together, we now come to the studies and standards prescribed therein.

The absence of standards uniformly classified is the weakest point in our educational systems as a whole, owing, probably, to the educational code containing no express provisions on the subject. The question is especially one to which no general scheme would be applicable in all its details, and in which the least possible attempt at such centralization is desirable. Still there can be no question that until something like a uniform principle of classification and record is established, all our comparative statistics of schools must be but vague and indefinite. As a rule the state of a school or class of schools is shown in the reports by "classes," and this no doubt conveys to the head of the local department information sufficient for his purpose. But until we know what the classes mean, the information is valueless to an outsider, and still less does it admit of comparison with another province. Yet it would seem to be quite feasible to lay down a principle of classification that would meet the object in view without in any way interfering with the full discretion of the local department as to details. On the one hand all authorities are agreed, or pretty nearly agreed, as to what elementary instruction should comprise, and there is, on the other hand, an equally clear line drawn by the requirements.

of the matriculation tests of the three Universities. It is only in secondary education, where it begins and where it ends, that the indefinite element is so strong. But if the whole course of education from the beginning to matriculation were accepted to be, as it is found in usual practice to be, a ten-years' course, it would seem possible to adopt nine standards, each representing a year in this course, and each standard and each course representing a class—admission to each class, except the first or lowest, being possible only by passing the curriculum of the lower class. Thus, in primary schools, we should have a first, second and third class corresponding with the first, second and third years of study; in middle schools, we should have the fourth, fifth and sixth classes similarly corresponding with the years of study, and in high schools the seventh, eighth and ninth classes on the same principle; one year in the ninth class qualifying the pupil to go up for the entrance examination in the tenth year. Of course an exceptionally clever boy might get into a higher class, or an exceptionally stupid boy remain in a lower class, than that corresponding with his year of study; but this would not affect the standard of that class or the large majority of its components. If in all provinces we knew, for instance, that the fifth class meant the second class in a middle school; that it also meant the standard of study to which an ordinary boy would attain in five years; and that it also meant that the boy had passed the fourth class standard and was five years below the entrance standard; and if we also knew what all these standards are,—then the number of boys in each class would throw an extraordinary light over the real state of all the schools in each province. There need be no uniformity in the actual subjects of instruction; all that is wanted is uniformity in the standards embracing such subjects. There might be an upper, lower, and possibly even a middle division of each class; but the broad principle of classification would not be affected. If the Directors of Public Instruction could agree upon some such arrangement as this, I think it would be a step in the right direction.

As to the existing practice in each province, it would appear that in Bengal there is no uniform system of standards regularly applied to all schools and all classes in schools. The only uniform tests for schools are the scholarship examination tests,* which have been described above. Hence it is not clear whether all the boys in each school are examined or only certain selected candidates who go up for the higher or for the minor scholarships. In any case the real condition of the schools cannot be gathered by the statistics as now presented in the Directors' reports.

* Appendix B.

Madras

In this report only the standards of examination for results grants applicable to lower class schools are given, and of these the following abstract of results for the whole presidency is annexed:—

Standard	Number of Schools that passed Pupils	Number of Pupils presented for Examination	PASSED IN VERNACULARS					PASSED IN ENGLISH OR EXTRA LANGUAGE			REMARKS
			Number of Pupils who passed in Reading	Number of Pupils who passed in Writing	Number of Pupils who passed in Arithmetic	Number of Pupils who passed in Grammar	Number of Pupils who passed in Geography	Number of Pupils who passed in Reading	Number of Pupils who passed in Writing	Number of Pupils who passed in Grammar	
} of *1,606 Schools Passed Pupils	I. 1,511	a 13,141	8,990	10,476	8,812	..	..	..	..	..	a 670 Girls
	II. 1,097	b 8,234	5,527	6,788	5,714	..	..	..	..	..	b 383 do.
	III. 516	c 3,387	2,116	2,913	1,973	1,229	1,554	995	1,053	4	c 113 do.
	IV. 164	d 1,227	819	1,088	460	562	555	523	514	279	d 13 do.

*Several schools passed pupils in more than one standard.

Besides the above, several female pupils, passed in fair and creditable needle-work.

Bombay

It is a relief to pass on to the Bombay report, where the information, possibly owing to the fact of the larger development of the payment by results system, is singularly clear and precise.

Here, as before stated, inspection means examination of the whole school by defined standards, with a classification of pupils by results so arrived at. Such a thorough insight does this system give into the actual condition of each kind of schools, that I have included in Appendix B the last Bombay return which should be studied in the light of the annexed extract.

“Measures were taken during the year to add something to our school organisation, and to improve the course of instruction in Government schools. I will only briefly sum the more important additions.

“I begin with the elements. I suppose that our lowest class of schools can hardly be too elementary, and there is a clear popular demand for schools which restrict themselves to the three famous heads of instruction. Our lowest new vernacular standards have therefore been made exceedingly simple. If this is a step to meet

the indigenous schools, it is, in my opinion, a step in the right direction. Nothing can be made of the indigenous schools without training the masters, and to subsidize them as they are would be nearly as expensive as to supersede them by cheap Government schools, which latter I consequently prefer to do. Branch schools therefore, in which the two or at most three lowest vernacular standards will form the course, are being established in the smaller villages. Mental arithmetic, reading, and writing of current hand, and other popular heads of learning will receive special attention in them.

"The whole vernacular school course of elementary and middle class instruction is divided into six standards. It comprises arithmetic entire and a little Euclid; a complete course of vernacular reading and grammar; practice in reading and writing current hand, and in composing reports or letters in it; a complete course of Indian history, and an elementary view of the history of the world; geography to illustrate the history, and an elementary knowledge of physical geography and the commoner natural phenomena. The order of Government by which the highest vernacular standard is made the standard of examination for second class certificates of admission to the lower grades of the public service, will add largely to the number of boys who stay in school to finish this course.

"Boys who propose to study English are required to complete four out of the six vernacular standards before they enter an English school. They then carry on the study of the vernacular and English *pari passu*, and special instructions have been issued to make the study of the two as far as possible one, by means of much practice in translation.

"The English middle class course ends with Anglo-Vernacular Standard V. It is in some degree a counterpart of the vernacular course, the student being practised in writing private and official letters and making abstracts of stories told or read in English. In history, to the History of India and Elementary Universal History is added an Outline of the History of England. The course of history is to be reviewed and completed in the last year of this course. I have not found it possible, with our present means, to separate the middle class course entirely from the matriculation course in high schools; but less time will be given to classics and more to vernacular in the former than in the latter. Anglo-Vernacular Standard V is now the standard fixed by Government for a first class certificate of qualification for the lower grades of the public service.

“The high school course (preparatory to matriculation) is comprised in Anglo-Vernacular Standards IV--VII, the previous standards (I, II, III) having been completed in an ancillary school or “feeder.” The subjects of this course are regulated by the subjects prescribed for matriculation. They have been re-arranged and distributed evenly in yearly sections. Translations from and into English, Sanskrit, or Latin, and the vernacular are insisted on throughout the course.

“Government thus offers the elementary branch school for the day-labourer; the central village school for the villager of higher station or aims; the middle class English school for the residents in the large or small country-town; and the preparatory school and high schools for the student intended for college.

“The complete course from the elements to matriculation may extend over 11 years, from 8 to 18. Of these, four years may be spent in the vernacular school (Vernacular Standards I--IV), three years in the ancillary English school or high school feeder (Anglo-Vernacular Standards I--III), and four years in the high school (Anglo-Vernacular Standards IV--VII). Clever boys will pass through more quickly and matriculate at the minimum age of 16. Scanty means too often spur boys to pass through with the haste which is not good speed. The vernacular school boy may pass through the vernacular course in six years, and the middle class English School boy may complete his training for an English clerkship in nine, of which he spends four in a vernacular school (Vernacular Standards I--IV), and five in an independent Anglo-Vernacular school (Anglo-Vernacular standards I--V). Such is our system.

“The only suggestion which I venture to make on the Bombay system is whether the standards are not a little too complicated, and whether they might not be all amalgamated so as to correspond with the classes and years of study as proposed above.

North-Western Provinces

Here the standards of education are not given on the Bombay system. The state of the schools is shown by the attendance of boys in each class and by progress reports, such as “very good, good, fair, middling, inferior, bad, very bad.” etc. Some of the lower class schools are returned as not even examined — for which the statements show a regular column — and the whole information is quite useless for comparison. In fact, if, as seems evident from the report, some of these schools are not regularly tested and inspected, if no fees are paid in them, if the studies are above the wants and the calibre of the bulk of the boys, if the masters are

sometimes incompletely trained and inadequately paid, all the worst faults of the worst educational systems seem to be united; and this in the particular class of schools from which Mr. Thomason expected so much and for which the educational department was first established.

The Inspectors' reports teem with significant hints* of the existence of these evils, of which perhaps the most serious is an admission** that in one year the inspection of these schools was "simply a rush." But careful, thorough and trustworthy inspection—the only inspection worthy of the name—cannot be done by a rush, and I have searched in vain for any such admission in the earlier reports, when a single officer, the Visitor General, with a modest staff, was the educational department for the province.

The facts, if correctly stated, are another illustration of how very far Mr. Thomason's designs have been lost sight of in the more ambitious policy of the day. That some of these schools give an excellent middle class education is no compensation for the existence of such defects in others.

Punjab

Here, as in the North-Western Provinces, the schools are examined departmentally, but the results are not shown as in Bombay. The progress of the schools is shown as in the North-West in classes, and the precise meaning of each class or its relative rank, as compared with the classes in the same kind of schools in other provinces, is not to be gathered from the report.

Oudh

Here, although a great deal of care has been bestowed upon the curriculum of each class of schools, Oudh resembles the North-Western Provinces and the Punjab rather than Bombay.

As shown by classes, the state of the Oudh schools is thus given:—

	No. OF SCHOOLS	CLASSES								TOTAL BOYS
		1	2	3	4	5	6	7	8	
High Schools . .	11	74	147	207	220	221	329	613	815	2,626
Anglo-Vernacular Town Schools	18	..	..	..	190	233	290	569	932	2,214
Vernacular Town Schools . .	33	..	..	..	194	315	444	793	963	2,709
Village Schools . .	575	..	..	..	..	1,897	4,005	5,561	11,807	23,270

*Pages 27a, 28a, 29a, 40a of 1870-71.

**Page 41, report 1869—70.

From this table it will be seen that the large majority of the pupils in all the schools in Oudh are receiving primary instruction and that to calculate the average cost of high school education by spreading the cost over the total number of pupils instead of over the first three classes gives a very inadequate conception of the real charge. The information here conveyed is of a much less precise nature than in the Bombay report; nor is it clear how far the curriculum in the Government schools has been applied to aided schools, or how far the grants to such schools are affected by results so tested.

Central Provinces

The condition of the Government schools as tested by the standards in the Central Provinces is thus shown:—

Description of Schools	Number of Schools	Language	NUMBER OF PUP-ILS ENROLLED		Standard or Classes attained in Government Schools													
			1869-70.	1870-71.	1	2	3	4	5	6	7	8	9	10	11	12		
HIGHER CLASS	2	English	{ 1869-70 1870-71 }	286	284	21	45	55	41	35	20	37	36	22	19	9		
		Sanskrit	{ 1869-70 1870-71 }			10	15	37	36	22	19	9	
		Vernacular	{ 1869-70 1870-71 }			..	25	37	51	52	37	21
MIDDLE CLASS—(A).	13	English	{ 1869-70 1870-71 }	1,823	1,586	302	150	149	122	97	70	10	..	..	..	..
		Sanskrit	{ 1869-70 1870-71 }			17
		Vernacular	{ 1869-70 1870-71 }			366	201	316	358	178	100	25
MIDDLE CLASS—(B).	31	English	{ 1869-70 1870-71 }	3,115	3,476	385	178	222	24	..	..	..	..	..	..	..
		Sanskrit	{ 1869-70 1870-71 }			27	14
		Vernacular	{ 1869-70 1870-71 }			816	753	663	515	292	121
LOWER CLASS.	95	English	{ 1869-70 1870-71 }	40,094	41,404	..	..	..	..	..	..	..	..	..	..	..
		Vernacular	{ 1869-70 1870-71 }			1,027	721	769	538	394	138
						20,972	9,567	6,486	3,203	813	22	..	..	..	..	..
						19,865	9,128	6,647	3,417	850	42	

Here the first class is the lowest, but generally the same remarks apply as to the schools in Oudh.

The Berars

"In the Berars standards were introduced last year, and they have been found to work well. The masters have been made to require an increased knowledge of a lower standard from their classes, before they permit them to enter on the study of a higher standard. The following table gives the studies of the Hindus and Mahomedans at the close of the year; and a comparison of the standard percentages for the past two years shows a gradual elevation in the studies:—

STANDARD	STUDENTS AT THE END OF 1870-71			Standard Percentage 1870-71	Standard Percentage 1869-70
	Hindu	Mahomedan	Total		
I	5,939	734	6,673	49·81	51·80
II	2,276	331	2,607	19·47	20·01
III	1,791	239	2,030	15·15	13·75
IV	896	108	1,004	7·49	7·23
V	547	89	636	4·76	3·99
VI	172	..	172	1·29	1·49
VII	145	..	145	1·08	·98
VIII	89	..	89	·66	·40
IX	42	..	42	·31	·35

British Burmah

In British Burmah, standards of primary, middle and higher schools have been prescribed; but as they have only been introduced during the current year, no account of their working can of course be given.

STUDIES

The question of standards leads naturally to that of studies, and it would be satisfactory to show precisely what are the studies in which the three classes of schools are engaged. But until the schools are properly graded and definite standards assigned to each grade, this cannot be done. The mere repetition of the names of the books read in the several classes would be very long, varying in each province, meaningless to an outsider and not based on any uniform

principle. On this point therefore I must again refer to the Bombay system which approaches most nearly to a proper organization.

On the subject of studies in India it is not unusual, especially in papers written in England, to hear a lament that English is not introduced into our schools as the *lingua franca* of the country—a measure of which the advantages are triumphantly insisted on. To such laments I need only offer the consideration of the statistics of area and population and of the millions whose only acquaintance with English is derived from an occasional glimpse of the Collectors' tents in a cold weather tour. Far more to the purpose are the instructions of the educational code.

"We have next to consider the manner in which our object is to be effected; and this leads us to the question of the *medium* through which knowledge is to be conveyed to the people of India. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desire to obtain a liberal education, to begin by the master of the English language as a key to the literature of Europe; and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

"In some parts of India, more especially in the immediate vicinity of the presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction as the end and object of their education, rather than as a necessary step to the improvement of their general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing English, but we fear that a tendency has been created in these districts unduly to neglect the study of the vernacular languages.

"It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian in the administration of justice and in the intercourse between the officers of Government and the people. It is indispensable therefore that, in any general system of education, the study of them should be assiduously attended to, and any acquaintance with

improved European knowledge which is to be communicated to the great mass of the people—whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language—can only be conveyed to them through one or other of these vernacular languages.

“In any general system of education, the English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language; and while the English language continues to be made use of, as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction *through* it, the vernacular language must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with, English. This can only be done effectually through the instrumentality of masters and professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the vernacular languages becomes more appreciated, the vernacular literatures of India will be gradually enriched by translations of European books or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the vernacular languages of India together as the *media* for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a school master possessing the requisite qualifications.”

It would be a very curious enquiry to show how in each province the vernaculars are being enriched by additions of European thought and language, but the point is hardly noticed in the reports and is beyond the scope of this Note. There can, however, be no doubt that the process is going on very largely in Hindustani, Bengali, and in the principal vernaculars of Bombay and Madras.

What languages are being studied in our schools will be seen in the annexed statistics, which show the number of pupils in each province studying the vernaculars, the classical languages of India and England.

Statement showing the number of pupils studying

Province	English	Sanskrit	Arabic	Persian	Greek	Latin	Urdu	Bengali	Marathi	Tamil	Other Vernacular	Total
Bengal	...	...	...	...	...	...	...	...	...	...	...	185,060
Madras	43,472	625	...	50	27	521	...	...	...	63,280	49,199	157,174
Bombay	10,692	2,398	...	176	...	498	...	...	...	...	...	...
N. W. Provinces	16,136	832	1,407	11,217	...	...	47,222	428	...	...	107,771	185,013
Punjab	7,722	1,324	1,269	25,126	...	...	31,001	...	...	...	17,353	83,795
Oudh	4,367	419	288	5,987	...	...	20,317	...	...	...	19,120	50,498
Central Provinces	3,515	458	152	273	...	9	3,149	...	22,927	199	55,648	86,330
British Burmah	2,283	...	...	...	...	...	...	...	...	...	1,796	4,079
Berars	1,464	762	...	...	...	...	...	...	12,323	...	1,810	16,359
Coorg	312	...	...	...	...	...	...	...	...	...	1,459	1,771

These figures may be thus illustrated by the following extracts:—

Bombay

“The following tables show the number of students studying English, Sanskrit, Latin, and Persian, compared with the number in former years:—

	NUMBER STUDYING EACH LANGUAGE		Increase	Decrease
	1869-70	1870-71		
English	11,506	10,692	..	814
Sanskrit	1,989	2,398	409	..
Latin	351	498	147	..
Persian	..	176	176	..

“The following is an analysis of the study of English in 1870-71:—

Number of Colleges and Schools	Grades of Schools	NUMBER LEARNING ENGLISH		Increase	Decrease
		1869-70	1870-71		
6	Colleges	566	558	..	8
12	High Schools*	2,926	2,695	..	231
46	1st Grade Anglo-Vernacular Schools	5,023	4,875	..	148
111	2nd Grade Anglo-Vernacular Schools	2,991	2,564	..	427
	TOTAL	11,506	10,692	..	814

*Decrease almost entirely in Elphinstone High School, the fee having been raised. The reduced numbers are quite as many as the building and staff can manage.

"I was prepared to see a decrease in the number learning English in second grade Anglo-Vernacular Schools, but it must not be inferred that I desire to see the spread of English checked. My only object is to discourage bad teaching, and the measure required for this purpose is now in force. All teachers of English in Government schools must now hold at least a certificate of competency from an Inspector, and those of them who have matriculated may obtain a certificate of a higher class by passing an examination which will be held yearly in future at the head-quarters of each division. On the other hand, as the knowledge of English possesses a tangible value, the better quality of teachers will have to be paid for by those who apply for their services, and the position of the question will, I trust, shortly be this, that English instruction, guaranteed by the department to be of good quality, will be supplied wherever a reasonable special subscription towards its cost is tendered by those who require it."

Punjab

Students of English	AT THE CLOSE OF					
	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71
Government Colleges .	36	31	35	61	89	102
Government Schools, higher class .	.	.	885	922	171	168
Government Schools, middle class .	6,022	6,070	2,036	2,221	1,938	178
Government Schools, lower class .	.	.	1530	542	448	455
Government female Schools	188	110	49	153	35	14
Government normal Schools	79	108	136	39	160	143
Government Jail Schools	1	..	38	29	45	58
Aided Colleges . .	15	10	9	17	..	..
Aided Schools, higher class	4,277	3,236	1,209	1,751	1,722	2,012
Aided Schools, middle class	2,454	3,022	4,124	2,090	1,907	1,571
Aided Schools, lower class	..	..	1,802	2,167	1,876	1,239
Aided female Schools .	109	147	185	190	179	172
Aided normal Schools .	..	6	4	43	..	..
Indigenous Schools . .	..	..	..	303	..	262
TOTAL .	13,181	12,740	12,042	10,528	8,570	7,984

"The system of obliging boys to learn to read and write the vernacular and to acquire an elementary knowledge of arithmetic before permitting them to commence the study of English, caused for several years a steady diminution in the number of boys learning that language. During the year under report, however, the new system was in full operation, and the number of boys who were able to pass the lower school examination and enter the middle school, where the study of English is commenced, was much greater than in the previous year. Hence the number of boys learning English in zillah schools has risen, and will, there can be no doubt, continue to increase steadily year by year, and the rate of increase will be one sure sign of progress of our schools.

"Government can afford to keep up only a limited number of Anglo-Vernacular zillah schools, and the principle is a fair one that people who desire that English education should be provided for their children near their own homes should contribute half the cost. I observe that in the Bombay Presidency a limited number of towns that raise Rs. 50 per mensem for the support of English schools will be aided by an equivalent grant from Government, whilst at the same time the work of existing second grade Anglo-Vernacular schools is to be searchingly tested, and "inefficient, because badly paid, teachers of English" are to be discarded. It would be seen that experience in Bombay as in the Punjab has shown the expediency of encouraging the establishment of good English schools and of withdrawing assistance from those of an inferior character.

"It is evident at the present time education of the highest kind must necessarily be carried on through the medium of English, as the requisite books do not exist in the Vernacular. Elementary instruction, on the other hand, to be really efficient, must be imparted through the Vernacular, since English cannot be effectively used as a medium of instruction, until the pupil has acquired a certain knowledge of the language. There is, however, an intermediate stage where the pupil can be effectively instructed through the medium of either language.

"It is certainly to be regretted that English teachers of inferior attainments were sometimes in former

The desire for English education is likely to produce the best results town and village schools. It is not improbable that a few more of these English departments may be reduced. On the other hand, the general desire that is manifested all over the country for instruction in English is likely to produce the best results, and as the towns of the Punjab show their readiness to subscribe more liberally for English education, whilst the cost of such education is reduced, there can be no doubt that in the course of a few years a large number of really efficient English schools will spring up throughout the province."

Oudh

"Last year it was remarked that "the acquisition of English and the revival of Sanskrit learning would seem to be the two lines along which Hindu civilization is likely to march. To foster Hindi in the masses and to encourage English and Sanskrit in the few would therefore be to fall in with the march of events." This is precisely what has not been done in Oudh, where Urdu and Persian have been everywhere cherished and Hindi and Sanskrit neglected. This will appear from the following table showing the languages studied in *Government* schools. All aided schools are omitted:—

INSTITUTIONS	NUMBER OF BOYS LEARNING AT THE CLOSE OF 1870-71					
	English	Urdu	Hindi	Persian	Sanskrit	Arabic
Government Schools	1,699	17,009	4,836	4,924	123	141

"The progress of English education appears from the following tables:—

Year	Number of Pupils learning English at the end of year
1864-65	2,171
1865-66	2,759
1866-67	3,577
1867-68	3,854
1868-69	4,221
1869-70	4,344
1870-71	4,390

"Thus, in two years, the number of scholars learning English has only increased by 169 in a population of 11 millions!"

Central Provinces

THE ENGLISH LANGUAGE IN INDIAN EDUCATION

"There has been, as will be seen from the annexed abstract, an increase of 216 pupils studying English. In Government schools the number has risen by $3\frac{1}{2}$ per cent., and would doubtless have advanced in a much greater proportion had not the rule, which requires a certain knowledge of a Vernacular and of Arithmetic from every boy before he is allowed to enter an English class, been enforced with greater rigour than in former years. In private schools the increase has been 11 per cent:—

ENGLISH READERS	1866-67	1867-68	1868-69	1869-70	1870-71
Number of pupils studying at Government schools .	1,278	1,678	2,052	2,058	2,137
Number of pupils studying at private schools .	726	1,025	1,286	1,241	1,378
TOTAL .	2,004	2,703	3,338	3,299	3,515

"My views upon the desirability of centralizing instruction in English have already been adverted to, and I need not therefore further enlarge on my conviction that the "maintenance on the grant-in-aid system of elementary English departments in connection with town schools is a very questionable advantage." It cannot be denied, however, that the substitution of vernacular schools of a high grade for our present inefficient Anglo-Vernacular schools would be looked upon with extreme disfavour by the people; and a decline in donations, subscriptions and fees would immediately indicate the unpopularity of the measure. This is a drawback which deserves some consideration, though the proclivities of the uneducated classes should have as little influence on the policy of a Government as the determined unanimity of young children in preferring buns to bread has on the diet prescribed for them by their parents."

The Berars

"In the schools of Berar, every native pupil has to keep up the study of his vernacular language from the beginning to the end of his career. Formerly it was thought that it would be sufficient to

reach here in the Government schools one vernacular language, *viz.*, Marathi, and many Europeans who have resided in this province are still of that opinion, but I was convinced of the expediency and justice of opening for the Mahomedan population Government schools, which should teach their children in their own vernacular language. The listlessness and aversion of the Mahomedans to Government education, which was treated of in my Report for 1866-67, are now altogether altered; and I believe this happy change is to be attributed mainly to the opening of schools for them in their own vernacular. At the close of the year under report, there were 42 Hindustani boys' schools with 1,517 pupils, and 10 Hindustani girls' schools with 268 pupils.

“But where the people have desired that their children should be taught English, their wishes have been complied with, as far as there have been the means of instruction. The pupil is not allowed to enter on the study of English till he has mastered several books in his vernacular course and is able to analyze sentences and parse. At present, out of 14,133 pupils in our Government schools, 1,449 are learning English; but as the towns which have had the greatest desire for education have been now supplied, and as the new schools will be opened in the villages amongst the cultivator class, the proportion of pupils learning English will naturally decrease as the lower education extends.”

These extracts seem to show that the relative positions of English and of the vernaculars as prescribed in the educational code are generally being maintained.

SECTION IX

BOOK DEPARTMENTS

The reports are very defective as to the nature and character of the books used in the several classes of schools, though no point can be of more importance than a good selection of school books graduated according to the classes in each school and revised as the editions of them are exhausted. As to the way in which books are distributed the information though not uniform is fairly complete.

Bengal

In Bengal there is no direct Government agency for the preparation and distribution of educational books, but the object is effected through the instrumentality of the School Book and Vernacular Literature Society—an educational institution conducted by a committee of gentlemen associated for the purpose of providing

and disseminating through the country a supply of suitable school books and school apparatus, together with wholesome vernacular publications for general reading, as a means of advancing the education of the people. The Society receives a grant-in-aid of Rs. 650 a month from Government, Rs. 500 being assigned to the School Book Department, and Rs. 150 to the Department of Vernacular Literature. To facilitate the distribution of books and apparatus, numerous country agencies are established throughout the Lower Provinces. These are chiefly entrusted to masters in Government schools and the deputy school inspectors, who receive a commission of 10 per cent. upon all sales. The report of the Society for 1863 shows that it employed in that year 63 country agents, and that the proceeds of the sales effected by them, after deducting commission and other expenses, amounted to Rs. 16,718.

In the current year the Director remarks:—

“The accounts furnished by the School Book Society show that, during the year ending December 1870, the number of books issued from the depository was 258,636 against 261,358 in 1869. Nevertheless the receipts from sales have risen from Rs. 1,19,175 to Rs. 1,21,307. In the following abstract the books issued during the last three years are classified according to the languages in which they are written:—

Books	NUMBER OF COPIES ISSUED IN		
	1868	1869	1870
	101,284	101,484	101,557
	2,773	2,499	1,942
	121,820	124,685	124,338
Hindi	6,996	7,854	12,241
Uriya	14,459	10,138	5,489
Santhali	..	3	4
Khasia	5	4	110
Arabic	..	..	50
Persian	34	20	66
Urdū	2,975	3,672	2,827
Anglo-Asiatic	8,815	10,999	10,012
TOTAL	259,161	261,358	258,636

Madras

“The staff of the department comprises 1 central curator, 20 subordinate curators at the rate of generally one for each district, and 22 colporteurs. The last mentioned class of officers are itinerant book agents selected chiefly from the grade of inspecting schoolmasters, whose duty it is to carry about supplies of our

elementary books to the village schools in the interior of the country and make them available in all parts of their range at the prices at which they are sold at Madras and the district depots. This arrangement of placing the books at the doors of the rural population, even in the remote parts of the Presidency, at the same prices for which they are to be had at the central depot in Madras, is one which no private agency can adopt with due regard to its own interests; but the encouragement of the spread of education being the great object of the department, I am not prepared to advocate any change in the present arrangement so long as the charges involved are not very considerable. It is comparatively an easy task to keep a stock of requisite books in the several district depots and supply the demands of towns and other favorably situated localities. The great difficulty now is to contrive the means for the wide and rapid circulation of our elementary books in the rural parts of each district, and the time is close at hand when the paucity of trustworthy agents who would take small parcels of books from the depot stations, and go back with them across the country through sun and rain from week to week or month to month, is likely to be much felt. The present number of colporteurs (employed in certain districts only) cannot of course be considered sufficient to carry out the object to the fullest extent; but I believe that the arrangement by which the duty is entrusted to the inspecting schoolmasters will admit of expansion along with the extension of the inspecting agency of this grade under the Local Funds Act just coming into force.

“The following is a condensed summary of the financial result of the year’s transactions:—

	Rs.	A.	P.
Pay of Curator and of his Office Establishment	5,002	8	0
Contingent charges in connexion with the Central Depot. . .	729	15	9
Transmission charges	1,913	3	11
Contingent charges of District Depots, including cost of furniture, &c.	1,932	10	5
Commission and allowance of Curators	12,610	5	8
Purchase of Books (English and Local)	29,028	8	6
Printing and Binding	26,320	13	6
Audit charges	300	0	0
TOTAL EXPENDITURE	77,838	1	9
DEDUCT—			
Sale proceeds paid into the Government Treasuries	54,914	9	8
Value of fresh addition to the stock of the depot in excess of sales, &c., remaining to be realized and credited to Government	9,003	4	4
Balance remaining unpaid, or net cost of the department to the State	13,920	3	9

“From this it will be gathered (1) that the proportion of the actual expenditure on the printing and purchase of books and maps is 71 per cent. of the total expenditure; (2) that the cost of transmitting and circulating the same, including all contingent charges, is 6 per cent.; and (3) that the cost of the agency by which the department is conducted is 23 per cent: last year the proportions were 70, 5, and 25 per cent. respectively. Thus the expenditure on agency is very properly less than that for the last year, and continues to be most vigilantly scrutinized and kept down as much as possible; and it is expected that, as the transactions increase, the ratio of cost of establishment to profits will decrease.

“The subjoined is the list of books and maps in the different languages sold during 1870-71:—

Languages	Number of Copies	Value		
		Rs.	A.	P.
English	43,235	26,498	7	3
Tamil	73,250	12,979	4	2
Telegu	40,862	8,188	8	6
Malayalum	6,310	1,803	9	6
Canarese	10,984	5,149	11	6
Hindustani	533	128	6	9
Persian	20	6	9	0
Sanskrit	13	55	0	0
Ooriya	968	97	4	11
Miscellaneous . . . . .	..	7	12	1
TOTAL	176,175	54,914	9	8

Bombay

As a rule, and except in Bengal, the grant to each province for its book department appears in the educational budget, and the receipts from the sale of books appear on the other side as receipts. But as the grant is really only an advance, it is much simpler to treat it as such and to show only the cost of the agency employed for the distribution of the books. This is the Bombay practice, and it might be extended with advantage to other provinces on the condition that not more than a certain sum be outstanding at any time, and that all advances shall be repaid at the end of the official year. As the agency charge is a legitimate one, books should be distributed at a minimum cost price to ensure only the repayment of the advance. This is “the new system” to which the Bombay extract refers:—

“The actual cost of the Central Book Depot to Government in 1870-71, that is, the difference between the cash drawn from, and the cash paid back into, the treasury was Rs. 12,649-13-3, which contrasts very favourably with Rs. 33,167-10-4 in 1869-70. Moreover, at the end of the year, there was cash in hand, Rs. 5,823-15-10, and an addition was made to the stock of books, valued at Rs. 8,492-9-10. As these books are the property of Government, the exact result was a surplus or profit on the whole transactions for the year of Rs. 1,666-12-5, or, in general terms, an equilibrium of outlay and returns.

“The new system works very well. In August, the advances drawn up to that time on the old plan, Rs. 40,994-8-10, were refunded into the treasury, and a loan of Rs. 25,000 on the new plan was drawn. This also was repaid before the end of the year, together with the sum drawn from the treasury for contingencies. Nothing was drawn from the treasury this year for insurance or commission. The only public money, therefore, drawn and not refunded, was that for salaries and rent, against which there is the set-off described above.

“The depot account with the treasury in the two years may be compared in the following table:—

Drawn from the Treasury	1869-70			1870-71		
	Rs.	A.	P.	Rs.	A.	P.
(a) Curator's Salary	3,600	0	0	3,600	0	0
(b) Establishment	4,849	11	3	5,413	13	3
(c) House Rent	3,300	0	0	3,636	0	0
(d) Contingencies	8,069	7	8	7,649	12	11
(e) Insurance	3,350	0	0	..		
(f) Commission to Vendors .	11,999	13	6	..		
(g) Amount of advance for printing and purchasing School Books	99,498	4	0	40,994	8	10
(h) Loan repayable at the end of the year, borrowed from the Treasury under Government of India's Resolution No. 424, dated the 4th May 1870 . . . .	..			25,000	0	0
	<u>1,34,667</u>	<u>4</u>	<u>5</u>	<u>86,294</u>	<u>3</u>	<u>0</u>
Deduct—						
Repaid into the Treasury . . .	1,01,499	10	1	73,644	5	9
Net cost to Government . . .	<u>33,167</u>	<u>10</u>	<u>4</u>	<u>12,649</u>	<u>13</u>	<u>3</u>

"The following is a statement of the number and value of books and maps purchased or printed by the depot during the year:—

Language	Number of Copies	Cost of Production		
		Rs.	A.	P.
English	75,464	34,173	3	4
Latin	1,574	2,052	7	5
Anglo-Marathi	3,900	5,998	0	0
Marathi Maps	1,351	3,927	12	8
Marathi	155,398	25,062	15	5
Gujarathi	114,009	14,309	8	6
Sanskrit	4,711	8,171	10	6
Canarese	56,615	18,563	13	11
Hindustani	14,323	2,265	14	1
Gujarathi Maps	502	400	0	0
TOTAL	427,847	1,14,925	5	10

"The number and value of the books and maps sold by the depot during the year was—

Language	Number of Copies	Amount		
		Rs.	A.	P.
English	86,104	39,227	0	3
Latin	540	672	6	8
Anglo-Marathi	3,119	4,687	15	9
Anglo-Gujarathi	2,968	1,240	6	3
Marathi	186,849	50,185	15	6
Gujarathi	139,288	32,919	2	0
Sanskrit	7,748	7,292	8	2
Canarese	35,386	8,810	14	0
Miscellaneous	39	203	15	0
Hindustani	5,575	1,794	6	7
TOTAL	467,616	1,47,034	10	2

"The amount received from sales, Rs. 1,48,651-9-10 (including Rs. 1,616-15-8 on account of former years), is less than the amount received last year by Rs. 8,934. This is mostly due to a decrease in the purchases made by the Educational Department in the Central Provinces. The receipts were thus disposed of:—

	Rs.	A.	P.
Re-invested in Stock	1,14,925	5	10
Commission to Vendors	13,886	4	8
Insurance	3,250	0	0
Contingencies	2,574	14	7
Increase to Salaries	541	4	0
Repaid into Treasury money drawn for Contingencies	7,649	12	11
Balance in hand	5,823	15	10
TOTAL	1,48,651	9	10

“With the sum re-invested, stock of the value of Rs. 1,57,688-15-8 was purchased. The stock account stands thus at the end of March 1871:—

		Rs.	A.	P.
ADD—	Balance on the 31st March 1870,	5,65,191	0	3
	Stock purchased or printed during the year	1,57,688	15	8
	TOTAL	7,22,879	15	11
DEDUCT—		Rs.	A.	P.
	Value of Books sold	1,48,651	9	10
	Value of Books written off	544	12	0
		1,49,196	5	10
	Balance on the 31st March 1871:—			
	Central Book Depot	3,26,284	7	7
	Subordinate Depots	2,47,399	2	6
		5,73,683	10	1
	TOTAL	7,22,879	15	11

“The book transactions in Sind cost Government Rs. 8,291-12-9, and Rs. 3,668-4-9 were credited for receipts. The net cost is less than that of last year by Rs. 255-2-1.

“The following is a list of books sold in Sind during 1870-71:—

	Number of Copies	Selling Prices Rs. A. P.
Sindhi Books	7,171	1,776 8 0
Persian	3,585	525 6 6
Urdu	40	7 13 0
Arabic	..	..
Gurmukhi	267	30 6 0
Hindu—Sindhi	2,811	664 9 6
Maps	26	93 11 3
Anglo-Sindhi Books	89	157 0 0
Others	134	71 3 0
Slates and Pens	..	81 2 1
TOTAL	14,123	3,407 11 4

North-Western Provinces

BOOK DEPARTMENT

"The department purchases are shown in the annexed table:—

Circles	Number of copies	Value		
		Rs.	A.	P.
1st Circle	32,859	4,224	13	1
2nd Circle	26,968	3,256	4	5
3rd Circle	22,020	3,222	7	5
Kumaon and Gurhwal	4,652	466	5	6
Ajmere	3,970	498	12	9
TOTAL	90,469	12,658	11	2

"The number of copies of the books, maps, &c., printed and purchased for the use of the Education Department during the year 1870-71, was 25,238, and the total amount Rs. 32,084.

Punjab

BOOK DEPARTMENT

"It has been heretofore the practice of Government to bear the Measures taken to make the cost of the establishments of the book book depot self-supporting depot, of miscellaneous charges for the transit of books, commission on sales, postage labels, &c., and books, with the exception of those sent out from England, on which a small profit has been realized, have been supplied to purchasers at cost price. During the year under report, however, measures have been taken, in accordance with the wishes of Government, to make the book department as far as possible self-supporting.

"The expenditure of the book depot is of two kinds—(1) on account of establishment, transit, and other miscellaneous charges, which yield no corresponding return, and which have hitherto been borne by Government; and (2) for the purchase of Profits nearly sufficient to cover the charges

stock. The expenditure during the year under the first head is shown below:—

Establishment and Miscellaneous Charges

	Rs.	Rs.
1. Establishment of the Book Depot	5,823	
2. Establishment of Translator's Department	3,900	
	<hr/>	9,723
3. Transit Charges, etc.	2,485	
4. Commission on Sales	1,965	
5. Postage Labels	150	
	<hr/>	4,600
		<hr/>
		14,323
		<hr/>

“To meet the above charges, the profit, &c., shown below have been realized:—

	Rs.	Rs.
Profit on <i>bona fide</i> sales during the year of books, &c., which cost Government Rs. 28,092 and realized Rs. 37,456	9,364	
Amount allowed by Government for registration of books	1,200	
Amount paid into Lahore Treasury on account of subscriptions to the <i>Ataliq-i-Punjab</i> realized during the year	1,897	
Amount paid into Lahore Treasury for miscellaneous works of the Press	1,701	
	<hr/>	14,162
		<hr/>

“It will be seen that the profits are very nearly sufficient to cover the expenditure on establishments and miscellaneous charges, and it must be borne in mind that amongst the former is included a charge of Rs. 3,900 for translators, who have been heretofore paid from the assignment for the patronage of literature, which has now been reduced by a corresponding amount. A further saving of Rs. 2,100 has been effected by the discontinuance of the allowance hitherto paid by Government for the publication of the *Sarkari Akhbar*, now the *Ataliq-i-Punjab*.

Expenditure on purchase of books “The expenditure on the purchase of books, &c., was as follows:—

	Rs.	Rs.
1. Total charges of the Press, including establishment, purchase of materials, and every other expense	29,564	
2. Total price of books purchased from book-sellers in India and in England paid during the year	28,580	
	<hr/>	58,144
		<hr/>

“Out of Rs. 28,580, the price of books purchased from book-sellers, Rs. 17,613, were paid on account of books purchased during 1869-70, so that the total cost of books brought on to stock during 1870-71 was Rs. 40,531.

“The cost and selling prices of books brought on stock during the year are as follows:—

Cost and selling prices of Books	Cost Price Rs.	Selling Price Rs.
Books received from Educational Press	29,564	40,436
Ditto from Book-sellers	10,967	17,148
	40,531	57,584

Sums paid into the treasury during the year “The total amount paid into the treasury is shown below:—

	Rs.	Rs.
1. Sale proceeds of books supplied during the last and previous years	57,504	
2. Miscellaneous receipts of the Educational Press	1,701	
3. Subscriptions to the <i>Ataliq-i-Panjab</i>	1,897	
		61,102

“The following is a statement of the *bona-fide* sales effected during the year, which exceeded those of 1869-70 by Rs. 9,023:—

	Numbers of Books	Value Rs.
Sales effected by Deputy Commissioners	45,875	11,466
Sales effected by Head Masters of Zillah Schools	19,312	5,589
Sales effected by Head Masters of Normal Schools	1,538	583
Sales at the Depot	46,236	19,818
TOTAL	112,961	37,456

“Books and maps of the value of Rs. 1,606 have been distributed gratis by Deputy Commissioners for the use of vernacular schools; books valued at Rs. 9,400 have been bestowed as prizes; books worth Rs. 480 have been supplied to jail schools, and books valued at Rs. 1,966 have been supplied to the libraries of colleges and zillah schools.

“Formerly vernacular books were supplied by the Educational Press at the rate of 400 pages a rupee. During the last few years great improvements have been effected in the style of lithography, a system of punctuation has been introduced, and in

elementary works the diacritical vowel marks are always given. The cost of printing also was first reduced to 500 pages a rupee, and it is expected that in the current year 600 pages can be supplied.

“During the year under report the Press has supplied 89,912 Out-turn of books from the Press vernacular works, whose value, at the rate of 500 pages a rupee, would be Rs. 31,967, which exceeds their actual cost. These have been brought on to the stock of the depot at the increased valuation of Rs. 40,436.

Charges on account of the Press; the value of materials in hand

“The total charges to Government on account of the Press have been as follows:—

	Rs.	Rs.
Establishment	14,371	
Paper and Printing materials	11,992	
Binding charges	<u>3,201</u>	
		<u>29,564</u>

“The value of the presses, types, and other working materials in hand on the 31st March 1871 was estimated, after making allowance for wear and tear, at Rs. 9,000.

“Hitherto books have been landed in Calcutta by Messrs. Baker and Oliphant free of all charges, except discount allowed on the sale of books two-thirds of the cost of cases, subject to a discount of 18½ per cent. on the English retail prices, and a rupee has been taken as equal to two shillings. It was calculated that vernacular books would cost one rupee for 500 pages, though the actual cost has, as stated above, fallen short of this amount. During the year under report English books have been sold at an advance of 10 per cent. on the English retail price (reckoning the rupee as equal to two shillings). Vernacular books lately printed in the Government Press have been sold at the rate of 400 pages for the rupee, though some books printed in former years, and books purchased from private firms, have been sold at higher rates. Commission at the rate of 5 per cent. has been allowed to chief mohurrirs and district inspectors, but no discount has been given to Head Masters or to any other purchasers, except 10 per cent. on vernacular books to book depots in other provinces. Since the commencement of the current year discount has been allowed on cash purchases exceeding Rs. 50 in value at the rate of 20 per cent. for vernacular books and 10 per cent. for English books, which can thus be bought at English retail prices.

New books brought out "The following new books have been brought out during the year:—

1. Third Urdu Book.
2. First Hindi Book.
3. English Primer, 1st part, by Mr. Cooke, Inspector of Schools, Ambala Circle.
4. Vernacular edition of Collier's History of the British Empire, with notes, &c., part I.
5. Urdu Grammar.
6. Revised edition of Algebra, parts I and II, in Urdu.
7. Map of the two Hemispheres, printed on cloth.
8. The Muntah-ul-Arab, a large Arabic Dictionary, containing 2,282 pages, large quarto size, has been printed.
9. Poetry of the First Arts Arabic Course, Calcutta University, with translation and notes.

"The following books are in course of preparation or actually in the press:—

Books under preparation.

1. Stories from Indian History (Urdu).
2. English Primer, 2nd part.
3. Physical Geography (Urdu).
4. Translation of Collier's History of the British Empire, 2nd part.
5. Urdu translation of the Student's Hume.
6. Urdu translation of Taylor's Manual of Ancient History.
7. First Arts Arabic Course of the Calcutta University, with Urdu translation and notes (prose portion).
8. B.A. Arabic course of the Calcutta University, with Urdu translation and notes.
9. Urdu translation of Euclid.

10. Annotated edition of *Diwan-i-Hafiz*.

11. Urdu translation of Longman's Readers, the series used in zillah schools.

"Several improved text-books are required for vernacular schools, and when these and the histories that are now in progress shall have been completed, endeavors will be made to prepare a series of instructive and amusing books, containing information regarding different countries and the manners and customs of the inhabitants. Good vernacular prize-books are much required, and the preparation of a series sufficiently interesting to be read for pleasure, and containing really useful information, would be a work of the greatest utility.

Oudh

THE BOOK DEPARTMENT

"In 1869-70 the value of the books purchased was Rs. 15,957 and the value of the sales effected was Rs. 12,607. In the year under review, though we only purchased Rs. 10,013, worth of books and slates, yet we sold Rs. 10,183 worth. The fact is that a large supply, costing upwards of Rs. 4,000, of slates, maps, and atlases, was purchased in 1869-70; and there being a good stock in 1870-71, it was not thought advisable to buy more: that would, indeed, only cumber the shelves. The diminished sales were due to the fact that, in 1869-70, there were more than the average number of buyers, because of the previous scanty supply.

It must be remembered that our buyers are, for the most part, only the boys at Government schools; and when one set of boys are sufficiently supplied with books, the next set who succeed them in their class, though they be more in number, yet do not always require more new class books, as they are able to buy them second-hand from their predecessors. In truth the value of the books, maps, and slates sold in 1869-70 was somewhat abnormal; for, in 1868-69, the value of books sold was only Rs. 9,570, being only about Rs. 550 in excess of the previous year's sales. In 1869-70 the value was Rs. 12,607, showing an increase of about 31 per cent. This very great increase must rather have been owing to a previous scarcity of books than to any very efficient management of the Book Department, or to any great increase of the reading public. In fact, during the year under review, no change has been made in

the control of the Book Department that is constituted and managed precisely as described in previous reports. The number and the value of books sold for the past six years may be thus contrasted:—

Year	Number	Value		
		Rs.	A.	P.
1865-66 . . .	32,520	4,988	15	9
1866-67 . . .	39,162	5,885	2	0
1867-68 . . .	54,154	9,013	4	1
1868-69 . . .	50,093	9,570	12	9
1869-70 . . .	55,542	12,607	6	5
1870-71 . . .	60,623	10,183	15	8

Central Provinces

BOOK DEPOT

“The transactions of the book depot are exhibited in the statement below:—

	Number of books bought during the year	Value of books bought during the year		Number of books sold during the year	Value of books sold during the year		Number of books in store on the 1st April	Value of books in store on the 1st April.	
		Rs.	A. P.		Rs.	A. P.		Rs.	A. P.
Central Book Depot, Nagpur	63,688	10,770	5 6	58,285	15,638	3 1	59,969	14,077	14 1
Branch Book Depot, Jabalpur	18,800	4,579	15 4	19,956	4,889	0 9	17,104	5,280	1 9
Branch Book Depot, Raipur	20,247	3,564	14 3	14,824	2,739	1 3	12,890	3,193	15 10
TOTAL	1,02,735	18,915	3 1	93,065	23,266	5 1	89,963	22,551	15 8

“During the year the following books have been prepared at the press connected with the Inspector General’s Office:—

3,000 copies of Gulzar-i-Bekhar, Part I, or Selections from Urdu Poets.

3,000 copies of Gulzar-i-Bekhar, Part II.

2,000 Bhugol Bharat Khand, Part I, or the Geography of India.

10,000 of Aksharavali, the Hindi Primer.

1,000 of the first 20 pages of Haqaik-ul-Maujudat, the Third Urdu Reading Book.

2,000 of the first 20 pages of Vidyankur, the Second Hindi Reading Book.

“To these may be added all the circulars issued from the office, and a variety of forms and bills used in the monthly returns of schools of all denominations. During the year 9,618 copies of the Sarkari Akhbar have been issued, of which 4,920 were published in Hindi, 2,898 in Marathi, and 1,800 in Urdu. No Uriya edition has yet been produced, but the Chief Commissioner has sanctioned the entertainment of a Pandit (who is now on his way from Orissa) to superintend the translation and lithography of this long-desired publication. The improvement of these periodicals will be discussed at the Conference of September, 1871.”

The Berars

BOOK DEPARTMENT

“At the end of the year there were 52 depots for the sale of books against 42 at the end of the previous year. The chief of these, Central Book Depot, and its branches entitled the Central Book Depot, is at Akolah, on the line of railway, and at the head-quarters of the Director of Public Instruction. It is under a Curator, with an establishment; and from it the remaining 51 branch depots are supplied. These branch depots are under the charge of the Educational Inspector, East Berar, the Deputy Educational Inspectors of the six districts, and the Head Masters of 44 schools, and their localities are given below in paragraph 95.

“The following have been the moneys allotted and expended Expenditure during the year:—

	Allotted	Expended		
	Rs.	Rs.	A.	P.
Salary of Curator of Central Depot ..	1,200	1,200	0	0
Establishment	1,200	1,196	12	7
Contingencies	180	180	0	0
For purchasing books for re-sale	12,000	10,000	0	0
For prizes to schools	1,800	1,800	0	0
For prizes at competitive examination ..	500	497	8	8
Books for libraries	1,000	1,000	0	0
Maps for schools	1,000	1,000	0	0
Encouragement of vernacular literature ..	1,000			
TOTAL	19,880	16,874	3	3

“With reference to “books for re-sale,” it may be satisfactory, not only to give brief details of the books purchased during the past year, but also to state all the money transactions from the establishment of the department, and the values of the books in stock at the central depot and each of the branch depots at the end of 1870-71.

“Books for re-sale to the number of 42,492, were purchased for Rs. 10,000 during the year as follows:—
Books for re-sale purchased during 1870-71

Language	Number of copies	Amount		
		Rs.	A.	P.
Marathi	30,180	4,838	7	0
Hindustani	7,354	2,364	1	0
English	3,112	1,484	0	0
English-Marathi	1,380	816	4	0
Marathi-English	21	136	0	0
English-Hindustani	95	23	12	0
Sanskrit	350	337	8	0
TOTAL	42,492	10,000	0	0

“The moneys drawn from the treasury for the purchase of books for re-sale, and the moneys realized and repaid into the treasury since the establishment of the Educational Department in 1866 up to the end of 1870-71, were as follows:—

Year	Drawn from Treasury			Repaid into Treasury		
	Rs.	A.	P.	Rs.	A.	P.
1866-67	2,505	6	2	..	..	..
1867-68	5,039	12	0	989	11	3
1868-69	11,998	14	11	2,988	12	6
1869-70	10,000	0	0	3,186	3	8
1870-71	10,000	0	0	6,597	15	1
TOTAL	39,544	1	1	13,762	10	6

“The following table shows on the one hand the moneys drawn from the treasury and the net profit since the establishment of the department, and on the other hand the manner in which they have been disposed of:—

	Rs.	A.	P.		Rs.	A.	P.
Drawn from Treasury, June 1866, March 1871 (para. 92)	39,544	1	1	Paid into Treasury, June 1866, March 1871 (para. 92)	13,762	10	6
Balance of profit and loss account (para. 93)	2,982	13	1	Arrears on March 31st to be paid into Treasury by branch depots	1,439	10	7
				Remitted to London for books ordered before July 1870	806	2	2
				Stock of books at selling prices in the 52 depots on 31st March	26,307	3	7
				Cash in Curator's hand on 31st March	211	3	4
TOTAL	42,526	14	2	TOTAL	42,526	14	2

“The stock of books for sale at the end of the year, amounting to Rs. 26,307-3-7, consisted of 53,006 copies of books at the central depot at Akolah of the value of Rs. 10,409-6-2, and of 71,638 copies of books at the branch depots of the value of Rs. 15,897-13-5.”

It is much to be regretted that the reports should be silent as to the character of the vernacular works for the distribution of which these large agencies are employed. It is notorious that the ancient literature of India is steeped in corruption, and it must be obvious that this literature is annually being placed by the direct efforts of Government in the hands of thousands, who would otherwise be ignorant of it. On the Government therefore devolves the great responsibility of solving the question how to instruct the rising generation in the language, literature, and culture of their own country without prudery on the one hand or simple pollution on the other. This question is far too urgent to be taken for granted

SECTION X

MISCELLANEOUS NOTICES, INCLUDING EDUCATION IN NATIVE STATES.

It would be very convenient if, as in the Bombay practice, a section in each report were reserved for notices of this nature instead of their cropping up promiscuously.

In the Bengal report there is nothing worthy of record under this heading. But the year 1870 was in the educational world in Bengal one of considerable excitement, which overflowing the Native press culminated in a public meeting at the Town Hall of Calcutta. The movement was characteristic, and a brief account of it may be given:—

In declining to sanction a revision of the numerical strength of the Bengal Educational Service, at an increased monthly cost of Rs. 825, the Government of India observed* that “the time is fully come when the State should be relieved of some portion of the heavy charge so long borne by it for the instruction of natives of the lower provinces of Bengal in the English language, and through the medium of that language in the higher branches of a liberal education.” This remark was explained in the following March by a resolution, which declared that the motives which induced the people to seek English education were *prima facie* sufficient for its rapid development; whereas, even in the most intellectually advanced provinces of India, the desire for vernacular education was very low and required much artificial stimulus and encouragement. It was suggested therefore to reduce to the utmost the charge upon the State for English education with a view to render it as self-supporting as possible.

This correspondence was published in the *Calcutta Gazette* and created some excitement. The feeling was fostered by the Native press, and at length some of the leading members of Native society decided to hold a meeting to consider the propriety of memorialising the Secretary of State on the proposed withdrawal of Government aid from English education. The meeting was held at the Town Hall on the 2nd July 1870, when about two thousand persons are said to have been present, including delegates from several districts. The President of the British Indian Association was voted to the chair, and some speeches of remarkable interest and ability were delivered. The result was a memorial to the Secretary of State, to the effect that the recent resolution of the Government of India was calculated to “undermine the sound basis of Indian educa-

inancial Resolution, No. 3233, dated 8th September 1869.

tion, *viz.*, European knowledge, and to destroy the prospect of aided Anglo-vernacular schools which feed the colleges where the bulk of the middle classes receive their education. In short, the practical result of the new policy will be the surrender of English education of a high order to the Christian missionaries whose avowed object is to proselytise the people of this country and subvert their national religion."

The Government of India forwarded the memorial to the Secretary of State, explaining that their simple object was to ensure that a larger share of limited funds should go for the education of the masses who were incapable of getting any education for themselves. The explanation was accepted.

The excitement has long since passed away, but it may perhaps be remarked that the memorialists seemed to overlook that the policy announced by the Government of India was the reduction, not the total withdrawal, of the aid heretofore given to English education—a measure quite in accordance with para. 62 of the despatch of 1854; and it is a little doubtful whether the ryot classes* and their almost incredible ignorance were adequately represented at the meeting.

The meeting of the 2nd July 1870 might perhaps be compared with the movement of 1815, but there is this difference. In 1870 the Native community assembled to solicit the aid of Government to supply a want which they felt very keenly; whereas in 1815 they assembled to supply that want for themselves, and they succeeded.

Bombay

As a miscellaneous notice in his report the Director writes:—

"The list of works in the vernacular which received encouragement from the fund placed at my disposal for that object contains various essays in poetry, history, and fiction. From the same source a prize was awarded for an essay on Jainism by a Gujarathi author. Another prize (paid in 1871-72) was awarded for a translation into Canarese of "Smiles' Self-Help."

For the present year I have offered prizes for an English essay on the Government of Dependencies; for the best collection of Sanskrit inscriptions copied and translated; for a Gujarathi translation of "Smiles' Self-Help;" for a paraphrase of the "Raja Shekara" in Canarese with critical notes; for translations of two English works into Sindhi, and for an essay in Sindhi

*See Bengal Legislative Council Debate, dated 6th January 1872.

on "The condition of Sind under the Talpoor Dynasty." The list is completed by the prizes offered by the Dakshina Committee for a Marathi poem on the Ganges, and a Marathi novel on the model of "Tara."

"There is no part of the design sketched by the Honourable Court of Directors which we are achieving so slowly as the diffusion of useful knowledge in the vernacular "by the instrumentality of masters and professors who may, by themselves knowing English, impart to their fellow-country-men, *through the medium of their mother-tongue*, the information which they have thus obtained." The dislike shown by the University graduates to writing in their vernacular can only be attributed to the consciousness of an imperfect command of it. I cannot otherwise explain the fact that graduates do not compete for any of the prizes offered for vernacular translations or composition, prizes of greater money value than the Chancellor's or Arnold's prizes at Oxford, the Smith or Members' prizes at Cambridge. So curious an apathy, so discouraging a want of patriotism, is inexplicable if the transfer of English thought to Native idiom were as it should be, a pleasant exercise, and not, as I fear it is, a tedious and repulsive toil.

"Dastur Hoshangji Jamaspji completed his Pahlavi-English Glossary of the *Vendidad* in December 1870. Zand and Pahlavi texts The text of the Pahlavi version had been completed before the Glossary was begun. The whole work is now ready for the printer. At Dr. Haug's request, the Dastur has added some notes to his preface to the *Ardai Viraf Nameh*, the printing of which is now progressing under Dr. Haug's care. The Dastur has commenced a critical text with notes of the Pahlavi translation of the *Yasna*, and has completed the first part or *Upa Yasna*. Dr. Haug has very recently proposed to undertake an important series of Zand and Pahlavi Grammars and Dictionaries, which is a project somewhat beyond the means justly appropriate to it by a Provincial Government, but I hope that it will be supported by Her Majesty's Secretary of State. I subscribed on behalf of Government for 100 copies of an edition of the *Mainyo-i-Khard*, by Mr. E. W. West, a pupil and colleague of Dr. Haug, which have lately been received, and are being distributed to those interested in ancient Persian literature.

"The acquisition of Sanskrit manuscripts is going on with much Purchase and transcription of vigour under the care of Dr. Buhler, Sanskrit Manuscripts who sends a list of 58 manuscripts acquired during 1870-71. Dr. Kielhorn confirms his previous impression that the stores of the Deccan are nearly exhausted, but it is

clear from Dr. Buhler's very interesting report that Gujrat is a rich mine of wealth, and that the people are readier than they formerly were to part with their treasures for a public purpose.

"During the year 1870-71 one number of the Bombay Sanskrit Series, containing the first portion of Dr. Kielhorn's translation of, and commentary on, Nagojibhattas Paribhashendusakara has been published.

"A number of Professor Shankar P. Pandit's edition of the Raghuvamsa has been printed, as far as the end of the text of Canto XII. An edition of the Hitopadesha, with Glossary, by Lakshmon Y. Askhedkar, B.A., has also been printed.

"Professor R. G. Bhandarkar has prepared an edition of the Malatimadhava, and received permission to print it as part of the series. Dr. Buhler prepared, during his stay in Europe, an edition of Dasakumaracharita.

"The printing of the revised Fifth Book of the Marathi Series has been completed under the care of Major Candy, who has in the latter part of the year been engaged in preparing for the press a revised edition of his English-Marathi Dictionary. A Marathi version of Robinson Crusoe is ready for printing, and other useful books have been translated. Fowler's "Discipline and Instruction" has been translated into Gujarathi, and some historical compilations made. The same book has been translated into Canarese, and also an "Outline of Universal History" and part of Martin's Natural Philosophy. And a new Canarese School Grammar and Second Book of Poetry have been compiled. A number of Persian, Arabic-Sindhi, and Hindu-Sindhi books were prepared for the press in Sind.

"The following table shows the variation in the number of libraries in each division, the result being an increase of 19 :-

	In 1869-70	In 1870-71	Increase	Decrease
Central Division . . .	40	37	..	3
North-East Division . . .	12	12	..	..
Northern Division . . .	63	78	15	..
Southern Division . . .	22	28	6	..
Sind	6	7	1	..
Total	143	162	22	3

“The following additional libraries were registered for presentation of books during the year 1870-71:—

1. Rustumpura Reading-Room and Library at Surat.
2. The Bombay Benevolent Library, Girgaum Road.
3. Sampgaum Native General Library.
4. Hindu Dnyan Vardhak Library, Hornby Road, Fort, Bombay.
5. Nahanpura Native Reading-Room, Surat.
6. Udvara Native Library in Taluka Pardi, Zilla Surat.
7. Karachi Parsi Reading-Room and Library.
8. Native General Library at Vingorla.

“The object of registration is that the libraries may receive such presents of books purchased from the Encouragement Fund as I am able to make. Divided among so many, the assistance is not great. My means are not much more than sufficient to improve the libraries of the High Schools, which I hope to make really good and useful as literary centres.”

North-Western Provinces

SEARCH FOR SANSKRIT MSS

“Pundit Ramanath. Librarian of the Sanskrit College, Benaras, has succeeded during the last year and a half in collecting the names, with the necessary information, of above a thousand Sanskrit manuscripts. He has visited the Azimgarh, Goruckpore, and Mirzapore Districts. He found good libraries in Lakhima in the Goruckpore District, and in Dabka in Mirzapore. Both these villages are held in maafee tenure by the Pandits, who, professing to be hereditary teachers of Sanskrit have taken care of the libraries which have come down to them as heirlooms.

“Though he has not had yet access to many libraries, he has obtained a clue to many of them. He is a Pandit himself, but still his inquiries are looked upon with suspicion by the others. They think that some sinister motive is lurking in the back-ground, and that their country is sooner or later to be deprived of all the Hindu Sastras.

“To gain access to one of the libraries belonging to a Svamiji, the head of the Dasmani, Pandit Ramanath had to attend him for several months as a disciple, with ashes on his forehead.

“Notwithstanding high recommendations, a wealthy Brahman gentleman tried to delude him by producing bundles of old account-books, but, finding him persistent, consented to show him some parts of his library.

“Pandit Ramnath is sanguine of ultimate success by carrying on his inquiries quietly and cautiously, feeling his ground.”

The above is all that I find worth extracting from the reports, but the following Resolution on the subject of Mahomedan education, issued by the Government of India in August last, may be here recorded:—

“The condition of the Mahomedan population of India as regards education has of late been frequently pressed upon the attention of the Government of India. From statistics recently submitted to the Governor General in Council, it is evident that in no part of the country, except perhaps the North-Western Provinces and the Punjab, do the Mahomedans adequately, or in proportion to the rest of the community, avail themselves of the educational advantages that the Government offers. It is much to be regretted that so large and important a class, possessing a classical literature replete with works of profound learning and great value, and counting among its members a section specially devoted to the acquisition and diffusion of knowledge, should stand aloof from active co-operation with our educational system, and should lose the advantages, both material and social, which others enjoy. His Excellency in Council believes that secondary and higher education conveyed in the vernaculars and rendered more accessible than now, coupled with a more systematic encouragement and recognition of Arabic and Persian literature, would be not only acceptable to the Mahomedan community, but would enlist the sympathies of the more earnest and enlightened of its members on the side of education.

“The Governor General in Council is desirous that further encouragement should be given to the classical and vernacular languages of the Mahomedans, in all Government Schools and Colleges. This need not involve any alterations in the subjects, but only in the media of instruction. In avowedly English schools established in Mahomedan districts, the appointment of qualified Mahomedan English teachers might, with advantage, be encouraged. As in vernacular schools, so in this class also, assistance might justly be given to Mahomedans by grants-in-aid to create schools of their own. Greater encouragement should also be given to the creation of a vernacular literature for the Mahomedans—a measure the importance of which was specially urged upon the Government of India by Her Majesty’s Secretary of State on more than one occasion.

"His Excellency in Council desires to call the attention of Local Governments and Administrations to this subject, and directs that this Resolution be communicated to them, and to the three Universities* in India, with a view of eliciting their opinions whether, without infringing the fundamental principles of our educational system, some general measures in regard to Mahomedan education might not be adopted, and whether more encouragement might not be given in the University course to Arabic and Persian literature. The authorities of the Lahore University College, who are believed to have paid much attention to the subject, should also be invited to offer their views on the important questions above referred to. This may be done through the Punjab Government."

The last statistics of Mahomedan education are annexed, and it will be for future reports to show how they may be affected by the order just quoted.

Comparative Statement of Hindus and Mahomedans in Government and Aided Colleges and Schools

	HINDUS			†MAHOMEDANS		
	In Government Institutions	In Aided Institutions	Total	In Government Institutions	In Aided Institutions	Total
Bengal . . . . .	..	..	..	..	..	..
Madras	9,394	84,436	93,830	533	3,752	4,285
Bombay	136,244	12,934	149,178	14,423	1,069	15,492
North-Western Provinces	109,076	12,838	121,914	19,763	4,503	24,266
Punjab	30,896	16,371	47,267	24,371	6,955	31,330
Oudh	24,735	3,717	28,452	7,649	1,478	9,127
Central Provinces . . . . .	..	..	76,804	..	..	4,768
British Burmah . . . . .	..	..	..	..	..	..
Coorg	1,527	108	1,635	34	..	34
Berars	11,922	..	11,922	2,179	..	2,179

†Excluding Lower Bengal, the Mahomedan population in British India is estimated at 16,815,661.

EDUCATION IN NATIVE STATES*

Lastly, it may not be without interest to show very briefly what action is being taken in the matter of education in Native States.

First in importance in this respect is Mysore, which has a regular educational department, under a Director of Public Instruction maintained at a charge of Rs. 3,11,187 in 1870-71, of which Rs. 2,23,135 were paid by the State and Rs. 88,052 locally. The total number of pupils is stated to be 20,958, of whom 2,313 are girls, and of this number 15,223 attend the 464 Government and 5,735 the 76 aided schools. In Mysore there is fair system recently established of hoblee or village schools, 356 in number with 10,680 pupils, but still in an elementary stage. In higher education the results have been considerable, 126 candidates having attended the branch examination of the Madras University at Bangalore and 28 the First Arts test; of these 24 passed the former, and 10 the latter.

In Travancore and Cochin, education forms a regular topic of the annual reports. In the former State there is a high school at the capital. Trivandrum, that sent up 5 candidates for the First Arts test at the Madras University, and 15 for matriculation.

In February 1869 a B.A. class also was formed, and it is now contemplated to form a regular college department. There are besides a girls' school, an English school at Colachel, and 49 vernacular schools, of which 29 are Government and 20 are aided schools with 3,455 pupils. During the year under report nine new schools were opened. The net charges of the vernacular schools were Rs. 13,672, or Rs. 4 nearly for each pupil. The fees amounted to Rs. 2,632. It would seem that about one in 217 of the population attends a State school. The total annual charge for Education, Science, and Art was Rs. 87,381. The Resident notices the fact that considerable classes of the community are excluded from the use of the Government schools from caste disabilities; otherwise he is of opinion that educational progress in Travancore is matter for real congratulation.

In Cochin, the district English schools at Chittoor, Trichoor and Irinjalacooda are reported to be making steady progress. The chief school at Ernacollum, for which the State is erecting a costly building, is in a satisfactory condition and educates up to the standard of the Madras University matriculation examination. It had, at the close of the year under review, 256 pupils against 241 in the previous year. There are also, besides the Hebrew and Sanskrit schools with

*The following notices are taken from the last available reports of 1869-70.

73 pupils, seven vernacular schools with 232 pupils. The staff of teachers numbers 29. The net expenditure on education was Rs. 9,965, fees amounting to Rs. 1,104 having been received.

In the Central India Agency, education has not been neglected. The statistics are annexed:—

	In 1868-69	In 1869-70	Increase	Decrease
Number of schools	29	31	2	
Daily average attendance	1,243	1,279·93	36·93	
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Expenditure	22,686 8 4	20,942 11 3	..	1,743 13 1
Income	24,068 0 0	25,463 8 11	1,395 8 11	..

Of these schools the most important are Holkar's schools at Indore and the Sehore High School. Of the former the following account appears in the last report:—

“During the minority of the present Maharaja, a school, which has given many excellent English scholars and many useful men of business to Indore, was established. A small cess on the opium chests passing through the city was fixed for its pecuniary support. Opium was not then so valuable nor the trade so extensive as they have since become, Sir Robert Hamilton, deeming this income precarious, obtained from the Maharaja, on the day of his majority, a sunnud endowing the school with Rs. 6,000 a year in lieu.

“At this time, and for years afterwards, the school was entirely under the control of the Governor General's Agent, but gradually after the mutiny this arrangement fell to the ground, and now everything connected with it is under the orders of His Highness. The school has never been otherwise than flourishing, though its basis differs from that which marked its early success. Now, as then, there is a well-taught English class, amongst whom are several who matriculate successfully at the Bombay Colleges, but the present pupils are drawn less from the general community and more from the Deccan Pandits and Mahrattas. The first Superintendents were Kashmeree Brahmins, scholars of the Delhi College; the present Superintendent is a Deccan Pandit of the Poona College, a man of marked capacity.

“At Indore, there are many who possess a familiarity with the English language and literature unsurpassed in any State in India:

Principal College, and there to qualify themselves by a course of study.

VII.—A Deputy Inspector has been appointed on a salary of Rs. 50 per mensem whose duty it is to visit and inspect the district schools.”

In Bhopal the Resident reports:—

“The school in Bhopal is creditable, the teacher in the English class is competent, and the progress of his pupils is favourable. The Persian, Hindi, and Arabic classes are carefully organised, the rooms are airy, and the Superintendent is zealous. Two printing presses are attached to the institution, one being for stamp paper.

“The Victoria School for orphan children thrives, and receives much interest from the Begum.

“The newly organised Prince of Wales School is in its infancy. A handsome building is projected for this on a healthy spot selected by Her Highness; it is intended that it shall be a school of industry in imitation of that at Jubbulpore, which interested her much on her return from Calcutta.—

In Bundelcund

“The details of schools and scholars in 22 Native States which have furnished returns give the following aggregate. From 13 States, including Rewah, Nagoda, Myhere, and Sohawal, in all of which there are schools, no returns have yet arrived:—

Number of schools	39
Average daily scholars in English	121
Average daily scholars in Urdu and Persian	463
Average daily scholars in Hindi and Sanskrit	598
TOTAL DAILY AVERAGE	1,182
	Rs.
Expenditure	17,119
Of which from school cess	3,301
From pupils' fees	100
From States.	13,718

“A few of the schools are really good. The majority are very simple institutions, but being new within the last few years are

still valuable as acknowledgements by the Chiefs of the duty of doing something for the education of their people.”

In the Bheel Agency

“The number of boys who regularly attend and receive instruction in the several schools are noted in margin. There are altogether 13 villages and the central school. The schools maintained by the Bohras, and in which religious instruction only is imparted, are not included.

	English	Hindi and Sanskrit	Persian and Urdu
Central School	26	122	40
Village Schools	...	228	...
Private Schools	...	335	...

“The most prominent feature of the report is the opening of a girls’ school in the village of Dhamnode, for which its inhabitants deserve much credit. Just now only six girls attend, but it is hoped their example may gradually be followed by many others. A good beginning, however, is made in the cause of female education.

“A school has also been opened in the palace for the instruction of the children of the domestic servants, with a view to make them not only useful servants, but to make them independent in life if they choose. The school is yet attended by boys, and their example, it is hoped, may be soon followed by the girls. Having very little means of subsistence they are promised a small pocket money.”

In Manpore

“Schools.—Previous to May 1869, Hindi was alone taught in the Manpore school; then the experiment was tried of forming English and Urdu classes; the masters consented to receive a small salary by subscription, hoping to gain a larger should success attend their efforts.

“This success has been attained; the average attendance of the English and Urdu classes is 22 and 20 respectively.

“Sanction not having been previously obtained, a larger grant to the school for the maintenance of these classes was not passed in the estimates for 1870-71.

"The Narkhury Bheel School has been most difficult even to keep up. The Bheels have been in distress during the year. The boys have had at times to collect daily food in the jungles instead of learning to read, and it is always difficult to induce the Bheel lads to stay at home by day.

"The success of a night class, lately added to the Manpore School, for cultivators who cannot spare time by day, suggested the idea of making the Bheel school a night school.

"Already 10 and 12 boys attend from 6 to 9 in the evening—a striking improvement.

"Should this plan succeed, we may gain a valuable hint with regard to educational efforts for Bheels and other wild tribes, who, wandering by day, at night are content to sit quietly at home."

In Barwanie

"The statement shows 14 schools in the State, the oldest of which

	1869-70	
	No. on Roll	Average Attendance
1 English School, Barwanie	23	22
1 Hindi ditto	110	91
1 Urdu ditto	22	18
1 Girls' ditto	20	10
1 English School, Rajpore	15	12
1 Hindi ditto	112	93
1 Urdu ditto	24	18
1 Girls' ditto	24	16
6 Village Schools	128	84
Total	478	364

has been established seven years. Included in the above are two girls' schools which have been in existence four years.

"The result of the examination of all the classes in the principal schools in my cold weather tour impressed me by the admirable results attained, and gave assurance of the zeal of the officials in

the cause of education. The efforts of the Inspector of Schools have been most praiseworthy.

"During the past seven years a considerable percentage of the male youth residing in the State, numbering about 6,000, must have received at least a fair education in their own vernacular, probably 1,200 or 20 per cent. of the whole, or 25 per cent. of those old enough to attend school.

"The total amount spent on education during the year has been Rs. 4,347, of which Rs. 2,918, or one and a half of the whole, has been contributed by the inhabitants—a most creditable liberality."

*In Rajpootana **

Here Jeypore claims the first notice.

There is the Maharaja's College founded in 1845, with at present 389 pupils, maintained at a cost of Rs. 11,916 per annum, and the Rajput High School with 59 pupils costing Rs. 3,012. Of the former it is said—

“Progress has been very satisfactory. Out of four candidates who went up for the matriculation examination for the Calcutta University, three were successful, one passing in the 1st division, and two in the second. Four students intend submitting themselves to the next examination for the degree of Bachelor of Arts.”

There are also 30 vernacular schools with 532 pupils, for which, with the view of supplying teachers, a pupil teacher class has been lately instituted.

During the year a school of art and industry has been established at Jeypore under Dr. De Fabeck, with the following branches of industry:—

	Workmen	Apprentices
1. Blacksmith's work	3	6
2. Carpentry and Joinery	2	8
3. Wood carving	2	19
4. Stone carving	2	4
5. Turning	1	3
6. Engraving and Jewellery	1	8
7. Pottery	1	21
8. Book-binding	1	3
9. Practical and Analytical Chemistry	1	4
10. Lithography	2	3
	16	79

Dr. De Fabeck reports of this school—

“While the school is still in comparative infancy, and until its advantages come to be fully appreciated by the inhabitants of this city, it has been found necessary to attract pupils by awarding them wages in proportion to the amount of skill they acquire. At first

*A notice will be found above (page 474) of the foundation of the Ajmere College by the late Viceroy.

This College was designed by the late Viceroy to be devoted exclusively to the education of the sons of the Chiefs, Princes and leading Thakoors of Rajpootana. The project was announced at a public durbar in Ajmere on the 22nd October 1870.

lads are entertained as probationers for two months on no pay at all. If they are industrious and well-behaved, they are admitted into the first class of apprentices at one rupee per mensem. As they advance they rise into the second, third, fourth, and fifth classes, each advancement adding one rupee to their monthly salary. Such an arrangement has only been adopted until the inhabitants learn to value the educational advantages of this school sufficiently to induce them to send their children to it without any condition of remuneration. How soon this object may be attained it is of course impossible to say, but it is one at which we aim, and to which my labors are steadily directed.

"I cannot close this report without the expression of my conviction that this institution is likely to be the means of doing an immense amount of good in Jeypore. The establishment of such schools all over India cannot, I think, be too warmly supported. By combining scientific and intellectual progress with proficiency in manual skill, they are much more calculated, in my opinion, to raise the social and moral condition of the natives of this country than institutions which only regard intellectual acquirements and refinements. The natives of India have quite as wonderful an aptitude for the acquisition of manual dexterity as they have for the appropriation of abstract learning; and if the history of European nations shows, as undoubtedly it does, that they owe their advancement to the combined and simultaneous progress of head-work with hand-work, it is reasonable to conclude that the same conditions would produce similar results in this country; and where so much of the intellectual element is supplied by the governing race, and so much of the laboring element needed from the dependent one, it surely seems desirable to secure, as far as possible, every means that may give to the latter all the manual proficiency of which they are capable."

In Barootee

"In the last report of this Agency it was stated that the Chief had sanctioned an expenditure of Rs. 400 per mensem for the establishment of a good school at the capital, which, it was hoped, would be opened shortly. A recent khureeta informs me that a building has now been set apart for the purpose, and that arrangements are in progress for securing the services of competent teachers. I hope, therefore, a beginning has at last been made."

In Sirohi

"The severe distress suffered by all classes this year has not been favorable to the spread of education, and I regret that I am unable

to report any marked improvement under this head, but the three principal schools at Sirohi, Rohera, and Muddar have been fairly attended.

“At Sirohi there are 17 English and Urdu scholars and 67 Hindi scholars. At Rohera and Muddar, Hindi only is taught: there has been an average attendance of from 50 to 70 boys. In nearly every village the children of the Mahajun class are taught by the “Juttee” to read, write, and keep accounts in Hindi, but the mass of the people are totally uneducated, and as they seem to have no inclination and will not pay anything to have their children taught, we can scarcely hope for much advancement in this department till such time as the Durbar can afford to establish free schools in the district.

“While on this subject, I may mention the establishment of a free school at Aboo; His Highness the Rao kindly gave me the use of a building; the residents of Aboo and the traders in the Bazaar subscribed sufficient to pay a Hindi teacher, and an English writer in the Rajpootana Agency Office, who was formerly Head Master of the Nusseerabad School, has given great assistance during his leisure hours in superintending the work and teaching English and Urdu. In this way the school has made a fair start, and there is now a daily attendance of 29 boys and 4 girls, who are making very good progress in their studies.”

In the Sujangarh Agency

“The only places of education which exist in Bikaner are the temples, Jain monasteries, and patshallas. At the last the sons of some of the wealthy merchants of India, whose homes are in Bikaner, are taught to read, write, and cipher: their whole school equipment is a board and a bit of wood, and their studies are usually conducted in the streets. The patshallas are not so well attended now as formerly, for within the last ten years it has become the fashion to take the boys from school immediately after marriage, and send them to their parent’s distant houses of business, so fitting them to take a part in mercantile operations, lately so extended, at an age when they used to begin their apprenticeship. At the patshallas a course of letter-reading and accounts takes about three years. The school fees amount to six maunds of bajra and eight rupees cash for the whole period. The wealthy pay in the shape of a present one hundred rupees additional.

“At the upasaras or monasteries Sanskrit is studied, and in one that I entered, I found the priest, who was courteous and communicative, and ready to permit access to his large Sanskrit library,

teaching geography from a curious map, which showed the concentric oceans and continents, lakhs of coss across, and history to match.

"No more efficient school had been established three months ago, but since the necessary books have been obtained, and I hope a promise, made to begin a school for at least the young Thakoors, some of whom are bright, intelligent boys, has been fulfilled."

In the Native States of Bombay

Lastly, we come to the Native States within British territory, but of these the only notice is from Bombay. Here the Director writes--

"At Baroda, His Highness Malharrao, at the personal instance of His Excellency the Governor, decided on forming an Educational Department for the Gaekwar's territories. An Inspector has been selected, and under the advice of the Resident, Colonel Barr, a large school (English with Vernacular Departments) has been opened at Baroda, and already contains over 500 students. This excellent public work has been very warmly welcomed by the inhabitants of Baroda, and I hope that the school will form the centre from which education will radiate to all parts of this great and populous Native State. Even those most conservative potentates, the Hubshee and the Nawab of Cambay, are both doing something for the instruction of their people. The Nawab of Cambay has agreed, under the advice of the Political Agent, to make an assignment on his revenues for the support of schools, and a school will shortly be opened at Cambay, where a merchant of the city has offered a donation of Rs. 10,000 for a school-house. The Nawab of Janjira has informed the Political Agent, Colaba, that he has commenced arrangements for the establishment of village schools, and intends to select and appoint an Inspector for them. A Deputy Educational Inspector has been appointed for the Mahikanta and Pahlampur Agencies, which share the cost. A Deputy Inspector has also been appointed for Kutch, and the school system is being carefully organized by Colonel Law, the Acting Political Agent.

"I also have to record the successful opening of the Rajkumar College at Rajkote, for the education of the young Chiefs of the great tributary peninsula of Kathiawad. It would be equally unwise and unjust to those who have undertaken the anxious responsibilities of this experiment to speak of this college as a spontaneous offering of the Kathiawad Chiefs. Many traditional

The Rajkumar College,
Kathiawad

prejudices must have been surrendered, and many ancestral habits broken through, when the Durbars consented to build this college and send their sons to be its inhabitants. Probably the reliance of the Kathiawad Chiefs on the general good faith and beneficent purpose of the dominant power could not have been subjected to any severer ordeal, but a true trustful and cheerful response was made to the great interest expressed in this undertaking, by the highest authorities in these territories, and the first term of the college was uninterruptedly successful. I have much pleasure in printing the Principal's report with those on the Government Colleges. It will be read with interest, as it shows the careful and judicious method of Mr. Macnaghten. There were twelve boys in the college during the first term—the number is limited, at least for the present, to the number of young Chiefs in Kathiawad of educable age—of whom ten are Rajputs and two Mahomedans."

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