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# EDUCATION IN BRITISH INDIA,

PRIOR TO 1854, AND IN 1870-71.

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## PREFACE.

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THE object of this Note is to give a statement of facts shewing the progress of education attained under the centralised system partially superseded by the provincial service arrangement of December 1870. I have attempted to test these facts by the educational code, as laid down in the Despatches from the Home Government, and here and there I have also ventured to offer suggestions upon them. But the real utility of compilations of this kind is that they enable each province to see what is being done elsewhere.

As it is difficult to understand the educational questions of the day without some knowledge of what preceded them, I have added a sketch of the early history of education in India, of which I have never been able to find any continuous narrative. The sketch is taken from various sources some of which I may have omitted to specify.

ARTHUR HOWELL.

HOME OFFICE,  
CALCUTTA, *March* 1872.



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# EDUCATION IN BRITISH INDIA.

## PART I.

PRIOR TO 1854.

EDUCATION in India under the British Government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous, and finally placed on its present footing. Before showing from the last reports what that footing is, I purpose to give a brief account of the changes that preceded it. I shall not attempt to give a complete history of each educational institution, but rather of the state of public feeling and of the policy and orders of the Home and Indian Governments, from which the several institutions have successively sprung.

Introduction.

The first educational institution established in India by the Government was the Calcutta Muhammadan College or Madrasá founded in 1780, at the request of several Muhammadans of distinction, by Warren Hastings,\* who purchased a piece of ground for the erection of a suitable building for it at his own expense amounting to Rs. 5,611. The monthly cost of the College was Rs. 625, which was also defrayed by the Governor General until 1782, when he was reimbursed and the institution taken over by the Government.† In 1785 lands estimated at Rs. 29,142 annually were assigned to it. The general object of the founder was to conciliate the Muhammadans of Calcutta, and through the learned Moulvies to teach Arabic and Persian with the whole range of Muhammadan religion, including theology and the ritual observances. The main and special object of the Institution was to qualify the sons of Muhammadan gentlemen for responsible and lucrative offices in the State, even at that date largely monopolised by the Hindús, and to produce competent officers for the Courts of Justice to which students from the Madrasá on the production of certificates of qualification were to be drafted as vacancies occurred. The Madrasá continued to be so maintained until 1819, when the Government decided to fix its revenues at Rs. 30,000 per annum, guaranteed from the public treasury, instead of depending on the fluctuating produce of the original endowment.‡

\* Governor General's Minute, dated 17th April 1781.

† Revenue Consultations, 21st January 1785.

‡ Revenue Consultations, 23rd July 1819.

The next attempt on the part of the British Government was initiated in 1791 by Mr. Jonathan Duncan, Resident of Benares, who founded the Benares Sanscrit College as a means of employing beneficially for the country some part of the surplus revenue over the estimated receipts. This College was designed to cultivate the "laws, literature and religion of the Hindús," to accomplish the same purpose for the Hindús as the Madrasá for the Muhammadans, and specially to supply qualified Hindú Assistants to European Judges. The expense for the first year was limited to Rs. 14,000, augmented to Rs. 20,000 annually by the orders of Government of the 13th January 1792, in which Lord Cornwallis expressed his entire approval of the measure.\*

Of these two Institutions it may be remarked that both originated in this country; both were exclusively devoted to Oriental learning, and were mainly designed and maintained for purposes of administration, which can now only be attained by deviating from the curriculum prescribed by the original founders. But it would be incompatible with the scope of a general narrative to give a detailed account of the successive changes which these Institutions have undergone, more specially as the Calcutta College, and the means of making it most instrumental in promoting Muhammadan education, are still under the consideration of Government.

As an instance of an independent attempt on the part of the European community in favor of education, it may be here mentioned that in 1789 the Calcutta Free School Society, founded upon the union of two old local schools, was placed under the patronage of the Governor General, for the purpose of providing the means of education for all children, orphans and others, the funds being supplied by a rateable contribution from the Civil Servants of the Company and from other subscriptions. The plan and objects of the Society were officially published throughout the Bengal Provinces, and in 1800 the funds of the united schools under the Society were found to amount to Rs. 2,72,009.†

To trace any recognition on the part of the authorities in England of a feeling of duty in the matter of diffusing education in India,

we must go back to an earlier period. It is curious that the present system of Government education, which has been consistently based on strict religious neutrality, first publicly declared by Lord Wellesley in 1804,‡ originated in an association of education with missionary enterprise. The association was natural enough in England, where, until quite recently, the office of priest and schoolmaster has been considered inseparable, and where interference by the State in public education was resented as an intrusion upon the Church. In 1793, on the renewal of the Company's charter, Mr. Wilberforce, instigated by Mr. Charles Grant, succeeded in carrying through Parliament a

\* Fisher's Memoir, East India Affairs, Public Appendix, 1832.

† Fisher's Memoir and Lushington's Chari-

table Institutions of Calcutta.

‡ Letter from Bengal Government, dated 7th December 1807.



resolution to the effect\* “that it is the peculiar and bounden duty of the British Legislature to promote, by all just and prudent means, the interest and happiness of the inhabitants of the British dominions in India; and that for these ends such measures ought to be adopted as may gradually tend to their advancement in useful knowledge, and to their religious and moral improvement.” This resolution was not altogether opposed to precedent. Prior to the battle of Plassey, and until the Company of merchants assumed imperial functions, the Court of Directors not only allowed missionaries to embark in their ships with the recognised character of Christian teachers, but in a despatch of 1659, formally declared their earnest desire by all possible means to propagate the Gospel. In 1677 a schoolmaster was sent out to Madras on £50 a year to teach the elements of English and the Protestant religion. A missionary clause was inserted in the Charter of 1698, and in a despatch of 1752 the sum of 500 pagodas annually was assigned to the Madras Government for the encouragement at its discretion of missionary enterprise. But after the battle of Plassey and during the next thirty years—the darkest period of Anglo-Indian history—the Company’s servants seem to have felt a constant alarm of losing all the fruits of the victory as suddenly as they were acquired, and no proposal excited more alarm than one involving any real or supposed interference with native religious prejudices. To show the general feeling at the time, it is enough to mention that in 1808 one of the most intelligent officers in the Company’s service, then resident at a Native Court, deemed it to be “madness” to attempt the conversion of the natives of India, or to give them any more learning or any other description of learning than what they then possessed. “The Hindús,” he said, “had as good a system of faith and of morals as most people;” and with regard to the Musalmáns, “it is quite sufficient if we endeavour to conciliate their confidence and to mitigate their vindictive spirit.”†

If such views as these are difficult to understand in the present day, yet, in justice to those who entertained them, it is only fair to remember the principle on which they were based. So long as the British Government in India was subordinate to Native Governments, missionary effort was not likely to excite any apprehension, either of the disposition, or still less of the power of the British Government, to impair the stability of the prevailing religions. But when our supremacy became established, it was not altogether unreasonable to suppose that if missionary effort were encouraged or supported by the Government, the natives might be induced to suspect an attempt on our part to substitute our religion for theirs,—an attempt which many excellent people in England were never tired of declaring to be a sacred duty, and which to the mass of the people of India would seem all the more formidable because no longer disproportionate to our power. Hence at this period, both in India and England, the labours of the missionary excited profound alarm; and although Mr. Wilberforce had succeeded in carrying his resolution, which was actually recorded on the journals of the House,

\* Hansard, Vol XXX, 1792, and Vol. XXV, 1813.

† Kaye’s History of the Administration of the East India Company, page 635.

its introduction into the bill as a specific measure for the encouragement of missionaries and schoolmasters was met by such sudden and violent opposition emanating from the India House, that the Ministry was forced to withdraw it from the Charter, and the attempt was dropped for twenty years. Indeed, upon a discussion of the clause, one of the Directors went so far as to attribute the separation of America from England to the founding of schools and colleges, and to talk ominously of a similar result in India. The clauses were almost unanimously declared to be positively dangerous, or at least idle, absurd, and impracticable; even in the Lords they met with no effective support, and Mr. Wilberforce's benevolent attempt was entirely defeated.

In 1813, when the further renewal of the East India Company's Charter of 1813. Charter was discussed, it was felt necessary to obtain local information about the great dependency, especially on the subject of the state and need of education or missionary enterprise, and the House resolved itself into Committee for this purpose. Among the witnesses examined were Warren Hastings, then in his 80th year, Lord Teignmouth, Sir John Malcolm, Sir Thomas Munro, and a host of minor Indian celebrities, but the evidence was generally in strong opposition to educational or missionary efforts being undertaken or even recognized by the State. And it is remarkable that so far from thinking that any measures for the enlightenment of the people of India ought to be originated in England, the general tenor of the evidence of the old Indians was, that any such measures would be in the highest degree dangerous, as illustrated\* by the mutiny at Vellore, and that the people of India had little to learn on the score of morality from England. Indeed, Sir Thomas Munro did not hesitate to declare his conviction that if civilisation were to become an article of trade between the two countries, England would be the gainer by the import cargo. On the 22nd June the debate came on, and Mr. Wilberforce again distinguished himself by his powerful advocacy of the pious clauses (as they were called), which were carried in opposition to the old Indian party by a majority of 53 in a House of 125. On the 1st July the bill was again brought forward, and notwithstanding a speech of singular but cynical ability from Mr. Charles Marsh, who had amassed a fortune at the Madras bar and was the chosen representative of the anti-educational party, the resolution, as it stood, was carried by a majority of 22 in a House of 86. A final effort was made to suppress the clause on the 12th July; but after a debate of great acrimony it was re-affirmed by a majority of 24 in a House of 72. During the discussion the House was flooded by petitions from all parts of the country in favor of the measure, and showing the strong current of public opinion which had not been aroused in 1793. In the renewed Charter that resulted from these discussions, a clause was inserted on the motion of Mr. Robert Percy Smith, a Member of Parliament and late Advocate General at Calcutta, and was sanctioned by the Earl of Buckinghamshire, then President of the Board of Control, providing that "it shall be lawful

\* The illustration was inaccurate. It was conclusively shown by Lord Teignmouth that the Vellore mutiny had no kind of

connection with missionary or educational efforts.

for the Governor General in Council to direct that out of any surplus which may remain of the rents, revenues and profits," after defraying all civil and military charges, "a sum of not less than one lakh of rupees (£10,000) in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories of India."\*

This clause, to which the Court called the Governor General's special attention in a despatch of the 6th September 1813, is the foundation stone of the present system of education in India, but its meaning and intention have been keenly debated, as will be seen below; and it should be noted that funds were only available whenever there might be a clear surplus, an occurrence not more usual then than it has been subsequently.

The general interest in education, which had been aroused in England by the labors of Bell and Lancaster in 1797, and had shown itself in the establishment of the British and Foreign School Society in 1805, the National Society 1811, and petitions addressed to Parliament during the discussion of 1813, naturally commenced about this time to appear in the direct administration of India. On the 6th March 1811 Lord Minto, instigated by Sir H. Colebrooke, an eminent oriental scholar then in Council, recorded an elaborate minute lamenting the decay of science and literature in India, consequent on the want of the encouragement formerly afforded to them by Native Governments, and urging the establishment of two new Sanscrit Colleges at Naddea and Tirhut. In the same minute Lord Minto admitted the equal claims of the Muhammadan community in behalf of Persian and Arabic literature; but he felt unable to recommend any further measures until the orders of the Court of Directors had been received upon his original proposals. The Governor General's benevolent designs were approved by the Court of Directors in 1814, and were entrusted to a Committee of Superintendence formed from the local officials in Naddea and Tirhut, but probably owing to the accession of a new Governor General,† no further steps were actually taken to carry them out until they were revived by another eminent Sanscrit scholar, Mr. H. H. Wilson, in 1821, when, instead of the two projected Colleges, it was determined to establish a Hindú Sanscrit College in Calcutta on the model of the Benares College, with an annual Government grant of Rs. 25,000.‡

On the 3rd June 1814 the Court of Directors issued their first educational despatch, relative to the disposal of the lakh of rupees provided by the 43rd Section of the Charter §

First educational despatch  
from Court of Directors.

The Court does not appear to have formed a very definite opinion of the learning that was to be encouraged and of the sciences that

\* Section 43, cap. 155 of 53 Geo. III.

† Lord Moira (afterwards Marquis of Hastings), in October 1813.

‡ Resolution of 21st August 1821.

§ From the Court of Directors, to the Governor General in Council of Bengal, dated 3rd June 1814.

were to be promoted, but such instructions as were given were all in favor of orientalism:

"We are informed that there are in the Sanscrit language many excellent systems of ethics, with codes of laws and compendiums of the duties relating to every class of the people, the study of which might be useful to those natives who may be destined for the Judicial Department of Government. There are also many tracts of merit, we are told, on the virtues of plants and drugs and on the application of them in medicine, the knowledge of which might prove desirable to the European practitioner; and there are treatises on astronomy and mathematics, including geometry and algebra, which, though they may not add new light to European science, might be made to form links of communication between the natives and the gentlemen in our service who are attached to the Observatory, and to the Department of Engineers, and by such intercourse the natives might gradually be led to adopt the modern improvements in those and other sciences.

"With a view to these several objects, we have determined that due encouragement should be given to such of our servants in any of those departments as may be disposed to apply themselves to the study of the Sanscrit language, and we desire that the teachers who may be employed under your authority for this purpose, may be selected from those amongst the natives who may have made some proficiency in the sciences in question, and that their recompense should be liberal."

As to the mode of instruction, the Court observed—

"We are inclined to think that the mode by which the learned Hindoos might be disposed to concur with us in prosecuting those objects would be by our leaving them to the practice of an usage, long established amongst them, of giving instruction at their own houses, and by our encouraging them in the exercise and cultivation of their talents, by the stimulus of honorary marks of distinction, and in some instances by grants of pecuniary assistance.

"The influence of such communications could not fail to be strengthened by your causing it to be made known, that it is in the contemplation of the British Government to introduce and establish amongst the natives a gradation of honorary distinction as the reward of merit, either by the public presentation of ornaments of dress in conformity with the usage of the East, or by conferring titles, or by both, as may be deemed most grateful to the natives, who should be invited to communicate their ideas to you upon points so much connected with their feelings."

The following paragraphs from the same despatch are remarkable for their reference to the indigenous schools, and to their method of instruction which was actually borrowed for adoption in England, as also to the principle afterwards developed throughout the several provinces in India of local cesses levied for the establishment and maintenance of elementary rural schools:—

"We refer with particular satisfaction upon this occasion to that distinguished feature of internal polity which prevails in some parts of India, and by which the instruction of the people is provided for by a certain charge upon the produce of the soil, and by other endowments in favour of the village teachers, who are thereby rendered public servants of the community.

"The mode of instruction that from time immemorial has been practised under these masters has received the highest tribute of praise by its adoption in this country, under the direction of the Reverend Dr. Bell, formerly Chaplain at Madras; and it is now become the mode by which education is conducted in our national establishments, from a conviction of the facility it affords in the acquisition of language by simplifying the process of instruction.

"This venerable and benevolent institution of the Hindoos is represented to have withstood the shock of revolutions, and to its operation is ascribed the general intelligence of the natives as scribes and accountants. We are so strongly persuaded of its great utility, that we are desirous you should take early measures to inform yourselves of its present state, and that you will report to us the result of your inquiries, affording in the meantime the protection of Government to the village teachers in all their just rights and immunities, and marking, by some favourable distinction, any individual amongst them who may be recommended by superior merit or acquirements; for humble as their situation may appear, if judged by a comparison with any corresponding character in this country, we understand those village teachers are held in great veneration throughout India."

There is no doubt that from time immemorial indigenous schools have existed as here alleged. In Bengal alone, in 1835, Mr. Adam estimated their number to be 100,000. In Madras, upon an enquiry instituted by Sir Thomas Munro in 1822, the number of schools was reported to be 12,498 containing 188,650 scholars, and in Bombay about the same period schools of a similar order were found to be scattered all over the Presidency. But although all authorities were agreed that the existence of these schools was a satisfactory evidence of a general desire for education, there was equal unanimity that the instruction actually imparted in them was, owing partly to the utter incompetence of the teachers, the absence of all school books and appliances, and the early age at which the children were withdrawn, almost worthless. Still it is much to be regretted that, as each Province fell under our rule, the Government did not take advantage of the time when the prestige of conquest or gratitude for delivery from war and oppression were strong in the popular mind, to make the village school an important feature in the village system that was almost everywhere transmitted to us. Had this been done, and had the numerous village allowances been diverted to this object, and had the Government devoted itself to the improvement of school books and schoolmasters, instead of establishing a few new schools of its own and thereby encouraging the belief that it was for the State, and not for the community, to look after education, the work of general improvement would have been substituted for the work of partial construction, and we should now have had in every Province a really adequate system of national primary education. Sir Thomas Munro aimed at this in Madras, as did Mountstuart Elphinstone in Bombay, and Lord William Bentinck in Bengal, but their views were overridden by men who if less far-seeing, were more persistent.

The despatch concluded by a request that the Governor General would take "the earliest opportunity" of submitting for consideration any plan calculated to promote the object in view.

But the Government was then engaged in the war with Nepal, and subsequently in tranquillising Central India, and the expense and financial embarrassments entailed by these measures prevented immediate attention being paid to the views of the Court of Directors in regard to education. It was not until these wars were concluded and the finances restored, that Lord Moira took up the subject in a manner which led to the more decisive action of his successor in 1823, when the Parliamentary grant was for the first time appropriated. This seems the best explanation of "the great omission" which was commented on in the Parliamentary enquiry of 1853.

From 1813, owing to the causes above stated, the Indian Government seems to have had no settled policy or even intention on the subject of education, but several disjointed efforts are worth recording. In 1814 a High School was established by a Missionary, Mr. Robert May, at Chinsurah, and some smaller schools were affiliated to it. These schools were conducted with such success that, in 1816, a Government grant of Rs. 600 per month (afterwards augmented to

Omission to act upon Charter of 1813.

Desultory attempts at education.

Rs. 800), was sanctioned for them. This appears to have been the first grant-in-aid made on the principles now in force. In November 1811 the Collector of Cattaek submitted to the Governor General in Council several documents relative to a claim set up by Moulvie Abdúl Karím to a pension or payment of one rupee per diem, which had been allowed by the former Government as a charitable allowance for the support of a school in the district of Hijeli.

The Government authorised the payment of the pension with arrears, and the allowance has since been paid annually.\*

In the same year (1814), the Benares Charity School was founded from the interest of Rs. 20,000 deposited by Jyenarain Ghosal, an inhabitant of Benares, with an addition of Rs. 252 monthly from Government. In this school English, Persian, Hindústání, and Bengálí were taught with reading and writing, grammar and arithmetic, together with the Government regulations, general history, geography, and astronomy.†

About this time a new stimulus began to be applied to the cause of education in India of a nature which has been steadily increasing in power from that day to this; which is growing, and of which it is impossible to foresee the result. It would unreasonably prolong this Note to attempt to give any history of missionary enterprise in this country except in so far as it bears upon educational progress, but the alliance of the two had been celebrated in 1813, and the fruits of the alliance were now to appear. Towards the end of 1799 two Baptist Missionaries, Marshman and Ward, of small means and humble origin, landed in Calcutta with the intention of joining Mr. Carey, who had been deputed thither by the same Society about six years previously. Being provided with no license from the East India Company, and fearful of being sent back to England, they settled themselves in the small Danish Settlement of Serampur. Their professed object was conversion; and if ridicule in England or discouragement in India could have thwarted them, their efforts would have been short-lived. Not that the Governor General personally was inclined to treat them with rigour. On the contrary Lord Wellesley appointed Mr. Carey Sanserit Professor in the newly established College of Fort William, and generally seems to have held an even balance between the section represented by Mr. Charles Grant and Sir John Shore on the one hand and the anti-educational party on the other. In 1807 however the little colony had a narrow escape. Certain addresses to the Hindús and Musalmáns, published at Serampur and marked by more fervour than discretion, attracted the attention of Lord Minto's Government, and an order was passed that the press and those who maintained it should be removed to surveillance at Calcutta. The order was withdrawn at the instance of the Danish Government, and on the receipt of a temperate and respectful memorial from the missionaries who regretted the publications complained of, and promised to issue no more of a similar character. But the warning was unmistakable, and the proceedings of the Government were approved by the Court of Directors,

\* Fisher's Memoir.

† Fisher's Memoir.

‡ See Edinburgh Review—  
"Indian Missions," 1808.

in a despatch\* which contains their first declaration of strict religious neutrality, and of the refusal to add the influence of authority to any attempt made to propagate the Christian religion. From that date until the renewal of the Charter in 1813, the Mission was contemptuously tolerated by the local authorities, but its labours were incessant; it continued the printing press and edited a series of vernacular works for educational purposes, and by 1815 it had established no less than 20 schools in the neighbourhood of Calcutta, containing about 800 Native children. The Calcutta Benevolent Institution, founded in 1809, for the instruction of poor Christian and other children, still remains as a monument of the Mission's exertions.

On his return from the North-Western Provinces, Lord Moira issued, on the 2nd October 1815, a minute declaring his solicitude for the moral and intellectual condition of the Natives, and his anxiety to see established and maintained some system of public education. He thought that the humble but valuable class of village schoolmasters claimed the first place in the discussion and that the efforts of Government should be directed to the improvement of existing tuition and to the diffusion of it to places and persons now out of its reach. The minute was followed by a direct application to the Court of Directors for permission to encourage schools formed on principles altogether different from the Oriental Institutions which alone up to that date had enjoyed the regular support of Government. In November 1815, Lord Moira visited the little colony at Serampur, a step worth recording, as the first kind of direct encouragement which missionary effort in behalf of education had received from a Governor General of India.

Lord Moira's minute of 1815 was followed by the establishment of the Vidyalaya or Anglo-Indian College in Calcutta. The foundation of this College marks an important era in the history of education in India as the first spontaneous desire manifested by the Natives of the country for instruction in English and the literature of Europe. This was the first blow to Oriental literature and science heretofore exclusively cultivated in the Government Colleges. The new institution was started at a meeting of many of the leading Natives of Calcutta at the house of the Chief Justice, Sir Hyde East, who has left an interesting account of the origin of the project and of the original rules drawn up for its management. The further peculiarity of the College was its being designed "primarily for the sons of respectable Hindús," and entirely under Native superintendence—the funds amounting to nearly a lakh of rupees being voluntary contributions by the projectors of the scheme. Dr. Duff's account of these proceedings may best be given in his own words:

"The system of English education commenced in the following very simple way in Bengal. There were two persons who had to do with it,—one was Mr. David Hare, and the other was a Native, Rammohun Roy. In the year 1815 they were in consultation one evening with a few friends as to what should be done with a view to the elevation of the Native mind and character. Rammohun Roy's proposition was that they should establish an assembly or convocation, in which what are called the higher or pure dogmas of Vedantism or ancient Hindooism might be taught; in short the Pantheism of the Vedas and

\* Dated 7th September 1808.

their Spanishsads, but what Rammohun Roy delighted to call by the more genial title of Monotheism. Mr. David Hare was a watch-maker in Calcutta, an ordinary illiterate himself; but being a man of great energy and strong practical sense, he said the way should be to institute an English school or college for the instruction of Native youth. Accordingly he soon drew up and issued a circular on the subject, which gradually attracted the attention of the leading Europeans, and, among others, of the Chief Justice Sir H. East. Being led to consider the proposed measure, he entered heartily into it, and at a meeting of European gentlemen assembled in May 1816. He invited also some of the influential Natives to attend. Then it was unanimously agreed that they should commit an institution for the teaching of English to the children of the higher classes, to be designated 'The Hindoo College of Calcutta.' A large joint committee of Europeans and Natives was appointed to carry the design into effect. In the beginning of 1817, the college, or rather school, was opened, and it was the very first English seminary in Bengal, even in India, as far as I know. In the joint committee there was a preponderance of Natives, and partly from their inexperience and inaptitude, and partly from their false prejudices and jealousies it was not very well managed, nor very successful. Indeed, had not been for the untiring perseverance of Mr. Hare, it would have soon come to an end. The number of pupils enrolled at its first opening was but small—not exceeding 20—and all along, for the subsequent five or six years, the number did not rise above 60 or 70. Then it was, when they were well nigh in a state of total wreck, and most of the Europeans had retired from the management in disgust, that Mr. Hare and a few others resolved to appeal to the Government for help as the only means of saving the sinking institution from irretrievable ruin. The Government, when thus appealed to, did come forward and put its aid upon certain reasonable terms and conditions; and it was in this way that the British Government was first brought into an active participation in the cause of English education.

"The Government then came forward and said in substance,—'If you will allow us to appoint a duly qualified visitor, so as to give us some control over the course of instruction, we will help you with a considerable pecuniary grant.' But, however equitable the proposal, that they, as large subscribers to the funds, should have an influential voice in the management, such was the blindfold bigotry of the larger moiety of the Native committee that the interposition of the Government, even in the mild form proposed, was at first stoutly resisted. At length the sober sense of the smaller moiety prevailed. The first visitor happened to be Mr. Horace Hayman Wilson, the famous Sanscrit scholar. It was not, perhaps, an appointment altogether congenial to his other pursuits, he being thoroughly wrapped up in Sanscrit and Sanscrit lore of every sort. But still, as his influence with the Native was deservedly great, he was appointed to the office; and, as an honorable man, he rigorously resolved to do his duty. He very soon threw new life into the system, and got it very much improved; the number of pupils soon also greatly increased, so that altogether there was a great deal of zeal manifested, and a considerable degree of success attained. At the same time, so far as the Government were concerned, their views at the outset, with regard to the best mode of communicating European literature and science, were somewhat peculiar and contracted; in other words, their views seemed to be that whatever of European literature and science might be conveyed to the Native mind should be conveyed chiefly through Native media; that is to say, the learned languages of India for the Mahomedans, Arabic and Persian; and for the Hindoos, Sanscrit; this was the predominant spirit and intent of the British Government."\*

Since 1815, public meetings have become acclimatised among the Native gentlemen of Calcutta; but never has the object been more really patriotic or the result more lasting. In 1828 the endowment of the Vidyalyaya amounted to nearly a lakh and a half of rupees, and the students to 436. Unfortunately, the funds were placed for the sake of a high interest in a commercial house, and shortly afterwards were nearly all lost.

In one of his striking orations at the convocation of the Calcutta University, a late Vice-Chancellor of the University, observed that if the founders of false systems of religion or philosophy had confined themselves to disclosing moral errors only or false propositions about the unknown and unseen world their empire would, in most societies, and certainly in oriental societies,

\* Dr. Duff's evidence.  
Parliamentary Report, 1852-53.

† H. S. Maine, 1864-65.



have been perpetual. But happily for the human race, some fragment of physical speculation has been built into every false system. Here is its weak point,—here it is that the study of physical science forms the inevitable breach that finally leads to the overthrow of the whole fabric. The remark received a powerful illustration on the first introduction of European knowledge into India. It is well known that religion is not among the Hindús, or indeed the Muhammadans, as it is with us, a separate study, but it pervades almost every science, and almost every social relation. The learned Native obtains his creed and science from the same source, and it is impossible to give even a tolerable Sanscrit or Arabic education without a great deal of direct instruction in religion. You cannot teach the European system of geography, astronomy, or medicine without exploding the Hindú system; you cannot teach political economy, or social science, without coming into collision with the theory and practice of caste. In this respect the Koran, the Hidayah, and other Muhammadan books are of the same character as the Shastras. The result, therefore, of introducing the wide range of European literature and science into the Native community at Calcutta was to open a new, strange world to the students. As Greek literature was in the Augustan age at Rome, or as Latin and Greek were at the mediæval revival of letters in the western world, so English became to the young collegians. Every day opened to them, for the first time, a succession of new and strange phenomena in the unsealed realm of history, science, and philosophy; they were suddenly thrown adrift from the moorings and anchorages of old creeds, and tossed upon the wide sea of speculation and extravagance. It was no wonder that moral and social obligations began to share the fate of religious beliefs, and that the whole community was in alarm at the spread of the new views. This was precisely the state of things which Mr. Charles Marsh had eloquently anticipated during the discussion of the Charter of 1813:—"It is one thing," he said, "to dispel the charm that binds mankind to established habits and ancient obligations, and another to turn them over to the discipline of new institutions and the authority of new doctrines. In that dreadful interval,—that dreary void where the mind is left to wander and grope its way without the props that have hitherto supported it, or the lights that have guided it,—what are the chances that they will discern the beauties or submit to the restraints of the religion you propose to give them?"\*

The "dreadful interval" and "the dreary void" had arrived, and it is impossible to say how far Native society might not have been disorganised had not the missionaries stepped in and supplied a new direction to the awakening scepticism and a fresh subject to attract the newly-aroused spirit of speculation. It was not that the immediate result was conversion to Christianity, except in the case of a very few. The immediate result was the establishment of a new creed which united the pure theism of the Vedas to the morality of the Gospel, with which it was essentially kindred, and from which it drew all its best practical precepts. The new sect was subsequently called the Brahma Somaj; and so far from it being the case, as was anticipated, that missionary teaching would form an additional element of danger and alarm, it is certain that

\* See page 4 above.

when popular Hindúism at Calcutta was crumbling into ruins before European science, missionary teaching pointed to a foundation upon which a purer system might be built, though the superstructure might differ from that which the missionary had hoped for. From this time no account of the state of education in India would be at all adequate unless it included the results of missionary effort.

In 1816 Mr. Marshman, stimulated by the encouragement he had received from Lord Moira, began to entertain wider views on the extension of education, and published a pamphlet, called "Hints relative to Native Schools," which is remarkable for its advocacy of vernacular education for the masses, and of many of the principles afterwards authoritatively enunciated in the great educational despatch of 1854. Mr. Marshman's views were warmly taken up and supported by the public and by the Governor General, who sent a contribution of rupees 500, and even by the Natives, as represented by Ram Mohun Roy, the great Hindú reformer and founder of the Brahmo Somaj, and Dwarkanath Tagore, then representatives of the most advanced section of Native society.

In 1817 the Calcutta School Book Society was established; it was intended to supply, under prime cost, useful elementary books for the schools then springing up on all sides. In 1821 this society received an annual grant of Rs. 6,000, which it still enjoys. The same year is remarkable for Lord Hastings' public declaration at the annual convocation of the College of Fort William, that the strength of the Indian Government would not be based on the ignorance but on the enlightenment of the people, and that it would be treason against British sentiment to imagine any other principle of government. The declaration has been often repeated, but its first enunciation, as contrasting strongly with the Parliamentary decision of 1793, may be justly recorded.

The year 1818 is remarkable for the foundation, at Serampur, of the first missionary college. The professed object of this institution was conversion, and to this end instruction in the tenets of Christianity was to be combined with Sanscrit and Arabic literature, so as to give the student a thorough knowledge of the doctrines he was to teach, as well as of those which he was to oppose. A handsome building was erected for the college, which was established on a very liberal scale from funds raised in England and in India, but its declared object was such as to preclude it, at that date, from any assistance from Government. In the same year Lord Hastings endeavoured to carry out practically, in Ajmir, the "Hints on Native Schools" published by Dr. Marshman two years previously, at a cost of Rs. 3,600 per annum. Seven schools were established under the authority of Government in different parts of this district, and were placed under Mr. Carey (son of Dr. Carey, who had been appointed a Professor in the College of Fort William), and the Lancastrian method of instruction was commenced in them. But the experiment was not successful. In 1827 the schools were found to be doing "little or nothing," and they were concentrated into one school in the town of Ajmir, under one Superintendent, and subject to the supervision of the Political Agent.

The year 1819 was marked by the establishment of the Calcutta School Society. This Society was formed for the purpose of establishing Native Schools, first in Calcutta and its vicinity, and then throughout the country to the utmost extent of its resources. It also contemplated the improvement of the indigenous schools by the introduction into them of the useful publications of the School Book Society, and by the preparation of teachers to whom might be entrusted the future management of the schools of various descriptions which were or might be established. In 1823 the resources of this Society were found to be incommensurate with its object, and an application was made to the Government for pecuniary aid, which was afforded to them upon the same principles, and to the same annual amount, as had been granted to the School Book Society.

This grant was sanctioned by the Court of Directors in a despatch which deserves to be recorded as the first recognition on the part of the Home Government of the claims of education for the masses and of the best means of attempting it.

First recognition of the claims of the masses to education.

"We recently sanctioned a grant of similar amount to the Calcutta School Book Society, and on the same grounds we have no hesitation in sanctioning the present grant. The Calcutta School Society appears to combine with its arrangements for giving elementary instruction, an arrangement of still greater importance for educating teachers for the indigenous schools. This last object we may deem worthy of great encouragement, since it is upon the character of the indigenous schools that the education of the great mass of the population must ultimately depend. By training up, therefore, a class of teachers, you provide for the eventual extension of improved education to a portion of the Natives of India, far exceeding that which any elementary instruction that could be immediately bestowed would have any chance of reaching."†

In 1820 the Bishop's College at Calcutta was founded in honor of Bishop Middleton, the first Bishop in India. The cost of the building and the endowment was defrayed from a subscription raised in England and amounting to nearly £48,000. The declared object of the institution was the "education of Christian youth in sacred knowledge, in sound learning in the principal languages used in this country, and in habits of piety and devotion to their calling that they may be qualified to preach among the heathen." The institution was closed to Europeans and East Indians in 1871, when it ceased to be a college.

Bishop's College Calcutta.

Lord Hastings retired in 1823, and his temporary successor, Mr. Adam, distinguished himself by at last initiating a body to carry out the policy intended by the framers of the educational clause in the Charter of 1813. Influenced by Mr. Holt Mackenzie, the author of the first Note on Education, Mr. Adam appointed a General Committee of Public Instruction for the purpose of ascertaining the state of education in the Bengal Presidency, and of "the public institutions designed for its promotion, and of considering, and from time to time

Committee of Public Instruction.

\* From the Court of Directors, to the Governor General in Council of Bengal, dated 9th March 1825.

† A monthly contribution of Rs. 500 granted to the Calcutta School Society at their request.

submitting to Government, the suggestion of such measures as it may appear expedient to adopt, with a view to the better instruction of the people, to the introduction among them of useful knowledge including the sciences and arts of Europe, and to the improvement of their moral character.”\*

This Committee was composed of the following gentlemen, then among the most distinguished members of the Civil Service:—Messrs. J. H. Harrington, J. P. Larkins, W. B. Martin, W. B. Bayley, H. Shakespear, Holt Mackenzie, Henry T. Prinsep, A. Stirling, J. C. C. Sutherland, with Mr. H. H. Wilson as Secretary. To them the Government made over the management of the entire business of education, subject to its own general supervision and within the limits of the funds assigned for the purpose. This assignment consisted of the appropriations sanctioned to existing institutions, and the annual lakh of rupees provided by the Charter of 1813 with the accumulation of arrears and interest at the rate of Rs. 83,200† per annum from the beginning of 1821 to the date of the formation of the Committee.

It was also determined that all correspondence relative to the subject of education should be transferred from the Territorial or Revenue Department to the office of the Persian or Foreign Secretary.‡

Those only who have examined the laborious and earnest work of this Honorary Board can appreciate how much India is indebted to it, and how fully the acknowledgment paid to it thirty years afterwards in the great despatch of 1854 was deserved. From this date the establishment of schools and colleges proceeded so rapidly that no separate notice of them will henceforth be given.

From its earliest constitution this Committee was guided by two great principles, which became traditional, and had the most important effect upon the progress of education. The first was an endeavour to win the confidence of the educated and influential classes, by encouraging the learning and literature that they respected, and by strictly avoiding any suspicion of proselytism. The second principle was that, as the funds at the disposal of the Committee were quite inadequate for any purpose of general education, the best application of them would be to high education, which was of course out of the reach of the masses and only attainable by the few. From the former principle sprung the controversy between the Anglicists and Orientalists, that grew in intensity during the first twelve years of the Committee's existence and was only finally settled in 1839. From the latter principle founded on the view that schools must be Government institutions, and that reconstruction and not improvement was the business of the Committee, resulted the policy which was maintained long after the circumstances that gave rise

\* Resolution dated 17th July 1823.

† So fixed, because the following charges were debited to this fund—

	Rs.
Schools at Chinsurah .. ..	9,600
Schools in Rájputana ... ..	3,600

	Rs.
Schools at Bháguipur ... ..	36,00
Total ... ..	16,800

‡ Resolution dated 17th January 1821.

to it were altered, and which though expressly superseded\* by the great educational despatch of 1854, was the subject of earnest discussion between the Government of Bengal and the Government of India in 1870.

The controversy between the Anglicists and Orientalists was simply whether the English language and European learning, or the Sanscrit, Arabic, and Persian languages and Asiatic learning, should be the subject matter of higher education in India. Both parties admitted that the ultimate medium of instruction for the Natives should be their vernacular languages; but as the vernacular literature was extremely barren, the question was what was to be the classical language, and from what source were the vernaculars to be enriched.

From the constitution of the Committee it was natural that it should have been influenced from the first by a strong prejudice in favor of oriental literature. Most of its members and especially the seniors were civilians, who had distinguished themselves in the College of Fort William then in the height of its reputation; most of them were members and leading members of the Asiatic Society, of which the professed object was the investigation of the history and antiquities of the East, and which had disseminated in the Calcutta community a spirit of orientalism comparable only with the preference for Latin and Greek among the learned of the middle ages in Europe. To a Committee so composed it may be well imagined that the following despatch attributed to James Mill was anything but acceptable:—

“The ends proposed in the institution of the Hindoo College, and the same may be affirmed of the Mahomedan, were two,—the *first*, to make a favourable impression, by our encouragement of their literature, upon the minds of the natives; and the *second* to promote useful learning. You acknowledge that if the plan has had any effect or the former kind, it has had none of the latter; and you add that ‘it must be feared that the discredit attaching to such a failure has gone far to destroy the influence which the liberality of the endowment would otherwise have had.’

“We have from time to time been assured that these colleges, though they had not till then been useful, were, in consequence of proposed arrangements, just about to become so; and we have received from you a similar prediction on the present occasion.

“We are by no means sanguine in our expectation that the slight reforms which you have proposed to introduce will be followed by much improvement; and we agree with you in certain doubts, whether a greater degree of activity, even if it were produced on the part of the masters would, in present circumstances, be attended with the most desirable results.

“With respect to the sciences, it is worse than a waste of time to employ persons either to teach or to learn them in the state in which they are found in the oriental books. As far as any historical documents may be found in the oriental languages, what is desirable is that they should be translated, and this, it is evident, will best be accomplished by Europeans who have acquired the requisite knowledge. Beyond these branches what remains in oriental literature is poetry; but it has never been thought necessary to establish colleges for the cultivation of poetry, nor is it certain that this would be the most effectual expedient for the attainment of the end.

“In the meantime we wish you to be fully apprised of our zeal for the progress and improvement of education among the Natives of India, and of our willingness to make considerable sacrifices to that important end, if proper means for the attainment of it could be pointed out to us. But we apprehend that the plan of the institutions, to the improvement of which our attention is now directed, was originally and fundamentally erroneous.

\* Para. 41, despatch, 1854.

Governor General in Council of Bengal, dated 18th February 1824.

† From the Court of Directors, to the

The great end should not have been to teach Hindoo learning, but useful learning. No doubt in teaching useful learning to the Hindoos, or Mahomedans, Hindoo *media* or Mahomedan *media*, so far as they were found the most effectual, would have been proper to be employed, and Hindoo and Mahomedan prejudices would have needed to be consulted, while everything which was useful in Hindoo or Mahomedan literature it would have been proper to retain; nor would there have been any insuperable difficulty in introducing, under these reservations, a system of instruction from which great advantage might have been derived. In professing, on the other hand, to establish seminaries for the purpose of teaching mere Hindoo or mere Mahomedan literature, you bound yourselves to teach a great deal of what was frivolous, not a little of what was purely mischievous, and a small remainder indeed in which utility was in any way concerned.

"In the new college which is to be instituted, and which we think you have acted judiciously in placing at Calcutta instead of Nuddea and Tirhoot as originally sanctioned, it will be much farther in your power, because not fettered by any preceding practice, to consult the principle of utility in the course of study which you may prescribe. Trusting that the proper degree of attention will be given to this important object, we desire that an account of the plan which you approve may be transmitted to us, and that an opportunity of communicating to you our sentiments upon it may be given to us before any attempt to carry it into execution is made."

To this the Committee returned an elaborate reply,\* especially directed against the remark that "the plans of the Hindú College at Benares and Muhammadan College at Calcutta were 'originally and fundamentally erroneous,' and that in establishing seminaries for the purpose of teaching mere Hindú or Muhammadan literature 'the Government bound themselves to teach a great deal of what was frivolous, not a little of what was purely mischievous, and a small remainder indeed in which utility was in any way concerned.'"

The Committee observed that—

"Without denying that the object of introducing European literature and science may have been somewhat too long overlooked, it may be questioned whether the Government could originally have founded any other seminaries than those which it actually established, viz., the Madrissa to teach Mahomedan literature and law, and the Benares College to teach Sanscrit literature and Hindoo law. Those colleges were founded for Mahomedan and Hindoos respectively, and would have been of little value to either if they had proposed to teach what neither were disposed to learn. It may be added, what else had the Government to offer on any extensive scale? What means existed of communicating anything but Mahomedan and Hindoo literature either by teachers or books? It was, therefore, a case of necessity; and almost all that the Government, in instituting a seminary for the higher classes, could give, or the people would accept through such a channel was oriental literature, Mahomedan or Hindoo. Instruction in the English language and literature could have been attempted only on the most limited scale; and as they could not we apprehend, have been at all introduced into seminaries designed for the general instruction of the educated and influential classes of the Natives, the success of the attempt may well be doubted.

"We have no doubt that these points will be evident to the Hon'ble Court on further consideration, and we need not further dwell upon them at least with reference to the past. The Hon'ble Court, however, seem to think that the same circumstances no longer impeded the introduction of useful knowledge, and that in establishing a college in Calcutta, should not have been restricted to the objects of Hindoo learning; on this point we beg to observe that the new Sanscrit College in Calcutta was substituted for two colleges proposed to be endowed at Tirhoot and Nuddea, the original object of which was declaredly the preservation and encouragement of Hindoo learning. So far, therefore, the Government is to be considered pledged to the character of the institution, though the pledge does not of course extend to bar the cautious and gradual introduction of European science in combination with the learning which the people love. It is, however, of more importance to consider that the Government had in this, as well as in former instances, little or no choice, and that if they wished to confer an acceptable boon upon the most enlightened, or at least

\* Dated 18th August 1824.

most influential, class of the Hindoo population (the learned and Brahminical caste), they could do so only by placing the cultivation of Sanscrit within their reach; any other offer would have been useless, tuition in European science being neither amongst the sensible wants of the people, nor in the power of the Government to bestow.

“In proposing the improvement of men's minds, it is first necessary to secure their conviction that such improvement is desirable. Now, however satisfied we may feel that the Native subjects of this Government stand in need of improved instruction, yet every one in the habit of communicating with both the learned and unlearned classes must be well aware that, generally speaking, they continue to hold European literature and science in very slight estimation. A knowledge of English for the purpose of gaining a livelihood is, to a certain extent, a popular attainment; and a few of the Natives employed by Europeans, accustomed to an intimate intercourse with their masters, may perceive that their countrymen have something in the way of practical science to learn. These impressions, however, are still very partial, and the Moulvie or Pundit, satisfied with his own learning, is little inquisitive as to anything beyond it, and is not disposed to regard the literature and science of the West as worth the labour of attainment. As long as this is the case, and we cannot anticipate the very near extinction of such prejudice, any attempt to enforce an acknowledgment of the superiority of intellectual produce amongst the natives of the West could only create dissatisfaction, and would deter those whose improvement it is most important to promote, as the best means of securing a more general amelioration, the members of the literary classes, from availing themselves of the beneficence of the Government, by placing themselves within the reach of instruction.

“The actual state of public feeling is therefore, we conceive, still an impediment to any general introduction of Western literature or science; and although we believe the prejudices of the Natives against European interference with their education in any shape are considerably abated, yet they are by no means annihilated, and might very easily be roused by any abrupt and injudicious attempts at innovation, to the destruction of the present growing confidence, from which, in the course of time, the most beneficial consequences may be expected. It is much, in our estimation, to have placed all the establishments maintained by Government under direct European superintendence, and from the continuance of that superintendence exercised with temper and discretion, we anticipate the means of winning the confidence of the officers and pupils of the several seminaries to an extent that will pave the way for the unopposed introduction of such improvements as we may hereafter have the means of effecting.

“But supposing that the disposition of the Native mind was even as favorable as could be desired, we know not by what means we could at once introduce the improvements that we presume are meditated. The Hon'ble Court admit the necessity of employing Hindoo and Mahomedan media, but where are such to be obtained for the introduction of foreign learning? We must teach the teachers and provide the books, and by whom are the business of tuition and task of translation to be accomplished? Until the means are provided, it would be premature to talk of their application, and we must be content to avail ourselves of the few and partial opportunities that may occur for giving encouragement to the extension of a knowledge of the English language amongst those classes whence future preceptors and translators may be reared. To do this with any good effect, however, we must qualify the same individuals highly in their own system as well as ours, in order that they may be as competent to refute error as to impart truth, if we would wish them to exercise any influence upon the minds of their countrymen.

“Under the present circumstances, therefore, the still vigorous prejudices of both Mahomedans and Hindoos, and the want of available instruments for any beneficial purpose of greater extent, we conceive that it is undoubtedly necessary to make it the business of Government institutions intended for those classes respectively to teach we hope (not long exclusively), Mahomedan and Hindoo literature and science.”

The letter concluded with a learned defence of the value of Sanscrit and Arabic writings on metaphysics, mathematics, law, history, and Poetry, and a respectful protest in favor of the course which the Committee had heretofore pursued.

It is one of the most unintelligible facts in the history of English education in India, that at the very time when the Natives themselves were crying out for instruction in European literature and science, and were protesting against a continuance of the prevailing orientalism, a body

of English gentlemen appointed to initiate a system of education for the country, was found to insist upon the retention of oriental learning to the practical exclusion of European learning. Admitting all that the Committee had urged in behalf of orientalism, there was obviously a reverse of the picture quite irrespective of the superior value of European learning. This is well shewn in an account given by Bishop Heber of a visit to the Benares Sanscrit College in 1824. The Bishop was present at a lecture on astronomy. The lecturer produced a terrestrial globe and indentified Mount Miru with the north pole, while under the southern pole he declared the tortoise rested and supported the earth. He shewed to the young students how the Southern Hemisphere was uninhabitable; how Padalon was placed in the interior of the globe; how the sun went round the earth once in every day, and how by an equally continuous motion he visited the signs of the Zodiac. Bishop Heber concludes his account by an expression of wonder that such "rubbish" should be taught in a Government College.\* Even among the Natives the same feeling had arisen. The views of the more advanced members of the Hindú community were very ably represented in a letter from Ram Mohun Roy, addressed in December 1823 to Lord Amherst, on the occasion of the proposed establishment of the Sanscrit College at Calcutta. The writer expresses deep disappointment, on the part of himself and his countrymen, at the resolution of Government to establish a new Sanscrit College instead of a seminary designed to impart instruction in the arts, sciences and philosophy of Europe. His estimate of the value of oriental training contrasts strongly with the views of the Committee of Public Instruction, as stated in their letter of the 18th August. He urges that Sanscrit alone is the study of a

Ram Mohun Roy's letter.

life-time, and that when acquired there is no literature in it worthy of the labour spent in its mastery; that Sanscrit teaching is the teaching of vain and empty subtleties in grammar, metaphysics and religious observance from which no improvement can be conferred upon the rising generation, but which on the contrary "is best calculated to keep the country in darkness." The letter was not considered by Lord Amherst to call for any answer from Government, but was made over by him to the Committee. That such a letter should have been written by a Native on the subject of education then under the management of a European Committee of Public Instruction, is only less remarkable than the fact that the Committee left the memorial unanswered, and that the Sanscrit College was founded in spite of it. It took twelve years of controversy the advocacy of Macaulay, and the decisive action of a new Governor-General, before the Committee could, as a body, acquiesce in the policy urged by Ram Mohun Roy.

Either, however, the protest of the Committee prevailed at the India House, or the author of the despatch of 1824 was not permitted to reply to it, for, on the 5th September 1827, the Com-

Despatch from Court of Directors.

\* Bishop Heber's Journal, Vol. I., page 390 (3rd edition).



of Directors reviewed the early proceedings of the Committee, and on the question at issue merely urged the Government "to keep utility steadily in view, but not to introduce alterations more rapidly than a regard to the feelings of the Natives will prescribe." The despatch suggested that a little skill and address were in most cases all that was necessary "to remove the prejudices of the Natives, which fortunately on the subject of education do not appear to be strong."

The following paragraph from this despatch is also worthy of record:—

"In conclusion, it is proper for us to remark to you, though we have no doubt that the same reflection has already occurred to you, that, adverting to the daily increasing demand for the employment of Natives in the business of the country, and in important departments of the Government, the first object of improved education should be to prepare a body of individuals for discharging public duties. It may, we trust, be expected that the intended course of education will not only produce a higher degree of intellectual fitness, but that it will contribute to raise the moral character of those who partake of its advantages, and supply you with servants to whose probity you may, with increased confidence, commit offices of trust. To this, the last and highest object of education, we expect that a large share of your attention will be applied. We desire that the discipline of these institutions may be mainly directed towards raising among the students that rational self-esteem which is the best security against degrading vices; and we particularly direct that the greatest pains may be taken to create habits of veracity and fidelity by inspiring the youths with a due sense of their importance, and by distinguishing with the approbation of Government or its discountenance, those who do or do not possess these qualifications."

About this time colleges (or rather collegiate schools) began to spring up in the North-Western Provinces also—at Agra in 1822, at Delhi in 1824, and at Bareilly in 1827. Of these the most important was at Delhi. Delhi had been the metropolis of a vast empire, the patroness of the arts and sciences, the nursery of oriental literature, and the seat of schools and colleges resorted to by the learned of the eastern world. In 1792, an Oriental College, supported by voluntary contributions from Muhammadan gentlemen, had been founded at Delhi, for the encouragement of Persian and Arabic. But this college and other academic institutions had long since fallen into deplorable neglect; their patrons had been reduced from affluence to poverty, and of the funds designed for their support only a small remnant was left. Hence, on the constitution of the Committee of Public Instruction in 1823, Delhi had special claims, and it was resolved to found a college there. The College was opened in 1825, and in 1829 it received a munificent bequest of Rs. 170,000 from Nawab Itimád Dowlah, the prime minister of the King of Oudh. The application of the endowment was the subject of much discussion especially after Lord William Bentinck's decision of 1835, which abolished stipendiary allowances to students in Oriental Colleges. The final resolve of the Committee, however, declared in 1839, was to constitute the Delhi College "an efficient institution for Muhammadan learning." This resolution was approved by the Government, but has not been maintained. The last return of the Delhi College shows that of 51 students, there are 49 Hindus to one Muhammadan.

The establishment of the North-Western schools was reported to the Court of Directors, who, it would seem, began to be somewhat anxious as to the expense to which education was leading, and on the 18th

February 1829, they addressed a protest to the Governor General, urging—

“that the great objects of education will be far more effectually accomplished by means of a small sum judiciously applied, than by acting on the supposition that your success must be in proportion to the sums you expend.

“In your revenue letter of the 30th July 1823 (paragraph 107), you announced your intention of appropriating to the object of public instruction a lakh of rupees per annum, in addition to such assignments as had been made by Government previously to the Act 53rd of his late Majesty, forgetting, apparently, that the above-mentioned sum was intended by the Act in question to be placed at the disposal, not exclusively of one Government but of all the three Governments of India; and forgetting also, that it was to be so applicable only in the event of there being a surplus revenue after defraying all the expenses of the Government. From the statement below\* you will perceive that the sum expended is four times the amount of the sum conditionally allowed.”

On the 29th September 1830, the Court again addressed a remarkable despatch to the Indian Government, conveying in the spirit of the orders of 1824, and re-urging the importance of encouraging a thorough knowledge of English, in the conviction that the higher tone and better spirit of European literature can produce their full effect only on those who become familiar with them in original languages. While, too, it was admitted that the higher branches of science might be more advantageously studied in the languages of Europe than in translations into the oriental tongues, it was declared that the fittest persons for translating English scientific books, or for putting their substance into a shape adapted to Asiatic students, were Natives who had studied profoundly in the original works. But English was not to be exclusively pursued. The Court strongly warned the Committee against a disposition to underrate the importance of what might be done to spread useful knowledge among the Natives through the medium of books and oral instruction in their own languages. It was pointed out that the more complete education, which is to commence by a thorough study of the English language, could be placed within the reach of a very small proportion of the Natives of India; but that intelligent Natives who had been thus educated, might, as teachers in colleges and schools, or as the writers or translators of useful books, contribute in an eminent degree to the more general extension among their countrymen of a portion of the acquirements which they had themselves gained, and might “communicate in some degree to the Native literature, and to the minds of the Native community, that improved spirit which it is to be hoped they will themselves have imbibed from the influence of European ideas and sentiments.” The Government was urged to make it generally known that every qualified Native, who would zealously devote himself to such a task, would be held in high honor; that every assistance and encouragement, pecuniary or otherwise which the case might require, would be liberally afforded; and that no service which it was in the power of a Native to render to the British Government would be more highly acceptable.

	Rs.	per		Rs.	per
* Bengal ... ..	2,28,022	menssem.	Singapore, &c. ...	11,808	menssem.
Fort St. George ...	5,820	”			
Bombay ... ..	99,395	”	Total ..	3,93,045	”
Prince of Wales' Island,					

The despatch concluded with an assurance especially gratifying to the Native community and deserving of special record—

“In the meantime we wish you to be fully assured, not only of our anxiety that the judicial offices to which Natives are at present eligible should be properly filled, but of our earnest wish and hope to see them qualified for situations of higher importance and trust. There is no point of view in which we look with greater interest at the exertions you are now making for the instruction of the Natives, than as being calculated to raise up a class of persons qualified by their intelligence and morality for high employments in the civil administration of India. As the means of bringing about this most desirable object, we rely chiefly on their becoming, through a familiarity with European literature and science, imbued with the ideas and feelings of civilised Europe, on the general cultivation of their understandings, and specifically on their instruction in the principles of morals and general jurisprudence. We wish you to consider this as our deliberate view of the scope and end to which all your endeavours with respect to the education of the Natives should refer. And the active spirit of benevolence, guided by judgment, which has hitherto characterised your exertions, assures us of your ready and zealous co-operation towards an end which we have so deeply at heart.”

The year 1830 was remarkable for an event which, though unnoticed in the official records of the year, had a powerful influence on the character and progress of education in India. About the year

Church of Scotland.

1824, the Church of Scotland, aroused from the repose that followed the subsidence of foreign persecution and domestic contention, began to emulate the efforts made by Missionary Societies in England, and to turn their attention to the wide field offered to them in the East. Dr. John Bryce and Dr. Inglis were the mainspring of the movement, of which it was characteristic and consistent that education should form a prominent feature. Education had done much for Scotland, and on education the Church hoped to find a sound basis for Missionary effort in India. The success of the measure depended on the man deputed to initiate it, and the man deputed was Dr. Duff. He landed at Calcutta in May 1830, and in spite of precedent, tradition and authority, and difficulties that would have disconcerted a less ready, earnest and resolute mind, he succeeded in the following August in establishing a seminary in which literary, scientific, and religious education was the declared object, and English the channel of instruction. The seminary was a success from the first, and soon counted an average attendance of eight hundred pupils, notwithstanding the open denunciation of the conservative Hindú party, and the ill-concealed opposition of those who anticipated failure from religious teaching in any shape, and from the comparative neglect of Sanscrit and Arabic, the learned languages of the country. The seminary is now called the Free Church Institution,—a standing monument of the debt which the cause of enlightenment owes to Dr. Duff and his associates. There are now in Calcutta four large Missionary Institutions the Free Church, the General Assembly's Institution, the Cathedral Mission College, and the London Missionary Society's Institution.

In December 1831 the Committee issued its first report, from which it appears that the total number of institutions under its control was 14 with 3,490 pupils; that the total educational receipts for the year were Rs. 2,75,047, and the total expenditure Rs. 2,63,994. The following

Committee's first report.

table is annexed, in view to enable a comparison in detail to be formed with the statistics of the current year which will be given below:—

EXPENDITURE.			RECEIPTS.	
SCHOOLS.	PUPILS.	Cost per annum.		
	Rs.	Rs.		Rs.
1 { Calcutta Madrasá ...	80	30,000	Annual Grant ...	1,00,000
and				
English Department ...	100	4,800	Calcutta Madrasá ...	30,000
2 Sanscrit College ...	160	30,000	Sanscrit College ...	25,000
3 Anglo-Indian College ...	400	26,244	Benares do. ...	20,000
4 Hugli Madrasá ...	...	37,350	Agra do. ...	16,000
5 Chinsurah School ...	1,050	7,200	Interest General Fund ...	30,622
6 Bhágalpur School ...	77	3,600	Do. Benares „ ...	6,374
7 { Benares College ...	160	35,600	Do. Agra „ ...	9,701
and			Do. Hugli „ ...	37,350
English Department ...	40			
8 Allahabad School ...	100	1,200		
9 Jánpur College ...	100	1,000		
10 Sagar School ...	398	1,200		
11 Cawnpur School ...	145	4,800		
12 Agra College ...	180	16,000		
13 Ajmir School ...	91	3,600		
14 { Delhi College ...	309	16,800		
and				
English Department ...	100	9,600		
Total Pupils ..	3,490			
Total Rs. ...		2,28,994		
ADD CHARGES FOR—				
Printing ...	...	15,000		
Books ...	...	5,000		
Donations, Prizes, &c. ...	...	3,000		
Committee's Office ...	...	6,000		
Do. Establishment ...	...	6,000		
GRAND TOTAL Rs. ...		2,63,994	GRAND TOTAL Rs. ...	2,75,047

To account for the very large average cost in the institutions designed to give oriental teaching, it must be explained that in them the bulk of the students received stipends of Rs. 5 or Rs. 8 a month, whereas in schools where English or the Vernacular were taught the bulk of the pupils paid fees. The contrast had an important bearing on the controversy between the rival advocates of European or Asiatic literature. On this point the following extract from the report, as showing the general policy of the Committee, is worthy of record:—

“ We have continued to encourage the acquirement of the Native literature of both Mahomedans and Hindoos in the institutions which they found established for these purposes, as the Madrissa of Calcutta and Sanscrit College of Benares; they have also endeavoured to promote the activity of similar establishments of which local considerations dictated the formation, as the Sanscrit College of Calcutta and the Colleges of Agra and Delhi, as it is to such alone, even in the present day, that the influential and learned classes, those who are by birthright or profession teachers and expounders of literature, law and religion, Moulvies and Pundits willingly resort.

"In the absence of their natural patrons, the rich and powerful of their own creed, the Committee have felt it incumbent upon them to contribute to the support of the learned classes of India by literary endowments, which provide not only directly for a certain number, but indirectly for many more, who derive from collegiate acquirements consideration and subsistence amongst their countrymen. As far also as Mahomedan and Hindoo Law are concerned, an avenue is thus opened for them to public employment, and the State is provided with a supply of able servants and valuable subjects; for there is no doubt that imperfect as oriental learning may be in many respects, yet the higher the degree of the attainments even in it possessed by any Native, the more intelligent and liberal he will prove, and the better qualified to appreciate the acts and designs of the Government.

"But whilst every reasonable encouragement is given to indigenous Native education, no opportunity has been omitted by the Committee of improving its quality and adding to its value. In all the colleges the superintendence is European, and this circumstance is of itself an evidence and a cause of very important amelioration. In the Madrissa of Calcutta and Hindoo College of Benares, institutions of earlier days, European superintendence was for many years strenuously and successfully resisted. This opposition has long ceased. The consequences are a systematic course of study, diligent and regular habits, and an impartial appreciation of merits, which no institution left to Native superintendence alone has ever been known to maintain.

"The plan of study adopted in the colleges is in general an improvement upon the Native mode, and is intended to convey a well-founded knowledge of the languages studied with a wider range of acquirement than is common, and to effect this in the least possible time. Agreeably to the Native mode of instruction, for instance, a Hindoo or Mahomedan lawyer devotes the best years of his life to the acquirement of law alone, and is very imperfectly acquainted with the language which treats of the subject of his studies. In the Madrissa and Sanscrit College, the first part of the course is now calculated to form a really good Arabic and Sanscrit scholar, and a competent knowledge of law is then acquired with comparative facility and contemporaneously with other branches of Hindoo or Mahomedan learning.

"Again, the improvements effected have not been limited to a reformation in the course and scope of Native study, but whenever opportunity has favored, new and better instruction has been grafted upon the original plan. Thus, in the Madrissa Euclid has been long studied and with considerable advantage. European anatomy has also been introduced. In the Sanscrit College of Calcutta, European anatomy and medicine have nearly supplanted the Native systems. At Agra and at Delhi, the elements of geography and astronomy and mathematics are also part of the college course. To the Madrissa, the Sanscrit College of Calcutta, and the Agra College, also English classes are attached, whilst at Delhi and Benares, distinct schools have been formed for the dissemination of the English language. Without offering, therefore, any violence to Native prejudices, and whilst giving liberal encouragement to purely Native education, the principle of connecting it with the introduction of real knowledge has never been lost sight of, and the foundation has been laid of great and beneficial change in the minds of those who, by their character and profession, direct and influence the intellect of Hindoostan.

"In addition to the measures adopted for the diffusion of English in the Provinces, and which are yet only in their infancy, the encouragement of the Vidyalaya, or Hindoo College of Calcutta, has always been one of the chief objects of the Committee's attention. The consequence has surpassed expectation,—a command of the English language, and a familiarity with its literature and science have been acquired to an extent rarely equalled by any schools in Europe. A taste for English has been widely disseminated, and independent schools conducted by young men, reared in the Vidyalaya, are springing up in every direction. The moral effect has been equally remarkable, and an impatience of the restrictions of Hindooism, and a disregard of its ceremonies, are openly avowed by many young men of respectable birth and talents, and entertained by many more who outwardly conform to the practices of their countrymen. Another generation will probably witness a very material alteration in the notions and feelings of the educated classes of the Hindoo community of Calcutta.

"The remaining schools, to which the attention of the Committee is directed, are of a more miscellaneous character, though chiefly of the nature of charitable institutions, and village schools. Most of these have been continued or aided by the Committees either from an unwillingness to undo what it had required much trouble to effect, or with the hope that the seminaries might rise to a more important description rather than from any impression of the value of these schools. As the limited means at the Committee's disposal, and the inadequacy of any means to the education of the whole people render a selection necessary, the Committee have always sought to teach the respectable in preference to the indigent classes. The education of the latter, in fact, scarcely merits to be called education. As soon as a boy in a village school learns to read

and write a little, and to be able to add, subtract, or multiply, he is removed to keep a shop or follow the plough, and his mind remains as uninformed as if he had never been at school at all. It has also been a question whether for such education as the peasantry require, the interference of the Government was wanting, and whether, indeed, it was not mischievous, in consequence of withdrawing the boys from the village school masters, and thus annihilating a useful order of men formerly very common in Bengal and not unfrequent in Hindoostan. Under these impressions the Chinsurah schools and those of Bhaugulpore and Rajpootana have been limited in their operations, and their continuance depends upon a further experience of their good effects."—(Committee's Report, 1831, pages 44-48.)

From this extract it is clear that although the committee still adhered in the main to the views in favor of Orientalism stated in your letter of the 18th August 1824, the opposite views enunciated by the Court of Directors were beginning to attract a following among them. Although the Committee was an Honorary Board of volunteers, the members of it took any thing but an amateur or dilettanti view of their duties. All were terribly in earnest and declared their sentiments without reserve in minutes and protests that contrast strangely with the politer reticence of modern officials. The Orientalists\* lamented that English lawyers, new to the country and ignorant of the languages they affected to despise, should have so much weight in a Council of Education; the Anglicists† appealed to common sense and to all experience to condemn the shallow and mischievous views of their opponents. Many causes contributed to widen this difference of opinion, of which the following account is given by one who took a most prominent part in the proceedings of the time:—‡

"Meanwhile the progress of events was leading to the necessity of adopting a more decided course. The taste for English became more and more widely disseminated. A loud call arose for the means of instruction in it, and the subject was pressed on the Committee from various quarters. English books only were in any demand. upwards of thirty-one thousand English books were sold by the School Book Society in the course of two years, while the Education Committee did not dispose of Arabic and Sanscrit volumes enough in three years to pay the expense

\* The Committee's Book Depository cost Rs. 635 a month, or about £765 12s. a year, of which £300 a year was the salary of the European Superintendent. The sum realised by the sale of the books during the three last years of the establishment was less than £100. On the change of the Committee's operations the whole of this expense was saved; some of the books being transferred to the Asiatic Society, and the rest placed under the charge of the Secretary to the Committee.

of keeping them for two months,\* to say nothing of the printing expenses. Among other signs of the times, a petition was presented to the Committee by a number of young men who had been brought up at the Sanscrit College, pathetically representing that notwithstanding the long and elaborate course of study which they had gone through, they had little prospect of bettering their condition; that the indifference with which they were generally regarded by their countrymen left them no hope of assistance from them, and that they, therefore, trusted that the Government, which had made them what they were, would not abandon them to destitution and neglect. The English classes which had been tacked on to this and other Oriental Colleges had entirely failed in their object. The boys had not time to go through an English, in addition to an Oriental course, and the study which was secondary was naturally neglected. The translations into Arabic also appeared to have made as little impression upon the few who knew that language, as upon the mass of the people who were entirely unacquainted with it.

"Under these circumstances, a difference of opinion arose in the Committee. One section of it was for following out the existing system,—for continuing the Arabic translations, the profuse patronage of Arabic and Sanscrit words, and the printing operations by all which means fresh masses would have been added to an already unsaleable and useless hoard. The other section of the Committee wished to dispense with this cumbrous

\* Messrs. Shakespear, H. T. Prinsep, J. and Trevelyan.  
Prinsep and W. H. Macnaghten.

† Messrs. Bird, Saunders, Buslby, Colvin

‡ Trevelyan's Education in India.

and expensive machinery for teaching English science through the medium of the Arabic language; to give no bounties in the shape of stipends to students, for the encouragement of any particular kind of learning; to purchase or print only such Arabic and Sanscrit books as might actually be required for the use of the different Colleges; and to employ that portion of their annual income which would by these means be set free, in the establishment of new seminaries for giving instruction in English and the Vernacular languages, at the places where such institutions were most in demand.

"This fundamental difference of opinion long obstructed the business of the Committee. Almost everything which came before them was more or less involved in it. The two parties were so equally balanced as to be unable to make a forward movement in any direction. A particular point might occasionally be decided by an accidental majority of one or two, but as the decision was likely to be reversed the next time the subject came under consideration, this only added inconsistency to inefficiency. This state of things lasted for about three years, until both parties became convinced that the usefulness and respectability of their body would be utterly compromised by its longer continuance. The Committee had come to a dead stop, and the Government alone could set it in motion again by giving a preponderance to one or the other of the two opposite sections. The members, therefore, took the only course which remained open to them, and

\* In letters dated 21st and 22nd laid\* before the Government a statement of their existing position, and of the grounds of the conflicting opinions, held by them.

"The question was now fairly brought to issue, and the Government was forced to make its election between two opposite principles."

This stage of the controversy has a peculiar interest, not only as a turning point in the history of education in India, but because of the part taken in it by Macaulay then on the Committee, and at the same time the Legislative Member of the Supreme

Climax of controversy.

Council. In the latter capacity Macaulay wrote a long minute replying fully to the

arguments, political and educational, advanced by the Orientalists. He declared the Government was not bound by the Act of 1813 to any particular kind of teaching, or fettered by any pledge expressed or implied, but was at liberty to employ its funds as it thought best, and that the best way of employing them was in teaching what was best worth knowing. English was better worth knowing than Sanscrit or Arabic. The Natives themselves had found this out. They would pay to learn English, but they required to be paid to be taught Sanscrit and Arabic and then thought themselves entitled to compensation from Government for having been engaged so long in so useless an acquisition. It was quite possible and very advantageous on every ground to make natives of India thoroughly good English scholars, and to this end the efforts of the Committee should be directed.

The minute, distinguished by the brilliancy of style, the profuse illustration and incisive logic peculiar to the author, concluded with a distinct declaration that if the present system were permitted to remain unchanged, the writer would resign his seat on the Committee. The Governor General, Lord William Bentinck, briefly endorsed his entire

Macaulay's Minute.

concurrence in Mr. Macaulay's views. The minute was roughly criticised by Mr. H. T.

Prinsep in a rejoinder of the 15th February which is scored over by the great essayist, who has scratched in pencil that still remains—"I remain not only unshaken, but confirmed, in all my opinions on the general question. I may have committed a slight mistake or two as to details, and I may have occasionally used an epithet which might with advantage be softened down. But I do not retract the substance of a single proposition I have advanced."

Lord William Bentinck's decision.

31. The result was the following Resolution :—\*

"The Governor General of India in Council has attentively considered the two letters from the Secretary to the Committee of Public Instruction, dated the 21st and 22nd January last, and the papers referred to in them.

"1st.—His Lordship in Council is of opinion that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and that all the funds appropriated for the purposes of education would be best employed on English education alone.

"2nd.—But it is not the intention of His Lordship in Council to abolish any college or school of Native learning, while the Native population shall appear to be inclined to avail themselves of the advantages which it affords, and His Lordship in Council directs that all the existing professors and students at all the institutions under the superintendance of the Committee shall continue to receive their stipends. But His Lordship in Council decidedly objects to the practice which has hitherto prevailed of supporting the students during the period of their education. He conceives that the only effects of such a system can be to give artificial encouragement to branches of learning which, in the natural course of things, would be superseded by more useful studies; and he directs that no stipend shall be given to any student that may hereafter enter at any of these institutions; and that when any professor of Oriental learning shall vacate his situation, the Committee shall report to the Government the number and state of the class in order that the Government may be able to decide upon the expediency of appointing a successor.

"3rd.—It has come to the knowledge of the Governor General in Council that a large sum has been expended by the Committee on the printing of Oriental works; His Lordship in Council directs that no portion of the funds shall hereafter be so employed.

"4th.—His Lordship in Council directs that all the funds which these reforms will leave at the disposal of the Committee be henceforth employed in imparting to the Native population a knowledge of English literature and science through the medium of the English language; and His Lordship in Council requests the Committee to submit to Government, with all expedition, a plan for the accomplishment of this purpose."

On the receipt of this order the Committee resolved that henceforth "schools for the teaching of English literature and science through the medium of the English language should

Acquiescence of Committee.

be established in the principal towns in the Presidencies of Fort William and Agra, as funds become available and as school-masters can be procured." Upon one point, however, there can be no question that, whatever was the intention of the Government, the Resolution went somewhat beyond it, in that it barred any new expenditure on vernacular teaching, notwithstanding that both parties admitted the necessity of encouraging the vernaculars, and only disputed about the subject matter and medium of higher education. Indeed, in Madras, the immediate result was the prohibition of the use of the vernacular languages as media of instruction in any Government schools, and the employment of Government funds on English education exclusively. The Calcutta Committee were, however, necessarily better informed of the real object of the Resolution, and in acknowledging it in the report for the year "as an epoch in the history of our Committee in which a well-defined principle of action has for the first time been prescribed to us," they remarked as follows :—

"We are deeply sensible of the importance of encouraging the cultivation of the vernacular languages. We do not conceive that the order of the 7th of March precluded us from doing this, and we have constantly acted on this construction. In the discussion which preceded that order, the claims of the vernacular languages were broadly and prominently admitted by all parties, and the question submitted for the decision of Government, only concerned the relative advantage of teaching English on the one side, and of

\* Dated 7th March 1835.



learned Eastern languages on the other. We, therefore, conceive that the phrases 'European literature and science,' 'English education alone,' and 'imparting to the Native population a knowledge of English literature and science through the medium of the English language' are intended merely to secure the preference to European learning taught through the medium of the English language, over Oriental learning taught through the medium of the Sanscrit and Arabic languages, as regards the instruction of those Natives who receive a learned education at our seminaries. These expressions have, as we understand them, no reference to the question through what ulterior medium such instruction as the mass of the people is capable of receiving, is to be conveyed. If English had been rejected and the learned Eastern tongues adopted, the people must equally have received their knowledge through the vernacular dialects. It was, therefore, quite unnecessary for the Government, in deciding the question between the rival languages, to take any notice of the vernacular tongues, and consequently we have thought that nothing could reasonably be inferred from its omission to take such notice.

"We conceive the formation of a vernacular literature to be the ultimate object to which all our efforts must be directed. At present, the extensive cultivation of some foreign language, which is always very improving to the mind, is rendered indispensable by the almost total absence of a vernacular literature, and the consequent impossibility of obtaining a tolerable education from that source only. The study of English, to which many circumstances induce the Natives to give the preference, and with it the knowledge of the learning of the West, is therefore daily spreading. This, as it appears to us, is the first stage in the process by which India is to be enlightened. The Natives must learn before they can teach. The best educated among them must be placed in possession of our knowledge, before they can transfer it into their own language. We trust that the number of such translations will now multiply every year. As the superiority of European learning becomes more generally appreciated, the demand for them will no doubt increase, and we shall be able to encourage any good books which may be brought out in the Native languages by adopting them extensively in our seminaries.

"A teacher of the Vernacular language of the Province is already attached to several of our institutions, and we look to this plan soon becoming general. We have also endeavoured to secure the means of judging for ourselves of the degree of attention which is paid to this important branch of instruction, by requiring that the best translations from English into the Vernacular language, and *vice versa*, should be sent to us after each annual examination, and if they seem to deserve it, a pecuniary prize is awarded by us to the authors of them."

Thus the new policy was accepted, and still remains practically unchanged, having received authoritative confirmation in the despatch of 1854. The closing of the controversy was signalled by the accession to the Committee of the first two Native members, Rádhákánta Deva and Rasmaya Datta, who, in common with the more advanced of the Native community, entirely approved of the Resolution. But the order naturally excited the greatest dissatisfaction among the advocates of the opposite views. The President of the Committee, Mr. Shakespear, and two of the leading Members, at once tendered their resignations. The literary society of Calcutta, almost entirely composed of Orientalists, loudly and unanimously condemned the order. The Asiatic Society took up the quarrel and resolved to strongly memorialise the Court of Directors against the "destructive, unjust, unpopular, and impolitic Resolution, not far outdone by the destruction of the Alexandrine Library itself." \*

In looking back upon the controversy, it will be a matter of regret to those who have marked the important part played by the clergy in all countries in the work of State education, that measures were not taken at this stage to secure the cordial co-operation of the Moulvies and Pundits—the clergy of India—in the new policy. Such measures would no doubt have placed the question of Muhammadan education in a very

\* Proceedings, Asiatic Society, April 1835.

different light from that in which we now find it; and it will also perhaps be admitted that although the vanquished party was actuated by a pure and earnest desire for what it believed to be the best interests of education, there was still some little of the feeling that had been long ago described under not altogether dissimilar circumstances—

“Quia turpe putant parere minoribus et quæ  
“Imberbes dicere, senes perdenda fateri.”

The great dispute being settled, the Committee now began to turn its attention to other subjects including the question of the wider diffusion of education among the masses of the people. The views of the Committee on this point have been already explained, but in the report for the year, I find it\* declared that they were desirous to establish, if funds would admit, an elementary school for vernacular instruction in every district in the country, as a measure intimately connected with the improvement of vernacular literature—

“The improvement of the Vernacular literature, however, is most intimately connected with the measure of establishing a system of really national education which shall in time embrace every village in the country. Should the series of reports, on which Mr. Adam is now engaged, lead to such a plan being even partially acted upon, the demand for improved school books in the Vernacular languages will then be such as to call for our utmost exertions to supply them. We have already received propositions from Delhi, Agra, and Saugor, for establishing village schools, but we considered the agitation of the subject at present premature. Before we can successfully adopt any plan for this purpose, much larger means must be placed at our disposal, and a much larger number of qualified school masters and translators must be raised up. The first of these *desiderata* does not depend upon us, but the last is every day approaching nearer to attainment. Our existing institutions form the nucleus of a much more general system of education, and they will ere long become capable of being extended to any degree that may be desired by the formation of district schools in connection with them.”

Mr. Adam came to the country as a Missionary, and the fact that he was deputed by the Government to make enquiries into the state and requirements of popular education requires a few words of explanation.

It had, indeed, now become apparent to the Governor General, though not to the Committee of Public Instruction, that if the Government were to recognise the duty of attempting a system of national education in a country so densely populated as India, and when all the available funds were limited to a little more than one lakh of rupees annually, it was necessary to utilise to the utmost every kind of indigenous institution so as to make the Government contribution go as far as possible. Hence it was desirable to ascertain what these institutions were; what instruction was given in them; how they were maintained, and how they were regarded by the people. This was the duty for which Lord William Bentinck in 1835 selected and deputed Mr. Adam. Mr. Adam spent three years in the enquiry, and submitted

three very elaborate reports, the last of which is dated the 28th April 1838. Mr. Adam's reports have recently been re-printed, and an analysis of them is not

\* This declaration, so opposed to the general policy of the Committee, is possibly due to Mr. Trevelyan's share in the preparation of the report; it accords exactly with his

evidence before the House of Lords, dated 21st June 1853 (page 152 of 2nd Report 1852-53).

necessary here, but it is right to show briefly, by way of contrast, what was the kind of education that he found to prevail, and that would in all probability have continued to prevail, had it not been for the action of Government of which this note is an imperfect record.

Mr. Adam found that the desire to give education to their male children was deeply seated in the minds even of the humblest classes of Bengal, and that the machinery was as follows :—

The education of Bengalee children generally commences when they are five or six years old, and terminates in five years, before the mind can be fully awakened to a sense of the advantages of knowledge, or the reason sufficiently matured to acquire it. The teachers depend entirely upon their scholars for subsistence, and being little respected and poorly rewarded, there is no encouragement for persons of character, talent or learning to engage in the occupation. These schools are generally held in the houses of some of the most respectable Native inhabitants or very near them. All the children of the family are educated in the vernacular language of the country, and in order to increase the emoluments of the teachers, they are allowed to introduce, as pupils, as many respectable children as they can procure in the neighbourhood. The scholars begin with tracing the vowels and consonants with the finger on a sand-board, and afterwards on the floor with a pencil of steatite or white crayon and this exercise is continued for eight or ten days. They are next instructed to write on the palm-leaf with a reed-pen held in the fist, not with the fingers, and with ink made of charcoal which rubs out, joining vowels to the consonants, forming compound letters, syllables and words, and learning tables of numeration, money, weight and measure, and the correct mode of writing the distinctive names of persons, castes, and places. This is continued about a year. The iron style is now used only by the teacher in sketching on the palm-leaf the letters which the scholars are required to trace with ink. They are next advanced to the study of arithmetic, and the use of the plantain-leaf in writing with ink made of lamp-black, which is continued about six months, during which they are taught addition, subtraction, multiplication and division, and the simplest cases of the mensuration of land and commercial and agricultural accounts, together with the modes of address proper in writing letters to different persons. The last stage of this limited course of instruction is that in which the scholars are taught to write with lamp-black ink on paper, and are further instructed in agricultural and commercial accounts and in the composition of letters. In country places, the rules of arithmetic are principally applied to agricultural, and in towns to commercial accounts, but in both town and country schools, the instruction is superficial and defective. It may be safely affirmed that in no instance whatever is the orthography of the language of the country acquired in those schools, for although, in some of them, two or three of the more advanced boys write out small portions of the most popular poetical compositions of the country the manuscript copy itself is so inaccurate that they only become confirmed in a most vitiated manner of spelling, which the imperfect qualifications of the teacher do not enable him to correct. The scholars are entirely without instruction, both literary and oral, regarding the personal virtues and domestic and social duties. The teacher, in virtue of his character, or in the way of advice or reproof, exercises no moral influence on the character of his pupils. For the sake of pay, he performs a menial service in the spirit of a menial. On the other hand, there is no text or school-book used containing any moral truths or liberal knowledge, so that education being limited entirely to accounts, tends rather to narrow the mind and confine its attention to sordid gain, than to improve the heart and enlarge the understanding. This description applies, as far as I at present know, to all indigenous elementary schools throughout Bengal.

Mahomedans have no indigenous elementary schools peculiar to themselves, nor have they any regular system of private tuition. Every father does what he can for the instruction of his children, either personally or by hiring a tutor; but few fathers however qualified for the task, can spare from their ordinary avocations the time necessary for the performance of such duties; and hired domestic instructors, though unquestionably held in more honor than among Hindoos, and treated with great respect by their pupils and employers, are always ill-paid and often superannuated, men in short, who betake themselves to that occupation only when they have ceased from age to be fit for any other. There are, moreover, few who are qualified to instruct their children, and fewer who are able to employ a tutor.

The Hindoo colleges or schools in which the higher branches of Hindoo learning are taught, are generally built of clay. Sometimes three or five rooms are erected, and in others nine or eleven, with a reading-room, which is also of clay. These huts are frequently erected at the expense of the teacher, who not only solicits alms to raise the

buildings, but also to feed his pupils. In some cases rent is paid for the ground, but the ground is commonly, and in particular instances, both the ground and the expenses of the building, are a gift. After a school-room and lodging-rooms have been thus built, to secure the success of the school the teacher invites a few Brahmans and respectable inhabitants to an entertainment, at the close of which the Brahmans are dismissed with some trifling presents. If the teacher finds a difficulty in obtaining scholars, he begins the college with a few junior relatives, and by instructing them, and distinguishing himself in the disputations that take place on public occasions, he establishes his reputation. The school opens early every morning by the teacher and pupils assembling in the open reading-room, when the different classes read in turns. Study is continued till towards mid-day, after which three hours are devoted to bathing, worship, eating and sleep, and at three they resume their studies which are continued till twilight. Nearly two hours are then devoted to evening-worship, eating, smoking and relaxation, and the studies are again resumed and continued till ten or eleven at night. The evening studies consist of a revision of the lessons already learned, in order that what the pupils have read may be impressed more distinctly on the memory. These studies are frequently pursued, specially by the students of logic, till two or three o'clock in the morning.

There are three kinds of colleges in Bengal: one in which chiefly grammar, general literature and rhetoric, and occasionally the great mythological poems and law are taught; a second in which chiefly law and sometimes the mythological poems are studied; and a third in which logic is made the principal object of attention. In all these colleges, select works are read and their meaning explained but instruction is not conveyed in the form of lectures. In the first class of colleges, the pupils repeat assigned lessons from the grammar used in each college, and the teacher communicates the meaning of the lessons after they have been committed to memory. In the others, the pupils are divided into classes according to their progress. The pupils of each class having one or more books before them, seat themselves in the presence of the teacher, when the best reader of the class reads aloud, and the teacher gives the meaning as often as asked, and thus they proceed from day to day till the work is completed. The study of grammar is pursued during two, three or six years, and where the work of Panini is studied not less than ten, and sometimes twelve years are devoted to it. As soon as a student has obtained such a knowledge of grammar as to be able to read and understand a poem, a law book or a work on philosophy, he may commence this course of reading also, and carry on at the same time the remainder of his grammar studies. Those who study law or logic continue reading either at one college or another for six, eight, or even ten years. When a person has obtained all the knowledge possessed by one teacher, he makes some respectful excuse to his guide and avails himself of the instructions of another. Mr. Ward, for whom many of the preceding details have been copied, estimates that "amongst one hundred thousand Brahmans, there may be one thousand who learn the grammar of the Sunscritu, of whom four or five hundred may read some parts of the *katya* (or poetical literature), and fifty, some parts of the *Atankar* (or rhetorical) *Shastras*. Four hundred of this thousand may read some of the *smritis* (or law works), but not more than ten any part of the *tantras* (or the mystical and magical treatises of modern Hindooism). Three hundred may study the *Myayu* (or logic), but only five or six the *meimangyu* (explanatory of the ritual of the Vedas), the *sankhyu* (a system of philosophical materialism) the *Vedantu* (illustrative of the spiritual portions of the Vedas), the *patanjulu* (a system of philosophical asceticism), the *voisheshika* (a system of philosophical anti-materialism), or the *Veda* (the most ancient and sacred writings of Hindoos). Ten persons in this number of Brahmans may become learned in the astronomical *Shastras*, while ten more understand these very imperfectly. Fifty of this thousand may read the *Shree Bhagurutu* and some of the *Pooranus*. At the present day, probably the *Alankar Shastras*, and the *Tantras* are more studied than is here represented. The astronomical works also received more attention. The colleges are invariably closed and all study suspended on the eighth day of the waxing or waning of the moon; on the day in which it may happen to thunder; whenever a person or animal passes between the teacher and the pupil while reading; when an honorable person arrives, or a guest; at the festival of *Saraswati* during three days; in some parts during the whole of the rainy season, or at least during two months which include the *Doorga*, the *Kali* and other festivals, and at many other times. When a student is about to commence the study of law or of logic, his fellow students, with the concurrence and approbation of the teacher, bestow on him an honorary title descriptive of the nature of his pursuit, and always differing from any title enjoyed by any of his learned ancestors. In some parts of the country, the title is bestowed by an assembly of Pundits convened for the purpose, and in others the assembly is held in the presence of a Rajah or Zemindar who may be desirous of encouraging learning, and who at the same time bestows a dress of honor on the student, and places a mark on his forehead. When the student finally leaves college and enters on the business of life, he is commonly addressed by that title.

The means employed by the Mahomedan population of Bengal to preserve the appropriate learning of their faith and race are less systematic and organised than those

adopted by the Hindoos, and, to whatever extent they may exist, less enquiry has been made and less information is possessed respecting them. It is believed, however, that, in the Lower as well as the Western Provinces, there are many private Mahomedan schools begun and continued by individuals of studious habits, who have made the cultivation of letters the chief occupation of their lives, and by whom the profession of learning is followed, not merely as a means of livelihood, but as a meritorious work, productive of moral and religious benefit to themselves and their fellow creatures. Few, accordingly, give instruction for any stipulated pecuniary remuneration, and what they may receive is both tendered and accepted as an interchange of kindness and civility between the master and his disciple. The number of those who thus resort to the private instructions of masters is not great. Their attendance and application are guided by the mutual convenience and inclination of both parties, neither of whom is placed under any system nor particular rule of conduct. The success and progress of the scholar depend entirely on his own assiduity. The least dispute or disagreement puts an end to study, no check being imposed on either party, and no tie subsisting between them beyond that of casual reciprocal advantages which a thousand accidents may weaken or dissolve. The number of pupils seldom exceeds six. They are sometimes permanent residents under the roof of their masters, and in other instances live in their own families; and, in the former case, if Mussalmen, they are supported at the teacher's expense. In return, they are required to carry messages; buy articles in the bazar, and perform menial services in the house. The scholars in consequence often change their teachers, learning the alphabet and the other introductory parts of the Persian language of one, the *Pandnamah* of a second, the *Gulistan* of a third, and so on from one place to another, till they are able to write a tolerable letter, and think they have learned enough to assume the title of *Manshi*, when they look out for some permanent means of subsistence and as hangers on at the Company's Courts. The chief aim is the attainment of such a proficiency in the Persian language as may enable the student to earn a livelihood, but not unfrequently the Arabic is also studied, its grammar, literature, theology, and law. A proper estimate of such a desultory and capricious mode of education is impossible.

Mr. Adam's picture of the indigenous schools and colleges in Bengal would have applied with almost equal truth to those of the rest of India, and affords a satisfactory assurance that whatever may be the shortcomings of our present system, it is very far in advance of that which it superseded. While, therefore, it will be regretted that the native system should have been superseded instead of being improved, it must still be borne in mind, that instead of schools where the instruction was "entirely confined to accounts, tending to narrow the mind and confine its attention to sordid gain;" instead of colleges where five or six choice pupils out of a hundred thousand would be advanced to the mystery of philosophical asceticism, our schools attempt to give all that is now understood by a sound elementary education and our colleges are tested by university standards that do not fall short of what is required of the students at Oxford or Cambridge. There was one point, indeed, in which the indigenous system excelled that which is succeeding it. The indigenous schools were planted all over the country and were closely interwoven with the habits and customs of the people, and to this our system has not yet attained.

But Mr. Adam not only described the state of education that he found; he also submitted some well considered proposals to improve it. His proposals were:—

(1) that in view to the improvement of all indigenous institutions the village schoolmasters should, as the first step, be placed under the superintendence of a special Inspector and under local Native Committees. The masters (or *gurus*) were to be publicly and periodically examined, and encouraged by rewards proportioned to their own qualifications and the attainments of their scholars—a normal school for selected teachers being established in every district in which the proposal might be carried

out. For the support of these improved schoolmasters, small jagheers of land in each village were to be assigned. (2) That one or more districts should be selected for the trial of the scheme. (3) That in each district so selected should be made an educational survey giving exact details of the population, the existing means of instruction, and the state of its schools and attendance. And (4) that the Government should undertake the preparation and distribution of a series of vernacular school books. Mr. Adam strongly urged that some of the lakh of rupees annually devoted to education under Act of Parliament should be appropriated in furtherance of his proposals, in view to the establishment of a really national system.

Of these recommendations it may be remarked, that the first and second are practically the same as were recommended by Sir J. P. Grant in 1860, and have been adopted, though partially, and on a very small scale; and that the urgency of the third is still admitted and must be carried out as a preliminary to any adequate measure for mass education in Bengal. Unfortunately Mr. Adam's reports were somewhat too voluminous to seize upon the popular mind, and receiving very little encouragement from the authorities, they were soon forgotten. Had they been less diffuse they would probably have been more effective. As it was, they were made over to the Committee of Education which pronounced them to be "almost impracticable." The Committee adhered to the view that their efforts should be first concentrated on the chief towns or sudder stations of districts, and to the improvement of education among the higher and middle classes of the population in the expectation that through the agency of these scholars an educational reform would descend to the rural vernacular schools, and its benefits rapidly transferred among all those excluded in the first instance by abject want from a participation in its advantages. "This conclusion," the Committee stated, "was not the result of theoretical opinions, but was borne out by the experience of every age and country, which uniformly teaches that education must first be imparted to the upper and middle ranks, and then descend to the lower and more numerous class of the people."

This decision, so confidently declared, ignores, I venture to think, the very important part which the State must take, and always has taken, in every really comprehensive system of elementary education, and is over-sanguine about the efficacy and still more about the rapidity of voluntary action. Later experience in Bengal has not confirmed the Committee's views, and the failure of the voluntary system in Madras, as contrasted with the rapid progress of the really compulsory system in Bombay has contradicted them. But they were accepted by the Government of the day and gave the death blow to the prospects of the indigenous schools of Bengal. Thus the principle that construction, and not improvement, was the duty of the State was confirmed.

Mr. Adam's reports, and the action taken upon them, were reviewed by the Court of Directors at length in a despatch of the 23rd February 1842. The Court declared its approval of the policy of the Committee in providing for the educational wants of the superior and middle classes of the community in preference to the extension of elementary instruction for the poor. But when the former had been provided and when a

complete series of vernacular class books had been prepared, "then Mr. Adam's proposals might be taken up on a liberal and effective scale with some fairer prospect of success."

But besides the decision of the controversy between the Anglicists and Orientalists, Lord W. Bentinck's administration was remarkable for another great educational reform. In 1833 he appointed a Committee to report upon the existing state of Native medical knowledge. The report resulted in a general order\* directing that the Native Medical† Institution at Calcutta, and the medical classes at the Sanscrit College and at the Madrasá, should be abolished, and that a new institution should be established in which medical science was to be taught on European principles through the medium of English. This decision, which appeared at the very crisis of the controversy, was of course vehemently assailed, but happily without effect, by the Orientalists. And it had also to encounter more serious obstacles. It was a grave question whether a Hindú class could be formed at all to study European medical science in opposition to all tradition and experience, and whether the study of anatomy, and especially the practice of dissection, would not be insuperably opposed to the strong prejudices of caste. It was also questionable whether a number of youths could be found with a sufficient knowledge of English and sufficient general education to profit by the proposed instruction; and whether, after all other objections had been removed, the stipends‡ offered by Government would be adequate to attract students of the new science. All these difficulties were overcome by the tact and energy of the Principal, Dr. Bramley, ably assisted by Mr. David Hare, whose exertions in behalf of the Hindú College and the cause of education generally have been already recorded. Dr. Bramley did not live to receive the acknowledgments of the Government for the success of the institution which was recorded in the Committee's General Report for 1836.

Before leaving India, Lord William Bentinck had an opportunity of declaring on two memorable occasions the strict policy of religious neutrality, which is still observed in the matter of education. Alarmed by the views of the Anglicists, and by the rumour of the probable result of the controversy of the day, the Musalmán inhabitants of Calcutta petitioned the Government to spare the Madrasá and to abstain from measures "systematically directed towards the destruction of the literature and religious system of Islam," or dictated by the desire to forward the views of those "who wish the conversion of all to their own faith."

Religious neutrality declared. The Governor General replied§ that "such motives never have influenced, never can influence, the counsels of the Government," and that he would feel "uneasiness if he thought that the Government authorities had in any part of their conduct afforded ground or occasion of any kind for such an apprehension to be entertained by any classes of the subjects of the State."

\* Dated 28th January 1835.

† Established in 1822 to supply a superior class of Native Doctors for the Civil and Military services.

‡ Rs. 7, 9, or 12 per mensem according to class.

§ Dated 9th March 1835.

In the same spirit, in reply to a parting address from the Missionaries, the Governor General declared that "the fundamental principle of British rule, the compact to which the Government stands solemnly pledged, is strict neutrality. To this important maxim, policy as well as good faith have enjoined upon me the most scrupulous observance. The same maxim is peculiarly applicable to general education. In all schools and colleges supported by Government this principle cannot be too strongly enforced, all interference and injudicious tampering with the religious belief of the students, all mingling direct or indirect teaching of Christianity with the system of instruction, ought to be positively forbidden."

It may not be out of place to record here how these sentiments of Lord William Bentinck's were confirmed twenty three years afterwards, in one of the last despatches issued from the Court of Directors.

The Government will adhere, with good faith, to its ancient policy of perfect neutrality in matters affecting the religion of the people of India; and we most earnestly caution all those in authority under it, not to afford, by their conduct, the least colour to the suspicion that that policy has undergone or will undergo any change.

It is perilous for men in authority to do as individuals that which they officially condemn. The intention of the Government will be inferred from their acts, and they may unwittingly expose it to the greatest of all dangers, that of being regarded with general distrust by the people.

We rely upon the honorable feelings which have ever distinguished our services for the furtherance of the views which we express. When the Government of India makes a promise to the people, there must not be afforded to them grounds for a doubt as to its fidelity to its word.

I have quoted this despatch which, as is well known, was strongly re-affirmed on the transfer of the sovereignty to the Crown, in order to show how firm is the basis of that most remarkable feature in Indian

education, the religious neutrality of the Government. This feature is no doubt a relic of the extreme apprehension which prevailed in 1793, and whether its original declaration was a wise one or not is far too deep and many-sided a question to be discussed here. We must accept the fact as we find it. But it is, I believe, absolutely without precedent or parallel elsewhere, besides being entirely opposed to the traditional idea of education current in the East. In Europe, it is almost an axiom that the connection of any State system of education with religion is not the mere result of tradition;\* "it is an indissoluble union, the bonds of which are principles inseparable from the nature of education." This is admitted almost universally. Even the French system is religious, not in the sense in which all European systems profess to be more or less so, in inculcating the precepts of a certain universal and indisputable morality, but in inculcating morality in the only way in which the masses of mankind will ever admit it, in its connection with the doctrines of religion. In Holland, primary instruction was decided in a much debated law to be designed to train "to the exercise of all christian and social virtues," while respecting the convictions of dissenters. In Switzerland, religion stands on the same footing as reading, writing, grammar and arithmetic, as a fundamental part of the scheme. In Germany, generally, religion still forms, as it has

\* Public Education, by Sir J. K. Shuttleworth, page 290.



always done, the first and staple subject of the elementary school, and the religion of the master must be in conformity with that of the majority of his pupils. The American system, while repudiating all doctrinal or dogmatic teaching, provides everywhere for the regular daily reading of the bible and for prayer. And, lastly, the framers of the English Education Act, 1870, have been able to assume as a matter of course that every elementary school would be connected with a recognised religious denomination, and that Government aid might, therefore, be offered to all alike for secular education only.\*

In India, not only is there no religious teaching of any kind in Government schools, but even the aided schools under native managers are generally adopting the same principle. I believe this result was never anticipated, and I am sure it requires attention. Looking to the rapid growth of our educational system, and to the enormous influence for good or evil that a single able and well educated man may exercise in this country; and looking to the dense but inflammable ignorance of the millions around us, it seems a tremendous experiment for the State to undertake, and in some Provinces almost monopolise, the direct training of whole generations above their own creed, and above that sense of relation to another world upon which they base all their moral obligations; and the possible evil is obviously growing with the system. It is true that things go smoothly and quietly, but this is attained by ignoring not only the inevitable results of early training on the character and the great needs of human nature, especially in the East, but by also ignoring the responsibility which devolves on the Government that assumes the entire control of direct education at all. If, therefore, while fanaticism is raging around, there is a calm in our schools and colleges, it is an ominous and unnatural calm, of impossible continuance, the calm of the centre of the cyclone.

The subject is one of extreme difficulty that grows with the consideration devoted to it. Of course it is out of the question to recede in any degree from the pledges of the past. And it is probable that the evil is less serious in primary schools where the instruction given does not necessarily destroy religious belief, whereas our higher instruction does. Therefore, although the State may establish and maintain primary schools where no local effort is forthcoming, it would still seem very desirable that it should retire as rapidly and as completely as practicable from the entire control of all direct instruction, and especially higher instruction, and leave it to local management to be encouraged by the State, and aided in conformity with the English principle which, without any interference in the religious instruction imparted, practically ensures by the constitution of the local Boards that some religious instruction is regularly given.

But to return to the narrative:—

About this time another event occurred which certainly demands notice. The progress of education has in all countries been intimately and naturally connected with the liberty of the Press, the best guage of its results. The liberty of the Press in India is now attested by an annually

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\* Mr. Gladstones' speech, Hansard vol. CCII, page 267.

increasing swarm of English and Vernacular newspapers. In the vernacular papers public events are freely discussed, in a spirit, it must be confessed, very often childish, querulous or spiteful; but the ability and intelligence with which the best native periodicals are conducted, especially in Bombay and Calcutta, are no inadequate criterion of the standard to which the educated classes have arrived. The newspaper, though now fully acclimatised, was of course an exotic, and it is creditable that it has advanced far above the level of the original model. The first newspaper in India was *Hicky's Gazette* published in 1780; it was a weekly journal, very coarse, personal and scurrilous, unredeemed by a single merit. There was no censorship of the Press then. The *Gazette* was far below the contempt of the Government. Aggrieved individuals occasionally took the law into their own hands and retaliated abuse by personal assault. Thus on the one side—

Early History.

dolere cruento  
Dente lacessiti, fuit intactis quoque cura  
Conditione super communi. \* \* \*

on the other—

\* \* Vertere modum formidine fustis,  
Ad bene dicendum delectandumque redacti.

The first instance of interference on the part of the Government was in 1791, when a Mr. William Duane was arrested by the Bengal Government and ordered to be sent to Europe in consequence of an offensive paragraph which appeared in the *Bengal Journal*. Mr. Duane was pardoned on this occasion; but in 1794 he published in *The World* an inflammatory address to the Army, and for this he was summarily deported. Of this proceeding, the Court of Directors highly approved.

In 1799, while engaged in the war with Tippoo Sultan and the French, Lord Wellesley instituted a very rigid censorship over the Press. Every printer was compelled to sign his name to each number of his paper, and to submit it, previously to publication, to the scrutiny of the Chief Secretary to Government, who freely erased all that he disapproved of. The penalty for neglect or contumacy was immediate deportation to Europe; and the terror of this formidable power seems to have been sufficient to prevent its actual execution. Lord Wellesley's regulations were revived and made still more stringent by an order of the 16th October 1813, which extended them to "all notices, hand-bills, and other ephemeral publications."

This state of things lasted until 1818, when Lord Hastings abolished the formal censorship that had hitherto been in force. The leading papers of the day were informed that animadversions on the Court of Directors or the Indian authorities, offensive remarks levelled at the public conduct of high functionaries in India, discussions calculated to incite alarm or suspicion among the Natives, and private scandal or personal remarks, would lead to their being proceeded against in such a way as the Governor General in Council might decide. But with these restrictions, the Press was to be henceforth free. Such a concession was altogether opposed to the general views of the Home and Indian authorities,

and was very severely condemned in a despatch which was prepared in the India Office in 1820, but which Mr. Canning, then President of the Board of Control, appears to have suppressed. The removal of the censorship in India was soon found to be incompatible with the restrictions imposed at the same time, and they quickly fell in abeyance. Lord Hastings consistently objected to enforce them, but his temporary successor, Mr. Adam, took a different view of the duty and dignity of the head of the Government. The *Calcutta Journal* was the leading paper of the day, and Mr. James Silk Buckingham was the Editor. During the administration of Lord Hastings, that gentleman had received frequent warnings of the object and scope of the Regulations of 1818, but without effect. Mr. Adam decided now to enforce them. On the 8th February 1823, the *Calcutta Journal* ridiculed the appointment of a Presbyterian Chaplain in Calcutta to a clerkship in the Government Stationery Office. There was nothing very severe in the comment, but the acting Governor General was irritated beyond measure at the contumacy of

Mr. Buckingham's deportation.

the offender and at his insulting and highly indecorous language. Mr. Buckingham had done mischief enough already; he was clearly incorrigible, and the toleration of a licentious Press was incompatible with the existence of Government, and calculated to lay the axe at the root of our dominion in India, if indeed it had not already done so. Four days afterwards Mr. Buckingham's license was cancelled and the penalty of deportation formally inflicted. The Governor General, moreover, determined to secure the Government from such attacks in future. On the 5th April 1823, he published a formal Regulation\* "for preventing the establishment of printing presses without license, and for restricting, under certain circumstances, the circulation of printed books and papers." The provisions of this Regulation were exceedingly summary and severe, nor were they long permitted to remain in abeyance. Lord Amherst arrived in Calcutta in August, and one of his first official acts was to cancel the license of the *Calcutta Journal*, and to deport the Editor Mr. Arnot; at the same time a sharp warning was given to the Editor of the *Bengal Hurkaru* for an alleged infringement of the order of the previous April. But these measures of inquisition and repression were opposed to the new Governor General's more matured views and gradually ceased. Nor were the instructions from England calculated to revive them. Mr. Buckingham's case had led to an appeal to the Privy Council and to a long and wearisome correspondence in England,

and Mr. Arnot actually received a compensation of fifteen hundred pounds for his alleged losses. It was evident that the trouble and cost of hunting down Editors far exceeded any political advantage therefrom, and although Mr. Adam's regulations were nominally in force, and though Lord William Bentinck was sorely tempted during the storm against the half-batta order to revive them, no Editor was again interfered with. Indeed, Lord William Bentinck put on record an opinion that the newly-acquired liberty of the Press was a most useful engine in promoting the good administration of the country, as it in some respects supplied "that

\* III of 1823.

lamentable imperfection of control which, from local position, extensive territory, and other causes, the Supreme Council cannot adequately exercise."

Sir C. Metcalfe succeeded as the temporary incumbent of the office of the Governor General on the 20th March 1835, and he appears to have lost no time in repeatedly bringing before the Council the state of the law affecting the Press. The law was in fact very anomalous. In Calcutta, the stringent regulations devised by Mr. Adam in 1823 were nominally in force, although the extreme penalty of deportation was only applicable to the European British-born subject. In Madras, the law of censorship, which had existed up to 1832, had been abolished by a local enactment, and no other restriction substituted for it. In Bombay, the Press was under control in the provinces, but free at the Presidency Town.

Against this state of things Macaulay argued irresistibly. It had always been the practice of politic rulers to disguise their arbitrary measures under popular forms and names, but the conduct of the Indian Government with respect to the Press was altogether at variance with this trite and obvious maxim. The newspapers had for years been allowed ample liberty, and yet the Government was daily taunted with the bondage in which it kept the Press. The question at issue was not, therefore, whether the Press should be free, but whether, being free, it should be called so. It was surely mere madness in a Government to make itself unpopular for nothing; to be indulgent, and yet to disguise its indulgence under such outward form as to bring on itself the reproach of tyranny. Yet this was the policy of the day. The very words "license to print" had a sound hateful to the ears of Englishmen in every part of the globe. It was unnecessary to enquire whether the feeling were reasonable, but whether it were wise to incur odium without the smallest accession of security or power. In these sentiments the Governor General entirely concurred, and on the 16th April 1835, Macaulay submitted to the Council the draft Act No. XI of 1835, which repealed the orders of 1823 and the restrictions maintained in Bombay. The Act required that the printer and publisher of a newspaper should declare before the Magistrate of the district where the paper was to be printed and published; that the name of the printer and publisher should be given on every book or paper; and that every person having a printing press should declare it; and it contained penalties for any violation of its provisions.

The Act was passed in the following August, and was reported to the Court of Directors, by whom it was severely criticised in the spirit which had inspired the remarks upon Lord

Confirmed by Lord Auckland. Hastings' order of 1818. But Lord Auckland's Government, to which the criticism was addressed, represented in reply\* their "deliberate and unanimous conviction that it would be in every respect inexpedient" to repeal the law, which was thereupon silently acquiesced in by the Home Government.

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\* Dated 1st February 1836.

Act XI of 1835 has been the subject of much and various comment, the most adverse being represented in the despatch of the Court of Directors of 1836, and in Mr. Thornton's

Act XI of 1835 considered. History of India. Perhaps, the best evidence on the other side is the fact that though certainly in advance of, and opposed to even the well-informed opinion of the day, it remained unrepealed until 1867, when it was re-enacted with some unimportant alterations. It is true that it was temporarily\* suspended in 1857, but it was suspended at a time and for reasons which were anticipated with curious accuracy by the framers of it twenty-two years previously. Under Sir C. Metcalfe's Act, native presses have been established and native publications† issued in great numbers all over India, the only check upon them being the assimilation of the Indian to the English law of sedition and libel carried out by the Legislative Council in 1870.

Another reform was introduced about this time of much importance in its connection with education. It has been said that if French had continued to be the State language of England during the thirteenth and fourteenth centuries, the language of Milton and Burke‡ would have remained a rustic dialect without a literature,

Substitution of the Vernaculars for Persian. grammar or orthography; and this is somewhat analogous to the weight that attached to the study of the Vernaculars and to the creation of a vernacular literature in the Bengal Presidency, when Persian was the language of the law Courts and of official correspondence. The question was taken up by the Government in 1835, and the Supreme Courts in Bengal and the North-Western Provinces were asked for their opinion on a proposal to substitute the Vernaculars for Persian. The Courts thought it necessary to consult the whole body of judicial officers subordinate to them upon such an innovation upon established precedent. At length, on the 16th August 1836, the Bengal Court was able to inform the Government that of 63 officers consulted, 30 were opposed to a change. This opinion was unanimously supported by the Court, which dwelt upon the difficulties of expense and delay involved in the proposal, and declared that Persian was "peculiarly fitted" to be the judicial language of the Presidency. The Sudder Court at Agra replied in a similar strain. Of 62 officers consulted, 29 were opposed to any immediate change, and the Court concurred with them. The Judges were not, however, unanimous. Two of them were found to advocate the introduction of the language of the people as the language of the Courts, and Sir C. Metcalfe, the Lieutenant-Governor, strongly supported the minority. In the Council of the Government of India the minority sided with the Supreme Courts, and urged the confusion and mischief of sudden innovation; but the majority, including Macaulay

\* By Act XV of 1857.

† The last return shows the number of Native newspapers to be as follows:—

In Bengal	...	...	49
" Bombay	...	...	60
" Madras	...	...	8

In Punjab	...	...	12
" North-Western Provinces	...	...	33
" British Burmah	...	...	2
† Macaulay, History of England, Vol. 1,	...	...	page 15.

and Lord Auckland, the Governor General, were all in favor of the change. On the 11th July 1837 the point was again mooted by the Deputy Governor of Bengal, who urged the inestimable advantage of having the public business transacted in a manner that secures the confidence of the people because it is plainly intelligible to them; the result was the following Resolution:—

The attention of His Lordship in Council has lately been called to the Regulations of the Bengal Code, which positively enjoin the use of the Persian language in Judicial and Fiscal Proceedings.

His Lordship in Council is sensible that it would be in the highest degree inexpedient hastily to substitute any other language for that which has, during a long course of years, been appropriated to the transaction of public business. He is satisfied that in many parts of the country a sudden and violent change would produce serious public inconvenience, and that it would reduce many old and useful servants of the public to distress such as no humane Government would willingly cause.

At the same time, His Lordship in Council strongly feels it to be just and reasonable, that those Judicial and Fiscal Proceedings on which the dearest interests of the Indian people depend, should be conducted in a language which they understand. That this great reform must be gradual, that a considerable time must necessarily elapse before it can be carried into full effect, appears to His Lordship in Council to be an additional reason for commencing it without delay. His Lordship in Council is, therefore, disposed to empower the Supreme Executive Government of India, and such subordinate authorities as may be thereto appointed by the Supreme Government, to substitute the Vernacular languages of the country for the Persian in legal proceedings, and in proceedings relating to the Revenue.

It is the intention of His Lordship in Council to delegate the powers given by this Act for the present only to the Governor of Bengal and to the Lieutenant-Governor of the North-Western Provinces, and he has no doubt that those high authorities will exercise these powers with that caution which is required at the first introduction of extensive changes, however salutary, in an old and deeply rooted system. (Resolution Political Department dated 4th September 1837).

The Resolution was followed by Act XXIX passed on the 20th November 1837, and still in force. It enables the Governor General in Council to dispense with the Persian language in Judicial or Revenue Proceedings, and to delegate the dispensing power to any subordinate authority; and it was immediately acted upon. All these proceedings received the entire approbation of the Court of Directors in the following year.\*

Thus cautiously was introduced a reform which at the present day will probably be considered an obvious one, and the case may be regarded as another instance of the debt which our Indian Empire owes to a noxious climate that ensures the constant renovation of its rulers, and the perpetual accession of fresh principles of Government.

Those who have followed me in this sketch of the progress of education in Bengal will doubtless feel surprised to find, that during all this period there were so few monuments of private liberality, and that the Government was generally in the position of conferring and rarely receiving; and this in a country where, it has been justly said, men look so far forward and so far backward, and deliberately sacrifice their lives to the consideration of what their ancestors have done before them, and their descendants will do after them. Whether it be owing to the fact that the Government educational scheme was for the first years of its existence foreign and uncongenial with popular feeling it would be difficult to say; but it is certain that liberality on the part of the wealthy

\* Despatch dated 11th July 1838.

classes whom our rule has created and maintains, has very rarely shown itself on this side of India in the endowment or foundation of educational institutions. But there is one remarkable exception.

In the year 1806, a Muhammadan gentleman of the Shia sect died, leaving an estate yielding Rs. 45,000 per annum and called Saidpur, in the Hugli district, in trust for "pious uses." The deed of trust appointed two trustees, to each of whom a share of the proceeds, amounting to one-ninth, was assigned. Three shares of the same proportion were assigned to certain specific objects, *viz.*, the performance of certain religious rites and ceremonies, the repair of an *imábarah* or place of worship, &c., and the remaining four-ninths were dedicated to the maintenance of certain establishments and payment of pensions. Up to 1810 the estate remained in the hands of the trustees appointed under the deed; but in that year they were accused of malversation, and, after protracted litigation, were dismissed in 1816. The Government then constituted itself a trustee, and assumed the management of the estate and the superintendence of the disbursements in conjunction with another trustee appointed by itself. In 1817, the estate was farmed out in *pulnee*, that is, settled in perpetuity at fixed rates with the tenants. The amounts received from these tenants as consideration for the *pulnee* settlement, with the arrears which had accumulated during litigation and the one-ninth share drawn by Government as a trustee, were in 1835 devoted to the building and endowment of an institution at Hugli, comprising an English Department costing Rs. 1,750 per mensem, and an Oriental Department costing Rs. 1,295 per mensem. This appropriation of the trust funds was at the time justified on the ground that the maintenance of an educational institution was a "pious use," and so within the testator's intentions.

The college was opened on the 1st August 1836, and within three days counted 1,200 pupils in the English, and 300 in the Oriental Department; the proportion of Muhammadans to Hindús being 31 to 948 in the former, and 138 to 81 in the latter. The reports for 1836, and the few following years, contain a full account of the progress of this institution, but nowhere does it appear to have been sufficiently borne in mind, that the interpretation placed on the declared intentions of the founder was only applicable to Muhammadan education. And in this spirit the college has been maintained as it was founded, the last report showing that of 664 students on the rolls only 167 are Muhammadans, the numbers in the Law Department, the Collegiate School, and the Branch School being 5 Muhammadans to a class of 65, 87 to 393, and no Muhammadans to a class of 246 respectively. This result, like that of the Delhi College, has long been a grievance to the Musalmán community, and during the current year special enquiry has been made to remedy it. But it is only fair to remember that the Oriental Department, as constituted in 1836, was quite adequate for the number of students who came forward to avail themselves of it, and that the Committee of public instruction would certainly have enlarged this Department, had the demand for the kind of education it offered, increased.

During the three following years nothing notable appears in the Committee's Annual Reports, but the Orientalist controversy revived. Orientalist party was not yet extinct, and several efforts were made to rescind the Resolution of

March 1835, and to revert to the previous policy in favor of the classical languages of India. Finding, however, little encouragement from the Government, for Sir C. Metcalfe confirmed the Resolution with a strongly expressed opinion in its favor, the Press became the arena of the dispute, and the Committee was denounced in letters\* and pamphlets leading to rejoinders that did not throw much additional light on the points at issue. The main grievances alleged were the transfer from Oriental colleges of sums actually sanctioned for them and their devotion to the support of English classes under the same roof; the preference given to English over the Vernacular as the principal medium of instruction, and the abolition of stipends. To meet these complaints,

Settled by Lord Auckland. Lord Auckland, in 1839, published a minute of considerable length, the purport of which was that, although English was to be retained as the medium of higher instruction in European literature, philosophy, and science, the existing Oriental institutions were to be kept up in full efficiency, and were to receive the same encouragement as might be given to the students at English institutions. Vernacular instruction was to be combined with English, full choice being allowed to the pupils to attend whichever tuition they might individually prefer. The central colleges were to be recruited by the ablest pupils from the central schools. On the basis of this compromise the controversy of twenty-five years' standing was finally closed.

Upon the question of education for the masses, Lord Auckland concurred with the principle steadily maintained by the Committee that the efforts of the Government ought to be first directed upon the higher and middle classes. Still elementary education for the mass of the people was not necessarily to be neglected or indefinitely postponed; but, he added, "the hope of acting immediately and powerfully on the poor peasantry of India is certainly far from being strong with me." Lord Auckland's policy obviously involved additional expenditure, and in December 1840 an extra lakh and-a-half of rupees was added to the annual grant which then amounted to Rs. 4,86,658 for the year. Of this sum three and-a-half lakhs were appropriated to the existing colleges and schools and to the other charges of the Department; and it was in contemplation to devote the remaining income to the establishment of a chair of civil engineering, and another of law or natural philosophy in the Hindú College. By these means the Government was enabled to support six colleges containing 2,117 students, 18 English schools with 2,434 students, and Vernacular schools in Bengal, Behar, Cattaek, and Assam, including the schools attached to the Hindú College, at all of which 2,077 youths were then receiving instruction in their own language.

During the next few years it will readily be imagined that the Government was fully occupied with the terrible events in Cabul and the North, and had little time to give to education or any other domestic measure. But the Committee continued to superintend the existing schools and all the

\* See, for instance, "The Anglicist answered," republished from the *Friend of India* by Junius (Mr. B. H. Hodgson, B. C. S.), 1837.



machinery for education, and to encourage the establishment of new schools, which now began to increase very rapidly all over the country. The supervision of the Committee now extended from Orissa to Assam, and from the Tenasserim Provinces to Sâgar, Agra, Delhi, and Bareli. The annual reports of this period are taken up with accounts from the several institutions spread over this enormous range of territory, with the measures introduced for the improvement of the course of instruction, vernacular and higher; the regulation of scholarships for the retention at colleges of the most promising school pupils; the formation of school libraries, and the control of educational finance. In all these labors the Central Committee received the most material assistance from the local Committees, consisting of the chief Government officers and influential Natives at each station where a college or school had been established. Such Committees had existed from a very early date, but it was not until 1835 that they were regularly and generally established on the footing which has very recently been revived in the North-Western Provinces. The Committee continued to maintain the policy prescribed in the resolution of March 1835, as modified by the subsequent order of Lord Auckland in 1839, and thus described in the report for 1840-41:—"Our object is," they said, "to promote the highest efficiency in the vernacular and oriental languages and literature in every practicable way compatible with the due regard to the superior importance of the cultivation of the English language and literature, and the deeper and more lasting benefits the latter are capable of imparting."\* The proceedings of the Government and of the Committee received the approval of the Court of Directors in a brief but comprehensive despatch of the 20th January 1841. The Court then declared its cordial assent to the resolution of March 1835, as modified by Lord Auckland's Minute of 1839, the principles of which were fully confirmed.

In 1842, it was found that the business of the Committee had increased to such formidable dimensions, and the funds annually entrusted to its control were so large—no less than 5¼ lakhs of rupees—that the Government decided to bring them more under its own direct supervision.†

The General Committee was, therefore, abolished, and in its stead a Council of Education was formed as a consultative and referential authority, retaining direct superintendence only over the Hindú and Sanscrit and Medical Colleges, and the Muhammadan Madrasá at Calcutta, with the Hugli College and its dependencies in the Mofussil. All the other educational institutions were placed under the General Department of the Government of India, in which the general and financial business of education was henceforth to be conducted. Mr. Bird was the first President of the new Council, to which a special Secretary was subsequently (April 1842) appointed. This arrangement, however, was of brief duration. The Council felt that its authority and usefulness had been unduly limited, and that it had been placed in a position of responsibility but of no real power. The Council urged, therefore, that the

\* Report, 1840-41, para. 76.

† Resolution dated 12th January 1842.

Presidency institutions should be placed under its control entirely, and without reference to higher authority. This the Government agreed to, and in 1818 the jurisdiction of the Council was still further enlarged by the Colleges of Dacca and Krishnagar, and shortly afterwards by the provincial schools of Bengal, with the exception of those for purely vernacular instruction, being replaced under its control. Such were the powers of the Council in the Lower Provinces until it was superseded by the appointment of a separate Director of Public Instruction under the provisions of the despatch of 1854.

In April 1843, the control of the educational institutions in the North-West Provinces detached. North-Western Provinces was transferred to the newly constituted Government at Agra, together with the separate funds belonging to the Agra, Delhi, and Benares Colleges, and all local resources. To them was added a fixed annual assignment of Rs. 1,23,291 from the General Education Fund as the proportionate share of the new province.

In 1844, the Government of India sanctioned the appointment of an Inspector of Colleges and Schools in the Lower Provinces of Bengal. The necessity of this arrangement had been strongly and repeatedly urged by the Council of Education, and the experience of past years had shown that, without regular and strict supervision by a responsible and qualified officer, the real state of the several institutions could not be accurately known or the proper application of public funds guaranteed. Mr. Ireland, formerly Principal of the Dacca College, was the first Inspector.

The same year was remarkable for a resolution, designed apparently by Mr. Halliday, and issued by Lord Hardinge three months after his accession to the Governor Generalship. The object of the order was to throw open the public service to qualified young men from the various educational institutions; the text of it was as follows:—\*

The Governor General having taken into his consideration the existing state of education in Bengal, and being of opinion that it is highly desirable to afford it 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, as well by the Government as by private individuals and societies, has resolved that in every possible case a preference shall be given, in the selection of candidates for public employment, to those who have been educated in the institutions thus established, and especially to those who have distinguished themselves therein, by a more than ordinary degree of merit and attainment.

2. The Governor General is accordingly pleased to direct, that it be an instruction to the Council of Education and to the several Local Committees and other authorities charged with the duty of superintending public instruction throughout the provinces subject to the Government of Bengal, to submit to that Government at an early date, and subsequently on the 1st of January in each year, returns of students who may be fitted according to their several degrees of merit and capacity, for such of the various public offices as, with reference to their age, abilities, and other circumstances, they may be deemed qualified to fill.

3. The Governor General is further pleased to direct, that, the Council of Education be requested to receive from the Governors or Managers of all scholastic establishments, other than those supported out of the public funds, similar returns of meritorious students,

\* Resolution G. T., dated 11th October 1844.

and to incorporate them, after due and sufficient enquiry, with those of Government Institutions, and also that the managers of such establishments be publicly invited to furnish returns of that description periodically to the Council of Education.

4. The returns, when received, will be printed and circulated to the heads of all Government offices both in and out of Calcutta, with instructions 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. The appointment of all such candidates to situations under the Government will be immediately communicated by the appointing officer, to the Council of Education, and will by them be brought to the notice of Government and the public in their annual reports. It will be the duty of controlling officers with whom rests the confirmation of appointments made by their subordinates to see that a sufficient explanation is afforded in every case in which the selection may not have fallen upon an educated candidate whose name is borne on the printed returns.

5. With a view still further to promote and encourage the diffusion of knowledge among the humbler classes of the people, the Governor General is also pleased to direct, that even in the selection of persons to fill the lowest offices under the Government, respect be had to the relative acquirements of the candidates, and that in every instance a man who can read and write be preferred to one who cannot.

The Resolution gave a great stimulus at the time to the cause of English education, and was received with much satisfaction by the European and Native community. It was published in the *Calcutta Gazette*, and the Council of Education was instructed to carry it into immediate effect, which was done by a notification declaring the measure applicable "to all students in the Lower Provinces without reference to creed or colour." But the object of the measure was never realised, partly owing to the plan being superseded by the project of a University which was started in the following year, and partly because the tests prescribed by the Council were applicable to Government institutions only, and after a great deal of unprofitable correspondence the order became and remained a dead letter. In five years from the date of the order only 35 students from Government colleges passed the test, and of those only eight or nine were appointed to the public service.

In the same year the Bengal Government at last decided to take some direct measures for the diffusion of elementary instruction in the rural districts of that province. It is remarkable that on this occasion the agency of the Council of Education was not employed, and the schools were placed under the Board of Revenue and the local revenue authorities. As the funds available were limited, and the measure was quite experimental, it was thought advisable to commence on a small scale, and 101 elementary vernacular schools were planted in several districts of Behar and Cattaek and Chittagong at a monthly cost of Rs. 1,865.\* But although the project was warmly taken up by the revenue authorities, it was foreign to the general scheme of the Council of Education, and the Government was not prepared either with books, teachers or superintendence. The schools failed to acquire the confidence of the people and before four years had passed over them the Board reported that "the fate of the vernacular schools was sealed, and success was

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* 20 Schools at Rs. 25 per mensem=	Rs. 500
30 " at " 20 "	= " 600
51 " at " 15 "	= " 755

101

Rs. 1,865

quite hopeless." When this was the view taken by those to whom the schools were entrusted, it is no wonder that in ten years' time from their first establishment all but 26 had been closed, and of these the Council of Education gave but a very unsatisfactory account in their final report for 1852—55.

The most important event in the following year (1845), was the submission by the Council to Government of a project for a Central University in Calcutta. The ground of the proposal, for which the Council appears to have been mainly indebted to its Secretary, Dr. Mouat, was thus stated:—

"The present advanced state of education in the Bengal Presidency, with the large and annually increasing number of highly-educated pupils, both in public and private institutions, renders it not only expedient and advisable, but a matter of strict justice and necessity, to confer upon them some mark of distinction, by which they may be recognised as persons of liberal education and enlightened minds, capable, from the literary and scientific training they have undergone, of entering at once upon the active duties of life; of commencing the practical pursuit of the learned professions, including in this description the business of instructing the rising generation; of holding the higher offices under Government open to Natives after due official qualification; or of taking the rank in society accorded in Europe to all members and graduates of the Universities.

"The only means of accomplishing this great object, is by the establishment of a Central University, armed with the power of granting degrees in arts, science, law, medicine, and civil engineering, incorporated by a special Act of the Legislative Council of India, and endowed with the privileges enjoyed by all chartered Universities in Great Britain and Ireland.

"After carefully studying the laws and constitutions of the Universities of Oxford and Cambridge, with those of the recently established University of London, the latter alone appears adapted to the wants of the Native community."

In recommending the proposal, the Council trusted that the measure would open the paths of honor and distinction alike to every class and institution, and would encourage a high standard of qualification throughout the Presidency, by bestowing justly-earned rewards upon those who had spent years in the acquisition of knowledge, and by rendering their literary honors a source of emolument as well as of social distinction; that it would, in a very few years, produce a body of Native public servants superior in character, attainments and efficiency to any of their predecessors; and that it would encourage the cultivation of the arts and sciences, and call into existence a class of Native architects, engineers, surveyors and educated landholders, whose influence would rapidly and certainly diffuse a taste for the more refined and intellectual pleasures and pursuits of the West; and that it \* \* \* would raise the character and importance of the whole Education Department in public estimation, and ultimately place the educated Natives of this great empire upon a level with those of the Western World.

The project was very warmly recommended by Lord Hardinge to the Court of Directors, but without success. The Court replied\* curtly in the following year, that after maturely considering the subject "we must decline at present to give our sanction to the proposal."

The establishment of Universities in the three Presidencies of India was one of the most important measures declared in the great

\* Dated 22nd September 1847.

despatch of 1854, and how far the expectations of the original promoters have been realised must be gathered from the last reports, which will be given below.

In 1846 the Calcutta Normal School was opened. Its object was to instruct practically in the art of teaching those who intended to make teaching their profession. The school was to consist of stipendiary and free students, and was to comprise an elementary model school, each Normal student being between the ages of 16 and 24, and having no physical defect disqualifying him from teaching, was to be allowed Rs. 12 a month for the course of two years. At the expiration of this term he was bound by regular agreement to serve, if required, at least three years in the Department, at whatever station he might be deputed to.

It will have been seen from the foregoing narrative, that steadily, and by deliberate conviction, the Government and the Educational

Education for the masses still neglected in Bengal.

authorities of Lower Bengal had been working zealously in the interest of higher education; and that as a crown to the structure, a project for a Central University had been proposed before there was any foundation of general education among the people. Lord Moira had indeed, in 1815, declared himself an advocate for mass education, and as the means had urged the improvement of the indigenous schoolmasters. The Court of Directors had expressed their general approval of such a policy in 1825.\* Mr. Adam, in 1835, had loudly urged the claims of the masses; but beyond the 101 unsuccessful schools established by Lord Hardinge in 1844, little had been done by the Government. It was reserved for the Governor of another Province to show that education for the masses was not an Utopian scheme, and to introduce a large practical measure to accomplish it.

In the North-Western Provinces, as early as 1843, the Lieutenant-Governor had reported that the colleges and schools established by the Calcutta Council of Education were not suited to the people, and were not popular; that many of them were not worth their maintenance, and that to increase their number on the same system would be "an useless expenditure of the resources of Government." What the country required was the improvement of its indigenous schools and teachers, and with this object in view, the Principal of the Agra College was directed to make the same kind of enquiry as that to which Mr. Adam had been deputed about ten years previously in Lower Bengal.† The results of this enquiry were submitted to Mr. Thomason in 1845, and by him were taken up in a spirit of warm and energetic benevolence. Mr. Thomason found that the people within his jurisdiction were extremely ignorant, that the existing means of education were very defective, less than five per cent of the boys of school-going age received any instruction at all, and what they did receive was of a very imperfect

\* Despatch dated 9th March 1825.  
† From Government, North-Western Provinces, to Government of India, No. 816,

dated 27th September 1845, and No. 1089,  
dated 18th November 1846.

kind. There was no novelty in this. The same story had previously been reiterated from every Province in India. The only novelty was in the inference deduced therefrom. Mr. Thomason declared that such a state of things was a "standing reproach" to the British Government, whose simple duty it was to remove it, and to have every peasant in the country taught to read, write, and cipher with sufficient intelligence to keep the accounts of his own lands, and to understand the nature of his own rights and his own tenure. This was the great want. It was universal, for it extended equally all over the country; it was great, for the ignorance was extreme; it was pressing, for the protection of right and prevention of wrong was the first duty of a Government. Mr. Thomason decided to associate education in the minds of an agricultural population with the revenue system of the country, as the best means of arousing the mass of the people to a sense of the value of sound elementary instruction. In this view, every village of a certain size was to have its own school and master supported by an endowment of not less than five acres of land from the village community of the annual value of Rs. 20 to Rs. 40. Where the village community would grant the land, the Government would remit the public demand on the land so assigned. To the principle of the endowment, however, the Court of Directors objected. While they entirely approved of Mr. Thomason's object, and declared themselves ready to sanction means for its attainment, they doubted the propriety of endowments of the kind proposed, as having the tendency to assume the character of permanent and hereditary rights, irrespective of the competency of the actual incumbents. The Court were rather in favor of money-payments to the schoolmasters, and on this basis invited the Lieutenant-Governor to submit a revised scheme.\* Mr. Thomason was, however, opposed to the creation of a new and large body of men on the footing of regular Government officials. He thought that such a measure would involve numerous petty disbursements difficult to check in remote districts, and would fail to secure the co-operation of the people on which alone a national system could be safely based. His revised scheme, therefore, took a new form. He determined to establish a Government or model school in each tehseldaree revenue† district, and from that as a centre to supervise all the surrounding indigenous schools, and to furnish the people and teachers with advice, assistance, and encouragement, with special rewards for the most deserving schoolmasters. All these arrangements were to be under a civilian with the title of Visitor General on a salary of £1,200 a year and a suitable travelling allowance. The expense of the measure throughout the 31 Regulation Districts of the Province was estimated at a little more than £20,000 a year, but in the first instance, it was to be commenced in eight selected districts at an annual cost of £3,600. These proposals were sanctioned‡ by the Court of Directors, and on the 9th February 1850, the measure was formally established by a Resolution of the Local Government. In 1853, the Lieutenant-Governor submitted a full

\* Despatch No. 20, dated 28th August 1847.

† (On an average six tehseldaree go to

one district under a Collector).

‡ No. 14, dated 3rd October 1849.

report of the result of the experiment. He showed that more than 1,400 schools with nearly 20,000 scholars had been created by the new agency; that the quality of the instruction had been greatly improved; that sound elementary treatises had been made popular, and that everywhere a new spirit of energy and mental activity had been aroused. These results were confirmed by a visit of personal inspection by the Secretary of the Calcutta Council of Education who warmly advocated the introduction of the same measure into Behar and Bengal. The successful result achieved in the eight selected districts warranted the Lieutenant-Governor in a formal application for the extension of the same agency into the rest of the Province. Mr. Thomason died in the early part of 1853; but he had found an enthusiastic supporter in Lord Dalhousie, who in a manner peculiarly his own, paid a graceful tribute to the merit of the scheme and to the memory of its author:—

“The sanction which the Lieutenant-Governor solicits for an increase of the means which experience has shown to be capable of producing such rich and early fruit, I now most gladly and gratefully propose. And while I cannot refrain from recording anew in this place my deep regret that the ear which would have heard this welcome sanction given with so much joy is now dull in death, I desire at the same time to add the expression of my feeling, that even though Mr. Thomason had left no other memorial of his public life behind him, this system of general Vernacular education, which is all his own, would have sufficed to build up for him a noble and abiding monument of his earthly career.”\*

How Mr. Thomason's scheme was afterwards extended to the rest of the North-Western Provinces, and how funds were found for its extension by the levy of a local rate, a measure since imitated in other Provinces, will be seen from the following despatch† which is here inserted to make the narrative continuous:—

“You have now sanctioned arrangements for introducing the system into the eight additional districts noted in the margin. The establishment of zillah and pergunnah visitors, and of tehseelee schoolmasters, as well as the incidental expenses required for these districts, have been combined with those of the eight districts where the system was previously established, and regular gradations in the various classes of persons employed have been formed, which will much facilitate the successful operation of the plan, and will afford the means of stimulating the exertions of those employed by the certain prospect of promotion according to merit. The expense sanctioned for the sixteen districts is Rs. 62,908 per annum, but it is expected that this may eventually be reduced by the future re-distribution of some of the work of the visitors of schools.

“The proposals of the Lieutenant-Governor referred, however, not only to the introduction of the inspecting and supervising establishments into additional districts, but also to the extension of the hulkabundee, or circuit system of vernacular schools, and to the provision to be made for its permanent maintenance. This system has been introduced with the warm concurrence of the land-owners, who have, in various districts, extending apparently over about one-third of the North-West Provinces, voluntarily entered into engagements to defray the cost, either wholly or in part, during the term of the existing settlements, and so far as the measure has been tried, the people have shewn every inclination to take advantage of it. Mr. Colvin is now desirous of extending it throughout the whole of the North-Western Provinces, as opportunities occur, and of making provision for its permanency, by adding a rate of one per cent on the Government jumma to the cesses to be paid by the land owners, on the re-settlement of each district. He proposes that the amount “shall be deducted from the rental assets of the estate, before proceeding to consider

\* Minute dated 25th October 1853.

† No. 26, dated 8th May 1856.

and declare the portion of those assets, which is properly to be taken as Government revenue." By this arrangement, the cess will be shared equally between the land owners and the Government, and it is to this appropriation of the Government share of revenue that you now solicit our sanction.

"The great advantages which would result from placing the educational system on a permanent and substantial basis, fully justify us in agreeing to contribute the proportion proposed out of the land revenue of the State; and the willingness which has already been evinced by the land-owners in so many quarters to defray out of their own funds the whole or a portion of the expense of the hulkabundee schools established in their neighbourhood, encourage us to believe that they will cordially unite with the Government in this work, and that they will generally accept the arrangement without difficulty or opposition.

"We accordingly give our sanction to the establishment of a school fund by a cess in the manner proposed of one per cent on the jumma throughout the North-Western Provinces to be contributed, as is the case with the road fund, in equal proportion by the Government and the land-owners, the amount so obtained being appropriated in the way which the Lieutenant-Governor may, with your sanction, finally determine on."

We may return now to the narrative of the proceedings of the Council of Education in Bengal. From 1846

Progress of Council of Education.

to 1850, there is nothing specially notable in the annual reports. The Council seems to have been occupied with the task of systematising and consolidating the existing system, and with exercising the most careful supervision possible over the large number of educational institutions which had now been planted in Bengal.

I have been unable to find any notice of female education as a recognised part of the Government scheme prior to 1850. A beginning

Female Education.

had, indeed, been made by charitable societies prior to this date, and as early as 1821, Miss Cooke\* was deputed by the British and Foreign School Society, to open a school for female children at Calcutta. In 1826 she had 30 schools and 600 pupils under her charge, which were concentrated in 1828 into a Central School under a committee called the Ladies Society for Native Female Education. Other similar schools had also been established by the London and the Church Missionary Society, but nothing had as yet been done by the Government. In 1849, the Council received an offer from two wealthy Natives for the establishment of a female school at Utarpárah near Calcutta, but the offer was somewhat curtly declined, partly on the score of want of funds, and partly of the novel nature of the experiment. That there was a strong prejudice against the education of women, not founded on any direct precept of the Hindú faith, but rather on immemorial custom and tradition, seems certain, and with this prejudice the Government was probably very unwilling to interfere. It is true that in old Sanscrit plays there is evidence that women of rank, at least, were taught to read and write and the accomplishments of drawing and music, and that in the high Rájput families of Central India the women took a share in affairs of State. There were traditions, also, of highly-educated women of the royal family at Delhi. But this was exceptional. The Eastern ideal of female life was one of strict purity, seclusion and quiet domestic duty, and the literature of the classical languages of India was far too corrupt to allow of any teaching in it compatible with such an ideal. But just as Lord William Bentinck had ventured to attack and had

\* Better known as Mrs. Wilson.



overcome the prejudice against anatomy and European medical science, so Lord Dalhousie was encouraged to introduce into India the European view of the necessity of education for women. Instigated by Mr. Bethune, who in May 1849 had successfully opened a female school in Calcutta, the Governor General informed the Council of Education that henceforth its functions were definitely and systematically to embrace female education, than which no single change in the habits of the people was likely to lead to more important and beneficial consequences. The Governor General thought it quite possible to establish female schools in which such precautions for the seclusion of the girls might be adopted as the customs of the country required. All possible encouragement should be given to any attempt proposed by the Natives in this direction, and the chief civil officers in the interior were to use all the means at their disposal to further the object in view. The Council warmly took up the proposal, and the first female school recognised by the Government was established under a Committee of Native gentlemen at Barasat.

There is nothing specially noticeable in the reports of the Council of Education for 1850-51 and 1851-52, and the next report brings down its proceedings to January 1855. During this period, however, three events occurred, each worthy of mention in detail,—the reform of the Calcutta Madrasá, the establishment of the Presidency College, and the attempt to introduce into Bengal the vernacular school system founded by Mr. Thomason in the North-Western Provinces.

In the report for 1851-52, there is a notice of “the continued failure of all our efforts to impart a high order of English education to the Muhammadan community;” and on the 4th August 1853, Calcutta Madrasá, the Council laid before the Government their views *in extenso* upon the required reform. So much of what was then written is applicable to the present day, that no apology is needed for the length of the following extract:—\*

26. “The Calcutta Madrissa at present consists of two distinct departments—the Arabic and the English departments—which form, in fact, two distinct schools. The Arabic Department, constituted at the foundation of the College in 1782, instructs gratuitously one set of pupils belonging to the learned and highest classes of Mahomedans in Arabic learning, from the alphabet of the language to the highest sciences taught in Arabic books. The English Department, constituted in 1829, instructs, on payment of a small fee, another set of pupils, mostly belonging to the lower orders of Mahomedans in the elements of the English language, and in very little else. There are, however, Bengalee classes in this department for such pupils as desire to study Bengalee as well as English. Lately, that is to say in the year 1849, an Anglo-Arabic class was added to the Arabic Department, at a charge of Rs. 100 a month, to instruct in the English language such Arabic students as would avail themselves of such instruction. This measure was an attempt to remedy the obvious faults of the former system; but the measure proved quite inadequate to the object, and on the transfer, in May, of the master of the class to a more effective and better-paid place elsewhere, the Council, in consideration of past failure and contemplated projects of effectual reform, abstained from filling up the place.

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31. “The great object of Mr. Warren Hastings in founding the Madrissa, was to qualify the Mahomedans of Bengal for the public service, chiefly in the Courts of Justice, and to enable them to compete, on more equal terms with the Hindoos, for employment under Government.

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\* No. 1348, dated 4th August 1853.

32. "The Council are far from thinking that this is the only or the highest object for which the mental cultivation of the upper orders of Mahomedans in Bengal ought to be encouraged by the Government of the country. But it is certainly an important and legitimate object.

33. "Looking first at this object, the Council believe that the institution, when it was founded, was well calculated to attain it. But as the institution has undergone no real improvement of importance since its foundation seventy-one years ago, it would be strange if it were still equally well calculated to attain that object, when the time that has passed has worked such vast changes in the nature and requirements of the public service, in the constitution and the procedure of the Courts of Law, and in the temper and habits of the people. That which in the last century was perhaps hardly thought desirable has become necessary. That to the accomplishment of which, if the Government had desired it, the prejudices of the people would then have opposed insuperable obstacles, is now acknowledged as a popular want.

34. "The use of Persian has ceased in the Courts of Law and in all the offices of Government, whilst a good knowledge of English has become more and more useful to candidates for employment whether public or private. What is now the most useful education that can be given to fit a young man for respectable employment in the public service, is sound instruction in English, in the vernaculars, and in that knowledge which, with very rare exceptions, may be best acquired from books in the English language.

35. "The Council have good grounds for the belief that the Mahomedans of Bengal have begun to be very sensibly impressed with the importance of these facts to the interests of their rising generation. The Council have no doubt that there is now amongst the higher and more respectable classes of the Mussulman community in Bengal, a growing desire for sound English education, though it is doubtless still much less ardent and less general than that felt by the Hindoos. The failure of the English classes in the Madrassa appears to the Council to be owing rather to the bad quality of the instruction there given, and to other defects of system, which they hope to be able to correct, than to the general indisposition of Mahomedans to the study. Mahomedans of rank and respectability have sent their sons to St. Paul's School and the Parental Academy, because these are the only seminaries not of a strictly missionary character, open to them in which they can become proficient English scholars.

36. "Therefore, with reference both to the present requisites for public employment and the inclinations of the people, the Council conceive that any system of State education designed for the Mahomedans of Bengal will fail to attain Mr. Hastings' object above-mentioned, unless it affords the means of acquiring a sound English education. Such means are not afforded by the Madrassa now, and therefore the Council would re-model the course of instruction there, so far as English is concerned.

37. "But their proposed reform would not stop here. Allusion has been made above to other and higher objects of education, than a mere preparation for employment under Government. These are no other than the acknowledged objects of mental cultivation amongst all civilised races. For letters, for their own sake, no race of men has greater respect than Mahomedans. Here, the difficulty is not to induce Mahomedans to cultivate the minds of their children, but to afford means of mental cultivation which they will accept as sufficient, whilst their children shall also be enabled to acquire a sound knowledge of English. In this respect, the case of the Mahomedans widely differs from that of the Hindoos; and this, it is believed, is the true reason why the system of English education, which has been so successful with Hindoos, has failed with Mahomedans.

38. "The English language to an Oriental is extremely difficult, and is not to be acquired with any approach to perfection without many years of study. So also the learned languages of Hindoos and Mahomedans—Sanskrit and Arabic—acquired as Orientals acquire them, and pursued to the point to which those pursue them who desire to be esteemed men of learning (which involves not the acquisition of a language only, but of a whole body of sciences), are not to be mastered without many years of almost exclusive study. In this respect both classes are alike; and as there have been few instances of learned Pundits being also considerable English scholars, it is not expected that there will ever be more than an occasional instance of a highly-learned Moulvie being also such a scholar.

39. "For this reason, whilst the Council could not for a moment think of excluding Arabic literature from a national system of educating Mussulmans, they do not propose to shackle their system by any attempt to force both high Arabic and high English attainments upon any young man desirous of educational honors.

40. "But the Hindoo gentleman is content to leave his learned language to the exclusive enjoyment of his Pundit, whilst he has very little, or it may be said, no popular literature of his own to occupy any part of his time. It is therefore easy, and it seems no less natural from his than from our point of view, for his mind to be cultivated exclusively by means of English. It is not so with the Mahomedan, who, with only a trivial

knowledge of Arabic, has in the Persian language a body of literature of his own, of which he is proud, and justly proud, and for complete ignorance in which no foreign knowledge and no scientific attainments would be a compensation in his own opinion or in that of his friends.

41. "The Council have no desire to educate Mahomedan gentlemen without a knowledge of their own literature, which has much of excellence in itself, and is considered by their own class all over the world indispensable to the character of a man of liberal education. And if it were desired to do so, the Council are sure that the attempt would fail. In fact, the complete and marked failure of the English class at the Madrissa is an example and a proof of this position. There, at a heavy charge to the State, and with all the high sounding accessories of a Government College, some 60 or 70 little boys of the lowest orders are taught only the very elements of the English language, for no higher purpose than to fit them better for a few humble employments, in a town where there are many wealthy and busy people who can speak nothing but English.

42. "It only remains to endeavour to provide means for combining a fair English education, with such a degree of education in Mahomedan popular literature as is considered indispensable by the best minds of the class for whom provision is to be made. The Council acknowledge, unreservedly, the difficulty of the task, but if the plans devised for the purpose are heartily encouraged and zealously persevered in, they are not without much hope of eventual success.

43. "Probably it will not be contested that all attempts heretofore, by means of the general school and college system of this Government, to render an English education popular with Mahomedans, wheresoever made, have met with not much better success than has been experienced in Calcutta.

44. "The history of the English Department of the Calcutta Madrissa exhibits the result as regards the metropolis. At Hooghly and Dacca the Mahomedan pupils in the English classes are few, and fewer still remain to complete their education. The Principals of these two institutions, with whom communication has been held on the subject, bear strong testimony to the unsatisfactory attendance, and very partial success of their Mahomedan scholars, which they attribute, in a great measure, to the simultaneous study of Persian at home. At Delhi, as might be expected, the number of Mahomedan pupils in the English classes is larger, but the result is nearly the same: very few, if any, of the more respectable Mahomedans remain to complete their education. At Agra and Bareilly, less has been attained in this respect than at Delhi. And it is to be observed in reference to what has been above said in paragraph 26, regarding the up-country Colleges, that at all the Government institutions in which English is taught out of Calcutta, the English classes are, at present, freely open to students of respectable classes of all creeds indiscriminately.

45. "To these facts the Council would respectfully point, if it be objected to their scheme, as it will be hereafter explained, that it is not entirely in accordance with the general system of public education.

46. "I now proceed to explain the plan according to which it is proposed that the Calcutta Madrissa, in every department, should be re-modelled.

47. "The present English and Anglo-Arabic classes should be closed, and in their stead an Anglo-Persian Department should be organised, upon such a scale, and with such an establishment, as to afford the means of acquiring a thorough elementary English education as far as the junior English scholarship standard. Persian should be taught simultaneously with English in this department, for the following reasons.

48. "There is an objection in all Mahomedan families to send their children to school at the early age at which Hindoo boys are to be found in our Patschualas. The earliest education of the Mahomedan child is begun in his own home, where, in all families of respectability, he is taught Persian, and enough of Arabic to make him fairly master of the modern composite Persian. This education is commenced at 6 or 7 years of age, and is usually carried on to the age of 10 or 12, when those of the learned class, relations of scholarly families or persons desirous of taking rank as Moulvies, devote themselves chiefly to Arabic. At this age, a Mahomedan gentleman, in Bengal, of the present day, sensible of the necessity of English for his son's success in life, and not caring that he should be learned in the Arabic language and laws, will be very willing to make his son apply himself to English, if he can carry on at the same time his Persian reading; which, as a becoming and agreeable accomplishment, and a liberal acquirement likely to be of benefit to the character, he would not forego.

49. "The Madrissa is believed to be a very fit, as it certainly is a very convenient place, in which to originate this Anglo-Persian scheme of study. It is a place of learning which the Mahomedans regard as devoted to their exclusive benefit; it is held in great respect and repute throughout Bengal, and it is freely restored to by Mahomedans from all parts of the Presidency.

50. "In addition to English and Persian, it should contain the means of instruction in Hindoostanee and Bengalee, the one being the domestic language of the Mahomedans all over India, and the other being the Vernacular language of this Province.

51. "The Council propose to carry on in the Madrisa the study of English only as far as the junior scholarship standard; that is to say, the standard of school honors. Intelligent pupils, entering at 9 or 10 years of age, ought to be able to attain this standard in 5 or 6 years.

52. "At the end of this period, the course of education in Persian, which is considered to be fit and becoming for a Mahomedan gentleman, will have been well completed, and the pupil should make his election between the further prosecution of English, and devotion exclusively, or at least chiefly to Arabic, the simultaneous and prolonged study of the two, in the more advanced stages, being incompatible. If he prefers the Arabic course, he will remain in the Madrisa; if he prefers the English course, he will prosecute his studies at the great Metropolitan College, open to all classes, into which it is proposed, as will be explained below, that the present Hindoo College should be converted.

53. "The Council recommend the following changes in the Arabic Department of the College.

54. "They would not oblige those who enter this department to pass through the Anglo-Persian Department; but they would require of those who enter it, without having passed through that department, a high entrance standard in respect to Oriental acquirements, equal at least to what would be required of a boy entering the Arabic Department from the Anglo-Persian Department. In their opinion, it is only where necessity compels it that elementary instruction is properly given in such an institution as a Government College; and there is no such necessity in regard to Arabic.

55. "On the other hand, the Council would allow any student in the Arabic Department, if he pleased, to attend any particular classes he chose in the great Metropolitan College.

56. "The Council would cease entirely from attempts to teach the physical sciences in the Arabic language. If these sciences are taught from Arabic books as at present, a great mass of error and absurdity is taught as if it were truth and reason; and, at the best, progressive sciences are taught, as if they had made no progress for some two thousand years. Science ought not, the Council hold, to be thus taught by any Government. To teach it otherwise in the Arabic Department, Vernacular translations of, or compilations from, English books must be made, and a new set of teachers must be provided. This may, perhaps, be found eventually desirable for the older students, who seek a high proficiency in the Arabic language. But, in English, such instruction is already available elsewhere; and those to whom, for the present at least, instruction of this nature would be acceptable, are the class who, it is expected, will acquire the English language at any rate."

In reply, Lord Dalhousie declared,\* that the Madrasá should be kept up exclusively for the Musalmáns. Lord Dalhousie's orders. It should also consist of two main divisions, the "Arabic College" as proposed by the Council, and a "Junior Department" for boys of the more respectable classes. These several institutions should be placed, as far as possible, on an equal footing, and a fee should be required at the Madrasá and the Sanscrit College, as it is now required at the Hindú College. If the Muhammadans do not object to other than Musalmán boys being admitted to the junior department, and if there is any particular reason for admitting them, they may be received.

Upon this footing the Madrasá was maintained up to 1869, when a Committee of Enquiry into its condition was appointed under the orders of the Lieutenant-Governor of Bengal.

In the letter that proposed the reform of the Madrasá, the Council urged upon the Government "the Presidency College at Calcutta. want at the metropolis of British India of a Government College, such as is provided at many much less important

\* From Government of Bengal, No. 527, dated 21st October 1853.

places, where a higher course of English education can be pursued, open to all, whether they happen to be Hindús of certain high castes or not." The Muhammadans had their Madrasá and the Hindús their Sanscrit College for instruction, respectively, in Muhammadan and Sanscrit literature; and the Hindús of the higher castes had also their own college, the Vidyalaya, the foundation of which has been described above. But there was, as yet, in Calcutta no institution that would meet the growing want described by the Council. The proposal of the Council was to obtain the concurrence of the founders and patrons of the Vidyalaya, and then to throw open the college department of it to the general community as the Government Col-

lege of the metropolis of India. In reply, Lord Dalhousie's orders. Lord Dalhousie admitted all the arguments of the Council, but to effect the object in view, suggested a plan which was at once more extended than that proposed by the Council, and more free from the objection which the founders and patrons of the Vidyalaya would not unnaturally entertain to the abolition of the exclusive character of the Hindú College. The Governor General's scheme was the establishment at Calcutta of a new general college, called the Presidency College, as distinguished from all merely local and private institutions. A fitting edifice was to be built for it; no student was to be admitted who had not passed the junior scholarship standard; but with this restriction the college was to be open to all youths of every caste, class, or creed. Thus, while the Sanscrit College would enable the Hindú student to pursue the higher branches of Hindú teaching, the reformed Madrasá would do the same for the Musalmán student, and both these classes of young men, together with young men of every other class, would have offered to them instruction in every branch of general education in the new Presidency College.\*

The Council of Education warmly accepted Lord Dalhousie's scheme. The Hindú College was merged in the new institution with the full concurrence of the Native proprietors, whose memory was to be perpetuated by scholarships as shown in the annexed list.

For the curriculum of the new college, the Council submitted an elaborate scheme, embracing a general, medical, legal, and civil engineering branch, the whole to be under a Principal and eleven Professors, at an annual cost of Rs. 1,01,140. Such, briefly, was the origin of the present Presidency College, and it is desirable here to record the expectation entertained concerning it by its distinguished founder. "The time will come," His Lordship doubts not, "though it is probably still in the distant future, when the Presidency College having elevated itself by its reputation, and being enriched by endowments and scholarships, will extend its sphere of attraction far beyond the local limits which it is now designed to serve; and when strengthened by the most distinguished scholars from other cities, and united with the Medical College in all its various departments, and with other

No. 598, dated 10th March 1854.

	Rs. per mensem.
Bird, Scholarship of ...	20
Ryan, of ...	10
Tagore, 2 of...	20
Maharajah Burdwan, 4 of	40
Burdwan Rajah's family,	
2 of ...	20
Tagore family, 2 of ...	20
Gopee Mohun Deb, of ...	10
Joykissen Sing, of ..	10
Gunganarain Doss, of ...	10

\* No. 527, dated 21st October 1853.

Professorships of practical science and art, whose establishment cannot long be postponed, it will expand itself into something approaching to the dignity and proportion of an Indian University."

All these arrangements were approved by the Court of Directors, in a despatch,\* from which the following extract deserves to be recorded :—

Your letter refers to a scheme for the establishment of a Presidency College at Calcutta, prepared by the Council of Education, adopted by the late Governor of Bengal, and strongly recommended for our sanction by your Government.

2. The scheme originated in a proposal by the Council of Education for throwing open the Hindoo College to all classes of the community, irrespective of religious difference. Certain objections, however, to that course were pointed out by the Governor in a minute conceived in a comprehensive and liberal spirit, and His Lordship having indicated the mode in which the object might be accomplished, referred the subject for the further consideration of the Council. The difficulties arising from the peculiar circumstances of the Hindoo College having been removed by the voluntary act of the Native hereditary and elected governors of that institution, the Council were enabled to submit a scheme by which the principal portion of the Hindoo College establishment was made available for the formation of a general Presidency College, while at the same time all proper consideration was shown for the special claims of the Hindoo community.

3. Before proceeding further, we desire to express our entire approval of your intention to commemorate the connexion of the founders of the Hindoo College with the progress of learning in India by suitable inscriptions, either in the Hindoo College itself or in the proposed Presidency College, as well as by the allotment of the funds which remain of the original donations to the foundation of scholarships to be held by Hindoos at the Presidency College. We would, however, suggest that it would be of greater benefit to the Hindoo community, and as much in accordance with the views of the original donors, were some at least of these scholarships to be open to Hindoo competitors educated at other seminaries of Calcutta or its vicinity, and not confined to the students of the Hindoo College.

The despatch then goes on to specify the details of the proposed arrangement, and after an expression of full approval of them concludes thus :—

12. The observations of the Council of Education are very decided upon the absolute necessity of giving a more practical turn to the instruction which is at present imparted in the higher educational institutions of Government. In their opinion it is one of the greatest defects of the system now pursued in India that it does little to educate the students for the more practical business of life, more especially in the physical departments, whilst there is probably no country in the world where the usefulness of this branch of instruction would be so much felt as in India.

13. We trust that the scheme of study to be pursued in the Presidency College will tend to remedy this defect. It is evident that the Natives of India can acquire eminence in practical professions,—they have done so in those of medicine and surgery,—and a course of civil engineering will open to them a new profession of the same practical character, and in which it is now most desirable that there should be a supply of well-educated young men to take part in the extensive public works which are, and will soon be, in course of execution. The Board of Education make the important suggestion that the best reward for the most proficient students in the Civil Engineering Department, would be admission into the public service on a footing somewhat corresponding with that of Sub-Assistant Surgeons," and it is, on the other hand, desirable that the theoretical instruction which such students may obtain in college should be accompanied by practical training with a view to their subsequent employment in the public service.

16. In conclusion, we consider that great credit is due to the Council of Education for the clear and practical scheme prepared by them for giving effect to the views of the late Governor of Bengal, and we anticipate with great satisfaction the formation of an institution which we may expect, when it has been for some time in vigorous operation, to confer great moral and intellectual benefits upon the Natives of the Presidency of Bengal.

\* No. 62, dated 13th September 1854.

The third important event of this period was the attempt of the

Attempt to introduce Mr. Thomason's scheme into Bengal.

Council to introduce into Bengal the vernacular system of schools established by Mr. Thomason in the North-Western Provinces.

As already recorded, Dr. Mouat, the Secretary of the Council, had personally inspected those schools, and upon them he reported as follows:—"From having witnessed the utter failure of the scheme of vernacular education adopted in Bengal among a more intelligent, docile, and less-prejudiced people than those in the North-Western Provinces, I am much struck with the real solid advance taken by Mr. Reid's system \* \* \* I am convinced that it is not only the best adapted to leaven the ignorance of the agricultural population of the North-Western Provinces, but is also the plan best suited for the vernacular education of the masses in Bengal and Behar."

Lord Dalhousie at once took up these remarks, and in the minute from which I have already quoted, declared

Lord Dalhousie's order.

that it was "the plain duty of the Government of India at once to place within the reach of the people of Bengal and Behar, those means of education which, notwithstanding our anxiety to do so, we have hitherto failed in presenting to them in an acceptable form, but which \* \* \* are to be found in the successful scheme of the Lieutenant-Governor of the North-Western Provinces." Upon this the Council of Education was directed\* to furnish a plan, based on Mr. Adam's reports and on the North-Western system, "best calculated to provide the most efficacious means of founding and maintaining a sound and well-adapted system of vernacular instruction to all the Provinces under this Government."\*

The request was one of no ordinary difficulty, as even up to the

Council's reply.

present day no such plan has yet been forthcoming. On the 9th September 1854, the Council forwarded a batch of minutes on the subject, with the single remark that they disclosed a wide difference of opinion, the only point of unanimity being, "that a subject so vast can only be adequately carried out by the resources of Government." The views of the Council of Education were submitted by the Government of Bengal to the Government of India on the 16th November 1854, but they had then been superseded by the great educational despatch of 1854.

For while the Members of the Council in Bengal were minuting upon their respective schemes of vernacular schools, a far larger measure of educational progress and reform was under consideration in England.

The fourth renewal of the Company's Charter referred to in this

Charter of 1853.

Note came before Parliament in 1853, and an enquiry was made similar in its nature to that of 1813, but very dissimilar in its character and result. In 1813 evidence was taken before Select Committees in the Lords and Commons, so in 1853 a host of Indian celebrities was examined, but the contrast between the evidence taken on the two occasions is extreme. In 1813, so far from thinking that education had any claim on imperial expenditure, Indian officials were almost unanimous in pronouncing

\* From Secretary to the Government of Bengal, No. 569. dated 19th November 1853.

any attempt on the part of the State to introduce it to be unnecessary, and all interference on the part of the missionaries to be dangerous. In 1853, an Indian official declared his conviction that it would be expedient to transfer at once to India the entire educational system established in England; that the lakh of Rupees sanctioned by Parliament in 1813 was "totally and entirely insufficient" for the purpose; and that there should be a liberal appropriation for education from the revenues of India. And with regard to the missionaries, the same official, though strictly maintaining the principle of religious neutrality, declared that the missionaries "even in their secular capacity form a most important element in the enlightenment and improvement of India, especially in the assistance they give to the formation of a vernacular literature." "The missionaries," he said, "have happily discovered the importance in the formation of the minds of the natives of India of the vernacular languages and literature, and they are directing great attention to them. They are cultivating them and laying the foundations of a very valuable literature, which will be of a highly pure and moral kind, quite independently of its religious usefulness."\*

Evidence of Sir C. Trevelyan.

Evidence of Mr. Halliday.

Another official declared—

"I think the progress of education since 1833 has been satisfactory; it has been continuous, and, on the whole, in the right direction; the results, as far as we can judge of them by observing the conduct and character of those who have been educated at the institutions, and have gone forth into the world, of whom a great many have been employed in Government situations, and a good many in private situations, are that they are improved very much in morals and in conduct, by the education which they have received. I think they are a superior class altogether to those who preceded them, who were either less educated according to our views, or not educated at all. There is yet, however, a good deal to be done; it is not the opinion of those who are interested in education in India that enough money is spent upon it, the reason being, of course, that there has not been hitherto generally money to spend; the desire is, that as fast as means can be found, as fast as the Government is in possession of means for that purpose, those means should be applied to the extension of education; it being a matter in the opinion of persons in authority in India of the very last importance, superior perhaps to all others, towards the improvement of our administration."†

And, with regard to the funds that the Government should devote to the purpose, Mr. Halliday considered that no limit could be assigned to them. "I should desire to treat the subject liberally, and to consider it a very important branch of the Government expenditure, and to be ready to lay out upon it at all times as much money as could possibly be afforded." And as to the spread of education being dangerous to the British Government, Mr. Halliday thought that there was no danger whatever;—

"On the contrary," he said, "it appears to me that the spread of education must assist the Government. The educated classes, I think, feel themselves, and must feel themselves more bound to us, and as having more in common with us than they have with their uneducated countrymen, apart from the general fact that it is more easy to govern a people who have acquired a knowledge of good and evil as to government, than it is to govern them in utter ignorance; and on the whole popular knowledge is a safer thing to deal with than popular ignorance."

\* Sir C. E. Trevelyan, dated 21st June 1863.

Select Committee, Lords.  
† Mr. Halliday, dated 25th July 1853.



In the same strain was the entire evidence, and the result of it all was the great educational despatch of July 1854—the Charter of Indian education, which, in the words of Lord Dalhousie, “contained a scheme of education for all India, far wider and more comprehensive than the Local or the Supreme Government could ever have ventured to suggest. It left nothing to be desired, if, indeed, it did not authorise and direct that more should be done than is within our present grasp.”

The despatch of 1854 was confirmed by Lord Stanley’s despatch of 1859, after the assumption of the Government of India by the Crown, and the two together form the present “Educational Code,” the provisions of which have been thus summarised\* :—

“The main object of the former despatch is to divert the efforts of the Government from the education of the higher classes, upon whom they had up to that date been too exclusively directed, and to turn them to the wider diffusion of education among all classes of the people; and especially to the provision of primary instruction for the masses. Such instruction is to be provided by the direct instrumentality of Government, and a compulsory rate, levied under the direct authority of Government, is pointed out as the best means of obtaining funds for the purpose. The system must be extended upwards by the establishment of Government schools as models, to be superseded gradually by schools supported on the grant-in-aid principle. This principle is to be of perfect religious neutrality, defined in regular rules adapted to the circumstances of each province, and clearly and publicly placed before the Natives of India. Schools, whether purely Government institutions or aided, in all of which (excepting Normal Schools) the payment of some fee, however small, is to be the rule, are to be in regular gradation from those which give the humblest elementary instruction to the highest colleges; and the best pupils of one grade are to climb through the other grades by means of scholarships obtained in the lower school, and tenable in the higher. To provide masters, Normal Schools are to be established in each province, and moderate allowances given for the support of those who possess an aptness for teaching, and are willing to devote themselves to the profession of school masters. By this means it is hoped that, at no distant period, institutions may be in operation in all the presidencies, calculated to supply masters for all classes of schools, and thus in time greatly to limit, if not altogether to obviate, the necessity of recruiting the educational service by means of engagements made in England. The medium of education is to be the Vernacular languages of India, into which the best elementary treatises in English should be translated. Such translations are to be advertised for, and liberally rewarded by Government as the means of enriching Vernacular literature. While, therefore, the Vernacular languages are on no account to be neglected, the English language may be taught where there is a demand for it, but the English language is not to be substituted for the Vernacular dialects of the country. The existing institutions for the study of the classical languages of India are to be maintained, and respect is to be paid to the hereditary veneration which they command. Female education is to receive the frank and cordial support of Government, as by it a far greater proportional impulse is imparted to the educational and moral tone of the people, than by the education of men. In addition to the Government and aided colleges and schools for general education, special institutions for imparting special education in law, medicine, engineering, art, and agriculture, † are to receive in every province the direct aid and encouragement of Government. The agency by which this system of education is to be carried out is a director in each province, assisted by a competent staff of inspectors, care being taken that the cost of control shall be kept in fair proportion to the cost of direct measures of instruction. To complete the system in each presidency a university is to be established, on the model of the London University, at each of the three presidency towns. These universities are not to be themselves places of education, but they are to test the value of the education given elsewhere; they are to pass every student of ordinary ability who has fairly profited by the curriculum of school and

\* Note on Education, 1866-67.

† Great stress is laid on this point—“We have also perceived with satisfaction that the attention of the Council of Education in Calcutta has been lately directed to the subject of attaching to each zillah school the means of teaching practical agri-

culture; for there is, as Dr. Mount most truly observes, no single advantage that could be afforded to the vast rural population of India, that would equal the introduction of an improved system of agriculture.

college study which he has passed through, the standard required being such as to command respect without discouraging the efforts of deserving students. Education is to be aided and supported by the principal officials in every district, and is to receive, besides, the direct encouragement of the State by the opening of Government appointments to those who have received a good education, irrespective of the place or manner in which it may have been acquired; and, in the lower situations, by preferring a man who can read and write, and as equally eligible in other respects, to one who cannot."

Viewed by the light of the preceding narrative, the most remarkable feature in the despatch of 1854 is the Change of Policy declared. The distinct change which it declares in the traditional policy of the Committee and of the Council of Education in Bengal.

10. We have also received most satisfactory evidence of the high attainments in English literature and European science which have been acquired of late years by some of the Natives of India. But this success has been confined to but a small number of persons; and we are desirous of extending far more widely the means of acquiring general European knowledge of a less high order, but of such a character as may be practically useful to the people of India in their different spheres of life. The wise abandonment of the early views with respect to Native education, which erroneously pointed to the classical languages of the East as the *media* for imparting European knowledge, together with the small amount of pecuniary aid which, in the then financial condition of India, was at your command, has led, we think, to too exclusive a direction of the efforts of Government towards providing the means of acquiring a very high degree of education for a small number of Natives of India, drawn, for the most part, from what we should here call the higher classes.

40. It is well that every opportunity should have been given to those classes for the acquisition of a liberal European education, the effects of which may be expected slowly to pervade the rest of their fellow-countrymen, and to raise, in the end, the educational tone of the whole country. We are, therefore, far from under-rating the importance, or the success, of the efforts which have been made in this direction; but the higher classes are both able and willing in many cases to bear a considerable part at least of the cost of their education; and it is abundantly evident that, in some parts of India, no artificial stimulus is any longer required in order to create a demand for such an education as is conveyed in the Government Anglo-Vernacular Colleges. We have, by the establishment and support of these colleges, pointed out the manner in which a liberal education is to be obtained, and assisted them to a very considerable extent from the public funds. In addition to this, we are now prepared to give, by sanctioning the establishment of universities, full development to the highest course of education to which the Natives of India, or of any other country, can aspire; and, besides, by the division of university degrees and distinctions into different branches, the exertions of highly-educated men will be directed to the studies which are necessary to success in the various active professions of life. We shall, therefore, have done as much as a Government can do to place the benefits of education plainly and practically before the higher classes in India.

41. Our attention should now be directed to a consideration, if possible still more important, and one which has been hitherto, we are bound to admit, too much neglected, namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts, and we desire to see the active measures of Government more especially directed, for the future, to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure.

42. 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—should exist in every district in India.

This point was re-affirmed in 1859, after the transfer of the country to the crown, and was again strongly put by the Home Government in 1863.

Change of policy re-affirmed. "I have noticed with some surprise the remarks of the present Chief Commissioner of Oude, and of the Director of Public Instruction in Bengal, with regard to the principle on which Government should proceed in its measures for the promotion of education in India. It would appear to be the opinion of these gentlemen that Government should

for the present, limit its measures to providing the means of education for the higher classes, and that the education of the lower classes should be left to be effected hereafter, when the classes above them shall have not only learnt to appreciate the advantages of education for themselves, but have become desirous of extending its benefits to those below them. Without entering into a discussion on the question here involved it is sufficient to remark that the sentiments of the Home authorities with regard to it have already been declared with sufficient distinctness, and that they are entirely opposed to the views put forward by Mr. Wingfield and Mr. Atkinson. It was one great object proposed in the Despatch of the 19th July 1854, to provide for the extension to the general population of those means of obtaining an education suitable to their station in life, which had theretofore been too exclusively confined to the higher classes; and it is abundantly clear, from Lord Stanley's Despatch of 7th April 1859, that Her Majesty's Government entertained at that time the same sentiments which had been expressed by the Home authorities in 1854.

"It is probable that neither Mr. Wingfield nor Mr. Atkinson would propose to carry out their views to the full extent of their literal meaning; but I think it necessary to declare that Her Majesty's Government have no intention of sanctioning a departure from the principles already deliberately laid down; and that, while they desire that the means of obtaining an education calculated to fit them for their higher position and responsibilities should be afforded to the upper classes of society in India, they deem it equally incumbent on the Government to take, at the same time, all suitable measures for extending the benefits of education to those classes of the community 'who,' as observed in the Despatch of July 1854, 'are utterly incapable of obtaining any education worthy of the name by their own unaided efforts.'"

Again in 1864 Sir Charles Wood wrote—

"I have taken into my consideration in Council the question whether Government can, with propriety, contribute the large sums which are asked for by the donors as a condition of the endowment of the proposed fellowships.

"While on the one hand it is desirable that the liberality of private individuals should not be discouraged, it is necessary on the other to recollect that these grants, if made, must so far diminish the sum available for the general purposes of education \*\*\*\* during the ensuing year.

"The propriety, therefore, of making them must depend upon whether the object of the endowments in question is in accordance with the general principles by which the expenditure of the State upon education is governed.

"Those principles are that, as far as possible, the resources of the State should be so applied as to assist those who cannot be expected to help themselves, and that the richer classes of the people should gradually be induced to provide for their own education."

These extracts undoubtedly show that until the State has placed the means of elementary vernacular education within the reach of those who are unable to procure it for themselves, an annually increasing Government expenditure in any Province upon "the higher classes who are able and willing in many cases to bear a considerable part at least of the cost of their own education," is not in accordance with the main object of the educational code, nor with the subsequent views of the Home Government.

To the view expressed in these extracts the Home Government has consistently adhered—the latest instructions\* being that "Government expenditure should be mainly directed to the provision of an elementary education for the mass of the people." But so strongly opposed is this view to the traditional policy of the preceding forty years, that it has not, as yet, in any Province been sufficiently realised. Why it has not been realised is a difficult question, only to be approached *per ignes suppositos cineri doloso*. It is not that the educational policy prescribed from England has been directly opposed; it has simply not been carried out, partly, I venture to think, owing to the strong tradition of former years, and partly, perhaps, owing to the direction given by the

\* Despatch dated 26th May 1870.

Educational Departments, recruited, as a rule, by men of English University distinctions. This point, however, will be more apparent in the second part of this Note, where it will be shewn what the total educational expenditure in each Province is, and how it has been allotted.

Another remarkable feature in the despatch of 1854 is, that it makes education a regular part of the business of the State, to be conducted by a Government machinery, on principles intended for equal application to the whole of India.

To estimate the progress consequent on the despatch, it may be mentioned that, in the year previous to its issue, there were, of course, no universities in India and no educational departments; there were only 14 Government colleges for general education; elementary vernacular education had only been attempted with any degree of success in the North-Western Provinces and Bombay; there were no Grant-in-aid Rules; the total number of pupils in all the Government colleges and higher and lower schools together\*—in Bengal was 13,822; in the North-Western Provinces, 8,508; in Madras, 3,380; and in Bombay, about 14,000; there were no Normal schools; female education had not been attempted by the State at all, and the total annual grant for education in all India was £98,721.

But hitherto the narrative has been confined to Bengal; and to judge of the result of the despatch, it is now necessary to show very briefly what had been done in these other Presidencies, and what was there the condition of affairs when the despatch was received.

In Bombay, as in Bengal, several desultory attempts at education were made by individuals or associations long before any systematic action was undertaken by the State. So far back as 1718, a charity school was opened at the Presidency Town, and was supported by voluntary contributions until 1807, when it received a grant from the Court of Directors. In 1814, Missionary agency began to take up the work. The American Mission was first in the field, and by 1824, had established 24 vernacular schools with 1,454 children, and one female school attended by 54 children. In 1815, the Bombay Education Society was formed, and besides opening a central school at Bombay, established schools at Tanna and Broach supported by subscriptions and a Government grant. In August 1820, the Education Society appointed a committee to consider the education of Natives. This committee afterwards (1822), separated itself from the parent Society and began an independent existence as "the Bombay Native School Book and School Society." It appointed a special committee (in 1823-24) to report on the system of education prevailing in the country and to suggest improvements. The report was submitted in 1823, and pointed out, as radical wants, the want of books, method, masters, and funds. It suggested the reduction of the Vernaculars to fixed rules and principles by European scholars, the adoption of the Lancastrian method of teaching; that 5 or 6 intelligent

\* This does not include the few aided elementary schools that then existed in Bengal, or the hulkabundee schools established in the North-Western Provinces.

† I am indebted to Mr. J. B. Peile, Director of Public Instruction in Bombay, for this section.

young natives should be assembled at Bombay and trained as masters, and that Government should be asked for a grant.

The Government sanctioned a monthly grant of Rs. 230, and called upon the Collectors for reports on the state of education in the Districts.

Another Native School Society was established in 1823 by the exertions of Lieutenant Jervis, R. E., for the provision of schools for the Southern Konkan. This Society was at first supported by subscriptions, but in 1824 it received from Government a donation of Rs. 1,000, and a yearly grant of Rs. 500. In 1824 it had three Maráthí and one English School at Ratnagiri and was educating 238 pupils.

Besides these, Lieutenant Jervis had established an Engineers'\* School at Bombay, in which, in 1824, there were 36 native and 14 European or Eurasian pupils.

In 1821 the "Púna Colledge" for the encouragement of ancient learning and the study of Sanscrit, metaphysics, grammar, logic, astronomy, &c., was opened by Mr. Chaplin, the Commissioner in the Deccan. A part of the Duxina Fund, established by the Peshwas for the encouragement of learned Hindús, but long degraded into a mere alms, was applied to the support of this Colledge; it was not successful.

From its foundation in 1822, however, the chief interest centres in the Bombay Native School Book and School Society. The Konkan Society was affiliated to it, and Government recognised it as the general Society for the Presidency. The Society issued an annual report from the year 1824, and these reports continue in a regular series (the Society having, however, changed its name in 1827 to "Bombay Native Education Society") until 1840, when the Society merged in a Board of Education.

The progress in the reports is very steady from the beginning. In 1824, the Society purchased the ground, and in the next year raised the building which is still occupied by the Elphinstone Institution and which has become, since its final separation from the Colledge in 1856, the first High School in the Presidency. An efficient European Head Master was appointed in 1825. In the same year the first batch of Native Masters trained by the Society, 24 in number, was appointed to Schools in Gujrát, the Deccan, and Konkan. Their acquirements were simply reading and writing of the Vernacular, Arithmetic on European principles, and a knowledge of the Society's system of school method. They were middle-aged men and did not improve after appointment, and it is noteworthy that after one year's training they received salaries of Rs. 20 per mensem, which is higher pay than vernacular masters get now.

In 1827, a meeting of the principal native gentlemen of Bombay was held to consider how they should do honor to the departing Governor, Mountstuart Elphinstone. It was unanimously resolved that a fund should be raised by subscription, from the interest of which one or more Professorships should be established, "to be held by gentlemen from Great Britain until the happy period arrived when natives shall be fully competent to hold them," for teaching the English language, the arts, sciences, and literature of Europe. Rs. 50,276 were subscribed

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\* Abolished by the Bengal Civil Finance Committee in 1830.

on the spot, and the fund afterwards reached Rs. 2,15,000. This is the Elphinstone Professorship Fund which has since been the support (in part) of the Elphinstone College. The fund was long managed by Trustees, but since 1869 is simply credited to Government which provides the whole of the cost in excess of the interest of the fund and fees. The first\* Professors arrived in 1835, and commenced their labours in February 1836 in a room in the Town Hall.

In the report of 1828-29, the Society says—"we venture to say that in no part of the globe have such wide and effectual advantages spread so quickly from means at first apparently circumscribed, and in the face of many and great difficulties." But they give no statistics. In the report for 1830 they remark that "the scholars are mostly Hindús; few or no Muhammadan boys ever enter the Schools." In 1830 there were 56 schools belonging to the Society, containing about 3,000 scholars.

In 1832, Government fixed its annual donation to public instruction at Rs. 20,000 as it had noted with alarm that while the State had spent Rs. 2,01,923 between 1826 and 1830, and while the European community had subscribed Rs. 8,183 to education, the native community had contributed only Rs. 4,714.

In 1834, two English masters (Messrs. Henderson and Bell), were for the first time brought from England for the Society's Central English School. The students of English in that school were 214. There was also an English School in the Fort under Mr. Fraser with 100 English pupils. Shortly afterwards the Scotch Mission began its system of higher English Education; it had led the way in Púna.

The total number of scholars in 1835 was—

Island of Bombay ... ..	1,026
Maráthá Districts ... ..	1,864
Gujrati ditto .. ..	2,128
	5,018

After some experience it was found that while the Society's Central English School continued to flourish, and gave instruction not only in history, mathematics, algebra, literature, and the classics, but also in chemistry, anatomy, and materia medica, the College was not prospering; and the Government resolved on a change. Accordingly, in April 1840, the College classes were re-incorporated with the School of the Native Education Society, the name of College was placed in abeyance, and the Institution was called the Elphinstone Native Education Institution (or Elphinstone Institution), and placed under the management of a Board of Education. The first report of the Board is for the period from April 1840 to December 1841. The Board consisted of six members, three appointed by Government and three by the Native Education Society as its final act. The English classes of the Institution began to pay a fee of one rupee monthly from April 1840, and contained 619 pupils.

The first report of the Board is fuller and better arranged than any of those of the Society. It shows that English Schools had been

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\* Messrs. Harkness and Orlebar.

established under English teachers by the direct action of Government at Púna in 1833, Tanna in 1823, and Panwel in 1821.

The numbers under instruction were—

Elphinstone Native Education Institution	...	681
Púna English School	... ..	119
Tanna ditto ditto	... ..	77
Panwel ditto ditto	... ..	* Not given.
		877
Seven vernacular Schools in Bombay	... ..	725
Ninety-nine vernacular Schools in the Collectorates.		5,824
		7,426
TOTAL	...	7,426

The cost to Government of all the Mofussil Schools was Rs. 36,040; Government also continued to grant Rs. 20,000 to the Board and Rs. 22,000 to the Elphinstone Funds, and Rs. 2,756 to the West and Clare scholarships which were held in the Institution.

To the Mofussil Schools it will be recollected that the Native Education Society had sent out 24 trained masters in 1826. The Schools thus opened were placed under the Collectors, and in 1832 the two Inspectors then employed, who had been previously subordinate to the Society, were placed under the orders of the Collectors of Púna and Súrat. The Society then ceased to have any connection with the District Schools, except by supplying masters. The Schools, however, languished until 1837-38 when Captain Candy was appointed Superintendent of Maráthí Schools in the Deccan and Konkan. In 1842 the Board proposed to form three Divisions for inspection purposes, *viz.*, in the Deccan and Khandesh, the North Konkan and Gujráat, and in the South Konkan and Southern Maráthá Country.

From 1843, a fee of one anna began to be charged in the Government vernacular schools.

From this time the Board went on steadily increasing the number of its vernacular schools; the attendance, which was 5,824 in 1840-41, was 9,022 in 1844, and the Government grant was Rs. 1,25,000. In 1846, an English school was opened at Ahmadabad, at Ratnagiri in 1845; at Ahmadnagar and Dharwar in 1848; Broach in 1849; Sátára in 1852; Rájkot and Dhúlíat in 1853. The people of Dhúlía subscribed a school fund of Rs. 25,000.

The Grant Medical College was opened in November 1845, half the cost of the building being met by a subscription in honor of the late Governor Sir Robert Grant. Dr. Morehead was appointed Superintendent, and Dr. Peat and Dr. Giraud Professors. They began to lecture at once on Anatomy and Chemistry.

In the report for 1850-51, the Board reviewed its position, and after pointing out how totally inadequate the public grant of Rs. 1,25,000 was for the provision of both higher and lower education for 10 millions of people, vindicated its policy of spending its funds in preference on higher education. At the same time it pointed out, that the English schools were not exclusively English, but taught both English and

\* Closed in 1842.

† Capital of Khandesh.

Vernacular and drew pupils from all strata of society, the poor Brahmans being more especially those who aimed at English instruction. The statistics of this period were:—

Boys receiving a State education—

In English	...	...	...	...	1,699
„ Vernacular	...	...	...	...	10,730
„ Sanscrit	...	...	...	...	283
					<u>12,712</u>

In the year 1851-52, the Sanscrit College at Púna was re-organised and amalgamated with the Púna English School. It was divided into Vernacular, English, Sanscrit, and Normal Departments.

Sir Erskine Perry retired from the Presidency of the Board in November 1852, after having occupied that post for nearly nine years. He unquestionably gave a greater dignity and weight to public instruction than it had before. Under him, the Board did as much as it was possible for a semi-official semi-private body, very slightly connected with the Mofussil, to do. His view was that it was better to concentrate on the higher education of a few the strength of a grant which was quite inadequate to make any impression on the masses, but he was anxious to open that higher education to the poor, and to encourage a thorough study of the Vernacular *pari passu* with English; and he contemplated the employment of the acquirements of the educated few for the benefit of the uneducated masses.

The Board continued to work in his spirit.

In 1852-53, two important novelties appear; (1) the organisation of a district system of schools in Sátára; and (2) the foundation of a school fund in Kathiawad of about Rs. 12,000, made up partly from the infanticide fund, but mostly from subscriptions by the chiefs.

The number of boys now receiving a State education was 14,876; the amount raised by fees was Rs. 18,093; the total expenditure Rs. 2,07,251, including Rs. 20,465 interest of endowments.

In the next year the Court of Directors consented to admit educational employés to the benefit of pension (1853-54).

In 1854, the Court allowed an increase of Rs. 50,000 to the educational grant which now stood thus—

General grant	...	...	...	Rs.	1,75,000
Sátára	...	...	...	...	7,000
Sind	...	...	...	...	*10,000
Púna College (about)	...	...	...	...	30,000
Grant College (about)	...	...	...	...	25,000
			TOTAL	...	<u>2,47,000</u>

In March 1854, the number of pupils in Government schools was—

English	...	...	...	...	2,781
Vernacular	...	...	...	...	15,306
			TOTAL	...	<u>18,087</u>

\* Sanctioned in March 1853.



In the Resolution of Government on the Report of 1853-54, a passage occurs which marks a change of policy:—

“His Lordship hopes at an early period to address the Board on “the subject of organising throughout the Presidency a general system “of *village* education.”

The next Report, 1854-55, was the last submitted by the Board, which by April 1855 was merged in an Educational Department under a Director of Public Instruction, in obedience to the despatch of July 1854.

In its last report the Board showed how it had arranged to spend the new grant of Rs. 50,000. Up to this time the practice had been to open a village school at *the sole cost of the Board* in any village of 2,000 inhabitants which applied for it. It was now determined to found schools only where the inhabitants offered to provide a school-room and pay half the salary of the master.

A normal class for training masters in Gujrát was opened in this year, and the Maráthí normal class at Púna was enlarged. A plan for increasing the stock of vernacular school books was set on foot.

The activity of the Board was never greater than in the last year of its existence, and it is remarkable that it both conceived a wide scheme of village schools, and established the voluntary system known as the “partially self-supporting system,” which it declared to be— “based on the only sound principle on which any national scheme of “education can be extensively and successfully carried out.” It left the number of scholars in Government schools thus—

In English schools	...	...	...	...	2,860
„ Vernacular „	...	...	...	...	18,888
			TOTAL	...	<u>21,748</u>

Whereas, when the Board was formed in 1840, there were 877 pupils in English schools, and 6,549 pupils in the vernacular schools.

Thus the number of schools and scholars, and the expenditure also, was about trebled during the 15 years of the Board’s administration, and the quality of the schools was certainly improved in a higher ratio than the number.

On the whole, we may learn from this brief outline, that the principles enunciated in the despatch of 1854 were not opposed to the educational policy which was beginning to be declared in Bombay, but on the contrary confirmed and established it.

From a very early period the Protestant Mission, conducted Early history of education in successively by Ziegenbalg, Gericke, Kiernander, Madras. der, and Schwartz, under the patronage of the Society for Promoting Christian Knowledge, had schools at their several stations of Madras, Cuddalor, Tanjor and Trichinápalli in which they instructed the Natives, and in aid of which they obtained occasional grants from the Local Government, and permission from the Court of Directors to receive from the Society in England various supplies free of freight.

In 1787, the Court of Directors authorised a permanent annual grant of 250 pagodas each towards the support of three schools which

had been established under the direction of Schwartz. The Court further directed that a similar allowance should be granted to any other schools which might be opened for the same purpose.

In January 1812, a Sunday School was established at St. Thomas' Mount, at the suggestion, and under the direction of the Military Chaplain at that Cantonment and by the voluntary contributions of several Europeans at the Presidency. The object of this school was to afford elementary instruction on the Lancasterian plan to the half-caste and Native children of the military and others resident there. The object, as well as the plan of tuition being highly approved by the Government, an endowment of 300 pagodas per annum was granted from the 1st January 1812.

In 1814, the attention of the Board of Revenue was called to the numerous instances which had occurred among the native servants of Government of extensive embezzlement and fraudulent combination, and an enquiry was instituted respecting the causes of the prevalence of those crimes and the means of counteracting them. A draft regulation for the punishment of offenders was prepared and circulated to the several Collectors for their report thereon, with a request that they would offer suggestions as to the means best calculated to excite the Natives to a faithful discharge of their public duties, by the hope of reward rather than by the dread of punishment. Upon this a Mr. Ross, Collector of Cuddapah, suggested education as the best preventive measure, and offered to the consideration of Government a plan for providing instruction for young men, particularly Brahmans, from the age of twelve or thirteen to eighteen or twenty, and for establishing a school in every district. The Government of the day, however, entertained great doubt of the proposed measure and authorised the experiment to be made in Cuddapah under the superintendence of Mr. Ross, who was cautioned, against incurring any considerable expense or giving any pledge which might be found inconvenient. Mr. Ross died not long afterwards and no report of his further proceedings is traceable.

In 1819, the Reverend Mr. Hough, Chaplain at Pálaimkota, solicited from the Government aid to the extent of 25 pagodas monthly for the support of two schools, the one at Pálaimkota, the other at Tinneveli, which he had opened in the preceding years 1817 and 1818, under the auspices of the Madras Corresponding Committee of the Church Missionary Society, for the instruction of Native youth in reading, writing, arithmetic, and the elements of English grammar.

In reply, the Madras Government stated that it was not interested in the support of schools of such a nature, and declined compliance with the application. On being informed of this refusal, the Court of Directors observed, that with the strong evidence before them of the utility of these schools, of their acceptableness to the Natives, and of their able and judicious superintendence by the Chaplain of Pálaimkota, they could not but regret that they were not supported, and desired to be informed of the grounds on which the Madras Government came to the determination not to support them. Those grounds were alleged to be the private character of the schools, the uncertain continuance of the Reverend Mr. Hough's superintendence, and the probable inconvenience of the precedent; but the Government promised

to bear in mind the Court's wishes respecting these schools, upon receipt of the Board of Revenue's then expected report; with this explanation the Court was satisfied.\*

The first attempt, however, in this Presidency to take up education on a large and systematic scale, was initiated, in 1822, by the Governor Sir Thomas Munro, who instituted an enquiry into the indigenous schools and the existing state of education; and the enquiry was followed by the formation at the Presidency Town of a Board of Public Instruction in 1826. The Committee had authority to establish two principal schools in each Collectorate, and one inferior school in each talúk, and for this purpose the Court of Directors sanctioned† an annual outlay of Rs. 50,000. Under this arrangement 14 collectorate schools and 18 talúk schools were set on foot, together with a central school at the Presidency town. It should be noted that Sir Thomas Munro aimed at a scheme of vernacular education for the mass of the people, and endeavoured, like Mr. Thomason in the North-Western Provinces, to found this scheme on the indigenous schools of the country, and thus he hoped to secure the real co-operation of the people. But Sir Thomas Munro did not live to carry out his scheme and in 1836 it was pronounced a failure. All the schools in the provinces were abolished and the Board was superseded by a "Committee for Native education", which was directed to organise a normal school for training teachers in view to the eventual establishment of English schools in different parts of the country. This measure was taken in accordance with what was understood in Madras to be the object of Lord William Bentinck's Resolution of 7th March 1835. From this date the educational efforts of the Madras Government, guided partly by instructions‡ from England, and partly by the advice and example of the Bengal Council of Education, took a new direction. The instructions from England deserve to be recorded as being the first decided enunciation of the "filtration theory" of education which has prevailed so extensively in Bengal. The Court of Directors declared, that "the improvements in education which most effectually contribute to elevate the moral and intellectual condition of a people, are those which concern the education of the higher classes, of the persons possessing leisure and natural influence over the minds of their countrymen. By raising the standard of instruction among these classes, you would eventually produce a much greater and more beneficial change in the ideas and feelings of the community than you can hope to produce by acting directly on the more numerous class." The Calcutta Committee advocated the same policy, and recommended the authorities in Madras to give up their *tehseldaree* and collectorate schools, which were "mere village schools, a class of seminary with which we have from the first decided not to interfere, having deemed it more expedient to direct our small resources to the support of a few schools of a high grade." These recommendations prevailed over Sir Thomas Munro's original intentions, and all idea of education for the masses was given up.

Actuated by the policy of the day, Lord Elphinstone, in 1839, projected the establishment of a college to be called the Madras University,

\* This very cautious action of the Madras Government is narrated in Fisher's memoir.

† Despatch dated 16th April 1828.

‡ Despatch dated 29th September 1830.

with which a limited number of provincial schools were to be connected by scholarships. The Court of Directors\* approved of this proposal, but enjoined the gradual organisation of the provincial schools and the development in the first instance of the central college. The functions of the University Board as regards the provincial schools having been thus superseded, were shortly afterwards transferred to a new body constituted in June 1845 as the "Council of Education." The primary object of this Council was to organize and superintend certain public examinations of candidates for appointments in the public service, a certain number of which were to be annually offered under Lord Hardinge's Resolution of 1844 for general competition with a view to the encouragement of education. To this Council was entrusted the control of the funds annually allotted to education which had been increased in 1840 to a lakh of rupees; of this sum half was appropriated to the Madras University, and of the remainder (Rs. 30,000) were designed to the establishment of five provincial schools, and Rs. 20,000 for grants-in-aid, with a view to the improvement and extension of private schools. Of the five provincial schools the first was established at Cuddalur in 1853 and the rest shortly afterwards.

But about this time the pendulum action so often observable in Indian administration began to swing forward again, and the authorities of the day, among whom the Governor Sir H. Pottinger, and Mr. Thomas, then Chief Secretary to Government and also a Member of the Council of Education, were most conspicuous, began to revert to the views entertained by Sir Thomas Munro, in favor of primary education for the masses having the first claim to assistance from the State. They were of opinion that the system which had been adopted, both in Madras and in the Bengal Presidency and which contemplated the imparting of a high measure of education to the few, and exclusively through the medium of English, must fail to produce any great or general effect upon the national mind. Mr. Thomas' views deserve to be recorded even in the very brief outline that is given here. He declared that such a system was a reversal of the natural order of things, and that the attempt to educate and enlighten a nation through a foreign language, was opposed to the experience of all times and countries, and that English must ever be in this land to the masses an unknown tongue.

"A smattering of English may be acquired by a considerable number about out towns, or in immediate communication with the few English residing in India; but the people (the women as well as men) will, as a whole, only think and speak and read in their native tongues, and their general enlightenment or education must, and, I believe, can, only be attained through this channel; and a wide basis, therefore, of a solid, though limited, education, through the means of the vernacular languages, must be given to those classes which now receive education, before anything permanent will be effected.

"It is upon this broad basis alone that the superstructure of a high standard and refined education can, it appears to me, be raised; and the superior acquirements of the few very highly educated be made to tell upon and influence society. For let us suppose that we have some tens or even scores of youths, out of a population of millions, masters of the higher sciences, well acquainted with all the beauties of Shakespeare, of Milton, and with the learning of Bacon, and with the great master minds of Europe, and the rest of the people, not the lowest classes alone, left in their hereditary ignorance, and that ignorance, Asiatic. \* \* \* I cannot but think that the only result of a system which educates a few highly and leaves the rest of the population without even elementary instruction, is to render all the superior

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\* Dated 30th December 1842.

acquisition of that few (made moreover at an enormous cost to the State), barren and fruitless as to any general influence upon Society."

But no action had as yet been taken to carry out these views; and at the period of the receipt of the despatch of 1854, the operations of the Madras Government in the education department were confined to the College or University at Madras, the five higher provincial schools commenced in 1853, a few elementary schools in the hill tracts of Ganjám, a small number established by the Collector in the Rájmahendri District, and two in the neighbourhood of Cuddalor, the whole annual cost to Government being Rs. 1,49,824.

It will readily, therefore, be understood what a revolution was caused in the educational policy of Madras by a despatch of which the main purport was to divert the efforts of the Government from the higher classes, and to direct them "to the great mass of the people who are utterly unable to obtain any education worthy of the name by their own unaided efforts."

(1.) In 1854, in the North-Western Provinces, besides the collegiate schools of Benares, Agra, Delhi and Bareli, the foundation of which has already been mentioned, two larger schools had also been established at Ságar and Ajmir. Each of these six institutions comprised English and Oriental departments, and together educated 1,920 scholars, at a total annual cost of Rs. 1,80,247 and an average cost of Rs. 95 per pupil. There was also the Thomason Civil Engineering College at Rúrki, founded by the Lieutenant-Governor in 1847, for the purpose of supplying qualified officers for roads, irrigation and other public works. This college had been placed on a permanent footing in 1849, and in 1851 was enlarged by the admission of officers of the Royal and East India Company's armies, for whom was supplied all the necessary apparatus for instruction in the higher and lower branches of civil engineering. This institution was maintained at an annual cost to Government of Rs. 24,108. There were also tehsleece or town schools, 62 in number, with an attendance of 4,688 scholars, costing the Government Rs. 9,565 for the year.

Lastly, there were 3,770 hulkabundee schools established on Mr. Thomason's system in the eight selected districts and educating 49,037 scholars. There were as yet no normal and no female schools, and the only supervising officer was the Visitor General, whose appointment has been mentioned above. Thus, at the time of the receipt of 1854, the total number of schools of all classes was 3,838 with about 55,700 scholars maintained at a total annual cost of something under 2½ lakhs of rupees.

But whereas this despatch prescribed a new line of educational policy, and a new direction for the efforts of Government in Bengal and Madras, it confirmed the policy which, under Mr. Thomason's administration, had been introduced into the North-West.

(2.) The Punjab had only been annexed in 1849, and in the stirring years of progress after annexation, education though not lost sight of was "promoted under the pressure of more urgent business." In the Administration Report for 1854 it is stated that the Punjab was ripe for education, and a scheme framed at Lahor had obtained the approval of the Government of India. But though the promise was large, the actual

And in the Punjab.

performance, like the expenditure, was as yet quite insignificant. It consisted of a school of civil engineering at Lahor, three successful schools at Amritsar, Ráwal Pindi and Gujráat, in which latter district an attempt had also been made to introduce an imitation of Mr. Thomason's system. Encouragement had also been given to the missionary schools started at Amritsar, Ferozpur, Ludhiána, Ambálá, Kángra and Kotgarh. But though little had been done, the declared object of the Local Government was broad, and should be contrasted with the views which the Bengal Council of Education had received from the Home Authorities, and had acted on as their regular and traditional policy. "The filtration theory" had no advocates then in the Punjab; on the contrary, the Punjab Government declared that their great and immediate object was to impart sound elementary knowledge in the Vernacular, to give every village throughout the land its elementary school, and to teach the mass of the people "the plain elements of our knowledge in their own language."\* This was to be the basis not only of English but also of industrial training.

A better programme than this could hardly be devised, and it will be shown below how far it has been adhered to.

The Arakan and Tenasserim Provinces were ceded to us in 1825-1826, and the first notice of education in them is contained in the Committee's general report for 1838-39. But long prior to our rule, the country which we now call British Burmah, has been remarkable for an indigenous school system that has no parallel in the East. In British Burmah the village school is a religious institution without which no village community is complete. In every town and almost every village may be seen rising singly or in clusters quaint wooden buildings with richly carved turreted roofs, called the *kyoung*, and forming the monastery and the school. These kyoungs are in groups, each containing a dozen or twenty distinct monasteries, each presided over by its own monk and with its own school. The education is gratuitous, and hence throughout the length and breadth of the country there are very few men unable to read and write their own vernacular. It is true that the curriculum of these kyoungs is extremely superficial and incomplete; that the monks themselves, the Thoongyes as they are called, are ignorant and sluggish, chowers of betel, as teachers not far above the indigenous school masters of Bengal, and that one-half the population, the women, are altogether overlooked. But both monks and monasteries were declared by those who had studied them best, to be susceptible of improvement, and to offer a really sound basis for a national system. It was not, however, until 1865 that the Chief Commissioner, Colonel Phayre, following in the footsteps of Mr. Thomason in the North-Western Provinces, endeavoured to turn the indigenous schools of the country into an instrument for spreading new enlightenment over the people, and by repeated applications obtained the sanction of Government to the appointment of a Director of Public Instruction charged with the special duty of visiting the monastic schools, improving the monastic teachers and of preparing a series of sound elementary works to be substituted for the

\* Punjab Administration Report, 1854-1855, p. 45.

defective but time-honored curriculum heretofore in use. What progress has been made in this attempt will be gathered from the second part of this Note.

It must not, however, be supposed that nothing had been done by the Government for education in British Burmah prior to 1865, or that at the time of the receipt of the despatch of 1854 there were no Government or missionary schools. Five Government schools had been established at a very early date in the chief towns of the Province; at Moulmein in 1835, and at Akyab, Rámri, Tavoy and Mergui shortly afterwards. The American Baptist Missionaries, too, had opened schools at Rangoon, Bassein, Hinzada and Prome and a few village schools for the Karens. A Normal School appears also to have existed at Tounghu, but no precise statistics of these Institutions are forthcoming.

Such then was the state of education in the several provinces at the time of the receipt of the despatch of 1854.

Since that date several Notes on education have appeared, and as there is no object in repeating here what has been already said, we may proceed at once to the present state of education as disclosed in the last reports.

Before closing this sketch, an index, rather than an abstract, of the records of the past, I cannot refrain

Conclusion. from dwelling a moment upon its most prominent and memorable feature. We have seen that education in this country is associated with some of the great names of our Indian history, with Sir Thomas Munro, Mountstuart Elphinstone, Sir Charles Metcalfe, Lord Dalhousie and Mr. Thomason, and that it has also been the business and study of many whose laborious and honorable career is little known. But, whether eminent or unknown, all have alike undertaken it with one common motive and design. Whatever differences may have arisen, and they have been prolonged and severe, as to the means, there has never been a question as to the end. The narrow policy that marked a section of the administration at the close of the last century has long since passed away, or only remains as a strange relic of a strange era, opposed to modern views, and requiring to be explained to be even understood. That policy was never accepted by men of the first order, and has been amply atoned by the steadily liberal action of the whole Government dating from the Charter of 1813. From the day that Warren Hastings founded the Muhammadan College at Calcutta, until the establishment of the three Universities as the crown of the educational structure, the invariable tenor of every order, the ultimate object of every effort has been to benefit the Natives of India and qualify them to hold offices of trust in their own country. If knowledge be power, England has not hesitated to offer this power freely and persistently, by private charity and by public grant, to India. And as this power begins to expand and swell with the promise of its full dimensions, it is but right that the Natives of India should not lose sight of its origin.





## PART II.

### INTRODUCTION AND STATISTICS OF AREA AND POPULATION.

It may tend perhaps to insure a clearer conception of the state of education in the several provinces if I begin with the statistics of their area and population.

Introduction.

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 Burmah ... ..	98,881	2,463,484
The Berars ... ..	16,960	2,220,074
Coorg ... ..	2,400	112,952
<b>TOTAL</b> ... ..	<b>935,628</b>	<b>151,467,436</b>

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.

## 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.		Totals.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(1) Imperial grant (net) ...	18,05,985	10,83,055	9,49,039	12,08,862	6,46,845	2,15,933	2,15,933	2,78,852	72,884	2,37,483	15,083	65,71,080	...	...	...	...	...	15,72,528
(2) Local cess ...	Nil	Nil	7,20,328	3,47,916	2,21,048	1,07,294	1,07,294	1,31,271	7,700	87,274	...	1,10,717	...	...	...	...	...	...
(3) Municipal Assignments ...	Nil	Nil	36,644	11,716	11,542	2,373	2,373	48,994	...	2,446	...	...	...	...	...	...	...	...
(4) Fees in Government Colleges and Schools ...	3,83,644	96,704	2,28,615	36,009	14,346	15,655	15,655	14,933	4,639	10,926	277	8,05,948	...	...	...	...	...	...
(5) Subscriptions and Donations ...	13,231	1,103	48,097	8,514	8,034	6,686	12,424	...	...	497	...	97,966	...	...	...	...	...	...
(6) Endowments ...	66,969a	2,014	38,006	18,684	2,817	...	...	100	...	...	...	1,24,570	...	...	...	...	...	...
(7) Miscellaneous ...	8,979	Nil	229	2,486	6,454	617	300	...	...	58	...	19,083	...	...	...	...	...	...
Total Income administrable by Education Department ...	23,37,708	11,52,906	20,10,955	16,34,167	9,11,086	3,45,589	3,45,589	4,82,404	85,433	2,88,636	15,310	63,06,173	...	...	...	...	...	...
(8) Alleged Private Expenditure in Aided Schools ...	8,61,113	9,65,091	3,93,875	2,77,817	1,83,444	77,646	77,646	65,705	74,052	900	987	29,00,380	...	...	...	...	...	...
Grand Total, alleged Income of Educational Department ...	31,98,821	21,47,997	24,13,830	19,11,984	10,94,530	4,23,214	4,23,214	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 can not 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 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,

\* Colonel Strachey, R. E. See Legislative Council Debate of 10th March 1871.

† No. 3334, dated 14th December 1870.

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."

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 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

\* Such as No. 49, dated 19th July 1854.      Such as No. 1, dated 23rd January 1864.  
 "    "    4,    "    7th April 1859.                    "    "    5,    "    12th May 1870.

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

\* To Bengal, No 237, dated 25th April 1868. † Despatch No. 22, dated 23th October 1868.  
To Madras, No. 292, dated 29th May 1868.

‡ Despatch dated 12th May 1870.

considerations the proposed measure, *i. e.*, for extending mass education and for the construction of roads and 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 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. 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 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.

\* See page 6, part I.

‡ Para. 26, Report 1838-39.

† See page 9, part I.

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 Towns 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 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 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

\* *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.

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 Rs. 12	Rs. 1 to Rs. 10	...	...	...	...	Rs. 5 to Rs. 12	...	...	...	...	...
Madras ... ..	Rs. 2 to Rs. 4	Rs. 3 to Rs. 16	As. 8 to Rs. 2.	As. 4 to Rs. 2	As. 2 to As. 12.	...	Rs. 1 to Rs. 5.	...	As. 2 to Rs. 5.	A. 1 to Rs. 4	A. 1 to Rs. 2½	2 pie to Rs. 1½
Dombay ... ..	Rs. 3 to Rs. 5	Rs. 3 to Rs. 6.	...	R. 1 to Rs. 4	As. 8. to As. 2.	6 pie to As. 2.	...	...	...	...	...	...
N. W. Provinces ... ..	As. 6 to Rs. 10.	...	...	As. 2 to Rs. 2.	As. 2 to Rs. 3.	A. 1 to As. 2.	A. 1 to Rs. 20.	...	...	A. 1 to Rs. 5.	3 pie to Rs. 9	A. 1 to Rs. 16.
Punjab ... ..	Rs. 2.	...	...	As. 3 to Rs. 5.	6 pie to Rs. 5.	8 pie to Rs. 1.	...	...	...	3 pie to Rs. 10.	3 pie to Rs. 15.	6 pie to Rs. 6.
Oudh ... ..	...	...	...	6 pie to Rs. 6.	3 pie to Rs. 5.	3 pie to As. 8.	A. 1 to Rs. 5.	...	...	...	6 pie to Rs. 5.	3 pie to As. 6.
Central Provinces ... ..	...	...	...	As. 7 to pie 6.	9 pie to As. 2-8.	...	...	...	...	...	...	...
British Burmah ... ..	...	...	...	Rs. 2.	As. 4 to Rs. 1.	...	...	...	...	Rs. 3 to Rs. 8.	As. 2 to Rs. 3.	...
Berars ... ..	...	...	...	As. 6 to As. 8.	A. 1 to As. 4.	As. 4. to As. 4.	...	...	...	...	As. 4.	...
Coorg ... ..	...	...	...	As. 4 to As. 8.	...	...	...	...	...	...	...	...



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	3,23,644	131,030	3,58,295
Madras ... ..	10,811	96,704	99,952	2,44,166
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

\* Excludes halkabandi pupils.

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.†

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.‡

† In Bombay the fee is six pies from cess-payers' children and two annas from others; in the North-West no regular fees are paid in halkabandi schools.

‡ The principle advocated is observed in Bombay but not in Calcutta.

(5.) *Subscription 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 Bhaswant Maie 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 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 mis-applied 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
North-Western 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.

BENGAL.		Number.	Minimum salary per mensem.	Maximum salary per mensem.	Years for reaching maximum.
			Rs.	Rs.	
Director of Public Instruction ...	...	1	2,000	2,500	10
<i>First Grade.</i>					
Inspector of Schools...	...	1	1,250	1,500	} 3
Principal, Presidency College	...	1	1,250	1,500	
<b>TOTAL</b>	...	<b>2</b>	<b>2,500</b>	<b>3,000</b>	
<i>Second Grade.</i>					
Inspector of Schools...	...	1	1,000	1,250	} 3
" " " "	...	1	1,000	1,250	
Principal, Dacca College	...	1	1,000	1,250	
" Hooghly "	...	1	1,000	1,250	
Professor, Presidency College	...	1	1,000	1,250	
" " "	...	1	1,000	1,250	
<b>TOTAL</b>	...	<b>6</b>	<b>6,000</b>	<b>7,500</b>	
<i>Third Grade.</i>					
Inspector of Schools...	...	1	750	1,000	} 4
" " " "	...	1	750	1,000	
Principal, Krishnaghur College	...	1	750	1,000	
" Berhampore "	...	1	750	1,000	
" Patna "	...	1	750	1,000	
Professor, Presidency	...	1	750	1,000	
" " "	...	1	750	1,000	
<b>TOTAL</b>	...	<b>9</b>	<b>6,750</b>	<b>9,000</b>	
<i>Fourth Grade.</i>					
10 Professors on 500	...	10	5,000	7,500	} 5
8 Assistant Professors on 500	...	8	4,000	7,000	
" " Madrassa	...	1	500	750	
Additional Inspector, Patshalas	...	1	500	750	
<b>TOTAL</b>	...	<b>20</b>	<b>10,000</b>	<b>15,000</b>	
<b>GRAND TOTAL</b>	...	<b>38</b>	<b>27,250</b>	<b>37,000</b>	
			12	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 appoint-

ments 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.
					Rs.	Rs.	
<i>* Madras.</i>							
Director of Public Instruction ...	...	1	2,000	2,250	5		
Inspector, 1st Grade ...	...	1	1,250	1,500			
Presidency College Principal ...	...	2	1,000	1,250	3		
Inspector, 2nd Grade ...	...						
Inspectors ...	...	5	750	1,000	4		
Combaconum College Principal ...	...		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			
<b>TOTAL</b> ...	...	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 " Southern " ...	...	1	750	1,000	3		
3 Professors, Elphinstone College—3 at 750 to 1,000 ...	...	2	1,500	2,000	4		
	...						
1 Principal, Poona College ...	...	1	1,000	1,250	4		
1 " " 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		
<b>TOTAL</b> ...	...	14	12,000	15,750			
<i>North-Western Provinces.</i>							
Director of Public Instruction ...	...	1	2,000	2,250	6		
Inspector, 1st Circle ...	...	1	1,250	1,500	3		
" 2nd " ...	...	1	1,000	1,250	3		
Principal, Agra College ...	...	3	750	1,000	4		
" Bareilly " ...	...						
" Benares " ...	...						
Inspector, 3rd Circle ...	...	...	350	350	4		
" Kumaon Circle ...	...	...	500	750			
Joint Inspector, 3rd Circle ...	...	...	500	750			
Professors, Agra College ...	...	8	500	750	5		
" Bareilly " ...	...						
" Benares " ...	...						
<b>TOTAL</b> ...	...	14	10,850	14,350			

Plus 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.			
					Number.	Minimum salary per mensem.	Maximum salary per mensem.	Years for reaching maximum.
						Rs.	Rs.	
<i>Punjab.</i>								
Director of Public Instruction	...	...	...	1	1,500	2,000	5	
Inspectors	...	...	...	2	1,000	1,250	3	
					1,000	1,250	3	
Principal, Lahore College	...	...	...	3	750	1,000	4	
" Delhi "	...	...	750		1,000			
Inspector	...	...	750		1,000			
Professor, Delhi College	...	...	...	3	500	750	5	
" Lahore "	...	...	500		750			
" Lahore "	...	...	500		750			
<b>TOTAL</b>	...	...	...	9	7,250	9,750		
<i>Central Provinces.</i>								
Director of Public Instruction	...	...	...	1	1,250	1,500	3	
Inspectors	...	...	...	2	750	1,000	4	
					750	1,000		
Head Master, Sangor High School	...	...	...	1	500	750		
" " Raepore " "	...	...	...	1	500	500		
<b>TOTAL</b>	...	...	...	6	4,250	5,250		
<i>Oudh.</i>								
Director...	...	...	...	1	1,000	1,250	3	
Inspector	...	...	...	1	750	1,000	4	
" (Native)	...	...	...	1	500	750	5	
<b>TOTAL</b>	...	...	...	3	2,250	3,000		
<i>Berars.</i>								
Director of Public Instruction	...	...	...	1	1,250	1,500		
Inspector	...	...	...	1	750	1,000		
High School	...	...	...	...	...	...		
<b>TOTAL</b>	...	...	...	2	2,000	2,500		
<i>British Burmah.</i>								
Director of Public Instruction	...	...	...	1	1,000	1,250		



## A B S T R A C T.

	Number.	Minimum salary	Maximum salary
		per mensem.	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
<b>TOTAL</b> ... ..	<b>103</b>	<b>79,850</b>	<b>1,05,850</b>
		<b>12</b>	<b>12</b>
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.
1.	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.
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
<b>TOTAL</b> ... ..	<b>1,21,14,699</b>	<b>2,82,824</b>	<b>9,97,313</b>	<b>1,08,34,562</b>	<b>...</b>	<b>...</b>	<b>...</b>

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	72,894	20·5
The Berars ... ..	2	30,000	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

\* See, for instance, Mr. Woodrow's report. Bengal Report, p. 254.

† This is the Bombay practice.

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," &c., 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 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."

\* In the Bengal report there are pages of statistics like this: Name of school, "Jagadal," grade "indifferent," attendance "6," imperial grant "Rs. 240," other in-

come "Rs. 10." It is difficult to conceive a more unsatisfactory explanation of the expenditure of public money.

† See page 80.

## SCHOOL COMMITTEES.

It is to be regretted that the reports 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 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 now 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 exertions 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, adapted 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;

\* *e. g.*, payment of fees.

and lastly that the Government aid be to specific objects and not (except in normal 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 of the late Bishop Cotton and in behalf 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 head master 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 employés 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 expenditure.	5. Total net imperial grant for education.	6. Percentage of column 4 on column 5.
	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	24,033	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	2,15,933	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
<b>TOTAL ...</b>	<b>20</b>	<b>85,941</b>	<b>8,724</b>	<b>13,02,846</b>	<b>13,86,349</b>	<b>65,71,090</b>	<b>21·8</b>

To show in detail the work that the 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 expendi- ture per annum.	Government grant per annum.	
		Boys.	Girls.	Total.		Rs. A. P.	
						Rs.	A. P.
<b>BENGAL.</b>							
Church Missionary Society ...	78	3,950	201	4,151	54,754	9 6½	23,153 8 1½
Free Church of Scotland or ...	31	1,095	397	1,492	41,824	5 1	16,476 2 10
Free Church Mission ...	18	528	80	608	1,198	10 0	883 10 0
London Missionary Society ...	20	669	195	864	19,149	5 6	6,565 3 9
Other Christian Societies ...	37	908	1,994	2,902	1,28,855	9 0	51,753 6 6
Established Church of Scotland (General Assembly's Institu- tion) ...	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 6	16,369 2 0
American Baptist Missionary Society ...	14	266	230	496	3,280	0 0	3,388 8 0
Baptist Missionary Society ...	43	1,276	506	1,728	5,006	4 1	4,065 8 0
Christian Vernacular Education Society ...	36	1,389	...	1,389	1,936	13 0	1,535 2 9
Welsh Missionary Society ...	56	1,036	51	1,087	2,732	0 0	3,451 8 0
<b>TOTAL ...</b>	<b>394</b>	<b>12,392</b>	<b>5,248</b>	<b>17,010</b>	<b>3,05,352</b>	<b>0 2½</b>	<b>1,40,303 6 11½</b>

\* 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.		
<b>MADRAS.</b>						
					Rs. A. P.	Rs. A. P.
Church Missionary Society ...	201	6,309	1,531	7,840	65,882 10 0	26,997 10 0
Society for Propagation of Gospel	141	5,171	820	5,991	65,750 8 0	36,573 5 4
Free Church of Scotland Mission ...	18	1,735	725	2,460	40,368 10 0	18,098 3 9
London Missionary Society ...	20	1,265	606	1,871	20,260 8 0	19,715 11 7
Wesleyan Missionary Society ...	17	1,190	562	1,692	27,168 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	2,728	947	3,673	87,659 0 0	33,767 12 5
<b>TOTAL</b> ...	<b>483</b>	<b>20,992</b>	<b>6,260</b>	<b>27,252</b>	<b>3,45,945 8 0</b>	<b>1,51,259 10 5</b>

**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	18,065 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	23,192 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	2,131 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	38	99	1,984 15 0	706 0 0
<i>Sin.I.</i>						
Church Missionary Society ...	2	226	...	226	3,360 0 0	1,693 8 0
<b>TOTAL</b> ...	<b>61</b>	<b>4,523</b>	<b>808</b>	<b>5,331</b>	<b>1,39,544 13 0</b>	<b>35,789 10 0</b>

**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	135	1,430	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	2,198	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.	163 0 0
<b>TOTAL</b> ...	<b>102</b>	<b>9,875</b>	<b>2,292</b>	<b>12,167</b>	<b>1,90,212 9 0</b>	<b>1,28,440 14 0</b>



NAME OF MISSIONARY SOCIETY.	Number of Schools.	NUMBER OF PUPILS.			Estimated private expenditure per annum.	Government grant per annum.
		Boys.	Girls.	Total.		
					Rs. A. P.	Rs. A. P.
<b>PUNJAB.</b>						
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
<b>TOTAL</b> ...	<b>118</b>	<b>6,917</b>	<b>1,030</b>	<b>7,947</b>	<b>80,310 13 0</b>	<b>60,205 12 9</b>
<b>OUDH.</b>						
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
Zunana Mission ...	1	...	52	52	1,800 0 0	360 0 0
<b>TOTAL</b> ...	<b>28</b>	<b>1,232</b>	<b>316</b>	<b>1,548</b>	<b>16,555 0 0</b>	<b>11,668 12 0</b>
<b>CENTRAL PROVINCES.</b>						
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
<b>TOTAL</b> ...	<b>10</b>	<b>1,099</b>	<b>172</b>	<b>1,271</b>	<b>18,390 9 0</b>	<b>14,120 0 0</b>
<b>BRITISH BURMAH.</b>						
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
<b>TOTAL</b> ...	<b>146</b>	<b>4,777</b>	<b>559</b>	<b>5,336</b>	<b>.....</b>	<b>29,729 0 0</b>
<b>THE BERARS.</b>						
Christian School at Yeotmahal	1	18	...	18	900 0 0	900 0 0
<b>MYSORE AND COORG.</b>						
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	219	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
<b>TOTAL</b> ...	<b>42</b>	<b>2,138</b>	<b>1,654</b>	<b>3,792</b>	<b>67,668 13 0</b>	<b>26,028 0 0</b>

*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	3,45,915	1,54,259
3. Bombay ... ..	51	4,523	808	5,331	1,39,544	30,780
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	60,295
6. Oudh ... ..	28	1,232	316	1,548	16,555	11,668
7. Central Provinces ... ..	10	1,069	172	1,241	18,390	14,120
8. British Burmah ... ..	146	4,777	559	5,336	...	...
9. The Berars ... ..	1	18	...	18	900	900
10. Mysore and Coorg ... ..	42	2,138	1,654	3,792	67,668	26,028
<b>GRAND TOTAL ... ..</b>	<b>1,375</b>	<b>63,963</b>	<b>18,339</b>	<b>82,302</b>	<b>11,54,879</b>	<b>6,02,145</b>

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 school; 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 sub.*" 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 the 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 a 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 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.

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.

"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 payments: (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.; 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.

## (1).—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 ... ..	"	
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
<b>TOTAL</b> ... ..	<b>14,921</b>	<b>204,265</b>

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 writer 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.

1841.			1871.				
	Number of pupils in Government schools.	Number of pupils in indigenous schools.	Total.		Number of pupils in Government schools.	Number of pupils in indigenous schools.	Total.
Total ...	9,787	29,628	38,415	Total ...	99,470	22,233	122,703

"There are many reasons why the indigenous school should not always be abandoned in favor 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 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 *am/a*, 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 bazaar 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 Hulka bundee 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 Hulka bundee schools.

"(6.)—'In Atrawli Tehseel the zemindars are chiefly Mussalmans, and maintain Persian schools at their own expense.

"(7.)—'Although all the Native gentlemen of Atrawli 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. Gratified in these respects, I feel persuaded that the endeavours of Government 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 mosque 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 'Nairungishq,' 'Bahar-idanish, are still read, but this practice is not so prevalent 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 Hulkabundee 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 Shahjehanpore.

"(10).—In the District of Saharunpore 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 Hulkabundee 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 Pundits will at once give up their primeval mode of teaching, and qualify 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 29,984 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 Kurán by rote, a considerable number learn the multiplication table and banias' account, 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 Gháni, Kurán, &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 *Huquiq-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, 236 Sanscrit, and 242 Arabic. The Sanscrit 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. Chi-holm 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.

Lower class schools.

"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 subsequently 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.

"43. After the issue of these instructions, some further delay was 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 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 unadvisable.

"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. 108 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 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.

Schools and pupils on 31st March 1870 and 1871.

"During the year there has been for the whole Province an increase of 17 schools and of 253 pupils.

DISTRICT.	MARATHI.		HINDUSTANI.		TOTAL.		
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
Total	1870 ...	72	1,705	21	350	83	2,055
	1871 ...	89	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 pupil 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 masters; 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 1,000.  
 (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 Multiplication 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.*)

"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

\*Paras. 60—69, despatch 1854.

Para. 48, despatch 1859.

each province. The difference of treatment is remarkable, the more so as the educational code\* expressly orders that these schools should be subjected to "minute and 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 possession 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 estimation 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 controlled by Government, and that the majority of the pupils in Government or aided schools have commenced their studies in a pathshala.

This is very probable, because in Bengal the Government system has never gone low enough on any large scale to disturb the indigenous 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 payment 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.”\*

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\* Lord Wm. Bentinck's Minute dated 20th January 1836.

## (2).—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 putwáris' 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.

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\* See pages 60, 61.

## 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 ...	46	1,437	3 0 0	1 0 0	2,153	59,676	2 0 8	1 6 11
... { Girls ...	1	61	164 0 0	10 0 0	287	6,625	9 0 5	14 12 10
Madras ... { Boys ...	17	733	5 5 2	.....	2,739	61,933	1 3 7	2 6 1
... { Girls ...	.....	.....	.....	.....	45	1,632	1 13 2	7 7 8
Bombay ... { Boys ...	2,384	1,32,401	1 5 5	3 15 1	21	1,366	1 2 1	.....
... { Girls ...	159	6,083	1 7 11	5 6 9	16	1,613	2 4 11	.....
N. W. P. ... { Boys ...	3,301	92,688	1 4 4	3 3 7	26	718	3 7 2	3 5 3
... { Girls ...	415	5,716	4 11 8	0 2 7	84	2,178	7 7 4	11 0 6
Punjab ... { Boys ...	1,090	42,467	0 6 4	3 8 6	167	10,191	2 8 6	3 2 11
... { Girls ...	138	3,275	1 14 11	2 6 8	327	8,894	3 5 7	4 2 2
Oudh ... { Boys ...	575	16,562	.....	4 4 9	42	1,584	2 11 8	4 12 10
... { Girls ...	69	1,056	3 12 10	1 1 8	15	810	17 1 11	39 6 8
Central Provinces. { Boys ...	658	22,648	1 0 3	5 7 9	422	15,181	1 5 8	2 13 0
... { Girls ...	137	2,489	1 4 9	6 13 7	1	23	55 6 11	125 13 10
Burmah ... { Boys ...	.....	.....	.....	.....	50	.....	.....	.....
... { Girls ...	.....	.....	.....	.....	.....	.....	.....	.....
The Berars. { Boys ...	270	9,681	0 9 6	2 15 10	.....	.....	.....	.....
... { Girls ...	27	667	0 4 4	10 13 6	.....	.....	.....	.....
Coorg ... { Boys ...	28	1,226	3 0 8	0 0 2	2	69	.....	.....
... { Girls ...	1	12	12 0 0	.....	.....	.....	.....	.....
Boys ...	8,369	3,10,843	.....	.....	5,630	1,49,718	.....	.....
Girls ...	947	19,359	.....	.....	775	21,275	.....	.....
TOTAL ...	9,316	3,39,202	.....	.....	6,395	1,70,993	.....	.....

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 In- digenous Schools.)		5. Total number of		6. Total expendi- ture on Govern- ment Lower Class Schools.		7. Total expendi- ture 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 b on column a. (c)
...	.....	2,188	60,113	4,479	1,195	1,19,902	84,036	} 31,98,821 {	2,09,611	6.6
...	.....	298	6,696	10,036	609	59,818	96,071		1,68,534	5.2
...	.....	2,755	62,686	3,902	.....	75,913	1,47,543	} 21,47,997 {	2,37,358	10.6
...	.....	46	1,632	.....	.....	2,980	12,210		15,190	.7
156	6,007	2,561	1,39,774	1,77,941	5,22,522	1,546	.....	} 24,13,630 {	7,01,906	29.08
36	1,076	211	8,772	9,114	32,985	3,724	.....		45,823	1.8
...	.....	3,327	83,406	1,17,947	2,99,161	2,478	2,402	} 19,39,452 {	4,21,988	21.7
...	.....	499	7,594	27,025	932	16,246	24,090		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	} 4,37,643 {	62,461	18.8
...	.....	84	1,366	4,919	1,940	2,428	4,095		13,382	3.0
16	238	1,096	39,067	23,006	1,24,235	20,559	42,735	} 5,13,139 {	2,10,565	41.
2	58	140	2,570	3,232	17,059	75	75		29,441	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	144	.....	.....	.....		144	.9
172	6,245	14,161	4,75,806	4,23,351	11,96,897	2,51,002	3,17,712	.....	21,88,762	18.07
39	1,134	1,760	41,768	62,982	68,689	1,13,264	1,77,079	.....	4,22,014	3.6
210	7,379	15,921	5,17,574	4,86,333	12,65,386	3,64,266	4,94,791	1,21,14,699	26,10,778	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.\**

PROVINCES.	Area in square miles.	Population.	LOWER CLASS.		Proportion of schools to area, one to square miles	Proportion of pupils to total population, one to
			Schools.	Pupils.		
(1.) Bengal ...	239,591	40,352,960	2,486	66,799	96.3	604.0
(2.) Madras ...	141,746	26,539,952	2,800	64,298	50.6	412.6
(3.) Bombay ...	142,042	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 ...	102,001	17,596,752	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
<b>TOTAL ...</b>	<b>935,628</b>	<b>151,467,436</b>	<b>15,921</b>	<b>5,17,574</b>		

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 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.

\* This statement excludes indigenous schools with which Burmah is far better provided than any other Province.

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 ... ..	5	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
<b>TOTAL ... ..</b>	<b>1,695</b>	<b>45,104</b>	<b>90,793</b>	<b>10</b>	<b>1</b>	<b>53,901</b>	<b>13</b>	<b>11</b>

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 Director 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 schools of that class, only 296 drew salary grants during the past year. Of 1,606 schools, for which results' grants were sanctioned 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 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

\* See page 118.

“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 LANGUAGE.			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	13

“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  $10\frac{1}{2}$  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, 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
Shikarpore ...	339	62	18	3,330	590	17
Total (Sind) ...	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 bent 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 Boondu-shihar District, are said to be fast rising to the status of good tahsili 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 1st Circle is of opinion, and many Deputy Inspectors will agree with him, that the scheme of study for halkabandi 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."—*Puras*: 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. The scheme of studies is the same for both, and provides for eight classes; but in the

Vernacular schools under the existing system are classed as town and village schools.

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.

Their future classification as primary and middle class schools.

The former will contain four classes, and the latter six. 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.

Statistics of the village schools. 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

Percentage of pupils in each class of village schools.

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 especially 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 explanations 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 lambarbars 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 9,384 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	8,320	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 rolls 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. As P.	Rs. As P.
						Rs.		Rs. As P.	Rs. As P.	
Village Schools.	1865-66	...	2,004	1,236	1,004	5,082	...	83 0 0	4 10 4	
	1866-67	...	2,462	6,758	5,294	10,670	...	40 0 7	1 15 11	
	1867-68	...	381	13,707	11,228	8,871	...	88 9 5	3 0 1	
	1868-69	...	483	19,261	16,313	12,910	...	97 6 11	2 14 1	
	1869-70	...	542	21,433	20,210	16,135	...	112 7 7	3 0 3	
	1870-71	...	575	23,270	21,445	16,562	...	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 dear. 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 chuprassies.

"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.	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-laborer. 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 tend 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 on roll.	Average daily attendance.	Percentage of attendance.	Fees collected.
		I.	II.	III.	IV.	Total.				
1869-70	542	1,545	3,528	4,579	11,481	21,433	20,210	16,135	79	Rs. 5,164
1870-71	575	1,897	4,005	5,561	11,897	23,270	21,445	16,662	77	5,673

## LOWER CLASS AIDED SCHOOLS.

“The comparative progress at schools of this kind may be thus shown :—

Years.	Schools.	Pupils.	Average attendance.	Total cost to Government.	Cost to Government of educating each pupil.		
					Rs.	A.	P.
1869-70 ... ..	23	1,342	1,135	4,077	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 accordance 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	5,973	5,590	3,681	3,667	6 5 8	4 2 5	6 9 4	4 0 10
Lower Class Village Schools } Total ...	585	600	29,642	31,320	17,472	19,982	3 14 10	0 4 6	3 12 2	0 1 3
<b>GRAND TOTAL ...</b>	<b>647</b>	<b>658</b>	<b>35,515</b>	<b>36,910</b>	<b>21,153</b>	<b>22,649</b>	<b>4 5 10</b>	<b>0 11 10</b>	<b>4 3 2</b>	<b>0 11 1</b>

“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 2½ annas, and the latter by ¼ 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 subdivisions of the prescribed standards are as follows. It should be remembered that the numbers 1, 2, 3, &c., 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 weight and measures; in the Multiplication Tables to 20, and in Tables of fractional parts to 24 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, Maharastra.

*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.	Enrolled.	Examined.	Average daily attendance for previous 12 months.
	Passed.			Passed.			Passed.					Passed.					Passed.								
	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5				
401	2,039	394	1,780	2,369	1,777	1,574	1,963	1,376	1,196	907	612	1,111	985	775	711	381	292	212	150	210	103	87	23,429	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.	
61	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:—

\* Rupees 75,579  
† " 28,943

"The schools are progressing in studies slowly but surely. In 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, &c., 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. 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 examination. 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 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 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 every thing except reading and writing. The masters have coped with these difficulties well.

R

“The lower class schools generally acquitted themselves well at the annual inspection.

Woon District.

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, &c. 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

Bassim District.

41 lower class schools, 25 may be said to be well attended. In the remaining 16 there is 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 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 receiving instruction ;

Ellichpore District.

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 Virnajapete 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.
					Rs.
TOTAL ... ..	27	1,249	89	1,329	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, Reports, 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 Dacca, 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; Malayalam 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 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.

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* In female schools	...	...	7,190
Mixed schools	...	...	2,114
Lower class boys' (village) schools	...	...	792
Normal schools	...	...	65
		Total	10,185

"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 Musalmancees; 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."

#### PRIVATE FEMALE SCHOOLS.

"There are two aided female schools which it has been customary to include in the middle class,—the Punjab Girls' 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 to 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 favorable report of the results of his examination. The Murree-cum-Pindi School 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 inability 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 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 Sialkot District are by far the best. The schools in the Rawal Pindi and Jhelam Districts, under Bedi Khan Singh, are believed to be simply religious schools, 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. 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.”

### ODDH.

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 resumé 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 Rs. 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. Hauford, 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	6-4-10

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

Schools and pupils have increased, but it is difficult to ascertain the exact progress made.

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 effected, and that the girls' schools in Oudh were 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 make 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 palankin, 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 palankin 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.

Lucknow girls' schools under Mrs. Massih that do not allow of male inspection.

	School	Pupils.
1.	Model	18
2.	Chowk	18
3.	Newazgunj	18
4.	Patanala	18
5.	Raja-ka-Bazar	18

There are six schools under the immediate management of the Inspectress, five of which do not allow me to inspect them, but one that contains only eight pupils and has been recently established, it is presumed, would allow of my inspection, since no dooli has been sanctioned for this school.

In fact, I have not sanctioned a single palankin for any school newly opened, except in one instance, where 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 were it not for the kindness of the lady who visited on several occasions the school in Lucknow that would not tolerate my inspection, I should have but little to record.

No dooli has been sanctioned for any newly opened schools.

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 favor 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.	
Middle Class } 1869-70 ...	1	80	40	6,508 14 3	2,430 0 0	168 12 0	50 4 3	
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 11	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 of 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.” (*Paragraphs 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 2,459 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.

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.
		Rs.			Rs.
38	36	...	28	23	85

*Lower class aided girls' schools.*—The Government grant is Rs. 30 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 Godavari District writes thus of this school:—

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

“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 pie.

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 people are being familiarised with its idea. Oomrawuttee District. 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-father's 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 Oojanee 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 (Buldannah) it is reported that the Muhamadans, who form a considerable portion of the population, have come forward with better spirit than the Hindús.

### 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 return 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 of 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.

## (3)—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		School.	Pupil.	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	87,924	39,571	2,72,354	4,29,954	31,98,821	8,99,803	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	4,28,255	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	1.7
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	2,60,031	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	11,490	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	9,395	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	7.8
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	...	...	1,660	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 1865-70 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 Magistrate,\* 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.

Aided schools of the middle class for Natives.

*Ferozepur.	
Mian Mir	
†Gurdaspur	... 4
Dera Gazi Khan	... 3
Kasauli	... 1
	—
	8
	—

“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 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.*)

ODDH.

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 Schools.	1864-65 ...	18	1,518 ...	972	.....	541	20,344	13,472	20 14 10	18 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 1,890	1,593	82	1,196	25,938	17,168	16 4 6	10 12 5	
	1867-68 ...	20	2,238 2,174	1,716	78	1,581	32,020	23,284	14 11 8	10 11 4	
	1868-69 ...	19	2,161 2,149	1,775	82	2,043	30,510	22,348	13 15 0	10 8 4	
	1869-70 ...	18	1,840 1,965	1,699	81	1,945	26,869	20,389	13 10 3	10 5 11	
	1870-71 ...	18	2,214 2,096	1,673	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 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 collections.	Government grant.	Total cost.	Cost to Government of educating each pupil.
			Rs.	Rs.	Rs.	Rs. A. P.
Total ...	668	424	484	4,053	8,042	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.—(Paragraph 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 exhibitors 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 solecism, 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 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

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

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

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

two years, is growing in magnitude and quality 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, Moulmein, Kyouk-Phyoo, and Prome. Similar schools have also been established during the year at Mergui and Shwegyeen, 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, Palikanda, 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 Government 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.

(4) HIGH

Their statistics are annexed.

*Comparative Statistics of Higher*

PROVINCE.	(2) Government.				(3) Private and Aided.				
	Schoole.	Pupils.	Average annual cost per pupil to		Schoole.	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	90	8,532	6 13 5	16 13 9
	{ Girls ...	...	...	...	...	...	...	...	...
Madras	{ Boys ...	14	3,313	30 14 7	7 13 5	39	8,904	13 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	3,260	10 5 9	...
	{ Girls ...	..	...	...	...	...	...	...	...
N.-W. Provs.	{ Boys ...	13	2,478	69 12 3	12 15 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 Provs.	{ 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 13 11	...	...	...	...
	{ Girls ...	...	...	...	...	...	...	...	...
	Boys ...	114	21,296	...	...	158	26,148	...	...
	Girls ...	...	...	...	...	1	138	...	...
	Total ...	114	21,296	...	...	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.	Imperial.	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)
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	133	18,124	2,11,526	2,28,208	68,333	1,43,734	} 31,98,821 {	6,39,801	20·
...	...	...	...	...	...	...	...		...	...
...	...	53	12,217	1,02,420	25,976	1,10,591	2,09,595	} 21,47,997 {	4,47,582	20·8
...	...	1	138	...	...	1,247	7,661		...	8,908
...	...	26	5,977	70,343	1,08,216	33,991	...	} 24,13,630 {	2,10,550	8·7
...	...	...	...	...	...	...	...		...	...
...	...	23	4,851	1,72,892	32,181	34,060	41,875	} 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	11,337	...	...	} 4,37,648 {	65,464	14·9
...	...	...	...	...	...	...	...		...	...
...	...	4	644	24,176	2,433	6,720	9,115	} 5,13,139 {	42,444	8·2
...	...	...	...	...	...	...	...		...	...
...	...	4	462	17,166	4,026	5,000	13,239	} 1,51,786 {	39,421	25·9
...	...	...	...	...	...	...	...		...	...
...	...	2	198	18,818	...	...	...	} 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	1,21,14,899	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 undergraduate 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 for entrance.	Candidates passed.	Average cost to Government of successful candidates.
			Rs.			Rs.			Rs.			Rs.
Bengal ...	53	9,592	2,11,526	610	413	512	80	8,532	58,333	523	230	253
Madras ...	14	3,313	1,02,420	Not given	163	632	39	8,904	1,10,591	Not shown	235	Not shown
Bombay ...	12	2,097	70,343	354	80	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	2,471	32,342	37	28	1,155
Oudh ...	11	2,139	54,147	31	18	3,008	...	...	...	...	...	...
Central Provinces ...	2	234	24,176	11	11	2,197	2	410	6,720	15	Not shown	...

Of course this table is only a *rough* estimate of the cost of an undergraduate. The whole number of pupils in Column 3 ought clearly to be borne in mind in considering the numbers shewn in Column 5, but if we assume the Entrance Class to be even a three years 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

\* Mr. Woodrow's report, 1861-65.

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, 977 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 subdivisible:—

	Passed.	Unpassed.	Total.
Candidates from Bombay Government Schools and Colleges ... ..	87	267	354
Other candidates ... ..	55	468	523
	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 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 their 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 1870.	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 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 the second, and 9 in the third division; 26 failed. The Honourable 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.

Zillah schools of the upper class maintained at Lahore, Delhi, and Amritsar.

Zillah schools of the higher classes are at present maintained in three districts only—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

Re-opening of upper departments where there are a sufficient number of boys.

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 Zillah 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. Bishop Cotton School, Simla, 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 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, Ambálá\* and Ludíaná in the Ambálá Circle; at Lahore, Anglo-Vernacular Mission schools Amritsar, Jalandhar and Gujranwála,\* in the Lahore Circle, and at Ráwal Pindí and Peshawar in the Rawal Pindi Circle. There is also a high Vernacular school at Ludíaná in the Ambálá Circle.

#### ODDH.

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	.....	.....	.....	.....	
1867 ...	17	16	.....	.....	.....	.....	
1868 ...	88	31	3	3	.....	.....	
1869 ...	32	20	3	2	.....	.....	
1870 ...	a 57	a 40	10	6	2	1	a Includes four students of La Martiniéro College.

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 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

\* These schools hardly come up to the standard of an upper school.

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 Chándá 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 Chándá 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 Hoshangábád, Raipur and Chándá. 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 Chándá would meet existing wants.

“A considerable number of Brahmans and Pandits reside in Chándá, and it has always been regarded as the chief seat of Sanskrit learning in the Nágpur 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 Nágpur Mission School, the only superior school in the Nágpur Provinces. For these reasons a preference was accorded to Chándá, over Hoshangábád and Raipur. On a strong representation from the Chief Commissioner, the Supreme Government consented to the opening of a High School at Chándá. 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 Zilá 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 Chándá. 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 Chándá school. It was impossible to deny to the Dher boys rights common to all classes. The Chief Commissioner pronounced in their favor, and the boys were admitted to the school.

“Nearly all the scholars and the indigenous Chándá 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 Nágpur 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, due to the growing popularity of the City

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.
304	260	Rs. 751	285	243	Rs. 970

to the Entrance Examination in the two upper classes of the school.

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

The cost to Government has increased by Rs. 240, a transfer of 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.

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.
221	168	Rs. 800	228	167	Rs. 776

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 Shwè-gyen and Mergui, in the Tenasserim division.

The two schools selected for the preparation of students for entrance to the Calcutta University are those of Akyab and Moulmain, 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 *visà 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 Coorgs, 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 tradsmen. 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 interfere 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 license 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.

(5) 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	21,47,987	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
Punjab	Male ...	3	196	60 2 4	89 2 4	7*	193	89 9 0	55 9 5	10	389	11,788	17,473	17,385	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	9	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	1.2
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 Berars	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	...	1,21,14,699	55,803	4
	Total	70	3,037	...	...	34	1,309	...	...	104	4,346	3,01,506	88,378	48,960	77,430	624	52	...	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 school 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 favorable notice.

GOVERNMENT NORMAL SCHOOLS FOR MALES.

Schools.	Number of Masters.	NUMBER OF PUPILS.	
		Normal Class.	Practising Class.
8	41	188	923

The main deficiency of the pupils appears to be 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.

**Private Normal Schools.** On the 31st March last the schools contained 203 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	...	...
Saayarpuram Seminary	84	6	3	7	2	22	19	...	...
Church Mission Propagandi Institution, Palamcottah ...	40	...	...	8	7	20	18	...	...
Normal Department of the English Institution, Palamcottah ...	26	...	...	...	...	...	...	...	...
Sarah Tucker's Training Institution, Palamcottah ...	58	...	...	...	...	...	...	32	...
<b>Total</b> ...	<b>264</b>	<b>6</b>	<b>3</b>	<b>15</b>	<b>9</b>	<b>55</b>	<b>43</b>	<b>32</b>	<b>...</b>

An examination for Teachers' Certificates was held at thirty-one different stations in the beginning of August 1870. It was attended by 812 candidate masters, of whom 314 sought a certificate of the 4th grade, 450 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 connexion 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.

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 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 the 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 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."

#### ALLYPURH 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, Ramamanarujin, 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 was Rs. 38-1 were realized in this way.

#### AIDED NORMAL SCHOOLS, MALE AND FEMALE.

Their statistics are—

				Daily average attendance.	Govt. Grant monthly. Rs. A. P.
1.	Male Anglo-Vernacular Normal School.	Benares (Segra)	Church Mission Society.	18	156 10 8
2.	Male Anglo-Vernacular Training School.	Meerut ...	Ditto ...	15	25 0 0
3.	Female Vernacular Training School.	Benares (Segra)	Ditto ...	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 Musalmancees. 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 certificates during the year under report and 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:—

No. of students who obtained certificates.

NO. 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

B.—PRIVATE NORMAL SCHOOLS.

Private normal schools, seven in number. There are 7 Aided normal schools, which contained at the end of the year 198 pupils. Six of these schools are 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 female normal schools at Delhi, Jalandhar, Kangra, and Sialkot.

The other six schools are well spoken of.

ODDH.

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 certificates.		Average number enrolled.	Average daily attendance.	Total cost to Government.	Total cost to Cess.	Total cost.	COST PER PUPIL.	
										Total cost.	Total cost.
							Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
For Masters ...	{ 1869-70	1	144	131	197	141	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 9
" ...	{ 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 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,

\* Closed in January 1871.

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 Masters.	Southern Circle	School ...	1	50	27*	56	8,175 8 6	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.				
For Mistresses.	Southern Circle ...	2	45	10	43	4,569 8 6	95 2 10		
	Northern Circle ...	1	14	7	18	1,514 8 9	84 2 3		
TOTAL ...		7	272	148	247	22,496 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 Circle.

		Total number of Students passed.		1st Grade.	2nd Grade.	3rd Grade.
		1869-70.	1870-71.			
South Circle ...	Town School-masters ...	6	10	...	3	7
	Village School-masters...	26	54	2	9	43
North 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	196

NORMAL SCHOOL.

In the only higher normal school (the Anglo-Marathi Department of the Nagpur Training School) seven pupil 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 master-ships 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 Examinations 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 opening of the male department of the Rangoon Training School. 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 master-ships in higher and middle class schools, and of 100 junior students for master-ships 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

Opening of the school.

The male department of the school was opened on the 6th February last, and on the 30th March 34 students had been admitted.

Course of study.

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.

Books.

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.

Practising 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.

Normal and Industrial Institute, Bassein,

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 summarises 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 benefited 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. Fayrer; 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 archeological work by Babu Rajendralal 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 a 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 Apollodorus, 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.

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	...	...	...	382	8	0
		Proceeds of the work executed during the year	...	...	...	5,710	10	9
<b>Total</b>					...	<b>28,663</b>	<b>2</b>	<b>9</b>
		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
<b>Total</b>					...	<b>27,412</b>	<b>3</b>	<b>5</b>
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. 1,250-15-4.

**BOMBAY.**

The statistics are—

	Daily attendance.	Imperial Grant per annum.
School of Art	55	Rs. 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. Molcey 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 intrusted 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 depôts or exhibitions of model agricultural and industrial appliances, as I suggested two years ago. But whether depôts 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 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.

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\* In 1865 they cost Rs. 22,730 or 56,827 francs.

† e. g. Dacca cost Rs. 29,316 in 1870-71.

Krisnaghur	„	24,325.
Berhampur	„	29,035.
Patna	„	24,743.

## SECTION

We next come to Colleges,—the highest class of educational institutions.

*Comparative Statistics of General*

(1)  PROVINCE.	(2) Government.				(3) Private and Aided.			
	Colleges.	Students.	Average annual cost per student to		Colleges.	Students.	Average annual cost per pupil to	
			Imperial Funds.	Local Funds.			Imperial Funds.	Local Funds.
Bengal ... ..	10	937	Rs. 205	Rs. A. P. 121 13 0	6	359	Rs. 69	Rs. 230
Madras ... ..	5	264	240	21 2 0	7	121	76	145
Bombay ... ..	3	303	294	122 9 9	2	Not given	...	...
N. W. Provinces ...	4	207	297	29 0 6	4	996*	24	41
Punjab ... ..	2	83	608	89 7 3	...	...	...	...
Oudh ... ..	...	...	...	...	1	674*	40	52
Central Provinces ...	...	...	...	...	...	...	...	...
Burmah ... ..	...	...	...	...	...	...	...	...
The Berars ... ..	...	...	...	...	...	...	...	...
Coorg ... ..	...	...	...	...	...	...	...	...
Total ... ..	24	1,854	...	...	20	2,140	...	...

\* Includes School

V.

They are general and special and the statistics of them are annexed.

*Colleges in India in 1870-71.*

(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.	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)
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
16	1,296	1,92,182	1,14,078	24,900	62,588	31,98,821	4,13,749	12.9
12	385	63,389	5,579	9,235	17,912	21,47,997	96,115	4.4
5	303	89,354	37,151	950	...	24,13,630	1,27,465	5.2
8	1,253*	79,296	7,752	24,033	40,295	19,39,452	1,51,366	7.8
2	83	50,476	7,425	...	...	10,18,640	67,901	5.6
1	674*	...	...	27,173	35,200	4,37,648	62,373	14.2
...	...	...	...	...	...	5,13,139	...	...
...	...	...	...	...	...	1,51,786	...	...
...	...	...	...	...	...	2,78,553	...	...
...	...	...	...	...	...	15,033	...	...
44	3,994	4,74,687	1,71,995	80,291	1,75,995	1,21,14,699	9,06,958	7.5

Departments.

X

*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	
				To Government.	To Local Funds.				To Government.	To Local Funds.				To Government.	To Local Funds.
Bengal	9	831	34,375	3	52	1	502	1,82,498	819	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.

## COLLEGES FOR GENERAL EDUCATION.

*Statement of Attendance in the Government Colleges for General Education.*

GOVERNMENT COLLEGES— GENERAL.	Monthly fees.	NUMBER ON THE ROLL 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 Madrasah	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	923	986	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 imperial funds.	From fees and endowments.	Total.	From imperial funds.	From fees and endowments.	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
<b>TOTAL ...</b>	<b>937</b>	<b>1,92,182</b>	<b>1,14,078</b>	<b>3,06,260</b>	<b>205</b>	<b>122</b>	<b>327</b>

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 Honor Examination in Arts, were this year distributed as follows:—

Sasi Bhusan Mukhopadhyáy, B.A., Burdwan scholar ...	...	Rs. 50	a month.
Kunja Bihari Gupta, B.A., Dwarka Nath Tagore scholar ..	...	50	"
Surenbra Nath Sarkar, B.A., Bird scholar ...	...	40	"
Hari Charn Mitra, B.A. Ryan scholar ...	...	40	"
Apurva 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. Rs.	NUMBER ON THE ROLLS AT THE END OF THE YEAR				
			1867.	1868.	1869.	1870.	1871.
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. Xavier's College,	" ...	32	3,600	14,172	17,772	112	443	555
Free Church College,	" ...	102	5,520	16,920	22,440	54	166	220
General Assembly's College,	" ...	65	4,200	12,101	16,301	64	186	250
Cathedral Mission College	" ...	119	7,200	24,068	31,268	60	202	262
London Mission College, Bhowanipur	... ..	41	3,600	12,489	16,089	88	304	392
TOTAL ...		359	24,900	82,588	1,07,488	67	222	289

\* For three 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 1870.

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.	Rs.
Presidency College	268	68	326	...	17,725	17,725	...	54	54	11,919
Hugli College	26	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	1,161
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	16,309

The surplus fee income in five colleges being Rs. 16,309, and the deficiency in three schools and one college being Rs. 1,783, the net surplus is Rs. 14,526.

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.
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 imprl. funds.	From fees.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Under-graduate 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.

**VERNACLULAR 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 ... ..	.....	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.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hindustani Class ...	75	29,916	97	30,013	399	1	400
Bengali ... ..	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.
			Rs. As. P.	
Civil Engineering Department ... ..	...	...	5 0 0	103

*Statement of Expenditure.*

PRESIDENCY COLLEGE.	Number on the rolls (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	301

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 license, 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 license, 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.

## COLLEGIATE INSTITUTIONS.

*Presidency College.*

6	Professors.
1	Assistant Professor.
6	English Masters.
7	Vernacular do.
294	General Branch Pupils.

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.

*Combaconum Provincial College.*

15	Masters.
520	Pupils.

37. The following table affords a comparison of the attendance and the results at the University Examinations for the three years during which the College has educated up to the Bachelor of Arts standard:—

Year.	Number of Students in Senior Department.	Number that passed Matriculation Examination.	Number that passed First Arts Examination.	Number that passed 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 that 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 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 Section of 1870-71 commenced with eleven in the Senior Department, fifty-eight in the second, and thirty-eight in the Junior Department. In the 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 pupils attending the Civil Engineering College was 103; at the close there were 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 Taluk 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 of Provincial Schools. As 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 of 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, 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.

Attendance and Expenditure for the several Government and Private Colleges.

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 Educa- tion.	Special Educa- tion.	REMARKS.
Number of Institutions ... ..	5	2	
Average Number on the Rolls during 1870-71 ... ..	264	13	
Average Daily Attendance during 1870-71 ... ..	241	11	
Total Expenditure from Imperial Funds ... ..	Rs. A. P. *63,389 11 5	Rs. A. P. *5,394 1 8	* Inclusive of Schol- arships amounting to Rs. 1,200.
Total Expenditure from Local Funds...	†5,579 2 9	...	† Exclusive of a Fur- niture 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 Educa- tion.	Special Educa- tion.	REMARKS.
Number of Institutions ... ..	7	...	
Average Number on the Rolls during 1870-71 ... ..	121	...	
Average Daily Attendance during 1870-71 ... ..	103	...	
Total Expenditure from Government Funds ... ..	Rs. A. P. *9,235 3 2	...	* Exclusive of Building Grant of Rs. 7,500, sanctioned on be- half of the Free Church Mission In- stitution, Madras.
Total Expenditure from Private Funds.	17,912 12 8	...	

## BOMBAY.

Elphinstone College ... ..	37
Deccan College ... ..	22
Engineering College ... ..	13
Grant Medical College ... ..	18
Gujarat Provincial College ... ..	3
Free General Assembly ... ..	1
St. Xavier's ... ..	7
	<hr/>
	101

61. It is curious that as the number of successful candidates for entrance to the University was the same as last year, so the number of those who joined the Government or Private Colleges was also exactly the same, 101 out of 142. Mr. Wordsworth says, "the present class of freshmen 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 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

## Medical College.

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.

65. The remarkable increase in the number of students at the 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 1870 two students of the University Class passed the examination for the Degree of Licentiate, and eight

*Poona Civil Engineering College.*

## Pupils on the roll on 1st of May.

1868 ... ..	47
1869 ... ..	60
1870 ... ..	117
1871 ... ..	136

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 students 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 Licentiates 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 LL. B. 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	80.28	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	138,101 5 10	5,110 0 0
	TOTAL	6	610.28	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:—

Examinations.	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 Müller 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 Jummoo 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, transussing, and recasting English works on science. I am not sure that the experiment of thus forcing 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 master-pieces 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 Benazoles, 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 Giriudramath 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.

Their statistics.

The following is the prescribed statement of attendance and 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	26,567
		From local funds		...	...	2,932	4,498

The results of the Calcutta University examinations for all educational institutions in the Punjab are shown below:—

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	15†	16
1865-66	...	...	...	20	5	5	75	15*	8
1866-67	...	...	...	17	4	...	81	18	4
1867-68	7	2	2	11	4	1	73	24*	20
1868-69	1	1	...	11	4	...	74	10†	19†
1869-70	8	2	...	18	9*	...	98	22†	22
1870-71	4	1	...	20	15	...	74	23	23*

\* Including one School Master. † Including two School Masters. ‡ Including one private student

Detailed results of the Calcutta University examinations in 1870-71.

The following statements exhibit in detail the results of the examinations of the Calcutta University for the year under review:—

*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 & Moral Philosophy.	Optional subjects.
Government College, Lahore ... ..	1	...	...	...	...	1	...	...	...	...
Ditto ditto, Delhi ... ..	3	1	...	...	...	1	...	2	...	...

*First Arts Examination—December 1870.*

NAMES OF INSTITUTIONS.	No. of candidates.	PASSED IN			FAILED IN				
		1st division.	2nd division.	3rd division.	English.	2nd language.	History.	Mathematics.	Philosophy.
Government College, Lahore ... ..	13	2	4	3	4	1	...	1	...
Ditto ditto, Delhi ... ..	7	1	5	...	1	...	...	...	...

**LAHORE GOVERNMENT COLLEGE.**

53. The Lahore College contained at the end of the year 43 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 8-69 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 :—

Comparison of the result of the F. A. Examination of the students of the Lahore College with that of the Delhi College and the colleges in the other provinces.

	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.

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.

#### 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:—

M. A. class	...	...	...	...	...	2	students.
B. A. or 4th year class	...	...	...	...	...	5	"
3rd year class	...	...	...	...	...	6	"
2nd year class	...	...	...	...	...	17	"
1st year class	...	...	...	...	...	21	"
Total						51	"

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 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 onesided 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.
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	2,200
	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 Moulavi, 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

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\* Para. 61, report 1870-71.

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 believing 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 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. Kempson 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 favorably 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:—

“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 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 examinations 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 instructions 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 labors 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."

## 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	868	415	...	...	65	13	...	...	...	...	22	10
1861	1,058	477	163	97	39	15	1	...	...	2	17	14
1862	1,114	417	220	99	34	24	6	...	7	8	13	13
1863	1,367	690	272	149	35	25	7	6	19	9	15	9
1864	1,396	702	321	151	66	39	8	3	1	1	22	19
1865	1,590	510	446	202	82	45	15	11	7	5	17	17
1866	1,350	638	426	131	122	79	18	15	17	13	22	11
1867	1,57	814	398	188	141	60	39	22	17	14	36	23
1868	1,734	892	423	196	212	99	25	15	10	3	72	51
1869	1,730	817	520	225	174	77	29	18	32	13	64	58
1870	1,905	1,099	640	233	210	98	24	24	14	18	67	74
1871	...	...	...	...	212	84	39	35	27	12	63	61

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	{ September 1857	41	29	7	No Examination.	
	{ February 1858	79	11	7	do.	
1858-59	...	57	22	8	do.	
1859-60	...	62	23	...	do.	
1860-61	...	80	35	13	do.	
1861-62	...	195	49	23	do.	
1862-63	...	252	58	47	do.	
1863-64	...	390	93	60	19	4
1864-65	...	565	137	86	167	11
1865-66	...	555	120	109	214	23
1866-67	...	695	142	164	250	59
1867-68	...	1,066	128	210	350	46
1868-69	...	1,320	131	193	443	101
1869-70	...	1,200	167	234	531	120
1870-71	...	1,353	189	235	268	74
Total	...	8,105	1,354	1,396	2,305	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.	No. of candidates.	No. passed.						
12	12	...	...	...	...	...	...	...	...	...	...	...	...
40	24	...	...	...	...	...	...	...	...	...	...	...	...
31	12	...	...	...	...	...	...	...	...	...	...	...	...
31	13	...	...	...	...	...	...	...	...	...	...	...	...
16	7	20	14	...	...	...	...	...	...	10	6	...	...
33	18	17	7	...	...	...	...	1	1	18	14	...	...
35	16	19	14	...	...	...	...	...	...	...	...	...	...
42	22	25	11	...	...	...	...	...	0	10	5	...	...
34	14	20	18	...	...	...	...	1	1	5	2	...	...
35	10	26	20	5	5	...	...	...	...	9	...	...	...
44	17	18	15	...	1	...	...	...	...	6	6	...	...
45	6	13	11	...	1	...	...	...	...	3	3	...	...
61	27	20	19	...	2	...	...	...	...	7	4	1	1
56	42	7	5	4	4	...	...	...	...	...	...	...	...
58	38	29	27	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 Government institutions.	From private institutions.		From Government institutions.	Private students.	
No Examination.			No Examination.			No Examination.			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 License 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.
2	...	2	do.	...	...	do.	...	...	
9	7	1	do.	...	...	do.	...	...	
10	2	3	do.	...	...	do.	...	...	
10	6	...	do.	...	...	do.	...	...	
6	6	...	do.	...	...	do.	...	...	
12	6	2	do.	...	...	do.	...	...	
21	10	1	6	1	...	10	2	...	
29	10	1	5	4	...	3	1	...	
8	6	...	...	...	...	2	2	...	
19	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	1	...	
326	155	42	20	8	...	178	24	44	

Examinations 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 ... ..	184	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	18	4	2	...	...	14	13
1871 ... ..	876	227	134	32	53	14	5	1	...	...	2	...
<b>TOTAL</b> ...	<b>5,438</b>	<b>1,454</b>	<b>733</b>	<b>276</b>	<b>350</b>	<b>180</b>	<b>63</b>	<b>29</b>	...	...	<b>49</b>	<b>29</b>

\* No examination for this Degree in connection with the University.  
*N. B.*—I. This University holds a special examination for honors 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.
<b>Total Number of Candidates</b> ...	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	1	...	...	...	...	...	...	...	...	...	...	...	...
6	4	3	3	...	...	...	...	...	...	...	...	...	...
5	4	5†	5	...	...	...	...	...	...	...	...	...	...
...	...	1	1	...	...	...	...	...	...	...	...	...	...
...	...	4	2	...	...	...	...	...	...	3	2	...	...
5	...	4	3	...	...	...	...	...	...	5	...	2	...
8	4	1	1	...	...	...	...	...	...	9	7	1	1
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.	Musliman.	Other.	First.	Second.	
16	165	44	3	3	5	40	Rs. 19,012

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	...	6	...	...	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 candidates 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 Centr Provinces.

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.	Total candidates.	Total passed candidates.		
50	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	...	...	1,163	231		

came up for the law examination ; but this year, only Bachelors of Arts were eligible to appear, hence

## TRACT.

3.	4.
Total population connected with each University.	Ratio of passed candidates to total population, one to every
105,713,546	66,029
30,592,451	54,241
12,101,865	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, 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.	Hindi	Oorya.	Armenian.
1,905	338	1,131	263	4	39	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:—

			<i>Provinces.</i>	
			Number of candidates.	Number passed.
Bengal	...	...	1,566	866
N. W. Provinces	...	...	175	114
Punjab	...	...	74	51
Central Provinces	...	...	26	21
Outh	...	...	53	36
Ceylon	...	...	11	11
TOTAL	..	..	1,905	1,099

## RELIGION.

*Bengal.*

	Number of candidates.	Number passed.
Hindus ...	1,323	728
Mahomedans ...	73	39
Christians ...	67	43
Brahmists and Deists ...	103	56
<b>TOTAL</b> ...	<b>1,566</b>	<b>866</b>

*North-Western Provinces.*

	Number of candidates.	Number passed.
Hindus ...	128	80
Mahomedans ...	21	15
Christians ...	24	17
Brahmists and Deists ...	2	2
<b>TOTAL</b> ...	<b>175</b>	<b>114</b>

*Punjab.*

	Number of candidates.	Number passed.
Hindus ...	58	40
Mahomedans ...	9	5
Christians ...	6	6
Brahmists and Deists ...	1	...
<b>TOTAL</b> ...	<b>74</b>	<b>51</b>

*Central Provinces.*

	Number of candidates.	Number passed.
Hindus ...	19	16
Mahomedans ...	2	2
Christians ...	5	3
<b>TOTAL</b> ...	<b>26</b>	<b>21</b>

*Oudh.*

	Number of candidates.	Number passed.
Hindus ...	37	24
Mahomedans ...	5	3
Christians ...	8	6
Brahmists and Deists ...	3	3
	<b>53</b>	<b>36</b>

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 result : -

Number of Candidates.	Number examined in		
	Sanskrit.	Arabic.	Latin.
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
<b>TOTAL</b> ... ..	<b>540</b>	<b>233</b>

RELIGION.

*Bengal.*

	Number of candidates.	Number passed.
Hindus ... ..	378	152
Mahomedans ... ..	9	4
Christians ... ..	16	5
Brahmists and Deists ... ..	61	24
<b>TOTAL</b> ... ..	<b>459</b>	<b>185</b>

*N. W. Provinces.*

	Number of candidates.	Number passed.
Hindus ... ..	36	20
Mahomedans ... ..	4	3
Christians ... ..	2	1
<b>TOTAL</b> ... ..	<b>42</b>	<b>24</b>

*Punjab.*

	Number of candidates.	Number passed.
Hindus ... ..	18	14
Mahomedans ... ..	1	1
Other religionists ... ..	1	...
<b>TOTAL</b> ... ..	<b>20</b>	<b>15</b>

*Central Provinces.*

	Number of candidates.	Number passed.
Hindus ... ..	5	...
Christians ... ..	1	1
<b>TOTAL</b> ... ..	<b>6</b>	<b>1</b>

		<i>Oudh.</i>	
		Number of candidates.	Number passed.
Hindus ... ..	...	6	2
Mahomedans ... ..	...	5	4
<b>TOTAL</b> ... ..	...	<b>11</b>	<b>6</b>

For the Degree of B. A. there were 212 candidates, of whom 84 passed, 123 were plucked and 5 were absent. Of the passed candidates, 7 were placed

B. A. Degree Examination. 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 table:—

		<i>Provinces.</i>	
		Number of Candidates.	Number passed.
Bengal ... ..	...	201	78
North-Western Provinces ... ..	...	5	4
Punjab ... ..	...	4	1
Oudh ... ..	...	2	1
<b>Total</b> ... ..	...	<b>212</b>	<b>84</b>

#### RELIGION.

		<i>Bengal.</i>	
		Number of Candidates.	Number passed.
Hindus ... ..	...	151	56
Mahomedans ... ..	...	2	...
Christians ... ..	...	6	2
Brahmists and Deists ... ..	...	42	20
<b>Total</b> ... ..	...	<b>201</b>	<b>78</b>

#### *North-Western Provinces.*

		Number of Candidates.		Number passed.	
Hindus ... ..	...	5	...	4	...
		<i>Punjab.</i>		Number passed.	
		Number of Candidates.		Number passed.	
Hindus ... ..	...	3	...	1	...
Christians ... ..	...	1	...	...	...
<b>Total</b> ... ..	...	<b>4</b>	...	<b>1</b>	...

<i>Oudh.</i>			
		Number of Candidates.	Number passed.
Hindus	...	1	...
Christian	...	1	1
		—	—
Total	...	2	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 License 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 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.

**Law Regulations.** Baboo Rajendralal Mitra has submitted the following proposed changes in Arts Regulations. proposals to the Syndicate:—

(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 the Central Provinces be held annually at Allahabad.

(c) That notices 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.	As.	P.		Rs.	As.	P.		Rs.	As.	P.		Rs.	As.	P.	
<b>RECEIPTS.</b>				<b>DISBURSEMENTS.</b>												
From Government ... ..				47,385	13	2	Establishment ...	5,268	0	0						
<b>FEEES.</b>							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 ...	800	0	0				Paid into the General Treasury as per Sub-Treasurer's Receipts ...						44,137	11	9	
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 Certificates ... ..	34	0	0													
				43,579	0	0										
<b>BOOK FUND.</b>																
Proceeds from the Sale of University Publications ... ..						397	11	9								
<b>GOWN FUND.</b>																
Contributions 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:—

*Passed.*

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:—

*Passed.*

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,
Do. „ Optional Language	...	...	9	
Do. „ History and Geography	...	...	9	
Do. „ Mathematics	...	...	88	} Failed in two subjects,
Do. „ English and Optional Language	...	...	17	
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 three subjects,
Do. „ English, Optional Language, and History and Geography	...	...	12	
Do. „ English, Optional Language, and Mathematics	...	...	31	
Do. „ English, History and Geography, and Mathematics	...	...	158	
Do. „ Optional Language, History and Geography, and Mathematics	...	...	3	} Total number of failures, 928
Do. „ All subjects	...	...	42	
Do. „ Obtaining one-third marks on the whole	...	...	21	
Abstract from the whole of the Examination	...	...	41	
Do. part do...	...	...	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:—

<i>Passed.</i>					
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:—

<i>Passed.</i>					
Latin	...	7	Malayalam	...	15
Sanskrit	...	1	Canarese	...	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 three Subjects, 19
Do. „ English, Arithmetic, and Optional Subject	...	...	...	11	
Do. „ English, History and Geography, and Optional Subject	...	...	...	4	
Do. „ English, History and Geography and Arithmetic	...	...	...	2	} Failed in four Subjects, 4
Do. „ English, Optional Language, and 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 number of Failures, 172
Passed in the First Class	...	...	9	} ... 96	
Do. „ Second „	...	...	87		
				284	

#### THE FOURTEENTH B. A. EXAMINATION.

*February 1871.*

Sixty-eight under-graduates were registered for this 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	

Failed in 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
Do. „ English, History, Moral Philosophy, and Optional Subject	...	...	1	} Failed in four Subjects, 5
Do. „ English, Mathematics, Moral Philosophy, and Optional Subject	...	...	4	
Do. „ All Subjects	...	...	1	
Absent from Examination	...	...	3	
Passed Second Class	...	...	23	
Do. Third Class	...	...	11	
			34	
			68	

The statement of Receipts and Disbursements for the official year 1870-71 is subjoined :—

<i>Dr.</i>	Rs. A. P.	Rs. A. P.	<i>Cr.</i>
<b>ESTABLISHMENT.</b>			<b>ESTABLISHMENT.</b>
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. 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		20,720 0 0
„ do. from 1,395 Mat. Cands., at 10 Rs. each	13,950 0 0		<i>Sale of Calendars.</i>
„ do. from 284 F. A. do., at 15 „	4,260 0 0		By cash paid into the Treasury on account of Calendars sold
„ do. from 68 B. A. do., at 30 „	2,040 0 0		196 0 0
„ do. from 6 B. L. do., at 30 „	180 0 0		<i>Examiners' Fees.</i>
„ do. from 4 B. C. E. do., at 30 „	120 0 0		By cash paid to Matriculation F. A., F. A., B. L., M. L., B. C. E., and M. D. Examiners
„ do. from 2 M. L. do., at 50 „	100 0 0		22,536 0 0
„ do. from 1 M. D. do., at 50 „	50 0 0		<i>Stationery.</i>
„ do. from Collectors in the Mofussil for 4 Matriculation candidates, at 10 Rs. each	40 0 0		By cash paid for Stationery, vouchers marked A
<i>Sale of Calendars.</i>		20,790 0 0	856 3 6
To cash by sale of Calendars	.....	196 0 0	<i>Printing, &amp;c.</i>
<i>Examiners' Fees.</i>			By cash paid for Printing charges, advertisements, vouchers marked B
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	2,473 8 10
<i>Stationery, Printing, and Contingencies.</i>			<i>Contingencies.</i>
To cash from Government for Stationery, Printing, and contingencies	.....	5,000 0 0	By cash paid for contingencies
<i>Furniture.</i>			5,000 0 0
To cash from Government for furniture	.....	500 0 0	<i>Furnitures.</i>
			By cash paid for Furnitures
			500 0 0
<b>Total</b>	.....	53,841 0 0	<b>Total</b>
			53,841 0 0

## 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.

\* Appendix C.

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.

(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 Delli 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 to 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. Maue observed—

“But, gentlemen, what was more startling 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 anything 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 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.

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 text-books 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 school, 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
	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
				<hr/>
				13,560
(2) High Schools	...	...	...	4,728
(3) Middle Class	...	...	...	492
				<hr/>
				18,780
				<hr/>

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.

### N. W. 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; tehsleece 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.*

Districts.	Amount.	Districts.	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 Panjáb 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 Maharájá 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.

### ODDH.

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 scholarship 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, including 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.	Exhibitions attached to Anglo-vernacular schools.	Exhibitions attached to Zia schools.	Junior 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 scholarships 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, &c., &c., 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	...	...	...	...	...
Oomrawuttee High School	...	...	...	...	...
			Total	...	...

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

University Scholarships.

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 Scholarships.

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 class 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 classifica-

tion 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.

### 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.	
[* 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	1,873	1,239	1,554	959	1,058	c 113 do.
	IV. 164	d 1,227	819	1,088	460	562	555	523	514	279

\* 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 organization, and to improve the course of instruction in Government schools. I will only briefly sum the more important additions.

Organization and course of instruction of Government schools.

\* Appendix B.

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-laborer; 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," &c. 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 shewn 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	2,623
Anglo-Vernacular Town Schools ...	18	...	...	...	190	233	290	569	832	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 PUPILS ENROLLED.		Standard or Classes attained in Government Schools.											
		1869-70.	1870-71.	1	2	3	4	5	6	7	8	9	10	B. A. 11 12	
HIGHER CLASS.	English ... { 1869-70 1870-71 }	286	284	21	45	55	41	35	20	37	37	36	22	19	9
	...			33	30	33	30	32	24	30	22	22	19	8	
	Sanskrit ... { 1869-70 1870-71 }			...	...	...	10	...	...	15	37	36	22	3	9
MIDDLE CLASS—(A).	Vernacular ... { 1869-70 1870-71 }	1,823	1,587	...	26	37	51	52	37	21	...	...	...	...	...
	...			33	30	33	30	22	24	1	...	4	18	...	
	English ... { 1869-70 1870-71 }			302	150	149	122	97	70	10	...	...	...	...	...
MIDDLE CLASS—(B).	Sanskrit ... { 1869-70 1870-71 }	3,115	3,476	17	...	...	...	...	...	...	...	...	...	...	...
	...			41	13	...	...	...	...	...	...	...	...	...	
	Vernacular ... { 1869-70 1870-71 }			366	201	316	354	178	100	25	...	...	...	...	...
LOWER CLASS.	English ... { 1869-70 1870-71 }	40,084	41,404	385	178	222	24	...	...	...	...	...	...	...	...
	...			412	227	219	71	...	...	...	...	...	...	...	
	Sanskrit ... { 1869-70 1870-71 }			27	14	...	...	...	...	...	...	...	...	...	...
LOWER CLASS.	Vernacular ... { 1869-70 1870-71 }	40,084	41,404	816	753	663	515	292	121	...	...	...	...	...	...
	...			1,027	721	769	538	394	139	...	...	...	...	...	
	English ... { 1869-70 1870-71 }			...	...	...	...	...	...	...	...	...	...	...	...
LOWER CLASS.	Vernacular ... { 1869-70 1870-71 }	40,084	41,404	20,572	9,128	6,486	3,203	813	22	...	...	...	...	...	...
	...			10,865	9,567	6,647	3,117	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 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	1.8
VIII ... ..	89	.....	89	.66	.40
IX ... ..	42	.....	42	.31	.25

## 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 mastery 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	40,199	157,174
Bombay ... ..	10,692	2,398	...	176	...	498	...	...	...	...	...	...
N. W. Provinces ... ..	16,136	832	1,407	11,217	...	...	47,222	428	...	...	107,771	155,513
Punjab ... ..	7,722	1,324	1,269	25,126	...	...	31,001	...	...	...	17,353	58,795
Oudh ... ..	4,367	419	288	5,987	...	...	20,317	...	...	...	19,120	50,108
Central Provinces ... ..	3,616	458	152	273	...	9	3,149	...	22,927	199	55,648	86,330
British Burmah ... ..	2,283	...	...	...	...	...	...	...	...	...	1,786	4,079
Berars ... ..	1,464	762	...	...	...	...	...	...	12,323	...	1,810	16,359
Coorg ... ..	312	...	...	...	...	...	...	...	...	...	1,469	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	...	8
12	High Schools* ... ..	...	2,906	...	231
46	1st Grade Anglo-Vernacular Schools ... ..	...	5,023	...	149
111	2nd ditto ditto ... ..	...	2,991	...	427
	TOTAL ... ..	...	11,506	...	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 costs 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
" schools, higher class ...	6,022	6,070	885	922	171	164
" " middle " ...			2,036	2,221	1,939	174
" " lower " ...			1,630	542	448	455
" female " ...	198	110	49	153	35	14
" normal " ...	79	108	136	39	160	143
" jail " ...	1	...	35	29	45	68
Aided colleges ...	15	10	9	17	...	...
" schools, higher class ...	4,977	3,236	1,209	1,751	1,722	2,012
" " middle " ...	2,454	3,022	4,124	2,990	1,867	1,571
" " lower " ...	...	...	1,802	2,167	1,876	1,249
" female schools ...	109	147	185	190	179	172
" normal " ...	...	6	4	43	...	...
Indigenous " ...	...	...	...	303	...	282
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 the 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 that 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 years attached somewhat too hastily to 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.

ODDH.

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 Hindu 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 table:—

Years.	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 ... ..	4,314
1870-71 ... ..	4,360

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 3½

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
Ditto ditto at private schools ...	726	1,025	1,286	1,341	1,378
TOTAL ...	2,004	2,703	3,338	3,399	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 teach 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.

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.
English ... ..	101,284	101,484	101,557
Sanskrit ... ..	2,773	2,499	1,912
Bengali ... ..	121,820	124,685	124,338
Hindi ... ..	6,996	7,854	12,241
Uriya ... ..	14,459	10,138	5,489
Sauhalī ... ..	.....	3	4
Khasia ... ..	5	4	110
Arabic ... ..	.....	.....	50
Persian ... ..	34	20	66
Urdu ... ..	2,975	3,672	2,827
Anglo-Asiatic ... ..	8,815	10,999	10,012
<b>TOTAL ... ..</b>	<b>259,161</b>	<b>261,358</b>	<b>258,636</b>

## 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 depôts. 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 depôt 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 depôts 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 depôt 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 Depôt ... ..	729	15	9
Transmission charges ... ..	1,913	3	11
Contingent charges of District Depôts, 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
<b>DEDUCT—</b>			
Sale proceeds paid into the Government Treasuries ... ..	54,914	9	8
Value of fresh addition to the stock of the depôt 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, 6, 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
Telugu ... ..	40,862	8,189	8	6
Malayalum ... ..	6,310	1,803	9	6
Canarces ... ..	10,984	5,149	11	6
Hindustani ... ..	533	128	6	9
Persian ... ..	20	6	9	0
Sanskrit ... ..	19	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 Depôt 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 favorably 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 of 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 depôt 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
	<hr/>		<hr/>	
	1,34,667	4 5	86,294	3 0
<b>DEDUCT—</b>				
Repaid into the Treasury ... ..	1,01,499	10 1	73,644	5 9
	<hr/>		<hr/>	
Net Cost to Government ... ..	33,167	10 4	12,649	13 3
	<hr/>		<hr/>	

The following is a statement of the number and value of books and maps purchased or printed by the depôt 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
<b>TOTAL</b> ... ..	<b>427,847</b>	<b>1,14,925</b>	<b>5 10</b>

The number and value of the books and maps sold by the depôt 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	293	15	0
Hindustani	5,575	1,794	6	7
<b>TOTAL</b>	<b>467,616</b>	<b>1,47,034</b>	<b>10</b>	<b>2</b>

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. 8934. 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
<b>TOTAL</b>	<b>1,48,651</b>	<b>9</b>	<b>10</b>

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.
Balance on the 31st March 1870	5,65,191	0	3
<b>ADD—</b>			
Stock purchased or printed during the year	1,57,688	15	8
<b>TOTAL</b>	<b>7,22,879</b>	<b>15</b>	<b>11</b>
<b>DEDUCT—</b>			
Value of Books sold	1,48,651	9	10
Ditto written off	544	12	0
	<b>1,49,196</b>	<b>5</b>	<b>10</b>
<b>Balance on the 31st March 1871:—</b>			
Central Book Depôt	3,26,284	7	7
Subordinate Depôts	2,47,399	2	6
	<b>5,73,683</b>	<b>10</b>	<b>1</b>
<b>TOTAL</b>	<b>7,22,879</b>	<b>15</b>	<b>11</b>



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
<b>TOTAL</b> ... .. .	<b>14,123</b>	<b>3,407</b>	<b>11 4</b>

### NORTH-WESTERN PROVINCES.

#### BOOK DEPARTMENT.

The departmental purchases are shown in the annexed table :—

Circles.	Number of Copies.	Value.	
		Rs.	A. P.
1st Circle ... .. .	32,859	4,224	13 1
2nd „ ... .. .	26,968	3,256	4 5
3rd „ ... .. .	22,020	3,222	7 5
Kuinaon and Gurhwal ... ..	4,652	466	5 6
Ajmere ... .. .	3,970	498	12 9
<b>TOTAL</b> ... .. .	<b>90,469</b>	<b>12,658</b>	<b>11 2</b>

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 cost of the establishments of the book depôt, 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 depôt 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

Measures taken to make the book depôt self-supporting.

Profits nearly sufficient to cover the charges.

(2) for the purchase of 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. Ditto of Translator's Department ... ..	3,900	
	<hr/>	9,723
3. Transit Charges, &c. ... ..	2,485	
4. Commission on Sales ... ..	1,965	
5. Postage Labels ... ..	150	
	<hr/>	4,600
		<hr/> <hr/>
		14,323

To meet the above charges, the profits, &c., shown below have been realized :—

	Rs.	Rs.
Profit on <i>bond 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-Panjab</i> realized during the year ... ..	1,897	
Amount paid into Lahore Treasury for miscellaneous works of the Press ... ..	1,701	
	<hr/>	14,162

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-Panjab*.

The expenditure on the purchase of books. The expenditure on the purchase of books, &c., was as follows :—

	Rs.	Rs.
1. Total charges of the Press, including establishments, 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

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.

Cost and selling prices of books. The cost and selling prices of books brought on to stock during the year are as follow :—

	Cost Price.	Selling Price.
	Rs.	Rs.
Books received from Educational Press ... ..	29,564	40,136
Ditto from Book-sellers ... ..	10,967	17,148
	<hr/>	<hr/>
	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	
	<hr/>	<hr/>
		61,102

The following is a statement of the *bonâ fide* sales effected during the year, which exceeded those of 1869-70 by Rs. 9,023 :—

	No. of Books.	Value. Rs.
Sales effected by Deputy Commissioners	... 45,875	11,466
Ditto by Head Masters of Zillah Schools...	... 19,312	5,589
Ditto by Head Masters of Normal Schools	... 1,538	583
Sales at the Depôt	... 46,236	19,818
<b>TOTAL</b>	<b>... 112,961</b>	<b>37,456</b>

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 vernacular works, whose value, at the rate 500 pages a rupee, would be Rs. 31,967, which exceeds their actual cost. These have been brought on to the stock of the depôt 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	... 3,201	
		<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 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 depôts 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.

Books under preparation.

The following books are in course of preparation or actually in the press :—

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.

### SECTION X.—THE BOOK DEPARTMENT.

In 1869-70 the value of the books purchased was Rs. 15,967, and the value of the sales effected was Rs. 12,607. In the year under review, though we only purchased Rs. 10,913 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 pre-

cisely as described in previous reports. The number and the value of books sold for the past six years may be thus contrasted :—

Years.			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.

## SECTION X.—BOOK DEPÔT.

The transactions of the book depôt 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.
Central Book Depôt, Nagpûr	63,688	10,770 5 6	58,295	16,638 3 1	59,969	14,077 14 1		
Branch Book Depôt, Jabalpur	18,800	4,579 15 4	19,956	4,889 0 9	17,104	5,280 1 9		
Branch Book Depôt, Raipur	20,247	3,564 14 3	14,824	2,739 1 3	12,890	3,193 15 10		
<b>TOTAL</b>	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 Urdû Poets.

3,000 ditto ditto, Part II.

2,000 Bhûgol Bharat Khand, Part I, or the Geography of India.

10,000 of Aksharâvali, the Hindî Primer.

1,000 of the first 20 pages of Haqaik-ul-Maujudât, the Third Urdû Reading Book.

2,000 of the first 20 pages of Vidyankur, the Second Hindî 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 Sarkârî Akhbâr have been issued, of which 4,920 were published in Hindî, 2,898 in Marathi, and 1,800 in Urdû. 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 depôts for the sale of books against 42 at the end of the previous year. The chief of these, entitled the Central Book Depôt, is at Akolar, 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 depôts are supplied. These branch depôts 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.

## Expenditure.

The following have been the moneys allotted and expended during the year:—

			Allotted.	Expended.
			Rs.	Rs. A. P.
Salary of Curator of Central Depôt	...	...	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	.....
<b>TOTAL</b>	...	...	<b>19,880</b>	<b>16,874 5 3</b>

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 depôt and each of the branch depôts at the end of 1870-71.

Books for re-sale purchased during 1870-71.

Books for re-sale, to the number of 42,492, were purchased for Rs. 10,000 during the year as follows:—

Language.						Number of Copies.			Amount.		
						Rs. A. P.			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			
<b>TOTAL</b>	...	...	...	...	<b>42,492</b>	<b>10,000</b>	<b>0</b>	<b>0</b>			

## BERARS.

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
<b>TOTAL</b> ...				<b>39,544</b>	<b>1</b>	<b>1</b>	<b>13,762</b>	<b>10</b>	<b>6</b>

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:—

Full account of books for re-sale since 1868.

		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 depôts	...	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 depôts on 31st March	...	26,307	3	7
					Cash in Curator's hand on 31st March	...	211	3	4
<b>TOTAL</b> ..		<b>42,526</b>	<b>14</b>	<b>2</b>	<b>TOTAL</b> ...		<b>42,526</b>	<b>14</b>	<b>2</b>

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 depôt at Akolah of the value of Rs. 10,409-6-2, and of 71,638 copies of books at the branch depôt 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 is 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 education, *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

\* Financial Resolution, No. 3233, dated 8th September 1869.



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 Shékara" in Canarese with critical notes; for translations of two English works into Sindhi, and for an essay in Sindhi 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 Gauges, 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 Jamasji completed his Pahlavi-English Glossary of the Zand and Pahlavi texts. *Vendidād* in December 1870. The text of 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 *Ardū Virāf Nāmeḥ*, 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

\* See Bengal Legislative Council Debate, dated 6th January 1872.

series of Zand and Pahlavi Grammars and Dictionaries, which is a project somewhat beyond the means justly appropriable 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 *Mainyô-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 vigour under the care of Dr. Bühler, 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. Bühler'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 Paribhâshendusâkara* has been published.

A number of Professor Shankar P. Pandit's edition of the *Raghuvamsâ* 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 *Malatimâdhava*, and received permission to print it as part of the series. Dr. Bühler 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	...
<b>TOTAL</b> ... ..	<b>143</b>	<b>162</b>	<b>22</b>	<b>3</b>

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 Yardhak Library, Hornby Road, Fort, Bombay.
5. Nahanpura Native Reading-Room, Surat.
6. Udware 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, Benares, 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 Azimgurh, 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 maâfee 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 Sâstras.

To gain access to one of the libraries belonging to a Svamiji, the head of the Dasmâni, 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 Ramanath 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	633	3,752	4,385
Bombay ...	136,244	12,934	149,178	14,423	1,069	15,492
North-Western Provinces ...	109,078	12,838	121,914	19,763	4,503	24,266
Punjab ...	30,596	16,371	47,267	24,375	6,955	31,330
Oudh ...	24,735	3,717	28,452	7,649	1,479	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 46½ Government and 5,735 the 76 aided schools. In Mysore there is fair system recently established of hobbie or village schools, 356 in number with 10,680 pupils, but still in an

\* The following notices are taken from the last available reports of 1869-70,

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 Trivandram 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 Irinjaleecooda 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 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			
	<i>Rs.</i>	<i>A. P.</i>	<i>Rs.</i>	<i>A. P.</i>	<i>Rs.</i>	<i>A. P.</i>	<i>Rs.</i>	<i>A. P.</i>
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 school 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 Cashmeree 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: this is due to the teaching of Dhurum Narain, one of the early Superintendents, and now Native Assistant to the Governor General's Agent. During his Superintendentship there were some 400 pupils of all classes, a printing press, and a weekly paper in Hindi and Urdu.

Maharaja Holkar takes a warm interest in the prosperity of the institution, and attends at the examination not merely as a spectator.

The Schore High School was founded in 1839, and was affiliated four years ago to the Calcutta University when three out of four candidates have matriculated. The last report shows 298 pupils of whom 84 are learning English.

In Gwalior, the number of schools, students, and expenditure is as follows:—

Number of Schools.		Students.		Expenditure.	
1868.	1869.	1868.	1869.	1868.	1869.
				Rs. A. P.	Rs. A. P.
86	89	2,653	2,690	2,108 8 0	2,118 8 0

No fees are taken in any of these institutions.

Some interesting information is also given regarding the progress that has been made in this department during the last four years:—

- I.—Scholarships to the value of Rs. 27 per mensem have been granted to the students in the Principal College.
- II.—A class for Natural Philosophy has been formed.
- III.—A Reading-room Society has been started, His Highness contributing a dozen English and Oriental papers, and allowing the members the use of the Examination Hall.
- IV.—A Debating Society has also sprung from the above.
- V.—Seven thousand nine hundred and nineteen books, valued at Rs. 1,400, have been sent to the district schools, in order that there may be an uniform method in the instruction that is imparted.
- VI.—For the further improvement of the district schools the Durbar has ordered that teachers, who are wanting in the knowledge of systematic teaching,

are to attend the Principal College, and thereto 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 favorable. 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, Nagode, 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
"	"	in Urdu and Persian	...	...	463
"	"	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 acknowledgments 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 instructions in the several schools

	English.	Hindi and Sanskrit.	Persian and Urdu.
Central School ...	26	122	40
Village Schools ...	...	223	...
Private Schools ...	...	335	...

are noted in margin. There are altogether 13 village and 14 private schools besides the central school. The schools maintained by the Bohras, and in which religious instruction only is imparted, are not included.

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 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

\* A notice will be found above (page 188) of the foundation of the Ajmir 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.

	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



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. DeFabeck, 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. DeFabeck 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 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 kaureeta 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 Pahlapur 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 prejudices must have been surrendered, and many ancestral habitudes 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 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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APPENDICES

TO

~~NOTE ON EDUCATION~~

~~IN~~

~~BRITISH INDIA PRIOR TO 1854.~~

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# APPENDIX A.

## RULES FOR GRANTS IN AID OF EDUCATION IN INDIA.

### BENGAL.

#### REVISED GRANT-IN-AID RULES.

I. THE Local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each District as compared with others, and to the funds at the disposal of Government), grants aid in money, books, or otherwise, to any school under adequate local management, conditional upon the attendance and proficiency of the scholars, the qualifications of the masters, and the state of the school.

II. Any school to which aid is given, together with all its accounts, books, and other records, shall be at all times open to inspection and examination by any officer appointed by the Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

III. Inspecting officers will not interfere with the actual management of schools, but are employed to see that the conditions on which the grants were made are fulfilled, and aid will be withdrawn from any school in which such conditions are not fulfilled.

IV. Grants are given on the principle of strict religious neutrality, and no preference will be shown to any school on the ground that any particular religious doctrines are taught or not taught therein.

V. Grants are given to those schools only (with the exception of normal schools) at which fees of reasonable amount are required from the scholars.\*  
\* At present exceptions may be admitted in the case of girls' schools, but fees will be insisted on wherever possible.

VI. Grants will in no case exceed in amount the sums to be expended from private sources.

VII. Applications for grants must be made in the first instance to the Inspectors of Schools;† and the promoters or managers of any school for which application is made must appoint one of their own body to be the Secretary of the school and to conduct their correspondence with the Inspector.

VIII. In respect of any school for which application is made, full information must be supplied on the following points:

- (a.)—The pecuniary resources, permanent and temporary, on which the school will depend for support.
- (b.)—The proposed monthly expenditure in detail.
- (c.)—The average number of pupils to be instructed.
- (d.)—The persons who will form the Committee of Management.
- (e.)—The nature and course of instruction.
- (f.)—The number and salaries of the teachers.
- (g.)—The nature and amount of aid sought.
- (h.)—The treasury at which the grant, if sanctioned, is to be payable.
- (i.)—The existence of other schools within a distance of six miles.

IX. The persons who for the time being are Members of the Committee of Management are responsible for the due application of the school funds in accordance with the conditions of the grant.

X. Schools are divided into the following classes :

*Colleges*—In which the scholars have passed the University Entrance Examination.

*Schools of the higher class*—In which the scholars are educated up to the standard of the Entrance Examination.

*Schools of the middle class*—In which the scholars are educated up to a standard not above that of the 3rd class of a higher class school (schools of this class are styled "*English*" or "*Vernacular*" according as English is or is not taught in them).

*Schools of the lower class*—In which the scholars receive elementary instruction only, and in the Vernacular language.

*Girls' schools*—Including agencies for *zenana* instruction.

*Normal schools*—For the training of masters and mistresses.

*Special schools*—For instruction in special subjects.

XI. Grants are of two kinds,—monthly grants and special grants.

#### MONTHLY GRANTS.

XII. For colleges the grants will not exceed one-third of the income guaranteed from private sources.

XIII. For schools of the higher class the grants will not exceed one-half of the income guaranteed from private sources.

XIV. For schools of the middle class, in which the expenditure is more than Rs. 30 a month, the grants will not exceed two-thirds of the income guaranteed from private sources.

XV. The proportional amounts above laid down are *maximum* amounts, and it must be understood that the *maximum* grant will not in all cases, and as a matter of course, be sanctioned.

XVI. The sanction of a grant is conveyed in the following form\* :

\* In the case of colleges, the form is modified.

#### Office Memorandum of the Director of Public Instruction.

(1.) A grant of Rs. \_\_\_\_\_ a month is sanctioned from the \_\_\_\_\_ 186  
for the School at \_\_\_\_\_ in Zillah \_\_\_\_\_ on the following  
conditions :

(a.)—That Rs. \_\_\_\_\_ a month at least be regularly contributed from private sources.

(b.)—That the following rates of fees be levied :

					Rs.	A.	P.
1st Class	...	...	...	...			
2nd "	...	...	...	...			
3rd "	...	...	...	...			
" "	...	...	...	...			
" "	...	...	...	...			

(c.)—That the following rate of expenditure be maintained :

					Rs.	A.	P.
Head Master	...	...	...	...			
2nd "	...	...	...	...			
3rd "	...	...	...	...			
Servants	...	...	...	...			
Contingencies	...	...	...	...			

(2.) A bill for the grant (in Form A. annexed) must be sent to the Inspector for countersignature at the expiration of each month, and must be accompanied by a certified abstract (in Form B. annexed) of the receipts and disbursements of the school for the month preceding that for which the bill is drawn. After countersignature the bill will be paid at the Treasury.



- (3.) The monthly bill and the certified abstract of the school accounts must be signed by the Secretary of the school.
- (4.) The bill is countersigned on the distinct understanding that the salaries and other charges certified by the Secretary to have been paid have actually been paid.
- (5.) Contingent charges are to be accounted for to the Inspector in detail.
- (6.) The surplus balances of the school fund cannot be expended without the concurrence of the Inspector.
- (7.) Salaries for service in any month become due on the first day of the following month.
- (8.) The grant is liable to be reduced or withdrawn if the payment of any teacher's salary is delayed for more than one month after it has become due.
- (9.) The grant is liable to be reduced or withdrawn if the school is unfavorably reported on as regards the attendance or proficiency of the scholars.
- (10.) The grant is liable to be reduced or withdrawn if the managers employ ill-qualified masters, or if they keep their accounts in a negligent and untrustworthy manner, or if they send to the Inspector incorrect accounts, or if they fail to transmit punctually the periodical returns required by the Education Department, or if the school-house is unfit for the purposes of the school, or is untidy or dirty.
- (11.) The grant is liable to be reduced or withdrawn if the teachers keep untidy or untrustworthy registers, or if they are frequently absent from duty.
- (12.) Holidays are not to exceed sixty days in the year, exclusive of Sundays, except under peculiar circumstances and with the sanction of the Inspector.
- (13.) The Committee of Management is constituted as follows :

...	...	...	...	... }	Members.
...	...	...	...	...	
...	...	...	...	...	
...	...	...	...	...	
...	...	...	...	... Member and Secretary.	

- (14.) Every new election to the Committee of Management must be notified to the Inspector, under the signatures of the Secretary and of the Member or Members elected.
- (15.) Every change of Secretary must be notified to the Inspector, under the signatures of the new Secretary and the Members of the Committee of Management.

XVII. The conditions of every grant are subject to revision periodically, at intervals of five years, commencing from the date of sanction.

SPECIAL GRANTS.

XXVIII. Special grants are given towards the cost of furnishing school-houses, and providing maps and other school apparatus, in consideration of expenditure from private sources incurred in the establishment and equipment of schools, and on condition that the managers undertake to refund the amount of any such grant, if the school obtaining it should be abolished within a period to be fixed by the Director of Public Instruction.

XIX. Special grants are given towards the cost of building school-houses, provided such houses are *pucka* masonry structures.

XX. Grants are not given to pay off debts for building, nor in consideration of former expenditure for building, nor for the maintenance of buildings.

XXI. Before a building grant is sanctioned, the site, plans, estimates, specifications, title, and trust-deed must be approved by the Director of Public Instruction.

XXII. The trust-deed must declare the building to be granted in trust for school purposes, and for no other purposes whatever. It must also provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school.

GRANT-IN-AID RULES.

XXIII. The grant is not paid until—

- (1.) A report is received from the Executive Engineer, Department of Public Works, certifying that the building has been completed in accordance with the sanctioned plans and specifications; and,
- (2.) A certificate is received from the managers setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims, and finally close the account.

**Form A.**

\_\_\_\_\_ Class School at \_\_\_\_\_ in Zillah \_\_\_\_\_  
 (Month) \_\_\_\_\_ 186 .

**BILL FOR GRANT-IN-AID.**

*The Secretary of State in Council for India* ..... *Dr.*

To the Grant-in-Aid for the month of ... _____	Rs.	A.	P.	See Orders of Director of Public Instruction, No. _____, dated the _____ 186 .
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Payable at the \_\_\_\_\_ Treasury.

*The* \_\_\_\_\_ 186 . *Secretary of the School.*

Passed for Rupees \_\_\_\_\_

*The* \_\_\_\_\_ 186 . *Inspector of Schools,*  
 \_\_\_\_\_ *Division.*

**Form B.**

\_\_\_\_\_ Class School at \_\_\_\_\_ in Zillah \_\_\_\_\_  
 (Month) \_\_\_\_\_ 186 .

**ABSTRACT ACCOUNT OF RECEIPTS AND DISBURSEMENTS.**

RECEIPTS.		Rs.			Rs.		
		A.	P.	A.	P.		
(A.)	Fees and fines ... ..						
(B.)	Subscriptions, donations, &c., ... ..						
	Add (if necessary) from balance of previous month ... ..						
	Grant-in-Aid ... ..						
	Balance of previous month ... ..						
	Deduct amount (if any) carried to (B)						
	<b>Total</b> ... ..						

DISBURSEMENTS.	Establishment.	1 Charges specified in the Grant.			2 Charges actually paid.			Explanation of the difference, if any, between columns 1 & 2.
		Rs.	A.	P.	Rs.	A.	P.	
* Detail of Con- tingencies.	Head Master ...							
	2nd „ ...							
	3rd „ ...							
	4th „ ...							
	5th „ ...							
	6th „ ...							
	7th „ ...							
	8th „ ...							
	Head Pundit ...							
	2nd „ ...							
	3rd „ ...							
	Servants ...							
	Contingencies* ...							
Total Disbursements ...								
Balance in hand ...								
		Total ...						

I declare that I have actually paid the sums stated above in column 2, and, in consideration thereof, I apply for the Government grant of Rs. \_\_\_\_\_.

The \_\_\_\_\_ 186 .

Secretary of the School.

- NOTES.—1. This account is for the month preceding that for which the accompanying grant-in-aid bill is drawn.
- In the abstract of receipts must be credited against (A.) the whole amount of fees and fines received during the month.
  - Against (A.) and (B.) together must be credited *at least* the amount guaranteed as the condition of the grant.
  - If the charges certified to have been actually paid are less than the charges specified in the grant, a proportionate reduction is to be made in the amount of the accompanying bill presented for countersignature.
  - The Secretary will send this account in duplicate, if required to do so by the Inspector.
  - If the declaration at the foot of this account is falsely signed, the Secretary is thereby rendered liable to all the penalties of Clause 415 of the Penal Code.

## MADRAS.

## GRANT-IN-AID RULES.

I. GRANTS in aid of schools and other educational institutions will be made with the special object of extending and improving the secular education of the people, and will be given impartially to all schools (so far as the funds at the disposal of Government may admit) which impart a sound secular education, upon the conditions hereafter specified. It will be essential to the consideration of applications for aid that the schools, on behalf of which they are preferred, shall be under the management of one or more persons who, in the capacity of proprietors, trustees, or members of a committee, elected by the society or association by which the school may have been established, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

II. Every application for a grant must be accompanied by a declaration that the applicant, or applicants, are prepared to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time-table scheme of studies, and registers of attendance, to the inspection of a Government Inspector; such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted.

III. Except in the case of normal schools for training teachers, and of female schools, grants will be restricted to those schools in which a monthly schooling fee, of an amount to be approved by the Director of Public Instruction, and which, in general, is not to fall below one anna, is paid by at least three-fourths of the pupils.

(1.) [It is not permissible for a teacher to draw a salary grant in one school and at the same time to serve as a master in another which receives a grant upon the system of payment for results.]—*Order of Government, 2nd December 1868, No. 410.*

IV. It will be 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 described in Schedule A, appended to this Notification, and to obtain grants at the rates provided for in Schedule B.

V. In other cases, the grants will be made only for specific purposes, and not in the form of contributions in aid of the general expenses of a school; and it will be essential to the payment of the grants that the proportion which, under the following rules, the managers are required to contribute for the purpose for which the grants may have been sanctioned shall have been duly paid. Subject to the conditions prescribed in these rules, a grant, not exceeding in amount the sum contributed by the managers of the school, will be given in aid of the salary of each school master or school mistress, who may have obtained a certificate of qualification from the Director of Public Instruction. A grant not exceeding one-half of the sum contributed by the managers of the school 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, either by the report of a Government Inspector of Schools, or by such other means as the Director of Public Instruction may consider sufficient, that the said teacher is fairly qualified to perform the duties which are entrusted, or which it may be proposed to entrust, 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 in the following rules for teachers holding certificates, and that the exact amount to be assigned in each case shall be determined by the Director of Public Instruction.

VI. The following are the specific objects for which, and the conditions upon which, grants will ordinarily be given:

1st.—The payment in part of the salaries of school masters and mistresses.

2nd.—The payment of normal and certain other scholarships.

3rd.—The provision of books of reference, maps, &c.; and in some cases of school-books.

4th.—The establishment and maintenance of school libraries and public libraries.

5th.—The erection, purchase, enlargement or repair of school-buildings.

6th.—The provision of school-furniture.

VII. The tests to be passed by teachers to entitle them to certificates shall be of a three-fold character,—the first relating to general education, the second to theoretical knowledge of school management, and the third to teaching power, as practically exemplified by teaching a class in the presence of an Inspector of Schools.

VIII. *Grants to School Masters.*—The certificates to be awarded to school masters will be of five grades; and, as regards the general education test, candidates for certificates of the first three grades will be required to have passed one of the Madras University Examinations, according to the grade of certificate which the candidate may seek to obtain, viz:

For the 1st Grade, the Examination for the Degree of B. A.

For the 2nd Grade, the 1st Examination in Arts.

For the 3rd Grade, the Matriculation Examination.

IX. The general education tests for the 4th and 5th Grades of school masters will be those specified in Schedule C.

X. A certificate of the 1st Grade will render the holder eligible to such grant not exceeding the amount contributed by the managers of the school in which he is employed, as the Director of Public Instruction with the sanction of Government may determine, due regard being had to the amount of funds available for expenditure on grants-in-aid. Certificates of the other grades will render the holders eligible to the following grants, provided that the amount of the grant shall not exceed the amount contributed by the managers of the school; and that it shall be competent to the Director of Public Instruction to assign a grant lower than the maximum, with reference to the manner in which the candidate may have acquitted himself in the certificate examination.

	Rupees.
A certificate of the 2nd Grade to a monthly grant not exceeding ...	75
Ditto of the 3rd Grade                   "                   "                   " ...	50
Ditto of the 4th Grade                   "                   "                   " ...	25
Ditto of the 5th Grade                   "                   "                   " ...	10

(2.) [A pundit holding a certificate of the 5th Grade will be eligible to a half salary grant of Rupees 15 per mensem when employed in teaching students of the 1st Arts Class, and to a half salary grant of Rupees 25 per mensem when engaged in instructing those who are preparing for the B. A. Degree.]—*Order of Government, 29th April 1868, No. 168.*

Ordinarily the maximum grant will not be assigned to a teacher on being first employed in that capacity.

XI. In the case of masters employed in schools intended mainly for European or East Indian pupils, the examination for certificates of the 4th and 5th Grades may be conducted in English, and in such cases the language test for the 5th Grade shall be that which is prescribed in the Schedule as the English test for the 4th Grade.

XII. Graduates of Universities in Europe, America and Australia, and of other Indian Universities, and holders of certificates granted by the Councils of Education in England or Ireland, will be placed in such grades as, in the judgment of the Director of Public Instruction, their attainments and other qualifications may render appropriate.

XIII. *Grants to School Mistresses.*—Certificates for school mistresses will be of three grades.

A certificate of the 1st Grade will render the holder eligible to such grant not exceeding the amount contributed by the managers of the school in which she is employed, as the Director of Public Instruction with the sanction of Government may determine, due regard being had to the amount of funds available for expenditure on grants-in-aid. Certificates of the other grades will render the holders eligible to the following grants, provided that the amount of the grant shall not exceed the amount contributed by the managers of the

school, and that it shall be competent to the Director of Public Instruction to assign a grant lower than the maximum, with reference to the manner in which the candidate may have acquitted herself in the certificate examination.

	Rupees.
A certificate of the 2nd Grade to a monthly grant not exceeding ...	25
Ditto                      3rd Grade                      "                      "                      ...	10

School mistresses holding certificates from the Councils of Education in England or Ireland will be placed in the 1st Grade, and will be assigned such grants as the Director of Public Instruction may deem proper.

XIV. The general education tests for all grades of school mistresses will be those specified in Schedule D.

XV. The examination of school masters, candidates for certificates of the first three grades in the theory of school management, and the examination of all other candidates in all their subjects, will be held once a year in July, or at such other time as may be hereafter appointed.

XVI. All grants in aid of the salaries of school masters and mistresses will be paid monthly. Their continuance will depend in each case upon the annual report of the Inspector of the Division, that the school or class under the master's or mistress's charge has been satisfactorily conducted during the previous year.

XVII. Grants made to elementary schools on the results of periodical examinations of the pupils, as provided for in Schedules A. and B., will be paid annually, half-yearly, or quarterly, as the Director of Public Instruction may decide in communication with the managers of the school, provided that the amount to be given for a single year shall not exceed the rates entered in Schedule B.

XVIII. Scholarship grants will be issued to well-organized normal schools conducted by certificated teachers; each application will be disposed of on its merits.

XIX. Beside the scholarship grants above-mentioned, a certain number of scholarships will be given each year upon the results of the University Matriculation Examination. These will be tenable for three years, under conditions to be laid down by the Director of Public Instruction, at such colleges or schools as may be so organized as to allow of the holders being educated up to the standard of the B. A. Examination.

XX. Grants for the provision of books of reference, maps, &c., for schools will be made on the following terms:

(a).—A grant will be made to every school favorably reported on by the Inspector

In the case of a school in which the head master, or one of the assistant masters, may hold a certificate of the 1st Grade, at the rate of 10 annas per head of the average attendance during the preceding quarter.

In the case of a school in which the head master, or one of the assistant masters, may hold a certificate of the 2nd or 3rd Grade, at the rate of 8 annas per head of the average attendance during the preceding quarter.

In the case of a school in which the head master, or one of the assistant masters, may hold a certificate of the 4th or 5th Grade, at the rate of 6 annas per head of the average attendance during the preceding quarter.

at rates not exceeding those noted in the margin, provided that a sum equal to the amount of the grant be contributed for the same purpose by the managers of the schools.

(b).—No further application for a grant of books of reference, maps, &c. will be complied with for a period of five years from the date of the previous grant.

(c).—After the lapse of five years from the date of the last grant, a renewal grant will be made at rates not exceeding those noted above, and with the proviso already laid down.

(d).—Grants for the provision of books of reference, maps, &c., will be made in money. Applications for such grants must be accompanied by a list of the books required; and, on the Director of Public Instruction satisfying himself of the propriety of complying with the application, prospective sanction will be given for the issue of the grant, which will be paid on the Government Inspector reporting that the articles have been procured and are ready for use.

XXI. A grant for the provision of school-books will be issued to *bona fide* pauper schools, at a rate not exceeding 8 annas a head upon the average attendance of the preceding three months, the managers of the schools contributing in every case an equal amount. After the expiration of three years, a renewal grant will be issued upon the same terms.

XXII. Grants will be made in aid of school and public libraries to such extent as may seem fitting in each case, and subject to the condition that an equal sum shall be contributed by the managers.

XXIII. Grants will be made towards the erection, purchase, repair or enlargement of a school-building on the following conditions:

1st.—That in each case an equal sum shall be contributed by the managers of the school for the same purpose.

2nd.—That satisfactory evidence shall be adduced of the necessity for the erection, purchase, repair or enlargement, in aid of which the grant is sought.

3rd.—That the amount applied for shall not exceed what may be considered reasonable, taking into account the budget provision for the year, the importance of the school, and any previous grants which may have been issued to the managers of the institution.

4th.—That the application (which should be submitted before the commencement of the undertaking) shall be accompanied by a plan and estimate of the cost of the building proposed to be erected, purchased, or enlarged. The plan and estimate to be retained in the Director's Office.

5th.—That previous to the disbursement of the grant, it shall be certified by the Inspector of the Division, or other responsible officer who may have been deputed to examine the building, that the work has been proceeded with, as provided for in the plan and estimate previously sanctioned by the Director of Public Instruction. Also that, before disbursement, the managers of the school shall declare that they have funds on hand sufficient, when supplemented by the grant, to clear off all the debts incurred in the execution of the work.

6th.—That in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being diverted, prior to the lapse of twenty years, from the date of issue of the grant, to other than educational purposes, the managers at the time of the diversion shall refund to Government such portion of the grant allowed them as shall be determined by arbitrators, who, in making their award, shall take into consideration the length of time the building has been used as a school-house and its consequent deterioration; but in the event of such managers failing to make such refund, then they shall sell the building to Government at a valuation to be determined by arbitrators, who in making their award shall deduct from the price such portion of the grant as may seem equitable, regard being had to the length of time the building has been used as a school-house and its consequent deterioration.

7th.—That the arbitrators referred to in the last preceding rule shall be three in number, one of whom shall be nominated by Government, another by the managers of the school, and the third by the two arbitrators so appointed: and, in case of the arbitrators differing in opinion, the award of the majority shall be binding and conclusive on all parties.

XXIV. Grants for the provision of school-furniture will be made once in five years, on condition that the managers of the school shall contribute an equal sum for the same purpose; and that, in the event of the school being permanently closed within five years from the date on which the grant may have been made, the Government shall be at liberty to purchase the furniture, towards the supply of which the grant was given, at a valuation to be determined, as in the case of school buildings, by arbitrators, credit being taken in each case for the amount of the grant, allowing for depreciation due to wear and tear. All applications for grants must be accompanied by a list of the furniture required. A furniture grant will be paid on the Director of Public Instruction being satisfied that furniture to the full amount proposed to be expended, including both local contributions and the Government grant, has been made up and placed in the school.

XXV. Application for grants in aid of industrial schools, and for other purposes not provided for in this Notification, will be disposed of on their merits, each case being determined, as far as possible, by the analogy of the foregoing rules.

## Schedule C.—WRITING TESTS FOR SCHOOL MASTERS' CERTIFICATES.

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
4th Grade ...	<p><i>English</i>.—2nd and 3rd Books of Lessons, Madras School Book Society.            Selections in Poetry No. 1.            Grammar (an elementary knowledge).</p> <p><i>Tamil</i>.—3rd Book of Lessons, Public Instruction Press.            Panchatantra.            Pope's Poetical Anthology.            Nannul (by Savundranaiyagam Pillai) Verbs and Syntax.            Pope's 2nd Grammar.</p> <p><i>Telugu</i>.—3rd Book of Lessons, Public Instruction Press.            Niti Chendrika.            Nala Charitra.            Venkiah's Grammar.            Chinniah Suri's Grammar.—Chapters on Karaka and Samasa.</p> <p><i>Canarese Malayalam and Uriya</i>, in accordance with Tamil and Telugu as far as practicable.</p> <p><i>Arithmetic</i>.—Colenso's generally; omitting Duodecimals, Cube Root and Stocks.            Also the chief Indian weights and measures.</p> <p><i>Geometry</i>.—Euclid, Book I.</p> <p><i>History</i>.—Morris's History of India (generally).            Brief Sketches of Europe.</p> <p><i>Geography</i>.—The Manual,—Asia, and India in particular; general notions regarding the world; and the outlines of Europe.</p> <p><i>Method</i>.—Fowler's Work, or Murdoch's Hints.</p> <p><i>N. B.</i>—Very discreditable writing, figures or spelling will cause a candidate to be rejected. For lesser deficiencies in these respects deductions will be made from the marks which would otherwise be assigned to the answers.</p>	<p>The examination in the non-language subjects will be, in general, conducted in the Vernaculars.</p>
5th Grade ...	<p><i>Tamil</i>.—2nd and 3rd Readers, Public Instruction Press.            Panchatantra, Part I.            Pope's Catechism of Grammar.</p> <p><i>Telugu</i>.—2nd and 3rd Readers, Public Instruction Press.            Panchatantra, Part I.            Sheshaya's Grammar.</p> <p><i>Canarese, Malayalam and Uriya</i>, in accordance with Tamil and Telugu.</p> <p><i>Arithmetic</i>.—Four Simple and Compound Rules, with the principal Indian weights and measures.</p> <p><i>History</i>.—Brief Sketches of Asia.</p> <p><i>Geography</i>.—India in general, with the Madras Presidency in particular; general notions of the world, and outlines of Asia.</p> <p><i>N. B.</i>—Fair proficiency in hand-writing, making of figures and spelling will be required.</p>	



## Schedule D.—WRITING TESTS FOR SCHOOL MISTRESSES' CERTIFICATES.

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
1st Grade ...	<p><i>English</i>.—Selections in English Poetry No. 2. Ditto in ditto Prose. Grammar, as in Sullivan or McLeod.</p> <p><i>Tamil</i>.—3rd Book of Lessons, Public Instruction Press. Pope's Poetical Anthology. Pope's 2nd Grammar.</p> <p><i>Telugu</i>.—3rd Book of Lessons, Public Instruction Press. Vemana Selections. Venkiah's Grammar.</p> <p><i>Canarese, Malayalam and Uriya</i>, to agree with Tamil and Telugu as far as practicable.</p> <p><i>History</i>.—Morris's India and England.</p> <p><i>Geography</i>.—Manual.</p> <p><i>Arithmetic</i>.—Colenso's, but omitting Compound Proportion, Duodecimals, Cube Root and Stocks.</p> <p><i>Method</i>.—Fowler's Work, or Murdoch's Hints.</p> <p><i>Needle-work</i>.—Ability to cut out and make up a shirt or jacket.</p> <p><i>N. B.</i>—Very discreditable writing, figures or spelling will cause a candidate to be rejected. For lesser deficiencies in these respects deductions will be made from the marks which would otherwise be assigned to the answers.</p>	
2nd Grade ...	<p><i>English</i>.—2nd and 3rd Books of Lessons, Madras School Book Society. Selections in Poetry No. 1. Grammar (elementary knowledge).</p> <p><i>Tamil</i>.—3rd Book of Lessons, Public Instruction Press. Pope's Poetical Anthology. Catechism of Grammar.</p> <p><i>Telugu</i>.—3rd Book of Lessons, Public Instruction Press. Vemana Selections. Sheshaya's Grammar.</p> <p><i>Canarese, Malayalam, and Uriya</i>, to agree with Tamil and Telugu as nearly as practicable.</p> <p><i>History</i>.—Brief Sketches of Europe and Asia.</p> <p><i>Geography</i>.—Manual, Europe and Asia generally; India in particular.</p> <p><i>Arithmetic</i>.—Colenso's, including Vulgar Fractions, and and Simple Proportion, but omitting Decimals, as well as what is not required for 1st Grade.</p> <p><i>Method</i>.—Fowler's Work, or Murdoch's Hints.</p> <p><i>Work</i>.—Ability to make up a shirt or jacket which has been cut out.</p> <p><i>N. B.</i>—Very discreditable writing, figures or spelling will cause a candidate to be rejected. For lesser deficiencies in these respects deductions will be made from the marks which would otherwise be assigned to the answers.</p>	

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
3rd Grade ...	<p><i>Tamil</i>.—1st and 2nd Readers, Public Instruction Press.  <i>Telugu</i>.— Ditto ditto.            So in other languages.  <i>Geography</i>.—India, Outlines of Asia, and General Notions of the World.  <i>Arithmetic</i>.—Four Simple and Compound Rules.  <i>Work</i>.—Ability to hem neatly.  <i>N. B.</i>—Fair proficiency in hand-writing, making of figures and spelling will be required.</p>	

## RESULT GRANTS.

**Schedule A.**—STANDARDS OF EXAMINATION.*First Lower Standard.*

1. Vernacular Reading—As in the first part of the First Book of Lessons in Tamil. The meaning of words to be given.
2. Writing—In large hand, short words out of the reading book.
3. Arithmetic—Notation to thousands, easy addition and the multiplication table to five times five. English figures to be used in all cases.

*Second Standard.*

1. Vernacular Reading—As in the second part of the First Book of Lessons in Tamil, and the first twenty-five lessons of the Second Book. Explanation to be given.
2. Writing—From dictation, short sentences out of the reading book.
3. Arithmetic—Subtraction, Multiplication and Division. The Multiplication Table to twelve times twelve.

*Third Standard.*

1. Vernacular Reading—As in the Second Book of Lessons in Tamil generally, with explanation.
2. Writing—From dictation, in small hand, out of the reading book.
3. Arithmetic—Compound Rules and Reduction, with the ordinary weight, measure and money tables.
4. Grammar—Etymology, as in Pope's first Catechism of Tamil Grammar. Questions to be put in reference to the reading book.
5. Geography of the District in which the school is situated.
6. English Reading—As in the First Book of Reading of the Madras School Book Society, with explanation in a Vernacular.
7. Writing—In large hand, easy words from the English reading book.

*Fourth Standard.*

1. Vernacular Reading—As in the Third Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the Third Book.
2. Writing—From dictation, out of the reading book.

3. Arithmetic—Moderately easy practical questions in Vulgar Fractions and Simple Proportion.

4. Grammar generally, as in Pope's first Catechism of Tamil Grammar, with application to the reading book.

5. Geography of the Madras Presidency, with a general outline of the Geography of Hindoostan. The knowledge required of the Madras Presidency to be such as may be obtained from the study of the "Short Account of the Madras Presidency" in connection with a map.

6. English Reading—As in the Second Book of Reading of the Madras School Book Society, with translation of easy passages into a Vernacular.

7. Writing—From dictation, out of English reading book.

8. English Grammar—Etymology and the Syntax of simple sentences. Application to be made to the reading book.

**Schedule B.—GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.**

		Vernacular.					English, or extra language.				
		1	2	3	4	5	6	7	8		
		Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Total Rs.	Reading.	Writing.	Grammar.	Total Rs.
1st Standard	...	1	$\frac{1}{2}$	1	...	...	2 $\frac{1}{2}$	...	...	...	...
2nd "	...	1 $\frac{1}{2}$	1	1 $\frac{1}{2}$	...	...	4	...	...	...	...
3rd "	...	2	1	2	1	$\frac{1}{2}$	6 $\frac{1}{2}$	2	1	...	3
4th "	...	3	1	3	1 $\frac{1}{2}$	1 $\frac{1}{2}$	10	3	1 $\frac{1}{2}$	1 $\frac{1}{2}$	6

(a.)—For English and Eurasian children, the English language may be taken as the Vernacular; and, in the place of English as an extra language, one of the Vernaculars of the Presidency—Tamil, Telugu, Canarese, Malayalam and Hindustani—may be brought up.

(b.)—In the case of girls' schools the grants will be 50 per cent. higher; and in addition a grant of Rupees 2 will be given for tolerably fair plain needle-work, and one of Rupees 4 for decidedly good work of the same description. A capitation grant of one rupee a head will also be allowed, as a temporary measure, upon the average daily attendance during the year.

1. Only one examination, within an official year, will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examinations will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the results of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the first, second and third standards, and four times for the fourth standard.

6. In the case of half-yearly examinations, the first may be made somewhat less severe than the second.

7. An application must be made to the Inspector of the Division by the managers of a school seeking aid under the system of payment for results; and, at the same time, a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application, for inspection, under the system, must reach the Inspector at least three months before, in the course of his ordinary tour, he will visit the District in which the school is situated. If this condition is not fulfilled, the Inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case the Inspector is to send a memorandum of the course pursued by him to the managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

8. When the preliminary conditions are fulfilled, the Inspector will examine the children presented to him according to the standard specified by the managers of the school. After examination he will furnish the managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the managers, with an application, requesting that the sum stated by the Inspector to be claimable may be paid to them. On receiving the application and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

9. Schools receiving aid under the salary-grant system cannot claim assistance under the "payment-for-results" system, and *vice versa*.

10. All schools receiving aid under the system of "payment for results" will, similarly to schools under the salary-grant system, have to furnish such returns and statements as may be called for by Government.

11. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the Inspector to that head. The Inspector is at liberty, however, to allow a *small* deficiency under one head to be compensated for by superior proficiency under another.

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## BOMBAY.

## GRANT-IN-AID RULES—(NOT YET SANCTIONED BY GOVERNMENT.)

## PART I.

*Grants-in-aid according to results.*

1. School managers who may be desirous of receiving aid from the State on account of any school which has not been previously registered in the Office of the Director of Public Instruction must apply for registration at least six months before the commencement of the official year in which they wish the school to be examined.

*N. B.*—The official year commences on the 1st April and ends on the 31st March.

2. Application for registration of schools under recognized management may be made once for all, being accompanied by a statement in the form of Schedule C I. Application for registration of private schools must be renewed annually, and must be accompanied by a statement in the form of Schedule C II.

3. Schools are divided into (1st) European and Eurasian, (2nd) English-teaching, (3rd) Anglo-Vernacular, (4th) Vernacular. No school can be registered as European and Eurasian unless at least four-fifths of the pupils are of European or Eurasian parentage. Portuguese schools in which English is taught may be returned, at the option of the managers, either as "English-teaching" school or as "Anglo-Vernacular" schools, according to the teaching adopted in them.

4. All registered schools will be examined once during the official year by a Government inspecting officer, who will give notice to the managers beforehand of the probable time of examination.

5. Provided that if the inspecting officer, on his visit, shall consider the arrangements of any school to be palpably defective as regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding, however, a full report of his reasons for so declining to the Director of Public Instruction and to the school managers.

6. The number of pupils presented for examination must in no case exceed the average number in attendance daily during the previous twelve months, and no pupil will be examined who has not actually attended the school for at least 75 days during the twelve months immediately preceding the examination, or who has already been examined at any other aided school during the current official year.

7. No pupil will be examined, or have his attendance counted in calculating the average attendance, who is below six or above twenty-two years of age.

8. The inspecting officer will examine the pupils presented to him according to the standard under which they are presented (see Schedule A), and will furnish the managers with a certificate of the number of pupils passed by him under each head, and of the number entitled to capitation.

9. It is to be understood that no pupil can be examined at any inspection under the heads of more than one standard. To pass under any head a pupil must obtain one-third of the aggregate marks given for that head, and one-fourth of the marks assigned to each subdivision of that head.

10. Any pupil who may have passed under not more than two heads of a standard may be presented in the subsequent year under the heads in which he failed or omitted to pass in lieu of being presented under a higher standard.

11. After each examination the managers should forward to the Educational Inspector an abstract for the amount to which they are entitled under the standards of Schedule B (except the Matriculation Standard), accompanied by the certificate mentioned in Rule 8.

*N. B.*—Grants will be liable to lapse if not claimed within one month of the date of the Inspector's certificate.

12. Grants for matriculation will be awarded only when the boys who have matriculated have attended the school which applies for the grant for at least 250 days during the eighteen months immediately preceding the examination. Applications on this account should be forwarded to the Inspector of the Division by the managers immediately after the Matriculation Examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boy's attendance at the school. Grants for matriculated pupils will be reduced by any sums granted on account of the same pupils during the same official year.

13. Managers of colleges or other institutions recognized by the University may after registration under Form C III., obtain grants under the following conditions for pupils who pass the F. A. and B. A. Examinations :

- (a.)—No grant can be allowed for passing F. E. A. for any pupil who is not certified to have kept four terms in the institution applying for the grant.
- (b.)—No grant can be allowed for passing B. A. Examination for any pupil who is not certified to have kept six terms in the institution applying for the grant.

14. Applications for grants for passing the F. A. and B. A. Examinations must be forwarded to the Director of Public Instruction within one month after the date of passing, accompanied by a reference to the list of passed candidates in the *Government Gazette* in which the pupil's name has been published, and a copy of the certificate under Form D. or F. (in the University Calendar) which was furnished to the University on behalf of the pupil.

15. Schools receiving aid from the State otherwise than on the system of payments for results cannot, unless they elect to renounce such aid, obtain any grant under these rules. But this proviso does not affect the allowances made by the State for soldiers' orphans.

16. If it can be proved that a school has been established where there is an urgent demand for such a school, and under peculiar difficulties, Government will sanction a grant of half the net expenditure on instruction in the first year after establishment, instead of the usual grant by results, provided that the examination held in the usual form for aided schools is satisfactory to the inspecting officer.

## PART II.

### *Grants in aid of Salaries.*

1. In addition to the grants-in-aid according to results, grants in aid of the salaries of assistant teachers will be made to aided schools of the High School Class (that is, to schools which have matriculated pupils within the last two years, and in which *boná fide* classes are under instruction in the subjects of the matriculation and next lower standards) under the following regulations :

- (a.)—The head master shall be a graduate of an European or Indian University, or shall be adjudged qualified by education and manners to conduct a school of the High School Class.
- (b.)—Every aided assistant shall be proved to have received in wages, for one year previous, at least the equivalent of the grant made on his account ; and he shall have been *boná fide* employed in the school as a full time teacher throughout the year previous, under an agreement to be shown to the Inspector.
- (c.)—The head master shall certify that every aided third class assistant in the school has received not less than three hours per week of special instruction in the art of teaching or in some suitable branch of study, from a competent teacher.
- (d.)—The Educational Inspector, at the time of examining the school, shall, if he thinks proper, examine any aided third class assistant according to the Matriculation Standard, or call upon him to give a lesson in his presence, and may, if he thinks necessary, disallow the grant to him on account of inefficiency, recording his reasons.

2. Under these regulations, grants shall be made in aid of salary of assistant teachers in the proportion of one teacher to every thirty boys after the first thirty in average attendance, at the following rates :\*

For first class assistants, who have attained the B. A. degree, a grant not exceeding	...	Rs. 40 per mensem.
Second class assistants, who have passed the F. A. Examination	... ..	... „ 30 „
Third class assistants, who have passed the Matriculation Examination	... ..	... „ 10 „

Provided that—

- (1.) The total grant (by results and in aid of salaries) shall not exceed two-fifths of the expenses of the school on instruction only, calculated at the rate of Rupees 75 per annum per pupil presented for examination in European and Eurasian schools, and Rupees 50 per annum per pupil presented for examination in Anglo-Vernacular schools.†
- (2.) If the grant-in-aid according to results shall fall short of half of the grant which might have been obtained by results if all the pupils presented had passed in all heads, no grant in aid of salaries shall be made.

3. *Female Teachers.*—Grants will be made to female teachers not under sixteen years of age who hold a certificate of the Educational Department, in the proportion of one female teacher to every thirty girls after the first thirty in average attendance, and subject to the conditions (b) (c) (d) of Rule 1 above. A female teacher's certificate, qualifying for the grant to third class male assistants, may be obtained by passing in all the heads (except the second or classical language) of European Standard VIII. or Anglo-Vernacular Standard V. at the Inspector's examination of a Government or aided school. After two years of continuous approved service as teacher the certificate may be raised, on the Inspector's recommendation, from the third to the second class, and after a further similar period from the second to the first class. Certificates of the first and second class will qualify the holders for the rate of grant allowed for first and second class male teachers respectively. No grant will be paid except it be preceded by continuous approved service for one year or since the last examination.

4. All schools or other institutions receiving aid from the State under the above rules will be required to furnish all returns called for by the Government of India.

5. It is to be clearly understood that grants cannot be claimed under the above rules irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be in any case refused, the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

### PART III.

#### *Grants in aid of school-buildings.*

1. Grants may be made for school-buildings for Europeans or Eurasians according to the provisions of Lord Canning's minute of October 1860, as sanctioned by the Secretary of State's despatch No. 3 of January 16th, 1861, which undertook—

- (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 if the school be built where ground is at the disposal of Government, the ground be given.

2. For other school-buildings not considered in Lord Canning's minute—

- (1.) A grant of money may be made not exceeding the sum raised by private subscriptions as a maximum, and of such amount within the maximum as shall seem proper to the Local Government after reviewing the circumstances of each case.

\* Claims to grants on account of assistant teachers not educated in India, and not matriculated in an Indian University, will be decided by the Director of Public Instruction on the merits of each case.

† That is, the maximum rate of grant will be Rupees 30 per head in European and Eurasian schools, and Rupees 20 per head in Anglo-Vernacular schools.

(2.) If the school is to be built where ground is at the disposal of Government, a site may be granted by Government, which may either be additional to the grant of money, or counted at the Government valuation as a part of that grant, as the Local Government may decide.

8. The following conditions shall apply to every grant in aid of a school-building :

(a).—Private subscriptions may be in money, building-materials, labor, or land for a site. The quantity of materials, labor, or land shall not be in excess of what is required for the building, and shall be valued by Government for the purposes of the grant.

(b).—Additions to school-buildings which substantially increase the area of rooms available for school purposes shall be considered to be new buildings within the meaning of these rules.

(c).—Before any grant is promised, the applicants shall prove to the satisfaction of the Local Government that the proposed building is for a public object, is required in the locality where it is designed to build it, and is to be devoted wholly to education, and in part to secular education.

(d).—Every application for a Government site shall be accompanied by a ground-plan drawn to scale, and certified by the Government officer in charge of the land. Every application for a building-grant shall be accompanied by complete plans and estimates, by a statement of the means relied upon for completing the building, and by a declaration signed by the applicants that the sum to be supplied from private subscriptions has actually been raised and is available. All such plans and estimates will be first forwarded for the report of the Public Works Department, and must be declared satisfactory by that Department before any grant can be guaranteed, and the plans and estimates shall be finally recorded in the Public Works Department.

(e).—Government will not be bound to make grants in aid of school-buildings in excess of the budget allotment of the year for that purpose. Applications for grants exceeding Rs. 1,000 must be made to Government, through the Director of Public Instruction, six complete months before the beginning of the financial year (April 1st to March 31st) in which the grant is required, so that special provision may be made for them in the Educational Budget Estimate of the said financial year.

(f).—Grants in aid of school-buildings not exceeding Rs. 1,000 may be made by the Director of Public Instruction, from either the grant for minor school-buildings or the provision for grants-in-aid. Grants above Rs. 1,000 will be made by the Local Government.

(g).—Grants in aid of buildings will be disbursed one-half when half of the construction is executed, and the rest on the completion of the building, when it shall have been certified by the nearest Government Executive Engineer that the work has been well and truly completed according to the plan submitted, and by the managers that they have funds sufficient, with the Government grant, to pay the whole cost of the building.

(h).—No grant-in-aid shall be paid, nor any Government site made over, until a deed or deeds shall have been executed by the managers of the school, or their lawful representatives, and approved by the Local Government, providing for the legal ownership of the premises, for the proper maintenance of the building, for the management of the school, and for its inspection by the Government Inspector; and also providing, in case the building be not completed within a time to be fixed in the deed, and also in case the building shall at any time cease to be used for the purpose of secular education, or if the school shall be withdrawn from inspection by the Government Inspector, that the site, with the buildings on it, shall revert to Government, who shall either restore it on repayment of any grant-in-aid paid, and of the value, as settled by arbitration, of any site given by Government, or shall have the option of purchasing the premises at a price fixed by arbitration, from which any grant made, and the value of any site given by Government for the same, shall be deducted.



- (i.)—Grants may be made as a special case in aid of the purchase, instead of the construction, of school-buildings, subject to such of the above conditions as are applicable to the case.
- (k.)—Government does not pledge itself to make any grant in aid of the building of colleges, libraries, boarding-houses, or gymnasia, but applications may be separately submitted, and each will be dealt with on its own merits.

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No. 2.

**Schedule A.—STANDARDS OF EXAMINATION.**

**I.—STANDARDS FOR EUROPEAN AND EURASIAN AND FOR ENGLISH-TEACHING SCHOOLS.**

*Standard I.*

Maximum  
of marks.

- 100 *1st Head.*—Arithmetic. Multiplication Tables to  $12 \times 12$ , Notation and Numeration up to 1,000.
- 100 *2nd Head.*—Reading Easy Child's Book.
- 100 *3rd Head.*—Writing words of one syllable on a slate.

*Standard II.*

- 100 *1st Head.*—Arithmetic. Four Simple Rules, easy sums in 3 figures.
- 100 *2nd Head.*—Reading, with understanding of the part read and of meaning of words, easy narrative (such as Edgeworth's Early Lessons): Parts of Speech to be named.
- 100 *3rd Head.*—Writing large hand: a full copy-book to be submitted.
- 100 *4th Head.*—Map of Europe. Countries and capitals to be pointed out.

*Standard III.*

- 100 *1st Head.*—Arithmetic. Four Compound Rules, Reduction.
- 75 *2nd Head.*—(a.)—Reading, with explanation and parsing, plain narrative (as in Chambers's Moral Class Book).
- 25 (b.)—Repetition of easy Poetry: not less than 100 lines to be brought up.
- 50 *3rd Head.*—(a.)—Writing text or fair small hand: a full copy-book to be shown.
- 50 (b.)—Writing to dictation 5 lines from the book read.
- 50 *4th Head.*—(a.)—History of England as in Henry's Child's Book.
- 50 (b.)—Geography. Add to that in Standard II. elementary knowledge of the Physical and Political Geography of the British Isles.

*Standard IV.*

- 100 *1st Head.*—Arithmetic. Add to that in Standard III. Simple Proportion and Vulgar Fractions.
- 2nd Head.*—English—
- 75 (a.)—Reading, with explanation and parsing, not less than 300 pages of easy Prose (*e. g.* Robinson Crusoe, Gulliver, Southey's Nelson), the portions to be selected by the school managers.
- 25 (b.)—Repetition of Classical Poetry: not less than 200 lines to be brought up.

Maximum  
of marks.

- 50 *3rd Head.*—Writing to dictation in current hand a passage not before seen : spelling, handwriting, and grammar to be considered.
- 50 *4th Head.*—(a.)—History, Outlines of Indian History.
- (b.)—Geography. Add to that in Standard III. Map of Asia, general elementary knowledge of the Physical and Political Geography of India.

*Standard V.*

- 100 *1st Head.*—Arithmetic. Add to that in previous standards Practice, Simple Interest, Compound Proportion, Decimals.
- 2nd Head.*—English—
- 75 (a.)—Reading, with explanation, 200 pages of Prose (such as Vicar of Wakefield, or Rasselas), and 600 lines of Poetry (such as Pope or Goldsmith). Questions in Parsing and common Rules of Syntax to be answered.
- 25 (b.)—300 lines of the Poetry to be said by heart.
- 50 *3rd Head.*—Writing from memory the substance of a short story or narrative read out twice by the Inspector : spelling, handwriting and grammar to be considered.
- 50 *4th Head.*—(a.)—History of England, especially the modern period, complete, with Maps.
- 50 (b.)—Geography. General knowledge of the Map of the World, with Physical and Political Geography of Countries in Europe. An Outline Map of any European Country to be drawn.

*Standard VI.*

- 100 *1st Head.*—(a.)—Arithmetic. Add to that in previous standards Compound Interest, Discount, Stocks, Profit and Loss.
- (b.)—Euclid, 26 propositions.
- 2nd Head.*—English—
- 75 (a.)—Reading, with knowledge of meaning of part read, 300 pages of Prose (Lamb, Johnson, Goldsmith), and 1,000 lines of Poetry (Pope, Goldsmith, Scott). Questions in Parsing and Syntax, in the Analysis of Simple Sentences, and easy Etymology, to be asked.
- 25 (b.)—400 lines of the Poetry to be said by heart.
- 50 (c.)—Writing a letter on a simple subject.
- 50 *3rd Head.*—(a.)—History of India, especially the modern period (from A. D. 1500), with general knowledge of countries historically connected with India.
- 50 (b.)—Use of the Globes. General knowledge of the Physical and Political Geography of Europe, Asia, America, and particular Geography of India and the adjoining countries. An Outline Map to be drawn with lines of latitude and longitude.
- 100 *4th Head.*—Second Language, *i. e.*, either Latin, Sanskrit, French, German, or any local Indian Vernacular. Translation *vis à voce* into English from a First Reading Book, and repeating the Declensions and Conjugations in the Classic or modern European languages; *vis à voce* Translation, with easy Parsing, from Fourth Marathi (Fifth Gujarathi) Reading Book, or a Hindustani book of equal difficulty.

Maximum  
of marks.

*Standard VII.*

- 100 *1st Head.*—Arithmetic. Add to that in previous standards Square and Cube Root; Mensuration; Euclid, Book I.; Algebra, 4 Rules Integral.
- 2nd Head.*—English—
- 75 (a.)—Reading, with explanation of the meaning of the part read, 300 pages of a Classic author (as Macaulay, Goldsmith), and 1,500 lines of Poetry (as in Milton, Cowper). Questions in Grammar, Analysis of Sentences, Etymology.
- 25 (b.)—500 lines of the Poetry to be said by heart.
- 50 (c.)—A short essay to be written.
- 50 *3rd Head.*—(a.)—History of Greece, or Outlines of Universal History (Ancient).
- 50 (b.)—Geography. Add to that under Standard VI. Geography to illustrate the History.
- 4th Head.*—Second Language. Latin, Sauskrit, French, German, or any local Indian Vernacular.
- 50 Translation. } Classical Language, to the same amount as is specified in Anglo-
- 50 Grammar. } Vernacular Standard V. In modern European languages, a Second Reading Book, with Grammar to correspond. In Vernacular, the Fifth Book of the Marathi Series (Sixth Gujarathi), or an analogous book in Hindustani: Grammar to correspond.

*Standard VIII.*

- 100 *1st Head.*—Arithmetic, complete. Euclid, Books I. and II., with simple deductions. Algebra—Fractions, Greatest Common Measure, Least Common Multiple, Square and Cube Root.
- 2nd Head.*—English—
- 75 (a.)—3,000 lines of English Poetry, with understanding of the meaning and answers in Grammar, Etymology and Prosody.
- 25 (b.)—500 lines of the Poetry to be said by heart.
- 50 (c.)—A paraphrase of 10 lines, or an essay to be written.
- 50 *3rd Head.*—(a.)—History of Rome, or Outlines of Universal History (Modern).
- 50 (b.)—Geography. Add to that in Standard VII. Geography to illustrate the History.
- 4th Head.*—Second Language. Latin or Sanskrit, French or German, or any local Indian Vernacular.
- 50 Translation. } Latin or Sanskrit as in Anglo-Vernacular Standard VI. In
- 50 Grammar. } modern European languages an easy author, with Grammar. In the Vernacular the Sixth Book of the Marathi Series (Seventh Gujarathi), or analogous book in Hindustani: Grammar to correspond.
- N. B.*—By girls the following may be brought up as an alternative of the Euclid and Algebra under Standards VI., VII., VIII.:
- 50 Any portion of science, treated in a popular way, equal in amount and difficulty to about half of "The Chemistry of Common Things" by Macadam (Nelson's School Series), or of one of the treatises on science in Chambers's Educational Course.

Maximum  
of marks.

*Standard IX.—Matriculation.*

II.—STANDARDS FOR ANGLO-VERNACULAR SCHOOLS.

*Standard I.—(succeeding Vernacular Standard IV.)*

- 100 **1st Head.**—Arithmetic (6).  
Arithmetic of Vernacular Standard IV. with harder examples.
- 60 **2nd Head.**—Vernacular (8).  
(a.)—Reading whole of the 5th Book of the Departmental Series, with understanding of the part read, and meaning of words. The Poetry to be understood and repeated. Parsing. The Grammar of Vernacular Standard V. Easy questions in Etymology.  
40 (b.)—Writing to dictation, in fair Balbodh, 5 lines of the book read : full writing-book to be shown (Modi small hand).
- 3rd Head.**—History and Geography (5).  
50 (a.)—Add to History of *Maharashtra, the History of India, Muhamedan period.* The History to be read with Maps.  
50 (b.)—Add to *Map of India, Map of Asia*, with general information as in Vernacular Standards III. and IV.
- 4th Head.**—English (10½).  
50 (a.)—Reading the First Departmental Reading Book, or any similar book, with oral translation into Vernacular. The meaning to be understood.  
25 (b.)—Spelling 5 words in the book read. Marathi equivalents to be written.  
25 (c.)—Writing easy words in large hand. Filled copy-book to be shown.

*Standard II.*

- 100 **1st Head.**—Arithmetic (6).  
Add to the Arithmetic of Standard I. Practice, Simple Interest.
- 60 **2nd Head.**—Vernacular (8).  
(a.)—Reading whole of Sixth Book of Departmental Series, with understanding of part read, and of the meaning of words, &c. Poetry in the reading-book to be understood and repeated. The Grammar of Vernacular Standard VI. except Syntax.  
40 (b.)—Writing to dictation, in fair Balbodh, 5 lines from the book read. Modi writing-book to be shown.
- 3rd Head.**—History and Geography (5).  
50 (a.)—Add to Standard I. *History of India*, complete, to be studied with Maps.  
50 (b.)—Add to the Geography of Standard I. *the Map of Europe*, with general information as before.
- 4th Head.**—English (10½).  
40 (a.)—Reading the Second Departmental Reading Book, or any similar book, with oral translation into Vernacular, giving meaning of words, and distinguishing Parts of Speech. Meaning to be understood.  
20 (b.)—Writing large hand. Filled copy-book to be shown.  
40 (c.)—Oral translation into English of 5 short and easy sentences from the Second Book. Spelling to be considered.

Maximum.  
of marks

*Standard III.—(To be passed before entering a High School.)*

*1st Head.—Arithmetic (6).*

100 Add to the Arithmetic of Standard II. Decimals, Compound Proportion, Discount.

*2nd Head.—Vernacular (8).*

40 (a.)—Reading with understanding 100 pages of a standard Vernacular Prose Author, and 150 verses of Raghunath Pandit, or a similar Poet. 100 lines of Poetry by heart. Grammar of Vernacular Standard VI. Prayogs as in a larger Grammar.

20 (b.)—Writing 5 lines, in good Balbodh, to dictation from the book read. Full writing-book to be shown (good current hand).

40 (c.)—Written translation of 5 lines from the English Reading Book.

*3rd Head.—History and Geography (5).*

50 (a.)—Revision of the history read under Standards I. and II., and *Outlines of Universal History*.

50 (b.)—*Map of the World*, with general information as before.

*4th Head.—English (10½).*

40 (a.)—Reading the third department reading book or any similar book, with *vidé voce* explanation in Vernacular and simple parsing in English.

20 (b.)—Writing text or fair small hand. Full writing-book to be shown.

40 (c.)—Written translation into English of 5 short sentences, from the 3rd Vernacular book. Spelling to be taken into account.

*Standard IV.—(First Standard of the High School Course.)*

*1st Head.—Mathematics (5).*

Add to the Arithmetic of Standard III. Anglo-Vernacular—

70 (a.)—Profit and Loss. Compound Interest.

30 (b.)—Euclid, Book I., 26 Propositions.

*2nd Head.—Vernacular and Classical languages (8).*

*Vernacular (4).*

50 (a.)—200 pages from a standard Vernacular Prose Author and 250 lines of Poetry of Waman or Moropant or similar Poet (not learned previously), with special regard to Marathi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom). 100 lines of the Poetry by heart. Rules of Sandhi. Declensions and conjugations as in a larger grammar.

50 (b.)—Written translation into Marathi (Balbodh) of about five lines in any school reading-book used below Standard V. at the option of the Examiner—spelling and writing to be considered; or composing a letter (Modi).

*Classics (4).*

*I., Sanskrit—*

60 (a.)—*Vidé voce* translation into Vernacular of the Sanskrit exercises of the 1st Book of Sanskrit, and written translation into Sanskrit of the English exercises of the same book.

40 (b.)—Those portions of any Sanskrit Grammar which correspond with the 1st Book of Sanskrit.

Maximum  
of marks.

Or II., Latin—

- 60 *Vidæ voce* translation of exercises equal in difficulty and amount to the first 30 in Henry's First Latin Book (English into Latin, and Latin into English).
- 40 (b.)—The regular declensions and conjugations to be said by heart.
- 3rd Head.—History and Geography (5).
- 50 (a.)—*Outline History of England*, with maps.
- 50 (b.)—And to Geography of previous standards particular *Geography of Great Britain*, and Geography illustrating the History. An outline map of Great Britain, or map-drawing of *India* (marking latitude and longitude), to be done before the examiner.
- 4th Head.—English (10).
- 40 (a.)—Reading from easy English Classics 100 pages of Prose, and 500 lines of Poetry, with explanation of part read in Vernacular, Parsing in English, and easy Etymology. Poetry 100 lines by heart.
- 20 (b.)—Writing 5 lines to dictation from the book read. Full copy-book, fair small hand, to be shown.
- 40 (c.)—Written translation into English of 5 lines from Third Book of Vernacular Series. Spelling to be taken into account.

*Standard V.*

(Qualifies for First Class Certificate for entrance to Lower Grades of the Public Service.)

1st Head.—Mathematics (6).

Add to the subjects of Standard IV.—

- 40 (a.)—Square and Cube Root.
- 30 (b.)—Euclid, Book I.
- 30 (c.)—Algebra, 4 Rules Integral.

2nd Head.—Vernacular and Classical Languages (8).

*Vernacular* (3 or 4 hours).

- 50 (a.)—A standard Vernacular Prose author not previously read (about 300 pages) and 300 lines from Kekavali or similar work, with special regard to a scholarly knowledge of Marathi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom). Syntax as in a larger Grammar. Half the Poetry by heart.
- 50 (b.)—Written translation of 10 lines from the book read into Vernacular. Composing a report on a given subject (Modi). Writing to be considered.

*Classics* (4 or 5 hours).

I., Sanskrit—

- 60 (a.)—*Vidæ voce* translation into English of the Sanskrit Exercises in Lessons I.—XII., XIV.—XVII., XXII., Part I., and XXIV. of the 2nd Book of Sanskrit; and written Translation into Sanskrit of the English Exercises in the same lessons.
- 40 (b.)—Those portions of any Sanskrit Grammar which correspond with same lessons; and written Translation into Sanskrit of any 6 easy sentences.

Maximum  
of marks.

Or *II., Latin*—

70 (a.)—*Vivâ voce* translation of Henry's First Latin Book, or a similar book, to be selected by the master, Easy Prose passage, as in the *Delectus*. Parsing of simple sentences.

30 (b.)—Accidence complete.

*3rd Head.*—History and Geography (5).

50 (a.)—*History of Greece*, or (in Independent Anglo-Vernacular Schools) *Universal History*, and general review of History under previous standards.

50 (b.)—Geography to illustrate the History. Use of the Globes. Outline Map of any Country of *Europe* or *Asia*. Map-drawing of *India*, with latitude and longitude.

*4th Head.*—English (10).

40 (a.)—Reading English Classics, 150 pages of Prose and 600 lines of Poetry—200 by heart, with explanation and parsing. Easy questions in Analysis of Sentences, as in Morell, Part I., and Etymology.

30 (b.)—Written translation of a passage from a newspaper. Specimens of writing, as in fair note-books, to be shown.

30 (c.)—Writing an English letter, private or official, or making an abstract in English of an easy story clearly read or told.

*N. B.*—In Government Independent Anglo-Vernacular Schools a standard History of India may be read instead of the English Classics, and should be illustrated and brought down to the latest date by lectures delivered by the head master. Less time may also be given to the Classics, and more to the Vernacular.

#### Standard VI.

*1st Head.*—Mathematics (6).

Add to the subjects of Standard V.—

40 (a.)—Mensuration.

40 (b.)—*Euclid*—Books I., II., with simple deductions.

30 (c.)—*Algebra*—Fractions, Greatest Common Measure, Least Common Multiple, Simple Equations, and Square Root.

*2nd Head.*—Vernacular and Classical Languages (8).

*Vernacular* (3 hours).

50 (a.)—Revision of previous reading, and Dnyâneshvâri Adhyâya XII. and XIII. as in Navanita, with special regard to a scholarly knowledge of Marathi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom). Prosody, and Etymology.

50 (b.)—Translation into Balboth of 10 lines of the English Poetry read. Spelling and writing to be considered.

*Classics* (5 hours).

*I. Sanskrit*—

60 (a.)—*Vivâ voce* translation into English of the 3rd Book of Sanskrit and written translation into Sanskrit of the English in Lesson XIII. of the 2nd Book of Sanskrit, and of Exercises 82—120 of Monier Williams' Manual.

40 (b.)—Thorough knowledge of Dr. Kielhorn's Sanskrit Grammar up to § 322, and written translation into Sanskrit of 6 lines of easy English Prose.

Maximum  
of marks.

*II. Latin—*

- 60 (a.)—*Vice voce* Translation of Cornelius Nepos (30 pages), with grammar and parsing.
- 40 (b.)—Written translation of 6 easy lines of narrative chosen by the Inspector.
- 3rd Head.*—History and Geography (5).
- 50 (a.)—*History of Rome*.
- 50 (b.)—Geography as in Standard V., with Geography of *Rome* added.
- 4th Head.*—English (10).
- 40 (a.)—Reading English Classics: 200 pages of Prose, 750 lines Poetry (different authors from those under Standard V): 200 lines by heart.  
Questions in Grammar, Analysis, and Etymology.
- 30 (b.)—Written Translation into English of 5 lines of Marathi Prose or Poetry. Specimens of writing, as in fair note-books, to be shown.
- 30 (c.)—A short theme on a simple subject.

*Standard VII.—Matriculation.*

*N. B.*—The numbers in brackets indicate the minimum number of hours to be devoted to each subject in Government schools. Head masters may modify the distribution with the concurrence of the Inspector.

The Inspector may examine in Mathematics, History, and Geography by dictating one example or a set of questions to be worked before him on slates by a whole class simultaneously.

The examinations under High School standards will be conducted in English, except where it is otherwise specified in the standards.

Aided schools will not be required to present boys in both Vernacular and Classic under Head 2. They may obtain the full grant under that head for the Vernacular only, and an extra grant of like amount for the Classic, if offered.

The whole amount of reading-books appointed in the Anglo-Vernacular Standards need not be required if the Inspector is satisfied that the amount offered is, considering the manner in which it has been prepared, a sufficient year's work.

III.—STANDARDS FOR VERNACULAR SCHOOLS.

*Standard I.*

- 50 *1st Head.*— as in first 14 pages of .
- 50 *2nd Head.*— complete. Writing the same in Modi and Balbodh on the black board.

*Standard II.*

- 50 (10) *1st Head.*—In addition to Standard I., Numeration and Notation up to 10,000. Sums in Addition and Subtraction of not more than 3 figures, Multiplication and Division of not more than 3 figures by a number less than 30. Remainder of .
- 50 (10) *2nd Head.*—Reading First and Second Books in Modi and Balbodh, with understanding of the part read. Poetry to be understood and repeated.



Maximum  
of Marks.

- 50 (10) *3rd Head.*—Writing to Dictation words of two syllables in Balbodh on slate or blackboard, with compound letters. Modi large hand to be commenced.
- 50 (3) *4th Head.*—Knowledge of what a Map is. Map of *Collectorate* or *State*. Boundaries, Mountains, Rivers, Towns, to be pointed out.

*Standard III.*

- 50 (10) *1st Head.*—In addition to Standard II., the four Compound Rules and Reduction (Native system). Native Tables to be known. Easy Mental Arithmetic.
- 50 (10) *2nd Head.*—Reading whole of Third Departmental Book in Modi and Balbodh, with understanding of part read, and meaning of words. Parts of Speech to be pointed out. Poetry in reading-book to be understood and repeated.
- 50 (10) *3rd Head.*—Writing to Dictation in large Balbodh two or three sentences from the book read. A full writing-book or slate (Modi) to be shown.
- 50 (3) *4th Head.*—Definitions of Geography. Geography of the *Presidency*. Neighbouring Provinces, Mountains, Rivers, Native States, Zillas, Towns, Ports, &c., to be pointed out on the Map, and their significance explained.

*Standard IV.*

(Standard after passing which pupils are allowed to study English.)

- 100 (10) *1st Head.*—In addition to Standard III., English Tables. Easy sums in Simple Rule of Three and Vulgar Fractions. Mental Arithmetic.
- 100 (10) *2nd Head.*—Reading whole of Fourth Departmental Book, with understanding of part read, meaning of words, and simple Parsing. In addition to Grammar of Standard III., the Declensions as in any small Grammar. Poetry in reading-book to be understood and repeated. Reading a well-written Modi paper to be brought by the Examiner.
- 100 (9) *3rd Head.*—Writing to Dictation, in medium-sized Balbodh, 5 lines from the book read. Modi writing in a book to be shown (small hand).
- 50 (4) *4th Head.*—(a.)—History of the *Province*, as of *Maharashtra*.
- 50 (b.)—In addition to Standard III., Map of *India*, including the information detailed in Standard III., and knowledge of the Physical Conformation, River-system, Water-sheds, Routes of Access, Frontiers and Adjacent Countries.

*Standard V.*

- 100 (8) *1st Head.*—In addition to previous Standards, Decimals, Compound Proportion, Practice, Simple Interest. Mental Arithmetic.
- 100 (11) *2nd Head.*—Reading whole of Fifth Departmental Book, with understanding of the subject-matter, and meaning of words, and advanced Parsing. In Grammar the conjugations, &c., as in a small grammar. Poetry in Book V., or an equivalent from Waman or other Marathi Poet, to be understood and repeated. Easy Etymology. Reading ordinary Modi papers to be brought by the Examiner.
- 100 (8) *3rd Head.*—Writing to dictation (good Balbodh) 5 lines from the book read. A full writing-book (Modi) to be shown.
- 50 (6) *4th Head.*—(a.)—*History of India*, complete, as in Morris or a similar book.
- 50 (b.)—Add to previous Standards Maps of *Asia* and *Europe*, with general information as in Standards III. and IV.

Maximum  
of marks.

*Standard VI.*

(Qualifies for Second Class Certificate for admission to the Lower Grade of the Public Service.)

- 40 (9) *1st Head.*—(1.) Arithmetic, complete.  
 30 (2.) Euclid, Book I.  
 30 (3.) Native Accounts.
- 100 (12) *2nd Head.*—(a.)—Reading whole of Sixth Departmental Book with understanding of subject-matter. Declensions, Conjugations, and Syntax, as in a smaller grammar. Easy questions on Prosody and Etymology. Poetry (by heart) of Sixth Book, or the Kekawali of Moropant to be understood and repeated.  
 50 (b.)—Reading rough Modi official papers with fair fluency. (The Examiner to make allowance for bad writing.)
- 100 (6) *3rd Head.*—Writing in current Modi an abstract, or report, or letter on some story or incident read or told by the Examiner.
- 75 (6) *4th Head.*—(a.)—Revision of the *History of India* complete, with some information about the system of government. *Short Universal History.*  
 75 (b.)—In addition to the Geography of previous Standards, general Geography, and Elements of Physical Geography, including explanation of terms used of Terrestrial Globe, such as Equator, Pole, Tropics, Latitude, Longitude; of Natural Phenomena, e. g., Seasons, Night and Day, Eclipses, Tides, Climate, Rain, Dew, &c. An Outline Map of India, with any Presidency, large Province, or Native State defined, or with Mountains, large Rivers, and Towns marked as named by the Examiner.
- N. B.*—The Inspector may allow, instead of half the reading-book under Standards V. and VI., an equivalent portion of any standard Vernacular Prose Work of equal or greater difficulty to be read.

**Schedule B.—GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS**

*For Colleges and Institutions recognized by the University.*

	Rs.
For passing F. E. A.....	200
Ditto B. A. Examination .....	350

*For European and Eurasian Schools.*

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I. ....	4	3	3	0	10
Standard II. ....	5	4	4	2	15
Standard III. ....	6	5	5	4	20
Standard IV. ....	7	6	6	6	25
Standard V. ....	10	10	8	8	36
Standard VI. ....	13	13	10	14	50
Standard VII. ....	20	20	15	20	75
Standard VIII. ....	25	25	20	20	90
Matriculation .....					150

Grants for girls to be the same as for boys, but in addition to the above a grant of Rs. 5 may be awarded for good plain needle-work done by any girl who passes in not less than two heads of any standard.

*For English-teaching Schools.*

	1st Head	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I. ....	2	2	2	0	6
Standard II. ....	2½	2½	2½	2½	10
Standard III. ....	3	3	3	3	12
Standard IV. ....	4	4	4	4	16
Standard V. ....	5	5	4	4	18
Standard VI. ....	6	6	5	5	22
Standard VII. ....	7	7	6	6	26
Standard VIII. ....	8	8	7	7	30
Matriculation .....					100

With capitation allowance of Rs. 2 on the average daily attendance of pupils during the year.

Grants for girls to be the same as for boys, but in addition to the above a grant of Rs. 3 may be awarded for good plain needle-work done by any girl who passes in not less than two heads of any standard.

*For Anglo-Vernacular Schools.*

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I. ....	1½	1½	1	2	6
Standard II. ....	2	2	2	3	9
Standard III. ....	3	3	2	4	12
Standard IV. ....	5	5	5	6	21
Standard V. ....	6	6	6	8	26
Standard VI. ....	7	7	7	9	30
Matriculation .....					100

With capitation allowance of Rs. 2 on the average daily attendance of pupils during the year.

*For Vernacular Schools.*

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I. ....	As. 8	As. 8			1
Standard II. ....	As. 8	As. 8	As. 8	As. 8	2
Standard III. ....	Re. 1	Re. 1	As. 8	As. 8	3
Standard IV. ....	Re. 1	Re. 1	Re. 1	Re. 1	4
Standard V. ....	Rs. 1½	Rs. 1½	Rs. 1½	Rs. 1½	6
Standard VI. ....	Rs. 2	Rs. 2	Rs. 2	Rs. 2	8

With capitation allowance of As. 8 on the average attendance of pupils during the year.

To girls double the above grants for passing heads of Standards in Anglo-Vernacular and Vernacular schools will be awarded till further notice. The capitation allowance for girls is in Anglo-Vernacular schools Rs. 2, and in Vernacular schools As. 8, on the average attendance. For any girl who passes under two heads of any standard a further grant may be made of Rs. 3 in Anglo-Vernacular and of Rs. 2 in Vernacular schools for creditable plain needle-work.

*N. B.*—No capitation allowance will be granted to private schools.

## NORTH-WESTERN PROVINCES.

## GRANT-IN-AID RULES.—(PASSED IN OCTOBER 1864.)

ARTICLE I. The object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of officers appointed by the Government.

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools.

III. Those conditions, generally stated, are—

- (1.) That the school is under competent management.
- (2.) That the funds, on which the local expenditure is based, are stable.
- (3.) That the extended operations, to be brought into play by Government assistance, are justified by the wants of the locality, and by the school accommodation provided.
- (3.) *a* That schooling-fees are paid by at least three-fourths of the pupils; those exempted from payment being *bond fide* indigent; (excepting in cases of normal, orphan, and female schools, in which no tuition fee need be exacted.)

IV. Managers of schools desirous of receiving State assistance are therefore required to submit, with their application for a monthly grant (the amount being noted), a statement, through the Director of Public Instruction, which shall inform the Local Government—

- (1.) Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same, it being stated whether such person or persons are resident or non-resident, and how long he or they are expected to be responsible.
- (2.) Of the following particulars—
  - (*a*.)—The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for.
  - (*b*.)—The number, qualifications, and salary of the teachers employed, or to be employed, there being ordinarily a teacher for every 30 boys in average attendance.
  - (*c*.)—The average attendance registered or anticipated.
  - (*d*.)—The extent in cubic feet of the internal school-accommodation provided, with short notice of site and locality.
  - (*e*.)—The scholastic regulations (as to attendance, fees, fines, &c.) in force or to be enforced.
  - (*f*.)—The books studied or to be studied (detailed list).

V. The grant asked for must not exceed, as a general rule, the monthly income noted under (*a*) in the statement defined by Article IV. above.

*N. B.*—The monthly income may include the amount of fees collected.

VI. The grants, after allotment, are payable month by month from the beginning of the official year next succeeding the submission of application, provided that the budget estimates of the year admit of the expenditure.

*N. B.*—It is necessary that applications for new grants be registered in the Director's Office before the preparation of budget estimates in October.

VII. No grants are made to schools which are not open to examination by the Government Inspectors.

VIII. "The Inspectors are to take no notice whatever of the religious documents which may be taught in any school, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, and to report the results."

IX. The continuance of a grant depends on the favorable report of the Inspector, submitted after his periodical visit before the end of the official year.

X. The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

- (a.)—If the school is found to be held in an unhealthy, or otherwise undesirable, locality, after due notice from the Inspector.
- (b.)—If the teachers have not been regularly paid, or are manifestly incapable.
- (c.)—If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the returns.

XI. In every aided school are to be kept, besides the ordinary register of attendance—

- (a.)—A book in which the names of all scholars admitted, with date of admission and age at the time of admission are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.
- (b.)—Log-book, in which the managers or the head teacher may enter occurrences of an extraordinary nature affecting the interests of the school. No entry once made can be removed or altered except by a subsequent entry of correction, and all entries are to be dated and attested.

XII. The Inspector will call for these books at his annual visit, and will enter in the latter such remarks as he may have to make on the state of the school, forwarding copies of the same to the Office of the Director of Public Instruction before the end of the official year.

XIII. In cases of special excellence, the teachers may be rewarded, on the Inspector's recommendation,—such reward to count as an adjunct to the grant for the ensuing year. A certificate of merit will be given to such teachers at the discretion of the Director of Public Instruction.

In collegiate aided schools, the students who pass the Calcutta University Examinations will be recommended for scholarship allowances.

XIV. *Female Education.*—Girls' schools will receive liberal encouragement on the principles laid down in Article III., so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N. B.—The inspection of these schools by Government Officers will not as a rule be enforced.

XV. *Grants for building and other special purposes.*—Aid is not granted towards the erection of private schools, unless the Local Government is satisfied that the conditions for ordinary grants-in-aid laid down in Article III. are fulfilled.

XVI. Grants made for building, enlarging, improving, or fitting up schools, do not exceed the total amount contributed for the same purpose by proprietors, residents, agents, or others, within the district where the school is located.

Such contribution may be in the form of—

- (a.)—Individual subscriptions.
- (b.)—Allotments from benevolent societies.
- (c.)—Materials, at the market rates.
- (d.)—Sites, given without valuable consideration.
- (e.)—Cartage.

XVII. The sites, plans, estimates, &c., must be satisfactory to the Local Government.

XVIII. The extension of the area of existing school-rooms to receive more scholars is treated, *pro tanto*, as a new case under Articles XV., *et seq.*, above.

XIX. "In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by the Government, being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government."

## PUNJAB.

## GRANT-IN-AID RULES.—(PASSED IN JUNE 1865.)

ARTICLE I. The object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of officers appointed by Government, with a view to Government being thus enabled gradually to withdraw, in whole or in part, from the task of direct instruction through Government establishments, in compliance with the hope expressed by the Right Hon'ble the Secretary of State for India, "that private schools aided by Government would eventually take the place, universally, of the several classes of Government institutions."

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools.

III. Those conditions generally stated are—

- (1.) That the school is under competent management.
- (2.) That the instructive staff is adequate,—there being ordinarily a teacher for every 30 boys in average attendance.
- (3.) That the funds on which the local expenditure is based are stable.
- (4.) That the extended operations to be brought into play by Government assistance are justified by the wants of the locality (due regard being had to the relative requirements of the institutions seeking aid, and to the funds available to meet them), and by the school accommodation provided.

IV. Managers of schools, desirous of receiving State assistance, are, therefore, required to submit, with their application for a monthly grant (the amount being noted), a statement through the Director of Public Instruction, which shall inform the Local Government—

- (1.) Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same— it being stated whether such person or persons are resident or non-resident, and how long he or they are willing to be responsible.
- (2.) Of the following particulars :
  - (a.)—The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for. The resources as above may include the amount of school fees collected.
  - (b.)—The number, names, qualifications, and salaries of the teachers employed or to be employed, and a statement of the total expenditure incurred or to be incurred in the maintenance of the school on its proposed footing.
  - (c.)—The average attendance registered or anticipated.
  - (d.)—The extent in cubic feet of the internal school accommodation provided, with short notice of site and locality.
  - (e.)—The scholastic regulations (as to attendance, fees, fines, &c.,) in force or to be in force.
  - (f.)—The books studied or to be studied (detailed list).

V. The grant asked for must not exceed the monthly income or half the expenditure as noted under Clauses (a) and (b) respectively of Section 2 of Article IV. This amount is a maximum, and only such portion of it should be given as may be deemed proper, with reference to the circumstances of the case, the funds available, and the general requirements of the Province.

VI. The grants, after allotment, will be payable month by month, from the month succeeding each allotment. New grants will not be allotted till it is known that budget provision is available; and it is distinctly to be understood that the expenditure on grants-in-aid for the year will be strictly confined within the budget grant, and that no institution which cannot be provided for within that grant will receive any assistance until the close of the current financial year.

*N. B.*—It is necessary that applications for new grants be registered in the Director's Office before the preparation of the budget estimates in October.

VII. No grants will be made to schools which are not open to examination by the Government Inspectors, and in which, with the exception of female, normal, and purely vernacular schools, some fee is not taken from at least three-fourths of the scholars.

VIII. The Inspectors are to take no notice whatever, in the case of schools for children of other than Christian parents, of the religious doctrines which may be taught, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, to report the results, and to suggest improvements in the general arrangements of the school.

IX. Grants-in-aid will be withdrawn or reduced if, in the opinion of the Local Government, the institution does not continue to deserve any or so much assistance from the public revenues.

X. The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

- (a.)—If the school is found to be held in an unhealthy, or otherwise undesirable, locality, after due notice from the Inspector.
- (b.)—If the teachers have not been regularly paid, or are manifestly incapable or otherwise unfitted for their posts.
- (c.)—If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the returns.
- (d.)—If from any cause the progress of the school is so unsatisfactory as to make it evident that it does not fulfil the educational objects for which the grant was given.

XI. In every aided school are to be kept, besides the register of attendance, the following books:

- (a.)—An account book, in which all receipts and disbursements of the school shall be regularly entered and balanced from month to month.
- (b.)—A book in which the names of all scholars admitted, with date of admission and age at the time of admission, are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.
- (c.)—A log book, in which the managers or head teacher may enter occurrences of an unusual character affecting the interests of the school. No entry once made can be removed or altered, except by a subsequent entry of corrections, and all entries are to be dated and attested.

XII. These books will be open to the Inspector at his annual visit, and he will enter in the appropriate place such remarks as he may have to make on the state of the school, forwarding copies of the same to the Office of the Director of Public Instruction before the end of the official year.

XIII. In case of the excellence of a school being established to the satisfaction of the Director of Public Instruction, by success at such periodical examinations as he may from time to time determine, a special grant may be given not exceeding one month's average expenditure of the school, subject to the general limitation to the effect that the total aid given by the Government in any year shall not exceed half of the total expenditure

on the school for that period. Such special grant will count as an adjunct to the grant for the ensuing year, and must be laid out by the managers in rewards to the most deserving teachers and scholars in such manner as they may prefer, unless the particular mode of its distribution is prescribed by the Director of Public Instruction and agreed to by the managers of the school. Besides making special awards to teachers from extra grants, the Director may, with the consent of the managers, bestow certificates of merit on them.

XIV. Grants-in-aid from imperial funds are not admissible to purely vernacular primary schools, but special grants may be made for limited periods, when the circumstances are exceptional as to justify a departure from rule. The sum of such special grants to any one purely vernacular school shall not exceed during the official year one-half the average annual cost of a Government vernacular school of a similar size and standard.

XV. *Female Education.*—Girls' schools will receive encouragement on the principles laid down in Articles III. and V., so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N. B.—The inspection of these schools by Government officers will not, as a rule, be enforced.

XVI. *Grants for building and other special purposes.*—Aid of this sort will not be granted to private schools unless the Local Government is satisfied that the conditions for ordinary grants-in-aid, laid down in Article III., are fulfilled.

XVII. Grants made for buildings, or enlarging, improving, or fitting up schools, must not exceed the total amount contributed from private sources for the same purpose, and the full amount will not be given as a matter of course.

Such contributions may be made in the form of —

- (a.)—Individual subscriptions.
- (b.)—Allotments from benevolent Societies.
- (c.)—Materials (at the market rates).
- (d.)—Sites given without valuable consideration.
- (e.)—Cartage.

XVIII. The sites, plans, estimates, &c., must be satisfactory to the Local Government.

XIX. The extension of the area of existing school-rooms to receive more scholars is treated *pro tanto*, as a new case under Article XVI., *et seq.*, above.

XX. In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by the Government being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government.

XXI. To school libraries, and libraries intended for the use of the Native community, grants will be made to such extent as may seem fitting in each case, and subject to the condition that at least an equal sum shall be contributed towards the object from private sources.



Q U D H.

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GRANT-IN-AID RULES.—(PASSED IN NOVEMBER 1864.)

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I. THE Local Government, at its discretion and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise to any school under adequate local management, in which a good secular education is given through the medium either of English or the Vernacular tongue. The erection, enlargement, and repairs of school-houses are included among the objects for which aid may be given. Whenever a building grant is asked for, it must be borne in mind that a plan and estimate of the building, and the number for whose accommodation it is required, should accompany the application.

II. In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by Government being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

III. In respect of any such school for which application for aid is made, full information must be supplied on the following points :

*Firstly.*—The pecuniary resources, permanent and temporary, on which the school will depend for support.

*Secondly.*—The proposed monthly expenditure in detail.

*Thirdly.*—The average number of pupils to be instructed.

*Fourthly.*—The persons responsible for the management.

*Fifthly.*—The languages and subjects included in the course of instruction.

*Sixthly.*—The number and salaries of masters and mistresses.

*Seventhly.*—The nature and amount of aid sought.

*Eighthly.*—The existence of other schools receiving aid within a distance of six miles.

IV. Any school to which aid is given, together with all its accounts, books, and other records shall be at all times open to inspection and examination by any officer appointed by the Local Government for the purpose.

V. Girls' schools will receive liberal encouragement on the above principles; but the inspection of the schools by Government officers will not, as a rule, be enforced.

VI. The degree of interference to be exercised from time to time by Government with the actual management of a school thus aided will be regulated by the Director of Public Instruction in each particular case, subject to the approval of the Chief Commissioner. Where it is considered inexpedient to exercise any interference, the Government will seek, from the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not, and it will withdraw its aid from any school which may be, for any considerable period, unfavorably reported upon in this respect.

VII. In giving grants-in-aid the following principles will be observed :

(a.)—The Government always endeavor so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(b.)—Grants will be given to those schools only, with the exception of normal schools and girls' schools, at which *some fee* is required from at least two-thirds of the scholars.

(c.)—The Government grant will not in any case exceed the expenditure defrayed by contributions from private persons and *bodies*.

VIII. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

IX. The Inspectors shall not make any enquiry in the course of their periodical inspection into the religious doctrines which may be taught at the schools, but will understand that their duty is strictly confined to matters concerning the secular purposes of the school.

## CENTRAL PROVINCES.

## GRANT-IN-AID RULES.

## PART A.—RULES APPLICABLE TO SCHOOLS FOR GENERAL EDUCATION.

I. THE Local Government, at its discretion and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school in which a good secular education is given through the medium, either of English or the Vernacular tongue, to males or females, or both, and which is under adequate local management.

II. In respect of any such school for which application for aid is made, full information must be supplied on the following points :

*Firstly.*—The pecuniary resources, permanent and temporary, on which the school will depend for support.

*Secondly.*—The proposed average annual expenditure on the school.

*Thirdly.*—The estimated average number of pupils that will receive instruction, the ages of the pupils and the average duration of their attendance at the school.

*Fourthly.*—The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

*Fifthly.*—The nature and course of instruction that will be imparted.

*Sixthly.*—The number, names, and salaries of masters and mistresses, and subjects taught by each. (In the case of schools whose establishment is contingent upon the reception of a grant-in-aid, this information will be furnished so soon as the school is opened.)

*Seventhly.*—The books to be used in the several classes of the school.

*Eighthly.*—The nature and amount of aid sought, and the purpose to which it is to be applied.

III. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its current account and lists of establishment and scholars, by any officer appointed by the Local Administration for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

IV. The Government will not, in any manner, interfere with the actual management of a school thus aided; but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be for any considerable period unfavorably reported upon in this respect.

V. In giving grants-in-aid, the Government will observe the following general principles: Grants-in-aid will be given to those schools only (with the exception of normal and female schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

VI. No grant will, in any case, exceed in amount the sum expended on the instruction from private sources, and the Government will always endeavor so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

VII. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

VIII. When the inhabitants of any town desire to establish a department in connection with any zillah or town school for instruction in any science or language not included in the curriculum of study, and subscribe a certain sufficient sum for the establishment of such a department, then a grant not exceeding the sum expended from the above-mentioned source may be bestowed.

IX. One of the objects contemplated in Rule V. is the erection by private persons of suitable school-houses. With regard to the application for a building grant, the following Rules are to be observed :

- (1.) The Inspector of Schools must declare that he believes that there is a necessity for a school building in the locality proposed.
- (2.) A plan and estimate of the building must be approved of by the inspecting authority and the Director of Public Instruction.
- (3.) The site must also meet the approval of the Inspector.
- (4.) The amount contributed by the Government shall not exceed, nor in some cases equal, the amount contributed from private sources.
- (5.) In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by Government being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

Name of the School.	1 Pecuniary sources on which the School depends.	2 Average annual expenditure on the School.	3 Average number of pupils instructed, the sexes and the average daily attendance at the School.	4 The persons responsible for the management and maintenance of the School, and the time they will continue so.	5 The nature and course of instruction imparted.	6 Number, names, and salaries of Teachers, and subjects taught by each.	7 Books in use in the several classes of the School.	8 Amount of aid sought for.	Remarks.

## PART B.—RULES FOR TRAINING COLLEGES.

I. Before a grant-in-aid for a training college can be given, the Director of Public Instruction must determine that such an institution is necessary for the district in which it is proposed to be established.

II. A normal school shall include,—

- (1.) A school for training adults.
- (2.) A practising department in which masters under training may learn to exercise their profession.

III. No grant shall be made to a normal school unless the Director of Public Instruction is satisfied with the premises, management, and staff.

IV. To every adult of more than 18 years and of good moral character, who shall sign a declaration that he intends *bonâ fide* to adopt and follow the profession of a school master, and that he will submit to the discipline of the school, and also shall pass an examination prescribed by the department, the sum of rupees four per mensem will be paid. This grant will continue for one year only; and should the school master infringe any of the conditions of his declaration, he will be required to re-pay to the State all the money that he has received, together with one rupee a month during the time he was in attendance for schooling fees. A clause to this effect will be inserted in the declaration.

V. As the demand for school masters is limited, stipends will not be paid to more than 30 pupils at any one normal school.

VI. At the end of the year all the stipendiary pupils of the normal school will undergo an examination in the theory and practice of their profession, and in certain subjects to be prescribed by the Educational Department.

VII. For every man who shall pass the test prescribed for town school masters, the normal school masters shall receive the sum of Rupees 50; and for each of those who pass the test prescribed for village school masters, Rupees 25 shall be paid.

VIII. The normal school masters shall receive no payment for any man who has been less than one year under instruction, and who shall not have attended school for at least 200 days.

IX. Grants-in-aid will be given to the practising school in the same manner, and on the same system, as to vernacular indigenous schools.

X. To enable normal school masters to procure the necessary school furniture and educational apparatus, an advance of one-half of the outlay on these materials will be made. The advance will be adjusted at the end of one year.

XI. At normal schools where English is taught, and men are prepared for zillah schools, double the rates prescribed in Rule VII. shall be paid on the students under training passing the necessary examination.

XII. The State will, in every case, contribute one-half of the expense incurred on the erection of a training college, after an approved pattern,—the building so erected being regarded as subject to the conditions specified in Section 5 of IX. of the Rules (A.) applicable to schools for general education.

XIII. Double the rates contained in paragraph 7 will be paid for trained school mistresses. Their subsistence allowance, whilst under instruction, will be the same as that allowed for men.

## RULES FOR GRANT-IN-AID TO INDIGENOUS SCHOOLS.

I. To money provided locally for school-buildings, furniture, &c., Government will add an equal sum—

- (1.) Provided that building sites be approved of by the Deputy Commissioner.
- (2.) Provided that the house be made over to Government when the object for which the grant was made ceases to exist.

II. For each boy who passes an examination according to the First or Lower Standard, as noted at the end of these Rules, the teacher shall receive payment at the rate of six annas per annum for each head under which the pupil passes.

III. For each boy who passes an examination according to the Second Standard, the teacher shall receive payment at the rate of 12 annas per annum for each head under which the scholar passes.

IV. For each boy who passes the examination prescribed by the Third Standard, the teacher shall receive payment at the rate of rupee one per annum for each head under which the scholar passes.

V. For each boy who passes the examination prescribed in the Fourth or highest Standard, the teacher shall receive payment at the rate of one rupee eight annas per annum for each head under which the pupil passes.

VI. No teacher shall receive payment for any boy who shall not have attended his school for a period of one month prior to the examination, and payment will be made for the period the boy may have been in the school.

VII. The same scale of payment will not be made for any boy for more than two successive years.

VIII. A capitation grant of eight annas per annum will be paid on the average attendance of scholars during the year, but boys less than 5 or above 18 will be excluded from this grant. No grant will be given unless the registers are in good order, and the average attendance properly calculated.

IX. The teacher shall keep a register of admittance according to prescribed form; and if he avail himself of the capitation grant, he shall also keep a "Register of Attendance."

X. At the recommendation of the examiner, a portion of the total payment not exceeding one-fourth will be given to the teacher in the shape of maps and books.

XI. On the first examination after the promulgation of these Rules, payment will be made for the previous 12 months; but future payments will be calculated from the date of the former examination. Such examinations will be annual.

XII. No master shall receive payment for more than 50 pupils unless he keeps an assistant, or pupil-teacher, for every 25 boys above 50.

XIII. In the case of girls' schools, the payments mentioned in Rules II., III., IV., and V., will be doubled.

*Revised Curriculum of Studies prescribed for the Examination of Scholars in Indigenous Schools.*

	Standard I.	Standard II.	Standard III.	Standard IV.
Reading	... Easy narrative ...	A paragraph from an elementary reading book used in a Government village school.	A few lines of prose or poetry from a reading book used in the 1st Class of a Government village school.	A short ordinary paragraph in a newspaper or other modern narrative.
Writing	... Copy in manuscript character a line of print.	A sentence slowly dictated once, by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the 1st Class of a Government village school.	Letter.
Arithmetic	... Form, on black board or slate from dictation figures up to 100; name at sight figures up to 100; add and subtract figures up to 100 orally from examples on black board, and the multiplication table up to 12.	A sum in any simple rule as far as short division (inclusive).	A sum in the four simple and compound rules as far as division.	A sum in rule-of-three and in the four simple and compound rules.

## BRITISH BURMAH.

## REVISED GRANT-IN-AID RULES FOR HIGHER AND MIDDLE CLASS SCHOOLS.

I. THE Chief Commissioner, at his discretion, and upon such conditions as may seem fit in each case, reference being had to requirements of each district as compared with others, and to the funds placed at the disposal of the Chief Commissioner by the Government of India, grants aid in money, books or otherwise, to any school under adequate local management conditional upon the attendance and proficiency of the scholars, the qualifications of the masters, and the state of the school.

II. Any school to which aid is given shall be at all times open to inspection and examination, together with all its accounts, books, and other records, by any officer appointed by the Government for the purpose; and the managers shall be bound to furnish such returns as may from time to time be required by that officer. Such inspection and examination as well as demand for returns and reports shall have no reference to religious but only to secular education.

III. Inspection officers will not interfere with the actual management of schools, but are employed to see that the conditions on which the grants were made are fulfilled, and aid will be withdrawn from any school in which such conditions are not fulfilled.

IV. Grants are given on the principle of strict religious neutrality, and no preference will be shown to any school on the ground that any particular religious doctrines are taught or not taught therein.

V. Grants are given to those schools only (with the exception of normal schools) at which fees of reasonable amounts are required from the scholars. At present exceptions may be admitted in the case of girls' schools, but fees will be insisted on wherever possible.

VI. Grants will in no case exceed in amount the sums to be expended on education from local sources. An equivalent of local expenditure will however form the *maximum* rate permissible as grant-in-aid. Under ordinary circumstances, and as a rule, the imperial contribution will not exceed *one-half* of the local expenditure on education including such expenditure from fee receipts.

VII. In cases in which missionaries or others take part in the work of teaching without any specified pecuniary remuneration, or in which the pay assigned to a teacher appears to be disproportionate to the service rendered to the school as far as secular education is concerned, the amount of salary to be reckoned as local expenditure should be determined on a calculation of the cost at which the same amount and kind of instruction could be secured by the Educational Department, due regard being had also to the proportion of time spent by the teacher on secular education.

VIII. Applications for grants must be made in the first instance to the Director of Public Instruction, and the promoters or managers of any school for which application is made must appoint one of their own body to be the Secretary of the School and to conduct their correspondence with the Director.

IX. In respect of any school for which application is made, full information must be supplied on the following points:

- (a.)—The pecuniary resources, permanent and temporary, on which the school will depend for support.
- (b.)—The proposed monthly expenditure in detail.
- (c.)—The average number of pupils to be instructed.
- (d.)—The persons who will form the Committee of Management.
- (e.)—The nature and course of instruction.
- (f.)—The number and salaries of the teachers.
- (g.)—The nature and amount of aid sought.
- (h.)—The treasury at which the grant if sanctioned is to be payable.
- (i.)—The existence of other schools of the same class within a distance of six miles.



X. The persons who for the time being are members of the Committee of Management are responsible to Government for the due application of the school funds in accordance with the conditions of the grant.

XI. Schools are divided into the following classes :

*Colleges*—In which the scholars have passed the University Entrance Examination.

*Schools of the Higher Class*—In which the scholars are educated up to the standard of the Entrance Examination.

*Schools of the Middle Class*—In which the scholars are educated up to a standard not above that of the third class of a higher class school (schools of this class are styled “English” or “Vernacular” according as English is, or is not, taught in them).

*Girls and Normal Schools*—For the training of masters and mistresses.

*Special Schools*—For instruction in special subjects including technical schools of industry and art.

XII. Grants are of two kinds,—monthly grants and special grants :

MONTHLY GRANTS.

The sanction of a grant is conveyed in the following form. In the case of colleges the form is modified :

*Office Memorandum of the Director of Public Instruction.*

(1.) A grant of Rupees                      a month is sanctioned from the                      187  
       for the    School    at  
       in the district of                      ,                      on the following conditions :

(a.)—That Rupees                      a month at least be regularly contributed from  
       private sources.

(b.)—That the following rates of fees be levied :

		Rs.	A.	P.
1st Class	...	...	...	...
2nd „	...	...	...	...
3rd „	...	...	...	...

(c.)—That the following rate of expenditure be maintained :

		Rs.	A.	P.
Head Master	...	...	...	...
2nd „	...	...	...	...
3rd „	...	...	...	...
Servants	...	...	...	...
Contingencies	...	...	...	...

(2.) A bill for the grant (in Form A annexed) must be sent to the Director of Public Instruction for countersignature at the expiration of each month, and must be accompanied by a certified abstract (in Form B annexed) of the receipts and disbursements of the school for the month preceding that for which the bill is drawn. After countersignature the bill will be paid at the Treasury.

(3.) The monthly bill and the certified abstract of the school accounts must be signed by the Secretary of the School.

(4.) The bill is countersigned on the distinct understanding that the salaries and other charges certified by the Secretary to have been paid have actually been paid.

(5.) Contingent charges are to be accounted for to the Director of Public Instruction in detail.

(6.) The surplus balances of the school fund cannot be expended without the concurrence of the Director of Public Instruction.

(7.) Salaries for service in any month become due on the first day of the following month.

(8.) The grant is liable to be reduced or withdrawn if the payment of any teacher's salary is delayed for more than one month after it has become due.

(9.) The grant is liable to be reduced or withdrawn if the school is unfavourably reported on, as regard the attendance or proficiency of the scholars.

- (10.) The grant is liable to be reduced or withdrawn if the managers employ ill qualified masters, or if they keep their accounts in a negligent and untrustworthy manner, or if they send to the Director of Public Instruction incorrect accounts, or if they fail to transmit punctually the periodical returns required by the Education Department, or if the school house is unfit for the purpose of the school, or is untidy or dirty.
- (11.) The grant is liable to be reduced or withdrawn if the teachers keep untidy or untrustworthy registers, or if they are frequently absent from duty.
- (12.) Holidays are not to exceed sixty days in the year, exclusive of Sundays, except under peculiar circumstances and with the sanction of the Director of Public Instruction.
- (13.) The Committee of Management is constituted as follows :—  

...	...	...	...	}	Members.
...	...	...	...		
...	...	...	...		
...	...	...	...		
...	...	...	...		
- (14.) Every new election to the Committee of Management must be notified to the Director of Public Instruction under the signature of the Secretary and of the Member or Members selected.
- (15.) Every change of Secretary must be notified to the Director of Public Instruction under the signatures of the new Secretary and the Members of the Committee of Management.

XIII. Grants under these rules will be sanctioned once for all, but the continuance of the grant in each case will be dependent upon the annual reports of the Education Department.

XIV. No new grants or increase to existing grants-in-aid shall be allowed for broken periods in a year except under very exceptional and extraordinary circumstances. Applications for fresh grants, or increase on existing grants, should be made in time for their insertion, if approved, in the budget estimate; and after the budget has been sanctioned by the Government of India, the grants shall take effect from the commencement of the year for which the estimate is framed.

**SPECIAL GRANTS.**

XV. Special grants are given towards the cost of furnishing school houses, and providing maps and other school apparatus, in consideration of equivalent expenditure from private sources incurred in the establishment and equipment of schools, and on condition that the managers undertake to refund the amount of any such grant, if the school obtaining it should be abolished within a period to be fixed by the Director of Public Instruction.

XVI. Special grants are given towards the cost of building school houses provided such houses are pukka masonry structures, or houses built of substantial timber throughout.

XVII. Grants are not given to pay off debts for building, nor in consideration of former expenditure for building, nor for the maintenance of buildings.

XVIII. Before a building grant is sanctioned, the site, plans, estimates, specifications, title and trust deeds, must be approved by the Director of Public Instruction.

XIX. The trust deed must declare the building to be granted in trust for school purposes and for no other purposes whatever. It must also provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school.

XX. The grant is not paid until—

- (1.)—A report is received from the Executive Engineer, Department of Public Works, certifying that the building has been completed in accordance with the sanctioned plans and specifications; and
- (2.)—A certificate is received from the managers setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims, and finally close the account.



**Form B.**

*Abstract Account of Income and Expenditure*

INCOME.		EXPENDITURE.				
	Rs. A. P.	Detail of Contingencies.	Establishment.	I. Charges specified in the Grant.	II. Charges actually paid.	Explanation of the difference, if any, between columns I. and II.
(A.)—Fees and fines	...					
(B.)—Subscriptions, donations, &c.	...					
Balance of previous month	...					
Grant-in-aid	...		Head Master ...			
Total income	...		2nd " " ...			
Expenditure	...		3rd " " ...			
Balance in hand	...		4th " " ...			
			5th " " ...			
			6th " " ...			
			7th " " ...			
			8th " " ...			
			Servants ...			
			Contingencies ...			

I declare that I have actually paid the sums stated above in column II, and in consideration thereof I apply for the Government Grant of Rs. Secretary.

- NOTE**—1. The account is for the month preceding that for which the accompanying grant-in-aid bill is drawn.  
 2. In the abstract of receipts must be credited against (A) the whole amount of fees and fines received during the month.  
 3. Against (A) and (B) together must be credited at least the amount guaranteed as the condition of the grant.  
 4. If the charges certified to have been actually paid are less than the charges specified in the grant, a proportionate reduction is to be made in the amount of the accompanying bill presented for countersignature.  
 5. The Secretary will send this account in duplicate if required to do so.  
 6. If the declaration at the foot of this account is falsely signed, the Secretary is thereby liable to all the penalties of clause 4 of the Penal Code.

## GRANT-IN-AID RULES FOR EUROPEAN AND EURASIAN SCHOOLS.

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*Minute by Lord Canning, dated the 29th October 1860.*

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2. Of the want of some more extended and effectual means of education than at present exist for European and Eurasian children there can be no doubt. The necessity is shown in the extracts from letters quoted in the Bishop's statement, and it meets the eye of the traveller at almost every station, from Calcutta to Peshawur. Moreover, it is a necessity which is rapidly growing stronger. Besides the ordinary rate of increase in Eurasian births and in the births of European children in India (whatever that may be, for there are no means of ascertaining it accurately), there is the fact that the influx of Europeans into India is gradually becoming larger; and that with the augmentation of our English army, and with the advancement of works of English enterprise, the births of English children, and of children of mixed marriages in India, cannot fail to be enormously increased.

3. If measures for educating these children are not promptly and vigorously encouraged and aided by the Government, we shall soon find ourselves embarrassed in all large towns and stations with a floating population of Indianized English, loosely brought up, and exhibiting most of the worst qualities of both races; whilst the Eurasian population, already so numerous that the means of education offered to it are quite inadequate, will increase more rapidly than ever.

4. I can hardly imagine a more profitless, unmanageable community than one so composed. It might be long before it would grow to be what could be called a class dangerous to the State: but a very few years will make it, if neglected, a glaring reproach to the Government, and to the faith which it will, however ignorant and vicious, nominally profess. On the other hand, if cared for betimes, it will become a source of strength to British rule, and of usefulness to India.

5. The Eurasian class have an especial claim upon us. The presence of a British Government has called them into being; they serve the Government in many respects more efficiently than the Natives can as yet serve it, and more cheaply and conveniently than Europeans can do so: and they are a class which, whilst it draws little or no support from its connection with England, is without that deep root in and hold of the soil of India from which our Native public servants, through their families and relatives, derive advantage.

6. But the Government of India cannot undertake to provide education for either Europeans or Eurasians. It has other things to do, and it would not do that work well.

7. The missionaries cannot do it. Their task lies with those who are not Christians.

8. To wait till private enterprise shall supply schools of the kind required will be to wait indefinitely. It is only in very exceptional instances that teachers of good character and training will bring their talents to so uncertain, and, in many respects, so discouraging a field of labor; and meanwhile the evils of a dearth of education will be growing upon us. Moreover, no system sufficiently comprehensive and widely spread to meet our necessities can rest on the isolated efforts of individuals alone.

9. Therefore the case seems to be exactly one in which a system such as has been proposed by the Metropolitan of India may fitly be encouraged and aided liberally by the Government. It may be hoped that it will be supported by the British public in India and in England; but the principle of self-support should be carefully kept in view to the fullest extent to which it may be attainable.

10. The scheme proposed by the Bishop of Calcutta in the accompanying paper is, so far as it goes, a thoroughly sound and practicable one. I say so far as it goes, because it does not profess to supply the wants of those Christian children who are not of the Church of England, and because even as regards children who are of that Church, or whose parents are willing to accept for them the teaching of the Church of England, it will not, as I understand, put education within the reach of the poorer of them until those whose families are more at ease shall have been provided with it.

11. His Lordship contemplates the establishment in the plains of the schools of a humbler and cheaper class than those in the hills; but it is proposed that the former shall be day-schools only, and that they shall be treated as a future and subsidiary step in the scheme.

12. I am strongly of opinion that schools in the plains should be provided as soon, at least, as schools in the hills. The expense of education at a hill school must, at the lowest, be beyond the means of a vast number of Eurasian families settled at the great provincial stations. The climate of the hills is not a necessity to Eurasian children; indeed it is held to be injurious to them, if at all weakly. A school of a lower class than that proposed for the hills could, if placed at a well-chosen station in the plains, receive the day-scholars of that station, and boarders from many other stations, on terms not too high for the earnings of their parents. I believe that the cost to boarders at such a school could be brought down to less than Rupees 10 a month. Such a school might receive European as well as Eurasian children; for, although the advantage of a hill climate would be wanting, the children would not be worse off in this respect than at their homes, where they would remain if the alternative of sending them to a hill school should be too expensive, which, in the cases of some European parents, it certainly would be. It would be an excellent measure to attach to such a school scholarships which should enable the boys obtaining them to continue their education at the higher class school in the hills. But in any case I should be sorry to see the humbler and cheaper schools in the plains postponed to those in the hills. The error into which (as will be seen in the opinions quoted by the Bishop) we are most likely to fall is that of constructing a scheme above the reach of those whom it is most necessary to benefit; and this being so, we ought not to begin to construct from the top only.

13. The suggestion that mechanics, the industrial arts, the practical horticulture and agriculture should be taught is very judicious. All of these may be taught in the climate of the hills, and much of them in that of the plains. Hitherto education has done little more for the Eurasians than to turn them into clerks and copying machines.

14. I concur in the Bishop's opinion that the first schools should be established in the North-Western Provinces or the Punjab, and that the claims of Lower Bengal may be considered later.

15. As to the form and extent of the aid to be given by the Government of India, I recommend that it be as follows:

- That to the sum collected from private subscriptions as a building and foundation fund an equal sum be added by the Government;
- That from the opening of each school it should receive a grant-in-aid to the fullest extent allowed by the Rules;
- That if the school be built where ground is at the disposal of Government the ground be given;
- That the head master of the school, if a clergyman, be placed on the footing of a Government Chaplain in regard to pension.

16. Other unforeseen modes of aid may prove advisable; but these appear to me to be all that can be prescribed beforehand.

17. In regard to the management of the schools, I have nothing to add to the Bishop's proposal. If, as his Lordship suggests, certain Government officers be included ex-officio amongst the governors, I should not wish to see any further authority by the Government as such exercised in the management. Of course, as receiving a grant-in-aid, the schools would be subject to inspection by Government officers of the Educational Department.

18. I have said that the scheme does not profess to supply the wants of Christian children who are not of the Church of England. I did not mean to impute thereby any fault to the scheme. It is right and prudent that, in this case, nothing more should be aimed at than to meet those wants.

19. Recently, in the case of the new Lawrence Asylum in the Neilgherries, the Government of India insisted, as a condition of its support, that the rules should be such as should admit Roman Catholic and other Christian children as well as children of the Church of England. But that was the case of a charitable institution, founded for the children of soldiers, who are habitually taught in the same regimental schools without distinction of church, and dedicated to the memory of Sir Henry Lawrence, from whose large and generous views, as shown in the constitution of the original Lawrence Asylum in the Himalayas, any departure would have been unpardonable.

20. The schools now contemplated are not charitable institutions; they are designed for the use of a class, the families composing which can supply abundance of scholars of the Church of England, and which, for the most part, would not willingly pay for the teaching of a school which was not essentially of that church. I have no doubt that an attempt to accommodate such schools to the teaching of children of all churches would lead to its failure.

21. But though the proposal of the Bishop goes to the full length which, in the circumstances described, as desirable, I am of opinion that the Government of India cannot with justice limit its support to these schools alone. The very large number of Eurasian Roman Catholics scattered through the Upper Provinces, and employed under the Government, and the not inconsiderable number of Presbyterians settled in the country have their claims upon this Government as well as the members of the Church of England.

22. I recommend, therefore, that, besides grants-in-aid (which under certain rules may be claimed by any schools) assistance in the same form, and in the same proportion as have been proposed for the Church of England school, should be extended to any Roman Catholic or Presbyterian school which, with the same view, may be founded in the hills, and to any school of a lower class connected with it which may be newly established in the plains.

23. I have written of schools to be established in Bengal only, because the Bishop's scheme applies only to Bengal and to the Himalayas; but if a scheme similar to that which His Lordship has proposed should be originated in Madras or Bombay, I recommend that the Government take the same part in supporting and executing it. I do not, however, think it advisable that such a scheme should emanate from the Government.

CANNING.





APPENDIX B.

MINOR AND VERNACULAR SCHOLARSHIP COURSE IN BENGAL FOR 1872.

VERNACULAR SCHOLARSHIPS.

	Marks.
Bengali Literature and Grammar (2 papers) ... ..	100
Charupath, Part III.	
Ramer Rajyavisak Kusumabali, Part I.	
Bengali Composition ... ..	50
History ... ..	50

*Hindu and Muhammadan Period.*

Tarini Charan Chaturji's History of India, or Jadu Gopal Chaudhuri's History of India.

*British Period.*

Krishna Chandra Roy's British India, or Nilmani Mukhurji's History of British India.

Geography (2 papers) ... ..	100
General Geography of the World. Physical Geography by Rajendra Lal Mitra, or by Radhika Prasanna Mukhurji, or by Krishna Kumar Sen.	
Geography of India—with a particular knowledge of Bengal. Map-drawing.	
Arithmetic—(2 papers) the whole subject ... ..	100
Euclid—Book I. ... ..	50
Miscellaneous—Political Economy—Whately's Money Matters ... ..	25
Preservation of Health, by Radhika Prasanna Mukhurji ... ..	25
Science—One and one only of the three following subjects :	
(1.) Natural Philosophy, by Akhay Kumar Datta.	
(2.) Physical Science, by Mahendra Nath Bhattacharya.	
(3.) Botany, by Jadu Nath Mukhurji ... ..	50

*The successful candidates will be arranged in three divisions as follows :*

- Those obtaining  $\frac{2}{3}$  marks and upwards, in the 1st division.
- Those obtaining  $\frac{1}{3}$  marks and less than  $\frac{2}{3}$  marks, in the 2nd division.
- Those obtaining  $\frac{1}{6}$  marks and less than  $\frac{1}{3}$  marks, in the 3rd division.

Three-fourths of the scholarships of each District will be awarded to the highest candidates from each, provided they are in the 1st or 2nd division, and the remaining fourth part to candidates from schools situated in parts of the country where education is backward.

Scholarships not so taken up in the Districts to which they belong will be awarded at the discretion of the Inspector.

## MINOR SCHOLARSHIPS.

The course for 1872 will be the same as the course for vernacular scholarships with the following exceptions:

In place of Bengali Literature, Grammar, and Composition—

	Marks.
English Literature and Grammar (2 papers) ... ..	100
School Book Society's new Prose and Verse Reader. Hiley's Grammar.	

The papers to include translation from Bengali into English and *vice versa*, and at least one question in the system of transliteration adopted by the University for the representation of Indian words in the Roman character.

In place of Bengali History—

History of India—Nelson's Series ... ..	50
The following are added:	
Algebra—The first four Rules and Fractions ... ..	50
Surveying and Mensuration, as in Navin Chandra Datta's Surveying (excluding the propositions on solids and levelling) and in the Khetra Vignan, by Parvati Charan Ráy ... ..	50

The successful candidates will be arranged in three divisions as is provided in the Rules for Vernacular Scholarships, but the proportion of marks obtained in the English papers must be the same as those to be obtained in the aggregate of the whole examination to give any candidate a place in one of the three divisions.

Three-fourths of the scholarships will be awarded to the highest candidates in each Inspector's Division who pass in the 1st or 2nd division, provided that not more than two scholarships be allotted to any one school, and the remaining fourth part to students of schools in parts of the country where education is backward.

Middle class English schools alone can compete for minor scholarships, and no middle class school will be allowed to compete if situated within four miles of a higher class school except in peculiar circumstances under the sanction of the Director of Public Instruction.



STANDARD III.	STANDARD IV.
<p>1st Head.—Arithmetic, four Compound Rules; Reduction and Simple Rule of Three involving whole numbers.</p>	<p>1st Head.—Arithmetic—</p>
<p>2nd Head.—</p> <p>(a) Reading with explanation and simple parsing, plain narrative (as in Chambers' Moral Class Book); the book to be brought by the Inspector.</p> <p>(b) Repetition of easy Poetry, not less than 200 lines to be brought up.</p>	<p>(a) The same as in Standard III., with the addition of Compound Proportion, Simple Interest, and Vulgar and Decimal Fractions.</p> <p>(b) Euclid, 29 Propositions in Book I.</p> <p>(c) Algebra, the four rules, integral only.</p>
<p>3rd Head.—Writing—</p> <p>(a) Fair small hand; to be shown in copy-books.</p> <p>(b) Writing to Dictation five lines from the book read.</p>	<p>2nd Head.—English—</p> <p>(a) Reading with explanation, and Grammar from two portions of English Classics; the one to consist of not less than 300 pages of prose, the other of not less than 1,500 lines of Poetry; these portions to be selected by the school managers.</p> <p>(b) Repetition of Classical Poetry; not less than 300 lines to be brought up.</p> <p>(c) Writing from memory the substance of a short story or narrative read out twice by the Inspector; spelling, handwriting, and grammar to be considered.</p>
<p>4th Head.—</p> <p>(a) Outlines of the History of India.</p> <p>(b) Elementary knowledge of the Maps of Asia and India.</p>	<p>3rd Head.—</p> <p>(a) Outlines of History of England.</p> <p>(b) Geography of Great Britain; Map-drawing of the same; a Map to be drawn in the presence of the Inspector.</p>
	<p>4th Head.—Second Language, <i>i. e.</i>, either Latin, Sanskrit, or any Vernacular language.</p> <p>Either translating <i>versé versé</i> into English from 1st Latin or Sanskrit Book, and repeating the Declensions and Conjugations in Latin or Sanskrit; or <i>versé versé</i> translation, with easy parsing, from 4th of the Vernacular (5th of the Gujarati) Series, or from "Sandford and Merton" in Hindi-Urdu.</p>

## STANDARD VI.

Matriculation.

## STANDARD V.

1st Head.—Mathematics—

- (a) Arithmetic complete, with Mensuration.
- (b) Euclid, Books I. and II., with simple deductions.
- (c) Algebra to Simple Equations (inclusive), without Problems.

2nd Head.—English—

- (a) Written Paraphrase of about 5 lines of English Classical Poetry out of a portion of not less than 3,000 lines brought up by the candidate.
- (b) Grammar and Analysis of sentences in the same.
- (c) Composition, implying a short essay or letter on a simple subject, to be prescribed by the Inspector.

3rd Head.—

- (a) Outlines of the History of Ancient Greece and Rome.
- (b) Geography and Map-drawing of Modern Europe.

4th Head.—Second Language, *i. e.*, Latin or Sanskrit, or any Vernacular language of India—

- (a) Either *visà voce* Translation into English, with parsing, from 2nd and 3rd Sanskrit Books, or Latin Delectus and Cornelius Nepos, or *visà voce* Translation, with parsing, from 6th of the Vernacular (7th of the Gujarati) Series, or some analogous book in Hindustani.
- (b) Written Translation of about six easy sentences into Sanskrit or Latin (*V. B.*, Dictionaries allowed); or written Translation from English into Vernacular (without the help of a Dictionary) of ten lines of simple narrative, to be prescribed by the Inspector.



*Anglo-Vernacular Schools, —continued.*

Description of Schools.	NUMBER OF SCHOLARS PASSED UNDER VERNACULAR STANDARDS.										NUMBER OF SCHOLARS PASSED UNDER ENGLISH-VERNACULAR STANDARDS.													
	STANDARD I.				STANDARD II.				STANDARD III.				STANDARD IV.				STANDARD V.				STANDARD VI.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
<b>Government Schools.</b>	304	217	257	216	86	1,433	1,497	1,427	1,100	1,059	1,237	967	789	829	900	794	278	349	372	319	3	3	3	3
High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1st Grade Anglo-Vernacular Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2nd Grade Anglo-Vernacular Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Aided Schools.</b>	304	217	257	216	86	1,433	1,497	1,427	1,100	1,059	1,237	967	789	829	900	794	278	349	372	319	3	3	3	
High Schools	67	71	73	62	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Class Schools	49	47	44	64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Girls Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Total</b>	106	118	117	126	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Unpractised Schools.</b>	29	36	27	10	...	85	34	36	24	37	42	34	7	17	14	7	...	...	...	...	...	...	...	
Middle Class Schools	...	...	...	...	...	1,468	1,631	1,463	1,214	1,096	1,279	1,001	796	846	914	801	278	349	372	319	3	3	3	3
<b>Grand Total</b>	438	371	401	352	105	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

<p style="text-align: center;"><b>STANDARD I.</b></p> <p><b>1st Head.</b>—Arithmetic, four Compound Rules, Reduction, and Simple Rule of Three, involving whole numbers.</p> <p><b>2nd Head.</b>—Vernacular—            (a) Reading prose, parts of 4th Book of Vernacular Series (5th Gujarati), with explanation and simple parsing.            (b) Writing to dictation five lines, in Balbodh or analogous characters, from the 3rd Book of the Vernacular (4th of Gujarati) Series. Fair Modi or analogous current writing.</p> <p><b>3rd Head.</b>—            (a) Local History, i. e. History of Maharashtra, or Gujarat, or the like.            (b) General elementary knowledge of the Map of Asia.</p> <p><b>4th Head.</b>—English—            (a) Reading of 1st and 2nd Books, with meaning of words.            (b) Spelling easy words.            (c) Writing easy words in large hand, without capital letters; copy-books to be submitted.</p> <p style="text-align: center;"><b>STANDARD II.</b></p> <p><b>1st Head.</b>—Arithmetic, as in Standard I., with the addition of Vulgar Fractions.</p> <p><b>2nd Head.</b>—Vernacular—            (a) Reading 5th Book of the Vernacular (6th of Gujarati) Series, with explanation and parsing.            (b) Writing five lines from the same book to Dictation in Balbodh or analogous characters; good Modi or other current writing.</p> <p><b>3rd Head.</b>—            (a) History of India, Mahomedan period, as in the translation of Morris's India.            (b) General knowledge of the Map of India.</p>	<p><b>4th Head.</b>—English—            (a) Reading, general explanation, and distinguishing Parts of Speech of 3rd Book, Part I. of Departmental Series, or any analogous book.            (b) Writing good large hand; copy-books to be submitted.</p> <p style="text-align: center;"><b>STANDARD III.</b></p> <p><b>1st Head.</b>—Arithmetic, same as in Standard II., with the addition of Simple Interest and Decimal Fractions.</p> <p><b>2nd Head.</b>—Vernacular—            (a) Reading 5th Book (6th Gujarati), with explanation and grammar.  <i>N. B.</i>—Knowledge of Dadoba's larger Grammar, Mr. Taylor's Gujarati Grammar, or other analogous work is implied.            (b) Writing five lines from the same book to Dictation in Balbodh, or analogous characters; good Modi or other current writing.</p> <p><b>3rd Head.</b>—            (a) History of India, as in the Translation of Morris's India or any similar text book.            (b) General knowledge of the Maps of the World, of Europe, and of India.</p> <p><b>4th Head.</b>—English—            (a) Reading with <i>riaz</i> voce explanation and parsing in English, of Book II., 2nd Part, of Departmental Series, 4th Book of Irish Series, or any analogous book.            (b) Writing fair small hand. Ruled copy-books to be submitted.            (c) Written Translation into English of about six short and easy Vernacular sentences.</p>
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## 2nd Head.—Vernacular of Classical Language.

- (a) Reading, with explanation and grammar, any pieces of Prose or Poetry at the option of the Inspector; or translating *videlicet* into English with parsing, from 2nd and 3rd Sanskrit Book, or Doletus and Cornelius Nepos.
- (b) Written Translation into Vernacular of about five lines of English Prose, to be chosen by the Inspector; or written Translation (with the aid of Dictionaries) into Latin or Sanskrit of about six easy sentences.

## 3rd Head—

- (a) Outlines of the History of Greece and Rome.
- (b) Geography of Modern Europe and of Ancient Greece and Italy. Maps to illustrate the History to be drawn in the presence of the Inspector.

## 4th Head—

- (a) Reading, with explanation and grammatical analysis, from two portions of English Classics, the one to consist of not less than 2000 pages of Prose, the other of not less than 1,000 lines of Poetry; these portions to be selected by the school managers.
- (b) Written paraphrase of ten lines from Poetry brought up.

## STANDARD VI.

## Matriculation.

## STANDARD IV.

## 1st Head—

- (a) Arithmetic, complete.
- (b) Euclid, to the end of 20th Proposition of Book I.
- (c) Algebra, four Rules Integral.

## 2nd Head—

- (a) Reading the highest book of the Vernacular Series, with explanation and grammar. Or translating *videlicet* into English from 1st Latin or Sanskrit Book.
- (b) Written Translation into Vernacular of about five lines in any School Reading Book at the option of the Inspector. Or repeating the Declensions and Conjugations in Latin or Sanskrit.

## 3rd Head—

- (a) History of England from any small text book.
- (b) Geography of Great Britain; Map-drawing of India. N. B.—A map to be drawn in the presence of the Inspector.

## 4th Head.—English—

- (a) Reading and explanation in English and Grammar of Book III., Part II., or analogous book.
- (b) Writing five lines to Dictation from the same, in good current hand.
- (c) Written translation into English of five lines from the 3rd of Vernacular (4th of Gujarati) Series.

## STANDARD V.

## 1st Head.—Mathematics—

- (a) Arithmetic, complete.
- (b) Euclid, Books I. and II. with Simple Deductions.
- (c) Algebra to Simple Equations inclusive (without Problems).

*Vernacular Schools.*

Description of Schools.	NUMBER OF SCHOLARS PASSED UNDER VERNACULAR STANDARDS.													
	STANDARD I.					STANDARD II.								
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Needlework.	
<b>Government Schools.</b>														
Boys' Schools	2,067	91,154.5	58,691	318	9,298	61,562	17,926	17,446	...	10,983	761	11,155	7,476	...
Girls' Schools	131	3,694.3	1,555	96	1,075	1,587	540	677	...	230	276	389	240	...
Mixed Schools	73	4,458	3,960	6	487	2,605	535	770	...	616	657	644	462	...
Jail Schools	6	118	71	...	...	71	11	33	...	4	4	2	...	...
Police Schools	1	31.7	17	...	...	17	6	11	...	3	6	4	...	...
<b>Total</b>	<b>2,288</b>	<b>99,329.3</b>	<b>63,697</b>	<b>420</b>	<b>10,870</b>	<b>65,842</b>	<b>19,020</b>	<b>18,811</b>	<b>18,970</b>	<b>11,035</b>	<b>10,603</b>	<b>12,044</b>	<b>8,102</b>	<b>...</b>
<b>Aided Schools.</b>														
Boys' Schools	8	683	848	...	...	848	208	236	...	196	180	912	179	...
Girls' Schools	14	1,924.9	610	...	...	610	194	253	...	123	135	164	87	...
Mixed Schools	3	179	107	...	...	107	18	27	...	13	17	21	12	...
<b>Total</b>	<b>35</b>	<b>2,066.9</b>	<b>1,565</b>	<b>...</b>	<b>...</b>	<b>1,565</b>	<b>420</b>	<b>505</b>	<b>536</b>	<b>329</b>	<b>332</b>	<b>387</b>	<b>272</b>	<b>1</b>
<b>Unaided Schools.</b>														
Boys' Schools	113	2,550.1	2,919	...	...	2,207	751	803	...	355	353	413	243	...
Girls' Schools	25	383.7	174	...	...	182	65	88	...	12	15	25	10	...
<b>Total</b>	<b>138</b>	<b>2,933.8</b>	<b>2,393</b>	<b>1</b>	<b>8</b>	<b>2,389</b>	<b>808</b>	<b>890</b>	<b>843</b>	<b>367</b>	<b>368</b>	<b>438</b>	<b>253</b>	<b>...</b>
<b>Grand Total</b>	<b>2,459</b>	<b>104,305</b>	<b>67,555</b>	<b>421</b>	<b>10,878</b>	<b>69,706</b>	<b>20,246</b>	<b>20,296</b>	<b>20,349</b>	<b>11,731</b>	<b>11,303</b>	<b>12,879</b>	<b>8,092</b>	<b>1</b>

*Vernacular Schools,—continued.*

NUMBER OF SCHOLARS PASSED UNDER VERNACULAR STANDARDS.													
Description of Schools.	STANDARD III.					STANDARD IV.				STANDARD V.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
<b>Government Schools.</b>													
Boys' Schools	6,177	6,053	6,369	5,415	...	2,571	2,703	3,160	2,447	186	208	220	230
Girls' Schools	...	100	104	63	...	5	4	1	3	...	...	...	...
Mixed Schools	369	426	475	393	...	78	120	128	103	...	...	...	...
Jail Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
Police Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Total</b>	<b>6,619</b>	<b>6,579</b>	<b>6,948</b>	<b>6,971</b>	<b>...</b>	<b>2,654</b>	<b>2,827</b>	<b>3,292</b>	<b>2,553</b>	<b>200</b>	<b>212</b>	<b>220</b>	<b>233</b>
<b>Aided Schools.</b>													
Boys' Schools	134	139	115	130	...	6	11	8	1	...	...	...	...
Girls' Schools	...	72	71	78	...	6	10	8	7	...	...	...	...
Mixed Schools	...	15	11	9	...	15	21	11	19	...	...	...	...
<b>Total</b>	<b>219</b>	<b>226</b>	<b>197</b>	<b>217</b>	<b>4</b>	<b>27</b>	<b>42</b>	<b>27</b>	<b>27</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>...</b>
<b>Inspected Schools</b>													
Boys' Schools	188	208	188	163	...	46	62	62	43	...	...	...	...
Girls' Schools	1	1	1	1	...	...	...	...	...	...	...	...	...
<b>Total</b>	<b>189</b>	<b>209</b>	<b>189</b>	<b>169</b>	<b>...</b>	<b>46</b>	<b>62</b>	<b>62</b>	<b>43</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>...</b>
<b>Grand Total</b>	<b>7,026</b>	<b>7,014</b>	<b>7,334</b>	<b>6,257</b>	<b>4</b>	<b>2,727</b>	<b>2,931</b>	<b>3,331</b>	<b>2,623</b>	<b>200</b>	<b>212</b>	<b>220</b>	<b>233</b>

## STANDARD I.

- 1st Head.—Arithmetic, the Multiplication Table of whole numbers up to twenty times twenty; Numeration and Notation up to 1,000.  
 2nd Head.—Reading 1st and 2nd Books.  
 3rd Head.—Writing syllables to Dictation on slates.

## STANDARD II.

- 1st Head.—Native Multiplication Tables (complete), and four Simple Rules.  
 2nd Head.—Reading 3rd Book (3rd and 4th Gujarati), with meaning of words and Parts of Speech.  
 3rd Head.—Writing easy words of two syllables to Dictation.  
 4th Head.—Definitions of Geography and Elementary Geography of the Presidency.

## STANDARD III.

- 1st Head.—Arithmetic, Four Compound Rules, Reduction and Simple Rules of Three, involving whole numbers.  
 2nd Head.—Reading prose parts of 4th Book of Vernacular Series (5th Gujarati), with explanation and simple parsing.  
 3rd Head.—Writing to Dictation five lines in Balbodh or analogous characters, from the 3rd Book of the Vernacular (4th Gujarati) Series; fair Modi or analogous current writing.  
 4th Head—  
 (a) Local History, *i. e.* History of Maharashtra in Gujarati or the like.  
 (b) General elementary knowledge of the Map of Asia.

## STANDARD IV.

- 1st Head.—Arithmetic. The same as in Standard III., with the addition of Compound Proportion, Simple Interest, and Vulgar and Decimal Fractions.  
 2nd Head.—Reading 5th Book of Vernacular Series (6th Gujarati), with explanation and parsing.  
 (N.B.—Knowledge of Dadoba's larger Grammar, Mr. Taylor's Gujarati Grammar, or other analogous work is implied.)  
 3rd Head.—Writing five lines to Dictation in Balbodh, or analogous characters, from the same; good Modi or other current writing.  
 4th Head—  
 (a) History of India, as in the Translation of Morris's India or any similar text book.  
 (b) General knowledge of the Maps of the World, of Europe, and of India.

## STANDARD V.

- 1st Head—  
 (a) Arithmetic, complete, including Mental Arithmetic.  
 (b) Euclid, 1st Book.  
 (c) Algebra, four Rules, Integral and Fractional, and Simple Equations.  
 2nd Head.—Reading. The highest book of the Vernacular Series with Explanation and Grammar.  
 3rd Head.—Written paraphrase of five or six lines of Poetry in the Vernacular Series.  
 4th Head—  
 (a) History of England from any small text-book.  
 (b) Geography of Great Britain, Map-drawing of India.  
 (N.B.—A Map to be drawn in the presence of the Inspector.)

## CENTRAL PROVINCES.

## I.—VERNACULAR STANDARDS.

*Standard I.* Alphabet.—Multiplication Table up to  $10 \times 10$ .

*Standard II.*

Vernacular Primer.—Writing monosyllables; Tables of Integers; Fractions; Weights and Measures; Addition and Subtraction.

*Standard III.*

2nd Reading Book.—Copy-writing; Easy Dictation; Compound Rules of Arithmetic; Geography of Central Provinces; Parts of Speech.

*Standard IV.*

3rd Reading Book.—Letter-writing; Rule-of-Three, Single and Double; Fractions; Geography of India; Parsing.

*Standard V.*

4th Reading Book.—Official letter and précis-writing; whole of Arithmetic; Geography of Asia and Europe; map-drawing; half of History of India; Grammar generally, with Syntax.

*Standard VI.*

5th Reading Book.—Essay-writing; Arithmetic; Algebra to Equations; Euclid I.; Geography of World; History of India, whole; Grammar, whole.

NOTE (a).—Each standard implies its own work, *plus* previous standards to be revised.

NOTE (b).—Standard IV. and all below are *primary*. Above IV., middle.

## II.—STANDARDS WHERE ENGLISH IS TAUGHT.

*Standard I.* English Primer *plus* Standard IV., Vernacular.

*Standard II.*

English 2nd Book. Copy-writing *plus* Standard IV., Vernacular.

*Standard III.*

English 3rd Book.—Parts of Speech; Compound Rules of Arithmetic *in English*; Elementary Geography in English, *plus* Standard V., Vernacular.

*Standard IV.*

English 4th Book.—Parsing and Elementary Grammar; Arithmetic *in English* to Rule-of-Three; Geography of India and Asia in English, *plus* Standard V., Vernacular.

*Standard V.*

English 5th Book.—Syntax and Grammar generally; translation and re-translation of English into Vernacular; and Vernacular into English; all Arithmetic in English; all Geography in English, *plus* Standard VI., Vernacular.

*Standard VI.*

Deserted Village and Traveller; all Bernard Smith's Arithmetic; all Geography; History of British Empire (half); translation and re-translation of miscellaneous passages; Euclid I. and II. in English; Algebra to Simple Equations.

*Standard VII.*

Same as VI. with Cowper's Task and History of India (Marshman's), and Euclid III. and IV. in English.

(High school scholarships are awarded by public examination of boys of this class.)

*Standard VIII.*

As before *plus* essay-writing and translation; University Course; Vernacular text book.

*Standard IX.*

University Entrance Course.

*Standard X.*

Half University 1st Arts Course.

*Standard XI.*

Whole University 1st Arts Course.

*N. B.*—All standards on this side imply an examination passed in reading, writing, arithmetic to Compound Division in Vernacular.

Standard I. on this page corresponds (learning English) to Standard IV. on the next.

APPENDIX C.

SYNOPSIS OF SUBJECTS OF EXAMINATIONS IN ARTS AT THE CALCUTTA, MADRAS, AND BOMBAY UNIVERSITIES.

CALCUTTA.	MADRAS.	BOMBAY.
<p>I.—LANGUAGES. English, and one of the following languages : Greek. Latin. Arabic. Persian. Hebrew. Sanskrit. Bengali. Oorya. Hindi. Urdu. Burmese. Armenian.</p> <p>Any other language may be added to this list by the Syndicate.</p> <p>Sentences in each language in which the candidate is examined shall be given for translation into the other language.</p> <p>The papers in each language shall include questions on grammar and idiom.</p> <p>II.—HISTORY. The outlines of the History of England, of the History of India, and of General Geography, with a more detailed knowledge of the Geography of India.</p> <p>The historical text-books will be fixed from time to time by the Syndicate. (See <i>Appendix B</i>.)</p>	<p>Candidates for the Matriculation Examination shall be examined in the following branches of knowledge :</p> <p>I.—ENGLISH LANGUAGE in which each candidate must undergo examination.</p> <p>II.—OPTIONAL LANGUAGE. One of the following languages at the option of the candidate : Sanskrit.* Greek. Latin. Tamil. Telugu. Cauarese. Malayalam. Hindustani. Arabic. Persian.</p> <p>III.—HISTORY AND GEOGRAPHY. (1.) The leading facts of the Histories of England and India. (2.) General Geography, and the Geography of India in particular.</p> <p>* In the Déva Négari character only.</p>	<p>I.—LANGUAGES (three papers.) 1. English. 2. One of the following : Sanskrit. Greek. Latin. Hebrew. Arabic. Portuguese. Marathi. Gujarathi. Canarese. Hindustani. Persian. Sindhi.</p> <p>(Any other language may at any time be added to this list by the Syndicate.)</p> <p>In English there will be one paper containing one or more passages for paraphrase, and questions in grammar, idiom, etymology, and prosody.</p> <p>In the second language there will be one paper containing prose passages for translation from English and into English, and one paper of questions in grammar, idiom, and etymology.</p> <p>Oral examination in each language : The candidate will be called upon to read and to explain <i>ex tempore</i> in English a prose passage from a standard author to be selected by the Examiners.</p> <p><i>N. B.</i>—It is essential that the candidate should not know beforehand from what books he will have to read or translate.</p>

SYNOPSIS OF SUBJECTS OF EXAMINATIONS IN ARTS,—continued.

<p><b>CALCUTTA.</b></p> <p><b>III.—MATHEMATICS.</b> <i>Arithmetic.</i> The four Simple Rules; Vulgar and Decimal Fractions; Reduction; Practice; Proportion; Simple Interest; Extraction of Square Root.</p> <p><i>Algebra.</i> The four Simple Rules; Proportion; Simple Equations; Extraction of Square Root; Greatest Common Measure; Least Common Multiple.</p> <p><i>Geometry.</i> The first four Books of Euclid, with easy deductions.</p>	<p><b>MADRAS.</b></p> <p><b>IV.—MATHEMATICS.</b> (1) <i>Arithmetic</i>.—The first four Rules; Reduction; Vulgar and Decimal Fractions; Proportion; Practice; Extraction of the Square Root; Interest. (2) <i>Algebra</i>.—Addition; Subtraction; Multiplication; Division; Involution and Evolution of Algebraical Quantities; and Simple Equations with easy Problems. (3) <i>Geometry</i>.—The first three Books of Euclid with easy deductions. The examination in languages shall comprise two papers of questions in each language,—one bearing upon the prose authors, and the other upon the poetical authors selected for examination. Each paper shall include questions on grammar and idiom, such as to test the candidate's knowledge of the structure of the language, and such questions on the subject-matter as may be requisite to test the candidate's intelligent study of the author. In English the passage or passages selected for paraphrase shall not be taken from the text-books. Passages in the two languages in which the candidate is examined shall be given for translation, the one into the other. The passage for translation from English into the vernaculars shall be the same for all languages.</p>	<p><b>BOMBAY.</b></p> <p><b>II.—MATHEMATICS (three papers).</b> <i>1st.</i>—Arithmetic. The examples to be worked from first principles and not merely by rules. <i>2nd.</i>—Algebra to Simple Equations inclusive. Problems will be set involving Simple Equations. <i>3rd.</i>—First four books of Euclid with deductions.</p> <p><b>III.—GENERAL KNOWLEDGE (two papers).</b> <i>1st.</i>—Elementary History and Geography. <i>2nd.</i>—Elementary knowledge of— (a) the mechanical powers; (b) the laws of chemical combination, the chemistry of air and water, and the phenomena of combustion; (c) the solar system.</p>
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**FIRST ARTS EXAMINATION.**

CALCUTTA.	MADRAS.	BOMBAY.																		
<p><b>I.—LANGUAGES.*</b></p> <p>English ; and one of the following languages :</p> <p>Greek. Hebrew. Latin. Arabic. Sanskrit.</p> <p>Any other classical language may be added to this list by the Syndicate. Sentences in each language in which the candidate is examined shall be given for translation into the other language.</p> <p>The papers in each language shall include questions on grammar and idiom.</p> <p><b>II.—HISTORY.</b></p> <p>Ancient History.</p> <p>The historical questions shall include questions relating to the geography of the countries to which they refer.</p> <p>The text book will be fixed from time to time by the Syndicate.</p> <p>* The examination in languages will be such as to test a lower degree of competency than what is required for the B. A. Degree.</p>	<p><b>I.—ENGLISH LANGUAGE</b></p> <p>in which each candidate must undergo examination.</p> <p><b>II.—OPTIONAL LANGUAGE.</b></p> <p>One of the following languages at the option of the candidate :</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Sanskrit.*</td> <td>Telugu.</td> <td>Arabic.</td> </tr> <tr> <td>Greek.</td> <td>Kannarese.</td> <td>Persian.</td> </tr> <tr> <td>Latin.</td> <td>Malayalam.</td> <td></td> </tr> <tr> <td>Tamil</td> <td>Hindustani.</td> <td></td> </tr> </table> <p><b>III.—HISTORY AND GEOGRAPHY.</b></p> <p>(1.) The History of India.</p> <p>(2.) A selected portion of Ancient History to be specified by the Syndicate two years previous to the examination.</p> <p>(3.) Geography, with special reference to the political, social and commercial condition of countries.</p> <p><b>IV.—ARITHMETIC.</b></p> <p>The whole subject.</p> <p>In the Déva Nagari character only.</p>	Sanskrit.*	Telugu.	Arabic.	Greek.	Kannarese.	Persian.	Latin.	Malayalam.		Tamil	Hindustani.		<p><b>I. Languages.</b></p> <p><b>II. Mathematics.</b></p> <p><b>III. Logic.</b></p> <p><b>IV. History.</b></p> <p><b>V. One of the following to be selected by the candidates :</b></p> <p><b>A. Butler's Sermons, I, II, III, with Preface.</b></p> <p><b>B. Analytical Geometry of the Right Line and Circle by rectangular and oblique Co-ordinates, with Elementary Differential Calculus,—Functions of one Variable including Maxima and Minima.</b></p> <p><b>C. Chemical Physics.</b></p> <p><b>I.—LANGUAGES (four papers).</b></p> <p><b>1. English.</b></p> <p><b>2. One of the following :</b></p> <table border="0" style="margin-left: 40px;"> <tr> <td>Sanskrit.</td> <td>Latin.</td> <td>Arabic.</td> </tr> <tr> <td>Greek.</td> <td>Hebrew.</td> <td>Persian.</td> </tr> </table> <p>Candidates will be examined in two books of Prose and two of Poetry in each language. These books will be notified by the Syndicate two years before the examination.</p>	Sanskrit.	Latin.	Arabic.	Greek.	Hebrew.	Persian.
Sanskrit.*	Telugu.	Arabic.																		
Greek.	Kannarese.	Persian.																		
Latin.	Malayalam.																			
Tamil	Hindustani.																			
Sanskrit.	Latin.	Arabic.																		
Greek.	Hebrew.	Persian.																		

FIRST ARTS EXAMINATION,—continued.

CALCUTTA.	MADRAS.	BOMBAY.
<p>III.—MATHEMATICS—PURE AND MIXED.</p> <p><i>Arithmetic.</i></p> <p><i>Algebra.</i></p> <p>(The following in addition to the subjects at Entrance.)</p> <p>Quadratic Equations; Proportion and Variation; Permutations and Combinations; Arithmetical and Geometrical Progressions; the Binomial Theorem; Simple and Compound Interest; Discount; Annuities; the nature and use of Logarithms.</p> <p><i>Geometry.</i></p> <p>(The following in addition to the subjects at Entrance.)</p> <p>The sixth Book of Euclid; the eleventh Book to Prop. XXI. Deductions.</p> <p>Plane Trigonometry, as far as the Solution of Triangles.</p> <p><i>Mechanics.</i></p> <p>Composition and Resolution of Forces, Equilibrium of Forces at a point in one plane, the Mechanical Powers, and Centre of Gravity.</p>	<p>V.—ALGEBRA AND GEOMETRY.</p> <p>(a) <i>Algebra.</i></p> <p>Addition, Subtraction, Division, Involution and Evolution.</p> <p>Greatest Common Measure and Least Common Multiple.</p> <p>Simple and Quadratic Equations, with Problems.</p> <p>Proportion and Variation.</p> <p>Permutations and Combinations.</p> <p>Arithmetical, Geometrical and Harmonical Progressions, Binomial Theorem.</p> <p>(b) <i>Geometry.</i></p> <p>Euclid—Books I, II, III, IV, and VI., with Deductions.</p> <p>VI.—OPTIONAL SUBJECT.</p> <p>Either (a) or (b).</p> <p>(a) (1.) <i>Geometry.</i></p> <p>Euclid—Book XI. to Proposition 21.</p>	<p>In each language there will be two papers and a <i>vice versa</i> examination. Each paper on English will contain a passage to be paraphrased. The papers on the second language will contain passages for translation both out of that language into English and <i>vice versa</i>. The papers on each language will contain questions in grammar, idiom, and etymology, as well as in the matter of the books taken up by the candidates.</p> <p>II.—MATHEMATICS (two papers).</p> <p>1. { Arithmetic, with the nature and use of Logarithms.</p> <p>2. { Algebra, to Quadratic Equations inclusive.</p> <p>Euclid, Books I. to VI., with Deductions.</p> <p>Trigonometry, Solutions of Plane Triangles, and expressions for the area.</p> <p>III.—LOGIC (one paper).</p> <p>Logic (Whately and Fowler). The examination will comprise easy questions in Logical Analysis.</p> <p>IV.—HISTORY (one paper).</p> <p>1. Ancient History.</p> <p>2. Modern History. A definite period of each will be notified by the Syndicate two years before the examination.</p>

## IV.—PSYCHOLOGY AND LOGIC.

Psychology, as in Reid's Inquiry, or in Abercrombie's Intellectual Powers.  
Deductive Logic, as in Fowler (Clarendon Press Series).

(2.) *Plane Trigonometry.*

The solution of Plane Rectilineal Figures, with the investigations of the Formulæ required in the several processes.

The construction of Tables of Goniometric Functions.

The use of the Level and the Theodolite.

(b) *Logic.\**

Whately, to the end of the Chapter on Fallacies. Thomson's Laws of Thought, Chapters on Conception, Judgment, and Syllogism.

There shall be three papers on the English language, two of which shall bear *exclusive* on the authors brought up for examination, while the third shall contain passages for paraphrase and explanation not taken from the text-books, and general questions on the grammar, idiom, and structure of the language.

The examination in the optional language shall comprise two papers, which shall contain passages to be translated into English and *vice versa* as well as passages for paraphrase or explanation, and questions on the grammar, idiom, and structure of the language. The passage for translation from English into the Vernaculars shall be the same for all languages.

\* Stanley Jevon's Elementary Lessons in Logic will be substituted for Whately's Logic and Thomson's Laws of Thought in the Examination of 1872. The portion required will be Deduction,—Names, Propositions, and Syllogism.

V. One of the following to be selected by the candidate :

- A. Butler's Sermons, I., II., III., with Preface.
- B. Analytical Geometry of the Right Line and Circle by Rectangular and Oblique Co-ordinates, with Elementary Differential Calculus.—Functions of one Variable including Maxima and Minima.
- C. Chemical Physics.  
Elementary Chemical Physics, including Heat, Light, Electricity, and Magnetism, and the general principles of Chemical Science.

FIRST ARTS EXAMINATION,—concluded.

CALCUTTA.	MADRAS.	BOMBAY.
	<p>The paper on Euclid, Books I. to VI., and Algebra, as well as that on Euclid, Book XI., and Plane Trigonometry, shall consist mainly of book-work, and the riders and problems introduced into it shall be only of moderate difficulty.</p> <p>The questions in each subject shall be of a varied character, but they shall not be more in respect of number or of difficulty than can be answered within the allowed time by a candidate of decided ability well prepared in the subject.</p>	

B. A. EXAMINATION.

CALCUTTA.	MADRAS.	BOMBAY.
<p><b>I.—LANGUAGES.</b></p> <p>English; and one of the following languages:</p> <p>Greek.   Hebrew. Latin.   Arabic. Sanskrit.  </p> <p>Any other classical language may be added to this list by the Syndicate.</p> <p>Passages in each of the languages in which a candidate is examined shall be given for translation into the other language.</p> <p><b>II.—HISTORY.</b></p> <p>India during the Hindu, Muhammedan, and British periods, down to 1835. Greece, to the death of Alexander. Rome, to the death of Augustus. The Jews, to the destruction of Jerusalem.</p> <p>The following amended Course of History will take effect at the Examination of 1874.</p> <p>History of England (Student's, Hume).</p> <p>India during the Hindu, Muhammedan, and British periods, down to 1835.</p> <p>The historical text-books will be fixed from time to time by the Syndicate. (See <i>Appendix B.</i>)</p>	<p><b>I.—LANGUAGES.</b></p> <p>(1.) English, in which each candidate must undergo examination.</p> <p>(2.) One of the following languages at the option of the candidate:</p> <p>Sanskrit.*   Malayalam. Greek.   Singalese. Latin.   Tamil. Hebrew.   Telugu.    Kanarese.    Hindustani.</p> <p><b>II.—HISTORY.</b></p> <p>(1.) The History of England to the accession of Queen Victoria.</p> <p>(2.) Selected periods of Modern History or of the Histories of the Jews, Greeks, or Romans, to be specified by the Syndicate two years previous to the examination.</p> <p><b>III.—MATHEMATICS.†</b></p> <p>(1.) <i>Algebra.</i></p> <p>Addition, Subtraction, Multiplication, Division, Involution, and Evolution.</p> <p>* In the Deva Nagari character only. † The questions in Algebra and in Euclid are to bear chiefly on the more advanced portions of those subjects.</p>	<p><b>I. Languages.</b></p> <p><b>II. Mathematics and Natural Philosophy.</b></p> <p><b>III., IV. and V. Three of the following, to be selected by the candidate:</b></p> <p>(a) History.</p> <p>(b) Logic and Moral Philosophy.</p> <p>(c) Political Economy.</p> <p>(d) Dynamics and Hydrostatics.</p> <p>(e) Optics and Astronomy.</p> <p>(f) Analytical Geometry of two dimensions.</p> <p>(g) Differential and Integral Calculus.</p> <p>(h) Chemical Physics.</p> <p>(i) Inorganic Chemistry.</p> <p>(j) Physiology, Vegetable and Animal.</p> <p><b>I.—LANGUAGES (four papers).</b></p> <p><b>1. English.</b></p> <p><b>2. One of the following:</b></p> <p>Sanskrit.   Latin.   Arabic. Greek.   Hebrew.   Persian.</p>

B. A. EXAMINATION,—continued.

CALCUTTA.	MADRAS.	BOMBAY.
<p>III.—MATHEMATICS—PURE AND MIXED.</p> <p><i>Mechanics.</i></p> <p>The General Laws of Motion; the motion of a falling body in free space and along an inclined plane.</p> <p><i>Hydrostatics, Hydraulics, and Pneumatics.</i></p> <p>Elementary propositions respecting the nature, transmission, and intensity of fluid pressure; the condition of equilibrium of floating bodies; nature and simple properties of elastic fluids, and the pressure produced by them; specific gravity and the modes of determining it; the Barometer; Air-Pump; Common Pump; Forcing Pump; Siphon; Diving-bell; Thermometer.</p> <p><i>Astronomy.</i></p> <p>Descriptive (as distinguished from Practical and Physical) Astronomy; the Solar System; Phenomena of Eclipses.</p> <p>IV.—MENTAL AND MORAL PHILOSOPHY.</p> <p>Hamilton's Metaphysics.</p> <p>Fleming's Moral Philosophy.</p> <p>The text-books will be named from time to time by the Syndicate. (<i>See Appendix B.</i>)</p>	<p>Greatest Common Measure, and Least Common Multiple.</p> <p>Simple and Quadratic Equations; and questions producing them.</p> <p>Surds.</p> <p>Proportion and Variation.</p> <p>Permutations and Combinations.</p> <p>Arithmetical, Geometrical, and Harmonical Progressions.</p> <p>Binomial Theorem.</p> <p>Simple and Compound Interest, Discount, Stocks, and Annuities for terms of years.</p> <p>Calculation and Use of Logarithms.</p> <p>(2.) <i>Geometry.</i></p> <p>Euclid—Books I, II, III, IV, VI, and XI, to Proposition 21, with definitions of Book V.; also easy Deductions.</p> <p>The Fundamental Propositions in Conic Sections Geometrically demonstrated.</p> <p>(3.) <i>Plane Trigonometry.</i></p> <p>The solution of Plane Rectilineal Figures, with the investigations of the Formulae required in the several processes.</p>	<p>Candidates will be examined in four Books (two Prose and two Poetry) in each language, notified by the Syndicate two years before the examination.</p> <p>In each language there will be two papers and a <i>vice versa</i> examination. The papers on English will contain passages to be paraphrased. The papers on the second language will contain passages for translation both out of that language into English and <i>vice versa</i>. The papers on each language will contain questions in grammar, idiom, and etymology, as well as in the matter of the books taken up by the candidates.</p> <p>II.—MATHEMATICS AND NATURAL PHILOSOPHY (three papers).</p> <p>1st.—<i>Arithmetic</i>, from first principles, with the nature and use of Logarithms.</p> <p><i>Algebra</i>, to Quadratic Equations inclusive, with Proportion and Variation, Permutations and Combinations, the Progressions, and the Binomial Theorem.</p> <p>2nd.—<i>Trigonometry</i>, solution of plane triangles, with expressions, for the area.</p> <p><i>Conic Sections</i>, geometrically.</p>

<p>V.—ONE OF THE FOLLOWING SUBJECTS, TO BE SELECTED BY THE CANDIDATE:</p> <p>(a.) Mathematics—pure and mixed.</p> <p><i>Geometry.</i></p> <p>Conic Sections, treated geometrically.</p> <p><i>Optics.</i></p> <p>Laws of reflection and refraction; reflection at plane mirrors; reflection at spherical mirrors; and refraction through lenses, the incident pencils being direct; separation of solar light into rays of different colours; description of solar spectrum; rainbow; description of the eye; the astronomical telescope; Galileo's telescope; the sextant.</p> <p>(b.) Elements of Inorganic Chemistry and of Electricity.</p> <p><i>Thermotics, Chemistry, Electricity.</i></p> <p>Molecular constitution of matter; Roscovich's Theory; cohesion; porosity; specific gravity; elasticity; adhesion; crystallization. Thermotics:—sensible heat; expansion; the thermometer and pyrometer; radiation; conduction; convection; specific heat; physical states of matter and latent heat; theory of formation of dew and clouds; mechanical equivalent of heat; dynamic theory of heat. Chemistry:—laws of combining proportion; laws of atomic volumes; atomic theory; chemical symbols and equivalents; inorganic chemistry of the chief elements. Electricity:—polarity; induction; the Leyden Jar and</p>	<p>The construction of Tables of Goniometric Functions.</p> <p>The use of the Level and the Theodolite.</p> <p>IV.—MORAL PHILOSOPHY.</p> <p>Whewell's Elements of Morality.</p> <p>V.—OPTIONAL SUBJECTS.</p> <p>One of the three following subjects at the option of the candidate must be brought up, viz.,</p> <p>(a.) Natural Philosophy, (b.) Physical Science, (c.) Logic and Mental Philosophy.</p> <p>(a.) NATURAL PHILOSOPHY.</p> <p>(1.) <i>Statics and Dynamics</i>—Treated mathematically, but without the aid of the Differential and Integral Calculus.</p> <p>Composition and Resolution of Forces in one Plane.</p> <p>The Centre of Gravity.</p> <p>The Mechanical Powers, and their principal applications.</p> <p>Virtual Velocities.</p> <p>Friction.</p> <p>The three Laws of Motion, with the different measures of force, and their relation to one another.</p> <p>Motion of a material particle under the action of a constant force, in free space, down an inclined plane, and in a circular arc; with the theory of the simple pendulum.</p>	<p>3rd.—<i>Euc'id</i>, the first six Books, and the eleventh Book to Prop. XXI., with deductions.</p> <p><i>Mechanics</i>, Composition and Resolution of Forces, Centre of Gravity, and the Mechanical Powers.</p> <p>III., IV. and V.—THREE OF THE FOLLOWING SUBJECTS (Two papers in each.)</p> <p>A. HISTORY.</p> <p>Candidates will be required to take up one of the following subjects:</p> <p>(a.) <i>England</i>—in the 16th, 17th, and 18th centuries;</p> <p>Or,</p> <p>(b.) <i>Ancient History</i>, including <i>Greece</i>, from the invasion of Darius to the death of Alexander, and <i>Rome</i>, from the Gallic invasion to the death of Augustus.</p> <p>And also one of the following:</p> <p>(c.) <i>India</i>, including the period from the invasion of Baber to the death of Aurangzebe, and the History of the Marathas;</p> <p>Or,</p> <p>(d.) <i>The History of the Jews</i> from the first king to the taking of Jerusalem by Titus.</p> <p>The examination will comprise questions on Geography, Physical as well as Political, connected with the subjects taken up.</p>
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B. A. EXAMINATION,—continued.

CALCUTTA.	MADRAS.	BOMBAY.
<p>Electrometer; conduction; the lightning rod; the Voltaic pile and battery; magnetism and electro-magnetism; the thermo-electric pile; relations of chemistry, heat, and electricity.</p> <p>(c.) Elements of Zoology and Comparative Physiology.</p> <p>The text-book to be fixed by the Syndicate.</p> <p>(d.) Geology and Physical Geography.</p>	<p>(2.) <i>Hydrostatics and Pneumatics</i>.—Treated as in the case of Statics and Dynamics.</p> <p>The transmission of pressure by fluids, the variation of pressure within a fluid, the conditions of equilibrium of a floating body.</p> <p>Specific Gravity.</p> <p>The application of Hydrostatic and Pneumatic Principles to the explanation of the Steam Engine, Barometer, Thermometer, Common Pump, Air Pump, Condenser, Hydraulic Press, Fire Engine, Diving Bell, and Siphon; also the general process of measuring heights by means of the Barometer.</p> <p>(3.) <i>Astronomy</i>.—Popularly treated.</p> <p>The explanation of the Terrestrial and Celestial Globes.</p> <p>The origin and general character of Refraction, Parallax, Precession, Nutation, and Aberration.</p> <p>Kepler's Laws.</p> <p>The apparent motion of the heavenly bodies explained upon the Copernican system in a general manner.</p> <p>The magnitudes and distances of the principal members of the solar system.</p> <p>The phases of the moon and of the planets.</p>	<p>B. LOGIC AND MORAL PHILOSOPHY.</p> <p>1st.—<i>Logic</i> (Thomson's Outline of the Laws of Thought, Books I, II, and III., of Mill's Logic), with questions in Logical Analysis.</p> <p>2nd.—<i>Moral Philosophy</i>. First Part of Butler's Analogy with the Sermons and the Dissertation on the Nature of Virtue; or (at the option of the Candidate) Whewell's Elements of Morality.</p> <p>C. POLITICAL ECONOMY.</p> <p>The principles of the science with special reference to the Economic History of England.</p> <p>D. DYNAMICS AND HYDROSTATICS.</p> <p>(a) Laws of Motion, Bodies falling in <i>vacuo</i> and down inclined planes, Circular and Parabolic Motions, the Pendulum, and Impact.</p> <p>(b) Equilibrium of Liquids. Equilibrium of Gases under varying pressures and temperatures. Specific Gravity. The Hydrostatic Balance, Barometer, Suction-pump, Forcing-pump, Air-pump, Siphon, Hydraulic Press, and Steam-engine.</p>
<p>(e.) Elements of Zoology and Comparative Physiology.</p> <p>The text-book to be fixed by the Syndicate.</p> <p>(d.) Geology and Physical Geography.</p> <p><i>Geology</i>.</p> <p><i>Inorganic</i>.—Form and density of the earth and average density of superficial crust; observed ratio of increase of temperature with depth; physical state of interior as indicated by astronomical observation; how modified by temperature and pressure; principal chemical elements and compounds in earth's crust; chemical operations of interior; chemical phenomena of volcanoes, hot springs and crystalline rocks; dynamical operations of interior; phenomena of earthquakes, volcanoes, upheaval, depression, dislocation, and contortion of crust; chemical and mechanical processes at surface, constitution of atmosphere; its changes and their influence on the solid crust; phenomena of atmospheric disintegration and degradation of rocks; transport by water, ice, &amp;c.; river, glacier and iceberg phenomena; formation of sedimentary rocks and their chief varieties, consolidation and metamorphism.</p>	<p>(2.) <i>Hydrostatics and Pneumatics</i>.—Treated as in the case of Statics and Dynamics.</p> <p>The transmission of pressure by fluids, the variation of pressure within a fluid, the conditions of equilibrium of a floating body.</p> <p>Specific Gravity.</p> <p>The application of Hydrostatic and Pneumatic Principles to the explanation of the Steam Engine, Barometer, Thermometer, Common Pump, Air Pump, Condenser, Hydraulic Press, Fire Engine, Diving Bell, and Siphon; also the general process of measuring heights by means of the Barometer.</p> <p>(3.) <i>Astronomy</i>.—Popularly treated.</p> <p>The explanation of the Terrestrial and Celestial Globes.</p> <p>The origin and general character of Refraction, Parallax, Precession, Nutation, and Aberration.</p> <p>Kepler's Laws.</p> <p>The apparent motion of the heavenly bodies explained upon the Copernican system in a general manner.</p> <p>The magnitudes and distances of the principal members of the solar system.</p> <p>The phases of the moon and of the planets.</p>	<p>B. LOGIC AND MORAL PHILOSOPHY.</p> <p>1st.—<i>Logic</i> (Thomson's Outline of the Laws of Thought, Books I, II, and III., of Mill's Logic), with questions in Logical Analysis.</p> <p>2nd.—<i>Moral Philosophy</i>. First Part of Butler's Analogy with the Sermons and the Dissertation on the Nature of Virtue; or (at the option of the Candidate) Whewell's Elements of Morality.</p> <p>C. POLITICAL ECONOMY.</p> <p>The principles of the science with special reference to the Economic History of England.</p> <p>D. DYNAMICS AND HYDROSTATICS.</p> <p>(a) Laws of Motion, Bodies falling in <i>vacuo</i> and down inclined planes, Circular and Parabolic Motions, the Pendulum, and Impact.</p> <p>(b) Equilibrium of Liquids. Equilibrium of Gases under varying pressures and temperatures. Specific Gravity. The Hydrostatic Balance, Barometer, Suction-pump, Forcing-pump, Air-pump, Siphon, Hydraulic Press, and Steam-engine.</p>



<p><i>Organic</i>.—Chemical constitution and structure of animals and plants; vital functions, and sources of vital action; geographical and bathymetric distribution; conditions of life and interdependence of organized beings; chemico-geological processes of preservation and formation of rock masses, coral reefs, limestone, coral, peat, &amp;c.; metamorphism of organic rocks; comparative value of geological evidences of fossil remains; succession of life in past epochs; antiquity of existing animals and plants.</p>	<p>The general nature of solar and lunar eclipses, of occultations of stars and of transits of the inferior planets over the sun's disc. Illustrative diagrams to be given together with the explanations.</p> <p>(b) PHYSICAL SCIENCE.</p> <p>(1.) <i>The Elements of Chemistry</i>—As laid down in Fowne's Elements of Chemistry, or any similar work.</p> <p>(2.) <i>Animal Physiology</i>—As contained in Knox's translation of Milne Edwards's Zoology, or any similar work.</p> <p>(3.) <i>Physical Geography</i>—As contained in Hughes's or in any similar work.</p> <p>(c) LOGIC AND MENTAL PHILOSOPHY.</p> <p>(1.) Thomson's Laws of Thought, with the logical analysis of arguments, &amp;c.</p> <p>(2.) Payne's Mental Philosophy, or any similar work.</p> <p>The papers in the English language shall comprise two on the authors brought up for examination, and one of general questions. The first two shall contain passages to be paraphrased or explained; and such questions on the subject-matter as may be requisite to test the candidate's intelligent study of the author. The third paper shall consist of questions on the English language generally, in relation to its history, grammar, idiom, and structure.</p>	<p><b>E. OPTICS AND ASTRONOMY.</b></p> <p>(a) Reflection and Refraction at plane and spherical surfaces, Dispersion of Light, The Rainbow. The Sextant, Lenses, the Telescopes, the Eye.</p> <p>(b) Apparent Motions of the Heavenly Bodies. Instruments, Phenomena depending on change of place. Atmospheric Refraction. Comparison of Diameters of Earth, Sun, Moon, and Planets. Ptolemaic and Copernican Systems. Eclipses. Sidereal, Solar, and Mean Time, Apparent Time, Latitude, Longitude, and Variation of the Compass.</p> <p><b>F. ANALYTICAL GEOMETRY OF TWO DIMENSIONS.</b></p> <p>(a) Co-ordinates of a point. Rectangular and Oblique Co-ordinates. Polar Co-ordinates. Length of a line. Area of a triangle. Locus of an equation to the straight line. Polar Equation to the straight line. Transformation of co-ordinates. Equation to Circle. Polar Equation to the Circle. Properties of the Circle.</p> <p>(b) Equation to the Parabola. Polar equation to the Parabola. Properties of the Parabola.</p> <p>Equation to the Ellipse. Eccentric angle. Connection between Ellipse and Parabola. Polar equation to the Ellipse. Properties of the Ellipse.</p> <p>Equation to the Hyperbola. Asymptotes. Polar equation to the Hyperbola. Properties of the Hyperbola.</p>
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## B. A. EXAMINATION, —concluded.

CALCUTTA.	MADRAS.	BOMBAY.
	<p>The examination in the optional language shall comprise two papers, which shall contain passages to be translated into English and <i>vice versa</i>, as well as passages for paraphrase or explanation, and questions on the history, grammar, idiom, and structure of the language.</p> <p>A <i>hind voce</i> examination shall also be held by the Examiners in languages, in the presence of the whole body of Examiners.</p> <p>The questions in each subject shall be of a varied character, but they shall not be more in respect of number or of difficulty than can be answered within the allowed time by a candidate of decided ability well prepared in the subject.</p>	<p><b>G. DIFFERENTIAL AND INTEGRAL CALCULUS.</b></p> <p>(a.) Differentiation of Functions of one Variable, including Maxima and Minima, and Taylor's Theorem.</p> <p>b. Integration of Functions of one Variable.</p> <p><b>H. CHEMICAL PHYSICS.</b></p> <p>Chemical Physics, including Light, Heat, Electricity and Magnetism, and the general principles of Chemical Science.</p> <p><b>I. INORGANIC CHEMISTRY.</b></p> <p><b>J. PHYSIOLOGY, VEGETABLE AND ANIMAL.</b></p> <p>Cell-life. Vegetable Respiration. Assimilation and Circulation. Vegetable Embryology. (germination. Circulation of the blood. Respiration. Animal Heat. Digestion. Absorption. Secretion. Nervous Functions. Sight. Smell. Hearing. Taste. Reproduction.</p>

M. A. EXAMINATION.

CALCUTTA.	MADRAS.	BOMBAY.						
<p><b>HONORS IN ARTS.</b></p> <ol style="list-style-type: none"> <li>(1) Languages.</li> <li>(2) History.</li> <li>(3) Mental and Moral Philosophy.</li> <li>(4) Mathematics—pure and mixed.</li> <li>(5) Natural and Physical Science.</li> </ol> <p>Honors in languages shall be awarded in Latin, in Greek, in Sanskrit, in Arabic, in Hebrew, and also in English for candidates whose vernacular language is not English.</p> <p>The subjects in languages shall be selected by the Syndicate two years before the examination.</p> <p>The examination shall include translation into English from the language professed by the candidate, and into that language from English.</p> <p>It shall also include written answers by the candidate in English to questions relating to the books selected for the examination.</p> <p>It shall also include questions on Comparative Grammar, with special reference to the language professed by the candidate.</p> <p>Every candidate shall be required to write an essay in English on a subject connected with the history or literature of the language professed by him.</p>	<p><b>FIRST BRANCH.</b></p> <p>(1) <i>English</i>—in which each candidate must undergo examination.</p> <p>(2) One of the following languages at the option of the candidate:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Sanskrit.</td> <td>—</td> <td>Greek.</td> </tr> <tr> <td>Arabic.</td> <td>—</td> <td>Latin.</td> </tr> </table> <p><b>SECOND BRANCH.</b></p> <ol style="list-style-type: none"> <li>(1) The more advanced parts of Algebra, with the Theory of Equations.</li> <li>(2) Analytical Trigonometry.</li> <li>(3) Co-ordinate Geometry of two and three dimensions.</li> <li>(4) Differential and Integral Calculus, with Differential Equations.</li> <li>(5) Statics, Hydrostatics, and Dynamics.</li> <li>(6) Geometrical Optics.</li> <li>(7) Spherical Trigonometry and Plane Astronomy.</li> <li>(8) Newton's Principia, Sections 1, 2, 3, 9, and 11.</li> <li>(9) The Lunar Theory.</li> </ol>	Sanskrit.	—	Greek.	Arabic.	—	Latin.	<p>Languages (six papers). Candidates must take up English, with one or more of the following—Latin, Greek, Sanskrit, Hebrew, Arabic and Persian.</p> <p>The following papers will be set:</p> <p>1st and 2nd.—Questions on the English books taken up by the candidate, including points of Scholarship, Comparative Philology, Criticism, and the History of Literature.</p> <p>3rd and 4th.—Similar questions on the Latin, Greek, Sanskrit, Hebrew, Arabic, or Persian books taken up by the candidate.</p> <p>5th.—Translation from English into the second language, and <i>vice versa</i>.</p> <p>6th.—Original English composition in Prose and Verse.</p> <p><b>II.—HISTORY AND PHILOSOPHY (six papers).</b></p> <p>1st and 2nd.—Questions on a period to be announced by the Syndicate two years before the examination, including Constitutional Law, Managers, Literature, Political Geography, and Ethnology.</p> <p>3rd.—Politics as a Science, including Political Economy.</p>
Sanskrit.	—	Greek.						
Arabic.	—	Latin.						

M. A. EXAMINATION,—continued.

CALCUTTA.	MADRAS.	BOMBAY.
<p>Candidates for Honors in History shall be examined in the following subjects:</p> <p>(a.) History of stated period (in modern times,) including political and personal events, manners, and literature.</p> <p>(b.) Constitutional History of England (as in Hallam).</p> <p>(c.) History of Modern Civilization (as in Guizot).</p> <p>(d.) Political Economy.</p> <p>(e.) Taylor's Historical Evidence.</p> <p>The examination in history shall include such questions on geography and ethnography as the subjects suggest. The candidates shall be required to write an essay in English on an historical subject.</p> <p>Candidates for Honors in Mathematics shall be examined in the following subjects:</p> <p>Algebra, including the Theory of Equations.</p> <p>Analytical Geometry (Plane and Solid).</p> <p>Differential and Integral Calculus.</p> <p>Spherical Trigonometry.</p> <p>Statics.</p> <p>Dynamics.</p>	<p>THIRD BRANCH.</p> <p>(1.) Zoology and Animal Physiology.</p> <p>(2.) Botany and Vegetable Physiology.</p> <p>(3.) Geology and Mineralogy.</p> <p>(4.) Chemistry.</p> <p>(5.) Electricity and Magnetism.</p> <p>FOURTH BRANCH.</p> <p>(1.) Logic.</p> <p>(2.) History.</p> <p>(3.) Political Economy.</p> <p>(4.) Moral Philosophy.</p> <p>The examination in English shall embrace the following subjects:</p> <p>The History of the Language, including the History of the Literature during the 15th, 16th, 17th, and 18th centuries.</p> <p>Spencer.—The Faërii Queen, One Book.</p> <p>Shakespeare.—Three Plays.</p> <p>Ben Jonson.—Two Plays.</p> <p>Milton.—A portion of Poetry and a portion of Prose.</p> <p>Butler.—Hudibras, One Part.</p> <p>Dryden.—Portions.</p>	<p>4th.—Logic including the Philosophy of the Inductive Sciences.</p> <p>5th.—The History of Greek Philosophy.</p> <p>6th.—The History of Modern Philosophy, from the time of Charlemagne to the end of the 18th Century.</p> <p>In lieu of the 5th and 6th papers, a candidate may bring up—</p> <p>(a.) Historical or External Evidences of Christianity.</p> <p>(b.) Moral or Internal Evidences of Christianity.</p> <p>III. MATHEMATICS AND NATURAL PHILOSOPHY.</p> <p>(Six papers.)</p> <p>1st.—Euclid and Geometrical Conic Sections.</p> <p>2nd.—Algebra and Trigonometry.</p> <p>3rd.—Newton's Principia, Book I., § I.—III., and Astronomy.</p> <p>4th.—Analytical Geometry and Differential and Integral Calculus.</p> <p>5th.—Statics and Dynamics.</p> <p>6th.—Hydrostatics and Optics.</p> <p>IV. NATURAL SCIENCES.</p> <p>(Six papers.)</p>

<p>Hydrostatics, Hydraulics and Pneumatics. Optics. Astronomy. Candidates for Honors in Natural and Physical Science shall be examined in the following subjects: Whewell's History of the Inductive Sciences. Mill's Logic, Books III. and IV. And in one of the following Sciences. A general acquaintance with the subjects enumerated in brackets, treated as subordinate to the chief subject, and as far as they are necessary to the comprehension of the latter is also expected.</p>	<p><i>Swift</i>.—Portions. <i>Addison</i>.—Portions. <i>Johnson</i>.—Selected Lives of Poets. <i>Burke</i>.—Selected Works. The examination in the optional languages shall be in the following Works: <b>SANSKRIT.</b> Twelve Hymns from the 1st Mandala of the Rig-Veda. Manu (Books 2, 7, and 8). Rámáyana, (1st, 2nd, and 3rd Books). Mricchhakatiká. Kálidása, (one Play, either the <i>Sákuntalá</i> or <i>Vikramórvasí</i>. Bhavabhúti, (one Play, either the <i>Vira-charitra</i> or <i>Uttararámacharitra</i>.) Megha-dúta, by Kálidása. Védánta-sárá of Sadánanda. The examination shall include a passage from Milton or Shakspeare, to be translated into the Sanskrit Anushtup metre, as well as Sanskrit prose composition.</p>	<p>(a.) Zoology, Comparative Anatomy, and Physiology. Botany and Vegetable Physiology. Geology. (b.) Chemical Physics. Chemistry, Inorganic. Meteorology and Physical Geography.</p>
<p>(a.) Zoology. [Comparative Anatomy and Physiology, Organic Chemistry, Palaeontology, and Physical Geography.]</p>	<p><b>ARABIC.</b> A list of the books in Arabic will be published hereafter. <b>GREEK.</b> <i>Æschylus</i>.—Two Plays. <i>Homer's Iliad</i>.—Three Books. <i>Thucydides</i>.—Three Books.</p>	
<p>(b.) Botany. [Botanic Physiology, Organic Chemistry, Palaeobotany and Physical Geography.]</p>	<p><b>ARABIC.</b> A list of the books in Arabic will be published hereafter. <b>GREEK.</b> <i>Æschylus</i>.—Two Plays. <i>Homer's Iliad</i>.—Three Books. <i>Thucydides</i>.—Three Books.</p>	
<p>(c.) Geology. Physical Geography, Chemistry, Mineralogy, Palaeontology.]</p>	<p><b>ARABIC.</b> A list of the books in Arabic will be published hereafter. <b>GREEK.</b> <i>Æschylus</i>.—Two Plays. <i>Homer's Iliad</i>.—Three Books. <i>Thucydides</i>.—Three Books.</p>	
<p>(d.) Mineralogy. [Chemistry, Optics, Crystallography, Petrology, Mineral Technology.]</p>	<p><b>ARABIC.</b> A list of the books in Arabic will be published hereafter. <b>GREEK.</b> <i>Æschylus</i>.—Two Plays. <i>Homer's Iliad</i>.—Three Books. <i>Thucydides</i>.—Three Books.</p>	
<p>a. Physics, viz. Heat, Electricity, Magnetism. [Chemistry.]</p>	<p><b>ARABIC.</b> A list of the books in Arabic will be published hereafter. <b>GREEK.</b> <i>Æschylus</i>.—Two Plays. <i>Homer's Iliad</i>.—Three Books. <i>Thucydides</i>.—Three Books.</p>	

M. A. EXAMINATION,—continued.

CALCUTTA.	MADRAS.	BOMBAY.
<p>Candidates for Honors in Mental and Moral Philosophy shall be examined in the following subjects :</p> <p>Logic.</p> <p>Mental Philosophy ;</p> <p>Moral Philosophy ;</p> <p>Natural Theology ;</p> <p>Also in one of the following subjects to be selected by the candidate :</p> <p>(a.) History of Philosophy.</p> <p>(b.) Elements of Jurisprudence.</p> <p>(c.) Evidences of Revealed Religion (as in Butler's Analogy and Paley's Evidences).</p>	<p><i>Aristophanes</i>.—Two Plays.</p> <p><i>Demosthenes</i>.—Two Orations.</p> <p><i>Plato</i>.—Two Dialogues.</p> <p><i>Aristotle</i>.—Three Books of the Ethics.</p> <p>LATIN.</p> <p><i>Virgil</i>.—One Georgic.</p> <p><i>Horace</i>.—The Satires, or the Epistles.</p> <p><i>Plautus</i>.—Two Plays.</p> <p><i>Juvenal</i>.—Three Satires.</p> <p><i>Terence</i>.—Two Plays.</p> <p><i>Cicero</i>.—Epistles or De Oratore.</p> <p><i>Livy</i>.—First or Second Decade.</p> <p><i>Tacitus</i>.—One Book of Annals.</p> <p><i>Pliny</i>.—Letters or Portions of Natural History.</p> <p>The examination shall include reciprocal translations in English and the optional language, together with original prose composition in each language: there shall also be questions in comparative grammar and philology.</p> <p>A general acquaintance with the subject-matter of the works in the respective languages shall be required, as also such a knowledge of general history as may be necessary for their due appreciation.</p>	

In the second branch, the book-work questions on Statics, Hydrostatics, and Dynamics, shall bear chiefly upon such parts of those subjects as require for their complete investigation the use of the Differential and Integral Calculus. In the Lunar Theory, the approximation is to be carried to the second order of small quantities.

The text-books recommended in the Third Branch are as follow :

(1.) *Zoology and Animal Physiology.*

Reyner Jones's "General Outline of the Organization of the Animal Kingdom," and Carpenter's "Comparative Physiology."

(2.) *Botany and Vegetable Physiology.*

Balfour's "Class Book of Botany."

(3.) *Geology and Mineralogy.*

Lyell's "Manual of Geology," and Dana's "Mineralogy."

(4.) *Chemistry.*

Miller's "Elements of Chemistry."

(5.) *Electricity and Magnetism.*

De la Rive's "Treatise on Electricity."

The candidates will be required to compose two essays on subjects connected with the foregoing Sciences; and the Examiners will test the practical knowledge of the candidates.

## M. A. EXAMINATION,—concluded.

CALCUTTA.	MADRAS.	BOMBAY.
	<p>In the fourth Branch, the following are the works upon which the candidates shall be examined:</p> <p><i>Logic</i>.—J. Stuart Mill.</p> <p><i>History</i>.—Schmidt's Greek History.</p> <p><i>Do.</i>—Liddell's Roman do.</p> <p><i>Do.</i>—Modern History, Selected Portions.</p> <p><i>Moral Philosophy</i>.—Aristotle's Ethics (translation).</p> <p><i>Do.</i>—Mackintosh's Dissertation on the Progress of Ethical Philosophy.</p> <p><i>Political Economy</i>.—Mill.</p> <p><i>Do.</i> —Adam Smith's "Wealth of Nations."</p> <p>The candidates will be required to compose essays on subjects connected with Ethics and Political Economy.</p>	



## APPENDIX D.

## RULES FOR THE UNIVERSITY VERNACULAR EXAMINATION.

1. The examination shall commence annually on the Monday immediately preceding that fixed for the Entrance Examination, and shall be held in such places as the Directors of Public Instruction of the several provinces may appoint.
2. Every candidate for admission to the examination shall send his application and a fee of Rs. 3 in the Form A given below, and the application must reach the Registrar at least 60 days before the date fixed for the commencement of the examination. Each local Director shall issue rules for the receipt of applications and fees in his province, and shall forward them to the Registrar.
3. A candidate who fails to pass or to present himself for examination shall not be entitled to claim a refund of the fee.
4. The examination shall be conducted by means of printed papers, the same papers being used at every place where the examination is held.
5. The Syndicate shall appoint a Board of Examiners in Calcutta to set all the questions and to determine the full marks to be given for each question. The answers shall be examined by local Examiners for each province, who shall be nominated by the Director of Public Instruction and approved by the Syndicate.
6. The Syndicate shall place at the disposal of each Director 80 per cent. of the fees collected in his province for the remuneration of local Examiners.
7. At the examination every candidate shall be examined in the following subjects:—

## I.—LANGUAGES.

*One of the following: \**

Bengali.	Hindi.
Urdu.	Uriya.

Two papers in each language shall be set; one paper shall contain passages in prose and verse, with questions concerning their meaning and construction, from books or periodicals—the other paper shall contain general questions on grammar, and questions to test the candidate's power of composition. A piece of prose to be written at dictation shall also be included in this paper. (Full marks, 75 for each paper.)

## II.—HISTORY AND GEOGRAPHY.

The outlines of the History of India treated briefly in the Hindu and Muhammadan periods, and more fully in the British period. (One paper—full marks, 50.)

The outlines of general Geography, with a particular knowledge of the Geography of India. (One paper—full marks, 50.)

## III.—MATHEMATICS.

*Arithmetic*—The whole. (One paper—full marks, 50.)

*Algebra*—As far as a simple equations. (One paper—full marks, 50.)

*Geometry*—Euclid, Books I. and II., with easy deductions. (One paper—full marks, 50.)

Candidates shall not be approved by the Examiners unless they gain at least 25 per cent. of the marks allotted to each of the preceding subjects.

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\* The Syndicate may add any other language to this list.

The candidates may also present themselves for examination in not more than two of the following optional subjects:—

- |   |   |  |
|---|---|--|
| (1) Sanskrit.   | } | The standard to be that prescribed for the Entrance Examination,—each language, 100 marks. |
| (2) Arabic.   |   |  |
| (3) Persian.  |   |  |
| (4) Mensuration of plane figures and simple solids. Practical Geometry.<br>Surveying by the chain with Plane Table or Prismatic Compass—50 marks. |   |  |
| (5) The elements of Statics, Hydrostatics, and Pneumatics—50 marks.   |   |  |
| (6) Physical Geography and the elements of Astronomy—50 marks.  |   |  |

Failure in the optional subjects shall not prevent a candidate from passing; but candidates shall not be approved by the Examiners in any optional subject unless they gain 25 per cent. of the allotted marks.

8. As soon as possible after the examination, the Syndicate shall publish a list of the candidates who have passed in three classes, the first in order of merit, and the second and third in alphabetical order. Candidates shall be placed in the first class who obtain 50 per cent. of the aggregate marks; to be placed in the second and third classes, candidates must obtain 40 and 30 per cent. of the aggregate marks respectively.

9. Every successful candidate shall receive a certificate in the Form B, given below.

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**A.**

TO THE REGISTRAR OF THE CALCUTTA UNIVERSITY.

*Dated*

SIR,

I request permission to present myself at the ensuing Vernacular Examination of the Calcutta University. The admission fee of 3 Rupees is forwarded herewith, and the particulars regarding which information is necessary are subjoined.

I am, &c.,

---

*Particulars to be filled in by Candidates.*

Name.  
Religion.  
Race (*i. e.*, nation, tribe, &c.)  
Where educated.  
Present position (*i. e.*, at school or present occupation).  
Town or village where resident, pergunnah, tehsil, zillah.  
Name of father or guardian.  
Where to be examined.  
Language in which to be examined.  
Optional subjects selected.

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**B.**

CALCUTTA UNIVERSITY.

*Vernacular Examination Certificate.*

I certify that \_\_\_\_\_ duly passed the  
Vernacular Examination, held in the month of \_\_\_\_\_ 187  
in the following subjects—Bengali, &c., History and Geography, Arithmetic, Algebra, and  
Geometry, and \_\_\_\_\_, and that he was placed in the \_\_\_\_\_ class.

(Signed)

*January 187 .*

*Registrar.*

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\* Add the optional subjects, if any, in which the candidate has passed.







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Date	Particulars
	Chemical Treatment
	Fumigation
SEPT 1991	Deacidification mag-bi-Carb
SEPT 1991	Lamination 8.5 qsm (Tissue)
	Solvents
	Leather Treatment
SEPT 1991	Adhesives Starch Paste (cont)
	Remarks







**B.L 1991**

