

ON

PUBLIC INSTRUCTION

IN

MYSORE

FOR THE YEAR 1867-68



BANGALORE

MYSORE GOVERNMENT PRESS

1868

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CONTENTS

| | Page. |
|---|-------|
| Number of Schools | 1 |
| Number of Pupils | 1 |
| Pupils classified | 1 |
| Summary of Statistics | 1 |
| New Government Schools | 2 |
| New Grants-in-aid | 2 |
| Inspection | 2 |
| Educational Buildings | 2 |
| Female Normal School | 2 |
| Revision of Grants | 2 |
| Vernacular Education | 3 |
| Female Education | 3 |
| Plan of the Report | 3 |
| Appendices | 3 |
| I. CONTROLLING AGENCIES WITH GENERAL FINANCIAL STATISTICS. | |
| 1. <i>Inspecting Officers</i> | 4 |
| 2. <i>Expenditure</i> | 4 |
| II. UNIVERSITIES | |
| III. GOVERNMENT COLLEGES | |
| IV. GOVERNMENT SCHOOLS. | |
| 1. <i>Schools of the Higher Class</i> | 6 |
| 2. <i>Schools of the Middle Class.</i> | 7 |
| 3. <i>Schools of the Lower Class.</i> | 8 |
| 4. <i>Female Schools</i> | 9 |
| 5. <i>Normal School</i> | 9 |
| 6. <i>Other Schools for Special Education.</i> | 10 |
| V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION. | |
| 1. <i>Schools of the Higher Class.</i> | 11 |
| 2. <i>Schools of the Middle Class.</i> | 12 |
| 3. <i>Schools of the Lower Class</i> | 13 |

| | | | | |
|---|-----|-----|-----|----|
| 4. <i>Female Schools</i> ... | ... | ... | ... | 14 |
| 5. <i>Normal Schools</i> .. | ... | ... | ... | 16 |
| 6. <i>Other Schools for Special Education</i> ... | ... | ... | ... | 16 |
| 7. <i>Private Unaided Schools</i> ... | ... | ... | ... | 16 |
| VI. SCHOLARSHIPS | ... | ... | ... | 16 |
| VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE | ... | ... | ... | 16 |
| VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION | ... | ... | ... | 16 |
| IX. BOOK DEPARTMENT | ... | ... | ... | 17 |

APPENDIX I.

GOVERNMENT SCHOOLS FOR GENERAL EDUCATION.

Nundidroog Division.

BANGALORE DISTRICT.

| | | | | |
|--|-----|-----|-----|----|
| BANGALORE—The High School | ... | ... | ... | 21 |
| <i>Reports on the F. A. Class.</i> | ... | ... | ... | 21 |
| <i>Reports on the Matriculation Class.</i> | ... | ... | ... | 23 |
| CHINNAPATAM—Anglo-Vernacular school | ... | ... | ... | 25 |
| Do. Canarese School | ... | ... | ... | 25 |
| DEVANHALLI—Anglo-Vernacular School | ... | ... | ... | 25 |
| Do. Canarese School | ... | ... | ... | 26 |
| DODDA BALAPUR—Canarese School | ... | ... | ... | 26 |
| HOSKOTA—Canarese School... | ... | ... | ... | 26 |
| KANKANHALLI—Canarese School | ... | ... | ... | 27 |
| MAGADI—Canarese School | ... | ... | ... | 27 |
| SARJAPUR—Canarese School... | ... | ... | ... | 27 |
| YELAHANKA—Canarese School | ... | ... | ... | 27 |

KOLAR DISTRICT.

| | | | | |
|--|-----|-----|-----|----|
| KOLAR—Anglo-Vernacular School | ... | ... | ... | 28 |
| Do. Hindustani School | ... | ... | ... | 28 |
| Do. Canarese School | ... | ... | ... | 29 |
| CHIKKA BALAPUR—Anglo-Vernacular School | ... | ... | ... | 29 |
| Do. Canarese School | ... | ... | ... | 30 |
| CHINTAMANIPET—Canarese School | ... | ... | ... | 30 |

| | | | | Page. |
|------------------------------|-----|-----|-----|-------|
| GORIBIDNUR—Canarese School | ... | ... | ... | 80 |
| MULVAGAL—Canarese School | .. | ... | ... | 31 |
| NARASAPUR—Canarese School | ... | ... | ... | 31 |
| SIRINIVASPUR—Canarese School | ... | ... | ... | 31 |
| SIDLAGHATTA—Canarese School | ... | ... | ... | 32 |

TOOMKOOR DISTRICT.

| | | | | |
|---|-----|-----|-----|----|
| TOOMKOOR—Anglo-Vernacular School | ... | ... | ... | 33 |
| Do. Canarese School | ... | ... | ... | 33 |
| Do. Hindustani School | ... | ... | ... | 33 |
| CHIKKA NAIKANJALLI—Anglo-Vernacular School and Canarese School. | | | | 34 |
| HONVALLI—Canarese School | ... | ... | ... | 34 |
| KORTAGIRI—Canarese School | ... | ... | ... | 35 |
| MADGIRI—Canarese School | ... | ... | ... | 35 |
| SIRA—Canarese School | ... | ... | ... | 35 |
| TURVEKERE—Canarese School | ... | ... | ... | 36 |

Ashtagram Division.

MYSORE DISTRICT.

| | | | | |
|------------------------------------|-----|-----|-----|----|
| MYSORE—The Rajah's School | ... | ... | ... | 36 |
| Do. Canarese School | ... | ... | ... | 37 |
| Do. Hindustani School | ... | ... | ... | 37 |
| HONSOOR—Anglo-Vernacular School | ... | ... | ... | 37 |
| YELANDUR - Anglo-Vernacular School | ... | ... | ... | 37 |
| NANJANGODE—Canarese School | ... | ... | ... | 38 |

HASSAN DISTRICT.

| | | | | |
|----------------------------------|-----|-----|-----|----|
| HASSAN—Anglo-Vernacular School | ... | ... | ... | 38 |
| NARSIPUR—Anglo-Vernacular School | ... | ... | ... | 39 |
| Do. Canarese School | ... | ... | ... | 39 |
| ARKALGODE—Canarese School | ... | ... | ... | 40 |
| BELUR—Canarese School | ... | ... | ... | 40 |
| HARNHALLI—Canarese School | ... | ... | ... | 40 |
| SAKLESIPUR—Canarese School | ... | ... | ... | 41 |

Nugur Division.

Page.

SHIMOGA DISTRICT.

| | | | | |
|-----------------------------------|-----|-----|-----|----|
| SHIMOGA—Anglo-Vernacular School | ... | ... | ... | 41 |
| Do. Canarese School | ... | ... | ... | 42 |
| SHIKARPUR—Anglo-Vernacular School | ... | ... | ... | 43 |
| Do. Canarese School | ... | ... | ... | 43 |
| CHENNAGIRI—Canarese School | ... | ... | ... | 43 |
| HOLE HONNUR—Canarese School | ... | ... | ... | 43 |
| SAGAR—Canarese School | ... | ... | ... | 44 |

CHITULDROOG DISTRICT.

| | | | | |
|-------------------------------------|-----|-----|-----|----|
| CHITULDROOG—Anglo-Vernacular School | ... | ... | ... | 44 |
| Do. Canarese School | ... | ... | .. | 44 |
| Do. Hindustani School | ... | ... | ... | 45 |
| HARIHAR—Anglo-Vernacular School | ... | ... | ... | 45 |
| Do. Canarese School | ... | ... | ... | 45 |
| HOSADROOG—Canarese School | ... | ... | ... | 45 |
| PAUGADA—Canarese School | ... | ... | ... | 45 |

KADUR DISTRICT.

| | | | | |
|---------------------------------------|-----|-----|-----|----|
| CHIKKAMOGALUR—Anglo-Vernacular School | ... | ... | ... | 46 |
| BANAVAR—Canarese School | ... | ... | ... | 46 |
| BIRUR—Canarese School | ... | ... | ... | 46 |
| KADUR—Canarese School | ... | ... | ... | 47 |
| TARIKERE—Canarese School | ... | ... | ... | 47 |

APPENDIX II.

GOVERNMENT SCHOOLS FOR SPECIAL EDUCATION.

| | | | | |
|------------------------------|-----|-----|-----|----|
| NORMAL SCHOOL... | ... | ... | ... | 48 |
| Practising School | ... | ... | ... | 49 |
| ENGINEERING SCHOOL | ... | ... | ... | 49 |
| <i>Reports of Examiners.</i> | ... | ... | ... | 50 |

APPENDIX III.

GRANT-IN-AID SCHOOLS.

Nundidroog Division.

BANGALORE DISTRICT.

| | | | | |
|--------------|--|-----|-----|----|
| BANGALORE— | Bishop Cotton's School | ... | ... | 54 |
| | Cantonment Boys' School | ... | ... | 55 |
| | Cantonment Girls' School | ... | ... | 56 |
| | Cantonment Orphanage | ... | ... | 56 |
| | Catholic School, Blackpalli... | ... | ... | 57 |
| | Convent of the Good Shepherd | ... | ... | 58 |
| | Native Educational Institution | ... | ... | 59 |
| | Ordnance School, Fort | ... | ... | 60 |
| | St. Andrew's School | ... | ... | 61 |
| | St. John's District Schools | ... | ... | 62 |
| | St. Joseph's Catholic Seminary | ... | ... | 63 |
| | St. Mark's Ragged School | ... | ... | 64 |
| | St. Patrick's Catholic Seminary, Choolay | ... | ... | 65 |
| | Wesleyan Mission English Girls' School... | ... | ... | 65 |
| | London Mission Canarese Girls' Boarding School | ... | ... | 66 |
| | London Mission Canarese Girls' Day Schools | ... | ... | 67 |
| | Wesleyan Mission Canarese Girls' School | ... | ... | 68 |
| | Caste Girls' School, Alasur | ... | ... | 69 |
| | Gun Troop Tamil Boys' School | ... | ... | 69 |
| | Hindoo Tamil Female School | ... | ... | 69 |
| | Wesleyan Mission Tamil Girls' Orphan School | ... | ... | 70 |
| | Sadur Vada Siddanta Saba Seminaries | ... | ... | 71 |
| | Commissariat Hindustani School | ... | ... | 72 |
| | Madrasa I-lamia, Cantonment | ... | ... | 72 |
| | Madrasa Kudusia, Cantonment | ... | ... | 73 |
| | Madrasa Mufid ul Anam, Sultan Petta... | ... | ... | 73 |
| | Madrasa Muhammaadia, Sultan Petta | ... | ... | 74 |
| | Mahomedan Female Educational Institution | ... | ... | 75 |
| ANIKAL— | London Mission Canarese Girls' School | ... | ... | 76 |
| CHINNAPATAM— | Hindustani School | ... | ... | 76 |
| CLOSEPET— | Hindustani School | ... | ... | 76 |

KOLAR DISTRICT.

Page.

| | | | | |
|---------------------------------|-----|-----|-----|----|
| CHINTAMANIPET—Hindustani School | ... | ... | ... | 77 |
| ECHINFALLI—Hindustani School | ... | ... | ... | 77 |

TOOMKOOOR DISTRICT.

| | | | | |
|---|-----|-----|-----|----|
| TOOMKOOOR—Wesleyan Mission Girls' Orphan School | ... | ... | ... | 78 |
| KUNIGAL—Hindustani School | ... | ... | ... | 78 |

Ashtagram Division.

MYSORE DISTRICT.

| | | | | |
|--------------------------------------|-----|-----|-----|----|
| MYSORE—Wesleyan Mission Boys' School | ... | ... | ... | 79 |
| Catholic Schools | ... | ... | ... | 80 |
| Madrasa é Bowring | ... | ... | ... | 81 |
| FRENCH ROCKS—Hindustani School | ... | ... | ... | 82 |

HASSAN DISTRICT.

| | | | | |
|--------------------------------------|-----|-----|-----|----|
| MELKOTA—Sanskrit and Canarese School | ... | ... | ... | 82 |
| SHETHALLI—Catholic Schools | ... | ... | ... | 84 |

Nugur Division.

SHIMOGA DISTRICT.

| | | | | |
|---------------------------|-----|-----|-----|----|
| SHIMOGA—Hindustani School | ... | ... | ... | 85 |
|---------------------------|-----|-----|-----|----|

APPENDIX IV.

PRIVATE UNAIDED SCHOOLS.

Canarese Schools.

| | | | | | |
|---------------|-----|-----|-----|-----|----|
| Dodda Balapur | ... | ... | ... | ... | 88 |
| Belur | ... | ... | ... | ... | 89 |
| Chintamanipet | ... | ... | ... | ... | 89 |
| Ganjur | ... | ... | ... | ... | 89 |
| Hosur | ... | ... | ... | ... | 90 |
| Sidlaghatta | ... | ... | ... | ... | 90 |
| Madgiri | ... | ... | ... | ... | 90 |
| Paugada | ... | ... | ... | ... | 90 |

| | | | | | | |
|---------------|-----|-----|-----|-----|------|----|
| Hoskote | ... | ... | ... | ... | Page | 90 |
| Kunigal | ... | ... | ... | ... | | 91 |
| Hirasai | ... | ... | ... | ... | | 91 |
| Hassan | ... | ... | ... | ... | | 91 |
| Chamarajnagar | ... | ... | ... | ... | | 92 |
| Mandayam | ... | ... | ... | ... | | 92 |
| Kodlipet | ... | ... | ... | ... | | 92 |
| Arkalgode | ... | ... | ... | ... | | 92 |

Hindustani Schools.

| | | | | | |
|---------------|-----|-----|-----|-----|----|
| Hassan | ... | ... | ... | ... | 93 |
| Dodda Balapur | ... | ... | ... | ... | 93 |
| Hoonsoor | ... | ... | ... | ... | 94 |

Mission Schools.

| | | | | | |
|----------|-----|-----|-----|-----|----|
| Mysore | ... | ... | ... | ... | 94 |
| Kunigal | ... | ... | ... | ... | 94 |
| Galur | ... | ... | ... | ... | 94 |
| Toomkoor | ... | ... | ... | ... | 95 |
| Gubbi | ... | ... | ... | ... | 95 |

ANNUAL RETURNS.

1. Institutions for General Education—Government Schools.
2. Do. Do. Do. Do.
3. Do. Special Do. Do.
4. Do. General Education—Grant-in-aid Boys' Schools.
5. Do. Do. Do. Girls'
6. Abstract of Receipts and Charges in Government and Grant-in-aid Schools.
7. Do. Expenditure of the Educational Department.

APPENDIX V.

STATISTICS OF INSTRUCTION

Tabulated according to the forms prepared by the Statistical Committee.

- A. Ecclesiastical.
- B. Educational.
- C. Literary and Scientific.
 1. Literary and Scientific Societies.
 2. The Press.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
BANGALORE, 30th May 1868.

From

B. L. RICE, Esq.,
Officially Director of Public Instruction.

To

CAPTAIN J. A. CAMPBELL,
*Secretary to the Commissioner for the
Government of Mysore.*

SIR,

1. I have the honor to submit the following report on Public Instruction in Mysore for the official year 1867—68.

2. On the 31st of March 1868, the entire number of schools connected with the Educational Department was
Number of Schools. 110, consisting of 64 Government schools and 46 grant-in-aid schools.

3. In all these institutions together there were 6935 scholars, of whom 5634 were boys and 1301 girls. To form this total the Government schools contribute
Number of Pupils. 2797 pupils and the grant-in-aid schools 4138.

4. It appears from the returns that of those under instruction 4424 are Hindus, 1398 Mahomedans, and 1113 "others," or Europeans and Eurasians.
Pupils classified.

5. The following summary of the statistics furnished in the report shews the number of schools assignable to each of the appointed standards.
Summary of Statistics.

| Description of Schools. | Government. | | Grant-in-aid. | |
|--------------------------|-----------------|---------------|-----------------|---------------|
| | No. of Schools. | No of Pupils. | No. of Schools. | No of Pupils. |
| Higher Class Schools ... | 8. | 1101 | 4 | 671 |
| Middle do. do. .. | 9 | 278 | 6 | 359 |
| Lower do. do. ... | 45 | 1363 | 20 | 1807 |
| Female Schools ... | 0 | 0 | 16 | 1301 |
| Normal School ... | 1 | 28 | 0 | 0 |
| Engineering School ... | 1 | 24 | 0 | 0 |
| Total..... | 64 | 2797 | 46 | 4138 |

With reference to the 46 grant-in-aid schools, it may be explained that branch schools have been reckoned in with their parent institution as one, and not separately, otherwise the number would have approximated more nearly to that of the Government schools.

6. During the period under review, nine new schools were established by Government, namely; one Anglo-vernacular, seven Canarese and one Hindustani. The Rajah's school at Mysore came under the direct management of the department.

7. New grants-in-aid were given to six schools, grants to two other schools were augmented, and one grant was withdrawn.

8. A re-distribution was made of the work of inspection, two distinct circles being formed for that purpose.

9. The responsibility of constructing and keeping in repair school buildings was transferred from the Public Works department to the Educational department. This change was to take effect from the commencement of a new official year.

10. The suggestions originated by Miss Carpenter for the establishment of female normal schools were submitted for the consideration of the principal native officials, and found to be impracticable under present circumstances.

11. A revision was made of all existing grants-in-aid, with the view of adopting measures to equalize, as far as possible, the expenditure on English and vernacular education respectively, or on institutions founded for Europeans and those established for natives. The withdrawal of aid from two of the schools belonging to the former class was sanctioned, and it was directed that for the present no addition should be made to the expenditure on English schools in Bangalore.

12. The extension of vernacular education among the masses was

brought under consideration, and a scheme was drawn up for the establishment of hōbly schools in every part of the province, to be maintained by the proceeds of a cess. It has accordingly been determined to appropriate to educational purposes a portion of a local fund to be raised in connection with the new Revenue Survey.

Vernacular Education.

13. Attention was also directed to the desirability of establishing Government schools for female education, and the opinion of influential native gentlemen was sought on the matter. There was a general agreement in their views; and in accordance with their recommendation, a beginning will be made experimentally in Bangalore.

Female Education.

14. In drawing up this report, I have adopted the form prescribed by the Government of India in Resolution No. 1648 of the 25th February 1864, and for fuller information regarding the foregoing subjects, as well as particulars of the educational operations generally, I would refer to the statements under each of the various heads there given.

Plan of the Report.

15. Minuter details will be found in the appendices, the contents of which are indicated by their titles, namely:—

Appendices.

- Appendix I. Government Schools for General Education.
- " II. " " Special do.
- " III. Grant-in-aid Schools.
- " IV. Private unaided Schools.

All these consist of compilations from the reports of inspection or examination, a large proportion of them furnished by myself before receiving charge of the Director's office.

Appendix V contains Statistics of Instruction, tabulated in the forms drawn up by the Statistical Committee, and comprises information under the following heads; A. Ecclesiastical, B. Educational, C. Literary and Scientific.

I. CONTROLLING AGENCIES WITH GENERAL FINANCIAL STATISTICS.

1. *Inspecting Officers.*

16. The following comparative statement, shewing the inspectorial staff as it stood at the beginning and at the end of the official year, will indicate the changes that have been made in the interval.

| 1st April 1867. | 31st March 1868. |
|---|---|
| 1 Inspector. | 2 Inspectors. |
| 1 Deputy Inspector. | 1 Sub-Deputy Inspector of Hindustani Schools. |
| 1 Sub-Deputy Inspector of Canarese Schools. | |
| 1 Do. do. of Hindustani Schools. | |

The offices of Deputy Inspector and Sub-Deputy Inspector of Canarese Schools merged into that of Inspector.

17. There are now therefore two Inspectors, each of whom has a circle of inspection. The first circle extends over the Bangalore, Kolar, Mysore and Hassan districts, and Coorg. The second circle includes the Toomkoor, Shimoga, Chituldroog and Cudoor districts. There is also a Mahomedan Sub-Deputy Inspector of Hindustani Schools.

2. *Expenditure.*

18. The actual expenditure was as follows:—

| Charges. | Expenditure during 1867—68. | |
|--|-----------------------------|-------------------|
| | From Imperial Funds. | From Local Funds. |
| Direction with its subsidiary charges ... | 12,103 | 0 |
| Inspection with its subsidiary charges ... | 12,979 | 0 |
| Instruction (including all educational expenditure not coming under the above heads) ... | 1,13,662 | 48,197 |
| Total..... | 1,38,744 | 48,197 |

19. An analysis of the expenditure on instruction gives the following results:—

| Description of Schools. | Government. | | Grant-in-aid. | |
|--------------------------|----------------------|---------------------|----------------------|---------------------|
| | From Imperial Funds. | From other sources. | From Imperial Funds. | From other sources. |
| Higher Class Schools ... | 34,420 | 7,020 | 11,640 | 15,345 |
| Middle " " ... | 9,381 | 0 | 6,060 | 6,563 |
| Lower " " ... | 12,463 | 0 | 6,325 | 7,794 |
| Female Schools ... | 0 | 0 | 6,220 | 11,475 |
| Normal School ... | 5,411 | 0 | 0 | 0 |
| Engineering School ... | 3,607 | 0 | 0 | 0 |
| Total..... | 65,282 | 7,020 | 30,215 | 41,177 |

Some of the expenditure on female schools is included in that of the other class schools, as separate returns were not received from the managers.

II. UNIVERSITIES.

III. GOVERNMENT COLLEGES.

20. There are no institutions coming under either of these heads.

IV. GOVERNMENT SCHOOLS.

| Description of Institutions. | Number of Institutions. | Number on the rolls (monthly average). | Average daily attendance. | Total Expenditure. | |
|---|-------------------------|--|---------------------------|----------------------|--------------------|
| | | | | From Imperial Funds. | From Local Funds.* |
| Schools of the Higher Class | 8 | 1,150 | 904 | 34,420 | 7,020 |
| " Middle " ... | 9 | 233 | 222 | 9,381 | 0 |
| " Lower " ... | 45 | 1,153 | 1,013 | 12,463 | 0 |
| Female Schools ... | 0 | 0 | 0 | 0 | 0 |
| Normal School ... | 1 | 25 | 24 | 5,411 | 0 |
| Other Schools for Special Education ... | 1 | 31 | 27 | 3,607 | 0 |
| Total..... | 64 | 2,592 | 2,190 | 65,282 | 7,020 |

21. The number of pupils on the rolls at the end of the official year was 2797.

* N. B. All the fees are paid into the Government Treasuries.

1. Schools of the Higher Class.

22. This is the principal Government school in the province, and is under the charge of a graduate from Cambridge. The institution is affiliated to the Madras University, and educates up to the standard of the B. A. degree. Ten students matriculated during the past year, and one passed the First Arts examination. Changes in the masters and hours of study have somewhat affected the attendance. It still remains, however, the largest school in the Mysore country.

23. This school was established in 1833, and has hitherto been in every respect a free school, entirely supported by the late Maha Rajah. On his death, in March, this year, it was placed under the Educational department. It contains upwards of 250 scholars, the most advanced of whom are preparing for matriculation, the Senate of the Madras University having arranged for the holding henceforward of a branch examination in the city of Mysore.

24. These District schools are designed to educate up to the standard of the University entrance examination. From the Hassan school three students succeeded in passing the test this year, and are now preparing for the F. A. examination. Classes for matriculation have been formed at Hassan, Shimoga and Kolar. The other schools are still much below the standard. The one at Toomkooor gives promise of improvement. The two last are in unhealthy districts, and have been kept back by illness and changes among the masters.

25. Statistical information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|--------|--------------------------------------|---------------------|
| | | Imperial Funds, | Other sources of Income. | | Average total. | Cost to Government. |
| 8 | 1150 | 34,420 | 7,020 | 41,440 | 36-0-6 | 19-15-5 |

| Fees. | | Pupils. | | | |
|------------------------|--------------------|---------|------------------|---------|--------|
| Total amount realized. | Average per pupil. | Hindus. | Mahome- dans. | Others. | Total. |
| 4,436 | 4 0 3 | 1025 | 37 | 42 | 1104 |

2. Schools of the Middle Class.

26. Most of these schools have made steady progress during the year under review. The Chiunapatam school was emptied for a time through ill feeling towards the master, but is filling again now that a new man has been appointed to the charge of it. At Harihar and Shikarpur new premises have been recently completed and occupied. The Chikka Naikanhalli school has become unpopular owing to disputes regarding a site for a new building. The matter is now settled, and the school may be expected to regain its pupils. The school in the Yelandur jaghir is a new one, opened last August. It has made a very promising beginning and is well attended.

27. Many applications for English schools of this class have been received, as for example, from Chamrajnagar, Dodda Balapur, Gundalpet and other places, but looking to the greater importance to the people generally of vernacular education, it has been resolved to expend all available funds in the establishment of Canarese schools.

28. Statistical information.

| Number of Institutions. | Average number of pupils. | Cost charged to . | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-------------------|--------------------------|--------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average total. | Cost to Government. |
| 9 | 233 | 9,381 | 0 | 9,381 | 40 4 2 | 37 3 6 |

| Fees. | | Pupils. | | | |
|------------------------|--------------------|------------------|------------|---------|--------|
| Total amount realized. | Average per pupil. | Hindus. | Mahomedans | Others. | Total. |
| 708 | 2—8—8 | 253 ^c | 19 | 6 | 278 |

3. *Schools of the Lower Class.*

29. The number of these schools has been more correctly returned this year than in the report for 1866—67.

Vernacular Schools.

Three are Hindustani schools and the remainder Canarese. Several of the latter have been considerably strengthened by amalgamation with indigenous schools of long standing. The junction has in every case been made on the application of the country masters themselves. Overtures of this nature sufficiently testify to the influence which the Government schools are exerting, and to the superior footing on which they have been placed by the progressive course of study appointed for them.

30. The Canarese school at Narsipur in the Hassan district is the most advanced and the best attended of its class. The school at Kankanhalli, on the other hand, has never thriven. All the pupils having been gradually withdrawn, it was finally closed in January. Of the Hindustani schools the one at Kolar is by far the best.

31. New Canarese schools have been opened during the year at Serjapur, Yelahauka, Kortagiri, Turvekere, Nanjangode, Harnhalli and Holayhontur; all of them the head quarters of taluks. A Hindustani school has been opened at Chituldroog.

32. The extension of vernacular education among the agricultural population and the masses generally has been under consideration, and proposals for this end were submitted to Government, in which it was recommended that hōbly schools should be established throughout the country, to be supported by a local assessment. The schools would be in many respects similar to the hulkabundee schools of the North-West Provinces. Not less than 50,000 children, it is estimated, would be brought under instruction by this means alone. In connection with the scheme alluded to, it has been determined to create a School Fund, by setting apart for educational purposes a proportion of a local fund to be levied from all holdings. The full realization of these views

however depends on the completion of the Survey and Settlement operations now in progress.

33. *Statistical information.*

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average total. | Cost to Government. |
| 45 | 1153 | 12,463 | 0 | •12,463 | 10—11—2 | 10—2—2 |
| Fees. | | | Pupils. | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. | |
| 772 | 0—9—0 | 1116 | 232 | 15 | 1363 | |

4. *Female Schools.*

34. There have hitherto been none directly under Government control. It is intended shortly to establish one at Bangalore, as recommended by the leading native officials who were consulted in the matter. Two others are to be opened at out-stations from which applications have been received. Male teachers of respectable character and good caste will be employed in these schools, as no female teachers are procurable, except Christians, who are objected to on religious grounds.

35. The proposals for the establishment of a female normal school met with no support from the Hindus here, and are impracticable in the present state of native opinion, as not a single pupil can be obtained who by caste would be acceptable to the people generally. A class of female teachers may be expected to arise from among the pupils of the schools for general female education.

5. *Normal School.*

36. From this institution are derived the masters of the Government schools. It contains two classes, in one of which the instruction is Anglo-vernacular and in the other purely Canarese. The course of

study embraces, besides the ordinary school subjects, daily lessons on school management. Each student receives, while under training, an allowance of Rs. 9, 7, or 5, a month, according to his standing and progress. Before appointment to a mastership, he is required to pass an examination for a certificate of qualification. This test was adopted for the first time during the past year, and has had a beneficial effect.

37. An elementary Practising School is attached to the Normal School. In this the students gain a practical knowledge of school work, by actually taking part in teaching, and by giving model lessons which are subjected to the criticism of the other members of the class to which they belong.

6. Other Schools for Special Education.

38. This school has made satisfactory progress during the year.

At the annual examination, conducted by means of written papers set by the Chief Engineer and other officers of the Public Works Department, seven students in the first class were found qualified for certificates as assistant overseers.

Engineering School.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

39. The returns under this head have been compiled with greater accuracy than last year, especially as regards the female schools, which will partly account for the variations in the numbers.

| Description of Institutions. | Number of Institutions. | Number of pupils on the rolls (monthly average). | Average daily attendance. | Grants-in-aid given by Government. | Expenditure from all sources other than grants-in-aid given by Government. |
|--|-------------------------|--|---------------------------|------------------------------------|--|
| Colleges | 0 | 0 | 0 | 0 | 0 |
| Schools of the Higher Class. | 4 | 680 | 558 | 11,640 | 15,345 |
| " Middle " | 6 | 342 | 325 | 6,060 | 6,563 |
| " Lower " | 20 | 1853 | 1528 | 6,325 | 7,794 |
| Female Schools... | 16 | 1204 | 1046 | 6,220 | 11,474 |
| Normal " | 0 | 0 | 0 | 0 | 0 |
| Other Schools for Special Education | 0 | 0 | 0 | 0 | 0 |
| Total | 46 | 4079 | 3457 | 30,245 | 41,176 |

40. At the end of the official year there were 4138 pupils on the rolls.

41. The following is a statement of additional, augmented and cancelled grants.

| New Grants. | | Amount. |
|---|---------|---------------------|
| St. Andrew's School, Bangalore .. .. . | .. .. . | 200 |
| Sanskrit and Canarese School, Melkota ... . | ... .. | 20 |
| Catholic Schools, Shethalli ... .. . | ... .. | 30 |
| London Mission Canarese Girls' Boarding School, Bangalore ... | ... .. | 50 |
| Wesleyan Mission Canarese Girls' School, Bangalore ... | ... .. | 20 |
| Mahomedan Female School, Bangalore ... . | ... .. | 50 |
| Increased Grants. | | Amount of Increase. |
| Wesleyan Mission English Girls' School, Bangalore ... .. | ... .. | 30 |
| London Mission Canarese Girls' Day Schools, Bangalore and Anikal. | ... .. | 50 |
| Cancelled Grant. | | Amount. |
| Cantonment Boys' and Girls' School, Bangalore ... .. | ... .. | 50 |

1. Schools of the Higher Class.

42. Of the four schools included under this head three are situated in Bangalore and one in Mysore. Bishop Cotton's and St. Andrews' Schools have been

Bishop Cotton's School.
Native Educational Institution,
St. Andrews' School.
Wesleyan Mission School, Mysore.

established by the English and Scotch chaplains respectively, for the education of European and Eurasian children. The other two

institutions are intended chiefly for natives. They belong to the Wesleyan Mission, and have been many years in existence. St. Andrews' obtained a grant-in-aid during the year under review.

43. In Bishop Cotton's School and the Native Educational Institution a considerable increase of scholars has taken place. The number

of successful candidates from each school in the last University examination was as follows :—

| | Matriculation Examination. | |
|-----------------------------------|----------------------------|-------------------------|
| Bishop Cotton's School... .. | 4 | (2 in the first class.) |
| Native Educational Institution... | 4 | |
| St. Andrews' School | 3 | |
| Wesleyan Mission School, Mysore | 4 | (1 in the first class) |

44. Statistical information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|--------------------|--------------------------|-------------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average total. | Cost to Government. |
| 4 | 680 | 30,245 | 41,176 | 71,421 | 105—0—5 | 44—7—7 |
| Fees. | | | Pupils. | | | |
| Total Amount realized. | | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. |
| 9,891 | | 14—11—10 | 470 | 19 | 182 | 671 |

2. Schools of the Middle Class.

45. All the schools placed under this head are located in Bangalore. The number of pupils in the Cantonment Boys' School having declined very considerably, in consequence of the establishment of the superior schools mentioned in the preceding paragraph, it was resolved to withdraw the grant from the beginning of the next official year. The Ordnance school, situated in the fort of Bangalore, has suffered from the removal of the Public Offices to the Cantonment, whereby many of the former residents have been drawn away to that part of the town. The other schools have very well maintained their position.

46. *Statistical information.*

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average total. | Cost to Government. |
| 6 | 342 | 6,060 | 6,563 | 12,623 | 36-14-6 | 17-11-6 |
| Fees. | | Pupils. | | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. | |
| 1,218 | 3-6-3 | 86 | 5 | 268 | 359 | |

3. *Schools of the Lower Class.*

47. These are all vernacular schools, except the Ragged school established by the chaplain of St. Mark's for the children of drummers in the native regiments. The most elementary English is there taught. In the Catholic Schools at Mysore, and at Blackpalli in Bangalore, a little English instruction is given along with Tamil. All have been satisfactorily conducted during the year. Several branches, including one for girls, have been opened in connection with the Blackpalli School.

48. The Hindustani schools are thirteen in number, all under native management. The reports on these have been for the most part favorable. In the Madrasa Muhammadia some English lessons have been introduced. The Madrasa Islamia in Bangalore, and the Madrasa é Bowring in Mysore, have been conducted with less efficiency than in former years. The Hindustani school at Shimoga has been greatly disturbed by disputes regarding the management.

49. The Sanskrit and Canarese School received a grant during this year, as did also the Catholic Schools at Shethalli, where Canarese is the medium of instruction. The former is situated at Melketa, a

sacred place and a seat of learning, in the Hassan district. The latter is in the same district. It is attended entirely by the children of cultivators and enjoys much popularity.

50. The remaining two schools are Tamil, but the Sadur Veda Siddanta Seminaries not exclusively so, as they provide for instruction in Telugu and Canarese besides. The last named are exceedingly well managed institutions.

51. *Statistical information.*

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average total. | Cost to Government. |
| 20 | 1,853 | 6,325 | 7,794 | 14,119 | 7-9-10 | 3-6-6 |
| Fees. | | Pupils. | | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans | Others. | Total. | |
| 1,729 | 0-15-3 | 565 | 958 | 284 | 1807 | |

4. *Female Schools.*

52. Of these, five are established for European and Eurasian children alone. The condition of Bishop Cotton's School has improved. The Cantonment Girls' School on the other hand was almost emptied, and as in the case of the Boys' School, and for similar reasons, the grant has been withdrawn. The St. John's Districts' Schools are invaluable to the neighbourhood in which they are situated. The Infant school has been classed with female schools as coming more appropriately under that head than under boys' schools. The grant to the Wesleyan Mission English Girls' School was augmented.

53. In the Convent, besides the English schools, there are separate vernacular departments, where both Tamil and Canarese are

studied. A little English again is taught in the London Mission Canarese Boarding School and in the Wesleyan Mission Tamil Girls' School. The former received a grant during the past official year.

54. Of the purely vernacular schools, three are Canarese, four Tamil, and one Hindustani.

55. The operations of the London Mission Canarese Girls' Day Schools have been attended with much success. The number of pupils in them is larger than in any other girls' schools in the province. The grant to these institutions has been increased. The Catholic School at Shethalli is a Canarese school. It received a grant last December, and is well reported of.

56. Among the Tamil schools bearing a good character may be named the long established Hindu Female School, managed with much ability by a native committee; and also the Wesleyan Mission Caste Girls' School at Alasur, a populous suburb to the east of Bangalore.

57. The Mahomedan Female Institution is unique of its kind, and an object of singular interest. It was established last June by a committee of Mahomedan gentlemen, and, in spite of popular prejudice, is attended by the large number of 115 girls. This school received a grant-in-aid in January.

58. *Statistical information.*

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average total. | Cost to Government. |
| 16 | 1204 | 6,220 | 11,475 | 17,695 | 14-11-1 | 5-2-9 |
| Fees. | | | Pupils. | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total | |
| 3,329 | 2-8-11 | 871 | 126 | 304 | 1301 | |

5. *Normal Schools.*

6. *Other Schools for Special Education.*

59. There are no private schools under either of these heads receiving grants from Government.

7. *Private Unaided Schools.*

60. Many of the indigepous and other private schools of the country have been visited by the Inspectors, but there are none placed under formal and regular inspection. An account of such as have been examined during the past year will be found in Appendix IV. together with a description of the customs prevailing in Hindu schools.

VI. SCHOLARSHIPS.

61. A few scholarships, to the extent of Rs. 45 a month, have been given to poor and deserving students of the High School, who had matriculated but were unable without assistance to remain longer at school to fit themselves for the more advanced examinations. The stipends paid to students of the Normal School may also be considered as coming under this head. They have been referred to in the paragraph on that institution.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

62. No regular examination is held for the public service, but appointments are generally bestowed on those who have received some amount of education at school. Hence the desire among respectable natives for instruction, especially in English, as they have observed its importance as a means of gaining employment in the first instance and of advancement afterwards. Many voluntarily pass the General and Special Test examinations of the Madras Uncovenanted Civil Service, that their knowledge may be certified by authority. The General Test referred to is easier than the University entrance examination, and within the capacity of advanced pupils from the Government inferior anglo-vernacular schools.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

63. English is taught in all the Government schools of the higher and middle classes, but not alone; Canarese is regularly studied by every pupil, a progressive course of instruction in the literature and

grammar of that language being included in the curriculum. A good English education is now probably within the reach of all, and it is not intended at present to increase the number of anglo-vernacular schools established by Government.

IX. BOOK DEPARTMENT.

64. The operations of the Book Department have largely increased. The aggregate sales in the Central and Branch Depôts amounted to Rs. 12,478 for the year, namely Rs. 9,564 in the former, and Rs. 2,914 in the latter. A very considerable proportion of this sum has been obtained by the sale of school books, the demand for which can scarcely be supplied quickly enough, but works on general literature also meet with ready purchasers. It is becoming less difficult to dispose of even books of an expensive kind.

65. Most of the elementary English and Canarese school books are printed in Bangalore at the Government Press, and are noticeable for their cheapness and good typography. A series of vernacular maps is still wanting.

66. During the past year there have been printed by Government, the English First Book, Canarese First Book, and Canarese Poetical Anthology, in part; and the Shabda Mani Darpana in full. The latter is a valuable grammar of ancient Canarese and a scarce work.

67. In conclusion I may add, that until the month of February the office of Director of Public Instruction was held by Mr. J. Garrett, who then obtained leave of absence to Europe on sick certificate.

I have the honour to be,

Sir,

Your most obedient Servant,

B. L. RICE,

Offg. Director of Public Instruction.

APPENDIX I.

GOVERNMENT SCHOOLS FOR GENERAL EDUCATION.

Nundidroog Division.

BANGALORE DISTRICT.

| | | | |
|---------------|----|----|--------------------------|
| Bangalore | .. | .. | High school. |
| Do. | .. | .. | Normal School. |
| Do. | .. | .. | Engineering School. |
| Chinnapatam | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Devanhalli | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Dodda Balapur | .. | .. | Do. do. |
| Hoskote | .. | .. | Do. do. |
| Kanakanhalli | .. | .. | Do. do. |
| Magadi | .. | .. | Do. do. |
| Sarjapur | .. | .. | Do. do. |
| Yelahanka | .. | .. | Do. do. |

KOLAR DISTRICT.

| | | | |
|----------------|----|----|--------------------------|
| Kolar | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Do. | .. | .. | Hindustani School. |
| Chikka Balapur | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Chintamaniṅpet | .. | .. | Do. do. |
| Goribidnur | .. | .. | Do. do. |
| Mulvagal | .. | .. | Do. do. |
| Narsapur | .. | .. | Do. do. |
| Shrinivasapur | .. | .. | Do. do. |
| Sidlaghatta | .. | .. | Do. do. |

TOOMKOOOR DISTRICT.

| | | | |
|--------------------|----|----|--------------------------|
| Toomkooor | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Do. | .. | .. | Hindustani School. |
| Chikka Naikanhalli | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Honnavalli | .. | .. | Do. do. |
| Kortagiri | .. | .. | Do. do. |
| Madgiri | .. | .. | Do. do. |
| Sira. | .. | .. | Do. do. |
| Turvekere | .. | .. | Do. do. |

Ashtagram Division.

MYSORE DISTRICT.

| | | | |
|------------|----|----|--------------------------|
| Mysore | .. | .. | Rajah's School. |
| Hoonsoor | .. | .. | Anglo-Vernacular School. |
| Yelandur | .. | .. | Do. do. |
| Nanjangode | .. | . | Canarese School. |

HASSAN DISTRICT.

| | | | |
|------------|----|----|--------------------------|
| Hassan | .. | .. | Anglo-Vernacular School. |
| Narsipur | .. | . | Do. do. |
| Do. | .. | .. | Canarese School. |
| Arkalgode | .. | .. | Do. do. |
| Belur. | .. | .. | Do. do. |
| Harnhalli | .. | .. | Do. do. |
| Sakleshpur | .. | .. | Do. do. |

Nugur Division.

SHIMOGA DISTRICT.

| | | | |
|-----------|----|----|--------------------------|
| Shimoga | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Shikarpur | .. | .. | Anglo-Vernacular School. |

| | | | |
|------------|----|----|------------------|
| Shikarpur | .. | .. | Canarese School. |
| Channagiri | .. | .. | Do. do. |
| Holé Honur | .. | .. | Do. do. |
| Sagur. | .. | .. | Do. do. |

CHITULDROOG DISTRICT.

| | | | |
|-------------|----|----|--------------------------|
| Chituldroog | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Do. | .. | .. | Hindustani School. |
| Harihar | .. | .. | Anglo-Vernacular School. |
| Do. | .. | .. | Canarese School. |
| Hosadroog | .. | .. | Do. do. |
| Paugada | .. | .. | Do. do. |

KADUR DISTRICT.

| | | | |
|----------------|----|----|--------------------------|
| Chikka Mogalur | .. | .. | Anglo-Vernacular School. |
| Banavar | .. | .. | Canarese School. |
| Birur. | .. | .. | Do. do. |
| Kadur. | .. | .. | Do. do. |
| Tarikre | .. | .. | Do. do. |

Nundidroog Division.

BANGALORE DISTRICT.

1. There were reported to be 459 students in this institution at the close of the official year, which is the largest number attending any one school in the Mysore country. The standard of instruction in the most advanced class is that appointed by the Madras University for the B. A. degree. Last December ten of the scholars matriculated, one of them in the first class. One student passed the First Arts examination. Some months ago it was proposed to form a regular college department, but this plan was not carried out. The annual examination of the school was held in October, and conducted in the higher classes by means of written papers. The reports of the examiners were generally favourable, as will be seen from the sub-joined extracts.

BANGALORE.

The High School.

Reports on the F. A. Class.

2. The examiner, Mr. Best, B. A., Acting Head Master of the Belary Provincial School, having left this part of India, Mr. Rice, Inspector of Schools, valued the answers. Of the 120 marks allotted to the subject, two students gained more than one half, and three others more than one third but less than a half. It may therefore be said that five out of the eight candidates have done fairly. I may be allowed to caution them however against adhering too literally to the notes and explanations contained in the edition they have been using of the appointed works. However useful as aids, these annotations are not designed to be committed to memory for re-production at the examination.
3. The Rev. C. Campbell, B. A., reports as follows:—"B. Venkatapati Ayangar has obtained the greatest number of marks, viz., 63 of the maximum
80. His writing both in English and Canarese, is remarkably good,

Canarese.

and the spelling pretty accurate. Some of his mistakes in parsing rather surprised me, considering the proof of good scholarship exhibited in other parts of the paper. He can translate well, and with some degree of spirit, both from Canarese into English, and from English into Canarese. Of this he had given good proof in the prose paper. But the translations of the Canarese and English poetry are not so successful. S. Venkatavaradiengar, and C. Narrain Rao have also done very well, and received 59 and 54 marks respectively. Their papers afford evidence of their diligent application and study. As printing has been only recently introduced into this country, it is not matter of surprise that there should be much diversity in spelling of Canarese words even among the learned. But now that the press is being brought into active operation, and the number of books is yearly increasing and being widely circulated, I would urge upon our young scholars due attention to accuracy in this respect."

4. Captain G. E. Callander, R. A., reports "that the two first on the list did well, particularly S. V. Varadiengar, for if there had not been one or two slight errors in his working of the questions, he would have obtained full marks for all the questions he tried. As it was he answered all but two, and it would seem probable from the style of his answers that he might have done the others if he had had a little more time. The answers of the last four were on the whole not satisfactory, and in one instance, that of D. Subbaiya, very careless."

5. "The result of this examination (remarks Captain Callander.) is, I am sorry to say, as far as regards the algebra, unsatisfactory, with one exception, that of S. Venkatavaradiengar, whose papers were very good. The rest did very little in algebra. The Euclid was tolerable. The answers of S. Venkatavaradiengar were excellent, his demonstrations complete, neat, and highly satisfactory, the reason for each step being rarely if ever omitted, and I had great pleasure in awarding full marks for his Euclid paper."

6. The Rev. J. Bamforth, Principal of Bishop Cotton's School, says:—"I have the pleasure to forward the results of my examination of the F. A. class in history and geography. It will be seen from

the order of merit that, of the eight students, three, Mahomed Allie, Rama Rao, and B. Venkatapati Ayangar, have obtained $\frac{3}{4}$ marks or more; three $\frac{1}{2}$ or more; and the remaining two $\frac{1}{4}$ or more, a very satisfactory result."

Reports on the Matriculation Class.

7. The Rev. J. Bamforth, who examined in this subject, says :—

English. "Of the thirty students, one, J. Lawrence, has obtained more than $\frac{3}{4}$ of the standard; eight $\frac{1}{2}$ marks or more; and eight others $\frac{1}{4}$ or more. This result I consider highly satisfactory. The great majority of the pupils evinced a very good knowledge of the text books, both with respect to the subject matter and the paraphrase and analysis of sentences. They have also been well grounded in their grammar and syntactical constructions."

8. The Rev. B. Rice reports as follows :—"The answers of the

Canarese. students are, as might be expected, of different degrees of merit. About one third of the whole are very fairly done. Another third shew good progress, although they are not equal to the first. The remainder are more or less defective. A good proportion of the papers shew a respectable acquaintance both with English and Canarese. In the best papers the sense of translated passages is for the most part correctly given, but they are not sufficiently idiomatic. This is a point to which the attention of native students, in general, needs to be specially directed. They should aim at greater accuracy in their translations as it respects idiom, spelling and stops. Neatness of writing might also not be neglected."

9. Mr. J. Lacey, B. L., says :—"I am happy to report that on the

Arithmetic. whole the boys have done very fairly indeed. Slaney gained the greatest number of marks, and next to him B. Ramaswamiengar. Eight boys obtained more than half marks; thirteen more than one fourth; and the remaining ten, less than one fourth. Of the latter, two boys got no marks at all, not having answered a single question correctly. The senior boys appear to understand the questions well, and promise in time to become good arithmeticians.

In order to test their ability in applying the principles of arithmetic to the ordinary calculations required in a public office, I set the boys two sums, one regarding pleaders' fees, and the other the stamp required for a plaint, both simple ones; but few evidently understood those questions, as only four boys worked them correctly."

10. Mr. W. A. Porter, M. A., Principal of Combaconum Provincial College, says:—"About one third of the class have answered very creditably, obtaining one half of the full marks or upwards. Another third have also done fairly. The remainder, I think, are somewhat below the standard required for a matriculation class. I am happy to state that the style of the answers with respect to neatness of writing and clearness of arrangement was throughout good."
11. Mr. B. L. Rice, Inspector of Schools, reports that the number of students who sent in answers to the questions was thirty. Of the 80 marks assigned to the examination paper, five obtained more than one half; eight between one third and a half; and five between one fourth and a third. The remaining twelve candidates failed to obtain a satisfactory quota, ten of them getting less than 12 marks each. The highest number of marks gained by any one boy was 61, and the lowest, one. One question had reference exclusively to chronology, and was badly answered by all. The general results of the examination however are satisfactory, as 18 out of 30, or 60 per cent of the pupils in the class, may be considered to have passed.
12. Mr. L. Ricketts, Registrar General, and Judge of the Small Cause Court, says:—"With a few exceptions, the class has done very fairly indeed, particularly the boys who have reached up to the standard of 20 marks out of the maximum of 40. The answering, handwriting, and generally neat and correct paper of Desikachari, fully entitle him to the first place, though it will be observed that R. Soobba Rao, C. Madav& Rao, A. Seshagiri Rao, and even B. Ramaswamiengar are not very far behind him. Considering that my paper was not altogether an easy one, and that this is the first time of their undergoing the ordeal of a written examination, which requires some experience and knack even when well up in their subject, I am of opinion that the boys on the whole have

acquitted themselves very creditably, and evinced a sound and correct knowledge of the subject in which I had the pleasure of examining them."

13. The lower classes were examined by the Principal and the Assistant Masters. "The results were generally satisfactory, but the English papers of the first class, with the exception of two, were very poor indeed."

14. This school which was formerly in a very flourishing condition was almost entirely deserted by its pupils, owing to ill feeling excited against the head master. During one month, the attendance in the English branch did not average 4 boys; and in August, the numbers in the Canarese school barely reached an average of 2. On the appointment of a new head master, in December, the school immediately began to recover from the state of decline into which it had fallen, and has continued to improve up to the present time.

CHINNAPATAM.

Anglo-Vernacular School.

15. The report on the last inspection is as follows:—"When the present head master took charge of the school, the highest class was a fifth. Classes III and IV have been re-formed of scholars who had left school and returned on the appointment of the new master. Throughout the school, the standard of the Canarese is proportionally lower than that of the English studies. In Class III, no Canarese poetry is read, and the attainments in Canarese grammar are very elementary. On the whole, however, I was well satisfied with this class, and also with the fourth, both of which are instructed by the head master. In Class V, one or two boys did fairly, but as a whole it did not shew to advantage. Of Class VI, four boys were present, each of whom formed a separate division, and none of them was reading the complete course laid down for the lowest class. The state of the two lower classes was not so satisfactory as that of the two higher.

16. "The Canarese school is reviving, but displays very little vitality yet. Its numbers having risen from 2 to 24 is, so far a good sign, but the pupils are of a very low standard."

Canarese School.

17. There has been little change in the condition of this school. The formation of a separate Canarese branch in connection with it has been attended with success, and promises to augment the number of scholars, which had previously shewn a tendency to diminish.

DEVANHALLI.

Anglo-Vernacular School.

18. One pupil had been studying with the head master for matriculation. I examined him in English poetry and mathematics, and have no hesitation in saying he would fail to pass. I have recommended him to come to Bangalore and join the High School, with the view of preparing for next year's examination. The general discipline of the school is decidedly better than when I last saw it. The attainment of a higher standard before long is, I trust, not impossible.

19. This branch was properly formed only in August, and may be Canarese School. expected to increase.

20. This school has made good progress ever since its establishment. Some inconvenience in the situation of the school-house prevented so large a number of pupils from joining as might have been expected from a town of such considerable size. Notwithstanding this disadvantage however, the attendance was very fair, amounting to 39. In December, the proposal of a private school-master to transfer his pupils to the Government school, on condition of his being made an assistant, was accepted, and the effect has been to raise the numbers to 90, making this now the largest of our Canarese schools.

DODDA BALAPUR.
Canarese School.

21. A report written before the change says:—This is the first time this school has been inspected since its establishment, and it gives me pleasure to remark that very creditable progress has been made during that time. The master is interested in his work, and is a good teacher. The school building is unfortunately situated outside the town, and people are afraid to send little children so far by themselves. This is the principal reason why the number of scholars is not greater.

22. This school was established at the end of 1866, and has been well attended by the boys of the town. The highest class is a third.

HOSKOTA.
Canarese School.

23. The boys have evidently been well taught, and the teachers command the respect of the inhabitants. The school is held in an enclosed mantapam, which, of all the native buildings used for this purpose in different parts, is the least objectionable that I have seen. It is however somewhat out of the way.

24. A new school-house will soon be erected in a more convenient position.

25. This school was for many months altogether abandoned by the pupils, who were not satisfied with instruction in Canarese, and wished for an English school. The head master is no doubt partly to blame for the failure of the institution. By the Commissioner's orders, the school was closed in January, and it seems likely that it will be necessary to abolish it altogether, as the inhabitants have given no indication of a wish that it should be re-opened.

KANKANHULLY.
Canarese School.

26. This a well attended school, containing 57 registered scholars at the last inspection.

MAGADI.
Canarese School.

27. The boys are arranged in two classes, a third and a fourth. The fourth class did much better on the whole than the third. This is owing to the difficulty of inducing the boys in the latter to purchase the class books. Only the head boy was well prepared in his lessons, and with him I was much pleased. The upper boys of the fourth class will now be promoted to the third, and judging from their progress hitherto, I think the higher class will be greatly improved by their admission to it. Both the masters seem to have discharged their duties in a praiseworthy manner, and it gives me pleasure to add that their exertions on behalf of the school are heartily seconded by the amildar.

28. This is a newly established school, and contains already between 40 and 50 pupils. School premises of the standard design have been lately completed and occupied. The head master is a steady and clever man, under whom the school is likely to make good progress.

SARJAPUR.
Canarese School.

29. This also is a new school, opened in November with 37 boys as pupils, which is a good attendance considering the size of the town. The Inspector's report states :—

YELAHANKA.
Canarese School.

30. "The classes are a third and a fourth. The commencement that has been made may be regarded as satisfactory and indicative of future success. The teacher possesses the ability and energy necessary to raise and sustain the standard of a new school, while on the part of the scholars, regularity of attendance, and a readiness to meet the expense of books and school fees, shew a desire for improvement. The Government school is the only one in the town."

KOLAR DISTRICT.

31 This school has fully maintained the high character which it has hitherto borne. On the representation given in the report copied below, sanction was obtained from the Supreme Government for raising the school to a superior grade. The head master's salary was at the same time increased, and an additional assistant master appointed.

KOLAR.

Anglo-Vernacular School.

32. The number of registered scholars is 144, which, compared with 120, the strength of the school at the time of my last inspection, shews an increase of 20 per cent for the twelve months. The English branch now contains 72 pupils, the Hindustani 48, and the Canarese 24.

33. The first class was examined by means of written papers in the English language and mathematics. Of the examination papers I may remark that the questions are similar to, and in some cases identical with, those given to boys of the corresponding grade in Hassan Government school. My object in applying a common test to the two schools, namely, the one here and that at Hassan, was that I might be enabled to estimate with some degree of accuracy the relative attainments of the most advanced students in both, as the schools are of the same standard. From the results it appears that in English the boys of the Kolar school are a little in advance of those at Hassan, while in arithmetic and algebra they are more backward, as well as in Euclid. On the whole however they are pretty well on a par.

34. The second class did worse altogether than any other. This is explained by the master to be owing to the difficulty, while simultaneously instructing two different classes, of giving proper attention to either. This excuse may be extended to all the classes from the second to the fifth. The explanation appears to me reasonable, and I would urge the immediate appointment of another assistant to take charge of the two lowest classes.

35. Notwithstanding the drawbacks above mentioned, I have no hesitation in saying that very sensible progress has been made since my last inspection, more especially in the first class.

36. The report on the Hindustani school will shew how efficient has been the instruction imparted in that branch during the past year. The organization of class according to my Circular No. 3

Hindustani School.

of the 18th September 1866, and the following out of the graduated course of study there laid down, have produced most favorable results, and the school is altogether in a very satisfactory condition. It is intended to form a second class from this time, promotions being made also in the subordinate grades.

37. The Canarese school is held in a separate building, a hired private house. It does not seem to me at all suitable for the purpose, though said to be the best that is available. The condition of the Canarese School. school is still elementary, as the pupils belong to a class of the population that will not allow their sons to remain more than a very short time at school. A few weeks ago, nine boys, the whole of the third class, were withdrawn, as they were considered by their relations to have acquired as much knowledge as they were likely ever to need.

38. In reviewing the state of the whole school, in all its branches, I feel that I cannot speak of the head master in terms of too great praise. In spite of obvious disadvantages, his school has attained as high a position as the most advanced of the Mysore provincial schools. The excellent order which prevails in every division is a farther evidence of their proper management, and of the careful oversight which they have received.

39. I think that, in common justice, the school should no longer be classed among inferior schools, but be forthwith recognized as of the superior rank, to which it in reality belongs. And in recommending this alteration of the standard to which it is assigned, I desire very particularly to set forward the undeniable claims of the head master to a considerably higher salary.

40. I may, in concluding the report on this school, mention that the prizes apportioned by Government were to-day publicly distributed by the Deputy Superintendent of the district, in the presence of the principal residents and the relations of the pupils.

41 This school has been well managed throughout the year, and occupies a good position as compared with
 CHIKKA BALAPUR. other schools of the same grade.
 Anglo-Vernacular School.

42. The whole number of scholars is 72, of whom 42 belong to the English department and 30 to the Canarese. It speaks well for the school that only 2 boys were absent. I regret that the aggregate of pupils shews a decrease of 22 since my last inspection, at which time there were 58 English and 36 Canarese students. Of the whole 94, however, only 80 were present, and the decrease now exhibited may be more apparent than real, being due to a stricter enforcement of the rules for attendance.

43. Regarding the English branch I am glad to observe the marked improvement that has taken place since my last visit. I then had to remark that the junior classes seemed on the whole in a more satisfactory condition than the senior. This is no longer the case, and while the former have not declined, the latter are, as they should be, superior in most respects.

44. The progress of the school during the past year is attributable, I think, to the head master, who seems to feel more interest in his work, and to exercise more thoughtfulness in regard to it. The laying down of a course of studies has acted most beneficially in this case by providing an object for the expenditure of time and trouble, and rendering possible the recognition of successive stages of progress. The school will be advanced a grade by the promotion of the third class boys to form a second class, transfers being made in the subordinate ranks according to qualification.

45. The new assistant master, a certificated student of the Normal School, has made a good beginning.

46. The Canarese school is of the lowest grade, and all the pupils are very young. The want of improvement in this branch is partly due to the dissatisfaction of the principal master with his present post. He also entertains an undisguised objection to the admission of boys without caste, of whom there are three in the school. He is a good teacher, but I am sorry he has not better results to shew.

Canarese School.

47. This school has been in operation several years, but has never risen to any prominence. There are evident drawbacks to its success in the nature of the population at Chintamanipet. It is a great trading place, and the merchant class are not as a rule desirous of more than an elementary education for their children. Add to this that the people are mostly Telugu, and do not value Canarese so highly as to take advantage of the Government school to obtain instruction for their sons in that language.

CHINTAMANIPET.

Canarese School.

48. The number of scholars is 40, of whom 36 were present at the examination. The master is evidently painstaking, but I am sorry to observe a want of method in his arrangements. The assistant, appointed without my knowledge, is very youthful.

49. This school was established a year ago, and now contains 33 scholars. This attendance is very satisfactory, as the town is a small one. The school

GORIBIDNUR.

Canarese School.

suffered for some time from the unpopularity of the first head master, who became involved in disputes with certain of the officials of the place. A change for the better has taken place since his removal.

50. The present master, transferred from Belur, has already won the esteem of the people by his unassuming behaviour and application to his work. They very generally express satisfaction at the appointment of this man in place of the former master. The town of Goribidnur is by no means large, and derives importance entirely from being the talook head quarters. I am assured that all available pupils now attend the school, and that there is no prospect of the number being increased. This, as well as the low standard of the pupils, is a matter of regret to the master.

51. This school has been removed into the new premises, and the
MULVAGAL. head master, who had become very unpopular,
 Canarese School. was transferred to another station.

52. With the transfer of the old master, the general animosity to the school on the part of the residents has ceased, and there is reason to expect that a larger number of pupils will be in attendance before long. Considering the short time the present master has been here, a fair amount of progress has been made, and I am glad to observe that notwithstanding his youthfulness he is exerting himself in a commendable manner in the discharge of his duties.

53. Although established in a small town this school has been
NARSAPUR. well attended, and contains now 41 pupils.
 Canarese School.

54. I am glad to be able to report well of the school. The master's efforts for its advancement have been very praiseworthy, and the people appear to feel much interest in the institution. Owing to the removal of the shaikdar, from whose house alone 8 pupils attended, some diminution has lately taken place in the total number. It is however, notwithstanding, a larger school than many that have been much longer in existence. The premises consist of an enclosed choultry, which is very much in want of light and ventilation.

SHRINIVASPUR.

Canarese School.

55. Of this school the following report was made.

56. Against 33 pupils belonging to the school at the time of my last visit, there are now 40, 37 being present. Of this number,

no less than 24 are Mussalmans, some of them young men : these are all however in the lowest class.

57. It gives me pleasure to state that a very sensible improvement has taken place in this school since I last saw it. The master has brightened up in a most unexpected manner, and the lessons have been well taught. I think the laying down of a course of school studies has been the principal cause of the change, by shewing the master how much had to be done before his school could occupy a creditable position.

SIDLAGHATTA.

Canarese School.

58. This school is in much the same condition as last year.

59. I regret that no higher standard has been attained than that of the fourth class. This is partly owing to the causes formerly stated which operate to make the school unsuccessful, and partly to the master's not distinctly understanding the arrangements which have been made regarding the course of studies to be pursued. I have reason however to expect that an alteration will be made for the better before the next visit of inspection. For the master now clearly sees what is expected of him, and, a matter of great importance, the curiosity of the people seems to have been excited with reference to the Government school, as the room was densely crowded during the examination. Of the master I still entertain a high opinion, and think that, if the materials were at his disposal, he would have an excellent school.

60. The disadvantageous situation of the school, as before explained, continues to be a chief matter of complaint. Not only is it outside the town, but it is on the wrong side, in a quarter which is never visited by the people. I may here mention that it is a spot associated with a peculiar superstition. For I am informed that when the people are attacked by severe fever or other sickness of a dangerous character, they make small idols of clay, which, after performance of the ceremonies imagined to be efficacious in such cases, they bring out and cast away in the tope adjoining the school ; thus, as they suppose, ridding themselves of the noxious infection ; which, by a further easy effort of the imagination, may be considered naturally to adhere to that region. This, together with the unprotected nature of the place, which renders little children liable to be robbed of their ornaments, an instance having occurred only a few days ago, makes parents unwilling to risk sending their boys there. The master has therefore to appoint a place of rendezvous within the town, where all the pupils assemble that they may go to school in a body accompanied by him.

TOOMKOOR DISTRICT.

61. It became necessary in the middle of 1867 to remove the head master of this school, and the vacancy thus created was filled up by the master from Chituldroog. Although one of the oldest in the province, this school was much below the standard to which it ought to have attained. Under the present master, the classes have been re-organized, and other changes introduced which have resulted in a favorable re-action. Steady progress may in future be looked for from the encouraging aspect which the school now presents. A recent inspection report states :—

62. "The present head master has had to re-organize every branch of the institution. In doing this, he has adhered strictly to the scheme laid down for Government schools. The internal arrangements affecting the classes, hours of study, &c., indicate good judgment: The studies of the highest class which have been those appointed for a fourth class, will now be raised to the next grade. The Third Book was plainly too difficult for most of the class, as none but the simplest sentences were correctly explained or translated. The Canarese examination I consider a failure. But it was urged by the master that the Canarese grammars were received only two months ago. In other respects the proficiency of the class is creditable. Class V failed to come up to a fair standard in history, but on the whole I was satisfied that it had been well instructed. Class VI calls for no special remarks, except that history had not received due attention. But from the nature of the text book, it does not appear to me reasonable to expect sixth class boys generally to excel in this subject.

63. "With the Canarese branch I was somewhat disappointed, as the master, although not trained, is a good teacher, and has always shewn himself attentive. The examination in arithmetic was a decided failure, only four boys being correct in the working out of examples involving simple addition and subtraction. Reading, writing and spelling however were good. I am disposed to think that an improvement will be apparent when the present scheme of study has been a little longer in force."

64. "In conducting the examination of the Hindustani school, I was assisted by the nazir of the Native Assistant's Court. The result of the examination was generally favorable. In arithmetic the operations as far as multiplication were fairly understood, but in general application of the rules the boys were very slow."

65. This school has been hitherto fairly but not numerously attended. Within the last three months, however, nearly the whole of the pupils have been withdrawn. There is reason to believe that this conduct has been instigated by interested parties, who were not disposed to give up a site which had been selected for a new school building. The piece of ground has since been condemned by the Executive Engineer as being unfit for the foundation, and no other site being available, it has been decided to purchase the premises now occupied by the school. It is to be hoped that the ill-feelings of the people will thus be allayed, and the school be restored to a healthy condition. The Inspector who recently visited the station writes:—

66. "Owing to the paucity of pupils, five in number, I have deferred examining the school for the present. I inquired into reasons for this unusual decrease in number, which has been evidently caused by a combination of the inhabitants for some purpose, and I was informed by the teachers that the people are annoyed in consequence of the Government purchasing a piece of ground for the school, which they wanted for other purposes. But from what I could gather from a number of inhabitants assembled at the amildar's cutcherry, I believe the people are not satisfied with the manner in which the children are taught in our schools. They urge that the books are expensive, and subjects taught which they do not require their children to learn."

67. There was formerly an anglo-vernacular school at this station, but on the removal of the talook cutcherry to Tiptoor it was transferred to Chikka Naikanhalli. The Canarese school however was retained, but has never met with much success. The number of pupils is exceedingly small, which the Inspector attributes to a preference on the part of the people for their own indigenous schools. He says:—

68. "I cannot attribute any blame to the master, for the children brought forward for examination did very well in reading, spelling and arithmetic. They also pointed out places very readily on the map, but when closely questioned about the map and the symbols used, they did not understand their uses. The master appears to be a painstaking teacher, although he has failed to acquire the confidence of the people."

69. This school was established in the past year, and now contains 21 pupils. The town of Kortagiri is not a large one, and the school will therefore probably never be so numerously attended as the Canarese schools in more populous districts.

KORTAGIRI.
Canarese School.

70. This school contains a large number of scholars, larger than can be efficiently taught by one master. Application has been made for an assistant, on whose appointment the inconvenience now felt in the management of the various classes will be removed. The Inspector writes of the school thus:—

MADGIRI.
Canarese School.

71. "Its general state cannot be termed good, yet the partial failures indicated do not appear to me evidence of inefficiency or neglect. I believe the school-master has worked hard, but since a third class has sprung up, his duties have been more than one man can accomplish. With an assistant, the head master will be able to devote a due share of attention to his own class, and probably the number will increase, as several boys, after attending the Government school for some time, left it, on account of the impossibility of every class receiving a full share of the master's tuition.

72. "The amildar Mahomed Saliah has been at great pains to level and enclose the compound, and in other ways to improve the premises, meeting the expenditure from local funds. In this respect he has shewn more interest than any amildar in the province."

73. This school has received a large accession of scholars under the present master, and the assistant for whom application has been made is much needed. The following is the Inspector's report:—

SIRA.
Canarese School.

74. "The success of the present master, indicated by the increasing numbers and the proficiency of his boys, deserves notice. The highest class (fourth) read various portions selected by me from the Second Book, also a manuscript which was brought for the occasion from the peshkar's house, but the reading, though intelligent, was spoiled by hesitation in the case of many. In writing to dictation, I found the class spell well and write distinctly; but they were not acquainted with the forms for headings of letters, &c., and the copy books were not neatly kept. In arithmetic, four boys were

in advance of the course laid down for a fourth class. History had been read with care, and the answers were better than I usually receive in vernacular schools; geography had been well taught, and doubtless the pupils would have done still better, had a proper supply of maps been available."

75. This is a new school, in which a good beginning has been made. It is attended at present by 36 pupils who are mostly very young. The Inspector reports as follows:—

TURVEKERE.
Canarese School.

76. "The master requires more experience in teaching to make an efficient instructor. He is said to be generally liked by the inhabitants, and I have great hopes that his school will prosper."

Ashtagram Division.

MYSORE DISTRICT.

77. This was in every respect a free school, and was entirely supported by the late Maharajah. It has not hitherto been under the management of the Educational Department, but from this time is to be reckoned as one of the Government schools. It may therefore be well here to introduce some account of the institution. The report of a recent inspection supplies the following particulars:—

MYSORE.
The Rajah's School.

78. "The register of the English department contains the names of 207 pupils, and the vernacular branches, Canarese and Hindustani, number 15 and 12 respectively, making a total of 234. The establishment further provides for a Sanskrit and a Mahratti branch. The former is represented by a munshi, who has no pupils, and the attendance of the latter never exceeded 6 boys. The curriculum of study adopted in the English school is about on a par with that of the Government schools at Hassan and Shimoga. But the distribution of teaching power struck me as rather anomalous. During two days' inspection, I was only able to take each class in one or two subjects. In addition to the *visà voce* examination of Class I, I looked over the written answers to papers set by the head master at the last weekly examination on portions of Cowper's Task. Many of them were indicative of ability, two I considered very good. The degree of proficiency attained by the other classes varied considerably.

79. "The Canarese school consists of 18 boys, of whom 12 have not got beyond the alphabet. The three who form the highest class, can read the Third Book, and work sums in the simple rules. A trained teacher should be selected and placed in charge of the Canarese branch, probably the need for an assistant would speedily arise.
- Canarese School.
80. "The Hindustani school is of a very elementary description. The names of 12 boys are on the roll, but the average attendance barely reaches 7. The majority are little boys who read the Koran. Classification has not been attempted."
- Hindustani School.
81. This school has been put to much inconvenience for want of suitable premises. The old school-house was past repair, and fell in during the rains. One of the Commissariat godowns, temporarily placed at the disposal of the department by Captain Magrath, has been since that time used as a school-room. It is intended however shortly to erect a new building for the purpose.
- HOONSOOR.
Anglo-Vernacular School.
82. The school now contains 47 pupils, which is 11 more than there were a year ago. The average attendance appears to be good. The mathematical subjects have not been so perfectly studied as could be wished, and I have directed that more attention should be paid to them in future. The Government establishments in Hoonsoor which last year had been given up, have now been reopened, and a considerable accession of pupils to the school may be expected.
83. It is proposed to appoint a Canarese master, but this measure must be deferred until the new building is ready for occupation. When all the arrangements have been made there is little doubt that the school at this place will become one of the most important in the province.
84. This school has made a most promising beginning, and is attended by nearly 50 scholars.
- YELANDUR.
Anglo-Vernacular School.
85. The boys are very regular in their attendance. They are without exception Brahmans, and all of them seem to be well off. Applications for admission have very lately been made by 20 boys of other castes. The school is of too recent establishment to have advanced beyond the lowest or sixth grade, although some of the

pupils are young men. A very promising commencement has nevertheless been made, and, which is of importance, the boys have generally acquired a good pronunciation. The first division will now be promoted to form a fifth class.

86. Great credit is, I consider, due to the master for the satisfactory progress which the school has made in the short time during which it has been in operation. The appointment of an assistant has been submitted for sanction.

87. This school was opened very lately. Its progress has been interfered with by the delay in completing the new school building. When this is ready for occupation, the number of scholars, at present 18, will doubtless receive a large accession.

NANJANGODE.
Canarese School.

HASSAN DISTRICT.

88. The Hassan school has fully established its claim to be ranked as the foremost of the provincial schools. The attendance is larger than at any other, being 105 at the end of the year. The standard of the instruction also is higher than in any other, as testified by the success of three of the pupils in the last matriculation examination. The general management of the school has been highly creditable to the head master, who has been thus fortunate in elevating its character. The school was twice inspected during the year. Extracts from the reports are given below :—

HASSAN.
Anglo-Vernacular School.

89. Three question papers were set to the first class in English poetry, arithmetic and algebra, and Euclid. The rest of the examination was conducted *vivâ voce*. I have to remark that the class acquitted themselves satisfactorily in their examination. The defects in reading, which I mentioned in my last report, have been overcome, and the acquaintance of the boys with their studies in both English and Canarese is much improved. Their answer papers were neatly written and well arranged. In mathematics they continue to hold a high position.

90. "Three, out of four students, sent up from this school, passed the Matriculation test in December 1867, and are now preparing under Mr. Haldwell's tuition for the next F. A. examination. Other advanced pupils are preparing for Matriculation. Class II is still

below the standard expected of it, but the measures adopted for its improvement may confidently be expected to prove successful. Arithmetic, a subject in which from the last report there appears to have been an utter failure, was on this occasion one in which they excelled. The lower classes did quite as well as could be expected, but so long as one master has to manage three classes, the work cannot be satisfactorily performed.

91. "I may remark here that the three assistant masters have all received their education in this school from Mr. Haldwell, and I observed with pleasure their ability as teachers, and the interest evinced by them in their work."

92. It is proposed shortly to open a Canarese branch in connection with this school. Application has also been made for another assistant master.

93. The reports on this school have ever been of the most satisfactory nature. Within the last few months the number of pupils has diminished, owing to the transfer to another taluk of some of the officials, whose sons were in the habit of attending. On the examination of the school, the Inspector reports as follows:—

NARSIPUR.

Anglo-Vernacular School.

94. "The third class acquitted themselves well on the whole. When it is remembered however that all the boys forming this class have been upwards of five years, some of them six years, in the school, the standard attained is not a high one. Students from other schools have matriculated within the same period. Yet with the results of the last six months' work I was quite satisfied, and directed the head master to enter upon the second class course of study. The state of the lower classes was less favourable. Two boys of the fourth class might enter on the next higher course of study, but of the remainder I did not consider any fit for promotion."

95. A remarkable feature in this institution is the preponderance of the Canarese branch, the difference between which and the English branch is numerically even greater than it was at the time of my last inspection. This I attribute mainly to the manifest interest which the Canarese master feels in his work, and to his thorough understanding of the lessons he has to teach. In none of the Canarese schools have the boys been so well instructed in the little histories of England and India as in this. I was able to obtain some intelligible account, not alone of the kings, but of the most cele-

brated men in English History ; whereas in most cases elsewhere, I have found that the mere pronunciation of the names was a task difficult to the masters and impossible to the boys. This school will now have a second class, thus taking the lead of all in the vernacular.

96. Of the whole school, English and Canarese, I may remark that it is a pleasure to examine it. The masters have all done their duty faithfully, and the scholars are really fairly acquainted with what they profess to have studied. An exception must be made in the case of arithmetic, in which the boys did not shew to advantage. It remains for me, while noticing favourably all the masters, to make a strong recommendation on behalf of the Canarese master, that his pay should be increased. This acknowledgment of his services he fully merits.

97. This school has never been well attended, which is due in some degree to its situation.

ARKALGODE.

Canarese School.

98. A greater advance has been made in the language studies than in any others, and the result of the examination in arithmetic was not favourable. I am glad to observe that the school seems to be an object of greater interest to the residents than it appeared to be when I was here last, and I trust that it is beginning to enter upon a course of popularity such as the character of the master warrants.

99. The school at this place was rapidly declining under the present master, when a union was effected with an indigenous school, and the numbers raised

BELUR.

Canarese School.

to 53. The Inspector's report is as follows:—

100. "It will be seen that whilst the subjects brought up for examination were generally well understood, they were not of a character to warrant this school being ranked in the second class. The scheme of study laid down has been totally ignored, and the reason assigned for this irregularity is that the boys refuse to purchase or to read the appointed text-books. Objections of this nature are not uncommon, and in the present case I do not consider that the head master was justified in yielding to the extent he has done."

101. This school was recently established, and made a very promising beginning, but after a few months the master's behaviour changed so much that all the boys were driven from the school by his

HARNHALLI.

Canarese School.

inattention and harsh treatment. He has since been removed, and on the appointment of another master many of the old pupils have returned. There are now 20 boys in the school.

102. The attendance at this school has fluctuated considerably from time to time. There are now 26 scholars. The
 SAKLESHPUR.
 Canarese School. Inspector says:—

103. "I cannot express satisfaction at the state of this school, yet I see no ground for supposing the master deficient either in ability or attention. The prejudice so prominent at Belur against certain subjects of study is apparent here, and the attempt to introduce anything beyond reading, writing and keeping accounts is looked upon as waste of time and labour. In order to encourage the boys to purchase the requisite books and give their attention to the course laid down, I promised that at the next inspection prizes should be given to those who excelled in grammar, history, geography and arithmetic."

Nugur Division.

SHIMOGA DISTRICT.

104. The school at Shimoga holds a high position among the District schools, both in the large number of scholars who attend it, amounting now to 103 in the two branches, and in the standard of the instruction, which places it nearly on a level with the Hassan school. The Inspector in his last report says:—

105. "The pupils of this school have generally passed a more satisfactory examination in their mathematical than in their other subjects of study. In their language lessons, English as well as Canarese, Classes I and III both came short of the appointed standard as laid down in the scheme of study. With regard to the English lessons this deficiency is more apparent than real, as the knowledge of grammar and analysis displayed by the class generally was good, and the failure to reach the limit of the appointed course is owing to the introduction of new text-books on these subjects, which rendered it necessary for a certain amount of ground to be gone over, which, it was supposed, would have been done in a lower class. Canarese, however, there is no doubt, receiv-

ed comparatively little attention previous to the introduction of the present course of study. Some of the answers on poetry shew an imperfect knowledge of Canarese. Most of the papers contain errors in spelling. But three of the boys did well. The Canarese master attributes the partial failure of the class in this subject to the delay caused by the non-arrival of the text-books until nearly the middle of the term. The knowledge of arithmetic was good, and both conciseness and neatness were apparent in the mode of working. Three East Indian pupils recently admitted, were behind the rest of the class, but had made good progress during the half year. The progress in geometry and algebra may also be considered good. The way in which the questions on history were answered was decidedly good, and geography is well taught. The head master has evidently given close attention to this class.

106. "The total absence of a second class creates a gap that will, I fear, hinder any advance beyond the present standard of the school: indeed actual retrogression may be the consequence for a time, as very probably some of the senior pupils in Class I, which now numbers only eight members, will leave the school before others rise to fill the vacancies.

107. "Class III was below the standard in English grammar, composition and Canarese. As in the case of Class I, there had been a delay in obtaining books. In Canarese these boys were about equal to those of Class IV. Their translation was poor, except in the case of one boy, who I ascertained had recently come from the school at Shikarpur. In arithmetic there was an absence of system, the working on the slates being confused and slovenly. I did not consider the history lessons well prepared. But in writing to dictation the spelling was pretty good and the writing neat. I think with attention the class might, notwithstanding the difficulty observed, have shewn better results.

108 "Class IV had done well in English. In grammar it was equal to Class III, but composition, for want of books, had but just been commenced. In Canarese grammar it was only equal to the fifth class standard. The subject never having been studied before, it was necessary to begin at the beginning, and as far as the boys had gone, the work had been satisfactorily performed. Arithmetic as far as proportion was well understood by most of the class. The answering in history was only middling. Seven boys were, after examination, promoted to the third class. Classes V and VI had done generally well."

109. This branch has been very lately formed, and has made a Canarese School. beginning with 12 boys. There is reason to expect that it will become an important addition to the school.

110. This was a promising school, but has suffered during the past year from the change of masters. The results of the last inspection are consequently unfavourable. The Inspector says :—

SHIKARPUR.

Anglo-Vernacular School.

111. "My general impression is that it is the worst taught school I have ever examined, with the exception of reading, which was very good in pronunciation, want of thoroughness being distinguishable in nearly every subject. The master has been too anxious to push his boys, who are manifestly unfit for it, into a higher class, foolishly imagining that he was raising the standard of his school. I have ordered him to join his third and fourth classes and take them back and re-commence the subjects laid down for the fourth class and do his work thoroughly in future. The B. section of the fourth class are merely learning the alphabet. I hope on my next visit to be able to send a more satisfactory report.

112. "In this school I found every thing in good working order. The instruction of the third class has been fairly carried on, except in the explanation and spelling of the reading lesson. The same remark applies to the fourth A class, with the addition of their arithmetic, in which they fell short of what was expected. The master of this school is a clever and industrious teacher, and I have no doubt will do his work thoroughly. The other classes of the school are at various stages in the First Canarese Book, and there is nothing particular to notice regarding them."

Canarese School.

113. The state of this school is less satisfactory than could be wished. The Inspector writes of it as follows:—

CHENNAIGIRI.

Canarese School.

114. "The impression I received on my inspection of the school was by no means favourable. Very little work has been done since the last inspection and that little is not satisfactory. Notwithstanding the absence of efficient tuition, there is an attendance of more than 30 boys, which indicates a desire for education on the part of the pupils deserving better encouragement than is at present afforded. The school-master is not lacking in ability, but has not exerted himself sufficiently in the discharge of his duties."

115. This school was only recently established and has made a good beginning having now 33 pupils. The Inspector remarks that :—

HOLE HONNUR.

Canarese School.

116. "The school is still in an elementary condition. I heard the children read, gave them one or two exercises in arithmetic

and asked a few questions on the map of the world. Their answers shewed that they had not advanced sufficiently to undergo an examination just now."

117. This school bears an excellent character, and is well managed. It contains 51 boys. The Inspector reports on it as follows:—

SAGAE.

Canarese School.

118. "The A section of the third class read with great fluency, and fairly explained what they read. Their spelling from dictation was generally well done, but three boys failed in this subject. They answered the grammar questions fairly, and their writing on paper was good. In arithmetic they were well grounded, and knew the weights and measures well, but the master having passed over vulgar and decimal fractions and taken up simple and compound proportion, I have ordered him to return and take his class through these subjects. In geography four of this class are marked insufficient in book knowledge, but on the map they all answered well. They also repeated portions of the Canarese Minor Anthology with great spirit, and on being questioned on the meaning of words and phrases, shewed that they fairly understood them. I have been much pleased with the manner in which this class has been taught. The answers of the children shewed that every thing had been explained and nothing slurred over.

119. "The B section did not display the same excellence as the other, from which I imagine that it has been left more under the care of the assistant, while the head master devoted his time to the first, a practice I shall endeavour to modify in future. I have nothing particular to mention regarding the other classes."

CHITULDROOG DISTRICT.

120. This school has come under the charge of a new head master during the past year, on the transfer of the former master to Toomkoor. The new school building has also been completed and occupied. The number of scholars is 44. I regret that no inspection has been made before the close of the official year.

CHITULDROOG.

Anglo-Vernacular School.

121. A Canarese school has been recently formed, and is attended at present by 9 pupils. This number is likely to increase.

Canarese School.

122. The Hindustani department is also of recent formation. The attendance already of 16 scholars is an encouraging sign.
-Hindustani School.

123. This school has been put to much inconvenience from the confined nature of the premises in which it has been carried on. The new school building has however been now completed, and with the increased accommodation the number of pupils will doubtless be augmented. The Inspector makes the following report:—

HARIHAR.

Anglo Vernacular School.

124. "The highest class (fourth) was composed of intelligent young men, who had made steady progress. Five of their number were qualified for formation into a third class. The next class had not been so uniformly successful, but four boys were promoted to Class IV. In addition to the foregoing were 17 little boys, who were beginning to read the First Book.

125. "The Canarese school has increased considerably in numbers under the present Canarese master, and on the whole the result of the examination was favourable to the teacher. Arithmetic and history were two subjects which appeared to me neglected, but in other respects the progress had been good. For a comparatively new school its status is pretty good and bids fair to rise steadily."

Canarese School.

126. Though little more than a year old, this school has attained a good position, and numbers 40 scholars.
The Inspector reports:—

HOSADROOG.

Canarese School.

127. "The subjects brought up for examination by Classes III and IV were for the most part well prepared, and the small number of scholars in each will gradually become greater. Amongst the candidates for promotion, I was able to add three to the third class and six to the fourth. Of the remaining boys, the majority have nearly accomplished the combinations of the letters, when they will be considered qualified for promotion. I consider the teacher deserving of commendation."

128. This town is a small one, and possesses a popular indigenous school, which has been in operation for more than half a century. The Government school is consequently poorly attended. The Inspector says:—

PAUGADA.

Canarese School.

129. "The school has not yet had six months' trial, but I am of opinion that although it may rise in course of time to a higher grade, its numbers will always be low."

KADUR DISTRICT.

130. This school has been much hindered in its progress by the want of suitable premises. It does not contain more than 25 boys. The Inspector reports as follows on the examination:—

CHIKKANOGALUR.

Anglo-Vernacular School.

131. "The fourth class read the English Third Book fairly, two of them very well. Their spelling from dictation was generally fair, but they had not been sufficiently exercised in analysis to distinguish the subject and predicate of a complex sentence, which I look upon as being the first thing a child should learn when reading. Their composition of simple sentences was fair. Their writing also is fair, but three boys had no copies, from which I am led to believe that this branch of education has not received that amount of attention its importance demands. In Canarese the reading was good, but writing has been neglected. Translation was fairly done. In arithmetic one boy did all his exercises correctly, but two failed in all. In mental arithmetic and tables they answered fairly, but evidently were not prepared. In geography their knowledge of the map was fair. History requires more attention.

132. "The fifth A class read well, but spelled badly. They translated some sentences from the First Canarese Book. Their writing is evidently neglected. Their vernacular reading and spelling is good. The grammar lesson requires revision. In arithmetic, slate and mental, they have done fairly. In history and geography they have done well. The fifth B class read in both English and Canarese fairly. In arithmetic they require more practice."

133. The reports on this school have from the beginning been of the most satisfactory nature. The master has lately been absent on sick leave, and the number of scholars was reduced during his absence. The Inspector in his last report observes:—

BANAVAR

Canarese School.

134. "I cannot speak too highly of the manner in which the children have been taught. The only deficiency I observed was that the boys were not practised in writing on paper. But this, I trust, will be remedied immediately."

135. This is the only Government Canarese school, except the one at Narsapur, not situated at the head quarters of a talook. The town of Birur is how-

BIRUR.

Canarese School.

ever a great trading place, and contains a large population for its size. The school has been well attended, but the want of premises has interfered with its progress. The Inspector writes of it:—

136. “A large proportion of the pupils are the sons of tradesmen in good circumstances, but few of these, on their admission to the school, were able to read with any degree of fluency, their acquirements being restricted to a knowledge of the multiplication table. Their ignorance of even the rudiments of grammar precluded the possibility of the boys thoroughly studying the Anthology. The examination on this subject was confined to the general meaning of passages and of the Sanskrit and old Canarese words occurring in them. I purpose giving particular attention to the future progress of this school, as it appears to me to take a good stand, notwithstanding its present unpromising aspect.”

137. This school has been in an indifferent state for some time. Premises have lately been hired for it in another part of the town, and it seems to have benefitted by the change, as the number of pupils has increased. The report of inspection is as follows:—

KADUR.
Canarese School.

138. “The boys of the third class repeated from memory three padas of the minor Anthology very well, but the master had failed to explain them. They also read some urzees very well, an exercise which I am glad to see introduced in our schools. Their arithmetic, both slate and mental, was very good. Their writing on paper was large, bold and fair. One boy wrote a very neat small hand. The boys of the fourth class read and spelled well, but only four wrote on paper, the remainder had no copies. The greater part of the class worked out the exercises in arithmetic very well, but two boys were insufficiently grounded in this portion of their work. The boys of the fourth B class read very indifferently. This class has evidently not received the same amount of attention from the master as the others.”

139. This is a newly established school, and has not made such good progress as could be desired, chiefly owing to the frequent illness of the master. He has now been removed to another station.

TARIKERE.
Canarese School.

APPENDIX II.

GOVERNMENT SCHOOLS FOR SPECIAL EDUCATION.

1. An examination for teachers' certificates was held last July for the first time. No test of this kind had previously been imposed, and there was thus a liability of students being appointed to the charge of schools who were either deficient in general knowledge, or who had not been a sufficient time under training in the duties of school management. The examination they are now required to pass before obtaining employment, applies to two different grades of masterships. Students of the anglo-vernacular department are examined in both English and Canarese, for appointments as assistants in anglo-vernacular schools; while students of the vernacular department are examined in Canarese alone, for situations as Canarese teachers. The report on the examination referred to is as follows:—

2. The examination was conducted mostly in writing, but in such of the appointed exercises as admit of performance only *vivâ voce*, the students were thus tested. In the English department, eight candidates presented themselves, and in the Canarese department, thirteen came forward to be examined. These prepared students in both departments were first examined in general knowledge, and only those who passed this test successfully were admitted to the examination in school management. A candidate was considered to have passed who satisfied the conditions that he should obtain one fourth of the marks in each subject, and one third on the whole. According to this rule, I propose giving certificates of qualification to two of the eight candidates in the English department, namely, Vilandi and Seshagiri, Rau. The latter has not quite made up the required number of marks in English, but looking to the time he has been in the school, and his readiness in some parts of the *vivâ voce* examination, I have decided on passing him. Of the thirteen Canarese candidates, seven obtained their quota of marks in general knowledge, but two of them subsequently failed in school management. This is not to be wondered at when it is seen that they have been only five and ten months respectively in the Normal School. There remain therefore five entitled to certificates.

3. On reviewing the whole matter, I would take the opportunity of pointing out with regard to the English department, the lowness of the numbers obtained by all the candidates in the English

language and by the majority in mathematics. In the Canarese department, geography has been the worst done. For the latter an excuse exists in the fact that there are no Canarese maps.

The extreme importance of thus testing the students becomes more apparent from the results of this examination. For under the system which has hitherto prevailed of giving appointments to the normal students without demanding any certificate of qualification, all the failed candidates equally with those who have passed might have been placed in charge of schools.

4. All the certificated Canarese students having received appointments, an extra examination was held in the vernacular department in January. On that occasion two more passed the prescribed test. The report says :—

5. Of the candidates who have failed, all but one have been examined before. Two have been $2\frac{1}{2}$ years, and two others nearly $1\frac{1}{2}$ year, under instruction. Their failure is discreditable alike to teacher and pupils. It is questionable whether they should be allowed to appear again for examination.

6. Of the general results of the training in the Normal School, the head master, who has for a short time been officiating as an Inspector, gives a very discouraging account. He writes as follows :—

7. "During my tour I have been painfully impressed with the want of skill in teaching on the part of our trained teachers. As these men have been my own students, I have watched them very closely, to see if they practised what they have been taught in the Normal School, but I am sorry to say I could perceive little difference between trained and untrained men."

8. This state of things he attributes to the want of a proper practising school for the students.

9. In the existing practising school are taught all the little boys, to the number of 100, who are not fit for immediate admission to the High School on account of their not being able to read. It is exceedingly well conducted by the master. But however efficient as a preparatory school, which it is chiefly intended to be, it is of necessity too exclusively elementary in its character to be of much use as a practising school.

10. There are two classes in this school, in the first of which the students are taken through a course of instruction fitting them to obtain certificates of

ENGINEERING SCHOOL.

qualification as assistant overseers, according to the regulations of the Department of Public Works. Seven candidates succeeded in passing this test at the annual examination held in December, for which papers were obligingly set by the Chief Engineer and other officers of the department. The reports of these gentlemen will be found below.

11. With the view of obtaining native students to be trained for the upper and lower subordinate grades of the Department of Public Works, the head master suggests that a certain number of scholarships should be given, to be competed for by pupils of the various provincial schools. These natives, after passing the regular examination, could be returned to their own districts for employment.

Reports of Examiners.

MAJOR R. H. SANKEY, R. E., *Chief Engineer.*

12. "The subject of this paper is the one of all others difficult for a pupil to pass a good examination in, as it is alone by practical acquaintance with work itself that any really sound knowledge can be gained regarding it. On the whole, therefore, I consider the fact of 5 out of 9 pupils having gained more than half marks is satisfactory. All, with the exception of the last boy, T. Poonasawmy Pillay, appear to me to have a fair knowledge of the principles of construction so far as they are laid down in the text-book "Foord's Notes".

13. "All but two of the pupils gained more than half marks, so that on the whole the answering must be considered very satisfactory. On such general subjects as those contained in questions Nos. I, III and VIII the replies shewed a very fair acquaintance with general principles, but as might be expected, they failed as a rule to answer question IV, which involved practical acquaintance with work. Again the replies to question No. VI were very unequal and indifferent on the whole.

14. "Judging generally from these results I should say that the pupils require to have the subjects they read about illustrated by examination of actual works, either completed or in progress, and further that they should be accustomed to sketch the framings of centerings, roofs, &c., with other engineering details, on a board with chalk. Rough delineations of this kind would familiarize them with the several subjects as they progress.

CAPTAIN W. H. CAMPBELL, *Offg. Asstt. to the Chief Engineer.*

15. "The answers of the first four pupils are on the whole very fair, and shew that they understood what they have written about, especially regarding tanks. The sections of the three classes of tanks given by H. Slaney and D. White are clear and good. The former has received full marks for them. The latter has lost one mark in the third class section, as the top breadth of bund should have been shewn as 1 yard only. The sections of J. Patton and J. Conquest are not so good. The former gives incorrect heights for the flood line. The latter with very indifferent drawing gives the top breadths of bunds all wrong. All four have failed in giving a clear section of the front cistern of a tank and have omitted the cistern altogether. The last four not having obtained half the full number of marks, special remarks on their papers seem unnecessary.

16. "D. White has first place without any dispute. His drawing is clear and generally correct. The few errors he has made, except non-compliance with paragraph 8, are most likely attributable to the hurry he must have been in to complete his work within the prescribed time. J. Welsh's drawing is not so complete, but is neatly done and generally correct. There are several trifling errors besides non-compliance with paragraph 8, and incorrect treatments of the parapet wall in the plan of road way. T. Poonasawmy Pillay and J. Conquest are about equal for the third place. Both their drawings are very incomplete, wanting dimensions, and each has serious errors of its own. Poonasawmy Pillay is the only one who has complied with paragraph 8. The four last on the list have left their drawings each more incomplete than the other, so that it is impossible to criticise them in a few lines."

LIEUT. S. C. CLARKE, R. E., *Executive Engineer.*

17: "In returning the examination papers, I have much pleasure in stating that I am pleased with the results of the examination, both in arithmetic and Euclid. I have, as fairly as I could, adjudicated certain marks to each student's paper, and it will be seen from the result that in Euclid, student D. M. White stands first, having obtained 95 marks out of the 100. He has also gained the second place in arithmetic, having been re-placed by H. Slaney in the arithmetic examination. In mensuration five out of the eight students obtained over half marks, 150 being the maximum.

APPENDIX^{*} III.

GRANT-IN-AID SCHOOLS.

Nundidroog Division.

BANGALORE DISTRICT.

| | | | |
|------------|------------|-------|---|
| Bangalore. | English | .... | Bishop Cotton's School. Cantonment Boys' School. Cantonment Girls' School. Cantonment Orphanage. Catholic Schools, Blackpalli. Convent of the Good Shepherd. Native Educational Institution. Ordnance School, Fort. St. Andrew's School. St. John's District Schools. St. Joseph's Catholic Seminary. St. Mark's Ragged School. St. Patrick's Catholic Seminary. Wesleyan Mission English Girls' School. |
| | Canarese | .... | London Mission Girls' Boarding School. London Mission Girls' Days Schools. Wesleyan Mission Girls' School. |
| | Tamil | ..... | Caste Girls' School, Alasur. Gun Troop Boys' School. Hindu Female School. Wesleyan Mission Girls' Orphan School. Sadur Veda Siddanta Sabha Seminaries. |
| | Hindustani | .. | Commissariat School. Madrasa Islamia. Madrasa Kudusia. Madrasa Mufid ul Anam. Madrasa Muhammadia. Mahomedan Female Educational Instn. |

| | | | |
|--------------|----|----|--|
| Anikal | .. | .. | London Mission Canarese Girls' School. |
| Chinnapatam. | .. | .. | Hindustani School. |
| Closepet | .. | .. | Hindustani School. |

KOLAR DISTRICT.

| | | | |
|---------------|----|----|--------------------|
| Chintamanipet | .. | .. | Hindustani School. |
| Echinpalli | .. | .. | Hindustani School. |

TOOMKOOR DISTRICT.

| | | | |
|----------|----|----|--|
| Toomkoor | .. | .. | Wesleyan Mission Girls' Orphan School. |
| Kunigal | .. | .. | Hindustani School. |

Ashtagram Division.

MYSORE DISTRICT.

| | | | | |
|--------------|----|------------|--------------------|--------------------------------|
| Mysore | .. | English | .. | Wesleyan Mission Boys' School. |
| | | Tamil | .. | Catholic Schools. |
| | | Hindustani | .. | Madrassa e Bowring. |
| French Rocks | .. | .. | Hindustani School. | |

HASSAN DISTRICT.

| | | | |
|-----------|----|----|-------------------------------|
| Melkote | .. | .. | Sanskrit and Canarese School. |
| Shethalli | .. | .. | Catholic Schools. |

Nugur Division.

SHIMOGA DISTRICT.

| | | | |
|---------|----|----|--------------------|
| Shimoga | .. | .. | Hindustani School. |
|---------|----|----|--------------------|

GRANT-IN-AID SCHOOLS.

Nundidroog Division.

BANGALORE DISTRICT.

1. The past year has been a prosperous one for this school, which has fully established its claim to be ranked among educational institutions of the higher class.

BANGALORE.

Bishop Cotton's School.

Four of the students matriculated at the last University entrance examination, two of them being placed in the first class. Extracts from the last inspection report are given below. Since that was written, the Boys' school has been removed into commodious premises, formerly used as an hotel, to which is attached an extensive playground. The Girls' school remains where it was.

2. The prospects of the school since Mr. Bamforth's connection with it have much improved. Owing to the frequent change of masters, the school was previously in a very declining condition. So much so that on his arrival he found only 27 boys in attendance.

3. There are three classes in the Boys' school under as many masters. The first class consists of two divisions, the higher of which contains candidates for the approaching matriculation examination. The lower division are studying for the same examination next year. All the members of the first division have obtained more than one half of the marks assigned to their question papers, a highly satisfactory result. In the second division, four, out of eight, have gained more than half the marks awarded, which is also very good. There is a class for surveying attached to the school. An acquaintance with this branch of engineering will probably be of great use to many of the students in after life. For physical training the boys are drilled twice a week by men belonging to the corps of Sappers and Miners. They have also suitable apparatus for gymnastic exercises. Their boarding establishment is superintended by the second master, who lives on the premises. The dormitories, refectory, &c., were inspected and found to be clean and in good order.

4. The Girls' school is under the management of Mrs. Smith, assisted by two other ladies. It consists of four classes, two of them being taught by the head mistress. This lady also teaches music, and has charge of the boarding establishment. A native master attends to give drawing lessons. Many of the pupils have been

only a short time under instruction, and there is consequently much inequality in the attainments of those in the same class. Several little boys, considered too young for the other school, are taught here. Their high spirits render them somewhat unmanageable by ladies, and I think they would be better placed under a master.

5. Of the whole school I may remark that the arrangements as regards studies and general discipline are superior to what I have observed on former occasions.

6. The adoption of the course of studies, marked out by the University examinations, has had a good influence on the Boys' school, and will, I think, continue more and more to exert a beneficial effect, as candidates are gradually brought under preparation for the higher tests. I would suggest that some attention might, with advantage, be given to instruction in one or other of the vernacular languages, as in most of the employments open to the young men who leave the school, the knowledge of some language of the country will be invaluable, if not indispensable.

7. In the branch for girls, there seems to me more of the freedom and spontaneity of a home than of the restraint and regularity of a school. I may observe that the provision of wall maps for the study of geography would in my opinion be a better arrangement than the use of atlases.

8. The income of the school is derived from fees paid by the scholars. A sum is realized from this source of between Rs. 600 and Rs. 700 a month.

9. The attendance at this school has fluctuated very considerably.

At the last inspection there had been a falling

CANTONMENT BOYS' SCHOOL.

off of 42·7 per cent in the number of pupils.

The recent establishment of other schools for European children, which are under the same management but in which the education is of a higher standard, has drawn away the scholars from this, and almost superseded the necessity for its continuance. The proposal therefore to withhold the grant-in-aid for the future received the sanction of the Supreme Government, and the payment will cease at the end of May.

10. What struck me in connection with the school was the want of a definite aim in the studies. I think it would be found of great benefit to adopt a progressive course of lessons, drawn up with reference to some fixed standard. It might not be impossible in

course of time to fit the upper boys for matriculation. No instruction is given in the vernaculars, nor do the boys learn Latin. The addition of one or both of these branches of study would make the curriculum more complete. The exercises in mental arithmetic are particularly good. The provision of books and especially of maps is very inadequate. There is a large map of Australia, but none of Europe, Asia, or America.

11. The income of the school is derived from private subscriptions amounting to between Rs. 22 and Rs. 25 a month; and by the fees, which produce about Rs. 25 more. Of the scholars, 22 are free, 18 pay Rs. 1 each, 10 pay 8 annas, and 5 others 4 annas, a month.

12. The remarks in the preceding section, on the Cantonment Boys' School, equally apply to this institution. The CANTONMENT GIRLS' SCHOOL. decline in numbers was even more marked, being in the proportion of 64 per cent at the last inspection. The grant in this case also has been withdrawn. It should however be stated of the few girls remaining in the school that—

13. I found them very well informed in most of their subjects of study.

14. The school fees are at the rate of 12 annas for the first class, 8 annas for the second, and 4 annas for the third. From this source about Rs. 9 is obtained towards the support of the school. A further sum of Rs. 22 is received from private subscriptions.

15. The original intention in the establishment of this institution was to provide an asylum for the neglected Cantonment Orphanage. orphans of European and Eurasian parents belonging to Bangalore. It was found however that many who were exceedingly destitute, though not orphans, would be glad of admission, and that persons of influence were charitably disposed to pay for their support, either partially or entirely. The name was therefore extended into Cantonment Orphanage and School for Destitute Children. The last inspection report is as follows:—

16. There are now 29 inmates, namely 21 girls and 8 boys, who are all fed and clothed. For instruction they are formed into three classes. In judging of their progress, it should be borne in mind that some of the children a short time ago scarcely knew a word of English.

17. The premises are in the Arab Lines, and consist of a row of rooms facing a courtyard of considerable size. One is a school room, and another a dining room. Two others are dormitories for the boys and girls respectively. The master's quarters take up two rooms more. Besides these are the out-offices, such as the cook room, a bath room for girls, and a bath room for boys. The latter is not quite finished, and is being built at the expense of Major General Haines. A portion of the school ground has been converted into a vegetable garden, in the care of which the boys find employment. Of the girls, two are every day detailed to assist in the cooking and other household duties. They all learn needlework. It is intended shortly to put up some gymnastic apparatus in the play ground. For the school I would suggest the purchase of a few maps and a blackboard. I think an abacus, or ball frame, would also be found of use.

18. Regarding the funds of the school, the Rev. Dr. Murphy, who is the Secretary of the Managing Committee, has furnished me with the following details. The monthly subscriptions amount to about Rs. 140, and the annual subscriptions to about Rs. 480. A further sum of Rs. 27½ a month is specially contributed for the support of 6 orphans, being Rs. 25 from friends and Rs. 2½ from Government. It is very gratifying to learn that unwonted interest is felt in the institution, so much so that the charity on its behalf has needed rather to be checked than stimulated.

19. The operations of this school have been extended during the past year by the opening of a girls' school in connection with it, and by the establishment of branch schools in Choolay, the Artillery Lines, and Simoncherry. The following is the last inspection report :—

Catholic School, Blackpalli.

20. "The school is conducted by two Rev. Brothers of St. Joseph, assisted by a Canarese munshi. The total number of scholars whose names are on the rolls is 64, of whom 47 were present. The East Indian boys are in the proportion of one to four natives. The majority of the latter are the children of Tamil servants in European employ. All the native boys are first taught to read and write Tamil, which most of them are able to do with facility. In the first class easy sentences were very fairly translated from English into Tamil and *vice versa*. The study of Canarese has been recently introduced. All the books are the property of the school. Some of the boys pay a small fee. The income from this source is estimated at Rs. 2—4—0 a month.

21. "In connection with this establishment is a girls' school conducted by two nuns. There is an attendance of about 25 girls,

who belong to the same class of natives as the Tamil boys referred to above.

22. "An elementary Tamil school, numbering 36 boys, is also held on the premises, and three others of a similar character, viz, one at Choolay, another at the Artillery Lines, and a third at the village of Simoncherry. The total attendance at these four schools amounts to above 100, the whole being under the superintendence of the Rev. A. Gasnier."

23. The report of the inspection of this institution is as follows :—
 Convent of the Good Shepherd.

24. The convent embraces several departments, each under the management of a Sister, the whole being superintended by the Lady Superiress.

25. For European girls there are two schools. In the first of these the pupils are of a higher class, and pay for their instruction. They number at present 24, all boarders: but the attendance was higher, and included some day scholars, while the 10th Regiment remained in the station. The course of study provides for a liberal female education, and besides the customary lessons in English, arithmetic, history and geography, includes instruction in French, German, Italian, music, drawing and plain and fancy needlework. The school hours are from 8 to 12, and from one to four. As the result of my examination, it gives me pleasure to state that the reading of the pupils was good, and their writing neat and correct. Of elementary arithmetic their knowledge was fair. The written exercises in French were carefully done, and some of the girls are sufficiently familiar with the language to converse in it. The specimens of fancy needlework exhibited great taste. Work of a less ornamental kind receives its proper share of attention, as the pupils make all their own clothes. For practice in music there are several good pianos, the best of which is a new one, just received from France.

26. In the other European school the pupils receive a free education. In this branch are taught the military orphans, of whom there are 7, the entire number of girls being 45. The majority are younger than those in the higher school. They read well and answered correctly general questions in geography. Their fancy needle-work seemed very good, but the patterns were less elaborate than those used in the upper school.

27. In the lower native school there are upwards of 50 girls, who are taught, some in Tamil and some in Canarese. After a certain term of instruction they are sent to Kingeri, to the silk factory, where there are at present, I believe, about 80.

28. The higher native branch is established for the education of nuns : of whom there are 15. Some of these also are taught in Tamil, and others in Canarese. Several former inmates of this nunnery are usefully employed as teachers in Bellary, in Blackpalli, and in Mysore.

29. The next department which I visited was the native penitentiary, containing 20 women. They are very uncultivated, and are engaged principally in devotional exercises and in knitting, or other easy work, until they can be restored to their relations, or be otherwise suitably provided for. The want of water in the compound prevents their being employed in gardening, but I understand that one of the patent well tubes, which have been used with so much success in connection with the Abyssinian Force, is expected in about a month, and provision will then be made for the formation of a vegetable garden, in attention to which these women will be to some extent employed. There is farther a European penitentiary, containing at present 6 inmates.

30. In concluding this report I may be permitted to remark, that in the domestic arrangements of every department due attention seems to have been paid to the comfort and well-being of the scholars and inmates. The dormitories and other apartments are clean and airy. The generally healthy and cheerful appearance of the school girls, is the best evidence of the care that is bestowed upon them.

31. This school has made a considerable advance in popularity during the past year. The increase in the number of scholars at the last inspection was at the rate of 60 per cent. Four students passed the matriculation examination in December.

Native Educational
Institution.

32. The main accession to the strength of the school was coincident with changes in the principalship of this institution and the High School. From the latter many of the pupils, especially in the Senior Class, have been drawn. All the members of this class have been taken through the course of studies required for matriculation, and I examined them in the English and mathematical subjects, by means of written papers. As many as were not sufficiently prepared for this test were allowed to withdraw, leaving seven competitors for the examination in English, and eleven for that in mathematics. Of those examined, six may be considered to have passed, by obtaining one third of the total number of marks assigned to the papers. The first class of the upper school had commenced the study of subjects appointed for next year's entrance examination. Out of fourteen selected candidates, four

obtained a satisfactory quota of marks in answering a question paper on English poetry and grammar. I regret that the two higher classes of the upper school have not earned a more favourable report.

33. By the rapid increase in the number of scholars, some of the classes have been enlarged to an almost unwieldy extent, and great inequality prevails among pupils assigned to the same grade. So many of them are new boys that it is difficult to determine accurately the status of the class. The premises fortunately offer ample accommodation for even a larger number of students, but the arrangement of the seats appeared to me injudicious, and not such as to economize the available space. The teachers' energy was consequently too highly taxed in preserving discipline, and making himself heard by the whole class before him. To remedy these defects, I made some suggestions, which have been adopted.

34. The course of studies throughout the school appears to need revision, and should be so regulated that the instruction in each successive class may be continuous with that in the inferior grade, and a preparation for the next higher. On comparing together the text-books used in each class, it will be seen that considerable irregularity prevails. I may also point out that no Canarese is taught in the upper school. Many of the inadvertencies I have pointed out are undoubtedly due to the frequent changes in the management, and to the unexpected extension of the school. The institution may be described as in a state of transition, and it seems to me a most desirable juncture in which to frame such regulations as shall secure the permanence of its present prosperity. To this end, a revision of the course of studies as before mentioned, the appointment of text-books on one system, due provision for instruction in the vernacular as well as in English, and a frequent inspection of the lower classes, appear to me the desiderata.

Concerning the funds of the school I have gathered the following particulars. The monthly expenditure is Rs. 675, which is met by the Government grant of Rs. 200, by Rs. 380 paid by the Wesleyan Mission, and by the school fees. The income from this last source has been very much increased during this year.

35. The number of pupils in this school has diminished, owing in great measure to the removal of persons hitherto resident in the fort, who have now gone to live in the Cantonment in consequence of the transfer of the Public Offices.

Ordnance School, Fort.

36. With reference to the class books used in the school, I would suggest the introduction of some reading-book, as one of those published in the Irish National Series, and also the substitution of an easier work on English history, such as little Arthur's History of England, or some similar book. There is not an adequate supply of wall maps, and of those which exist, some are much defaced. I think maps of India, the World, Europe and Asia should be provided, and of a description suitable for school purposes. Arrowsmith's map of India, however good, is hardly fitted for teaching boys from.

37. The fees paid by the scholars range from Rs. 1½ to 4 annas each, according to circumstances. The average amount obtained is about Rs. 20 a month.

38. No material change seems to have taken place in the condition of this school, which has been in the receipt of a grant-in-aid since the beginning of the past official year. The number of students is between 70 and 80. Three passed the matriculation examination in December.

St. Andrew's School.

39. The school is divided into five classes, one senior and four junior, and each class has its own teacher. The studies in the senior class are those required for matriculating at the Madras University. I tested their knowledge of the Latin, English, and mathematical subjects, by means of written questions. Half of the allotted marks were obtained by five students, a very good result. One of them having selected Canarese as the optional language in which he desires to pass, had not gone through the Latin course. As vernacular instruction forms no part of the school work, he is preparing the Canarese subjects privately. With regard to the studies in the junior classes, I may observe that the boys of the second are hardly advanced enough in arithmetic to enter upon the study of algebra and Euclid. I had less reason to be satisfied with the first class than with those below it. The backwardness in this class is due to a frequent change of the masters who have from time to time had charge of it. Singing is taught according to the system known as Hullah's. Provision is also made for instruction in drawing. Drilling is the principal exercise out of doors.

40. The arrangement of seats appeared to me objectionable, as it broke up the classes into small detached sections, which made the exercise of a proper discipline difficult, and caused the attention of the boys to be drawn away from the work going on in their own class. The disposition of benches referred to, had been made with a view to assemble the whole school in one room for prayers.

Certain suggestions I offered on the subject, will be adopted, by which there will be more union and compactness in the classes, while at the same time all will be within hearing of the religious exercises. The principal school room is a large apartment, and is capable of accommodating an increased number of pupils, if the allotment of space to each class is properly carried out. The dormitories are in a dwelling house at the back. One room having become untenable through leakage, the remaining rooms were somewhat more crowded than usual. A few of the youngest boarders sleep in a room which forms a passage between the two school rooms. The latter does not seem a desirable arrangement, if meant to be permanent.

41. The school on the whole is of too recent establishment to have acquired a very pronounced character as yet. But to judge from the number of pupils that have joined, a prosperous career seems marked out for it. The following suggestions for its improvement may not be out of place. The demeanour of the pupils during school time should receive more attention, and less freedom be allowed in talking to one another while the studies are going on. Instruction in some vernacular language, and in surveying and levelling, would, I think, prove of great practical value to the students in after life. Some gymnastic apparatus for physical exercises would be a valuable addition, and provide beneficial employment for the play hours.

42. The income of the school derived from fees amounts to Rs. 360 a month.

43. These schools have been carried on with the same care and attention as in former years, and continue to exert a beneficial influence on the neighbourhood in which they are situated, which is inhabited chiefly by European pensioners. There has been a decrease in the aggregate number of scholars.

44. The general diminution is not, I think, a matter of any significance. Very few of the European and East Indian children in the parish, who are able to attend school, can remain without instruction, as there are sufficient inducements to prevent their being wilfully kept away, unless from unavoidable causes.

45. I think the school as a whole has considerably improved since last year, and the studies appear to be more methodically conducted. The boys' school in particular is in a much better condition. I am glad to observe that many of the suggestions in my former report have received attention. I would however again point out the desirability of introducing English history as a study into the

boys' school, and also of taking the pupils farther in arithmetic before insisting upon an advance in algebra and Euclid

46. In the girls' school a less superficial study of the poetical reading book would be of advantage, and exercises in paraphrasing might be added, as requiring of the pupils a better insight into the meaning of the pieces and giving them practice in composition. Though the elder girls have nearly all acquired a good running hand, the copy books of this school bear evident marks of carelessness. More attention should be paid to the formation of the letters, and to keeping the words properly under one another in a space corresponding to what is occupied by each in the head line.

47. In the general arrangements of the school everything seems to have been thought of that could contribute to the comfort and well-being of the children. Many of them are provided with clothes, and others with books. A free dinner is given to the lower class, in the interval between morning and afternoon school, when about 40, on an average, get a good plateful of curry and rice. For recreation and open air exercise the boys have a gymnasium, and the girls a croquet ground. The circular swing however has no ropes. As a part of the school training the boys are drilled twice a week, and the girls are taught plain and fancy needle-work. There is also a singing class, in which instruction is given according to Hullah's system.

48. Regarding the funds of the school I have ascertained the following particulars. By private subscriptions a sum is obtained of Rs. 37 a month: this is exclusive of the dinner fund, which is kept up by special contributions, and not charged to the school. The other source of income, in addition to the Government grant, is the monthly collection of school fees. Many of the children are in such poor circumstances as not to be able to pay anything, and there are consequently 55 free scholars, namely, 19 boys, 16 girls and 20 infants. The remaining pupils pay fees ranging from Rs. 1 to 2 annas a month, a sum total being obtained of Rs. 48, in the following proportion from each school; Rs. 17 from the boys, Rs. 18 from the girls, and Rs. 13 from the infants.

49. Of this institution a favourable report has been received. The St. Joseph's Catholic Seminary. Inspector writes as follows:—

50. "The East Indian and European branch numbers 44 boarders and 26 day scholars, making a total of 70. Of these, 67 were present during the examination. The scholars are divided into four classes. The teaching staff consists of four masters and a Canarese munshi, the Rev. R. M. Cleinot, M. A., having the general superintendence of the whole.

51. "Composition had very recently been introduced, and the class would have been better fitted for taking up Dalgleish, had they previously gone through Morrell's text book of Grammar and Analysis, of which none of the analytical part has been studied. The paraphrasing and explanation of poetry were fair for beginners. Euclid and algebra had also been commenced lately, hence the small portion studied. In these two subjects, however, the success of the pupils was more apparent than in poetry and composition. The state of Classes II and III calls for no special remark. The first division of Class IV deserves commendation. I was particularly pleased with the correctness of their answers in English grammar; Canarese is studied in every class, but all are beginners. The school accommodation, apparatus and books, also the refectory and dormitory, are very suitable and complete.

52. "Very few of the day scholars, I understand, are considered able to pay fees; most of the boarders are orphans. School books, with few exceptions, are supplied gratis.

53. "The native branch of this establishment is conducted in suitable premises in the adjoining compound. The total number under instruction is 40; only a small proportion of these are boarders. Canarese is made the chief medium of instruction, but the the three higher classes are also taught to read and write English. Two of the three young men forming Class I are considered to have gone through the usual course, and are receiving a special training from the Rev. A. Bouteloup, of which Latin forms the most prominent subject. I only examined Class III, which appeared the one of most general importance, and consider the boys acquitted themselves very well. Besides their Canarese studies this class can read the English First Book.

54. "The conduct of the establishment generally evinces great care and efficiency."

55. The condition of this school had much improved when the last visit of inspection was made. The pupils are children of pensioners and of drummers belonging to the native regiments.

St. Mark's Ragged School.

56. When I saw the school last year I found it necessary to call attention to its very unsatisfactory condition, and the evident neglect in its management. A great improvement, I rejoice to say, has since taken place. The number of scholars has nearly doubled, and a mistress has been appointed to take charge of the infant classes, the master being thus left free to devote all his attention to the children who are able to read. In addition to being instructed, the children are clothed twice a year, and receive a piece of bread every day between morning and afternoon school.

57. No fees are paid, but the school is supported, in addition to the Government grant, by private subscriptions to the amount of Rs. 10 a month, and a grant of Rs. 6½ from the Madras Diocesan Board of Education.

58. There has been an increase in the number of pupils belonging to this school. The inspection report which follows gives an account of an ingenious plan of rewards adopted some time ago.

St. Patrick's Catholic Seminary, Choolay.

59. "The register contains the names of 51 East Indians and 37 natives, giving a total of 88 scholars, of whom 57 were present at the examination. There are three classes, under the care of 3 masters. The first class did fairly in most of the subjects in which they were examined. The study of algebra and Euclid had been recently introduced, but rather prematurely, judging from the knowledge of arithmetic possessed by even the most advanced boys. The present head master was trained in the Normal School, Madras, and previously to his present appointment, was a master in the Army School, Palaveram. He is an experienced teacher, but the class of boys he has to deal with is so varied, and the attendance is said to be so uncertain, that it is difficult to produce uniform progress. Class I did not generally acquit themselves well. Few of the boys possessed a sufficient knowledge of English to comprehend the explanations, which, I understand, are usually given in that language. The first division of Class III did pretty well.

60. "The average income from fees is said to be about Rs. 4 a month, but a large proportion of the boys are considered too poor to pay any regular fee. School books are generally provided at the school expense. The accommodation and school apparatus is sufficient. The maps printed in French are to be superseded by English ones.

61. "A system of bi-monthly rewards has long been in force, the favourite mode of distribution being that of a kind of auction, where the purchases are paid for with tickets. These tickets, of various value, awarded daily for proficiency and punctuality, are accumulated by the boys until the auction day comes round, when colour boxes, mathematical instruments, books, &c., are purchased, the boy most wealthy in tickets being able of course to out-bid the rest for the most coveted of the prizes. The annual cost of these rewards is estimated at about Rs. 120.

62. This school appears to retain a good position, and is well attended. At the last inspection the number of pupils had increased 21½ per cent.

Wesleyan Mission English Girls' School.

63. It gives me pleasure to say that the school as a whole fully maintains its former high character. Until very lately it was under the charge of the same lady who for the past three years has laboured so indefatigably and successfully for its improvement. Owing however to her marriage, her connection with the school has now ceased, but the lady appointed to succeed has just arrived from England, and there is every reason to expect under the new mistress a continuance of the prosperity hitherto enjoyed by the institution. I may perhaps be permitted to notice one little matter of discipline as needing attention. I mean that, without insisting on too much strictness, less facility of communication should be allowed between the pupils in working sums and writing dictation. The arrangements of the school room have been improved, and a greater amount of accommodation provided for the junior department.

64. The collection of fees from the scholars produced in September the sum of Rs. 215, and the average for the nine months to December was Rs. 191.

65. This school has been established for many years, but was not before this in receipt of Government assistance.
London Mission Canarese Girls' Boarding School.

66. The number of girls is 21, who are all fed and clothed by the Mission, and brought up as Christians. They are instructed both in English and Canarese, a distinct classification of the whole school being made for the study of each of those languages. The former is taught in the morning by a European lady, and the latter in the afternoon by a native male teacher. There are four classes in the English school, and the same number in the Canarese school. The reading and writing in both English and Canarese were good, and the knowledge of geography creditable. Some backwardness was shewn in arithmetic, to which subject it would be well to give a little more attention. The desirability is I think open to question, of extending the separate division of the school for English and Canarese into such subjects as arithmetic, history and geography.

67. The elder girls have acquired considerable skill in the use of the needle, in cutting out and making up articles of dress, and particularly in fancy work, such as crochet, knitting, and embroidery. The practice of household duties goes hand in hand with the cultivation of these accomplishments, and all the cooking and preparation of their food is managed by the girls themselves in turn, under the direction of the matron, and they are thus fitted eventually to undertake the various cares of house-keeping. The order and neatness of the premises, and the cheerfulness and cleanliness of the inmates, are entitled to special notice.

68. Regarding the income of the school I have been furnished with the following particulars. The local subscriptions amount to Rs. 20 a month; an average sum of Rs. 80 a month is obtained from England for the support of particular girls; and there is a small return from the sale of fancy-work, which, after deducting the cost of materials, may be set down at about Rs. 10 a month.

69. These schools together contain a considerably larger number of pupils than any other girls' schools in the province. The return for the end of the official year shows close upon 400 names on the register. The average daily attendance is set down at 275, but in calculating this, abatements have been made for children coming late. The proportion of absentees is therefore probably less than it appears.

London Mission Canarese
Girls' Day Schools.

70. The schools are five in number, four being Infant or Preparatory schools, and the fifth a Central school, into which the advanced pupils of the inferior branches are from time to time drafted as soon as they are able to read. The Central school is carried on in commodious premises lately erected in Kurubara Petta, where also the infant school named from that petta is located. The other branches are situated, one in Hosa Petta, a southern quarter; a second in Arale Petta, a western quarter; and a third in Cubbon Petta, an eastern quarter; of the native town of Bangalore.

71. The staff of teachers numbers 14, of whom 6 are employed in the central school and its preparatory branch, 3 in each of two other infant schools, and 2 in the fourth. There are besides, a number of women whose office it is to accompany the children from their houses to the school, and attend to their wants generally.

72. In the preparatory schools the course of instruction embraces object lessons and exercises on form and colour, in addition to training in the preliminary stages of reading and arithmetic. Particular attention is also given to the encouragement of personal cleanliness and tidiness in the pupils, the effect of which is seen in the appearance of the elder girls who have been advanced to the Central School. In this higher department there are six classes. Needle-work, and the arts of cutting out and making up native garments, are branches of their instruction of immediate practical value.

73. A great source of discouragement is the early removal of the girls from school. The most promising scholars are frequently withdrawn just at the time when the fruits of the labour bestowed

upon them are beginning to appear. It is to be hoped that the popular prejudice in conformity with which the retirement of the elder girls is enforced may be gradually overcome. That the parents should have been induced to allow their daughters to attend the more distant Central School, when fit for promotion from the infant schools, is an indication that they are not entirely without interest in the education of the girls.

74. On comparing the principal school in its present condition with what it was a year ago, I think that progress has been made. With the fuller development of the system which is possible with the increased funds at the disposal of the managers, there is little reason to doubt that a greater advance will be apparent every succeeding year, and that a yet larger number of girls will be brought under instruction.

75. In addition to the Government grant, the income of the schools is derived principally from local private subscriptions, which now amount to Rs. 90 a month. The funds are occasionally replenished by donations from England, and by the sale of fancy articles sent out for the benefit of the schools.

76. This school had been in feeble operation for several years. In February 1866 Mrs. Dalzell undertook the charge of it, there being at that time no more than 12 scholars. Within a year the number increased to 63, and a further addition of pupils has since taken place until it now reaches 100.

Wesleyan Mission Canarese
Girls' School.

77. A new and commodious building was erected for the school at the beginning of 1867, and the present prosperous condition of the institution may be accepted as an indication of its general efficiency. I was much pleased with the order and general arrangements. The average attendance is good for a girls' school. Specimens of needle-work done by the pupils were shewn to me. Much of it was fancy work, which is sold for the benefit of the school. It need scarcely be said that the girls pay no fees. Their books are at present provided for them. They are all apparently connected with respectable families. Three are Brahmans, and the same number Christians; the rest are mostly daughters of Mudliars and Chetties.

78. In addition to the Government grant, the school is supported by private contributions to the amount of Rs. 5 a month; by a grant from the Missionary Society of Rs. 200 a year; and by donations from friends in England, which last year came to about £10.

79. This school has well maintained its position throughout the year, and continues to enjoy the same popularity as at first.
- Caste Girls' School, Alasur.

80. The work of instruction has been efficiently carried on during the year. That the status of the school should have been maintained without any decline, is perhaps as much as could reasonably be expected, the difficulties in the way of female education in this country being taken into consideration. Popular prejudice requires girls to be removed from school at so early an age, that little can be attempted in the way of informing their minds, beyond giving them elementary lessons likely to be of practical value. There has been a diminution in the amount of needle-work done during the year, the relations of the pupils not having sent in materials for cutting out and making up into garments to the same extent as before. A fluctuation in this respect may be looked for from time to time.

81. The funds of the school are raised as before, and no important change has taken place in the income thus derived. About Rs. 8 a month however is subscribed in Bangalore.

82. This school is in connection with the Wesleyan Mission, and is attended principally by the sons of horse-keepers employed in the Artillery Brigade. There is an evening class for adults.
- Gun Troop Tamil Boys' School.

83. The school is taught by one master, who receives a salary of Rs. 10 a month. The boys, as may be imagined, are very poor, but a fee of 3 cash a month is expected of them. From this source about half a rupee is realized, and subscriptions for the support of the school are further received to the extent of Rs. 8 a month. The building is somewhat confined, and is in want of a new thatch for the roof, and of cleaning and whitewashing inside. A little furniture, such as a chair, black-board, and a dozen or so of slates, should be provided.

84. This school has been many years in existence, and is entirely managed by natives. It has had a uniformly successful career, and is attended at the present time by the large number of 120 girls.
- Hindoo Tamil Female School.

85. Having myself a very slight acquaintance with Tamil, I made particular inquiries regarding the nature of the books used in the school, and may here insert such information as I obtained. The Kural is too well known to need description. Tiruvasakam is a

collection of hymns to heathen deities. In chanting them the girls were divided into two sets, who sang in response to one another, much in the same way as in English churches two sets of choristers chant the psalms, taking each verse alternately. Kálavardani is a monthly periodical published in Madras, containing, besides other information, articles on religious and scientific subjects. Pongal Kalvi is a collection of precepts forming a guide for females. Padārta Sintūmani aims at a description of the chemistry, or rather properties, of various articles of food. The portion repeated by the scholars being translated to me, I found that it treated of the effects produced by drinking different kinds of water. Certain diseases were prevented by drinking the early morning dew, others by drinking sea-water which had been boiled. Some complaints were brought on by the use of water from stagnant pools, or water from a well into which the sun never shone, and so on. Karpumāle conveys instruction in household economy, and Atichodi is composed of maxims in morality and on the duties of wives.

86. There seems therefore on the part of the managers a desire to have the girls instructed in useful practical knowledge, so as to fit them for the discharge of home and family duties. To shew however how great are the misgivings with which the people of this country still regard the education of their girls, I may mention that notwithstanding their comparatively enlightened views, the parents of the pupils in this institution make a decided objection to having their girls taught the English figures in arithmetic, though they are far simpler than the Tamil ones. There is a fear that it would be only the first step to other innovations which would end in the complete break down of the native system.

87. I may say in conclusion that I still think, as formerly reported, that the management and condition of the school are highly creditable to all concerned. The subscriptions for its support are it is to be regretted somewhat diminished, owing to the death or superannuation of some of the principal contributors. The amount now obtained is between Rs. 10 and Rs. 20 a month. The premises are in need of white washing inside, and the maps should be renewed as some of them are much defaced.

88. The following is the report of the last inspection of this Wesleyan Mission Tamil Girls' school.
Orphan School.

89. The number of pupils and general arrangements have undergone no change. A certificated mistress has been obtained from Madras to superintend the studies, and much benefit is expected to arise from her services. The state of the funds is as reported last year. The proceeds of the sale of crochet work amounted to Rs. 133 during the twelve months, which is somewhat less than the

sum obtained last year. An alteration is being made in the premises, the object of which is to improve the sleeping apartments, and provide more room for both school and boarding purposes.

90. These seminaries have been established a long time, and have been conducted with great ability and success entirely by natives. Though placed among Tamil schools, as being chiefly intended for the Tamil community of the Cantonment, the institution includes distinct seminaries for instruction in Tamil, Telugu, and Canarese. The last has been formed during the past year.

Sadur Veda Siddanta Saba Seminaries.

91. There are reported to be in the whole school 281 pupils. The Tamil seminary has 141, with an average daily attendance of 98, and the Telugu seminary 140, with an average of 95. Of the whole number, 43 attend various English schools during one part of the day, for instruction in that language. In each branch of the school there are four classes, managed by as many teachers. For general superintendence there is a committee, certain members of which are styled directors of instruction, whose duty it is, as well as that of the secretary, to hold an examination once a week, and to see that the school is properly carried on. Other office bearers are an accountant, a fee collector, and a person to assemble the boys. The hours of study are from 7 to 10 in the morning, and from 12 to 5½ in the afternoon. The weekly examination is generally held on Sunday.

92. The majority of the school books in use are those published by Government in the Madras Department of Public Instruction. During the last six months some purely religious books have been introduced into the Tamil seminary, such as Tiruvāsakam (prayers to Shiva) Tirumori (prayers to Vishnu) Tiruvengada Tandadu, Arunagiri Andadu, &c. A new and larger supply of maps is, I consider, quite necessary, as those now in use are very much defaced.

93. At the beginning of January it was resolved to add a Canarese class to the school. It is taught by the second Telugu master.

94. The general arrangements and the entire management of the schools are orderly and exceedingly creditable. Among the various institutions in the country under native direction, I would award the superiority to these seminaries, which have been in operation for a quarter of a century, and to the female school attached to the same association. The number of absentees among the pupils is considerable, and the managers further com-

plain that the boys are removed from school before they have been a sufficient time under instruction.

95. The school fees are, in the Tamil and Telugu branches, 8 annas for the first class, 6 for the second, 4 for the third and 2 for the fourth. For the Canarese class the fee is 4 annas. The free scholars who are too poor to pay anything number 26. The amount realized by tuition fees is about Rs. 50 a month. From private subscriptions Rs. 20 more are obtained. Owing to the death or removal of influential members of the association, the assistance from this source is gradually diminishing. The monthly expenditure is about Rs. 106, and the income from all sources is only just sufficient to cover this amount. A surplus fund of Rs. 1,000 had been collected, but through the bankruptcy of the trustee this sum has been lost to the school.

96. This school is intended for the sons of camel and bullock drivers in the public cattle lines. The number of
Commissariat Hindustani School. scholars is the same as last year.

97. I am glad to report a great improvement since the former inspection, in the discipline of the school. An advance has also been made in the studies. There are still wanting some maps and a black-board. A sum of Rs. 8½ is obtained by fees, and this, with the Government grant, is all the income of the school.

98. This school has not been so well managed latterly as it was two or three years ago. The attendance of pupils
Madrasa Islamia, Cantonment. is very good, and there is no deficiency in the funds. There is therefore no excuse for neglect.

The attention of the committee has been called to the unfavourable account of the instruction given to the boys. The report of inspection is as follows :—

99. A considerable falling off has taken place in the number of scholars, which may have been caused by the dearth which prevailed last year, but I think the difference in numbers is mainly due to a stricter system of registration, and to the removal from the roll of the names of constant absentees.

100. With regard to the text books in use, it will be seen that with scarcely an exception they are entirely different from those I found in the school last year. It will also be observed that only a few pages have been studied in many of them. For these reasons it is difficult to ascertain whether any progress has been made. The following changes may however be noticed. A class for the study of Arabic has been added at the head of the school.

No history is taught in any of the classes, and geography only in one. Euclid has been introduced into the third class. I think the adherence to a fixed progressive course of instruction would be productive of more benefit than this system of constant change. Were a curriculum drawn up and adopted, in which each branch of study should receive its due share of attention, an even and decided progress would speedily be manifest. The inadequacy of the text books printed by Government, and the want of maps have, in some measure, led to the neglect of arithmetic, history and geography. The books, being only epitomes, are soon exhausted, and a boy who has committed the whole to memory in a few months not unnaturally considers himself to have sufficiently mastered the subjects of which they treat.

101. The income of the school is derived from private subscriptions to the amount of Rs. 50 a month, and school fees varying from 1 anna to 3 pie, which produce Rs. 5½. The surplus of receipts over expenditure has been thrown into a reserve fund, in which a sum of Rs. 1,200 is on hand.

102. This school belongs to a different sect of Mahomedans, and is on the whole well conducted by the Pesh
 Madrasa Kudusia, Canton-
 ment. Imam and his assistants.

103. According to the register there are 227 scholars, the number in attendance however was no more than 135. I have directed a revision to be made of the rolls, with the view of removing the names of boys who are too irregular to be retained as pupils. The general management of the school appears to be good, and on this subject I have nothing to add to my last report. There has evidently been much laxity in enforcing regular attendance.

104. Fees are levied from the scholars according to their means, of from 3 cash to 4 annas. The monthly collection from this source averages Rs. 12½. There are further private subscriptions for the support of the school, from which a sum of Rs. 74 is obtained.

105. The numbers at this school have been greatly reduced owing to a dispute which arose as to the manage-
 Madrasa Mufid ul Anam,
 Sultan Petta. ment and the distribution of the grant-in-aid.
 It ended in an entire separation of the disput-
 ants into two parties, and the establishment of a rival school in the neighbourhood. The seceders naturally drew away with them a considerable number of old pupils.

106. The division into classes is little more than nominal, as the more advanced boys are all taught from separate books. I am sorry to say that there is much apparent confusion in the general arrangements. This is due partly to the illness of the nazim, who has been unable for some time to attend to his duties properly, and also to the effect of a suspension of the grant-in-aid for several months during which it remained doubtful whether the payment of the amount, first provisionally sanctioned for six months, would be continued, and the grant made a permanent one.

107. There are no maps in the school, but I have directed that such as are available in the book depôt should be purchased. A register of certain particulars regarding the condition and attendance of each boy has been very laboriously written up. I have suggested certain modifications, which, without sacrificing any of the information, will simplify the mode of entry and make reference to the statistics more easy. I trust that on examining the school again a great improvement will be manifest.

108. The fees paid by the scholars vary from $\frac{1}{2}$ an anna to 4 annas, and the total collection for the month averages Rs. 10. The private subscriptions are set down at Rs. 48. In last May, they seem to have amounted to a good deal more, as Rs. 76 is the sum entered as received during that month.

109. This is unquestionably the first of the Hindustani schools in the province, and is attended by about the same number of pupils as last year. It will be seen from the report given below, that an attempt has been made to introduce English lessons in addition to the Arabic, Persian, and Hindustani studies.

Madrasa Mahammadia,
Sultan Petta.

110. On comparing the present list of lessons with those which were taught when I last inspected the school, some important innovations will be observed. The principal of these are the introduction of English into four classes, and of algebra into the first. For instruction in English a native master has been engaged. He is a Hindu, and a former pupil of the London Mission Institution. I regret that he was not present at the time of my visit. I was the more anxious to see him and ascertain his fitness for the work, as the managers of the school are ignorant of the language, and I feared they might possibly be deceived in their opinion of him. I could not well judge of his success from the performances of the boys, as they have not as yet advanced beyond the reading with a little difficulty of easy sentences in the First Book. The algebra is taught according to the native method, and has been introduced by a Maulvi from Madras, who is temporarily living here for his

health. Whether on his departure the study will be kept up seems doubtful. The geography of India had been particularly well learned, and the history, as formerly described, had been committed to memory from beginning to end. The instruction in industrial occupations, as printing, book binding, and carpentering, is still carried on, and many articles of furniture are ready for sale in the workshop.

111. Altogether the school continues to deserve the high character which I have in my former report ascribed to it.

112. Regarding the funds of the school I am enabled to supply the following information. About 25 boys are free scholars, the rest pay from 3 cash to 2 annas each a month. A sum was thus obtained in October of Rs. 7—13—0. The private subscriptions amount to Rs. 50—8—0.

113. Peculiar interest attaches to this school from its being the only one of the kind in this part of India.

Mahomedan Female Educational Institution.

That the Musalmans who have established it should have been successful in obtaining so considerable a number of pupils since June, when the school was opened, is a very encouraging sign.

114. The school contains 115 registered pupils. Of this number, 103 were present, but the average daily attendance is 90. The ages of the girls vary from 6 to 12 or 13. The hours of study are from 9 to 3 with a short interval for refreshment. There are four classes, each under a female teacher.

115. The course of instruction is for the first class Talim Nama, Koran, Char Kursi (a religious catechism) and Sirat ul Islam (or the Bridge of Islam). The second class read the First Book and Koran, and the other classes are learning the alphabet.

116. The teachers, with the exception of one, were not allowed to be seen, and the girls were very shy. Many of the little ones were in tears through fright, and the elder ones refused to come out of their concealment. Great allowance must be made, considering that this was the first inspection, and that the girls were entirely unaccustomed to the presence of male visitors. The members of the committee who accompanied me said it was the first time they had been admitted to a sight of the pupils. About half a dozen girls were induced to read from the Talim Nama, which they did very fluently and correctly. They could also write words and numbers on a slate. I think a good beginning has been made, and it is a fair result to shew for eight months' instruction that a majo-

riety of the girls are able to read, considering that they did not know a single letter, previously. Some arrangement should however be made by the committee for a periodical examination of the pupils. It is intended soon to provide for instruction in needlework, and I believe the teachers are studying geography and history with a view to giving lessons in those subjects. On leaving, I had sweet-meats distributed to the girls by way of encouraging them, and in the hope of making them look forward without misgiving to future inspections.

117. The school is mainly supported by private subscriptions amounting to Rs. 70 a month. Of this sum, half is obtained from Europeans and half from natives. The girls each pay a fee of half an anna, which produces about Rs. 5 a month. The premises are very confined, but I understand that the committee intend building a suitable school house, and are in treaty for a piece of ground for that purpose.

118. This school has not been inspected yet. It is a branch of the
 ANIKAL. Canarese Girls' Day Schools, of which an account is given under Bangalore. The number of pupils is about 30.
 London Mission Canarese Girls' School.

119. This school continues to be well managed. A recent report by
 CHINNAPATAM. the Sub-Deputy Inspector says :—
 Hindustani School.

120. "The school contains 109 boys, of whom 84 were present at the time of inspection. There are three classes, each under a teacher. The first class answered very satisfactorily in the history of India, and geography. In arithmetic they were well acquainted with the rule of three. The second class read well from Talim Nama, and readily answered questions on the meaning of words. In arithmetic they repeated the multiplication table very quickly. Their handwriting was good.

121. "The whole progress of the school is very creditable and satisfactory. I made some suggestions on the way of teaching which may prove beneficial to the teachers and scholars.

122. "The rate of school fee is various, from a half to one anna. The monthly collection amounts to Rs. 3 or Rs. 4. The secretary of the school states that the endowment fund of Rs. 2,300 produces a profit of Rs. 23 a month."

CLOSEPET.

Hindustani School.

123. The attendance at this school is about the same as last year.

124. The most advanced pupils of last year have left, and the present scholars are engaged with very elementary studies. The school has suffered very much from the distress which prevails in the town arising from the atrophy of the silk worms, on whose produce the inhabitants are almost entirely dependent for their livelihood. Of 1200 Musalman residents, it is estimated that 500 have been forced to leave the place owing to the failure of their industry.

125. There has been great irregularity in the attendance throughout the year. The head boy had been absent for nine months, and others for long periods. The premises used for school purposes at the time of my last visit speedily became untenable, and it was found impossible on account of the impoverishment of the people to raise funds for the erection of a new building. I understand that a petition was presented to the Shringiri Swami, when he passed through the town, for money to be devoted to the building of a new school, but as it was to be for the use of Mahomedans, the want of success in obtaining funds from this source is less to be wondered at than that such an application should have been made. The boys now meet in a musafir khana belonging to the kotwal.

KOLAR DISTRICT.

126. This school has not improved during the year. The premises in which it was carried on having become unsafe for want of repair, a vacant room in the Government school was placed at the disposal of the master, and is now occupied by his pupils, among whom are 7 girls.

CHINTAMANIPET.
Hindustani School.

127. The general condition of the school did not appear to be quite so satisfactory as on the occasion of my former visit. The lessons are much the same, and little progress is apparent. The master has resolved henceforth to adhere to the course of studies which have been drawn up for Government Hindustani schools. I trust therefore that a change for the better will be perceptible at the next inspection.

128. This is a small school in a poor neighbourhood. The pupils are all connected with silladars in the Mysore Horse. The last report says:—

ECHINPALLI.
Hindustani School.

129. "The rolls contain the names of 25 boys, of whom 20 were present. Some of the others were absent from sickness. The

school is divided into three classes, in all of which the pupils answered satisfactorily. In the first class two or three boys knew as far as proportion in arithmetic.

130. "The school building requires thorough repair, and also needs to be kept cleaner. The amount of subscriptions collected is Rs. 1—7—0. School fees amount to Rs. 1—2—0 a month."

TOOMKOOR DISTRICT.

131. The following account of this school is extracted from the last

TOOMKOOR. inspection report:—

Wesleyan Mission Girls'
Orphan School.

132. "Two or three of the elder girls are able to read and write a little in English, and most of them speak English to some extent. But Canarese is the medium of instruction. All the lessons are given by a munshi assisted by a catechist, and daily visits are paid by the missionary. Out of school hours the girls are under the care of a native matron. All household duties as well as cutting out, making and mending of clothes, &c., the girls are taught to perform for themselves. This department is carefully superintended by the wife of the resident missionary. The accommodation would allow of a much larger number of girls being admitted, but for some time past no destitute girls have been met with.

133. This school has a good master, but the attendance is not nume-

KENIGAL. rous. The Inspector says:—

Hindustani School.

134. "I was assisted in the examination by the amildar, who has given considerable attention to Hindustani and Persian literature, and evinced an interest in the welfare of the school. The standard of Class I appeared to me not equal to what it was on the last occasion, I had to visit the school, but I perceived that with two exceptions the whole class consisted of new pupils. There was a disposition to fall back into the confusing mode of classification, or rather absence of classification, so common to indigenous schools. The head master admitted this, and stated that when the parents of a boy wanted any particular book to be read, it was difficult for him to avoid giving offence and at the same time to retain the system he would like to see enforced. History and geography meet with as little favour as in Canarese schools. Of the latter subject something was known, but the former did not appear to have received any attention, and arithmetic had been neglected. Most of the other studies were carefully taught. But

every boy in the class did not read all the books entered as the course of study in Class I. The master is a man apparently much respected in the town and takes a real interest in his work.

135. "The rule that one half the expense be borne by the promoters of the school is not acted up to. The monthly income from fees and other sources is said to vary from Rs. 2 to Rs. 8.

136. "I learned that some young men whose duties prevent their attending school during the day, receive instruction from the master at his own house in the evening. No other Hindustani school exists in the town."

Ashtagram Division.

MYSORE DISTRICT.

137. Four students from this school matriculated in December, one of them in the first class. Their example is likely to find many followers, as permission has been obtained from the Senate of the Madras University to hold a branch examination in Mysore itself.

MYSORE.

Wesleyan Mission Boys' School.

138. There has been no increase in the number of scholars during the past year, but the average attendance is improved. There were present at the time of examination 143 boys. The most advanced scholars of the first class have been preparing for matriculation. These boys have made very fair progress since I last inspected the school.

139. A general promotion appears to have been made not long ago, and there is consequently in every class a great inequality between the upper and lower pupils. In the first class undue attention seems to have been paid to geometry, and the boys have gone farther in that subject than is necessary for matriculation. The second and fifth are the most satisfactory of the subordinate classes. The master of the fourth appears to be a good teacher, but has been in charge only one month. The condition of the third and sixth classes needs looking into, and the entire discipline of the school might be improved.

140. I regret to find that the remarks in my last report upon the maps have received no attention. I consider that a new set is absolutely necessary, and would recommend the series prepared by Mr. Hughes.

141. The fees produce on an average Rs. 28½ a month, the rates being as formerly reported. A few poor boys are admitted free. In addition to this source of income the school receives a grant from the Wesleyan Mission of Rs. 1,000 a year.

142. There are two schools, one for boys and one for girls. In the former a little English is taught, but Tamil is the general medium of instruction.
Catholic Schools.

143. There has been a falling off in the numbers of the English school, due, it is said, to the scarcity which has prevailed during the past year. It nominally contains 21 pupils, but the average attendance is only 9, which is just one third of the number I found a year ago. A change has been made in the master. The present one, who was formerly employed in the Shoolay school at Bangalore, has been here five months. The superintendent of the mission, the Rev. Mr. Janssoone, has also been lately appointed to this station, and has not yet acquired a sufficient knowledge of English to take an active part in examination.

144. In the Tamil school there are 75 registered scholars, the average daily attendance being 54. In this number are included most of the boys from the English school, who are here taught the vernacular. Altogether in this department there has been an increase. The master is the same that was in charge last year.

145. The girls' school is under the management of the nuns, and from 40 to 50 pupils are said to attend daily. They are all merely beginners.

146. My visit unavoidably fell on Thursday, on which day, according to the French custom, a whole holiday is given.

147. The instruction throughout the school is very elementary in character, and the English branch I consider is less advanced than it was last year. The Tamil is in about the same condition. The study of geography from maps has been entirely given up, owing to their being printed in French. I before pointed out the inconvenience arising from this, and would recommend the provision of a few English maps.

148. With the exception of half a dozen boys, all the scholars are Christians. Among the girls five are orphans, and these are fed and clothed by the mission. When old enough they will be sent for employment to the silk factory at Kingeri.

149. The extreme poverty of the children makes it impossible to collect any fees from them. Their books also have to be supplied.

The school is therefore almost entirely supported by the Government grant-in-aid.

150. This school is not in so satisfactory a condition as could be wished. There has been a considerable decrease in the number of pupils.
Madrasa é Bowring.

151. There are on the books 111 names. As a year ago there were 202, a decrease has taken place in the number of scholars at the rate of 45 per cent. The hardness of the times is said to have caused this reduction of the strength of the school.

152. Two branches have been opened in different quarters of the town, one at Agrahar and another at Shrirampet. These are said to contain 25 boys each. It is proposed, I believe, to establish two other branches, in districts called Nazarabad and Savai.

153. There is evidently great irregularity in the attendance, although this may not be discovered from the register. When I reached the school at 7, though notice of my visit had been sent the day before, only 30 boys were present. Others kept dropping in, till between 8 and 9 there were 80 assembled.

154. The classification of the pupils, as stated in my last report, is merely nominal. Only about 20 boys have made much advance, all the others being engaged with the mere reading of the Koran, or the learning of the alphabet. Arithmetic has been taught according to the native system, and the pupils best acquainted with the rules were unable to find correct answers to some simple sums, in the working of which they made use of tedious and perplexing methods. I have directed the manager to apply for copies of an arithmetic on the European model. Maps are greatly needed for teaching geography.

155. The funds of the school, apart from the Government grant, consist of the proceeds of school fees, private subscriptions, and the interest of the endowment fund. The fees bring in from Rs. 2 to Rs. 4 a month, the rate for each boy being from 1 anna to $\frac{1}{2}$ anna. Thirty however are free. The private contributions amount to something over Rs. 30 a month. The fund of Rs. 600 seems to have been placed at the disposal of a wealthy merchant who has given great assistance to the school. Owing to differences between himself and his brothers, it appears that he is unable to realize his property, and in consequence the school money is as it were locked up for the time. Security in the shape of bills has been given by him for the principal and interest. These cannot however be converted into cash.

156. This is a small school, but has made satisfactory progress during the year.

FRENCH ROCKS.
Hindustani School.

157. Since my last inspection it has been removed into a cleaner and better constructed building. The regiment formerly stationed at the French Rocks, and which was removed for a time to Mysore, has returned to occupy its former quarters, but the number of scholars at this school has not been thereby increased, owing to the existence of an efficient regimental school, in which English, Hindustani and Telugu are taught. The regimental munshi, who was present, declared himself satisfied with the answering of the first class to his questions on Persian grammar, and I am glad to observe that the whole of the boys seem to have been carefully instructed. The general condition of the school is I think satisfactory, and decided improvement has been made since I last saw it.

HASSAN DISTRICT.

158. This school occupies a much higher position than the ordinary indigenous schools of the country, both in the class of students and the character of the instruction. Melkota is a place of considerable eminence on account of its large temple, and its literary associations. The inhabitants are nearly all Brahmans.

MELKOTA.
Sanskrit and Canarese School.

159. I am glad to say that the assistance rendered by Government, in the payment of a monthly allowance to the managers and in the repair of the former school premises, has promoted the revival of the institution, and restored to it the prosperity which it for many years enjoyed. The principal indication of its present flourishing condition is the very considerable increase that has taken place in the number of pupils. When I saw the school a year ago, there were only 25 present, though the register was said to contain the names of 50. Now there are 110 enrolled pupils, and of these, 86 were present at the examination. All are Shri-vaishnava Brahmans.

160. The Sanskrit school contains 46 students, who form three classes, and in the Canarese school there are 64, divided into four classes. The most advanced scholars whom I found in attendance last year have left the school, and the attainments of the present first class in Sanskrit are somewhat lower, but proportioned to the greater youthfulness of the students.

161. In the Canarese branch most of the Government school

books have been introduced, but the novelty of studies in history and geography has prevented these subjects being taught to much profit as yet. It must also be borne in mind that Tamil is almost exclusively used in conversation by the Melkota Brahmans, and that the boys being habituated from infancy to that language have a difficulty in understanding Canarese. More progress however than has been made could hardly in fairness be expected, as the premises have been fit for occupation only three months, and before they were repaired no regularity could be observed in the studies for want of a suitable school room.

162. I have recommended that the Devanagari character should be employed in the Sanskrit studies, and also that arithmetic should be taught in the Sanskrit school. The masters are conscious of the deficiencies of their method, and one of them, with reference to this, expressively described the school as a horse without a bridle. The head master of the Banawar Government school being at Melkota on leave, will assist them in acquiring a competent knowledge of the modes of instruction with which they are not familiar.

163. At the time of my former visit I remarked that the boys should first be taken through a course of instruction in Canarese before entering upon Sanskrit studies, and the masters profess to have observed that a great advantage arises from following this plan. Boys who know Canarese fairly, shew more receptive power in learning Sanskrit, but those who have been taught only Sanskrit seem unable to take in any knowledge through the medium of Canarese, even though, as was said, their heads are broken in the process.

164. Owing to the large number of scholars that have joined the school it has been necessary to engage an additional master, and there are now four, two for Sanskrit and two for Canarese. The boys pay no fees, and are said to be so poor that there is great difficulty in getting them to buy books costing one or two annas each.

165. The enlargement of the premises will probably be necessary before long, but will not involve much expense, as an additional section of the temple verandah can be brought into use and will only need to be enclosed. The repairs to the present building have been very satisfactorily carried out.

166. I may in conclusion remark that much interest appears to be felt in the school by the residents of the town. Both the school room and the street outside were crowded with spectators during the examination.

167. These schools have only recently received a grant-in-aid.
 • The inspection report gives a very favourable account of the management and instruction, and general condition of the establishment.

• SHETHALLI.
 Catholic Schools.

168. "The number of children in the boys' school is 50 and in the girls' 34, making a total of 84. In the boys' school two teachers are engaged, on a salary of Rs. 10 and Rs. 7 respectively. Fees are paid, but the proceeds are considered the perquisite of the teachers. Those who are able to do so are expected to purchase their own books, but I observed several boys were not provided with books. Three destitute boys were lodged, fed, and allowed to attend the school gratis. But from the general appearance of most of the children I should infer that their parents were tolerably prosperous. The proportion of heathen to Christian boys was very small, being about 3 per cent. With very few exceptions all were the children of cultivators.

169. "Except during harvest the attendance is very regular. The distance the boys walk, in some cases as much as two miles, is an indication of the popularity of the school. Four boys were pointed out to me who came from Maggi, a town about 9 miles to the west of Shethalli, whose expenses for board and education are paid by their parents, the boys being accommodated by their friends in Shethalli.

170. "The standard of education aimed at comprises reading, writing, and arithmetic as far as the rule of three. Religious instruction is given daily.

171. "With the girls' school I was particularly pleased. Three native nuns are engaged in teaching. The work, in addition to that done in the boys' school, includes plain needle-work and singing. Although not so far advanced as girls in the best schools in Bangalore, the proportion of elder girls, that is girls of an age from 9 to 11, was much greater than I have been accustomed to see. I consider they read better than the boys, but are not equal to the latter in arithmetic. The facility with which they read manuscript and the neatness of their writing are very commendable. Their replies to my questions were shyly given, but were intelligent. The womens' jackets, boys' caps, and other specimens of needle-work, appeared to me to be of a substantial, useful character.

172. "The boys' school has been for many years in existence, but the girls' school was commenced about four years ago. I consider the grant has been well bestowed."

Nugur Division.

SHIMOGA DISTRICT.

173. This school has never been in a very satisfactory condition, and during the last few months has been disturbed by disputes arising out of the unpopularity of the nazim. After an inquiry into the case by the Deputy Superintendent, pending which the grant was stopped, it was determined to appoint another man to the office, and it is hoped that this measure will be successful in restoring order to the school and in making it more efficient. The Inspector's report on the school is as follows:—

SHIMOGA.
Hindustani School.

174. "I found an attendance of 45 boys, and observed that they were better supplied with books than on the occasion of my last inspection. The classification was more judicious, and the general arrangements evinced a more systematic internal management than had previously appeared.

175. "With the assistance of the head master and a Musalman gentleman who has shewn an interest in the establishment, I examined Classes I and II, each numbering ten scholars. In the first class the Talim Nama, Kavayad i Urdu, and Gulistan, were brought up for examination. Of the two last subjects only a small portion had been studied, but the answering was general, and not confined to the upper half of the class. Arithmetic had not received due attention. Only one boy had got beyond compound subtraction. History and geography were not taught, and none of the books printed by order of the Commissioner had been introduced. The handwriting was very neat. Class II read the Talim Nama and Hindustani grammar, and pay considerable attention to writing. In arithmetic they can work sums in addition and subtraction.

176. "A few boys pay fees; the amount realized monthly from this source is said to average Rs. 1—4—0. The principal part of the expense is met by the Government grant. Since the month of November 1866, the monthly expenditure has actually been less than the grant, in consequence of a reduction in the teaching staff, and the muktasir informed me he had upwards of Rs. 100 in hand. I pointed out to him the inconsistency of calling the school a grant-in-aid school when in reality it was maintained at Government expense, and shewed him that although Government was disposed to behave very liberally towards Hindustani schools, some attempt must be made to raise funds in accordance with the rules,

or it might be considered necessary to withdraw the grant. To this he assented, and obtained the written promise of several of the inhabitants, principally officers of the Barr corps, to subscribe regularly. The aggregate amount promised was a little under Rs. 20, with a prospect, I was assured, of additions that would raise the sum to nearly the amount allowed by Government.

APPENDIX IV.

PRIVATE UNAIDED SCHOOLS.

1. The vast majority are the indigenous schools of the country, either Hindu or Mahomedan. There are, besides, a few mission schools in Bangalore, Mysore, and some of the out-stations. None of these institutions have been placed under regular inspection, but on passing through the various districts of the province, the educational officers have taken the opportunity of examining the private schools of any importance lying along their route. In some cases their inspection is invited, and in others readily welcomed. In a few, on the other hand, their visits are regarded with suspicion, and there is evidently no desire to have them repeated. As a rule, however, there is little difficulty in obtaining access to any native school, especially if the visitor is able to communicate with the master in his own language, and has some acquaintance with the customs of the country.

2. The difference between indigenous schools is generally so slight, that to have seen one is to have seen all. They may however be conveniently divided into higher and lower class Hindu, and higher and lower class Mahomedan schools. A sketch of the instruction imparted in the institutions coming under each of these heads was given in last year's report. Some additional information on the same subject has been supplied by the present officiating Inspector of the First Circle, with reference to Hindu schools. He says:—

3. "I beg to give a sketch of the conduct of indigenous Canarese schools, which will indicate the popular taste, the existing standard of education, and the rate of remuneration to school masters.

4. "No entrance fee is charged. Every Friday each boy pays a trifle. On the 13th evening of each month (trayodashé) another fee, from two pie to half an anna, is expected, with a small present of betel-nut. The three following days from the 14th to 16th, being considered an unlucky time for study, are regarded as a general holiday, and the school master commonly takes the opportunity of attending to any fields or other property that he may have.

5. "Chaturdashé is the name given to the day on which this holiday commences, and before closing the school both master and pupils perform the ceremony of trayodashé pujé, or Saraswati pujé. On this occasion flowers are offered and appropriate mantras repeated in honour of the goddess of learning. The performers surround the piled school apparatus, amongst which the master's cane is prominent. Each boy successively prostrates himself, adopting the following posture; the left ear held between the right thumb and finger, and the right ear between the left thumb and finger, the worshipper tapping the floor with his elbows. Then follows a distribution of parched rice, which has been purchased out of the fees before mentioned. This is the appropriate time for the presentation to the schoolmaster of fruit, cocoanuts, &c. The above fees are not considered any part of the school master's salary.

6. "The usual tuition fee expected from each pupil varies from one fanam to half a rupee a month. Should this payment fall into arrears, the master calls at the defaulter's house, and if no money be forthcoming generally receives payment in kind. Occasionally an arrangement is made between a school master and a speculator by which the latter becomes proprietor of the school, and secures the payment of a fixed salary to the teacher. The Keshawa Devasthanana school at Hassan affords an instance. The teacher, I was informed, receives Rs. 8 a month from a Komati of the town, the latter having the right to regulate all admissions and dismissals, the amount of school fees, &c. Similar arrangements exist in the petta of Bangalore.

7. "A regular supply of betel appears to be a favourite perquisite, and the master is supposed to revel in this luxury without any addition to his household expenditure. No particular boys are told off to furnish each day's supply, but it is understood that if two or three bundles are not produced, all are liable to suffer for the omission. The kóláta, or stick-dance, practised during the feast of Maharnavami, in the month of September, forms another source of income. I am told from Rs. 30 to 50 would be collected during the month, but that latterly this practice has become less remunerative.

8. "The Jaimini, Amara Kosha and Bhaktisara are the favourite books in use, the last one especially among Lingayets.

9. "The course of studies varies very slightly. It is the usual custom before dismissal in the evening for the boys to repeat the multiplication table as far as 100 times 100; then follow the names of the Hindu cycle of years; the months in Canarese, English, Hindustani and sometimes in Tamil; the days of the week in Sanskrit and Canarese; and names given to the points of the compass, with their presiding deities. The boy appointed for the evening leads, and the rest repeat after him simultaneously. The office of leader is held in rotation.

10. "The first duty in the morning, after the usual invocations, is to write out in the sand the whole of the previous evening's recital. To this course may be attributed the accuracy and extent of a Hindu boy's knowledge of the tables.

11. "Manuscripts being generally used, there is rarely any expenditure incurred for books. The study of grammar, geography and history, is objected to, as being of no assistance in obtaining Government employment or in transacting business.

12. "Boys at the age of seven or eight are considered old enough to attend school, and seldom remain more than three or four years. After that period a Brahman boy, if a vaidika, may, as a continuation of his education, learn by rote certain slokas and mantras used by priests on various religious occasions. A loukika Brahman boy probably attends cutcherry as a volunteer, under the patronage of some relative or friend. The children of merchants and tradesmen rarely aim at any further education, except that of their business."

13. The following are accounts of some of the private unaided schools visited during the year.

Canarese Schools.

14. This town is a very considerable one, and has four or five indigenous schools, one of which belongs to the
DODDA BALAPUR. Musalmans. Of the Hindu schools, the two oldest and most important contain 50 and 40 pupils respectively. One is at the extreme southern end of the town, and the other towards the northern end.

15. The master of the first is a man named Mallappah. The occupation of keeping a school has been hereditary in his family for at least two generations back, and the people seem to repose great confidence in him. I visited his school and found 32 schol-

ars present out of 40, the registered number. The course of studies was similar to what is pursued in all the schools of this description throughout the country.

16. The only indigenous school in this town is one kept by a man named Gundappa. He has 30 pupils, whom I examined. He himself is a clever and unassuming man, and a better conducted school than his I have not seen among those of that class. He is apparently much esteemed by the inhabitants of the town. He has kept a school for fifteen years past. On the establishment of the Government school the residents petitioned that he might be the master. This was not granted, and he therefore withdrew to his native place. Eight months ago however he was re-called by a general invitation, and now has a flourishing school.

17. There are said to be eleven indigenous schools in Chintamani, which is a place of considerable wealth. One of these, a Sanskrit and Telugu school, kept by Krishnamachari, I reported on last year. On this occasion I visited another indigenous school of a higher class, kept by Rama Shastri and his brother Umapati Shastri.

18. It has been in operation many years, and contains about 30 scholars, a large number of whom are young men. The school partakes of the character of that at Melkote, with this difference, that Sanskrit is the only subject of study. This however is taught with a thoroughness that leaves nothing to be desired.

19. The method may be thus described:—A sloka is first read out with proper intonation, then the words are separated, or the sandhi resolved; each word is next parsed and its meaning given in Telugu; and finally the whole is freely translated into that language.

20. The text books I found in use were Bhoja Charitra, Raghuvamsha, Sakuntala, &c. In grammar the sutras of Panini were studied, of which some of the pupils were said to know about a fourth.

21. The shastris at the head of the school are exceedingly learned men. Umapati Shastri is a poet, and has received a certificate of proficiency from the Shringeri Swami.

22. I was invited to pay a visit to a school kept in this place by Gangadara Shastri. I am sorry to say I found it in a very unsatisfactory condition. Ganjur is in the Shrinivaspur taluk.

GANJUR.

23. I was requested to visit this place, which is six miles west of Goribidnur, with a view to recommending the establishment of a Government school.

KOSUR.

I found, as I had been told, that the town was larger than Goribidnur. It is in fact the most considerable place in the taluk. Apparently no means now exist for the education of the children. There are said to be fifty Brahmin families residing there, the principal members of which are all shanbogues. Besides these the town contains a large proportion of traders and shopkeepers.

24. This town contains several indigenous schools, three of which have particularly come under my notice, two Hindu and one Musalman. Of the former the best is kept by a Brahman named Krishnapa, and contains 25 scholars. The other has 30 pupils, many of whom are little more than infants. The master's name is Somaiya. The two schools have been in operation for many years, and now yield an income, the former of Rs. 8 and the latter of Rs. 3 or Rs. 4 a month. Of the two men, I consider the first as decidedly the best qualified teacher.

SIDLAGHATTA.

25. The Inspector says:—"I visited three indigenous Canarese schools in the town. Babu Rao, the master of a school of 15 boys, appeared to be the best qualified teacher, and stood well in the opinion of the Government school master and of the amildar."

MADGIRI.

26. "Until the establishment of the Government school the educational requirements of the place were met by a Canarese school, which, I was informed, had been in operation for more than fifty years, the present master having taken charge of it on the death of his father about fifteen years ago. It still appears to be the popular school. I visited it and found 14 boys present. The school betrayed the usual absence of system and was conducted as such schools generally are, but the boys belonged to a better class than those in the Government school, and in some subjects were decidedly in advance of them."

PAUGADA.

27. "This town, said to be about 18 miles distant from Paugada, was strongly recommended by the amildar as a station for a school, but I was not able at the time to go on there. I had an interview with some of the townspeople who happened to be at Paugada on business. From them and the talook records I learned that the population is about 1500 and that no suitable Canarese school exists."

HOSKOTA.

28. "I was informed of one Canarese school, with an attendance of 11 boys, but from all accounts it was of the poorest description and often closed.

KUNIGAL.

29. "This is a small town in the Chinnarayapatam talook. I visited the only school in the place, a Canarese one, recently opened by a Brahman, and attended by 13 boys. On stating my wish to see the school I was conducted to the spot by the kotwal. From the hurried manner in which the boys were called outside and a seat placed for me in front of the house, I perceived that my entrance was not desired, although no objection was made to my examining the boys.

HIRASAI.

30. "The whole of the school apparatus was represented by a small bundle of papers tied up in the teacher's handkerchief. No books or boards were in use. Only four of the boys could read. The multiplication table, generally thoroughly mastered, in this case was imperfectly learnt.

31. "The master was an intelligent man, apparently in good circumstances, and not dependent on the school for his living. The pupils seemed to belong to respectable families. From the teacher I learned that the school had only been twenty days in operation. All the pupils I saw lived in the town, but many more from the neighbourhood were expected.

32. "The books generally used in Government Canarese schools were not known, and no desire was expressed to obtain any.

33. "In Hassan I expected to find four indigenous Canarese schools, three in the fort and one in the petta, but of these only two are in existence and both in the fort.

HASSAN.

34. "In the Keshava Devasthanam I found 15 boys, taught by a Smartha Brahman. About half the pupils were Brahmans, and the rest of different castes. The boys were very quick in using the multiplication table, and one or two performed lengthy calculations mentally, requiring addition, subtraction and multiplication; but no system of arithmetic was taught and none of the boys could work out a simple multiplication sum on a board. The books studied were such as the boys happened to bring with them, generally portions of the Jaimini and popular Canarese poems, which were learned by rote.

35. "In the potters' street I visited a school numbering 28 boys and 3 girls. The boys represented a variety of castes, wakaligaru and potters predominating. The girls were all dancing girls.

Neither the master nor any of his pupils were Brahmans. In attainments very little difference was perceptible between the boys of this school and the one referred to above."

36. This town is a very large and prosperous one, and the head quarters of a talook. It contains four private schools, in which about 50 boys are under instruction. The wish of the people is very strong for an English school, the success of the one established at Yellandur having made them desirous of possessing a similar institution.

CHAMRAJNAGAR.

37. There is one small school in the town kept by a Brahman, in which there are 10 boys, and the same number in another school belonging to the Jains. The pupils are very young and their studies very elementary. The first has been in operation two years, and the other eighteen.

MANDYAM.

38. Besides these, there is an English school kept by a Musalman, an old regimental munshi, who was invited from Maddur by the late amildar, three months ago, to teach the boys of the cutcherry officials English. He has 10 pupils, and receives Rs. 15 a month

39. "The three schools at Kodlipet were attended principally by the children of Komaties and Banajigaru. The aggregate attendance of the three amounted to 38, but was said to fluctuate according to the requirements the parents might have for the assistance of the elder children in helping to keep accounts, assist in the shop, &c. Changes amongst the masters were also said to be frequent. The attainments of the boys appeared to me rather below the common standard, for they had not mastered the multiplication table."

KODLIPET.

40. "In Arkalgode there are three indigenious schools, in which Canarese is taught. Of these, two are situated in the petta and the third in the fort.

ARKALGODE.

41. "The largest of these is one held in a basava temple, with a maximum attendance of 22 boys; 20 were present on the occasion of my visit. Lingayets, banajigaru, and goldsmiths were the castes most numerously represented. The master is a Sudra. Telugu was taught for the benefit of 5 or 6 boys who spoke that language, the rest of the instruction was in Canarese. The attainments of the boys were such as are common in ordinary Canarese schools.

42. "The second school in the pettah, called after the teacher, Venkatappa's school, is of a similar standard as the one just described, but has only half the number of pupils.

43. "The school now in the fort was lately transferred from the petta. I did not inspect it, but learned that it contained 10 or 12 boys, of whom about 6 are Brahmans, but it is in no way superior to those I had seen."

Hindustani Schools.

44. "At the time of my inspection the Hassan Madrasa had 74 names on the register, and 68 boys were present. The pupils are divided into six classes under the care of four masters. Three Musalman gentlemen form the committee of management. The school appears to me well conducted and deserving the assistance of Government. The present expenditure is stated to be Rs. 55 a month. The average amount of fees realized is Rs. 5 a month, the other expenses being met by donations and subscriptions.

HASSAN

45. "The studies in Class I are as follows:—Persian—Araish Nama (a Persian grammar), Chehal Sabak (elementary Persian grammar), Masduri Fayuz (a more advanced Persian grammar). Hindustani—Talim Nama, history and geography of India, arithmetic as far as vulgar fractions.

46. "The apparatus belonging to the school comprises maps of the hemispheres, Europe, and Asia."

47. The Hindustani school here has been established five years, and is supported by private contributions to the amount of Rs. 10 a month, and by school fees averaging Rs. 2½ a month. Out of this sum of Rs. 12½ are defrayed the expenses of the establishment, consisting of a master and two servants.

DODDA BALAPUR.

48. I formed a favourable opinion of the school from examination of the principal boys, who had been instructed in Hindustani and Persian, some being able to read and translate from Gulistan in the latter. The master is a respectable and I should say clever man. The number of scholars is I understand 40, but my visit being on a Friday I did not see all.

49. Dodda Balapur is a large town, and contains a great number of Musalmans. I think therefore the school in question has a very legitimate claim to assistance from Government, both on account of the proportion of Mahomedan residents for the edu-

cation of whose children it affords the only means, and on account of the respectable character and creditable management of the institution itself.

50. "The local Hindustani master, whom I have frequently recommended for a grant-in-aid, presented his pupils to the number of 40 or more for examination. He seems to have been carrying on their studies in a satisfactory manner, and I see no reason to alter the opinion I have already expressed regarding him.

HOONSOR.

Mission Schools.

51. I was invited to visit the vernacular schools established in Mysore by the Wesleyan missionaries, and was taken to five schools, three for boys and two for girls. They are situated in various parts of the native town which lies beyond the fort walls.

MYSOOR.

52. Of the boys' schools two were largely attended, there being from 60 to 80 pupils in each. The course of study included reading, writing, arithmetic, and other simple exercises.

53. The girls' schools had been but recently established. There were about 20 pupils in one, and less than a dozen in the other, but I believe the aggregate numbers have since increased. In the first which I saw, one or two of the girls read very fairly. The second school was held in a small shop very much in need of ventilation. The girls were just beginners.

54. "The Wesleyan Mission have a Canarese school in this town numbering about 30 boys. My attention was called to a deaf and dumb boy who had learnt to write in the school. He worked out a sum in compound multiplication rapidly and correctly, a sufficient indication that, in his case, the teacher must have exhibited considerable patience and ability for teaching."

KUNIGAL.

55. "I visited a vernacular school for boys conducted by the Wesleyan Mission at Golur, a distance of 4 miles from Toomkoor. I found 30 boys present, and was informed that the numbers generally range from 25 to 35. The master is an intelligent Brahman.

GOLUR.

56. "One pleasing feature in this school is that the attendance is not fluctuating as in many vernacular schools, but the boys who enter the lowest class generally remain about three or four years and go through the appointed course. Two or three, who had left

school the previous year, happened to be present amongst the spectators and were called forward to be examined. They wrote a good hand, were able to read well, and understood keeping accounts. Besides this, they had gone through the course of religious instruction adopted in the school. For boys of their class nothing would be gained by aiming at much more than such a course comprises. Each class was examined, and there was sufficient evidence of efficient tuition and careful supervision."

57. "The Canarese school belonging to the same mission in the town of Toomkooor is of a similar standard as to numbers and attainments."

TOOMKOOOR.

58. "I was also requested to inspect a Canarese school at Gubbi for orphan and destitute boys which was established in January 1866. I found 17 boys, of ages varying from 7 to 16, who are lodged, clothed and educated at mission expense. No English was brought up for examination, but several of the boys were taught to read and write in that language. The missionary in charge gives all the lessons to the senior boys, and the lowest class is taught by a catechist. The first class contains 9 boys, whose course of study comprises grammar, arithmetic, history, geography and religious instruction. Each of these subjects had received due attention, and the attainments of the class were very creditable. The state of the lower classes was proportionately good."

GUBBI.

59. There are other important schools in different parts of the country, of which no particular accounts have reached this office. The Sanskrit Institution at Mysore, the London Mission Institution in the petta of Bangalore, with its branch schools in the Cantonment and at Alasur, the boys' schools belonging to the same mission at Malur and Anikal, and those of the Wesleyan Mission at Yedoor, Magadi and Sarjapur, may all be mentioned among such private unaided schools.

| 1 | 2 | 3 | |
|----------------------|----------------------------------|--------------------------|-------------|
| NAME OF INSTITUTION. | LOCALITY. | When established. | |
| <i>Higher Class.</i> | | | |
| 1 | High School | Bangalore... .. | 1858 |
| 2 | The Raja's School... .. | Mysore | 1833 |
| 3 | Superior Anglo-Vernacular School | Hassan | 1852 |
| 4 | Do. do. | Toonikoor... .. | 1852 |
| 5 | Do. do. | Shimoga | 1854 |
| 6 | Do. do. | Chituldroog | 1861 |
| 7 | Do. do. | Chikkamoglúr | 1862 |
| 8 | Do. do. | Kolar | 1863 |
| <i>Middle Class.</i> | | | |
| | | | Total. |
| 9 | Inferior Anglo-Vernacular School | Hoonsoor | 1861 |
| 10 | Do. do. | Davenballi | 1861 |
| 11 | Do. do. | Chinnapatam | 1862 |
| 12 | Do. do. | Nursipoor... .. | 1863 |
| 13 | Do. do. | Chikka Balapur | 1864 |
| 14 | Do. do. | Shikarpur | 1865 |
| 15 | Do. do. | H-rihar | 1865 |
| 16 | Do. do. | Chikkanaikanhalli | 1865 |
| 17 | Do. do. | Yelandur | 1867 |
| Total. | | | |
| Grand Total..... | | | |

| 25 | | | 26 | | | 27 | | | | | |
|--------------------------------------|----|----|--------------------------|----|----|----------|--|--|--|--|--|
| Annual Cost of educating each Pupil. | | | | | | REMARKS. | | | | | |
| Total Cost. | | | Cost to Govern- ment. | | | | | | | | |
| 15 | 9 | 7 | 13 | 6 | 2 | | | | | | |
| 8 | 11 | 7 | 7 | 14 | 0 | | | | | | |
| 11 | 13 | 2 | 11 | 0 | 9 | | | | | | |
| 18 | 8 | 10 | 17 | 1 | 2 | | | | | | |
| 6 | 10 | 5 | 5 | 6 | 9 | | | | | | |
| 10 | 0 | 0 | 8 | 13 | 10 | | | | | | |
| 6 | 13 | 8 | 5 | 3 | 3 | | | | | | |
| 12 | 9 | 7 | 11 | 8 | 7 | | | | | | |
| 15 | 10 | 2 | 13 | 9 | 11 | | | | | | |
| 16 | 5 | 9 | 11 | 14 | 5 | | | | | | |
| 18 | 0 | 0 | 17 | 7 | 7 | | | | | | |
| 10 | 11 | 2 | 9 | 10 | 10 | | | | | | |
| 18 | 4 | 3 | 16 | 15 | 9 | | | | | | |
| 10 | 14 | 2 | 9 | 5 | 11 | | | | | | |
| 12 | 13 | 8 | 11 | 10 | 11 | | | | | | |
| 17 | 5 | 10 | 16 | 7 | 0 | | | | | | |
| 12 | 0 | 0 | 10 | 7 | 8 | | | | | | |
| 21 | 0 | 0 | 21 | 11 | 4 | | | | | | |
| 14 | 8 | 7 | 11 | 12 | 3 | | | | | | |
| 6 | 14 | 9 | 5 | 7 | 10 | | | | | | |
| 22 | 0 | 11 | 19 | 15 | 6 | | | | | | |
| 11 | 8 | 0 | 10 | 7 | 7 | | | | | | |
| 43 | 8 | 0 | 37 | 8 | 0 | | | | | | |
| 7 | 14 | 1 | 6 | 15 | 7 | | | | | | |
| 7 | 10 | 8 | 5 | 11 | 7 | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| 6 | 14 | 11 | 4 | 13 | 10 | | | | | | |
| 7 | 14 | 2 | 3 | 3 | 6 | | | | | | |
| 12 | 0 | 0 | 10 | 9 | 10 | | | | | | |
| 27 | 9 | 7 | 24 | 8 | 11 | | | | | | |
| 7 | 5 | 0 | 5 | 12 | 8 | | | | | | |

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he year

14

26

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participating each

Local rate of assessment. Cost to Government.

REMARKS.

| | | | | | | |
|---|---|----|----|---|--|-------------------------------------|
| 0 | 0 | | | | | |
| 0 | 0 | 0 | 0 | 0 | | Expenditure included in that of the |
| 0 | 0 | 23 | 11 | 0 | | Boys' School. |
| 0 | 0 | 0 | 0 | 0 | | |
| 0 | 0 | 0 | 0 | 0 | | Expenditure included in that of the |
| 0 | 0 | 18 | 13 | 2 | | Boys' School. |
| 0 | 0 | | | | | |
| 0 | 0 | 9 | 9 | 7 | | |
| 0 | 0 | | | | | |
| 0 | 0 | 30 | 0 | 0 | | |
| 0 | 0 | | | | | |
| 0 | 0 | 22 | 3 | 6 | | |
| 0 | 0 | | | | | |
| 0 | 0 | 3 | 6 | 1 | | |
| 0 | 0 | 0 | 0 | 0 | | Expenditure included in that of the |
| 0 | 0 | 0 | 0 | 0 | | Boys' School. |
| 0 | 0 | 0 | 0 | 0 | | Expenditure included in that of the |
| 0 | 0 | 4 | 12 | 2 | | Boys' School. |
| 0 | 0 | | | | | |
| 0 | 0 | 1 | 15 | 6 | | |
| 0 | 0 | 1 | 9 | 3 | | |
| 0 | 0 | | | | | |
| 0 | 0 | 3 | 9 | 7 | | |
| 0 | 0 | | | | | |
| 0 | 0 | 20 | 0 | 0 | | |

No
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Rupees.

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60
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87

INSTITUTION

Annual Return

| 6 | 7 | 8 | 9 | 10 A | 10 B | 10 C | 10 D | 10 E | 11 | 12 | | 13 |
|----------------------------------|--------|---|--|--|-----------|-------------|---------|--------|--|---------------------|---|------------------|
| Pupils on at the end year. | | Average number of Pupils on the Rolls monthly. | Average number of Pupils attending daily. | Number of Pupils on the Rolls studying in each language at the end of the year. | | | | | Monthly rate or rates of schooling fee. | From Government. | | Procee Endowr |
| | | | | English. | Canarese. | Hindustani. | Telugu. | Tamil. | | | | |
| Others. | Total. | | | | | | | | | | | |
| 30 | 30 | 30 | 23 | 30 | 0 | 0 | 0 | 0 | As. 4, 8 & 12 | 0 | 0 | 0 |
| 18 | 18 | 21 | 14 | 18 | 0 | 0 | 0 | 0 | ... | 550 | 0 | 0 |
| 34 | 61 | 70 | 61 | 61 | 0 | 0 | 0 | 0 | ... | 0 | 0 | 0 |
| 76 | 76 | 60 | 76 | 76 | 0 | 0 | 0 | 0 | ... | 0 | 0 | 0 |
| 14 | 44 | 51 | 43 | 41 | 0 | 0 | 0 | 0 | Rs. 2½ to 4 | 960 | 0 | 0 |
| 18 | 128 | 125 | 120 | 68 | 10 | 0 | 0 | 60 | Rs. 1 to 5 | 1,200 | 0 | 0 |
| 0 | 20 | 20 | 20 | 20 | 20 | 0 | 0 | 0 | ... | 600 | 0 | 0 |
| 0 | 35 | 27 | 26 | 8 | 0 | 0 | 0 | 35 | ... | 600 | 0 | 0 |
| 0 | 77 | 71 | 59 | 0 | 0 | 0 | 0 | 77 | ... | 240 | 0 | 0 |
| 0 | 31 | 31 | 30 | 0 | 0 | 0 | 0 | 31 | ... | 0 | 0 | 0 |
| 0 | 30 | 30 | 30 | 0 | 30 | 0 | 0 | 0 | ... | 0 | 0 | 0 |
| 0 | 126 | 81 | 81 | 0 | 0 | 0 | 0 | 126 | ... | 600 | 0 | 0 |
| 0 | 395 | 365 | 275 | 0 | 365 | 0 | 0 | 0 | As. 1 & 2 P. 6 | 720 | 0 | 0 |
| 0 | 115 | 101 | 95 | 0 | 0 | 115 | 0 | 0 | Anna 1. | 150 | 0 | 0 |
| 4 | 94 | 100 | 72 | 0 | 91 | 0 | 0 | 0 | ... | 240 | 0 | 0 |
| 0 | 18 | 18 | 18 | 0 | 18 | 0 | 0 | 0 | ... | 360 | 0 | 0 |
| 14 | 1801 | 1204 | 1046 | 328 | 567 | 115 | 0 | 329 | | 6,220 | 0 | 0 |

| 1 | 2 | 3 | |
|--|---------------|-------------------|-----------|
| NAME OF INSTITUTION. | LOCALITY. | When established. | N |
| <i>English.</i> | | | |
| 1 Bishop Cotton's School, Girls' ... | Bangalore ... | 1865 | |
| 2 Cantonment Girls' School ... | Do. ... | 1856 | |
| 3 St. John's District Schools, Girls' ... | Do. ... | 1854 | |
| 4 Do. do. Infants' ... | Do. ... | 1854 | |
| 5 Wesleyan Mission Eng. Girls' School... | Do. ... | 1865 | |
| <i>Anglo-Vernacular.</i> | | | |
| 6 Convent of the Good Shepherd ... | Bangalore ... | 1854 | 6 |
| 7 London Mission Canarese Girls' Board ing School ... | Do. ... | 1812 | 2 |
| 8 Wesleyan Mission Tamil Orphan Girls' School ... | Do. ... | 1855 | 3 |
| <i>Vernacular.</i> | | | |
| 9 Alasur Caste Girls' School ... | Bangalore ... | 1861 | 7 |
| 10 Catholic School ... | Mysore ... | 1861 | 3 |
| 11 Do. do. ... | Shethalli ... | 1862 | 3 |
| 12 Hindu Tamil Female School ... | Bangalore ... | 1854 | 12 |
| 13 London Mission Canarese Girls' Day Schools ... | Do. ... | 1862 | 38 |
| 14 Mahomedan Female Educl. Institution | Do. — | 1867 | |
| 15 Wesleyan Mission Canarese Girls' School ... | Do. ... | 1867 | 8 |
| 16 Do do. do. do. | Toomkoor ... | 1859 | 1 |
| | | Total... | 87 |

Free-aid Schools for the year 1867-68.

| CHARGES. | | | | | | | | | | | REMARKS. | | | | |
|--------------------------|----|---|------------------------------|----|---|-----------------------------|---|---|-----------------|----|----------|----------|----|---|--|
| Schools of Higher Class. | | | Schools of the Middle Class. | | | Schools of the Lower Class. | | | Female Schools. | | | Total. | | | |
| 39 | 10 | 8 | 9,380 | 15 | 4 | 12,463 | 4 | 8 | 0 | 0 | 0 | 63,283 | 14 | 8 | |
| 35 | 0 | 0 | 12,622 | 13 | 3 | 14,119 | 3 | 5 | 17,694 | 12 | 8 | 71,421 | 13 | 4 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9,017 | 8 | 8 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 24 | 10 | 8 | 22,003 | 12 | 7 | 26,582 | 8 | 1 | 17,694 | 12 | 8 | 1,43,723 | 4 | 8 | |

B. L. RICE,
Offg. Director of Public Instruction.

No. 7.

Abstract of Expenditure of the Education Department for the year 1867—68.

| CHARGES. | From Imperial Funds. | | From Local Funds. | | | Total Expenditure. | | |
|---|----------------------|------------|-------------------|-------------|----------|--------------------|------------|--|
| GENERAL ADMINISTRATION. | | | | | | | | |
| Direction and its subsidiary charges | 12,103 | 4 10 | 0 | 0 | 0 | 12,103 | 4 10 | |
| Inspection and its subsidiary charges | 12,978 | 14 0 | 0 | 0 | 0 | 12,978 | 14 0 | |
| INSTRUCTION. | | | | | | | | |
| <i>Government Schools.</i> | | | | | | | | |
| <i>General.</i> | | | | | | | | |
| Higher Class | 34,419 | 10 8 | 7,020 | 0 | 0 | 41,439 | 10 8 | |
| Middle Class... .. | 9,380 | 15 4 | 0 | 0 | 0 | 9,380 | 15 4 | |
| Lower Class... .. | 12,463 | 4 8 | 0 | 0 | 0 | 12,463 | 4 8 | |
| Other Items | 686 | 6 0 | 0 | 0 | 0 | 686 | 6 0 | |
| <i>Government Schools.</i> | | | | | | | | |
| <i>Special.</i> | | | | | | | | |
| Normal | 5,410 | 11 8 | 0 | 0 | 0 | 5,410 | 11 8 | |
| Engineering | 3,606 | 13 0 | 0 | 0 | 0 | 3,606 | 13 0 | |
| <i>Grant-in-aid Schools.</i> | | | | | | | | |
| Higher Class | 11,640 | 0 0 | 15,345 | 0 | 0 | 26,985 | 0 0 | |
| Middle Class | 6,060 | 0 0 | 6,562 | 13 3 | 0 | 12,622 | 13 3 | |
| Lower Class... .. | 6,325 | 0 0 | 7,794 | 3 5 | 0 | 14,119 | 3 5 | |
| Female Schools | 6,220 | 0 0 | 11,474 | 12 8 | 0 | 17,694 | 12 8 | |
| Miscellaneous, including Book Department | 17,449 | 2 10 | 0 | 0 | 0 | 17,449 | 2 10 | |
| Total..... | 1,38,744 | 5 0 | 48,196 | 13 4 | 0 | 1,86,941 | 0 4 | |

OFFICE OF THE DIRECTOR OF
PUBLIC INSTRUCTION,
BANGALORE, 30th May 1868.

B. L. RICE,
Offg. Director of Public Instruction.

APPENDIX V.,

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A ECCLESIASTICAL.

B EDUCATIONAL.

1. UNIVERSITIES (NONE).

2. SCHOOLS.

C LITERARY AND SCIENTIFIC.

1. LITERARY AND SCIENTIFIC SOCIETIES.

2. THE PRESS.

IV.
STATISTICS OF INSTRUCTION.

A.

Ecclesiastical.

Return of Religious Institutions of various denominations in the Province of Mysore for the year 1867—68

| | Number of Churches or Institutions. | Number of Ministers or Priests. | Number of Persons attending worship. | INCOME | | | From Fees and Offerings. | Explanator |
|-----------------------|-------------------------------------|---------------------------------|--------------------------------------|---------------------|-----------------------|-----------|--------------------------|--------------------------------|
| | | | | Paid by Government. | From Endowed Property | | | |
| | | | | | In Land. | In Money. | | |
| Christian | 62 | 23 & 1 Bishop | 22,600 | 4,715 | 93 | 0 | 0 | * The fees and offerings are v |
| Roman Catholic | 7 | 7 | 260 | 36,000 | 0 | 1,800 | 0 | * Not stated. |
| Church of England | 1 | 1 | 300 | 12,792 | 0 | 0 | 1,200 | |
| Church of Scotland | | | | | | | | |
| Protestant Dissenters | 8 | 13 | 987 | 0 | 0 | 0 | 0 | * Expenses of the Mission bor |
| Wesleyans | 2 | 12 | 300 | 0 | 0 | 0 | 0 | * Rs. 20,000 contributed by L |
| Independents | 1 | 1 | 80 | 0 | 0 | 0 | 0 | |
| Baptists | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Greeks | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Armenians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Unitarians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Hindu | 20,489 | 20,272 | 1,658,709 | 3,17,521 | 17,892 | 27,000 | 26,189 | |
| Mahomedan | 718 | 512 | 67,025 | 1,4,642 | 760 | 589 | 1,571 | |
| Soonee | 1 | 0 | 50 | 0 | 0 | 0 | 0 | |
| Sheeah | 4 | 244 | 3022 | 36 | 0 | 0 | 0 | |
| Seak | 190 | 59 | 8146 | 4,334 | 100 | 244 | 1,901 | |
| Budhist or Jain... | 21,485 | 21,148 | 1,763,289 | 3,90,041 | 18,815 | 29,633 | 47,461 | |

EDUCATION 2.

General Statement of Educational Institutions in the Province of Mysore for the year 1867—68.

| Government Institutions. | | | | | | | | | | Private Institutions, Aided and Unaided. | | | | | | | | | |
|--------------------------|---------------------------------|---------------------------|--------------|------------|---------|---------------|-------|--------|----------------------------------|--|----------|----------|--------|------------|--------|---------------------------|-------------|------------------|------------|
| Number. | Number of Students on the Roll. | Average attendance daily. | Average age. | Teachers. | | Income. | | | Number of Persons instructed in. | | | Class. | | | Total. | Average attendance daily. | Income. | | |
| | | | | Christian. | Others. | Public Funds. | Fees. | Total. | English. | Vernacular. | General. | General. | Hindu. | Mahomedan. | | | Christians. | From Endowments. | From Fees. |
| 8 | 1104 | 904 | 0 | 13 | 52 | 34,420 | 4,486 | 34,420 | 1088 | 659 | 0 | 0 | 0 | 4 | 558 | 5,840 | 9,891 | 15 | |
| 9 | 278 | 222 | 0 | 2 | 14 | 9,381 | 711 | 9,381 | 278 | 210 | 0 | 0 | 0 | 6 | 525 | 6,046 | 1,218 | 6 | |
| 5 | 1363 | 1013 | 0 | 2 | 57 | 12,463 | 772 | 12,463 | 0 | 1,563 | 0 | 1 | 1845 | 24 | 25,297 | 5,691 | 54,171 | 6 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 186 | 370 | 8,159 | 2 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 154 | 218 | 111 | 2 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 11 | 706 | 7,372 | 58 | 2 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1 | 28 | 24 | 0 | 1 | 2 | 5,410 | 0 | 5,410 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1 | 24 | 24 | 0 | 2 | 1 | 3,607 | 578 | 3,607 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 64 | 2797 | 2187 | 0 | 20 | 106 | 65,281 | 6,297 | 65,281 | 1403 | 2232 | 0 | 1 | 1846 | 66 | 27,226 | 25,537 | 68,608 | 30 | |

* The fees are paid into the Government Treasuries and not reckoned as income.

THE DIRECTOR OF PUBLIC INSTRUCTION,

IV.

STATISTICS OF INSTRUCTION.

C.

Scientific and Literary.

The Press.

Annual Return for the Province of Mysore in the year 1867—68.

| CLASS OF NEWSPAPERS. | | | P E R I O D I C A L. | | | | | | | | | | | BOOKS PUBLISHED IN THE YEAR. | | |
|----------------------|---------------------------|-------------------------|----------------------|-------|----------|-------|------------|-------|---------|-------|---------------|-------|------------------------|------------------------------|------------------------|-------------------------|
| | | | Weekly. | | Monthly. | | Quarterly. | | Yearly. | | Occasionally. | | English. | | Other. | |
| Tri-weekly | English Lang- ages. | Other Lang- ages. | English | Other | English | Other | English | Other | English | Other | English | Other | Number of Books. | Number of Copies. | Number of Books. | Number of Copies. |
| 1 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 12 | 12,270 | 35 | 62,375 |
| | | | | | | | | | | | | | | | | 91 |
| | | | | | | | | | | | | | | | | 18 |
| | | | | | | | | | | | | | | | | 71 |
| | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | 59 |
| | | | | | | | | | | | | | | | | 1 |
| | | | | | | | | | | | | | | | | 18 |
| | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | 08 |

OF THE DIRECTOR OF
PUBLIC INSTRUCTION,
MADRAS, 30th May 1868.

B. L. RICE,

Offg. Director of Public Instruction.

REPORT

ON

PUBLIC INSTRUCTION

IN

MYSORE

FOR THE YEAR 1868—69



BANGALORE

MYSORE GOVERNMENT PRESS

1869

PRINTED AND PUBLISHED
BY J. P. GARRETT SUPT. MYSORE GOVT. PRESS, BANGALORE.
1869

CONTENTS.

| | Page. |
|---|-------|
| Letter to the Director of Public Instruction | 1 |
| Numerical Results | 5 |
| Hóblí Schools | 5 |
| Female Schools | 6 |
| Talook Schools | 6 |
| Telugu | 6 |
| Scholarships | 6 |
| Grant-in-aid Rules | 6 |
| New Grants | 6 |
| Analysis of Statistics | 7 |
| School Books and Maps | 7 |
| School Buildings | 7 |
| Plan of Report | 7 |
| I. CONTROLLING AGENCIES. | |
| Inspecting Officers | 8 |
| II. GENERAL FINANCIAL STATISTICS | |
| III. UNIVERSITY EXAMINATIONS. | |
| Number of Candidates | 9 |
| Results | 9 |
| Graduates | 10 |
| IV. GOVERNMENT SCHOOLS | |
| 1. Schools of the Higher Class | 10 |
| 2. Schools of the Middle Class | 14 |
| 3. Schools of the Lower Class | 15 |
| 4. Female Schools | 22 |
| 5. Normal Schools | 23 |
| 6. Other Schools for Special Education | 27 |
| V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION. | |
| 1. Schools of the Higher Class | 30 |
| 2. Schools of the Middle Class | 32 |
| 3. Schools of the Lower Class | 33 |

| | Page. |
|---|-------|
| 4. Female Schools | 34 |
| 5. Private Unaided Schools | 36 |
| VI. SCHOLARSHIPS. | |
| Government Scholarships | 39 |
| Dobbs' Medal | 40 |
| Dobbs' Scholarships... .. | 40 |
| VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE | 40 |
| VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION | 41 |
| IX. BOOK DEPARTMENT | 42 |
| SCHOOL BUILDINGS | 43 |
| CONCLUSION | 43 |

APPENDIX I.

GOVERNMENT SCHOOLS.

SCHOOLS OF THE HIGHER CLASS.

High School, Bangalore.

| | |
|---|----|
| <i>Principal's Report</i> | 47 |
| <i>Examiners' Reports on the F. A. Class</i> | 48 |
| <i>Examiners' Reports on the Matriculation Class</i> | 50 |

Raja's School, Mysore.

| | |
|------------------------------------|----|
| <i>Head Master's Report</i> | 54 |
| <i>Inspection Report</i> | 55 |

District School, Hassan

District School, Shimoga

District School, Kolar

District School, Toomkoor

District School, Chituldroog

District School, Chikkamagaluru

SCHOOLS OF THE MIDDLE CLASS.

NANDIDRÖG DIVISION.

| | |
|----------------------------|----|
| Chikka Ballápura | 60 |
| Chikkanáyakanaha\|\|i | 61 |
| Dévanaha\|\|i | 61 |

ASHTAGRAM DIVISION.

| | Page. |
|--------------------|-------|
| Huṇasúru | 62 |
| Yeḷandúru | 62 |

NAGAR DIVISION.

| | |
|-----------------------|----|
| Harihara | 63 |
| Shikáripura | 63 |

SCHOOLS OF THE LOWER CLASS.

CANARESE SCHOOLS.

BANGALORE DISTRICT.

| | |
|---------------------------|----|
| Dévanahaḷli | 63 |
| Dodda Baḷḷápura | 63 |
| Hoṣakóṭé | 64 |
| Mágadi | 64 |
| Yeḷahanka | 65 |

KOLAR DISTRICT.

| | |
|-------------------------------|----|
| Chikka Paḷḷápura | 65 |
| Chintamaṇi | 65 |
| Góribidanúru | 66 |
| Kolár | 66 |
| Muḷabágalu | 67 |
| Narasápura (Málúru) | 67 |
| Sríniváspura | 68 |

TOOMKOOR DISTRICT.

| | |
|--------------------------------|----|
| Chikkanaṇyakanahaḷli | 68 |
| Kora'agere | 68 |
| Maddagiri | 68 |
| Srá | 69 |
| Tiptur (Honnavaḷli) | 69 |
| Toomkoor | 69 |
| Turivékere | 69 |

MYSORE DISTRICT.

| | | | | | | Page. |
|----------------------|-----|------|-----|-----|-----|-------|
| Mysore | ... | .. | ... | ... | ... | 70 |
| Nanjanagúdu | ... | ... | ... | ... | ... | 70 |
| Narasipura (Talkádu) | ... | ... | ... | ... | ... | 70 |
| Yedatoré | ... | .... | ... | ... | ... | 71 |

MASSAN DISTRICT.

| | | | | | | |
|-------------|-----|-----|-----|-----|-----|----|
| Bélúrn | ... | ... | ... | .. | ... | 71 |
| Háranahalli | ... | ... | ... | ... | ... | 72 |

SHIMOGA DISTRICT.

| | | | | | | |
|------------------------|-----|-----|-----|-----|-----|----|
| Chennagiri | ... | ... | ... | ... | ... | 72 |
| Holc Honnúru (Shimoga) | ... | ... | ... | ... | ... | 72 |
| Ságara | ... | ... | ... | ... | ... | 72 |
| Shikáripura | ... | ... | ... | ... | ... | 72 |
| Shimoga | ... | ... | ... | ... | ... | 73 |

KADOOR DISTRICT.

| | | | | | | |
|------------------|-----|-----|-----|-----|-----|----|
| Bánávára | ... | ... | ... | ... | ... | 73 |
| B'úruru (Kadoor) | ... | ... | ... | ... | ... | 73 |
| Chikkamagalúru | ... | ... | ... | ... | ... | 73 |
| Kadoor | ... | ... | ... | ... | ... | 73 |
| Taríkere | ... | ... | ... | ... | ... | 74 |

CHITULDROOG DISTRICT.

| | | | | | | |
|-------------|-----|-----|-----|-----|-----|----|
| Chituldroog | ... | ... | ... | ... | .. | 74 |
| Dávanagere | ... | ... | ... | ... | ... | 74 |
| Hosadurga | ... | ... | ... | ... | ... | 74 |
| Pávagaða... | ... | ... | ... | ... | ... | 74 |

HINDUSTANI SCHOOLS.

| | | | | | | |
|-------------|-----|-----|-----|-----|-----|----|
| Kolár | ... | ... | ... | ... | ... | 75 |
| Mysore | ... | ... | ... | ... | ... | 75 |
| Toomkoor | ... | ... | ... | ... | ... | 75 |
| Chituldroog | ... | ... | ... | ... | ... | 75 |

HOBLI SCHOOLS.

| | | | | | |
|-----------------------|-----|-----|-----|-----|-------|
| List of Hóbli Schools | ... | ... | ... | ... | Page. |
| | | | | | 76 |

FEMALE SCHOOLS.

| | | | | | |
|--------------|-----|-----|-----|-----|----|
| Bangalore | ... | ... | ... | ... | 83 |
| Chintámani | ... | ... | ... | ... | 83 |
| Sríniváspura | ... | ... | ... | ... | 84 |

NORMAL SCHOOLS

FOR THE TRAINING OF DISTRICT AND TALOOK MASTERS.

| | | | | | |
|--------------------------|-----|-----|-----|-----|----|
| Normal School, Bangalore | ... | ... | ... | ... | 84 |
|--------------------------|-----|-----|-----|-----|----|

NORMAL SCHOOLS

FOR THE TRAINING OF HOBLI PANTOJIS.

NANDIDROOG DIVISION.

| | | | | | |
|----------|-----|-----|-----|-----|----|
| Kolár | ... | ... | ... | ... | 85 |
| Toomkoor | ... | ... | ... | ... | 86 |

ASITAGRAM DIVISION.

| | | | | | |
|--------|-----|-----|-----|-----|----|
| Mysore | ... | ... | ... | ... | 87 |
| Hassan | ... | ... | ... | ... | 87 |

NAGAR DIVISION.

| | | | | | |
|----------------|-----|-----|-----|-----|----|
| Shimoga | ... | ... | ... | ... | 88 |
| Chikkamagalúru | ... | ... | ... | ... | 90 |
| Chituldroog | ... | ... | ... | ... | 90 |

ENGINEERING SCHOOL.

BANGALORE.

| | | | | | |
|----------------------|-----|-----|-----|-----|----|
| Head Master's Report | ... | ... | ... | ... | 91 |
| Reports of Examiners | ... | ... | ... | ... | 92 |

JAIL SCHOOLS.

| | Page. |
|--------------------------------|-------|
| Central Jail, Bangalore | 94 |
| Juvenile Reformatory | 95 |

APPENDIX II.

GRANT-IN-AID SCHOOLS.

SCHOOLS OF THE HIGHER CLASS.

ENGLISH SCHOOLS.

| | |
|---------------------------------------|----|
| St. Andrew's School, Bangalore | 99 |
|---------------------------------------|----|

ANGLO VERNACULAR SCHOOLS.

| | |
|--|-----|
| London Mission Institution, Bangalore | 100 |
| Native Educational Institution, Bangalore | 101 |
| Wesleyan Mission Institution, Mysore | 101 |

SCHOOLS OF THE MIDDLE CLASS.

ENGLISH SCHOOLS.

| | |
|--|-----|
| Cantonment Orphanage, Bangalore | 103 |
| Ordnance School, Bangalore | 103 |
| St. John's District School, Bangalore | 104 |

ANGLO VERNACULAR SCHOOLS.

| | |
|--|-----|
| London Mission Cantonment School, Bangalore | 104 |
| London Mission Masur School, Bangalore... .. | 105 |
| St. Joseph's Catholic Seminary, Bangalore | 105 |
| St. Mary's Catholic Seminary, Bangalore | 105 |
| St. Patrick's Catholic Seminary, Bangalore | 106 |

SCHOOLS OF THE LOWER CLASS.

ENGLISH SCHOOL.

| | |
|---|-----|
| St. Mark's Ragged School Bangalore | 106 |
|---|-----|

ANGLO VERNACULAR SCHOOLS

| | Page. |
|--|-------|
| Blackpalli Catholic Seminary, Bangalore | 106 |
| Catholic School, Mysore | 107 |
| Madrasa Mahammadia, Bangalore | 107 |

VERNACULAR SCHOOLS.

| | |
|---|-----|
| Sanskrit and Canarese School, Mélkóta | 108 |
| Sanskrit and Telugu School, Chintamani | 108 |
| Gun Troop Tamil School, Bangalore | 109 |

HINDUSTANI SCHOOLS.

| | |
|---|-----|
| Madrasa Islamia, Bangalore | 109 |
| Madrasa Kudusi, Bangalore | 110 |
| Madrasa Mufid ul Anam, Bangalore | 110 |
| Madrasa Sultani, Bangalore | 110 |
| Madrasa Mahammadia, Channarayana | 111 |
| Madrasa Islamia, Chintamani | 111 |
| Clóscpáté | 111 |
| Dodda Ballápara | 112 |
| Madrasa Ibrahim, Echinpalli | 112 |
| Ku. igallu | 112 |
| Rannur | 112 |
| Madrasa Ahmadia, Sríniváspura | 112 |
| Tyamagondal | 113 |
| Madrasa Mahammadia, French Rocks | 113 |
| Hasan ul Madrasa, Hassan | 113 |
| Madrasa Sultani, Hupásúru | 114 |
| Madrasa Bowring, Mysore | 114 |
| Chennagiri | 114 |
| Honnáli | 114 |
| Shimoga | 115 |

FEMALE SCHOOLS.

ENGLISH SCHOOLS.

| | |
|--|-----|
| St. John's District School, Bangalore | 115 |
|--|-----|

| | Page. |
|--|-------|
| Infant School | 116 |
| Wesleyan Mission Girls' School, Bangalore | 116 |

ANGLO VERNACULAR SCHOOLS.

| | |
|--|-----|
| London Mission Boarding School, Bangalore | 116 |
| Wesleyan Mission Orphan School, Bangalore | 117 |

CANARESE SCHOOLS.

| | |
|---|-----|
| London Mission Day School, Bangalore | 117 |
| Shimoga Hindu School | 118 |
| Wesleyan Mission Day School, Bangalore | 118 |
| Wesleyan Mission Boarding School, Toonkoor | 118 |
| Wesleyan Mission Day School, Toonkoor | 119 |
| Wesleyan Mission Day Schools, Mysore | 119 |

TAMIL SCHOOLS.

| | |
|--|-----|
| Aalsur Caste Girls' School, Bangalore | 119 |
| Blackpalli Catholic School, Bangalore | 119 |
| Hindu Female School, Bangalore | 119 |
| Mysore Catholic School | 120 |

HINDUSTANI SCHOOL.

| | |
|--|-----|
| Mahomedan Female Educational Institution, Bangalore .. | 120 |
|--|-----|

APPENDIX III.

PRIVATE UNAIDED SCHOOLS.

BANGALORE DISTRICT.

| | |
|-----------------|-----|
| Bangalore... .. | 122 |
|-----------------|-----|

Inspector's Reports.

| | |
|------------------|-----|
| Chanrapan... .. | 123 |
| Do. | 123 |
| Yelahanka | 123 |

| | | | | | Page. |
|-------------|-----|-----|-----|-----|-------|
| Mágadi | ... | ... | ... | ... | 124 |
| Do. | ... | ... | ... | ... | 124 |
| Nelamangala | ... | ... | ... | ... | 124 |

KOLAR DISTRICT.

| | | | | | |
|--------------|-----|-----|-----|-----|-----|
| Gudibanda | ... | ... | ... | ... | 124 |
| Bágépalli | ... | ... | ... | ... | 125 |
| Mittemari | ... | ... | ... | ... | 125 |
| Mulabágalu | ... | ... | ... | ... | 125 |
| Eladur | ... | ... | ... | ... | 125 |
| Sríniváspura | ... | ... | ... | ... | 125 |
| Do. | ... | ... | ... | ... | 126 |
| Andaragere | ... | ... | ... | ... | 126 |

TOOMKOOE DISTRICT.

| | | | | | |
|----------------------------|-----|-----|-----|-----|-----|
| Toomkooe | ... | ... | ... | ... | 126 |
| Kallambélli | ... | ... | ... | ... | 126 |
| Balehalli | ... | ... | ... | ... | 126 |
| Hallehalli | ... | ... | ... | ... | 127 |
| Chikkanáyakanahalli (S'rá) | ... | ... | ... | ... | 127 |
| Tavarékere | ... | ... | ... | ... | 127 |
| S'rá | ... | ... | ... | ... | 127 |
| Kora'agere | ... | ... | ... | ... | 127 |
| Maddagiri | ... | ... | ... | ... | 127 |

MYSORE DISTRICT.

| | | | | | |
|-------------|-----|-----|-----|-----|-----|
| Hupásúru | ... | ... | ... | ... | 127 |
| Nanjanagúdu | ... | ... | ... | ... | 128 |
| Bannur | ... | ... | ... | ... | 128 |
| Háranahalli | ... | ... | ... | ... | 128 |

CHITULDRÖOG DISTRICT.

| | | | | | |
|-------------|-----|-----|-----|-----|-----|
| Chituldroog | ... | ... | ... | ... | 128 |
| Pávagada | ... | ... | ... | ... | 128 |
| Dávanagere | ... | ... | ... | ... | 128 |
| Harihara | ... | ... | ... | ... | 129 |

APPENDIX IV.

CORRESPONDENCE AND CIRCULARS.

APPENDIX V.

TABULAR STATEMENTS.

1. Government Schools, Higher and Middle Class.
2. Do. Lower class
3. Do. Girls' Schools.
- Do. Special Schools
4. Grant-in-aid Schools, Higher and Middle Class.
5. Do. Lower Class.
6. Do. Girls' Schools.
7. Abstract of Receipts and Charges in all Schools
8. Abstract of Expenditure in Educational Department.

APPENDIX VI.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

Tabulated according to the forms prepared by the Statistical Committee.

- A. Ecclesiastical.
- B. Educational.
 1. Universities (None.)
 2. Schools.
- C. Literary and Scientific.
 1. Literary and Scientific Societies.
 2. The Press.

To

THE DIRECTOR OF PUBLIC INSTRUCTION OF MYSORE,
BANGALORE.

SIR,

I am directed to acknowledge the receipt of the Report on Public Instruction in Mysore for the year 1868—69, submitted with Mr. Rice's docket No. 300 of the 4th instant, and to communicate the Chief Commissioner's observations thereon.

2. There is a marked improvement in the number of scholars attending the various schools, the number in Government schools being nearly double what it was in the previous year, while in grant-in-aid schools there is an increase of more than 1000, and in the lists of Hóblí schools 5088 pupils have been entered.

3. The two principal points requiring remark are the establishment of sub-talook (Hóblí) schools, and the movement made towards organizing female schools. The first of these has evidently been accepted as a boon by the country generally, and the latter bids fair to succeed. The introduction of Telugu into those talooks where that language prevails is also a marked feature, and will, the Chief Commissioner hopes, lead to improvement in the schools of the Kolár District.

4. The Chief Commissioner is glád to see that the post of Deputy Inspector of Hóblí Schools is regarded with favor by the Educational Department.

5. In regard to finance, the only point requiring notice is the large outlay on English grant-in-aid schools, which the Chief Commissioner thinks should be restricted as far as possible, it being apparent that the vernacular schools are beginning to appreciate the value of Government support, while it is unlikely that the aid given to English schools will ever be relinquished.

6. The returns under University examinations appear satisfactory, and the Chief Commissioner is glád to see that the High School maintains a good place in the list.

7. It is gratifying, to observe that the imposition of fees in the Raja's School at Mysore has in no way affected the attendance of the pupils at that institution.

8. The Hassan and Kolár Schools of the higher class take a prominent place among such institutions in the province, but the others seem to be still susceptible of great improvement.

9. The middle class schools do not call for special remark.

10. Among the Canarese schools of the lower class, those of Dodda Ballápura, Chikka Ballápura, Maddagiri, Toomkoor, Shikáripura, Ságara, Bánávúra, Dévanagere and Hosadurga appear to deserve notice. Generally however the character of these schools is below par.

11. The Hindustani schools do not progress as they should, which indicates either a want of proper organization, or a paucity of good masters.

12. The details given regarding the Hóbli schools are interesting, and great credit is due to Mr. Rice for inaugurating and defining the excellent scheme now in progress, for carrying education into all the sub-divisions of talooks. So far as it has as yet been carried it may be pronounced a complete success, and it is to be hoped that better educated men will, in the course of a few years, by an easy process and with the support of the people, take the place of the old instructors. It is observed that these schools have been established in 146 out of 645 hóbliés of the province, which for the first year's progress is gratifying.

13. The first attempts made to establish female schools have proved so successful that the Chief Commissioner thinks that, now that the co-operation of influential high caste natives has been secured, the number may be safely increased in different parts of Mysore.

14. The progress attained in spreading normal schools appears to the Chief Commissioner very encouraging, and he has no doubt that their effect will be felt shortly throughout the province. From the report submitted, it is evident that a great step has been made in enabling the indigenous teachers to recognize and reflect upon their own imperfect education, and thus stimulating them to acquire a genuine title to be called learned men.

15. The Engineering School is, it is observed, reported on more favorably than heretofore.

16. The instruction given in the Central Jail should, in the Chief Commissioner's opinion, be, as far as practicable, extended to the other jails of importance in the province, the progress made having been satisfactory. Good results are also anticipated from the education imparted in the juvenile reformatory.

17. The details given under the head of private schools are interesting, but do not call for special notice, except the praiseworthy efforts made by the ladies of the London Mission in educating girls in the Bangalore péché. In the other schools the progress made appears creditable. The remarks on indigenous schools contained in paras 99—107 are well deserving of perusal.

18. The Chief Commissioner quite concurs with Mr. Rice in the remarks made in para 118, that it is unwise to encourage inferior English schools, which only enable boys to acquire a superficial smattering of the English language which is of no practical service, and only makes them conceited.

19. The greatly increased sale of books and the constant demand for them, are very remarkable signs of a generally wide spread desire for securing a good education.

20. The progress made in erecting school houses appears creditable, and the Chief Commissioner expects good results from the supervision of such work having been entrusted to the Educational Department.

21. The Educational Department has been very efficiently presided over by Mr. Rice, to whose industry and ability most of the improvements effected are due, and he is well entitled to the best thanks of the Chief Commissioner. Mr. Bowring also acknowledges the services of the other officers mentioned by him.

22. The present Report, I am to add, is undoubtedly the best yet prepared in this province, and does great credit to the officiating Director of Public Instruction.

I have, &c.,

T. CLARKE,

Offg. Secretary.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
BANGALORE, 4th May 1869.

From

B. L. RICE, Esq.,
Officiating Director of Public Instruction.

To

CAPTAIN T. CLARKE,
*Officiating Secretary to the
Chief Commissioner of Mysore.*

SIR,

I have the honor to submit my report on Public Instruction in Mysore, for the official year 1868—69.

2. The result of the year's operations will be illustrated by the following table, shewing the aggregate of schools and scholars now connected with the department as compared with the number reported at the end of last year.

Numerical Results.

| Description. | 1867—68 | | 1868—69 | |
|--------------------|----------|-----------|----------|-----------|
| | Schools. | Scholars. | Schools. | Scholars. |
| Government | 61 | 2,797 | 89 | 4,659 |
| Hóbli | 0 | 0 | 146 | 5,088 |
| Grant-in-aid | 46 | 4,138 | 74 | 5,202 |
| Total..... | 110 | 6,935 | 309 | 15,129 |

The bare statement in this simple form indicates a very marked progress. The result is partly due to the greater development of previously existing institutions, but mainly to important educational measures recently introduced. The principal of these will be here briefly mentioned as preliminary to the formal report, a description of particulars being reserved for the sections under which each falls to be treated.

Hóbli Schools.

3. The leading event of the year has been the establishment of hóbli or village schools, designed for the benefit of the rural population and the masses generally. The scheme for this purpose has

been welcomed in all parts of the country as a great boon, and the people have in the clearest manner evinced their desire to obtain a good education for their children.

4. A movement only second in importance has been the opening of Government female schools, the success of which proves that the step is appreciated by the more intelligent classes of native society. Had not further efforts been postponed by Government, many schools might have been set up in different parts of the country.

Female Schools.

5. The establishment of talook schools has been carried on as in former years. The important District of Mysore has thus become well occupied, and the outlying remoter parts of the Chitaldroog District have also been taken up, as will be seen from the accompanying map, exhibiting the distribution of all schools. It presents a striking contrast to a similar map forwarded with the last report.

Talook Schools.

6. Telugu studies have been introduced with good effect into the schools of the north eastern parts of the province, principally in the Kolár District, where that language predominates.

Telugu.

7. Scholarships have been founded in connection with the High School and the Engineering School, in the latter case for the express purpose of obtaining native students from remote districts of the territory to be trained for employment in the Public Works Department.

Scholarships.

8. The rules for educational grants-in-aid have been revised, and the conditions on which Government assistance will be given to private schools more accurately defined.

Grant-in-aid Rules.

9. A considerable number of fresh grants have been sanctioned, the award being regulated with a view to the distribution of Government aid more equally over all parts of the country, and the assistance, as far as possible, of meritorious efforts on the part of the natives themselves.

New Grants.

10. An analysis of the statistics for the year shows that of all

Analysis of Statistics. the youth under instruction in both Government and grant-in-aid schools (with the exception of Hóbli schools, for which there are no statistics as yet) 7955 are boys, and 1732 girls. Classified according to race or creed, 6595 of these are Hindus, 1823 Mahomedans, and 1269 Europeans or Eurasians. The assortment of the schools, and the attendance at those of each grade, are exhibited below.

| Description of Schools. | Government. | | Grant-in-aid. | |
|-------------------------|--------------------|-------------------|--------------------|-------------------|
| | Number of Schools. | Number of Pupils. | Number of Schools. | Number of Pupils. |
| Higher Class | 8 | 1,122 | 5 | 746 |
| Middle " | 10 | 217 | 8 | 556 |
| Lower .. { Talook | 61 | 2,204 | } 33 | 2,289 |
| { Hóbli | 146 | 5,088 | | |
| Female Schools | 3 | 121 | 28 | 1,611 |
| Normal Schools. . . . | 4 | 388 | 0 | 0 |
| Special Schools | 3 | 757 | 0 | 0 |
| Total.. .. | 255 | 9927 | 74 | 5202 |

11. To meet the multiplied demands of the new schools, a series of elementary school books has been prepared in Canarese, and published at remarkably cheap rates to bring them within the reach of all. A map of the world has also been engraved, on a large scale, in Canarese, one of the most pressing wants of the department being thus partially supplied.

School Books and Maps.

12. The number of school buildings has received a greater increase than usual. The construction of five school houses has been completed by the Public Works Department, three others have been erected by the Educational Department, and at one station premises have been obtained by purchase.

School Buildings.

13. Following the plan of last year's reports, I proceed to review the operations of the department under the heads which follow. The appendices may be referred to for minuter information compiled from inspection reports.

Plan of Report.

I. CONTROLLING AGENCIES

14. The staff of Inspecting Officers has been enlarged by the appointment of eight 'Sub-Deputy Inspectors of Inspecting Officers. Hóblí Schools, one for each district. Their selection has been made with great care from among the most experienced and efficient of the vernacular masters, a preference being given, so far as mental qualifications were concerned, to those who were known to be well versed in the literature of the country. Although involving the necessity, so disagreeable to a native, of constant travelling, the appointments are justly regarded as prizes in the Canarese Department, and I believe that the present incumbents will spare no effort to distinguish themselves.

II. GENERAL FINANCIAL STATISTICS.

15. The expenditure of the Department was as given below.

| Charges. | Expenditure during 1868—69. | |
|---|-----------------------------|-------------------|
| | From Imperial Funds. | From Local Funds. |
| Direction with its subsidiary charges ... | 12,856 | 0 |
| Inspection with its subsidiary charges ... | 11,619 | 0 |
| Instruction (including all educational expenditure not coming under the above heads.) | 1,41,676 | 61,142 |
| Total Rs..... | 1,66,151 | 61,142 |

16. An analysis of the expenditure on instruction gives the following results.

| Description of Schools. | Government. | | Grant-in-aid. | |
|-------------------------|----------------------|---------------------|----------------------|---------------------|
| | From Imperial Funds. | From other sources. | From Imperial Funds. | From other sources. |
| Higher Class ... | 41,575 | 718 | 10,310 | 25,412 |
| Middle ... | 9,373 | 600 | 4,960 | 9,005 |
| Lower { Talook ... | 17,747 | 0 | } 7,536 | 10,288 |
| { Hóblí ... | 10,302 | 0 | | |
| Female Schools ... | 904 | 0 | 9,960 | 15,117 |
| Normal Schools ... | 5,587 | 0 | 0 | 0 |
| Engineering School ... | 4,339 | 0 | 0 | 0 |
| | 89,827 | 1,318 | 32,766 | 59,822 |

III. UNIVERSITY EXAMINATIONS.

17. The branch examinations of the Madras University held at the stations of Bangalore and Mysore, were more numerously attended than in any previous year, and several candidates passed from schools not before represented on the University list. The following was the number examined.

| Station. | Matriculation. | First Arts. |
|------------------|----------------|-------------|
| Bangalore | 89 | 38 |
| Mysore | 32 | 4 |
| Total..... | 121 | 42 |

18. The results of the First Arts Examination were good, nearly 43 per cent having passed. The results of the Matriculation Examination, on the other hand, were disappointing, the proportion that passed being only 19 per cent. Circumstances connected with this year's examination in particular will partly account for the general failure, but it must be borne in mind how great a number of candidates present themselves for the test without due preparation. On the whole the evidence of progress in the higher education is very decided.

19. The following are the schools from which successful candidates proceeded.

First Arts Examination.

| Schools. | First Class. | Second Class. | Total. |
|--|--------------|---------------|--------|
| High School | 1 | 5 | 6 |
| Native Educational Institution | 2 | 3 | 5 |
| Bishop Cotton's School | 1 | 2 | 3 |
| London Mission Institution | 0 | 2 | 2 |
| Wesleyan Mission Institution, Mysore | 1 | 0 | 1 |
| District School, Hassan | 0 | 1 | 1 |
| Total ... | 5 | 13 | 18 |

Matriculation Examination.

| Schools. | Second Class. |
|--|---------------|
| London Mission Institution | 6 |
| Raja's School, Mysore | 5 |
| High School | 4 |
| Bishop Cotton's School | 3 |
| Wesleyan Mission Institution, Mysore | 3 |
| Native Educational Institution | 2 |
| Total ... | 23 |

20. Two candidates from this province have graduated as *Bachelors of Laws*. One of them was entirely educated at the High School, having commenced with the alphabet about eight years ago. He is now employed as an assistant master in that institution.

IV. GOVERNMENT SCHOOLS.

| Description of Schools. | Number of Institutions. | Number on the Rolls (monthly average). | Average daily attendance. | Total Expenditure. | | Fees and Book sales returned to Govt. |
|--|-------------------------|--|---------------------------|----------------------|-------------------|---------------------------------------|
| | | | | From Imperial Funds. | From Local Funds. | |
| Higher Class... | 8 | 982 | 834 | 41,575 | 718 | 13,829 |
| Middle " ... | 10 | 231 | 205 | 9,373 | 600 | 1,206 |
| Lower { Talook Hóbi | 6 | 1,883 | 1,638 | 17,747 | 0 | 2,266 |
| | 146 | 5,088 | 5,088 | 10,302 | 0 | 0 |
| Female Schools | 3 | 100 | 86 | 904 | 0 | 23 |
| Normal Schools | 4 | 380 | 373 | 5,587 | 0 | 0 |
| Other Schools for Special Education... | 1 | 30 | 28 | 4,339 | 0 | 264 |
| Total... | 233 | 8694 | 8252 | 89,827 | 1,318 | 17,588 |

The number of pupils on the rolls at the end of the official year was 9927.

1. SCHOOLS OF THE HIGHER CLASS.

21. The High School has in great measure recovered its popularity, especially during the past few months, and now contains 509 students. I at
High School, Bangalore.

its improved condition to the more regular and methodical way in which it is now conducted.

22. Every opportunity has been taken advantage of for securing a competent staff of subordinate masters, as upon them much responsibility devolves, owing to the fact that the college students are too numerous to allow of their training being more than partially carried on by the Principal himself. Of the 13 assistants now on the establishment, (3 Europeans and 10 natives) 2 are graduates, 3 have passed the First Arts Examination, and 2 are matriculated.

23. The success of the school in the University examinations has been encouraging, especially as regards the F. A. candidates, of whom 6 passed, one in the first class. The students for matriculation were less fortunate, only 4 having passed. One student who has been entirely educated in the High School, commencing with the alphabet, has taken the degree of Bachelor of Laws. The annual examination of the upper classes was conducted, as usual, by gentlemen unconnected with the department. From the Examiners' reports (printed in the appendix), it may be inferred that creditable progress was made during the year.

24. An allowance of Rs. 500 from Government for scholarships has been distributed to deserving students in the college classes to enable them to continue their studies up to the standard appointed for the B. A. degree. The managers of the Dobbs' Scholarship Fund have further granted an exhibition of Rs. 7 a month for one of the matriculated students.

25. Athletic sports have been cultivated with success. The cricket club has challenged several local clubs, and the score of the matches shews that natives are able to hold their own in the game. In a match with Bishop Cotton's school, the High school obtained 163 runs, against 118, and in another match played with the Cantonment club 119, against 77. A well furnished gymnasium has been erected in the school grounds, and two men of the Royal Artillery have been engaged to instruct the boys in the use of the apparatus.

26. This is probably the oldest English school in the province.

It was established as a Free School by the late Maha Raja in 1833, on the recommendation of the British Resident, General Fraser. In 1840, by the advice of Colonel Stokes, the Wesleyan

missionaries were entrusted with the management, which remained in their hands for ten years, until resumed by His Highness in 1850. Maintained with varying success, the school on the death of its founder in 1868 was brought under the control of the Educational Department, and placed on the same footing as other Government schools.

27. It is remarkable that the imposition of fees has had the effect of increasing and not of diminishing, as might have been expected, the number of students. There are now borne on the rolls 262 names, making this in numerical importance the second of the Government schools in the province. The standard of the education imparted has been elevated to correspond with that obtaining in schools of the higher class, and it is a gratifying circumstance that 5 students matriculated at the last examination of the Madras University.

28. I should be glad to see some scholarships attached to the institution. Captain J. A. Campbell, Superintendent of Ashtagram, has liberally given one of the value of Rs. 10 a month for the present year, and Colonel G. Haines, Guardian to the Young Maha Raja, has offered to continue it at the same rate for the year following.

29. The Hassan District School continues to be as well attended as in former years. In the last University District Schools, Hassan. examinations, I regret to say that it met with but indifferent success, having passed only one candidate, namely for the First Arts Test. It should be mentioned that, of the students for Matriculation, one was taken ill during the examination, and unable to appear after the first day.

30. The Shimoga School has not given me the satisfaction that Shimoga. I could wish. The Head Master was ailing for a long time and consequently unable to pay the requisite attention to his work. He has just returned after four months' absence, greatly improved in health, and I trust that the school will, next December, pass some students at the Matriculation Examination, and thus take up the position it is intended to occupy.

31. This is the only District School in charge of a native Head Master, and it will bear comparison with any Kolár. of the others in general efficiency. In the

* Rs. 600 has been sanctioned for the purpose, since the above was written.

number of its scholars it stands first. Two candidates were sent up for the last Matriculation, but unfortunately without success. There is little doubt that next year this school will gain a place on the University list.

32. This important and long established school is, I believe, making good progress, although its condition is far below what it should be. The evidences of neglect apparent last year are fast disappearing, and a healthy emulation with the other district schools has set in.

33. The condition of this school is by no means satisfactory, I see no reason for its backwardness beyond the want of systematic and persevering effort on the part of the Head Master. I hope before long to note its entry upon a decided course of improvement.

34. Last of the district schools, both in numbers and proficiency, comes the Chikkamagalúru school. The great drawback here has been I consider the lack of proper school premises. I am happy to say that this want has now been supplied, and that the school building, whose erection was sanctioned as far back as 1862, is on the point of completion. When this is occupied the school may be expected to produce more satisfactory results than any that have yet appeared in connection with it.

Statistical Information.

| Number of Institutions. | Average number of Pupils. | Cost charged to | | | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|--------------------|-------------------------|-------------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income | Total. | Average Total. | Cost to Government. |
| 8 | 982 | 41,575 | 718 | 42,293 | 43-0-3 | 37-11-1 |
| Fees. | | | Pupils. | | | |
| Total Amount realized. | | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. |
| 4,559 | | 4-10-3 | 1,025 | 33 | 64 | 1122 |

2. SCHOOLS OF THE MIDDLE CLASS.

Talook Anglo-Vernacular Schools.

35. The Chikka Ballápura School is unquestionably the best of those belonging to this class. It contains as many as 136 pupils including those in the vernacular branch, and is conducted with much credit to the masters. The Chikkanáyakanahalli School has improved since the time of the last report, but is very poorly attended. The Channapatna School has suffered from the sickness prevailing in the town for some months past, and is not in a flourishing state. The Dévanahalli school is the cause of much dissatisfaction, attributable to the negligence of the Head Master, whose removal may become necessary unless an improvement takes place in the condition of the school.

Nandidroog Division.

Chikka Ballápura.
Chikkanáyakanahalli.
Channapatna.
Dévanahalli.

36. The Hunasúru School is still kept back for want of suitable premises, which I trust may be erected during the ensuing year. The Narsipura School has considerably declined from its former flourishing state, owing in part to the removal of several officials whose family supplied the best of the pupils. The Yelandúru Jagír School is making progress, but the very confined nature of the school-room prevents such a full attendance as would be obtained if more commodious premises were available. The Superintendent of Ashitagram has been addressed on the subject. The Gundlupété School has only just been sanctioned.

Ashtagram Division.

Hunasúru.
Narsipura.
Yelanduru.
Gundlupété.

37. The abandonment of Harihara as a military station, and the removal of the regiment, have had an unfavorable effect upon the school as well as upon the town generally. Though the attendance is meagre, such pupils as there are in the school are reported to be making good progress. The Shikáripura School has considerably improved during the year, and has come into the occupation of new premises built according to the standard design.

Nagar Division.

Harihara.
Shikáripura.

Statistical Information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|--------------------|
| | | Imperial Funds. | Other sources of Income. | | Average Total. | Cost to Government |
| 10 | 231 | 9,373 | 600 | 9,973 | 43-2-9 | 33-12-0 |
| Fees. | | | Pupils. | | | |
| Total Amount realised. | Average per pupil | Hindus. | Mahomedans. | Others. | Total. | |
| 608 | 2-10-1 | 231 | 10 | 6 | 247 | |

3. SCHOOLS OF THE LOWER CLASS.

Tulook Canarese Schools.

38. Of all the Canarese schools of the province the one at Dodda

Bangalore District.

Channapatna.
Clósepété.
Dévanahalli.
Dodda Ballápura.
Hosakóté.
Mágadi.
Sarjapura.
Yelahanka.

Ballápura is the foremost. The number of pupils, 170, far exceeds that in any other, and places this institution on a level with the most successful English schools. This large attendance, though partly due to the incorporation of two indigenous schools of the town, is mainly attributable to the very creditable

exertions of the Head Master. Of the other schools of this district those at Sarjapura, Dévanahalli, and Yelahanka may be described as very good; those at Hosakóté and Mágadi as good. Channapaṅṅa School, I regret to say, is not prospering. The sickness prevailing in the town has led to many desertions. The Clósepété School has been very recently established and promises well.

39. During the past year Telugu studies have been introduced

Kolar District.

Bagépalli.
Chikka Ballápura.
Chintamani.
Góribidanúru.

into many of these schools in addition to Canarese, the former language being more used in the north eastern parts of the district than the latter. The effect of the change

Kolár.
 Mulabágalu.
 Narasapura.
 Sríniváspura.
 Sidlaghatta.

has been an increased attendance of pupils. From this cause the Chintamani and Mulabágalu Schools have become well filled. For the rest, the Chikka Ballápura School has made a great advance, and the Narasapura and Góribidanúru Schools are in a satisfactory condition. I regret that as much cannot be said of those at Sidlaghatta, Sríniváspura, and Kolár, but there are local circumstances in each of these cases unfavorable to progress. The Bagépalí school is only two months old.

40. The Maddagiri School is probably the best in this district, though the Toomkoor School is also well reported of. The Tiptúr School would be a very good one were it better accommodated. The premises now in use are much too exposed and contracted. The same drawback exists at Kortágere. The Sírú School has lost the reputation gained last year, and I am sorry to think that the Head Master is blameable. The Chikkanáyakanahalli School I hope to see increasing in usefulness and importance. The Turivékere School has sunk to a very low condition, owing to the Head Master's want of firmness. Huliýúrdurga School is a new one.

Toomkoor District.
 Chikkanáyakanahalli.
 Huliýúrdurga.
 Kortágere.
 Maddagiri.
 Sírú.
 Tiptúr.
 Toomkoor.
 Turivékere.

41. The Canarese branch of the Raja's School at Mysore has greatly improved since its re-organization a year ago, and is now well attended. The Nanjanagúdu, Yedatoré and Narasipura Schools are reported to be doing fairly well. The three others are new ones. Of all the schools in this district it should be stated that they have been a much shorter time in operation than those of any other. Owing to a variety of causes less attention was till lately directed to this part of the province than it was entitled to receive.

Mysore District.
 Madduru.
 Mandya.
 Mysore.
 Nanjanagúdu.
 Narasipura.
 Sargúr.
 Yedatoré.

42. The Narasipura School formerly stood at the head of the Canarese schools, but it has not been able to retain that position, owing in a measure to the loss of the best pupils, who have removed to other stations. The Bélúru School and those at Arakalagúdu, Háranahalli and Sakléspura

Hassan District.
 Arakalagúdu.
 Bélúru.
 Háranahalli.
 Nagamangala.
 Narasipura.
 Sakléspura.

are none of them getting on so well as could be desired. The position of the Arakalagúdu School house, and the want of suitable premises at the other places are hinderances, the removal of which is likely to be effected before long. The Nágamangala School just established has made an excellent beginning.

43. In this district the Shikáripura and Ságara Schools have

Shimoga District.

Chennagiri.
Holé Honnúru.
Nyanti.
Ságara.
Shikáripura.
Shimoga.

made creditable progress and are well attended. The Shimoga School has been successfully revived by its removal into the centre of the town to an old talook cutcherry given up to the Educational Department. Chennagiri and Holé Honnúru Schools have yet much to do

before they can be regarded as satisfactory. The School at Nyanti has been open only a short time, but with 156 pupils already takes the second place among the Canarese schools.

44. The Bánávára School, though not a large one, is making steady progress, and the condition of those

Kadoor District.

Bánávára.
Bírúru.
Chikka magalúru.
Kadoor
Tarikere.
Wastára.

at Kadoor and Bírúru is fair. The Chikkamagalúru School is miserably attended, but it is hoped that the occupation of new school premises may cause an amendment in this respect. The Tarikere School has been much

neglected, and the removal of the master rendered necessary. Wastára School is one of those established recently.

45. A considerable advance has been made this year in occupying the remoter parts of this extensive district. The School at Dávanagere, a very

Chituldroog District.

Chituldroog.
Dávanagere.
Harihara.
Hosadurga.
Huliyar.
Molakalumúru.
Fávagada.

populous and thriving town of Lingayets, has obtained almost the largest number of pupils attending any of the Canarese schools in the country. Hosadurga School continues to do well. Harihara, Chituldroog and

Fávagada Schools are in an improving condition. The Schools at Huliyar and Molakalumúru are of too recent establishment to allow of a decided opinion being formed of their success at present.

Hindustani Schools.

46. The one at Kolár is unquestionably the best of the Government Hindustani schools. There is no fluctuation in the attendance, and the progress of the pupils has consequently been clearly marked. There is every indication of careful

Kolár.
Toomkooor.
Mysore.
Chituldroog.

teaching and judicious management on the part of the Head Master, who is entitled to great credit for the condition of his school. The Toomkooor School is steadily improving, but there is a want of the method observable in the Kolár School. The Mysore School is at a very low ebb, and the master seems but ill qualified to attract a larger and more intelligent set of pupils. A Normal class for the training of suitable Hindustani teachers is a great desideratum. The Chituldroog School is slightly better, but not in a state to cause much gratification.

Statistical Information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|-----------------------|
| | | Imperial Funds. | Other sources of Income. | | Average Total. | Cost to * Government. |
| 61 | 1883 | 17,747 | 0 | 17,747 | 9-6-9 | 8-14-1 |
| Fees. | | | Pupils. | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. | |
| 1,019 | 0-8-6 | 1915 | 279 | 10 | 2294 | |

Hóbli Schools.

47. The introduction of what may be termed a system of National Schools for the province has been the most distinctive and important educational work of the year. In giving the details of the hóbli scheme I have been anticipated by the Mysore Administration Report of 1867-68, in which, as the sanction of the Supreme Govern

ment had been received before its compilation, the principal features of the plan were described.

48. The scheme provides for the establishment of a school for boys and girls in each hóbli or talook sub-division, the estimated number of hóbliés being 645, with an average area of 41 square miles, and a population of 6040 persons. The masters are to be men selected from among the teachers of existing indigenous schools, and trained for their work in Normal Schools, of which there will be one for each of the three divisions. While under training every man will receive a maintenance allowance of Rs. 5 a month, and on appointment to the charge of a school his salary will be Rs. 7, with prospect of promotion. The schools will be examined three times a year by Sub-Deputy Inspectors, of whom there will be one to each of the 8 districts, and local committees of influential residents in each hóbli will further exercise a general supervision. As the schools are to be supported by the proceeds of a cess, no fees will be levied except on account of children whose relations do not contribute to the local fund. Night classes will be formed for the benefit of those who may be unable to attend school during the ordinary hours of labor.

49. While engaged in drawing up this scheme I attempted to form an estimate of the number of uneducated children in the Mysore, and confining my calculation to boys alone, arrived at the conclusion that at least 200,000 of an age to attend school had no ostensible means of instruction. By taking further into account the almost wholly untaught female population some conception may be formed of the mental destitution prevailing in the country.

50. The provision made under the new scheme is doubtless inadequate to supply educational wants of such magnitude, but it was necessary in the beginning to proceed tentatively and with caution, as neither could the manner in which the scheme would be received by the people be foreseen with certainty, nor could a larger number of competent schoolmasters be provided in a short time. But I would submit that the scheme is expansive, and that by extending its action to the villages which compose the hóbliés, it is as well adapted to meet the demands of the future, as it is in application to those hóbliés now, fitted to supply the needs of the present.

51. That masters should be selected only from among the existing country teachers appears to some a needless limitation. It would be a

sufficient reply to state that in practice this principle has contributed perhaps more than any other of its stipulations to the popularity and success of the scheme. A consideration of the following circumstances will shew the necessity for its adoption.

52. Dotted over nearly all parts of the country, in greater or less abundance, are the so called *indigenous schools*, bearing the name of *maṭha*, *shālā*, *pūtashālā*, or *paṭṭikūta*, as the case may be; and to the presiding masters or dominies, styled in different parts *guru*, *panta*, *pandita*, *pantōji*, *upādhyā*, or *āyanavarū*, all the farmers, traders, and minor officials, who have had any education at all, are indebted for the fragments of knowledge they possess. Not only so, but their fathers and grandfathers were taught in the same way by the fathers and grandfathers of these preceptors, and so on in an unbroken succession from time immemorial (*putra poutra pāramparya dīnda*). What is therefore more natural than the attachment of the people to the present generation of these time honored intellectual guides, and the reluctance to abandon them, however primitive their instruction, in favor even of superior teachers supported by the authority of Government. A popular scheme of education in which these men should have been set aside or supplanted must have encountered a resistance well nigh insuperable, whereas by recognizing and making use of them, the sympathies of the people have been enlisted on the side of the new plans.

53. Again, the schoolmaster's profession is not one sought after with great eagerness, and though many professing candidates from among outsiders would be quite willing to put themselves under training in order to receive the stipend, experience shews that far from wishing to become teachers their design too often is to be taught at the expense of Government with the view of fitting themselves for the Revenue or other departments. But the old indigenous teachers have no inclination to give up an employment which has been hereditary in their families for generations past and upon the exercise of which their local reputation is based.

54. The few months that have elapsed since the sanction of the Supreme Government was received, have been principally occupied in seeking out and training the village schoolmasters. Information regarding these operations will be found under the head Normal Schools.

55. While the men were under instruction, the residents in each *hōḷi* were requested to erect at their own expense, or set apart, suit-

able premises, in readiness for the school about to be established among them. The manner in which this requisition has been responded to may be accepted as a criterion of the popular feeling with regard to the scheme, and of the genuineness of the desire for education in the rural districts. Every school hitherto established has been provided for without difficulty, and there are many more school houses completed and waiting the arrival of the masters, who have yet to pass their examination. The buildings may not be expensive, nor are such required, but they are substantial and commodious, and from the circumstances of their erection witnesses to a more than superficial interest in the spread of knowledge.

56. Were other proofs needed of the acceptability of the new plans to the people generally, I might quote from the reports (printed in the appendix) of the District Officers, whose concurrent testimony bears out the statement that, wherever properly explained, the announcement regarding the hóbli scheme has been received with unmixed satisfaction. I will merely give (omitting names) a single specimen of many petitions addressed to this office.

“ We who are residents of the following 13 villages, situated in the———Hóbli of the———Tadook, desire to express the great joy (*mahá santósha*) with which we have all received the istihar stating that Government will establish schools in every hóbli for the education of all classes. Had the khavind issued such an order before, what great blessings should we already have enjoyed. Even now as the khavind has conferred such favor upon us, and no matter could be of greater importance, we undertake *tó* build a school house near to, and in the middle of, these 13 villages, and earnestly pray that Government will appoint a Canarese master to instruct our children.” (79 signatures.)

57. The actual number of hóbli schools now established is as given in the margin. None have yet been in operation so long as two months, it is therefore impossible to make any detailed report upon them. The largest of which I have an account contains 78 pupils, and the average attendance in all exceeds 28 per school. One only is stated to have any girls as yet. The course of instruction, which is entirely in the

| Districts. | No. of School |
|------------------|---------------|
| Bangalore. ... | 23 |
| Kolár. ... | 39 |
| Toomkoor. ... | 14 |
| Mysore. ... | 31 |
| Hassan. ... | 16 |
| Shimoga. ... | 5 |
| Kadoor. ... | 10 |
| Chitaldroog. ... | 8 |
| | <hr/> 146 |

vernacular, has been arranged with reference to the wants of a rural population, special care being taken to avoid giving rise to the evils which spring from over-educating persons in the humbler ranks of life.

58. Years may elapse before the fruits of the new regulations appear. To promote a healthy development of the scheme, and to watch its silent operation, is all that can be done now, and hope points to the good of the country as the eventual issue.

4. FEMALE SCHOOLS.

59. Much interest attaches to these girls' schools, from the fact of their being the first established by Government. As stated in last year's report, the Bangalore school was opened on the recommendation of the principal native officials, and the result has fully justified the soundness of their advice. Fifty girls have been admitted, nearly all Brahmances, and connected with the highest families in the *pété*, a class of pupils not reached by the missionary girls' schools of the place.

60. The instruction is altogether in Canarese, and consists for the present of lessons in reading, writing, arithmetic and geography. The progress already made, and the vivacity and intelligence which characterize the scholars as a whole, are tokens that the school will thrive. It gives me pleasure to acknowledge the assistance I received in establishing it from Mr. S. B. Krishnasyami Iyengar, Assistant Superintendent, and Mr. Narnappa, late Amildar of Bangalore.

61. The Chintamani School is Telugu. It contains upwards of 40 girls, drawn from the richest houses of that well-to-do town, and is making satisfactory progress. The Srīnivāspura School is somewhat smaller, and in a poorer locality, but also getting on favorably. The late Head Master of the Chintamani boys' school has been mainly instrumental in setting on foot these two.

62. The number of Government female schools might, I feel persuaded, have been indefinitely increased, had not the same authority which sanctioned the establishment of those now in existence stayed farther proceedings for the present. The growing desire for female education has not however been left entirely ungratified, for what Government has refrained from doing by direct agency, it has helped

others to do. Hence the establishment of select Canarese girls' schools in Mysore and Toomkoo by the Wesleyan missionaries, and in Shimoga by a committee of native gentlemen, all assisted by grants-in-aid from the public funds. The London mission have, I believe, begun one in Kolár.

63. So far as my experience and the history of Hindu girls' schools in the Mysore goes, the out-cry lately raised in some parts of India against the employment of male teachers, pre-supposes a grievance that exists only in imagination; unless zenana schools, or the instruction of young married women be in question.

Statistical Information.

| Number of institutions. | Average number of pupils. | Cost charged to | | Total. | Average Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|---------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average Total. | Cost to Government. |
| 3 | 100 | 904 | 0 | 904 | 9-0-7 | 8-15-7 |
| Fees. | | | Pupils. | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total | |
| 7 | 0-1-1 | 117 | 4 | 0 | 121 | |

5. NORMAL SCHOOLS.

64. Great demands have been made on the vernacular department of the General Normal School during the past year, that the places of masters employed in connection with the hobli schools might be filled up. Two examinations were held, at which 16 men obtained certificates of qualification as talook masters.

65. The better prospects opened up to vernacular teachers by the introduction of the hobli scheme, has induced a superior set of men to

join the school. Some of them are Vaidika Brahmans, a class that I deem it of great importance to attract into the department. For if there be a body of men in the country devoted by tradition and custom to a life of study and its accompanying retirement, and having in consequence a strong hold on the veneration of the people, the Vaidika Brahmans form such a body. Their objection to employment is singular, namely, that knowledge is not a thing to be bartered for mōney; what they have received freely they are bound in return to impart freely, and to live upon the free-will offerings made to them out of respect for their character or talents. A few having now however overcome their scruples, others may be expected to follow, and I look for a considerable advance among the talook schools, both in the number of scholars and the standard of education owing to the employment of men already distinguished for their knowledge of native literature.

66. The English department has met with but little encouragement, the few students being unsuited for any other than subordinate masterships. Whenever better educated men are required, it is perhaps advisable to draw upon the schools of the higher grade. But the rule of employing none but certificated masters has been rigidly adhered to in spite of much inconvenience. Unnecessary violation of this principle would, I consider, inflict a serious injury on the department. As it is we have been saddled in the past with several very inefficient men.

67. Too great laxity in forcing the students to take up their appointments has in former years lowered the character of the Normal School, until it was degenerating into a place where young men were paid for being educated, and that under a false pretence of being volunteers. This abuse has been stopped, and the acceptance of a stipend is clearly understood to involve an engagement to serve the Government Educational Department for a specified period, in any part whatever of Mysore. Efforts have been made to evade the rule, but without success; and the recovery, from students unwilling to go to a distant station, of the money they had received while under training, has had a good moral effect on the rest. The institution of an entrance examination has further deterred mere adventurers from seeking admission.

68. It was my wish to arrange for the establishment of a Hindustani class, but I have been prevented from carrying out the intention from the want of a suitable Mahomedan master to take charge of it.

Statistical Information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average Total. | Cost to Government. |
| 1 | 31 | 3,601 | 0 | 3,601 | 109-11-4 | 109-11-4 |
| Fees. | | | Pupils. | | | |
| Total Amount realised. | Average per pupil | Hindus. | Mahomedans. | Others. | Total. | |
| 0 | 0 | 33 | 0 | 1 | 34 | |

69. Under the *hóbli* scheme a Normal School was established at the head quarters of each district, for the purpose of training the village teachers. In some districts a large number availed themselves of the opportunity for instruction, particularly in the Bangalore, Kolár, and Mysore Districts. These being the most populous and thriving parts of the country, no doubt contain a greater number of indigenous schools. The smaller attendance from the north western districts is partly due perhaps to the nature of the population, which consists very largely of Lingayets.

70. The character of each man who has joined the Normal School, and his popularity in his own neighbourhood, have been the subject of special inquiry by the local authorities, and all regarding whom an unfavorable report was received have been rejected, leaving to be trained the considerable number of 354 *boná fide* village schoolmasters. In the cases of many of these accepted men the profession of teaching has been hereditary in their families, and exercised in the same spot, for generations back.

| Districts. | No. of men. |
|------------------|-------------|
| Bangalore. ... | 64 |
| Kolar. ... | 76 |
| Toomkoor. ... | 30 |
| Mysore. ... | 62 |
| Hassan. ... | 30 |
| Shimoga. ... | 45 |
| Kadoor. ... | 21 |
| Chituldroog. ... | 23 |
| | <hr/> |
| | 354 |

sed in the same spot, for generations back.

71. It is not surprising that numbers of the men admitted as students, inheriting as they did the calling of a village teacher from time immemorial, should have been found unconscious of their want of knowledge, and ready with protestations that they stood in no need of training, and were qualified by experience alone to discharge all the duties of a schoolmaster. One of their commonest questions, with reference to a clause in the proclamation that they were to be taught many things they did not know, was "what is there that we need to be taught?" Some elderly man presuming upon his years would make wag-gish remarks on the precocity displayed in modern days and set the others laughing.

72. The average attainments of the men, as ascertained by examination on their admission to the Normal Schools, may be summed up as follows.

Ability to read from a printed book, but generally with difficulty, as evidenced by the frequent drawl which prolonged the sound of the last syllable until the succeeding word was made out. It must be allowed that they are not habituated to print. Some could give an explanation of what was read, but others at once confessed that they could not, it never apparently having occurred to them that this formed any part of a reading lesson.

Ability to write to dictation, but in most cases with little or no regard for the rules of orthography.

Knowledge of the multiplication table, and of the tables of weights and measures usually taught in the country schools, with ability to add and subtract. In some cases multiplication was understood up to the limits of the table, but acquaintance with division, even so far, was more rare.

73. Before they have been many days under training they have been overheard commenting to one another on the instruction they have received, and in great numbers of cases have been as ready to acknowledge their discovery of their own ignorance as they had previously been to assert the sufficiency of their knowledge. They are much impressed by the lessons on school management, calculated as these are to strike the attention of men who have been teaching all their lives mechanically as it were, and without any thought of acting on system.

But the subject of geography is probably the one that provokes most discussion. The irregular colored patches on the map representing countries are remarked upon. The branching lines indicating rivers and mountains are considered more to resemble trees or insects. The rotundity of the earth, its revolution on its axis and round the sun—these doctrines are never brought forward without giving rise to numerous dissentient opinions, and many appear to acquiesce in the European notions, from mere politeness, affecting to tolerate the eccentricity of ideas to require them to believe which would be to make too great a demand on human credulity.

74. After several months of training the students in each Normal School were subjected to a pretty strict examination, both written and *viva voce*, and the major part of those who joined at the first and were regular in attendance have succeeded in gaining certificates of qualification for employment as *Hóblj Pantójís*, or school masters. They are more or less prepared now for giving lessons in Canarese prose or poetry, with explanation; in grammar; in arithmetic, as far as fractions and proportion; and in general geography (the latter subject being taught to some extent under protest): each man has further acquired a knowledge of the principles of school management, and so far as circumstances allowed has at various times given experimental lessons to a class of children.

75. That the men have been induced in so short a time to relinquish all their time honored notions however erroneous, or that none of their questionable practices will again be resorted to, it would be unreasonable to expect. But they go forth now to their work with a better sense of the scope of a teacher's responsibility, and with a respectable knowledge of the subjects of elementary instruction. By means of constant supervision, and by requiring them periodically to submit to examination, it is hoped that the substance of their recent studies will be retained in the memory, and that their practice will be regulated by the principles they have been taught.

6. OTHER SCHOOLS FOR SPECIAL EDUCATION.

76. This school has advanced in efficiency. Six students obtained assistant overseers' certificates at the annual examination notwithstanding the imposition of a severer test than that of last year. The
Engineering School.

reports of the Engineer officers who were so kind as to examine the school will be found in the appendix. With the exception of the report on irrigation works the rest are on the whole favorable.

77. There is no doubt that the students require some means of gaining a practical acquaintance with mechanical operations. But it is questionable whether the establishment of workshops in connection with the school would be a profitable undertaking. An arrangement might be made with Mr. Wallace, the contractor, to allow a few students to attend for a time at his iron foundry works, where they would see some of the best machinery in use.

78. An important step was taken during the year in founding ten scholarships for the purpose of attracting native students from distant parts of the country. The exhibitions are tenable for two years, at the rate of Rs. 8 a month for the first, and Rs. 10 a month for the second. Four are assigned to the Nagar Division, four to Ashtagram, and two to Nandidroog. A capital condition is that the sons of maistries, or practical work-men, in those districts shall *ceteris paribus*, have the preference over all other candidates. Out of the first batch of 10 scholarship holders 7 have satisfied the condition, and all are reported to be doing well.

79. Arrangements have been made during the year for instructing the convicts in the Bangalore Central Jail. Adults to the number of about 700 have half an hour's schooling, every evening after the day's work is over. The men are grouped in classes according to their wards, and begin with learning the Canarese alphabet. Some have advanced beyond this and can read sentences. But the short time allowed for study will not admit of very great progress, besides which from the release of time-expired men and the admission of new prisoners, there is continual change among the students. It would be a mistake perhaps to give more attention to teaching than is already given, for the lessons being somewhat of a relaxation, the confinement of the men would fail of being fully penal. A few prisoners may at the present rate gain enough idea of reading to make them wish for further instruction on release, but considering the time of life at which they have begun studying, the probability is that most will not be long in forgetting what they have learnt.

Jail Schools.

80. In connection with the remarks under the head hóbli schools, on the mental destitution prevailing in the province, the jail report is worth noticing that very rarely has a man admitted for the first time been found able to read.

81. For juvenile offenders a separate reformatory exists, provided with a competent native school-master, who endeavours to teach the boys as they would be taught at an ordinary school. Besides their lessons, the inmates have the task of cultivating and keeping in order a piece of ground laid out as a flower garden. As might be conjectured some of the boys have not yet lost the power to learn, and one or two who have been confined for a long time have made very satisfactory progress, encouraging the hope by their good conduct that their characters may be re-established when they are again at liberty.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

| Description of Schools. | Number of Institutions. | Number of pupils on the Rolls, (monthly average). | Average daily attendance. | Grants in-aid given by Government. | Expenditure from all sources other than grants-in-aid given by Government. | Fees. |
|---|-------------------------|---|---------------------------|------------------------------------|--|--------|
| Higher Class ... | 5 | 761 | 670 | 10,310 | 25,412 | 10,976 |
| Middle „ ... | 8 | 513 | 480 | 4,960 | 9,005 | 1,248 |
| Lower „ ... | 33 | 2,067 | 1,902 | 7,536 | 10,288 | 1,549 |
| Female schools ... | 28 | 1,578 | 1,205 | 9,960 | 15,117 | 3,923 |
| Normal „ ... | ... | ... | ... | ... | ... | .. |
| Other schools for Special Education ... | ... | ... | ... | ... | ... | ... |
| Total ... | 74 | 4,913 | 4,257 | 32,766 | 59,822 | 17,696 |

At the end of the official year there were 5202 pupils on the rolls.

82. As much uncertainty prevailed regarding the conditions on which Educational grants-in-aid would be given by the local Government, the revised Bengal Rules of 1864 were adopted, and printed copies in English, Canarese, and Hindustani circulated for general information.

Bangalore continues to absorb the greater portion of the money allotted for grants, and justly so, the schools in this city being both more numerous and more efficient than those in any other station of the province. It will be seen, however, that encouragement has recently been given to a considerable number of promising institutions out of Bangalore. It may here be noted that applications for building grants are not admissible.

83. The following table shews the new and increased grants sanctioned during the year.

| NANDIDROOG DIVISION. | | <i>New Grants.</i> |
|--|----------------|--------------------------|
| London Mission Institution, Bangalore ... | ... | 100 |
| Madrasa Sultani, Bangalore ... | ... | 20 |
| Hindustani School, Dadda Ballipura ... | ... | 10 |
| Sanskrit and Telugu School, Chintamani ... | ... | 10 |
| Hindustani School, Raunur ... | ... | 10 |
| Madrasa Ahmedia, Sríniváspura ... | ... | 20 |
| Wesleyan Mission Hindu Girls' School, Toomkoor ... | ... | 20 |
| Hindustani School, Tyamagondal ... | ... | 10 |
| ASHTAGRAM DIVISION. | | |
| Wesleyan Mission Hindu Girls' Schools, Mysore ... | ... | 20 |
| Hasan ul Madrasa, Hassan ... | ... | 20 |
| Madrasa Sultani, Hurasuru ... | ... | 10 |
| Chetanhanjali Branch School, Singapurá ... | ... | 10 |
| NAGAR DIVISION. | | |
| Hindu Girls' School, Shimoga ... | ... | 20 |
| Hindustani School Homáli ... | ... | 10 |
| Do. Chennagiri ... | ... | 10 |
| | | <i>Increased Grants.</i> |
| St. Joseph's Catholic Seminaries Bangalore, | from 75 to 150 | |
| London Mission Canarese Girls' Day Schools, | ,, 60 to 90 | |
| Sanskrit and Canarese School, Malikóta, | ,, 20 to 40 | |

1. SCHOOLS OF THE HIGHER CLASS.

84. The number of pupils in each of the two English schools remains almost the same as last year, but I am informed that the attendance was somewhat higher at Bishop Cotton's a few months ago

English.

than it is now. From this institution three students passed in the First Arts Examination, (one first class) and three in the Matriculation, but from St. Andrew's school, none. The system of management in both schools has lately undergone revision, and it is hoped that greater efficiency will be the result of the new arrangements, as well as a harmonious working of the whole. Bishop Cotton's school will lose a good Principal in the Rev. J. Bamforth, shortly about to retire.

85. The three higher class schools for natives are under the charge of missionaries, set apart for educational work, and send up candidates for the University examinations. Last December the following passed.

| | Matriculation. | F. A. |
|--|----------------|--------------------|
| London Mission Institution | 6 | 2 |
| Native Educational Institution | 2 | 5 (2 in 1st Class) |
| Wesleyan Mission Institution, Mysore | 3 | 1 (in 1st Class) |

The attendance in all the schools is good, but it appears from the inspection reports that the lower classes stand in need of more effectual supervision. The London Mission Institution, though established in 1847, has not before the present year taken advantage of the grant-in-aid rules, and was till lately the only considerable school in the province receiving no assistance from Government.

Statistical Information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average Total. | Cost to Government. |
| 5 | 781 | 10,310 | 25,412 | 35,722 | 45-11-9 | 13-3-2 |
| Fees. | | Pupils. | | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. | |
| 10,976 | 14-0-10 | 523 | 18 | 205 | 746 | |

2. SCHOOLS OF THE MIDDLE CLASS.

86. The Cantonment Orphanage is a well managed institution, and enjoys unusually liberal support from private subscribers. It is expected that premises suited for its permanent occupation will soon be secured. The Ordnance School has, for reasons given in last year's reports, fallen off very much. The St. John's School is progressing satisfactorily.

87. The Cantonment and Alsur branches of the London Mission Institution share in the grant given to the principal school. They are the only English schools for natives in their respective neighbourhoods, and are reported to be in a flourishing condition. The St. Joseph's Catholic Seminaries have received a larger grant-in-aid this year, and arrangements have been made for carrying the instruction up to Matriculation standard, which will entitle the English school to be ranked as one of the higher class. The St. Patrick's Seminary, attended principally by natives of the poorer sort, is going on fairly.

Statistical Information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average Total. | Cost to Government. |
| 8 | 513 | 4,960 | 9,005 | 13,965 | 27-3-6 | 9-10-8 |
| Fees. | | | Pupils. | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. | |
| 1,249 | 2-6-11 | 227 | 13 | 316 | 556 | |

3. SCHOOLS OF THE LOWER CLASS.

88. As its name implies, the St. Mark's Ragged School is attended by very destitute children. Their intelligence is not of a high order, and no more can be expected of them than the simplest rudiments of knowledge. The Blackpalli Catholic Schools embrace several branches, located in the poorest quarters of Bangalore, and are doing a benevolent work in educating the children of the lowest strata of society. The Mysore Catholic Schools partake of the same character, and are doing a corresponding work in that city. The Madrasa Mahammadia is ably conducted, and continues to hold the first place among the Massulman schools in Bangalore.

89. The Catholic School at Shethalli is exerting a beneficial influence on the agricultural population of the neighbourhood. The Kalasa School is in a forest bound district, very difficult of access, which no Educational Officer but myself has ventured to penetrate. The school differs little, if at all, from the indigenous schools, but were periodical inspection of it possible, a great improvement might be made. The Chetanahalli Branch School has been newly established by Captain Fitzgibbon, the owner of adjoining coffee estates, for the benefit of the ryots in Singapura and the surrounding villages.

90. The Seminaries of the Sadar Vēda Siddhanta Sabha are now four in number, namely, Tamil, Telugu, Canarese and Sanskrit. But the bulk of the pupils belong to the two former. By a system of periodical examinations the schools are kept in good working order.

91. The Mēlkōta and Chintamani Schools are both making very satisfactory progress, and it is interesting to note that the Vaidika Brahmans instructed in them shew an inclination to secularize their mode of life so far as to be willing to take service in the Educational Department, a step that would profit both sides, and provide exercise for a class of highly talented men whose common complaint is that no encouragement of any kind is now held out to them by the State, whereas in the days of Hindu sovereignty they were the most honored of all men.

92. The number of Hindustani schools receiving aid from Government is considerable. The use of school books similar to those published for the Educational Department of the North-West Provinces is insisted on, and some of the institutions are thereby in a fair way of supplying good secular instruction. Of those in Bangalore, the Madrasa Islamia has improved lately, but the Madrasa Kudusi has suffered from the absence of the Pesh Imam, who is on a journey to Mecca. The Boyring Madrasa in Mysore has long been in a very unsatisfactory condition. The real cause has, there is reason to believe, been discovered, and arrangements made for its better conduct in future. The Hassan, Hunasúru, Sríniváspura, and Dodda Ballápurá Madrasas are well reported of, and among the smaller schools those at the French Rocks and Echinpalli. The Chintamani School has gone down very much. The Shinoga and Channapatna Schools both require the strictest supervision.

Statistical Information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average Total. | Cost to Government. |
| 33 | 2,067 | 7,556 | 10,288 | 17,824 | 8—9—11 | 3—10—4. |
| Fees. | | Pupils. | | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. | |
| 1,549 | 0—11—11 | 766 | 1,268 | 255 | 2,289 | |

4. FEMALE SCHOOLS.

93. The Bishop Cotton's Girls' School has an increased number of pupils and appears to be making creditable progress, and the St. John's District School

English.

continues to deserve the high character it has always enjoyed in that neighbourhood. The Wesleyan Mission School on the other hand has not made the same advance as in former years, and the number of pupils has considerably diminished.

94. The Convent of the Good Shepherd has not been inspected during the past year. The annual returns shew a slight decrease in the number of pupils. The London Mission Boarding School is well reported of, both as regards the attainments of the pupils as compared with last year and the general administration of the school. The Wesleyan Mission Orphan School has been provided with better accommodation and is getting on well.

95. The Day Schools in the pété of Bangalore, under the charge of two ladies of the London mission, have by far the largest number of pupils, amounting to nearly 500, and are very efficiently conducted. In connection with them a female Normal School has been commenced on a small scale. Taken altogether these institutions must produce a very appreciable effect on the female Canarese population of this place. The Wesleyan School in the pété has also a good attendance, numbering 114 girls, and is well conducted.

96. The Wesleyan Schools established in Mysore and Toomkoor for casté girls, afford grounds for great encouragement in their growing popularity. The Shethalli Catholic School may be commended for the good moral influence exerted by its means on the household of the surrounding villages. The Shimoga Hindu School is an interesting and praiseworthy attempt by natives themselves to provide female instruction for girls of the higher class.

97. The Alsur Caste Girls' School maintains its former popularity, as also does the Hindu Female School, which is under native management. Both are making satisfactory progress. The Blackpalli and Mysore Catholic Schools are instrumental in rescuing many girls of the poorer class from lives of utter ignorance and its attendant evils.

98. In the single school under this head the upper girls are reported to have made decided improvement during the year. It is gratifying to find the

Anglo-Vernacular.

Canarese.

Tamil.

Hindustani.

attendance continues so good now that the novelty of the institution has worn away. I regret that the pecuniary support derived from the Massulman subscribers is so uncertain.

Statistical Information.

| Number of Institutions. | Average number of pupils. | Cost charged to | | Total. | Annual Cost of educating each pupil. | |
|-------------------------|---------------------------|-----------------|--------------------------|---------|--------------------------------------|---------------------|
| | | Imperial Funds. | Other sources of Income. | | Average Total. | Cost to Government. |
| 28 | 1,578 | 9,960 | 15,117 | 25,077 | 15-14-3 | 6-4-11 |
| Fees. | | | Pupils. | | | |
| Total Amount realized. | Average per pupil. | Hindus. | Mahomedans. | Others. | Total. | |
| 3,923 | 2-7-10 | 1095 | 126 | 390 | 1611 | |

5. PRIVATE UNAIDED SCHOOLS.

99. The *indigenous schools* have been described in former reports, with the absence of method in their management and the scantiness of the education given in them. There is, however, a rough demarcation of classes based on the progress of the pupils, according as they write on the sand, on boards, or on paper; these being the principal stages.

100. A form of discipline too is preserved. It might for instance be supposed that punctuality was not very strictly observed. Its importance, however, is clearly recognized in punishing boys who come late to school, the precise hour being regulated no doubt by the master's arrival. A cipher is traced with the end of the cane on the palm of each boy who is in time, while those who are late receive one, two, or more cuts according to the order of their coming.

101. The punishments are occasionally of a cruel description, such as, exposing to the burning sun with hands and feet bound, or

suspending from the ceiling by a cord tied round the wrists, some times only round the thumbs. These barbarities, however, are evidently becoming less frequent through the action of indirect humanizing influences.

102. But the cane is still a *sine quâ non*, and its use is guided by the most literal interpretation of the maxim "spare the rod and spoil the child." Should a boy who incurs displeasure be at a little distance from the master, the latter throws the cane to the culprit, which he is then compelled to take up and come forward with to be flogged. A very unequivocal way of connecting offence with penalty in the boy's mind, in making him as it were instrumental to his own punishment.

103. A native school is sure to be a noisy one, all the boys being encouraged to repeat their lessons as loud as possible. A practice doubtless intended to counteract a tendency to restlessness which is produced by enforcing silence. In Massulman schools another provision besides the above exists for the same purpose, apparently on the principle *similia similibus curantur*, for I can account for the singular practice in no other way. The left knee is brought up under the chin, and the arm put round the doubled up leg for the purpose of reaching the book, which is placed on the ground. In this attitude the whole of the pupils rock rapidly to and fro, using the forefinger of the right hand as a pointer. Adults as well as little children invariably follow this method in the schools, and the Massulmâni girls too read in the same manner.

104. The remuneration of indigenous teachers varies very much according to circumstances, but to Hindu masters the Maharnavami customs are unquestionably a source of considerable profit. On that day they go round from house to house attended by their pupils, and receive presents in money, varying from a few annas to several rupees, according to the means of the person visited and the esteem in which the master is held. The boys all carry painted wands, and some have bells at the ankle or knee. In this guise they move along, performing the kólâta, or stick dance, appropriate for the occasion.

105. When the procession arrives at the door of a house it is customary to invite all in. Verses in honor of the host are then chanted by one boy, or by several in chorus, and to these the presents are made, only however to be handed over to the master, who appropriates nearly all, merely buying a few sweetmeats for his pupils. Should any householder appear unwilling to make the expected presents,

there is a dialogue expressly adapted for such a case, in which one of the boys personates a miserly man and holds an altercation with the others. After putting off the applicants on various excuses he pretends to be overcome by their warnings of the evil sure to overtake him, and ends with the broad hint "Wife, go and bring the money bag!" It appears that this colloquy is rather popular, and that unwillingness to see the boys is often stimulated for the sake of hearing it recited. I have read it all, and, beyond a little good humoured abuse, see nothing in it but nonsense. Sometimes the boys amuse the audience by asking riddles.

106. As every thing is of value that throws light on the practices of the indigenous schools, I have collected and translated a number of the Maharnavami padyas, riddles, &c., but find little worthy of presentation here. Some are childish in the extreme, others contain allusions to popular beliefs and traditions.

Among the verses addressed to a shetty or merchant, the following occur.

"He sits down in the jungle and forthwith springs up a shop; if you cut down the trees, he will make it into a city; if angered, he can ruin a kingdom; ever getting gain, he causes the ships to sail on the sea.

With scales, balances, weights, and a money changer's box at his side; weighing every thing well and knowing its proper market value; resolved not to be cheated to the extent of a single cash; his fame is spread abroad through all the land.

Gootty pagodas, Mamatoor half pagodas, Shervaroy and Penakonda coins and, if very urgently required, even Ikkéri pagodas, these and many other current coins can he supply.

Of a gowda, or farmer, it is said "He has not his equal in the world for kindness."

The address to a kumbára, or potter, begins thus.

"In the famous line of *Shalivahana, who surrounded with elephants, horses, and infantry, mounted the magic horse and slew his rival Vikrama, were you born into the world kumbára shetty.

107. Were the people generally either disposed or qualified to examine what the boys really learn, and to ascertain their progress, it seems to me that this annual ceremony might be turned to good ac-

*Shalivahana was the son of a potter.—*Elphinstone's History of India*.

count, and in the case of the hóbli schools made to take the place of the yearly recitations and distribution of prizes customary in schools under European management. Even as it is something might possibly be done with this view, through the agency of the local punchayets.

108. The unaided *Mission Schools* belong either to the Catholic, the Wesleyan, or the London Missions, and are pretty much confined to the stations where missionaries are resident, or to their immediate neighbourhood.

109. From information received I understand that there are nine Catholic Schools unassisted by Government, all located in Bangalore, except one, which is at Béguru, about 10 miles away. Three of the former are girls' schools. The return of attendance gives 186 boys and 67 girls, of these 34 are learning English, 163 Tamil, 21 both these languages, and 35 Canarese and Telugu.

110. The Wesleyan schools contain about 2019 pupils; the absence of necessary documents, I am informed, prevented any but an approximate statement, rolls not being obtainable in all instances. The schools (number not known) are situated in Bangalore, Mysore, Toomkoor, Gubbi, Kunigallu, and Shimoga. Canarese is studied by 1573, and Tamil by the remaining 436 of the scholars.

111. The London Mission have 4 schools, 2 in Danganlore, 1 in Málúru and 1 in Anckallu, containing altogether 135 boys and 30 girls. Of these pupils 105 are taught in Canarese, and 60 in Tamil.

VI. SCHOLARSHIPS.

112. Government scholarships to the extent of Rs. 500 a year have been attached to the High School, and ten have been founded in connection with the Engineering School, as described in the paragraphs referring to those institutions. There is also a scholarship of Rs. 4 a month in the Hunasúru School.

113. The following exhibitions have been instituted by private liberality, in order to perpetuate the memory of Major General R. S. Dobbs, a highly esteemed Officer of the Mysore Commission, who served

Dobbs' Medal. in this province for upwards of 30 years. The *Dobbs' medal*, to be awarded annually, on the result of a competitive examination in the English scriptures, open to "all Protestant students of whatever race, class, or denomination, who have been educated in the Mysore country for the period of at least two years immediately preceding the examination, and whose age shall not be more than 19 years." The *Dobbs' scholarships* two in number, of the value at present of Rs. 7 a month each, to be given, one in the High School, and the other in the Native Educational Institution, to deserving students who have matriculated.

114. Subscriptions are now being raised to establish a scholarship in memory of Mr. Arunachelam Modiliar, the late Head Sheristadar of the Chief Commissioner's Office, and Huzoor Anché Bakshi or Post Master General. This gratuity will be attached to the Sadar Véda Siddanta Sabha Seminaries. It is gratifying to observe the increasing popularity of this useful mode of commemorating important public services.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

115. The extent to which appointments in public offices are given to students cannot be accurately ascertained. There is unquestionably an increasing disposition on the part of Heads of departments to favor well educated candidates, and not to be guided entirely by interested recommendations in filling up appointments within their gift.

116. The following are a few of the best paid situations held at the present time by young men; in whole, or in part, educated in the High School. I do not vouch for its completeness.

| | | | |
|--|-----|-----|---------|
| Assistant to the Inam Commissioner | ... | ... | Rs. 300 |
| Accountant, Controller's Office | ... | ... | 175 |
| Munshi to Canarese Translator | ... | ... | 155 |
| Naib Sheristadar, Judicial Commissioner's Office | ... | ... | 150 |
| Revenue Sheristadar, Shimoga | ... | ... | 100 |
| " " Kadoor | ... | ... | 100 |
| Judicial Sheristadar, Mysore | ... | ... | 100 |
| Do. " Toomkoor | ... | ... | 100 |
| Amildar of Mojakálmúru | ... | ... | 100 |
| Head Master, Kolár District School | ... | ... | 100 |
| Head Accountant, Nandidroog Division | ... | ... | 100 |

| | | |
|---|-----------|-----|
| Correspondence Clerk, Chief Engineer's Office | ... | 100 |
| Head Writer, Coorg Commissioner's Office | ... | 80 |
| Record Keeper, Inam Commissioner's Office | ... | 80 |
| Head Translator, Nandidroog Division:.. | ... | 75 |
| Translator, Judicial Commissioner's Office | ... | 75 |
| Do | ... | 75 |
| Killédar of Sagjapura | ... " ... | 75 |
| Translator, Bangalore District Office | ... | 70 |

117. The number of candidates for the Uncovenanted Service Examinations increases every year. About 200 were examined at Bangalore for the last General Test, and about 60 for the Special Test.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

118. In the educational measures of the past year the improvement of the English instruction already provided for has been kept in view rather than its extension. As it takes a long time for a native to learn English, the cultivation of that language is often carried on at the expense of the vernaculars, and although to counteract this tendency the study of Canarese is obligatory in all our anglo-vernacular schools, yet it necessarily holds a subordinate place in the curriculum. Hence the importance of making the English course as complete and thorough as possible, and of discouraging the multiplication of inferior schools in which only a smattering of English is obtained and no great proficiency acquired in the vernacular as a compensation.

119. The standard required for Matriculation at the Madras University is set before the masters as a definite point to be attained by the advanced pupils of the district schools, and all but three were in a position to send up candidates to the last examination; a sign that this is not an ideal goal but one that the pupils may with effort be brought up to. The Raja's School at Mysore and the Hassan District School have advanced a step beyond, and prepare students for the First Arts Examination; while the High School yet further, in its college classes, provides the means of graduating.

120. The advantages of adopting this publicly recognised standard for the English education are too obvious to need mention, provided the character of the standard itself be such as to promote the end in view in training up to it. It is matter for congratulation therefore that the changes recently made by the Senate of the University are so plainly in the right direction.

IX. BOOK DEPARTMENT.

121. The continually increasing demand for school books is both an index of the growing desire for education and a result of its greater diffusion. The accuracy of this view is confirmed by observing that the sales in the branch depôts, stattered about in various parts of the country, have increased in a much greater ratio than those in the Central Depôt at Bangalore, and this difference would probably be still more marked were the means of despatching books to out-stations less limited than they are. The aggregate sales amounted to Rs. 14,515 for the year, in the proportion of Rs. 9,568 in the Central, and Rs. 4,947 in the branch depôts.

122. Our Telugu school books have been obtained from Madras and a great many Canarese ones from Mangalore, but the rate at which our Canarese schools are increasing precludes the possibility of our relying to any extent upon foreign sources. A series has accordingly been prepared here of elementary works in Canarese specially adapted for use in the Mysore Government schools, and the books have been published at considerably lower rates than would have to be paid for similar ones procurable elsewhere. The following is a list of what have been issued.

| | Copies. |
|--|---------|
| Padya Sára—a poetical reader .. | 10,000 |
| Kathá Saptati—a story book in prose .. | 10,000 |
| Vágvídháyini—a grammar .. | 5,000 |
| Bhúvivarāṇé—a geography ... | 5,000 |

123. With the view at the same time of encouraging the higher Canarese literature, patronage has been extended to a complete edition of Válmíki's Rámáyāṇa, a work of which only portions have hitherto existed in print. A number of copies of the Kathá Sangraha have also been purchased.

124. Private publications of a useful character have been assisted, of which the following may be mentioned.

| | Copies. |
|--|---------|
| A History of Mysore, by a native Dy Superintendent. | 400 |
| An introduction to the study of Sanskrit in the Dévanagari character, through the medium of Canarese or English. | 500 |
| The First Book of Euclid in Hindustani, by a Mahomedan Head Master | 300 |
| A Canarese English Translator, on the system of Ollendorf, by a German Assistant Master | 200 |

125. One of the greatest wants of the department has also been

supplied in the preparation at the Government Press of a map of the World in Canarese, 5 ft. by 3 ft., engraved on copper. The execution of this work will, it is believed, stand comparison with that of any vernacular maps ever published in this country. The only other Canarese map available is a lithographed one of India, published at the Wesleyan Mission Press. Moreover for the use of Hindustani schools, arrangements have been made for obtaining copies of the Urdu maps prepared in England for the Panjab Educational Department.

SCHOOL BUILDINGS.*

126. The erection of school buildings having this year for the first time been entrusted to the Educational Department, three schools according to the second class standard design have been undertaken at the stations of Hosakóte, Belúru, and Banávára. The two former are finished and occupied, in the third the roofing is now going on.

127. In addition to the foregoing, five school houses of the first class, which have been for various periods under construction by the Public Works Department, have been completed; namely at Shikáripura, Dávanagere, Maddúru, Chikkamagalúru and Harihara; and the premises hitherto rented for school purposes at Chikkanáyakanahalli purchased for Government, the intention of building being abandoned.

128. Wherever the situation of the schools was very much exposed, the grounds have been hedged, walled, or railed in, which will not only tend to the conservation of the buildings, but sets off their appearance, and gives an air of order to the premises.

CONCLUSION.

129. In concluding my report I desire to acknowledge the cordial assistance I have received from all the civil authorities in introducing the scheme of hólí schools. My thanks are especially due to Mr. B. Krishniengar, Deputy Superintendent of Kolár; Lieut. E. S. Ludlow, Assistant Superintendent of Ashtagram; Mr. L. Ricketts, Deputy Superintendent of Mysore; and Captain W. Hill, Deputy Superintendent of Hassan.

130. In the Educational Department itself I have at all times received the cheerful and ready support of those under my direction in

carrying out the changes and plans described in the preceding pages. It gives me pleasure to mention the following in particular.

- Mr. R. G. Hodson, Offg. Inspector of Schools, First Circle.
- „ C. Waters, M. A., Principal of the High School.
- „ J. Dunning, Head Master of the Raja's School.
- „ M. Clapham, Acting Head Master of the Normal School.
- „ G. W. Haldwell, Head Master of Hassan District School.
- „ G. W. Wallace, Head Master of the Engineering School.
- „ Abdul Rahiman, Head Master of Kolár District School.
- „ M. Buchaya, Head Master of Chikka Ballápura School.
- „ M. Ramaswamy Shastri, Canarese Translator.
- „ Khwaja Mahammed, Sub-Deputy Inspector of Hindustani Schools.

131. I may be allowed further to express my obligations to the Chief Commissioner for his favorable entertainment of the proposals I have had from time to time to submit for his consideration.

I have the honor to be

Sir,

Your most obedient Servant,

B. L. RICE,

Offg. Director of Public Instruction.

APPENDIX I.

GOVERNMENT SCHOOLS.

I. SCHOOLS OF THE HIGHER CLASS.

| | |
|--------------------------|-------------------------|
| High School, Bangalore. | District School, Kolár. |
| Raja's School, Mysore. | " " Toomkoor. |
| District School, Hassan. | " " Chituldroog. |
| " " Shimoga. | " " Chikkamagalúru. |

2. SCHOOLS OF THE MIDDLE CLASS.

| <i>Nandidroog.</i> | <i>Ashtagram.</i> | <i>Nagar.</i> |
|----------------------|-------------------|---------------|
| Chikka Ballápura. | Huṇasúru. | Harihara. |
| Chikkanáyakanahalli. | Narasipura. | Shikáripura. |
| Channapaṭṭa. | Yeṇandúr. | ... |
| Dévanahalli. | Gundlupṭṭé. | ... |

3. SCHOOLS OF THE LOWER CLASS.

| <i>Bangalore District.</i> | <i>Kolár District.</i> | <i>Toomkoor District.</i> |
|----------------------------|-------------------------|---------------------------|
| Chennapaṭṭa. | Bag'palli. | Chikkanáyakanahalli. |
| Clósepṭṭé. | Chintamaṇi. | Huliyúrdurga. |
| Dévanahalli. | Chikka Ballápura. | Kora'agere. |
| Dodda Ballápura | Góribidanúru. | •Maddagiri. |
| Hosakóte. | Kolár. | Síra. |
| Mágadi | Muḷabágalu. | Tiptur. |
| Sarjapura. | Narásapura. | Toomkoor. |
| Yelahanka. | Sr'niváspura. | Turuvékere. |
| ... | Sidlaghatta. | ... |
| <i>Mysore District.</i> | <i>Hassan District.</i> | |
| Maddúru. | Arakalagúdu. | |
| Maṇḍya. | Bélúru. | |
| Mysore. | Háranahalli. | |
| Nanjanagúdu. | Nágamangala. | |
| Narasipura. | Narasipura. | |
| Sargúr. | • Sakkáspura. | |
| Yedatoré. | ... | |

| <i>Shimoga District.</i> | <i>Kadoor District.</i> | <i>Chituldroog District.</i> |
|---|---|---|
| Chennagiri. Holé Honnúru. Nyanti. Ságara. Shikáripura. Shimoga. ... | Bájjávára. Bírúru. Chikkamagalúru. Kadoor. Tar kere. Wastára. ... | Chituldroog. Dávanagere. Harihara. Hosadurga. Huljar. Molákálumúru. Pávagada. |

HINDUSTANI SCHOOLS.

Kolár.
Toomkooor.

Mysore.
Chituldroog.

HOBLI SCHOOLS 146 IN NUMBER.

4. FEMALE SCHOOLS.

| | | |
|------------|-------------|---------------|
| Bangalore. | Chintamani. | Sríniváspura. |
|------------|-------------|---------------|

5. NORMAL SCHOOLS.

| | | |
|---|-----|------------|
| General Normal School | ... | Bangalore. |
| Nandidroog Division Hobli Normal School | | Kolár. |
| Ashtagram | " " | Mysore. |
| Nagar | " " | Shimoga. |

6. OTHER SCHOOLS FOR SPECIAL EDUCATION.

Engineering School, Bangalore.
Jail Schools "
Reformatory "

SCHOOLS OF THE HIGHER CLASS.

HIGH SCHOOL, BANGALORE.

Principal's Report.

1. Compared with the number of students in this institution a year ago, the present attendance shews a favorable reaction. The Principal in his report thus accounts for the falling off at the beginning of the year. "After the University examinations in December 1867 we had on our roll a B. A. class of 4, and a First in Arts class of 14 students, but I found myself unable to carry on a B. A. class with the staff of masters I then had without neglecting other classes that required my more immediate supervision. I was therefore obliged for the present to give up the class. One student went to Madras, and I understand is doing well, two others have this year gone up for the B. L. degree, but they have not carried on their studies at the High School. About this time, in order to allow a longer time for teaching, the hour for commencing school was changed from 7 to 10 o'clock in the morning and one hour more was added. This change, however, did not meet with the approbation of the students, very many of whom are employed and so are unable to attend the school after 11 o'clock. I am sorry to say that during the first three months of the year our numbers diminished to about 300, but they have since risen and we have now about 475 students.

2. We commenced last February with a First in Arts class of 10. I think our senior classes now number about 9 in the B. A. class and 12 in the First in Arts class. I purpose this year again commencing a B. A. class. As the students in this class are, according to the curriculum of the Madras University, two years in preparing for their degrees, this will at the end of the present year necessitate the formation of another class if some of the First in Arts students pass the University examination next December. So that there will be four college classes instead of one, as was the case when I took charge of the school in January 1867. I hope the Commissioner will be able

Attendance.

College Classes.

to comply with the request I intend making for another master to enable me to carry on efficiently the college classes.

3. I am happy to report that the students have done creditably in the University examinations. Ten students were candidates for the First in Arts Examination held last December, of whom six passed. One of them, Mahomed Ali, taking a high place in the first class. The Matriculation candidates were not so successful; out of 14 candidates, 4 passed. These numbers do not include two First in Arts and six Matriculation students, who by their own desire were sent up to the examination, but failed.

4. There are now three scholarships given for the First in Arts class and five for the Matriculation class which are given to those scholars who are in poor circumstances. I am sorry to say that only three of these scholars have this year passed the examination, but this perhaps is owing to the fact that many of them are employed.

Examiners' Reports on the F. A. Class.

5. Mr. E. Thompson, M. A., Principal of Presidency College, Madras, reports as follows:—It will be seen from the marks that six out of eleven have done well, and two of these very well: I was glad also to see such good answers from Mahomed Ali who writes better English than I have been accustomed to see among Mahomedans; of the remaining five I cannot speak favorably. I am afraid that their chance of passing in December is not a very good one, though one or two may succeed if the intervening time is well spent. Coleman is the only boy who seems to have an idea of scanning. All the rest failed in the question on this point. The class shewed a good idea of what should be aimed at in a paraphrase, but, with two or three exceptions, were not very successful in rendering the meaning of the passage. All, but Coleman, Mahomed Ali, Narasamiengar and Venkatavardiengar, failed in derivation.

6. The Rev. B. Rice, of the London Mission, says:—I have carefully examined the answers of the students to the questions proposed to them in Canarese poetry and prose, and I have much pleasure

in stating that I consider them as a whole fairly done ; evincing a good degree of acquaintance with the subjects studied. It is remarkable that the paper on poetry, although the more difficult of the two has been answered better than that on prose, so much so that one student who gets 30 marks for poetry obtains only 17 for prose, another who gains 28 for poetry has only 10 for prose, the same disproportion appearing more or less in all the students. The general result cannot but be regarded as creditable. At the same time I would here repeat what I am in the habit of urging on all native students, namely, the importance of their arriving at a more thorough acquaintance with English idiom, and a more accurate knowledge of the grammar of their own language. Without this they cannot secure a high place as thorough scholars in both languages, nor turn their attainments to the best account.

7. Mr. Mahomed Ali, Assistant Superintendent, Mysore Commission, writes:—In sending the number of marks obtained by Mahomed Ali in his Hindustani papers, I am happy to state that the candidate has on the whole given great satisfaction. He has evinced a good deal of ability in translating from Hindustani into English both in prose and poetry, but the converse is not so ; this may perhaps be attributed to the peculiar style of English given to him to translate. He appears to have a general and fair knowledge of the different idioms of both English and Hindustani.

8. The Rev. J. Bamforth, Principal of Bishop Cotton's School says: I return Coleman's papers. He has obtained 45½ marks out of 100, a very fair result. I would advise him to work at his Cicero the next ten days.

9. Mr. J. Bradshaw, Mathematical Master of the Civil Engineering College, Madras, reports:—The answers of six of the students I regard as highly satisfactory, but the other four are decidedly unsatisfactory. On the whole the class, as a class, has obtained 48.1 per cent, a result which I regard as creditable. The examinees seem to have a misconception on the subject of exchange, and did not apparently understand the meaning of the term "debenture."

10. Mr. W. A. Porter, M. A., Principal of the Provincial College,

Algebra and Euclid. Combaconum, says:—Of the students examined by me in Euclid and Algebra four have done very well, and three others fairly. The style of most of the papers is very good.

11. The Rev. A. R. Symonds of Madras, who examined the single candidate in this subject, reports:—His paper is a very good one. I valued the questions at 40 and assign to him 22½.

Logic.

12. The Rev. J. Bamforth, F. R. G. S., states that eight out of eleven have obtained half marks or more, a result which I consider very satisfactory. A greater number of marks would have been obtained by a majority had they not failed in map-drawing. Mahomed Ali and Ramaswami are deserving of special mention, the former having obtained more than five-sixths and the latter more than three-fourths.

Indian History and Geography.

Examiners' Reports on the Matriculation Class.

13. The Rev. J. Hudson, B. A., Principal of the Native Educational Institution, says:—Of the papers sent to me, five deserve special notice. The best was written by C. Védavyāsa Rao; apparently he had not time to finish the questions, but so far as he went he answered very well. The second and third papers were by M. G. Krishniengar and L. Srinivāsiengar, who were equal, the fourth by James Conquest, and the fifth by Henry Slany, all these answered well. The next papers by S. Srinivās Rao and V. Chitambaram were very fair, and that by B. Kristna Rao, very nearly up to the standard for passing.

English.

14. In these papers good explanations were given of words and sentences, an intelligent acquaintance was shown in most cases with the subject-matter of the poetry, and satisfactory answers were given to the questions on grammar and idiom. The English in the paraphrasing and composition was also pretty good. The grammatical analysis was not quite so well done as the rest of the work. The papers gave proof of patient and diligent study, and there seems good ground to hope that most if not all of the boys mentioned will pass in English at the approaching University examination.

15. The Rev. C. Campbell, B. A., of the London Mission, reports as follows:—After a very careful examination of the papers containing the answers to my questions, I congratulate the two scholars, S. Srínivás Rao and M. G. Krishniengar, who have obtained the largest number of marks, viz. 72 and 61 respectively, out of the maximum 80. They and others who have been less successful evince much ability and give promise of good progress in the future. But if they would make the best of the many advantages which they have in connection with this institution, and would occupy a high position of honor and usefulness among their own countrymen, they must give more attention to every thing connected with the study of their own language. If they do become eminent for their learning in general, it will be a matter of regret to them in after life if through neglect they allow others to excel them in this branch of knowledge.

Canarese.

16. Mr. J. B. Rogers reports:—That the single candidate, V. Chitambam, obtained $60\frac{1}{2}$ marks out of 80 in Tamil.

Tamil.

17. The Rev. W. W. G. Cooper, M. A., Chaplain of St. John's, writes:—I have carefully looked over the papers on Sallust and Virgil of the three candidates for Matriculation from the High School. Sallust is a difficult book, and the boys, like those of Bishop Cotton's School, have not done as well in it. In Virgil all have acquitted themselves very creditably. Their papers are also neat and orderly. On the whole I think there is good reason to be satisfied.

Latin.

18. Mr. J. Lacey, B. L., says:—The class did much better this year than last. The lowest number of marks gained was 15 out of a maximum of 40, and as the University of Madras only requires a candidate to gain one fourth of the maximum number of marks to enable him to pass in this subject, there is no doubt of the students of the class passing in arithmetic. D. Calder obtained the greatest number of marks, viz., $39\frac{1}{2}$, and next to him were J. Conquest and B. Kristna Rao, with 36 marks each. D. Calder also deserves great credit for the neat manner in which he has done his paper.

Arithmetic.

19. Captain W. H. Edgcome, R. E., Principal of the Civil Engineering

Algebra. College, Madras, reports as follows :—My examination of a class of 17 students in algebra up to the Matriculation standard, shews the following results, viz., that 10 students have obtained half marks or more, and that two others very closely approach that figure. Of the above mentioned ten, V. Chitambaram, D. Calder and B. Venkatavardiengar are especially distinguished in having obtained 100, 85 and 73 marks respectively, the maximum being 100. Amongst the last five on the list, B. Védantachari and S. Srinivás Rao have acquitted themselves fairly, but the remainder very indifferently. The average of marks for the whole class is over 53 per cent, which is decidedly satisfactory.

20. The Rev. J. H. Walton of the London Mission Institution, says :—I received 17 papers of answers, and find that with two or three exceptions the boys have answered very well, whilst one or two deserve special commendation for diligence and care. Four of the seventeen have succeeded in gaining more than half of the number of marks. Five others have obtained over one-third marks. Three more have got above the quarter, whilst of the remaining five youths three have barely failed. I consider these results highly creditable to the class and very encouraging to the masters. I would specially commend V. Chitambaram as holding the first place, having gained 22 marks out of 40, and although C. Védavyása Rao has not obtained so many marks as some of the others, yet his answers evince such great care and diligence as to merit special mention. It would be well I think if one or two of them were to attend a little more to the spelling of words, especially Abdul Azíz, concerning whom I may also say that he would have obtained a much higher place had he abstained from the use of algebraical symbols in his demonstrations. In all cases the answers are neatly written, and there appears but little evidence of haste or negligence.

21. Lieutenant G. J. Van Someren, officiating Conservator of Forests, writes :—Ten questions were set, one of them testing the knowledge of dates possessed by the boys ; the other nine were questions of a general character intended to test whether the boys had read their histories intelligently or simply learnt them off by rote. The class consisting of 17 boys shewed a very fair knowledge of the History

Indian History.

of India, with two exceptions, Balasundram and Abdul Azíz, who, out of a maximum of marks fixed at 40, obtained but 7 and 8·6 respectively. The other 15 boys did well. Of these 15 lads the best was S. Srínivás Rao who out of 40 marks got 37·1. A. Védavyása Rao, V. Annasawmy, B. Kristna Rao and J. Conquest all succeeded in getting upwards of 30 marks each. S. Srínivás Rao's paper was the best, but had C. Védavyása Rao, answered the sixth question correctly and fully, he would have stood first in Indian and second in English History. Though J. Conquest's paper stands fifth in order rated according to marks, and his knowledge of dates is limited, it shews perhaps the best general acquaintance with the History of India. Conquest seems to take an intelligent interest in events that have occurred.

22. As a class the knowledge of English History shewn by the boys is poor. In Indian History the 17 boys obtained a total of 409 marks, in English History but 288 in all are obtained. J. Conquest leads the list with 31·1 marks out of a maximum of 40. C. Védavyása Rao is a good second with 30·5. The next is H. Slaney with 26·8, the fourth V. Annasawmi with 22·6. S. Srínivás Rao gets 21. The other fifteen failed in getting half marks, and four boys failed in getting even 10 marks. The two worst English papers sent in were by K. Srínivás Rao and Abdul Azíz. The questions were designed to test their general knowledge of history, only one question was assigned to dates.

23. Mr. H. Wellesley, M. C. S., Assistant Superintendent, Mysore Commission, reports as follows:—Considering that the course of studies has embraced the geography of the whole world, I look upon the papers as on the whole very fair, and I do not think that any of the class can have been idle. Conquest is *facile princeps*. Nearly all his answers are first rate, and are moreover well condensed and neatly written. I am sure that if he works he will take a high place in any examination for which he may enter in the country. But heavily weighted as his native competitors are in having to gain knowledge in a foreign language regarding countries most of which have in their eyes nothing to awaken interest, I think that some of them have equal reason to congratulate themselves. It might be considered strange

that the only question which has been badly answered by all is that which relates to Mysore. A student of geography should start with that of the country in which he expects to pass his career. To a few of the questions some rather amusing answers have been returned, and as it does boys good to be laughed at, I give some of them verbatim, omitting names. Asked to name the agricultural products of England, one boy names "knives" and "digging coal," and another replies "they agriculture (*sic*) mulberry trees largely in order to obtain silk." A third includes "learning" and "civilization" in a long list of the exports of England. A fourth states that India exports rúgi, cholum and dhal to England. Here is a portrait of a Scotchman. "Scotchman.—This chiefly inhabits mountains. Has small eyebrows, bent forehead and long beards. Very clever and artful." Of an American Indian. "This is a very fearful to look at. Face is flat, devil-like shape; all turned Christians. Tufts of hair flying about their heads." Some of the boys have been taken in by a catch question, and are of opinion that cotton grows in some parts of England; but several decline to be caught, and the best boy in the class hits back sharp, for he replies to the effect that the only parts in England in which cotton grows are green-houses. But these answers are no criterion of the papers, which I repeat are very fair, and I can only regret the ignorance displayed regarding Mysore.

24. One word of advice to those who are going up to be examined at the Madras University. A neatly arranged paper is half the battle. Some of the papers that I have looked over are more like Chinese puzzles than examination papers. Number your answers carefully and in proper order, and do not let one answer run into another. If in doubt about a question leave a space for its answer and pass on. Otherwise the examiner will infallibly lose his temper, and in that case the cause thereof may lose some marks.

RAJA'S SCHOOL, MYSORE.

Head Master's Report.

25. This was formerly a Free school in every respect; not only in point of fees, but His Highness also furnished books, stationery, and every other article the boys required for school use gratuitously. After

his death when the school was transferred to Government it was thought desirable to impose a small fee of 4 annas in the lower classes. Some fear was entertained that the imposition of the fee would have the effect of reducing the number of scholars, but the contrary has been proved to be the case, and the attendance generally has been more regular than before. The fees in the higher classes have now been raised to Rs. 1½ and Rs. 2 respectively, with permission to excuse either wholly or in part those boys known to be in indigent circumstances. The scale of fees at present is, F. A. class Rs. 2, Matriculation class Rs. 1½, first class 8 annas. Second and third classes 6 annas, and all the other classes 4 annas. In the Canarese and Hindustani classes 1 anna each. All the boys now provide their own books.

26. A few scholarships to aid the most deserving boys in the prosecution of their studies are very desirable.

Scholarships. Captain Campbell has very liberally given a scholarship of Rs. 10 a month for the present year, and Colonel Haines will continue it at the same rate for the following year for the benefit of M. A. Krishniengar. There are several other deserving boys who are in very indigent circumstances, and I trust the Chief Commissioner will be favorably disposed to aid the institution by granting a few Government scholarships.

27. This is the first time the school has succeeded in the University Matriculation standard, five candidates having passed in December last. Of these University Examinations. M. A. Krishniengar is entitled to most credit, having entered as a beginner in September 1863, and worked himself up to the Matriculation standard in about five years. Four out of those five are now studying in the F. A. class, and the Matriculation class for this year numbers about 20. We trust a greater proportion of those will succeed than last year.

Inspection Report.

28. Seven months have elapsed since the transfer of this institution to the control of Government. During that period the numbers on the register have increased from 234 to 259. The lowest attendance on any day during the current month (December) up to the time of inspection was 224, but this figure is rather above the average daily attendance for the last six months.

29. The Matriculation class mustered 20 candidates, but the whole of these will probably not complete. Several of their number hold appointments, and thus more time has been unavoidably devoted to business than could be spared from their studies without endangering their success. Class I has 15 pupils who with their newly appointed teacher have evidently worked hard, but they betray many of the defects arising from faulty elementary teaching, such as a fragmentary mode of answering during a *viva voce* examination, bad pronunciation, and an imperfect acquaintance with the rudiments of grammar. Another twelve months work, however, should enable a good number of them to enter upon the Matriculation course. Classes II and III acquitted themselves well. The condition of class IV was particularly gratifying, and that of V and VI was also satisfactory.

30. I beg to call attention to the fact that the introduction of fees into this hitherto free school, so far from being followed by a diminution of numbers has been accompanied by an increase, which is not likely to fluctuate so long as the institution continues to hold out advantages equal to the educational requirements of this important town.

DISTRICT SCHOOL, HASSAN.

31. The Hassan School retains its position as the foremost of the district schools. The number of pupils at the time of my inspection was 114, against 105 the preceding year. The steady advance of this school and excellence of its management reflect great credit on the Head Master.

DISTRICT SCHOOL, SHIMOGA.

32. The general result of the examination of the anglo vernacular school as regards a knowledge of the text books has been fair, but mental training, especially in the lower classes, has been sadly neglected. The few questions proposed, and they were few indeed, shewed that these children had seldom been called on to think out the answer to a given question. Even when the answer was contained in the book but required a little thought to obtain it, it was seldom given without a great deal of questioning to get it from them.

33. Much attention is paid to writing copies, but unfortunately greater ignorance of the principles I never met with. The stems of the

letters are generally out of all proportion to the body, and the letters are at any angle to the lines, and too much crowded; no attention is paid to the manner of holding the pen or the position of the children. The head lines generally convey some geographical information, but some of them are very absurd. The style of writing is not suitable for office work.

34. The masters of the lower classes require careful supervision. I have noticed several serious mistakes in knowledge as well as school management; and I think it due to the children, not only in this school in particular but of every school in the province, that Head Masters should devote a certain portion of time, out of school hours, for the instruction of their assistants, in school subjects and school management. The latter especially would be advantageous to themselves as well as to their assistants, for new information would be constantly turning up and furnishing them with new ideas to carry out in their schools. A want of this teachers' class in a school is a serious drawback to the welfare of the pupils and the good feeling which ought to exist among teachers. The second class has been formed too soon. These boys would have profited more if they had been kept in the third class for another year.

DISTRICT SCHOOL, KOLAR.

35. The number of registered scholars at the last examination was reported to be 144, and has now increased to 162. The English branch contains 70, the Hindustani, 62, and the Canarese 30. The strength of this school is now greater than any other of the same class.

36. From the records of the last examination I find that papers were set to the first class similar to those previously given to students of a corresponding grade in the Hassan Government School. I regret that I was unable to repeat this common test, a considerable interval of time having unavoidably been allowed to elapse between the examination of the two schools.

37. It will appear from the tabular form of report that the portions studied are very small, and that throughout the school the results of the examination are generally less satisfactory than usual. The following explanation becomes necessary to avoid producing an unfair impression. The examination of this school, as previously intimated,

should have immediately followed that of Hassan, but the holidays intervened, and a few weeks' further postponement being likely to occur, I desired the Head Master in this emergency, after the re-opening of the school to use his own judgment in effecting the annual reformation of the classes. Had not this been done the present time would have been abridged and the Kolár School placed under a disadvantage in its next competition with Hassan.

38. The tabular report therefore represents the work of the last six weeks only. In conducting the examination, however, I took the opportunity of testing the knowledge of each class in the work done during the preceding term. In awarding prizes also I was entirely guided by the position of the boys at the end of last term and their efficiency in the subjects then studied by them, and was fully satisfied with the performance of the various classes. Papers on language (English and Canarese) and on history were given to the Matriculation class. Those who passed obtained not less than one-half of the marks. Except in Canarese, these papers were identical with those previously set at the examination of the Normal School. The first class attempted the Canarese and history papers, but none obtained half marks. I questioned the fitness of some of the pupils recently promoted to this class, but on the representation of the Head Master in favor of his arrangement, I allowed it to stand.

DISTRICT SCHOOL, TOOMKOOR.

39. The general progress of this school has been fair since my examination of it about two years ago, but it is still below the standard of the district schools, and had I not known its condition at that time I would have censured the master for its present low condition compared to other schools. Then the boys were beginning every thing, but now their progress in the several school subjects is "very fair" They are rather defective in the knowledge of the map, an error which I trust will be remedied before my next visit.

40. A more recent report is as follows :—

This school is progressing favorably, but I still require from the boys of the first and second classes a better knowledge of the subjects they are learning in these classes. Only two boys in each could be said to have done well, and this deficiency in thoroughness was shewn

particularly in language. The third class did well in every thing, and nothing could be better done than their lessons in language. The master has not been long from the Normal School, but has notwithstanding proved himself to be an excellent teacher, and I wish many older teachers would imitate his practice.

DISTRICT SCHOOL, CHITULDROOG.

41. The results of my examination have been generally satisfactory, except in language, which has been a failure from the highest to the lowest class. Want of thoroughness in this subject has been painfully apparent, as very few boys in the school understood the meaning of the sentences they read in my presence. Consequently I have ordered the teachers to recapitulate this and the other subjects marked "insufficient" in my report.

42. The work of the school appears to be entirely carried on by rote, for scarcely any effort has been made to evoke the thinking faculties of the pupils, or direct their attention from their books to the things occurring around them, or even to make them feel that much of what is in their books they know already. A remarkable instance of this occurred at one of my examinations, when the teacher informed the class that wheat does not grow in India, because it was not specially mentioned in the book he held in his hand, although both he and his pupils could have seen cart-loads of it passing their doors to Bangalore every week. Geography was not taught in an intelligent manner; there was too much dependence upon the book for definitions and productions.

43. The organization of the school is a most unusual one, and the labor of teaching unequally divided between the masters. The Head Master teaches only the first class consisting of 6 boys, and leaves the other three classes consisting of about 31 boys of various abilities entirely to the care of the assistant master. Such a state of things in a school ought not to be allowed, and is not allowed where the master possesses the least zeal for his work or anxiety for the welfare of his pupils. I trust that I shall never have to direct attention to a similar case again. This error arises from a notion very prevalent among Head Masters, that the first class is quite enough for them to look after and that the assistants should teach the others.

44. Subsequent report.

The second or highest class did so badly that I have been induced to withhold the prizes. The other classes did very fairly.

DISTRICT SCHOOL, CHIKKAMAGALURU.

45. The status of the anglo-vernacular school is progressing favorably both in numbers and school subjects of instruction, but still holds an inferior position to other district schools.

SCHOOLS OF THE MIDDLE CLASS.

NANDIDROOG DIVISION.

46. The numbers since the last examination have increased in the English school from 42 to 53. In the highest class neither the English poetry nor prose lessons had been so thoroughly studied as they should have been, and arithmetic appeared to be better understood in theory than in practice. In all else the class acquitted themselves well, especially in grammar, analysis, and translation. The general progress has been decidedly good. Class III did fairly, but on the whole not so well as Class II. Arithmetical operations betrayed a want of precision and order. The Canarese lessons and history deserve more attention than they appear to have received. I was pleased with the evident pains that had been taken with English prose and grammar.

Chikka Ballápura.

47. The lower classes have been well taught, but a third assistant is necessary to give the school a fair opportunity of reaching a higher standard. With the existing staff of two teachers, it is hardly reasonable to expect the full amount of work from each of the five classes. During two months and a half the Chikkanáyakanahalli Head Master had temporary charge of the school, and shewed himself capable of discharging the duty efficiently. The assistant master, who has now been about one year in the department, is a good teacher and has evidently worked hard with his classes.

48. On the afternoon of the 29th July a public examination was held and prizes were afterwards distributed. A large number of the

visitors present unfortunately did not understand English, but Mr. Krishnaswamiengar, the Assistant Superintendent, addressed them in Canarese, explaining the scheme of study at present in force, and adding his own remarks on the state and progress of the school. The proceedings appeared to afford general satisfaction.

49. The condition of this school has improved very much since my last visit, the numbers having risen from 7 to 33 not including the boys in the Hindustani school which is on trial, and not yet acknowledged as being under Government control. The examination has been very satisfactory, and I have much pleasure in recording my approval of the work which has been done in this school by the teachers.

Chikkanáyakanahalli.

50. A Hindu feast of which I received no previous intimation happened to fall on the days I had fixed for the inspection, and the time of examination being thus unavoidably curtailed, I was compelled to omit a few subjects indicated in the tabular form. I regret to state that the condition of the English school continues very unsatisfactory. Of the 5 boys forming the highest class, not one was sufficiently advanced for promotion. The discredit of this failure is aggravated by the fact that two of these pupils have been in attendance at the school since its establishment about seven years ago. The other three pupils were promoted from class IV during the last term without authority, an irregularity certainly not excusable on account of the proficiency of the boys. Similar irregular promotions were made from class V to class IV. The majority of the boys in these classes have been upwards of three, and some upwards of four years in the school. The absence of the Head Master for four months may be mentioned as an extenuating circumstance, but does not account for the fact that, of five boys forming the fifth class, three have been 3 years, and one 2 years, in attaining that standard.

Dévanahalli.

51. The continued inefficiency of the school and its gradual diminution call for immediate and decided action. I beg to recommend an entire change in the teaching staff. Should this measure fail to produce the desired effect, I see no sufficient reason for maintaining an anglo vernacular school in this place.

ASHTAGRAM DIVISION.

52. The numbers since last December have fallen from 47 to 38, of these 37 were present during the examination. The standard of the highest class, a second, has been passed by one boy whose attainments entitle him to a place in a first class. Except in mathematics the result of the examination is favorable. I found an intelligent interest was exhibited by the elder boys in European political movements, such as the recent revolution in Spain and other topics of general interest rarely glanced at by Hindus. It is matter for regret that in a place like Hunasúru few opportunities are open to the students of benefitting by English publications.

Hunasúru.

53. The school is still held in the Commissariat store room that was placed at the disposal of the department by Captain Magrath. The inconveniences connected with this arrangement are numerous, but no other building is at present available.

54. The numbers shew a decrease of two-fifths. Instead of 47 as at the last inspection, the register now bears the names of only 27 pupils, 26 of whom were present at the time of examination. Six of the nine pupils comprising the highest class, a fifth, are prepared to enter on the studies laid down for the next higher grade. In English grammar and arithmetic they had advanced beyond the limits appointed for a fifth class, but their Canarese studies had been less carefully prepared than their English. History also might have received more attention than appears to have been given to it: with these modifications it gives me pleasure to report favorably on the work of this class. The progress of the lower classes has also been satisfactory.

Yelandúru.

55. I learned from the schoolmaster that an English assistant was sanctioned for this school, and that directions were issued to ascertain whether a suitable person for the post could be met with in Yelandúru. The gradual rise in the standard of the school and the consequent increase in the number of classes render the appointment of an assistant requisite. The school room is very confined and ill ventilated.

NAGAR DIVISION.

56. The instruction of the boys appears to be carried on very fairly, and the Head Master deserves credit for what he has done. But there are a few subjects that require recapitulation.

Harihara.

The failure in the reading lessons has been caused by the master's passing over them too quickly.

57. Subsequent report.

The examination has been very satisfactory, especially in the reading lesson, a decided improvement in this subject having been made since my last examination.

Shikáripura.

58. I have much pleasure in stating that there has been a very great improvement in the anglo vernacular school since my last examination, and the result of my present examination is very satisfactory.

SCHOOLS OF THE LOWER CLASS.

CANARESE SCHOOLS.

BANGALORE DISTRICT.

59. The proficiency of the Canarese school was on the whole good, and the numbers which at the last inspection were reported to be 13 have risen to 45. All the pupils belong to the lowest grade, but I was able to form a third class and to make corresponding promotions amongst the various divisions of the fourth class.

Dévanahalli.

60. At the last inspection the number of registered pupils was 39. The recommendation contained in the report on that inspection regarding the amalgamation of Malappa's school being subsequently adopted, the numbers were doubled and have since increased to 104, making this the largest Government vernacular school in the province.

Dodda Ballápura.

After the examination of yesterday and the public distribution of prizes this morning, there were 5 fresh applications for admission, from which it would appear that a favorable impression was produced on these occasions.

61. The general proficiency of the boys throughout the school was good. A second class has been formed, and promotions made in the lower classes according to merit. Both the masters have worked hard, and the Head Master's exertions have gained him an increase to his salary. I trust the assistant master will receive similar substantial encouragement. He has nearly 70 boys under his charge, and has performed his duty efficiently.

62. Of the 38 boys whose names are on the register, all but three were present. About 8 more little boys, "Onáma davaru" were in attendance, but they had not been added to the number on the books. The crowd of visitors at the examination was a gratifying indication of an increased interest in the school, and the attainments of the boys though not entitled to unqualified commendation afforded decided evidence of attentive study. I called attention to some glaring errors which appeared in the grammatical part of the examination, and thought it necessary to recommend more attention to the mode of studying geography. But in the main the progress has been good.

63. The number of pupils whose names are on the register and the number present at the examination were 43 and 31 respectively, which is about one-fourth lower than at the last inspection. On reference to the report of that inspection, I find that mention is made of the hearty co-operation of the Amildar, who has since been removed to another talook. I was disappointed at the meagre attendance of visitors during the examination. The only Government official present was the Peishkar, but unfavorable weather may have contributed to prevent others attending.

64. Class III was represented by only 2 boys, of whom one did well, and the other fairly. The first division of class IV, also under the Head Master's tuition, acquitted themselves pretty well. I observed

several boys without books, and thought it advisable to insist on *each* boy being duly provided. The lower divisions of class IV had made fair progress under the assistant teacher. I directed the Head Master to allow the two boys forming the third class to enter on the *second* class course of study. Of class IV five boys were qualified for promotion to the next grade.

65. The last inspection of this school was held five months ago, and on that occasion as well as the one now reported on 27 pupils were present. The registered numbers only differ by an increase of two names. From the size and character of the town a much larger attendance cannot be looked for. It gives me pleasure to be able to report well on the school. Its discipline and progress are very creditable to the Head Master. The unavoidable absence of 2 out of 4 boys forming the third (the highest) class, was apparently a great disappointment to the master, who assured me the absentees were more proficient than the two presented for examination. I had every reason, however, to be satisfied with the whole school. A second class was formed and promotions made from the fourth to the third class. The examination which was fairly attended by visitors, was followed by a distribution of prizes.

KOLAR DISTRICT.

66. This Canarese school exhibits no progress. Both the absent Head Master and the acting Head Master complain that the first Canarese teacher is a very impracticable character.*

Chikka Ballapura.

67. *Canarese and Telugu.* There are 45 registered Canarese pupils and 25 Telugu. The numbers of the Canarese school shew an increase of 5 since the last examination. The tabular report will shew that in the Canarese branch nine-tenths of the pupils are of the fourth class standard, and of these only a small portion came up for examination in all the subjects of study laid down for that class. I

Chintamani.

* This man has been removed, and the condition of the school has greatly improved since the above was written. D. P. I.

am happy to be able to report that the boys of the highest class, a third, acquitted themselves well in most of the subjects under examination, and that the school exhibited more decided indications of improvement than I have ever yet observed.

68. I am convinced that the master has taken pains with his pupils, and is anxious to raise the standard of his school. But so decidedly conservative is he in his opinion regarding school management, that he cannot be induced to relinquish altogether the Hindu method or rather absence of method. Hence the results of his labor do not represent a fair return for the time and labor he spends. The peculiarities of his school may be accepted as a tolerably correct indication of the popular taste. In the matter of arithmetic, the English method I generally find appreciated and preferred. But history, in the form now presented, is deprecated as a useless infliction. The objections to geography and grammar, however, are disappearing.

69. The Telugu pupils were not so far advanced as those I had an opportunity of examining on a former occasion. A trained Telugu teacher is very much needed to take charge of this branch of the school, which would probably be more largely attended than the Canarese school. As the place boasts of wealth and learning, the selection should be carefully made.

70. The number of pupils has risen since the last inspection from 24 to 40, all of whom were present at the examination. The manner in which the boys acquitted themselves was very gratifying to all present. After expressing my appreciation of the success of the teacher, the anché most opportunely arrived with the official memorandum informing the master of the increase to his salary, an acknowledgment his efforts have well earned. The Amildar was away on duty, but the Peishkar and a large number of visitors were present during the examination.

71. I regret to find the Canarese school at this station languishing where all else is vigorous. It must be allowed that the teacher has very unpromising material to work upon. But after

making all due allowance, I consider the results are much below reasonable expectation. Some of the appointed text books are not in use, and those used have been imperfectly studied.* The Canarese master seems thoroughly disheartened, and for his own sake as well as that of the school I would recommend a removal.*

72. The school numbers 32 pupils, 5 less than at the last inspection, but its general condition and prospects are good. My inspection happened to fall on a "dwádasi" day, and several of the Brahman portion of the visitors after sitting two or three hours grew restless, and a few went out. Those whose politeness stood the test of hunger during the remainder of the time, must have felt some interest in the proceedings.

Mulbágalu.

73. Only one boy had studied the whole of the portions of poetry and grammar indicated in the tabular report, the rest having been all more or less irregular in the attendance. History and geography had not received a fair share of attention, but in other respects the attainments of the class were good. The master is an energetic young man and a good teacher.

74. On inquiry I was informed that four-fifths of the boys were Telugu. I would therefore suggest that, should an assistant become necessary, a Telugu teacher be preferred.†

75. Of 42 registered pupils, 36 were present, and acquitted themselves well as a whole. The highest class, a third, only numbered four boys, and one of these being absent the number presenting themselves for examination was reduced to three. I observed that these were not supplied with some of the chief text books. I am satisfied however that great pains have been taken by the teacher.

Narasápura (Málúru.)

76. The attendance of visitors during the examination was not large, but the number and regularity of the pupils may be accepted as a proof of the estimation in which the school is held.

* This recommendation has been carried out. D. P. I.

† A Telugu assistant has been appointed. D. P. I.

77. The numbers, which at the last inspection were reported to be 40, have fallen to 26, being a reduction of about one-third. The whole of the third class completely failed in grammar and geography, and I intimated that a deficiency in these subjects next year would entail a forfeiture of all claims to prizes. Two Massulman boys of the fourth class, though neither of them attained the highest position, had made remarkably good progress, but the attainments of the pupils generally entitle them to very moderate praise.

Srīnivāspura.

78. The introduction of * Telugu studies would extend the usefulness of this school, and render it of more importance, as a large number of the inhabitants of Srīnivāspura speak that language.

TOOMKOOR DISTRICT.

79. I have much pleasure in recording my approval of the work which has been done in this school by the teachers. I would especially mention Krishna Sing, the acting Canarese Head Master, for the work he has done in his school.

Chikkāṅyakanahalli.

80. This school has been but a short time established, and the number of pupils is very small owing to want of accommodation in the wretched building where the school is kept. Some of the principal inhabitants are desirous of uniting an indigenous school in the neighbourhood with the Government school, if the master be appointed as assistant : a step I would † recommend, as he appears to be an intelligent man and likely to make a good teacher when he learns our method.

Koratagere.

81. With the exception* of arithmetic, which was not as well done as I could wish, every subject has been taught in a thorough manner, and I may add that I have never examined a school that has realized my expectation in this respect so fully as this one. I have to bring to notice the fact of several adults being under instruction during the leisure of the Head Master, a practice I would like to see extended

Maddagiri.

* Instruction is now given in Telugu as well as in Canarese. D. P. I.

† This recommendation has been attended to. D. P. I.

to other districts. The second master appears likely to become a very good assistant.

82. During my examination I have found that the reading lessons do not receive sufficient attention from either the masters or pupils, and the consequence has been that I have been obliged to order them to recapitulate these lessons before I make a fresh class in the school. The Head Master's method appears to be very lame, and nothing more than a mere explanation of words was attempted in my presence. Both teachers are inexperienced in school work, but they are working hard to get their boys on. The results of a subsequent inspection were more favorable, "every subject of instruction from the highest to the lowest class being thoroughly well done."

83. Though established only a few months this school shews marks of having been well conducted by the Head Master. The boys in the fourth class answered very well in every subject, except in knowledge of the map, which requires more attention.

84. The number of children is small considering the population of the town, but I have no doubt of the master's influence extending among the inhabitants if he had a proper place to teach in.

85. This Canarese school did fairly. In geography the boys are remarkably well taught. They passed their examination very well and gave me much satisfaction.

86. The result of the examination has been unsatisfactory. The manner in which poetry has been taught is highly censurable, for although the children repeated each stanza very well, yet not one word was understood by them. The prose lesson falls far short of the mark. Arithmetic, slate and mental, was done very badly. Geography was better done and places on the map were fairly pointed out. More care appears to have been bestowed on this subject than on the others.

87. The school is increasing in numbers which have risen from

* Arrangements will shortly be made for the erection of a suitable school house. D. P. I.

6 to 24, and I trust that attention to duty and patience on the part of the teacher will raise this school to a better condition than it holds at present.

MYSORE DISTRICT.

88. This Canarese school at the time of my last visit comprised only 12 boys. Since the re-organization the numbers have steadily increased, and now stand at 53. But most of these, as might be expected from the short time they have been under tuition, belong to the lowest grade. Only three boys have gone through the third class course of study. Government vernacular schools are usually open during the afternoon as well as the morning, and the necessity for this is obvious. This rule does not appear to have been understood here, but will in future be observed, and will doubtless prove advantageous.

Mysore.

89. The register bears the names of 50 boys, all of whom were present at the examination. The tabular report is not favorable, but it should be borne in mind that the school master has had his attention divided amongst 50 boys of three or four grades. The necessity for an assistant master is apparent. The presence of several visitors during the examination was a gratifying indication that an interest is felt in the progress of the school. There is every reason to expect that, if well managed, the institution will rapidly increase in importance.

Nanjanagúdu.

90. This school opened with only 8 boys, and the number has never risen above 17, which represents the strength of the institution when closed for the Christmas holidays. Sixteen boys were present during the examination. The school is of the fourth or lowest class. Five boys, however, who have gone through the course laid down for that grade, will now be formed into a third class. These acquitted themselves creditably. They were rather below the standard in arithmetic, but excelled in geography, and did well in other subjects.

Narasipura (Talakádu)

91. This school has made a good beginning under the certificated

Yedatoré.

teacher who has had charge of it. The number of registered pupils, only 22, is lower than I should have expected from the size and character of the town. The school house is at one extremity of the principal street, and its position might deter very little boys from attending, but the cutcherry, a building which is generally conveniently situated, is still farther in the same direction. The school master represented that the majority of the townspeople held extensive garden and wet lands below the channels in that neighbourhood, which demanded constant attention and drew away the elder boys of many families. The younger boys, he alleged, found the distance an obstacle.

92. About 15 or 20 visitors were present during the examination, but I was disappointed that the first inspection of the school should not have sufficient interest to attract even one of the talook officials. The Amildar was away on duty, or would probably have been present.

HASSAN DISTRICT.

93. Since the last inspection the number of registered pupils has fallen from 53 to 32, and retrogression is not confined to the numbers. According to the Head Master's classification, the highest class is of the second grade, but the attainments of its members do not entitle to the rank of even a third class. With the exception of teaching 4 boys, the whole work of the school appears to have fallen upon Gundappa, the assistant master, and I have pleasure in recording my favorable opinion of his exertions during the last half year. A re-classification of the school was necessary, and it will now consist of two classes, a third and a fourth.

Bélúru.

94. A more recent report is as follows :—

The day on which I passed through Bélúru being a public holiday the school was closed, but in the afternoon 29 boys were collected together. The highest class, a third, numbers 8 boys, of whom 6 were present. I examined them in poetry, grammar, and arithmetic, and have much pleasure in reporting a decided improvement since the last inspection. The fourth class has four divisions numbering 32 boys, and of these 23 were

present. The total strength of the school is 40, and would be greater but for the prevalence of fever and whooping-cough in the neighbourhood.

95. This school I regret to say is in an extremely low state, both as to numbers and proficiency. Nine boys
 Háranahalli. representing the whole strength of the school were present. It is unfortunate that the Government system of education should have been introduced to this town by a man like the former schoolmaster who, during a short term of office, produced so bad an impression on the people. A subsequent report says:—The numbers have been steadily increasing and they now reach 18. I entirely attribute the unsatisfactory result of my examination to the irregularity of attendance, as I hold a very high opinion of the schoolmaster's qualification for his duties.

SHIMOGA DISTRICT.

96. The result of the examination of this school is fair, although the teacher has had charge of 30 children without an assistant. Their knowledge of the map was particularly good. An assistant*
 Chennagiri. master is I consider much needed.

97. The progress of the school and the result of my examination have been fair, considering the short period
 Holé Honnúru (Shimoga.) the school has been established. The assistant master, who has been on probation, appears to be an intelligent young man.

98. I found the condition of this school generally satisfactory. The lower classes have not received sufficient attention from the Head Master and consequently were found wanting in their knowledge of the reading lessons.
 Ságara:

99. The boys of this school have done very well, except those of the fourth B class, who were not well grounded in their reading lessons.
 Shikáripura.

100 This school is yet in an incipient condition. There are 41

* The sanction of Government has been applied for to appoint an assistant. D. P. I.

Shimoga.

boys on the register and only one teacher. I do not think the man at present in charge capable of carrying on the school efficiently by himself.

KADOOR DISTRICT.

101. I examined the second class in arithmetic as far as the rule of three, and in writing the various forms adopted in correspondence and in drawing up petitions, &c. Two of the three pupils were very quick intelligent boys. Class III could read fairly. They were able to work out sums in the simple rules that were written down for them, but could not apply their knowledge to miscellaneous examples involving the adaptation of the same rules. A passage from the third book was correctly and neatly written to dictation.

Bánávára.

102. The results as regards my examination and the number of children attending this school are very satisfactory. In grammar the boys gave up their answers very readily, but were very deficient in knowledge of the words they repeated. I have therefore ordered this subject to be recapitulated. The other subjects were well taught.

Bírúru. (Kadoor.)

103. This school is almost as low as it can be, only 11 boys attending, although the town has a population of 9000 inhabitants. The master has been suffering from fever ever since his appointment to this station. I would therefore recommend his removal to the eastern side of Mysore.*

Chikkamagalúru.

104. The result of the examination of this school has been on the whole very fair. The lesson in poetry, although well understood by two of the class, was not generally comprehended by the whole. Grammar appears to have been rather neglected. The other subjects were generally satisfactory, and the status of the school has been very fairly advanced since my last examination.

Kadoor.

* This recommendation has been attended to. D. P. I.

105. Although the master of this school has done his duty to his pupils, yet he appears to make no progress in gaining the confidence of the people. The number of pupils at my last examination was seven, and now it is one less.

Tarkere.

106. The people of this town appear to be more than usually active and intelligent, and are therefore quick to discern the qualities of the master. If a superior man were posted here he might gain their confidence and thus extend the usefulness of the school. At all events such a man is absolutely needed to compete with the masters of the indigenous schools located here.

CHITULDROOG DISTRICT.

107. The boys have been fairly taught, but being newly admitted, the results of my examination have not been such as I expected from a school of this description. If children will not come to the school in greater numbers it may be well to try what effect a change of masters will produce.

Chituldroog

Subsequent report.—The Canarese school did very well.

108. I have much pleasure in reporting that the result of my examination has been entirely satisfactory.

Davanagere.

109. The result of the examination was very fair, although the Head Master has been suffering from fever for some months past, and was so ill at the time I was in Hosadurga that he could not attend the school. The assistant master does not appear capable of managing the school during the absence of the Head Master.

Hosadurga.

110. The examination of this school has been in every subject very satisfactory. As many people in this place speak the Telugu language, I think it would be a useful measure, and one which would tend to increase the number of boys in the school, to introduce Telugu lessons. The master has been ordered to procure books from Bangalore and make the trial.

Favagada.

HINDUSTANI SCHOOLS.

111. The condition of this school is very satisfactory, and great credit is due to the Head Master for its efficiency.

Kolár.

112: Subsequent report.—In the first class consisting of 10 boys, 4 particularly distinguished themselves. In arithmetic they worked rapidly sums involving an acquaintance with fractions. Dictation was written without a mistake, and the handwriting was good. The upper boys translated idiomatically from Persian into Hindustani and *vice versa*. The rest were not quite so well prepared. The second class passed a creditable examination. The third and fourth did indifferently well. The classes had all been re-arranged only two months before, otherwise the results of the examination would have been still more favorable. This is unquestionably the first of the Government Hindustani schools, and its progress, I consider, due to the exertion of the Head Master.

113. This branch is the least satisfactory part of the Raja's school.

Mysore.

114. The boys in this school did fairly, but the want of books is a great drawback. The parents are too poor to purchase them, consequently they have in a great measure to be supplied in manuscript.

Toomkoor.

115. A subsequent report says:—

The school did very fairly, but the first class boys failed in arithmetic. Hindustani maps are much needed. I think there are too many boys for one teacher to manage properly.

116. The boys of this school are very indifferently taught. I am not satisfied with their progress, nor with the manner in which they have been instructed. Most of their reading lessons were given out by rote, and not a few of the boys were floored when asked to read a sentence in the middle of the lesson. Arithmetic has not been taught at all.

Chituldroog.

HOBLI SCHOOLS.

117. Owing to the very recent establishment of these schools nothing more can be given here than a list of them.

List of Hóblé Schools.

| District. | Talook. | H O B L I . | Village in which School is established. | School Panchayet. | Remarks. |
|------------------|-----------------|------------------|---|--|----------|
| AMBÁJDURGA | ... | Keivará ... | Keivará ... | Shánbhóg Naranappa, Gowda Yerappa, Reddi, Ractappa Chetty. | |
| | | Chintamáni ... | Ganjur ... | | |
| | | Kurahuru ... | Anur ... | Désakulakarni Ramanna, Shánbhóg Sankara Naranappa, Ganigara Subbanna. | |
| | | Murugamalé ... | Murugamalé ... | | |
| | | Irgampalli ... | Irgampalli ... | | |
| | | Ambájdurga ... | Chandrahalli ... | | |
| | | ... | Uruga ... | | |
| | | ... | Tayalúru ... | Shánbhóg Kristnappa, Peddapalli Sinnappa, Thimmégowda. | |
| | | ... | ... | Shánbhóg Bhímaraya, Oontimatia Srinivás Chetty, Ganigara Venkataranappa. | |
| | | ... | ... | Shánbhóg Gumasta Súrappa, Bashireddi. | |
| CHIKKA BALLAPURA | ... | Kyasamballi ... | Kyasamballi ... | | |
| | | Sulikuté ... | Sulikuté ... | | |
| | | Budikóté ... | Budikóté ... | | |
| GUDIRANDA | ... | Bémangala ... | Bémangala ... | Shánbhóg Venkatravappa, Timmaraya gowda, Carpenter Venkatappa. | |
| | | Avati ... | Avati ... | | |
| | | Nandi ... | Nandi ... | | |
| | | Manchanabélé ... | Manchanabélé ... | Shánbhóg Subbia, Chetty Appia, Pensioner Salarkhau. | |
| | | Gudibanda ... | Hampesandra ... | | |
| ... | Somanbhalli ... | Somanbhalli ... | Shánbhóg Subanna, Marri Nanjundappa, Mata Venkataramanna. | | |

Kolar District—Continued.

| KOLAR | Utturu | Devarayasandra | Gowda Anantha, Yejman Pattabhi Rama, Shánbhóg Subbanna, Manesha- varia, Narasappa, Margha Subbia Bhatta. |
|---------------|-----------------|-----------------|---|
| | Sugatúru | Sugatúru | Shánbhóg Balappa, Jamindar Kodan- dappa, Ryot Muniappa. |
| | Holúru | Holúru | ... |
| | Vakkaléri | Vakkaléri | ... |
| | Harati | Harati | ... |
| | Vemgallu | Vemgallu | ... |
| | Mudavádi | Mudavádi | ... |
| MALURU | Hulibéla | Koppa | Gowda Seshagiri Rao, Shánbhóg See- nappa, Chetty Basanna. • Rangégowda, Shánbhóg Nagappa, Kumbara Appanna. |
| | Hulidenhalli | Hulidenhalli | Adiké Govindappa, Attibelé Naranappa. |
| | Lakkúru | Lakkúru | ... |
| | Narsapura | Sivarapatna | ... |
| | Másti | Másti | ... |
| | Tyakallu | Tyakallu | ... |
| | Máúru | Máúru | ... |
| | Kudyanúru | Kudyanúru | ... |
| MULABAGALU | Duggasandra | Agara | Soga Butcha Chetty, Ryot Viria, Nisa- kantaráya. |
| | Uttanúru | Uttanúru | ... |
| | Yéladur | Yéladur | Shánbhóg Pogappa, Yéladur Narain Raya, Nanjégowda. |
| SRINIVASUPURA | Nambihalli | Nambihalli | Shánbhóg Dodda Lingappa, Chitturu Sitarama, Thall Annia Chetty, Rangia. |
| | Dalsanúru | Dalsanúru | ... |
| | Somayajulapalli | Somayajulapalli | ... |
| SIDLACHATTA | Chilkajerpu | Chilkajerpu | Shánbhóg Rayappa, Malapatti Fed- danna, Adappa. |

| District. | TALOOK. | H O B L I . | Village in which school is established. | School Panchayet. | Remarks. | |
|-------------------------------|--|-----------------|---|-------------------|----------|-----|
| Bangalore District. | ANERALLU ... CLOSEPETE ... DEVANAHALLI ... | Atibélé | Atibélé | ... | ... | |
| | | Makali | Makali | Jalavangala | ... | |
| | | Rudigere | Rudigere | Budigere | ... | |
| | DODDA BALLAPURA ... | Jangankoté | Jangankoté | Jangankoté | ... | ... |
| | | Kalluhalli | Vadaganahalli | Vadaganahalli | ... | ... |
| | | Channarayapatti | Kyalanuru | Kyalanuru | ... | ... |
| | HOSAKOTE ... | Rajagatta | Channarayapatti | Rajagatta | ... | ... |
| | | Hulikunté | Hulikunté | Hulikunté | ... | ... |
| | | Gubbi | Gubbi | Gubbi | ... | ... |
| | KENGERRI ... | Hulluru | Hulluru | Hulluru | ... | ... |
| | | Kadgodi | Kadgodi | Kadgodi | ... | ... |
| | | Sulibélé | Sulibélé | Sulibélé | ... | ... |
| | NELAMANGALA ... | Vagatta | Vagatta | Vagatta | ... | ... |
| | | Kengeri | Kengeri | Kengeri | ... | ... |
| | | Tavarekere | Tavarekere | Tavarekere | ... | ... |
| SARAPURA ... YELAHANKA ... | Nelamangala | Nelamangala | Nelamangala | ... | ... | |
| | Mailanahalli | Mailanahalli | Hesaragatta | ... | ... | |
| | Tyamagondal | Tyamagondal | Tyamagondal | ... | ... | |
| DEVANAHALLI | Béguru | Béguru | Béguru | ... | ... | |
| | Jála | Jála | Betta Halasuru | ... | ... | |
| | Krishnarajapura | Krishnarajapura | Krishnarajapura | ... | ... | |
| | Kundápa | Kundápa | Kundápa | ... | ... | |

| | | | | |
|---------------------|-------------------|-----|---------------------|--|
| Mysore Dt. | | | | |
| CHIKKANAYAKANAHALLI | Hagalwadi | ... | Hagalwadi | ... |
| KUNIGALLU | Yediyuru | ... | Nagasandra | ... |
| STRA | Naduru | ... | Hosuru | ... |
| | Kallamballe | ... | Chikkanayakanahalli | ... |
| MADDAGIRI | Baraguru | ... | Baraguru | ... |
| | Puravara | ... | Byalya | ... |
| | Itakadibbanahalli | ... | Itakadibbanahalli | ... |
| TURIVEKERE | Dandinasivira | ... | Dandinasivira | ... |
| | Ichenu | ... | Ichenu | ... |
| TOOMKOOE | Kosa | ... | Kesturu | ... |
| | Honnudike | ... | Hobasigere | ... |
| | Gulur | ... | Gulur | ... |
| | Maradagere | ... | Maradagere | ... |
| Mysore Dt. | | | | |
| CHAMARAJANAGARA | Kagalwadi | ... | Nagavalli | ... |
| | Chamarajanagara | ... | Chamarajanagara | ... |
| | Santemarahalli | ... | Snatemarahalli | ... |
| GUNDLUPETE | Haradanbhalli | ... | Haradanbhalli | ... |
| | Tirakanambi | ... | Tirakanambi | ... |
| HEGGADDEVANAKOTE | Antasanté | ... | Molsali | ... |
| MANDYA | Muttigere | ... | Muttigere | ... |
| | Dudda | ... | Mudgandur | ... |
| | Basaralu | ... | Basaralu | ... |
| | | | | Gursiddia, Marigowda, Kidagowda. Venkatarannia, Dasasletty, Honnanahalli Chennegowda. Chikka Chetty, Badra Chetty, Dasigowda. |

| TALOOK. | H O B L I . | Village in which School is established. | School Panchayet. | Remarks. |
|------------------|------------------|---|-------------------|----------|
| MANDYA ... | Mandya ... | Satnur ... | | |
| NANJANAGUDU | Kallali ... | Kallali ... | | |
| MYSORE ASHTAGRAM | Badanakuppé ... | Badanakuppé ... | | |
| | Palhalli ... | Palhalli ... | | |
| PATNA ASHTAGRAM | Balagola ... | Balagola ... | | |
| | Seringapatam ... | Seringapatam ... | | |
| | Kyatanhalli ... | Kyatanhalli ... | | |
| PERIYAPATNA | Bannur ... | Bannur ... | | |
| TALAKADU ... | Periyapatna ... | Periyapatna ... | | |
| | Talakadu ... | Talakadu ... | | |
| YEDATORE ... | Muguru ... | Muguru ... | | |
| | B'derhalli ... | B'derhalli ... | | |
| | Mirali ... | Mirali ... | | |
| | Haradanhalli ... | Haradanhalli ... | | |
| MYSORE ... | Saligrāma ... | Saligrāma ... | | |
| | Anandūru ... | Anandūru ... | | |
| YELANDURU ... | Lingambudhi ... | Lingambudhi ... | | |
| MALLAVALLI ... | Maddūru ... | Maddūru ... | | |
| PATNA ASHTAGRAM | Mallavalli ... | Mallavalli ... | | |
| | Haravu ... | Haravu ... | | |
| MYSORE ASHTAGRAM | Arakeré ... | Arakeré ... | | |
| | Chandagallu ... | Chandagallu ... | | |

Hassan District.

Hassan

Shimoga Dt.

ARAKALAGUDU

ATTIKUPPA ...

BELURU ...

HASSAN ...

MAHARAJANADURGA

MANJARABAD

NAGAMANGALA

NARASIPURA ...

CHENNAGIRI ...

HONNALI ...

SHIKARIPURA

SHIMOGA ...

Hanasógé

Kristnarajakatté

Santébachalli ...

Adagúru ...

Naravé ...

Melpáju

Andalé ...

Hassan ...

Madihalli ...

Saligame

grama

Ponnatapura ...

Ugghalli ...

Bhimanhalli ...

Mavinakere

Madapur ...

Nalluru

Kunsi

Shikaripura ...

Anav'ri

Hojé Honnúru

Hanasógé

Rudrapatna ...

Santébachalli ...

Adagúru ...

Gombidu ...

Shanivarsanté...

Andalé ...

Fuvanhalli ...

Madihalli ...

Saligame

Grana

Ponnatapura ...

Ugghalli ...

Devalapura ...

Hálékóté

Madapur ...

Nalluru

Kunsi

B'g'uru ...

Anav'ri

Sanivasiakudimige

| District | TALOOK. | H O B L I . | Village in which School is established. | School Panchayet. | Remarks. | |
|----------------|-----------------|-----------------|---|--|---|---|
| Kadur District | CHIKKAMAGALURU | Mattavara ... | Mattavara ... | Shánbhóg Ashwathia, Potali Charán-gowda. | Shánbhóg Ashwathia, Potali Charán-gowda. | |
| | | Hirinagaluru... | Hirinagaluru... | Sakrépatya ... | Potali Chelvia, Shánbhóg Venkatappa. | Potali Chelvia, Shánbhóg Venkatappa. |
| | | Kalasipura ... | Kalasipura ... | Maialuru ... | Potali Mallégowda, Shánbhóg Sabba Rao. | Potali Mallégowda, Shánbhóg Sabba Rao. |
| | | Lakki ... | Lakki ... | Naranapura ... | Potali Basavegowda, Shánbhóg Venkataramaia. | Potali Basavegowda, Shánbhóg Venkataramaia. |
| | | Naranapura ... | Naranapura ... | Patyagere ... | ... | ... |
| | WASTARA ... | Kadagalnád ... | Kadagalnád ... | Avati Dakal: Narigudde Grama ... | ... | ... |
| | | Adavalli ... | Adavalli ... | Baj honnur ... | ... | ... |
| | Chituldreog Dt. | CHITLDRÖÖG | Chitldrög ... | Gudatha Rangajanhalli | ... | ... |
| | | | Chitrahall ... | Godabanahalu | ... | ... |
| | | DAYANAGERE | Siddavanahalli | Siddavanahalli | ... | ... |
| DODDERI ... | | Bharnasagara | Mayikonda ... | ... | ... | |
| HOSADURGA ... | | Jajuru ... | Jajuru ... | ... | ... | |
| PAYAGADA ... | Baguru ... | Baguru ... | ... | ... | | |
| | | Hosakóté ... | Hosakóté ... | ... | ... | |
| | | Mugadabetta | Arsikere ... | ... | ... | |

FEMALE SCHOOLS.

118. This school which is now a little more than 8 months old has made an encouraging commencement. There are 48 names on the rolls, and the progress has been very creditable. I found 38 little girls present, of ages varying from 5 to 10. The elegance and profusion of valuable jewellery that adorned the majority of the little pupils indicated the affluence of their parents. Brahmanís far outnumber the other castes. The Kómatis have two representatives, the Lingayets two, and their are two other little girls also belonging to the merchant class.

119. In conducting the examination, all proceedings calculated to create timidity were carefully avoided, and any tendency to shyness betrayed at the commencement, soon gave way to curiosity and an ambition to deserve distinction. It was gratifying to find that some of the girls had received instruction at home previous to their admission into the school. The intelligence displayed by many very little creatures indicated not merely natural ability but mental culture, a pleasing contradiction to the supposed neglect of female education in Hindu homes.

120. The course pursued by the 4 girls of the highest class approximated to that laid down for the third class of a talook school. Several *padas* were repeated from memory, and portions of prose and verse were read and explained very readily. In arithmetic, both mental and written, they cannot compete with boys of the same grade, but their knowledge of the map of India was very fair.

121. Of the 40 girls present at the examination, 5 knew all the letters and figures used in Canarese and Telugu, and could spell easy words. Of the others many were only able to write a few of the Canarese letters.

122. The teacher is assisted by a Brahmaní whose nominal duty consists in attending the young girls to and from their houses, but I understand she is principally employed in assisting as a teacher. She is able to read fluently, and is skilful in tambourwork and embroidery.

123. According to the register there are 30 pupils, but only 15 presented themselves at the examination. Of these six were acquainted with most of the letters of the Canarese alphabet, and two could write down the figures from 1 to 9. The school has been too short time in existence to warrant the expression of any opinion as to its probable success. Under judicious management the present small beginning may grow in importance.

Shrinivāspura.

NORMAL SCHOOLS.

NORMAL SCHOOL, BANGALORE.

For the training of District and Talook Masters.

124. From the results of the examination it is apparent that, though the general progress has been good, yet much work remains untouched that must be performed before the students can, with credit to the normal school, or advantage to the department, be placed in charge of vernacular schools. The language lessons have evidently been well studied, the paraphrasing in three of the papers were good. The text book on grammar needs attention as only two candidates were correct in the exercise in parsing. The spelling was more in accordance with common usage than with grammar. The answers to the history paper were well expressed and full. In arithmetic the failure was general. All the papers betrayed absence of order in stating sums, and great slovenliness in working them out. The general deficiency in this subject demands special attention.

125. A more recent report is as follows :—Twelve out of thirteen competitors succeeded in gaining one-third of the total number of marks, and will receive teachers' certificates. The amount of work performed falls short of the course laid down, but is as much as could reasonably be expected within the time allowed.

126. On a previous occasion I remarked upon the general deficiency of the class in arithmetic. Considerable progress has since been made, but the answer papers still betray serious defects. Several astonishing

inaccuracies in notation are inexcusable. The English figures are not well formed, and the operations, though generally correct, lack clearness and conciseness. The language papers, though many of them are not free from examples of bad spelling, generally deserve commendation. The handwriting of almost all the papers is, I am obliged to state, very bad.

NORMAL SCHOOLS

FOR THE TRAINING OF HOBLI PANTOJIS.

NANDIDROOG DIVISION.

127. Forty eight candidates were assembled in the Government school building, and of these all but one were masters of Canarese or Telugu private schools within the Kolár District. A few elderly men were present, but the majority were young or middle aged. By removing the names of those admitted only a few days previous to the examination, we have 37 as the number of actual competitors, of whom 19 are qualified for appointments. The attainments of the majority will enable them to teach their pupils to read and write in Canarese and Telugu, and the elements of arithmetic as far as simple proportion. About half a dozen appear to possess a rudimentary acquaintance with Sanskrit, and four of this number lay claim to a more profound knowledge of the language.

• 128. It is too much to expect that a few months training will revolutionize the opinions of so conservative a body as Hindu village schoolmasters. A large proportion of the answers during the *viva voce* examination plainly indicated that European ideas of school management were not regarded as practicable in hobli schools; and European notions on geography created unfeigned contempt. One examinee condescended to give the definition of an ocean as stated in his text book, but firmly repudiated the existence of any but the seven oceans sanctioned by the shásters.

129. The task of training a class of 40 or 50 school masters requires a combination of experience, tact, and personal influence that is

possessed by few of the men comprising the teaching staff of the Canarese department. In the case of the training school under report, the poetry lessons had been read over apparently without eliciting an appreciation of the figures used, and without touching on such preliminary processes as the laws of rhyme, the composition of feet, &c.,—an omission which appears stranger from the fact that a tolerably full explanation of these subjects is given in the introductory part of the text book. All those students, however, who had previously paid any attention to Sanskrit, were to some extent familiar with these points. The tuition in arithmetic had evidently included little or nothing of theory. Problems were worked out according to old and clumsy Hindu methods. But I observed that the papers were generally written very neatly. The number and character of the students undoubtedly made the training masters' task no easy one, and the novelty of the work should also be borne in mind.

After the foregoing remarks, it will not be necessary for me to point out how much will rest upon the vigilance of the native inspectors in the endeavour to keep the newly established schools from relapsing into their old condition, and gradually to raise the existing standard. In two months more I anticipate the probability of passing a larger number than have now qualified themselves for certificates.

130. Of the 24 candidates for examination, one passed creditably, and five others tolerably well, making a total

Toomkoor.

of six school masters available for service.

The large number of failures is simply the result of admitting hopelessly incompetent men, many of whom, I am disposed to believe, have very slender claims to be entitled school masters. There is clearly a necessity for modifying the existing system of admitting candidates. An entrance examination, and permission to receive suitable young men who may not have schools of their own, should enter into the revised scheme for the future supply of qualified *hóbbi* school masters.

131. The lessons on teaching and school management have been either neglected or imparted in a very imperfect manner. The geographical knowledge displayed by the class was also poor. In both subjects better results might have been reasonably expected.

ASHTAGRAM DIVISION.

132. The examination was conducted by means of written papers on language and arithmetic, other subjects *viva voce*, and 13 competitors passed the test. Mysore. Eight of the candidates sent up language papers that indicated various degrees of acquaintance with Sanskrit. Of the three most advanced in arithmetic, one understands double proportion, cubic measure, and vulgar fractions, the other two have gone as far as simple proportion, but the majority have not got beyond compound division, and a very simple problem involving the use of two or more operations is too much for them. The progress made in geography has exceeded my expectations; and considerable intelligence was displayed in the answers to questions on school management.

133. Although the general proficiency of the school falls short of the expectations I had formed of it, I am satisfied that the training master has been careful and diligent in the performance of his duty. It is clear that a large proportion of the men under training are not fair specimens of the teachers to be met with in the indigenous schools of the Mysore District, and some means should be devised for securing a better selection in future.

134. Out of the 22 masters who offered themselves for examination 14 are qualified for employment. In general attainments I consider the Hassan passed candidates are superior to those of Kolár and Mysore. The curriculum of the Kolár School embraced more subjects of study than the other two schools under review, and in both Kolár and Mysore there was a sprinkling of masters more or less acquainted with Sanskrit, that I have not observed here. But a glance at the tabular report will shew that in the Hassan school there are fewer cases of candidates who have passed in one subject, utterly failing in some other equally important. Three of the successful examinees came short in arithmetic, and have been passed in consideration of excellence in some other particular, but their numbers for arithmetic are higher than those gained by a large majority at Mysore.

135. The masters whose names are entered in the report as passed have a fair knowledge of modern Cauarese, arithmetic as far as

double proportion, and the outlines of general geography. The last named subject would have been studied more intelligently, if a terrestrial globe had been available for use. • Two-thirds of the class were unable to give a satisfactory proof of the earth's rotundity, yet their acquaintance with the principal physical and political points of the eastern hemisphere was very creditable.

136. The system of school management recommended to these village masters is so entirely novel, and so utterly at variance with their established opinion, that its adoption will depend for some time to come on the tact and vigilance of the inspecting officers.

137. In conclusion I beg to record my favorable opinion of the manner in which the training master has performed his duty. The office requires experience, teaching ability, and good judgment.

NAGAR DIVISION.

138. I may remark at the commencement that the establishment and conduct of this school appear to have been left almost entirely to the discretion of the training master, as through ill health the Head Master of the anglo vernacular school has been unable to give that supervision which has been accorded to similar training schools in other districts. The training master is a good Canarese scholar and a clever teacher, with abundance of energy, but a deficiency of the *suaviter in modo* which, I fear, has contributed in some degree to the exclusion of the better class of school masters.

139. Of a total of 33 men, 23 came forward for examination. The non-attendance of the absentees was not very satisfactorily accounted for. My impression is that in some cases the withdrawals were the result of private pique, the cause of which should have been avoided. The 23 candidates under training have proved the most unfortunate selection it has yet been my duty to examine, as I have failed to discover in a single one either the attainments or aptitude necessary for a teacher even of the most elementary village school.

140. When the questions on language were placed before them, the whole class laid down their pens and proposed to retire at once. After

being urged to select some of the easier questions to which their attention was directed, a few attempts were made, but the examination on this subject was a failure. The written examination on arithmetic terminated in an equally unsatisfactory manner.

141. I proceeded to examine *viva voce* on these subjects with little better results. In the geography of India their knowledge was slightly better; most of the principal political divisions, mountains, rivers, and many important towns were pointed out on the map: of general geography, they know very little indeed. The shape of the earth proved as usual a confusing topic, but all agreed that the sun moved round it, and the training master himself seemed surprised at my differing from that opinion.

142. The master examined in school management. Answers to all his questions had been learned by rote and were repeated with great fluency; but from the replies to questions introduced by me at intervals, it was clear that the subject was very imperfectly comprehended. About a dozen of the candidates in rotation were directed to give a lesson to a class of little boys, but the proceeding appeared only to embarrass the performers. The training master urged that the men knew nothing on their admission, but attributes their failure in a great measure to the terror inspired by my presence, which he assured me in his own case, "drove all the blood from his face," and that the masters broke out in so violent a perspiration that "torrents were running down their backs during the whole examination." To accept the extremely unsatisfactory standard of the school under report, would prove very damaging to educational progress in many ways. Yet I beg to suggest the expediency of allowing five men to be appointed as masters. I am induced to make this suggestion from a conviction that a wholesale rejection of the examinees, would destroy the confidence of other and more suitable candidates yet to be enrolled, and would prove a greater evil than the introduction of a few incompetent men, who may be induced to take steps for their own improvement. I may remark, however, that notwithstanding the training master's undoubted ability as a teacher, his removal appears to me absolutely necessary to future success in the Shimoga District.

143. The standard of general attainments in this school is lower

Chikkamagalúru.

than in those of the Ashtagram Division. The amount of work done is less, and it has been done imperfectly. I attribute this principally to the character of the students themselves, who as a class appear slower of apprehension and less desirous of improvement than any examinees I have yet come in contact with.

144. In language, several acquitted themselves fairly, and one man did very well. In arithmetic none clearly understand proportion, but most who have passed are acquainted with the operations of multiplication and division, and can apply them to the calculation of Indian money. In geography the map of India has been studied. The shape of the earth was allowed by a few to resemble that of an orange as given in the text book, but it was still regarded as an open question by the majority; and the earth's distance from the sun was stated to be about a lac of yójanás. One young man ventured an opinion which was far from correct as to the cause of lunar eclipses. The class had evidently been warned by the training master against the theory regarding the serpent *rahu*, and it was reluctantly relinquished as offensive to English educationalists. The progress in school management was perhaps the least satisfactory. Not one new idea appeared to have been intelligently accepted.

145. I consider ten candidates to have passed out of 14. Two on the list were formerly in the anglo vernacular school, but do not appear to have gained much advantage. One of them struck me as particularly dull of apprehension, and indisposed to any mental exertion. The Sub-Deputy Inspector appointed to this district will find it necessary to perform in a great measure the duty of a training master. The candidate who gained the highest mark in Canarese, has evidently used such opportunities as he had for improvement in language and literature. I am told his mother has considerable poetic talent. The next to him boasts of belonging to a family who for several generations have had a local reputation as poets. These two appeared to me to exhibit some ability and disposition to learn.

146. The register bears the names of only 9 students, and one of them was prevented by illness from appearing with the rest, leaving 8 candidates for exami-

Chituldroog.

nation. It affords me pleasure to remark that these passed very creditably. I was particularly gratified with the readiness exhibited during the *viva voce* examination, and the evident aptitude for teaching possessed by two of the examinees. With the help of the school register, an ink-stand, and a piece of chalk, the diurnal and annual revolutions of the earth, the cause of lunar and solar eclipses, and similar subjects were explained and illustrated before a class of little boys in a very spirited manner. The replies to questions on physical geography indicated the intelligence and diligence of both teacher and students. Three of the candidates got rather low numbers in the written examination on Canarese. The training master explained this failure by the statement that they were Telugu not Canarese men. At my desire he examined all the candidates in that language and satisfied me that their knowledge of it was in most cases fair, and in one case good.

147. That the number of indigenous school masters in this district who have responded to the notice regarding the *hóbli* scheme should have been so small, is to be regretted. The following reasons were suggested to me as tending to the paucity of candidates: 1st, an imperfect acquaintance with the intention of Government. 2nd, the independent position of many of the village school masters. 3rd, the alleged inadequacy of the remuneration offered. 4th, a hesitation regarding personal ability to pass the required test. My own impression is that the demand for education among the laboring classes of this and of Shimoga District, is lower than in most other parts of the province

ENGINEERING SCHOOL, BANGALORE.

Head Master's Report.

148. Out of the 31 students attending the school, 9 were selected as candidates to be examined for assistant overseers' certificates, and 6 out of the 9 have been successful. Since the last annual examination I have raised the test by adding algebra and hydraulics to the number of subjects that were read in the school. It would be advisable to raise the standard still more by introducing plane trigono-

Assistant Overseers.

metry and theodolite surveying. But in order to effect this improvement it would be necessary to appoint another assistant as mathematical master.

149. The candidates were examined in the following subjects, viz.,
 arithmetic, algebra, geometry, mensuration,
 Annual Examination. hydraulics, levelling, irrigation works, drawing,
 surveying roads and bridges, estimating materials and construction. Papers on the first eight of these subjects were obligingly set by the gentlemen whose names are given below. Most of the reports are satisfactory. Colonel Wilkieson, however, remarks that he is not satisfied with the results in irrigation works. Considering that the successful candidates are only qualified for assistant overseers' certificates, and that they have but slender means of gaining a practical knowledge of the subject, 51 per cent of the maximum number of marks may be taken as a passable result.

150. For the future in order to secure more satisfactory results
 in the Engineering subjects, I would recommend that workshops be erected, provided with tools and materials, so that the students might be instructed in carpentry and the use of simple machinery. To compensate for the outlay such an improvement would occasion, a masonry with a few competent workmen might be employed for the purpose of making up all the furniture and fittings required by the Educational Department.

Reports of Examiners.

151. Captain W. H. Edgcome, R. E., Principal of the Civil Engineering College, Madras, says:—The
 Hydraulics. results on the whole are very creditable, the average marks of the class being 47.4 per cent. T. Muneswami has particularly distinguished himself by gaining 133 marks out of 150. Ramasawmy Pillé and Dargia Pillé having each obtained 95 marks, and Duckworth and Phillips 89 and 83 respectively, also deserve special mention. King sent up a fair paper, but with the last three on the list I am disappointed. The subject, however, is rather a difficult one, and as I have before said I consider the results are on the whole decidedly satisfactory, and that they indicate a careful teaching of the subject.

152. Mr. R. C. Dobbs, C. E., Executive Engineer, Hassan, reports:—

Levelling. T. Munisawmy's paper is particularly good; he appears to have acquired a thorough practical knowledge of the subject. King's and Ponnasawmy's answers are also very creditable, and so equal that I had some difficulty in deciding which was best. Phillip's paper is good, and it is probable he would have gained more marks had he been a little more careful. The other papers do not call for any special remarks.

153. Colonel C. V. Wilkieson, B. E., offg. Chief Engineer, says:—

Irrigation Works. I am not satisfied with this subject, nearly all the candidates appear to know the formulæ and the way to work them, but are woefully deficient in any subject that is not actually in the text book, and even in the application of the rules to the subject. Not a single one of the students appears, for instance, to know how to draw so simple a work as a head sluice. The answers to "what is an anicut?" were most meagre and vague. The number of marks I have given are much above the average, but nothing can be deduced from that, as I was not the examiner last year.

154. Captain W. H. Campbell, Executive Engineer, Bangalore, says:—

Drawing from specification. I have found it very difficult to apportion the marks. There is a good deal of careless plotting and inattention to the specification in all but Vigor's plan, and his too is incomplete, though the best. Several of the students have paid no attention to the dimensions laid down for the arch making, the span $10\frac{1}{2}$ and $10\frac{1}{2}$ feet and the rise $3\frac{1}{2}$, throwing out necessarily the remainder of the superstructure as regards its height. Although too I have given the lengths of the foundation and superstructure of the abutment and wings, hardly any have plotted them correctly, and most have omitted to enter the lengths, so that I cannot decide if the errors are the result of careless plotting or inattention to the specification.

155. Mr. J. Lacey, B. L., reports as follows:—The students have

Arithmetic. done on the whole very well indeed in this subject, gaining on an average 58 per cent of the maximum number of marks. T. Muni-

sawmy had the most allotted to him, viz., 135 marks out of a maximum of 150, and next to him Duckworth was allotted 117. The lowest number of marks allowed was 53 being over one-third of the maximum, shewing that pains have not been spared in grounding the students, of whom there are nine in arithmetic.

156. In this subject the students have done better than in arithmetic. Two of them Munisawmy and Duckworth had full marks (100) allotted to each. The average was 63 $\frac{3}{4}$ per cent all round. The paper set them was perhaps somewhat easy, but for all that they appear to be well up in this subject.

157. The students did not do so well in this subject. The results were however satisfactory, the lowest number of marks allotted being 32 out of 100. Ponnasawmy Pillé had the most, viz., 85, and P. Joseph stood next, having received 71.

158. Colonel Wilkieſon, R. E., says :—Several of the papers are creditable, more particularly that of Munisawmy who has very nearly got the full numbers.

JAIL SCHOOLS.

159. The number of adults under instruction is 700. They are all being taught to read Canarese, but none have as yet advanced beyond the alphabet. In every ward there are several classes containing each about 20 men. They sit close behind one another single file in two lines, facing a card placed at the head of the column. On this card are written in a large character the letters of the alphabet, which as one man reads, all the rest repeat after him in chorus. From their not being allowed to speak at other times, this exercise seems to be an agreeable relief to the prisoners. The most advanced of the men have mastered the alphabet, and will shortly begin to learn words. It is proposed also to teach them to write and cipher. Those who have long terms of imprisonment before them may be expected to make considerable progress before they leave, notwithstanding the advanced age at which they have begun.

160. In the reformatory there are 15 boys divided into 4 classes.

The head boy could read and explain stories in the third book, and write correctly to dictation. He knew arithmetic as far as multiplication by 12, and pointed out the principal places on the map of India. A more advanced pupil had lately obtained his discharge. There is great disparity in the abilities of the pupils according to the race or caste to which they belong. One boy is a Lambádi. He has some difficulty in pronouncing Canarése; but in the three years now before him he may learn to read fluently. Another boy is a Mahomedan, and has formerly learned a little English. Another, the son of a horse-keeper, also knows a few words. Besides their Canarése studies the boys have the care of a flower garden, and take much interest in this employment. The school master seems well qualified for his place, and must have taken considerable pains to produce the results already apparent. In the adult classes I would recommend the introduction of printed cards of the alphabet in place of those now used, which are somewhat roughly executed. Printed cards of the same kind containing words and sentences might be provided for those who have got over the alphabet. This would be a better plan than giving the men books, as a large number could be taught at once, and the use of the simultaneous method, which seems natural to the natives of this country, might be continued in these higher classes. For teaching calculation I would suggest that ball frames should be employed. These consist of colored balls, like small marbles, strung on wires in a frame. By shifting the balls in various directions, addition and subtraction, with other exercises according to the ingenuity of the master, may be taught in an attractive way and to a large number at one time.

161. In the reformatory some object lessons might be given to the boys, and they might commit to memory and chant verses on moral duties, &c.

162. Extract from a subsequent report:—I am informed that very rarely has a prisoner admitted for the first time been found able to read. Of the various castes the weavers are said to make the best progress, and the Lambádies to shew the least capacity. No provision is made for the tuition of female prisoners.

APPENDIX II.

GRANT-IN-AID SCHOOLS.

I. SCHOOLS OF THE HIGHER CLASS.

| <i>English.</i> | | | |
|-----------------------------------|-----|-----|------------|
| Bishop Cotton's School | ... | ... | Bangalore. |
| St. Andrew's School | ... | ... | " |
| <i>Anglo Vernacular.</i> | | | |
| London Mission Institution | ... | ... | " |
| Native Educational Institution... | ... | ... | " |
| Wesleyan Mission Institution | ... | ... | " |

2. SCHOOLS OF THE MIDDLE CLASS.

| <i>English.</i> | | | |
|----------------------------------|-----|-----|------------|
| Cantonment Orphanage | ... | ... | Bangalore. |
| Ordnance School | ... | ... | " |
| St. John's District School | ... | ... | " |
| <i>Anglo Vernacular.</i> | | | |
| London Mission Cantonment School | ... | ... | " |
| Do. " Alaisr " | ... | ... | " |
| St. Joseph's Catholic Seminary | ... | ... | " |
| St. Mary's " " " | ... | ... | " |
| St. Patrick's " " " | ... | ... | " |

3. SCHOOLS OF THE LOWER CLASS.

| <i>English.</i> | | | |
|-------------------------|-----|-----|------------|
| St. Marks Ragged School | ... | ... | Bangalore. |

Anglo Vernacular.

| | | | |
|----------------------------|-----|-----|------------|
| Blackpalli Catholic School | ... | ... | Bangalore. |
| Mysore " | ... | ... | Mysore. |
| Madrasa Mahammadia | ... | ... | Bangalore. |

Canarese.

| | | | |
|----------------------------|-----|-----|------------|
| Chethanhalji Branch School | ... | ... | Singapura. |
| Kalasa School | ... | ... | Kalasa. |
| Shethalji Catholic School | ... | ... | Shethalji. |

Tamil and Telugu.

| | | | |
|--------------------------------------|-----|-----|------------|
| Blackpalli Tamil School | ... | ... | Bangalore. |
| Gun Troop Tamil School | ... | ... | " |
| Sadar Vēda Siddanta Sabha Seminaries | ... | ... | " |

Sanskrit.

| | | | |
|---------------------------------------|-----|-----|-------------|
| Chintamani Sanskrit and Telugu School | ... | ... | Chintamani. |
| Mélkōta Sanskrit and Canarese. | ... | ... | Mélkōta. |

Hindustani.

| | | | |
|--------------------------------|-----|-----|------------------|
| Commissariat School | ... | ... | Bangalore. |
| Clósepété Hindustani School | ... | ... | Clósepété. |
| Chennagiri " | ... | ... | Chennagiri. |
| Dodda Ballápura " | ... | ... | Dodda Ballápura. |
| Hasan ul Madrasa | ... | ... | Hasan. |
| Honnáji Hindustani School | ... | ... | Honnáji. |
| Kunigallu " | ... | ... | Kunigallu. |
| Madrasa Ahmedia | ... | ... | Sríniváspura. |
| " Bowring ... | ... | ... | Mysore. |
| " Ibrahim ... | ... | ... | Echinpalli |
| " Islamia ... | ... | ... | Bangalore. |
| " Islamia ... | ... | ... | Chintamani. |
| " Kudusi ... | ... | ... | Bangalore. |
| " Mufid ul Anam | ... | ... | " |
| " Mahammadia | ... | ... | Chennapatna. |
| " " " | ... | ... | French Rocks. |
| " Sultani ... | ... | ... | Bangalore. |
| " " " | ... | ... | Hunasúru. |
| Rannur Hindustani School | ... | ... | Rannur. |
| Shimoga " | ... | ... | Shimoga. |
| Tyamagondal " | ... | ... | Tyamagondal. |

4. FEMALE SCHOOLS.

| <i>English.</i> | | |
|--------------------------------|-----|------------|
| Bishop Cotton's School | ... | Bangalore. |
| St. John's Girls' School | ... | " |
| " Infants' " | ... | " |
| Wesleyan Mission School | ... | " |
| <i>Anglo Fernacular.</i> | | |
| Convent of the Good Shepherd | ... | Bangalore. |
| London Mission Boarding School | ... | " |
| Wesleyan Mission Orphan School | ... | " |
| <i>Canarese.</i> | | |
| London Mission Arlépété School | ... | Bangalore. |
| " " Balépété | ... | " |
| " " Cubbonpété | ... | " |
| " " Hosapété | ... | " |
| " " Kurubarapété School | ... | " |
| " " Yelegondanahalli School | ... | " |
| " " Branch School | ... | Anekallu. |
| " " " School " | ... | " |
| Shethalli Catholic School | ... | Shethalli. |
| Shimoga Hindu School | ... | Shimoga. |
| Wesleyan Mission Day School... | ... | Bangalore. |
| " " Fort School | ... | Mysore. |
| " " Mandi Street School | ... | " |
| " " Srirampété School | ... | " |
| " " Boarding School | ... | Toomkoor. |
| " " Day School | ... | " |
| <i>Tamil.</i> | | |
| Alasúr Caste Girls' School | ... | Bangalore. |
| Blackpalli Catholic School | ... | " |
| Hindu Female School | ... | " |
| Mysore Catholic School | ... | Mysore. |
| <i>Hindustani.</i> | | |
| Mahomedan Female School | ... | Bangalore. |

SCHOOLS OF THE HIGHER CLASS.

ENGLISH SCHOOLS

1. The following statement is compiled from the private annual examination reports of the school, no official inspection having been made during the year:—
 St. Andrew's School, Bangalore.

English.—Mr. J. Lacey, B. L., considers the results on the whole satisfactory. The single student in the F. A. class gained 75 out of a maximum of 100 marks assigned to questions on Wordsworth's Excursion. Of the three boys in the Matriculation class, two did well obtaining 65 and 55 marks respectively out of 100. The junior classes were examined *viva voce* and did well on the whole.

2. *Latin.*—The Rev. J. Hudson, B. A., who examined the F. A. class in Horace, the Matriculation class in Virgil, and two lower classes orally in Henry's First Book and the Delectus, says:—"I have much pleasure in expressing my satisfaction with the results of the examination generally. The only exception is in the case of the class mentioned (the Matriculation class). Pains has evidently been taken in the instruction."

3. *Arithmetic and Algebra.*—The Rev. J. H. Walton writes:—"Regarding the marks as a criterion I consider the results very satisfactory indeed, reflecting great credit both on the masters and the diligence of the scholars. The average in algebra is considerably lower than in the other subject. This is to be accounted for perhaps by the nature of the questions I gave them, many of which required the intelligent use of algebraical formulæ. I would suggest that the attention of the boys should be particularly invited to this part of the subject."

4. *Euclid.*—Captain W. H. Campbell says:—"That in the senior class the answers on the first 3 books were very creditable, but those on the 4th book not so good. The junior classes shewed that they were being well grounded in the 1st book."

5. *History and Geography.*—The Rev. G. Hall, B. A., examined:—"The Matriculation class shewed a very good knowledge of the History of India to Warren Hastings, and of England to Richard II. The first and second classes gave ready and correct answers on other periods."

Very accurate answers were returned by the Matriculation class on the geography of Asia and America, and the maps drawn by one boy were commended for their neatness and correctness. The first class passed an "excellent" and the second a "very satisfactory" examination. As a whole the results in geography are pronounced highly creditable both to teachers and pupils.

ANGLO VERNACULAR SCHOOLS.

6. The inspection now reported on is the first that has been made since the sanction of a Government grant. There are in the principal institution 152 pupils. Of these, 4 are preparing for the First Arts examination, 22 are intending candidates for Matriculation, and the remainder form a gradation of six classes. The scale of fees is as follows: one rupee for the F. A. and Matriculation classes, 8 annas for classes I and II, 6 annas for the two next grades, and 4 annas for the two last. The Rev. B. Rice and the Rev. J. H. Walton are assisted in teaching by 8 native masters and a Canarese munshi.

7. By means of written papers I examined the Matriculation class in English, Canarese, and mathematics. Eleven of the examinees succeeded in gaining one-third of the total number of marks assigned to the three subjects. Taking each subject separately and allowing one-third of the marks as the minimum for a pass, ten candidates obtained a satisfactory quota in English, seven in Canarese and seventeen in mathematics. Out of 22 competitors the number who sent up answers to the different papers was as follows: to the English paper 17, Canarese 15, and mathematics 17. Several of the English answer papers that indicated careful study were not well written. The examples in arithmetic and algebra were generally very clearly expressed. In mathematics this () led, but signally failed in their vernacular paper.

8. Those subjects in which class I were examined were well understood. Some of the succeeding classes, however, are in need of more vigilant supervision. Special attention might be advantageously directed to the mode of teaching geometry in class II, and arithmetic in classes V and VI. The present plan of lessons provides a progres-

sive course of study which will be complete when class I is supplied with a suitable text book of English prose and poetry.

9. The number of registered scholars has increased since the last examination from 299 to 327. Of these 270 were present at the time of inspection. The Principal, the Rev. J. Hudson, B. A., is assisted by 2 European and 9 native masters. Further assistance is rendered by 2 pupil teachers. The upper school comprehends 4 classes, the 2 higher consist of candidates for the Matriculation and First Arts examinations. I examined the Matriculation class by means of written papers in English, mathematics, and Canarese. Out of 28 scholars, 14 answered the English paper, 18 the mathematical, and 18 the Canarese. One-third of the total number of marks was gained by ten of the competitors. The mathematical paper was better answered than the language papers. Classes I and II of the upper school are both large, and considerable disparity of attainment is apparent. Whilst the leading pupils did well, the lower sections of both classes answered only a very small proportion of my questions correctly. The exercises in algebra were very well done. The condition of the lower school was satisfactory.

10. The suggestions made in the last report regarding an entire revision of the course of studies, and the introduction of instruction in the vernacular, appear to have been acted upon; but a suitable gradation of English reading books for the classes comprising the lower school has been overlooked. The third book at present in use is too difficult. The school has emerged from its transition state and is in vigorous operation; but the large number of pupils in most of the higher classes, whose promotion has been premature, seems a weak point in its constitution.

11. Of 175 boys whose names are on the register, 136 were present at the time of examination. The Rev. T. G. Sykes, B. A., the Principal of the institution, has a staff of one European and five native masters.

12. Four out of seven candidates passed last year's Matriculation test. These have since been taken through the course prescribed for the First Examination in Arts. I set a question paper for this class in English literature and composition. Answer papers on other subjects

to questions set by the Principal during a course of examination which had just terminated were shewn to me. They afford fair grounds for anticipating success in the approaching University test. Seven pupils who are candidates for Matriculation were examined in English literature, grammar and composition and in mathematics. The answer papers of this class both in English and mathematics were well expressed and neatly written. Of the 7 examinees, 6 gained upwards of one-half of the total number of marks, and the seventh obtained above one-third. The first class may be considered a division of the former, as both have gone over almost the same ground together. The entire work of tuition in the three classes falls upon the Principal.

13. Class II calls for special remark. The amount of work brought up for examination was small and imperfectly prepared. The average daily attendance according to the register does not exceed one-third of the class. I learned that the health of the teacher had been failing for several months past. His feeble appearance struck me on entering his class room, and as I was proceeding with the examination he was suddenly seized with a fit and had to be removed. From the nature of his complaint I should consider the exertion of teaching not unlikely to endanger his life. To conduct the class with any degree of efficiency under the circumstances is manifestly hopeless. For the sake both of the teacher and the pupils, the case calls for the consideration and action of the Principal.

14. The disproportionate amount of work devolving upon the head of the institution as indicated above, and the prolonged illness of the first assistant, have naturally affected the status of the lower classes. They all betray defective tuition, and have decidedly retrograded since the last inspection. The importance of keeping up the standard of the lower classes needs no remark.

SCHOOLS OF THE MIDDLE CLASS.

ENGLISH SCHOOLS.

15. At the last inspection there were 29 inmates, namely, 21 girls and 8 boys. There are now 28 girls and 14 boys, making a total of

Cantonment Orphanage,
Bangalore.

42 boarders. The tidy condition of the premises, and the cheerful aspect of the enclosed garden, as well as the neat and healthy appearance of the children, indicate careful and judicious superintendence. The accommodation for bathing, sleeping, dining, &c, is also satisfactory.

16. The direct charge and tuition of the pupils fall upon the master, a European, formerly an army school-master, and his wife who holds the post of matron. The usefulness of the institution might be considerably extended by a slight increase in the teaching staff and the admission of day scholars whose friends could pay a small monthly fee. The master at present is assisted in the school by one of the elder girls. In the school work for the past year, a fair degree of progress is apparent.

17. The girls, two at a time in rotation, assist in cooking. All the girls are instructed in making their own and the boys' clothes, and in various domestic duties. The specimens of sewing shewn to me appeared very substantial.

To provide for the admission of boys, and to avoid the monthly expenditure for rent, it is in contemplation to build or purchase another house. Of the boys now in the orphanage all are under 9 years of age.

18. The result of the examination has been generally fair. But there are several subjects of school instruction that require more careful treatment by the teacher, and slower progress on the part of the children, as they are very young. (1.) The Old Testament lesson was very imperfectly understood by the children of the highest class, the meanings of difficult words and phrases appeared to have been completely forgotten. (2.) Their writing was generally fair also, but want of instruction in the principles is absolutely needed. The head lines are some of them very absurd: "Can I be there by candle light? Yes, and back again," being one that I particularly noticed. (3.) The younger children (or as I would call it the infant school) were reading words of three or four letters, but with very few exceptions they had not learned the alphabet. I would direct the attention of the teacher to the untidy manner in which several of the children were allowed to attend

school, whose parents were well off, and who ought to be ashamed to allow them to come to school in such a state.

19. The result of the examination has been generally satisfactory.

The reading lesson, however, appears to have been irregularly taught during the past year, as sometimes a history had been used for this purpose, and sometimes a reading book; want of a sufficient supply of books has been I believe the cause of this: but I am happy to report that this want no longer exists, as a good supply has been obtained at the beginning of this year. Instruction in the principles of writing is much needed, as a great deal of valuable time is lost before the eye becomes educated by practice alone to the proper slope and proportion of the several parts of letters to each other.

20. I would recommend a re-consideration of the subjects taught in this school. The children are entirely of the working class, and as such, compelling them to learn subjects of instruction that may be classed as ornamental, is a great drawback to their thoroughly learning the essentials. For instance, much time is given to algebra and geometry, which would be much more profitably employed on language or arithmetic. By learning algebra so early, the educational value of arithmetic is almost neutralized. Geometry might be retained, but only a small proportion of the school time should be given to it, and it ought to be confined to a knowledge of form and some simple work like that of the Irish school series.

ANGLO VERNACULAR SCHOOLS.

21. The Cantonment branch of the London Mission Institution

is conducted in a commodious building in the general bazar. The number on the rolls is 116. These form 6 classes under as many masters. The fees correspond with the scale laid down for the 6 classes of the principal institution that rank below the Matriculation class. The standard of each of the 6 classes nearly corresponds with the same grade of class in the principal school, except in the vernacular. This school is almost entirely attended by Tamil speaking boys; but Canarese, being the language of the province, is studied in preference to any other vernacular.

22. The Head Master had evidently taken considerable pains with the lessons on English grammar and analysis, but the nicer details of Morell were not thoroughly comprehended. Algebra as far as division had been well taught. The answers to questions on English history, though not very well expressed, indicated a fair knowledge of the portions selected for examination. Class II acquitted themselves well. Classes III and IV failed in arithmetic. The studies of the two remaining classes were very elementary : a fair degree of proficiency was apparent.

23. The Alasur branch is not equal to the foregoing in number or attainments, but the manner in which it is conducted impressed me favorably. I understand that it has not been possible to give the same amount of supervision to this school that the others have received, the more honor therefore is due to the Head Master. I would point out, however, the necessity of adopting a better mode of teaching geography in class III. The names of places mentioned in the text book have been committed to memory, but no pains taken to acquire a knowledge of their position on the map.

24. The English school contains about 78 pupils, of whom 49 are boarders, and of the latter 40 are orphans ; the remainder are supported by their parents or friends. The education of these children is carried on under the superintendence of the Rev. Father Clemot, M. A., assisted by four gentlemen of the association of Christian Brothers. A class has been formed this year to prepare for the forthcoming Matriculation examination, the optional language selected being Latin.

25. In the Canarese school there are 30 pupils, of whom 28 are boarders. The students of the first and second classes are studying for the ministry, and the remainder are learning English, Canarese, and Latin. Canarese is the medium through which they receive their instruction. These children are comfortably clothed and fed, and their dormitories are clean and tidy.

26. A large library is attached to the school, which supplies the children and people residing in the neighbourhood with books of in-

struction or amusement. There is also a printing press under the superintendence of the Rev. Father Bouteloups, which supplies the schools with such books, as cannot be procured elsewhere. A French work on medicine was being carried through the press during the time of my visit. It is intended for the use of the priests and missionaries belonging to the Catholic Mission in India.

27. The number of children attending this school is 84, the greater part being natives. The first class did well, the second fairly. But the methods employed in the third are not the best calculated for the class of children attending it. Slates for writing and large cards for reading are very much needed, as it is impossible to keep a number of young children employed where they are taught on the individual method.

St. Patrick's Catholic Seminary, Bangalore.

SCHOOLS OF THE LOWER CLASS.

ENGLISH SCHOOL.

28. The numbers at present are 28 girls and 17 boys, the total being lower by 7 than it was at the last examination. The pupils evidently belong to a very neglected class, and with two or three exceptions appeared lacking in intelligence. The simplest questions connected with their reading lessons were barely comprehended; the attempts at answering were extremely few. The supply of school books is still deficient.

St. Mark's Ragged School, Bangalore.

ANGLO VERNACULAR SCHOOLS.

29. In the English department there are 90 boys, who are taught English, Canarese, and Tamil, the latter being the medium of instruction. In the Tamil school there are 60 children, who are entirely engaged in learning this vernacular. There is also a girls' school in the compound, where needle work is taught, as well as reading, arithmetic, and writing. In addition to these schools there are three others at-

Blackpalli Catholic Seminary, Bangalore.

tached, one in Simoncherry, another in Shoolay, and a third in Alasur, numbering altogether about 70 children.

30. The scheme of education laid down for these schools is a very good one, everything but language being taught through the medium of the childrens' mother-tongue. A want of maps and means of teaching concrete numbers are the only deficiencies I noticed. The schools are doing an immense deal of good amongst the poorest portion of the population, for the highways and byeways have been diligently swept to fill them ; and to meet the wants of such children, the standard of their education has been fixed upon the broadest principles of usefulness.

31. I was not able to inspect this school as, in order to carry out extensive repairs of the premises, it was closed.

Catholic School, Mysore. I had an interview, however, with the Rev. P. Janssoone, and gathered the following particulars regarding the state of the institution.

32. The English branch of the boys' school closed with 28 names on the books. No register is kept in the vernacular school, but the daily attendance is said to be about 42, making a total of 70. The four most advanced boys in the English branch read the first book, work sums in the compound rules, have a knowledge of the rudiments of grammar, and have read a few chapters of Morriss' India. The map of India has also been studied. In the vernacular school instruction of a very elementary character is given in Tamil and Canarese. The teaching staff is the same as last year. An attempt has been made to introduce a system of fees, and the highest amount collected in one month was three rupees.

33. The register contains 124 names, and 108 boys were present at the inspection. The school consists of six classes under as many masters. The 6 pupils

Madrassa Mahammadin,
Bangalore.

of the first class study Sikandar Namah, Akhlaq i. Nasari, and algebra. Three were more advanced than the others, and passed a good examination, translating from Persian to Hindustani and *vice versa* very correctly. In algebra only two had made much progress. They were taught by the Maulvi mentioned in last year's report, and the rest of the class have received their instruc-

tion from them at second hand. In the second and third classes, 25 boys learn English, but the master was absent at the time of my visit. The fourth class know a little of history and grammar, and in the lower classes some answered well and others indifferently.

34. On the whole I consider this the first of the Hindustani schools in Bangalore. The Head Master takes great interest in his work, and a monthly examination is held by the Nazim. If the second and third classes were as efficient as the first, the school would be greatly improved. I advised that more attention should be given in these and the fourth class to grammar, arithmetic, and history.

VERNACULAR SCHOOLS.

35. The present registered number of pupils is 66. With the exception of 5 boys in the Canarese branch, all are Sri-Vaishnava Brahmans. The highest class of the Sanskrit branch nominally comprised 6 pupils, but no two followed the same course. The subjects brought up for examination had evidently been carefully studied, and great pains must have been taken by the teacher. It is equally evident, however, that absence of system must retard the general progress. Attempts appear to have been made to improve on the stereotyped Hindu method of tuition and to introduce a progressive course of studies in Canarese and Sanskrit; but these efforts have not been well sustained. Among the pupils ranked as belonging to class II, were some very intelligent boys, who, it was clear, would not be content with a superficial knowledge, but aimed at being scholars.

36. This pátashálé having been about 30 years in existence, and of these, 18 years under the instruction of the two brothers Rama Shástri and Veukatapati Shástri, its character is not likely to undergo any material change as long as the present tutors remain. I found 32 pupils present, and understand the numbers generally range from 30 to 40. The beginners were represented by ten boys of ages varying from 9 to 14. The most advanced students were 6 young men under the immediate instruction of Rama Shástri, the head of the institution. The language spoken by all, and which was made the medium of instruction and explanation, was Telugu.

37. Although the pátáshalé is open to both Lowkika and Vaidika Brahmins, it is rare for any but the latter to apply for admission. Some pupils terminate their course in two or three months, others are said to continue their studies for as many years. On entering the school, it appears to be customary for the new-comer to intimate the class of devotional or ceremonial slókás or the particular Sanskrit work he wishes to study, and if he be not supplied with the necessary books he may obtain the loan of them from the private Sanskrit library of the shastrís, which is said to contain 300 palmyra leaf volumes.

38. There are 39 children attending this school, amongst whom are several girls, all very young. The number of classes is too great for one person to manage. There is also a deficiency of slates for writing and means of teaching the children concrete arithmetic, but having pointed out these deficiencies to the gentleman in charge, I have hopes that they will be remedied as soon as the funds of the school will permit.

Gun Troop Tamil School,
Bangalore.

HINDUSTANI SCHOOLS.

39. Out of 118 registered scholars, 99 were present, divided into six classes, with a master to each class. In Madrasa Islamia, Bangalore. the first class there are 12 lessons including history and Euclid. Two or three of the boys know English. I examined in arithmetic, geography, and the Persian books, in which the upper boys did well; but they were not ready in translating from Persian to Hindustani, which should be practised every day. It is gratifying to observe that the boys have gained an acquaintance with arithmetic, geography and history, which subjects were not taught at the time of last inspection. The second and third classes are composed of very young boys, who have been a comparatively short time under instruction, and whose knowledge is very elementary.

40. I advised that either the Nazim or the Head Master should examine the junior classes once a month, and also that only boys of somewhat equal ability should be put into the same class as in Government schools, and that the studies should be properly graduated, so that each class should be a preparation for the next higher. At present

there is a great gap between the first and second classes. The school is, I am glad to say, doing much better now than for two or three years past, the present Nazim taking an interest in his work.

41. On the rolls there are 152 names, but only 80 boys were present. The school is divided into 6 classes under as many masters. The 2nd master was absent, as he holds the situation of 1st master in the Madrasa Sultani and teaches only half the day in each. The 1st class contains 4 boys, of whom one reads Arab i Sarf and Pañch Ganj, and the remaining three Bostan. The former did well and knew arithmetic to fractions, but the others did not satisfy me. The 2nd and 3rd classes answered badly in Kavayad i Urdu and geography, and the lower classes were not much better.

42. The Nazim of the school is on a journey to Mecca, and the school has suffered by his absence. At the last examination the results were much more satisfactory. I am informed, however, that some of the best boys have left lately. I advised that a larger number should be promoted to the 1st class, and that history, geography, and arithmetic should be taught there.

43. The average attendance is 40, but at the time of inspection 48 were present out of 60 registered pupils. There are three classes under three masters. The ages of the boys are from 6 to 12. In the first class four boys were very sharp. The lessons were Kavayadi Urdu and Chehal Sabak with arithmetic, which was known to addition. The 2nd and 3rd classes did badly. The Head Master lately appointed is a clever man, formerly Government school master in a native regiment. I think if he stops the school will make progress, but he complains that the boys are always leaving before they have been half trained, sometimes after only a few weeks of schooling.

44. Only 52 were present out of 104 pupils on the books. The school is divided into 4 classes under three masters, the 1st master taking 2 classes. In the 1st class were two sepoy of the Barr who have been studying a long time. They read Arab i Sarf and Persian grammar, and answered well in Persian prose and poetry. The second

class spend a good deal of time in writing Arabic. In neither of ~~these~~ classes is arithmetic, history, or geography taught. I gave directions about the introduction of these lessons. The classes require re-arrangement, and then the school which has many good points about it will, I think, get on well.

45. I regret to say that this school has not fulfilled the expectation formed regarding its success, and that its present condition is very *unsatisfactory. A register with 132 names recorded was shewn to me, and 106 boys were seated in the room, but so far as I could gather, the average attendance does not exceed 50. All but 26 boys were unable to read easy lessons, such as the stories at the commencement of the Talim Nama, and the result of the examination is extremely discreditable. Many of the boys, I was informed, are the children of wealthy merchants, the majority appeared to belong to a respectable and prosperous class.

46. The condition of this school is very unsatisfactory. Twice before the master has been warned to classify his pupils properly and teach them geography and grammar, but no attention has been paid to the remonstrance. The register contains 35 names, but only 18 scholars were present, among whom were 3 girls. In the first class 2 boys knew arithmetic as far as subtraction, and could write to dictation; but the rest knew next to nothing. The Head Master I consider to have quite neglected his work. His son, said to be an assistant master, was absent.

47. The register shewn to me contained 45 names, but only 19 boys were present. The Head Master who is an elderly man seems anxious to discharge his duties satisfactorily and has evidently exerted himself; but his efforts have been a continual struggle without system, and consequently with little result. Two boys acquitted themselves well in arithmetic and geography, and about 10 could read fairly. Out of five boys one wrote correctly to dictation. The poverty of all the pupils

*Explanations have been received from the Nazim regarding the unsatisfactory condition of the school. D. P. I.

renders their attendance uncertain, and is a sufficient reason for the low standard of the school.

48. There are 46 pupils of ages varying from 7 to 15. It is a good school, and has made improvement since my last visit. The Head Master is a painstaking man, but does not know how to teach history and geography. I therefore spent some time in directing him in these matters. In the 1st class only 3 boys knew any thing of arithmetic, and they made many mistakes in writing to dictation. These defects were pointed out to be remedied.

Dodda Ballápura.

49. All the boys in this school are sons of silledars. They number 28, of whom 23 were present. History and geography had been well taught, and arithmetic as far as proportion. Dictation was written without a mistake. The 2nd class boys are too young to do much at present. I consider this the best of the small schools, and would recommend an increase of the grant as requested by the master, who is very active in the discharge of his duties.

Madrasa Ibrahim, Echinpalli.

50. Only 17 boys were present out of 23. The cause of such a poor attendance is said to be sickness and the employment of the boys at home by their parents. In the 2nd class Persian and arithmetic were well done, the latter to subtraction. Although a small school, the master is well qualified to teach, and I expect his pupils will soon increase in number.

Kunigullu.

51. No improvement has taken place since last inspection. There are 25 boys in the school, and the master is a clever man, but deficient in his knowledge of method. I shewed him how to teach history and geography, as well as how to keep the register of attendance, and hope to see better results at my next visit.

Rannur.

52. This is a good school containing 49 pupils with an average attendance of 45. There are 3 classes and 2 masters. In the 1st class are 4 sepoy's studying Anvar Soheli, Sikandar Nama and Gulistan. They are very intelligent and answered every question cor-

Madrasa Ahmadia, Srínivás-pura.

rectly. But arithmetic has been neglected. The 2nd and 3rd classes have had some instruction in it, but work very slowly. In history and grammar these classes did well. Their knowledge of geography is not satisfactory. The Head Master is a clever man well versed in Arabic and Persian, and the merchants of the town, who are numerous, take a great interest in education.

53. On the register were 60 names, but the number of boys present was 45 divided into 4 classes, under 2
Tyāmagondal. masters. The ages of the boys are from 6 to

15. In the first class of 9 boys, Persian grammar and geography had been well studied. The other lessons were Gulistan and arithmetic. In the second class there are 11 boys learning Indian history, Persian grammar, arithmetic and Hikayat Latiā. Their knowledge of arithmetic was good. The third class has 12 pupils reading Talim Nama. They could also add and subtract. The fourth class of 13 boys use the first book. The school is a good one and likely to improve. As Mussulmans are numerous in the town there is no reason why 100 boys should not be collected. The Head Master was formerly in the Clósepété grant-in-aid school, and understands the Government rules well.

54. The fall in number of pupils from 32 to 20 is attributed to the removal of the regiment from the station, a corresponding increase is expected after the arrival of the new regiment. A fair rate of progress is apparent since last year. The Head Master and his assistant both seem to take a decided interest in the school, and I consider that it contrasts favorably with some others of greater pretensions.
Madrasa Mahammadia, French Rocks.

55. There were 45 pupils present, but owing to sickness I was unable to examine them properly. Their ages vary from 6 to 20. The studies are history of India, geography, grammar, arithmetic and the Koran. The masters of the school are clever men. The private resources of the school have somewhat diminished, as several of the principal subscribers having lost money in coffee cultivation, have not been able to continue their support.
Hasan ul Madrasa, Hassan.

56. This institution is one of old standing, having been in exis-

tence for about 7 years. It is conducted by Madrasa Sultani, Hunasúru. the proprietor and his brother. Out of 37 enrolled pupils, all but 2 were present on the day of examination. Most of the boys are the sons of artizans and tradesmen, a tolerably flourishing class in Hunasúru, and judging from the appearance of their children the parents must be in good circumstances. The majority of the scholars were able to read, but only 2 boys could write to dictation. All failed in an attempt to write down a sum of three columns as well as to add it up after it had been written for them. The Persian grammar lessons had been committed to memory with care. Few of the boys were provided with copies of the books they professed to study, but their lessons were neatly written out on paper.

57. I was informed that the Head Master's mother had 7 girls under tuition in a separate part of the premises, but was not invited to see this class, which does not participate in the Government grant.

58. A register containing 132 names was shewn to me, and 125 pupils were present on the day of examination. The utter absence of a progressive course of study and of all but a nominal classification renders it difficult to appreciate any advance that may have been made. I feel compelled to state that the institution exhibits every indication of gross mismanagement, and in its present state is unworthy of Government support.*

59. This school has been established about 9 months, and at the time of my visit, which was unannounced, 15 children were present out of 25 entered in the register, all busily employed. Reading is taught, but at present neither writing nor arithmetic. The master appears to be an industrious man.

60. I found 21 children present out of 30 the registered number. As there are 300 Mussulman families in Honnáli the attendance is likely to increase. The school has been established ten months, and

*A full inquiry has been made into the case, and new arrangements enforced, which will cause an amendment in the state of this important school. D. P. I.

is provided with two masters, but the children have scarcely got beyond the first lessons in reading ; arithmetic has not been taught, and writing seems to have been confined to one or two of the elder pupils. I think, however, that the school will improve under regular inspection.

61. The examination of this school has been exceedingly unsatisfactory. In the 2nd and 3rd classes I found that the children had the lessons off by heart. No attempt had been made to connect ideas with the words shewn in the book. Arithmetic was not taught in any class—a circumstance that calls for explanation. The first class appeared to have as many books for reading as there were boys. However, I examined them in reading the history of India, which was fairly done. I also tried them in dictation and they wrote and spelt fairly. But the whole class, except one boy, failed in adding three sums of money together, although the ages in this class varied from 14 to 20 years of age.

Shimoga.

FEMALE SCHOOLS.

ENGLISH SCHOOLS.

62. The education of the girls has been carried on fairly up to the point really needed for such children. But I would recommend a closer attention to the reading book, as it contains much valuable information relating to their future duties as wives and mothers which they can never obtain at home. For instance they could inform me of the condition of the ancient Britons, and tell me about the Romans and Saxons ; but not a girl could tell me what she ought to do in case her dress caught fire, which they might have learned from this very book. Their needlework has been generally of a plain, homely, and useful description. Frocks, under clothing, miniature shirts and socks of various sizes and colors are made by the girls, and not a few of them help their parents by their earning from the ladies' workshop.

St. John's District School,
Bangalore.

63. The Infant School is in an excellent condition. Reading, lessons

Infant School. in number, form, color, and natural history, were very good. Above all the lively, intelligent manner in which the children responded to the questions asked, shewed that a good feeling existed between them and the teacher.

64. According to the register, the number of scholars is 36, namely 18 in the upper and 21 in the lower school. This return compared with last year's report shews a decrease of nearly one-third.

Wesleyan Mission Girls' School, Bangalore.

The subjects brought up for examination by the upper school would probably have been more thoroughly comprehended had the portions studied been considerably abridged. The whole of Morrell's grammar and analysis and the whole of Milner's England for instance, contain more than can be advantageously gone through in one term without sacrificing other subjects. The use of two text books for composition appears of doubtful utility. The examples of proportion, sums given to the girls in class I, were readily and correctly worked out. A knowledge of fractions would have enabled them to adopt the shorter method. The proficiency of the classes comprising the lower school was on the whole good. Music and needlework form a part of the course of instruction.

ANGLO VERNACULAR SCHOOLS.

65. The number of girls (21) is the same as last year. The few removals that occurred having been exactly balanced in number by the admissions. The teaching staff and classification remain as reported last year. The expediency was on that occasion questioned of extending the separate division of the school for English and Canarese, into such subjects as arithmetic, history and geography. The usual practice in schools of this class is to make the vernacular the medium of instruction, and to teach English simply as a language lesson. In arithmetic the 1st class is further advanced than in most anglo vernacular girls' schools, and the general proficiency is decidedly good.

London Mission Boarding School, Bangalore.

66. Needlework, both plain and fancy, and cutting out, also cook-

ing and other household duties receive due attention. Several little English airs were well sung, some of the girls taking parts. The neatness and comfort of the accommodation, and the behaviour and appearance of the girls, entitle this school to special commendation.

67. Since the last examination two girls have died, and one has been married. The number has thus been reduced from 29 to 26. The certificated mistress mentioned in the last report, returned to Madras to qualify for a higher competitive examination, and her place has been supplied by a male teacher, who discharges his duty efficiently. The alterations that were being carried out in the premises last year have been completed, and the existing accommodation is ample.

Wesleyan Mission Orphan School, Bangalore.

CANARESE SCHOOLS.

68. In each of the preparatory schools, provision has been made for the formation of a class where reading, writing, and the elements of arithmetic and geography are taught. The practice of drafting the more advanced girls into the central school at Kurubarapété as reported at the last inspection, has in consequence been discontinued. Two new schools have been opened during the year, one in Balépété and the other in Yelégowdanapálya, a ryot village near the Brigade Ground. The former is the only aided vernacular girls' school in which fees are collected. One anna a month is the charge per pupil. The majority of the girls are said to be the children of master builders.

69. With the addition of the attendance in these two schools there are 417 girls under instruction ; about three-fourths of the pupils being present daily on the average. The order maintained throughout the schools, and the completeness of the accommodation and apparatus in most of them, are evidently due to vigilant supervision.

70. Efforts are being made to train efficient female teachers ; these attempts, if successful, may prove one of the most valuable results of the schools. Two Christian pupil teachers in the Kurubarapété school gave lessons in my presence to the higher classes of the preparatory school, in a manner that indicated good training and natural tact. Two other girls not Christians were pointed out to me, who, with the

consent of their friends, were also being trained for teachers. In their case the customary law of early removal is common.

71. This interesting school owes its existence entirely to the enlightened efforts of the District Revenue Sheristadar, who has given up a room in his house for it. At the time of my visit there were 20 girls in attendance, all Brahmanis. The oldest I suppose was about 10. On examining them I was greatly pleased with their intelligence. Most of them can read and write easy sentences from the first book, and have also learnt to count and to add up simple figures. The conduct of the school is very highly creditable to the managers. The friends and relatives of the girls were present during my inspection, and seemed interested in the proceedings.

72. This school continues steadily to increase in numbers, the register shewing 113 names, against 98 at the previous inspection. The average daily attendance is rather more than three-fourths, which is higher than in most vernacular girls' schools. The teaching staff, classification, and general arrangements of the school, remain unchanged since the last examination. All the teachers employed, but especially the head teacher, evinced a pleasing interest in their work, and the school fully maintains its character for general efficiency.

73. The mechanical portion of the reading lesson was well performed and the meanings of words fairly understood. But the children did not comprehend the general meaning, understanding the lesson rather in a partial manner or portions of it here and there. No means exist in the school for teaching arithmetic in a concrete form to the younger children, and the elder ones are deficient in their knowledge of mental arithmetic and household accounts. They answered very fairly from the book in geography.

74. Needlework appeared to be very neatly done, and fancy work is only taught as a reward to girls who merit it by their good conduct. The children seem to be well cared for, and are as happy a lot as can be imagined.

75. Of the 35 girls whose names are registered, I saw 29, but my

Wesleyan Mission Day School,
Toankoor.

visit falling on a feast day and at an early hour in the afternoon, the attendance was probably a little below the average. Brahmans, goldsmiths and Modiliars, are the castes most numerously represented. The head teacher is a young Brahman educated in a Government school. He is assisted by an elderly man, whose influence in the town is useful in securing the regular attendance of the girls. Needlework is taught by a female teacher, and a woman is also employed to attend the children to and from the school. The first class contains 8 girls, 4 of whom I saw; all were able to read a little, one succeeded in writing down all the figures used in English notation, and the multiplication table had been partly acquired.

76. These are three in number situated in the following localities:—
Srirámpété, Mandipété and the Fort. The
Wesleyan Mission Day Schools,
Mysore.

school at the first named place is of the longest standing. The total number of girls under instruction according to the register amounts to 103, of whom I saw 97. The Mandipété branch has 41 names registered, and 36 girls presented themselves for examination. The Fort School had 40 girls on the roll, of whom 24 were present. Great pains have evidently been taken in the selection of teachers and in the general supervision of these schools.

TAMIL SCHOOLS.

77. The average attendance this year has been about the same as last. The register contains 67 names. The
Alasur Caste Girls' School,
Bangalore.

school maintains its character for efficiency, and evidently continues to be appreciated by the class for whom it is intended.

78. This girls' school is in the chapel compound. The instruction includes needlework, as well as reading, arithmetic, and writing.
Blackpalli Catholic School,
Bangalore.

79. The number of girls on the register was said to be 120, of whom 74 were present. In class I, eleven girls out of fourteen presented themselves for examination. Of these only three were in the
Hindu Female School,
Bangalore.

class at the last inspection. In addition to their studies the girls are all taught to cut out and sew. A female teacher of the tailor caste is engaged to superintend this branch of inspection.

80. Girls are usually admitted at the age of 6, and leave at about 10. The curriculum laid down for the four years' study is well arranged, and the general conduct of the school continues to be satisfactory.

81. This girls' school is under the management of three native nuns. The attendance is said to be very fluctuating, and varies from 10 to 40. A few of the girls are reported able to read a first book in Tamil and to sew.

Mysore Catholic School.

HINDUSTANI SCHOOL.

82. On the register there appeared 108 names, and 83 girls were present at the examination, which was held with the intervention of a parada. The first class I was informed contained 12 girls ranging from 7 to 12 years of age. They answered correctly questions in Indian history and Kavayad i Urdu, Part I. Two explained difficult words in the history, and four knew arithmetic as far as addition. The class has certainly made improvement since the last inspection. The lower classes have not advanced very far, the pupils being very young. Sewing and embroidery are practised by the upper girls and the work sold for the benefit of the school. Most of the pupils seem to be daughters of traders. Some of a higher class have lately left, from what cause is not known. Poor girls to the number of 25 receive a meal daily from the school.

Mahomedan Female Educational Institution, Bangalore.

APPENDIX III.

PRIVATE UNAIDED SCHOOLS.

1. On these schools the officiating Inspector of the Second Circle makes the following remarks. "There is scarcely a village without one, and some large towns support eight or ten. The highest number of pupils that I have seen attending was about 35 and the lowest 6 or 8. There is a great desire amongst the people to have their children educated, although they are themselves very illiterate. The benefits of the Government system of education are extending, but yet the people still cling to their own schools and rally round their old teachers with great eagerness and affection. This arises in great measure from the teachers who are now working, being many of them the instructors of the men of the present day, who are consequently unwilling to throw their old masters over without procuring some provision for them. I have met with several cases of men who have been teachers for upwards of 30 years.

2. Many of the people are undecided which is the best method of instruction, their own or that of the Government schools. There are certainly a few points in favor of the former and which tell very heavily against ours; such as the religious books of each separate caste being taught by their own teachers; the long hours the children have to attend school every day, and the few holidays they get throughout the year; the specious industry of the children who are bawling out at all hours of the day, while our schools perform their work silently; the deference and respect the teachers pay to the parents of the children, and their readiness to carry out the wishes of those parents with regard to the education of their children.

3. But the style of teaching in these schools is of the rudest kind, and seems based on the supposition that memory is the only faculty a child possesses, hence every thing is committed to memory with little or no explanation; in fact it has come to my notice that many of the masters do not understand the meaning of the books they teach. The book itself is considered the fountain of all knowledge and all truth,

and hence its contents are committed wholesale to memory, and once a year it is devoutly worshipped.

4. One mode of punishment employed in these schools I certainly commend, that of sitting and raising a certain number of times, as I think it a good one for idle or inattentive children whose idleness or inattention often arises from the want of such kind of exercise." Reports are given below of some of the private schools visited during the year.

5. I visited some Sanskrit schools in the pété of Bangalore at the request of the Treasury Bakshi, Sétu Bangalore District. Rao. The first was assembled in Gundó Bangalore. Pant's Chattram, Siddi Katté. There were 18 pupils in attendance, divided into 4 classes. The first class of 3 boys are studying Mágha, and Naishadha. In the lower classes Chaupu Ramayana and similar works are in use. The master named Sétava Shastri appears to be a clever and active man and interested in his work.

6. The second was seen in premises in Sultan pété, which have only recently been occupied. The students have hitherto been taught in private houses in small groups. There were reported to be 70, but I did not see more than 40 present. Among them were many boys from the High School. The absentees, it was said, were also pupils of the High School, and had gone there on account of the annual examination. The boys were with few exceptions very young. The highest class was said to be studying Tarka Shastra. Only one member, however, of the class was present, and he declined shewing his abilities on account of bodily weakness arising from a late illness, but all present declared him to be exceedingly clever. Some young boys were then called forward who repeated accurately and translated in the native method verses from the Ramayana Sangraha. Another declined a noun, and a very precocious boy, aged 5, was presented by his father as being able to give the name in Sanskrit of anything he was asked, and to repeat the verse of the Amara Kósha in which the word occurred.

7. There was a large attendance of learned men present, one named Vásudéva Shastri was represented as the manager and the instructor in logic, but another younger man named Krishnamachari was evidently the factotum. From so much as I saw I was more

favorably impressed with the order and unpretending character of the first school than with the other.

8. There appear to be 14 professed teachers of Sanskrit in the p^été, of whom 11 are Sm^ántas, 2 Mad^yás, and 1 a Srí Vaishnava, who has two assistants. Three of the Sm^ántas are for the present without pupils. Deducting these, there remain 11 Sanskrit schools containing, according to the list furnished to me, 97 pupils altogether.

Inspector's Reports.

9. I visited a school kept by Reddi Cheluvia and found 20 boys and one girl, the latter a Lingayet. Kómatís, Channapatna. Dásara Banajigaru and artizans of various kinds send their children to this school.

Brahman boys rarely attend it. The following imposing list of works was said to be studied ; Jaimini Bharata, Bhakti Sára, Sankshépa Ramayana, Narasimha Shataka, Prahladana Charitré, Na^ála Charitré, and Amara Kósha, but there was no hesitation on the part of the master in acknowledging the total ignorance of himself and his pupils regarding any portion of these books. Extracts were committed to memory and written down as exercises in spelling. No grammar has ever entered into the course of study since the establishment of the school by the father of the present teacher ten or twelve years ago. Two boys were able to work sums in compound addition and subtraction. About 10 boys could read and write, and the majority were acquainted with the multiplication table. The attainments are those of an average indigenous school.

10. One other Canarese school exists in the p^été kept by Yetirajia, a man, belonging to a Telugu caste called *Chatali*. This school claims to have Channapatna. been 30 or 40 years in existence, and is similar in character to Reddi Cheluvia's, but has an attendance of nearly 50 boys.

11. In the Hindustani school recently opened here, I found 21 Yelabanka. boys present. Of these 3 were able to read from the Talim Nama and one of the 3 had commenced the study of Persian, having gone

through 6 pages of the Chehal Sabakh. Of the remaining 18 pupils, 5 had begun to read Koran. No arithmetic was taught.

12. A Canarese school supported by the Wesleyan Mission, the head teacher informed me, had been in existence about 15 years. The house in which it is conducted is situated in the weavers' street.

Mágali.

Two masters are employed, and the register of attendance contained the names of 67 boys, but only 34 were present. In addition to the subjects of study common to indigenous schools, portions of scripture and a catechism were taught; also a little geography, but without maps. Ten boys who followed the above course acquitted themselves fairly. They also worked out a few sums in the simple rules, wrote a letter from dictation tolerably well, and chanted a few padas from the Bhakti Sára, but could not explain them. The boys pay no fees, and are supplied with books gratis.

13. With a Government school and a free school in the town, a private establishment can hardly be expected to thrive; but I was told a small one of 8 boys had been opened: it was however regarded as only temporary. When I visited the place the master was absent and not expected to return for some hours.

Mágadi.

14. I visited the private Hindustani school said to have been six months in existence. It is conducted by two teachers, and has an attendance roll bearing 50 names. Only 3 boys were able to read, and of these 2 have commenced the study of Persian. No arithmetic is taught. With the exception of the boys mentioned above, none of the pupils were supplied with books, but 8 boys were furnished with a few pages of manuscript extracts from the history of India and geography.

Nelamangala.

15. There are two indigenous Telugu-Canarese schools, both of more than 12 years standing. The larger numbers from 30 to 40 boys, and the smaller a little less than half that number. Unfortunately the schools were closed while I was at Gudibanda on account of a Hindu feast.

Kolar District.

Gudibanda.

16. I visited the private Hindustani school at this place. The maximum attendance is said to be 20; of these 18 pupils were present. Only one boy had got higher than the alphabet class; but he had been taught no arithmetic, wrote badly, and spelt worse. The town possesses no other school.

Bágépalli.

17. A private Telugu school that I visited at Mittemari is said to be the best in this talook (Gúmanáyakanapálya). I found 12 boys, of whom 3 could write, but not one was acquainted with any portion of the multiplication table.

Mittemari.

18. This town contains, besides the Government school, one Canarese and Telugu school, one purely Telugu school and a small Hindustani school. Of these, only the first deserves notice. It is conducted by Krishnappa, a Vaishnava Brahman, in a substantial building which is his own property. The school is said to number 40 boys, of whom 25 were present. It is evidently popular and thriving, though not above the ordinary stamp of village schools. The Telugu school was of a very elementary character, and had 8 out of 12 boys present. The Hindustani school was not open that day, being Friday; but from the information gathered, I judge the school to be low in numbers and attainments.

Mulabágalu.

19. Only 7 boys were present, but the master informed me that 10 more boys come every day from a village a mile off. There are no classes formed. One boy of about 15 read from Zulika, but I was told afterwards that he had left school a year ago and had just come for the occasion, all the others were learning the Alif, Be.

Eladur.

20. The town contains two Telugu Canarese schools, of which I inspected one kept by Subbia. Twenty boys were presented for examination; of these 5 could read, but not fluently: they had a good knowledge of the arithmetic tables, including weights and measures.

Sriniváspura.

21. I received an invitation from a number of the Massulman

Srinivaspura.

inhabitants to visit a Persian and Hindustani school for girls, which has been in existence about two years. There are 35 names of pupils on the register. Of these I saw 17 girls when I visited the school, and was informed that behind the screens were 13 more, making a total of 30. The teaching staff consists of two females. The more advanced girls read Karima, Nami Hak and Akayad Jamin: they are also taught to sew and to work embroidery. Of the little girls forming the lower class all were acquainted with at least a few letters, and some were able to read easy words. The whole is under the superintendence of the Maulvi who is the Head Master of the grant-in-aid boys' school,—a man of very superior attainments and held in high estimation by his Massulman fellow townsmen.

22. At the time of examination 16 boys were present, but no register is kept. The average attendance is 10.

Andargere

Most of the boys are between 7 and 15, but 3 are 20 years old. The school has been established two years, but is very elementary in character. Only one boy could read fluently.

23. Saw six schools. In the first were 30 boys and 2 girls. A

Toomkooor District.

Toomkooor.

few Government books were in use which the children read well, but did not understand what they read. The second and third, containing 25 and 20 respectively, call for no remark. In the fourth there are 20 boys, all very young. They do nothing but write on sand. No books are in use. The fifth has 15 boys and 2 girls. All the books used have been neatly written out by the teacher. In the sixth I found 8 pupils reading books of various kinds. The teacher has been 30 years at school work.

24. A school here with 10 boys. The children were actively employed amusing themselves at the time of my visit, and the teacher was sound asleep.

Kallamballi

25. A school of 10 boys. Heard one of them read, but he could not say what he had been reading about. The teacher said he would learn the meaning by some means when he grew older.

Balchalli.

26. Six very young children in the school, the teacher of which receives no remuneration.
Hallihalli
27. This school, containing 6 boys and one girl, had been established only 20 days. The former master Chikkanáyakanahalli (Sírá) had left, because the people would not pay his school fees.
28. A large but straggling village. I found 6 boys in the school, but they did not appear to be doing much. The teacher was formerly employed as a Sheristadar at Bellary.
Tavarékere.
29. I visited 3 indigenous schools in Sírá. The first contained about 20 children, among whom was one girl. In the second I saw 10 boys (some had new books) and called one up to read, but he had no idea of what he was reading. This school is kept by a man who was formerly a peon in the Government school. The third school contained 15 children, who were employed writing in the sand. The house was low, close, and dirty in the extreme.
Sírá.
30. Visited a school in which 50 children had been expressly assembled for my inspection, and consequently decked out with jewellery. Saw nothing calling for special remark in the character of the school.
Koratagere.
31. In the school there were 12 children, of whom one worked a sum in multiplication with the help of the teacher.
Maddagiri.
32. I was taken to see an indigenous Canarese school in the town. The master as well as many of the boys belong to the caste called Telugu Banajigaru, but several other castes were represented, Brahmins bearing the smallest proportion. Thirty boys were collected, but most of them were little urchins who had yet to master the alphabet; seven boys could read, three of them read fluently and were acquainted with arithmetic as far as division. These boys I learned attended the Government school, the other four were tolerably ready.
Mysore District.
Hanasírú.

with the multiplication table, but could not subtract, and read indifferently. On inquiry I learnt that there was a small school of half a dozen boys kept by a Brahman called Alasingharia, but on proceeding to the place we found the house shut up and were informed that the teacher had gone away from Huṅasúru on business.

33. I ascertained that 3 indigenous schools exist in the town, but none of them were open during my stay at Nanjanagúdu, and all accounts agreed in representing them as of a very low standard indeed. An East Indian teacher in the pay of the Amildar has a class of 5 boys, including 2 of the Amildar's sons, who are studying the rudiments of English, preparatory, I was informed, to their entering one of the schools at Mysore.

34. The Hindustani school here has been about one year in existence. It numbers 28 or 30 pupils, the majority beginners who have not got beyond the Koran and first book. Only 4 boys could read well, and one could write. No arithmetic was taught.

35. The town is said to contain 2 indigenous schools numbering about 18 and 12 pupils respectively. The former has been only four months in operation and the latter about 8 or 10 years. They were both closed on account of the Mahanavami feast.

36. I visited two indigenous schools in Chituldroog, both well attended. In one were 35 boys, and in the other 30 boys and one girl. The first calls for no remark, in the second the children were very young and learning only the alphabet.

37. In this town I saw a Telugu Canarese school containing 20 boys.

38. I visited the indigenous schools in Dávanagere, and saw six, two others being closed as it was the eve of a festival. These schools were all well attended, the number of pupils present ranging from 20 to 30. I saw one grown up female attending school writing on the floor. The boys were writing on boards. There seemed to be very

little writing on paper, or arithmetic taught, and no printed books were in use.

39. I saw six schools. In the first were 25 boys busy shouting out the multiplication table at the top of their voices. No reading was taught. In the Harihar. second were 30 boys and the school was very much like the first. A third had 10 boys. The teacher was old and deaf, and had been a teacher all his life. In the fourth I saw 15 boys. The school master appeared young and inexperienced. He was fast asleep when I called. The fifth school was for Hindustani children. There were 12 present, all very young, and only one able to read. The last school I saw was established for Mahratta children in a stable, a pony being in the school at the time of my visit. The teacher was old and infirm.

APPENDIX IV.

CORRESPONDENCE AND CIRCULARS.

HOBLI SCHOOLS.

General No. 7350. } 1867—68. . MYSORE COMMISSIONER'S OFFICE,
 General No. 245. } *Bangalore, 27th March 1868.*

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,
 FOREIGN DEPARTMENT.
 CALCUTTA.

Sir,

I have the honor to acknowledge the receipt of Mr. Under-Secretary Le Poer Wynne's letter No. 200 of the 1st ultimo, communicating the observations of the Government of India regarding the absence of Government Female Schools, and the want of vernacular schools for the education of the mass of the people in Mysore, and suggesting that no time should be lost in devising a scheme for this object.

2. Having been furnished by the offg. Director of Public Instruction with a report on the subject of vernacular education, and concurring generally in the proposals brought forward by that officer, I beg to submit them for the approval of His Excellency the Governor General in Council.

3. The measures adopted in this province for the diffusion of vernacular education consist of the establishment of a training school for Canarese masters, the publication of elementary school books, and the opening of 45 talook schools. Besides these there are other schools in different parts of the province maintained by missions. There are about 6,000 scholars, including girls, in the Government and mission vernacular schools, and 22,000 in indigenous schools, altogether about 28,000 pupils.

4. Taking the male population at 2,097,318, and assuming $\frac{1}{3}$ th or 233,035 to be boys of an age to go to school, it is probable that at least 200,000 boys are without instruction.

5. After careful consideration of the question, Mr. Rice states that on the ground of expense, apart from other reasons, the introduction of the Halkabanda system adverted to by Government cannot be entertained in Mysore, and submits a plan mainly based on the same principles which appears better suited to the circumstances of the country.

6. The proposed scheme will consist of establishments for instruction, for inspection, and for the training of masters.

7. With regard to the first, it is proposed to adopt the talook sub-divisions called hóbliés, instead of the circles of 12 square miles under the Halkabanda system, and to establish a school in each. The number of hóbliés is 645 with an average area of 41 square miles and a population of 6,040 persons. The advantage of this would be that the farthest village would not be more than $4\frac{1}{2}$ miles from a school situated in the centre, which would be within reach of all in the hóbli. The masters should be selected from the most intelligent and influential existing indigenous teachers, the pay would be 7 rupees with prospect of promotion to be an assistant in a talook school, the pay of which rises to 12 rupees.

8. The supervising agency to consist of 8 Sub-Deputy Inspectors or one for each district, averaging 3400 square miles. This number would admit of each school being inspected at least 3 times a year. The pay of this grade to be rupees 40 per mensem, with travelling allowance at the rate of 8 annas per day.

9. The indigenous teachers of the country are said to be generally ignorant of arithmetic and geography, and have no knowledge of organization, discipline, or method; an institution for training masters seems therefore absolutely necessary. Three masters would be required, one for each division, on a monthly salary of Rs. 40. They would be stationed for a year alternately in the different districts according to the requirements of the time. A maintenance allowance would be granted to students under training for masters: Rs. 5 each for the first 6 months and Rs. 4 for the second, should they not have obtained qualification certificates in the first period.

10. As regards accommodation, it is proposed that such buildings should be made use of as are available free of rent, or are offered for the purpose by the village communities, till the success of the scheme shall have been established, when school houses can be erected.

11. The only furniture would be black boards, slates and maps. Books can be printed and supplied by the existing agency.

12. The instruction imparted would be entirely in Canarese, and consist of reading, writing and the elements of arithmetic and geography.

13. Fees would only be collected from those whose relations did not contribute to the educational fund.

14. It is proposed that the schools be open to girls as well as boys.

15. The establishment of night schools is also recommended for those who may be unable to attend during the ordinary hours of labor. A fee would be levied in consideration of the extra demand on the masters' time and to defray the expense of lighting.

16. The formation of local committees composed of some of the respectable and influential residents of the hobli with the village officials, for the purpose of general supervision, would tend to popularize the schools.

17. The cost of the proposed scheme would be :—

| | Rs. | Rs. |
|-------------------------------|-----------|-------------------|
| 645 Hóbli School Masters at 7 | 4,515 or | 54,180 per annum. |
| 8 Sub-Deputy Inspectors at 40 | 320 „ | 3,840 „ |
| Travelling Allowance | °80 „ | 960 „ |
| 3 Training Masters at 40 | 120 „ | 1,440 „ |
| Furniture .. | .. . . | 2,000 „ |
| Books and Stationery | .. . . | 3,000 „ |
| Contingencies | .. . . | 1,000 „ |
| | Total . . | <u>66,420</u> |

18. The adoption of these proposals will, it is expected, extend education on a scale more commensurate with the wants of the population than any thing that has hitherto been tried in Mysore. The attendance at all the schools may be estimated at more than 50,000 children.

19. To meet the cost which the extension of education will necessarily involve, as well as for other local purposes, the imposition of a moderate cess, as suggested by His Excellency in Council, is under consideration in communication with the Survey Department. The proceeds, however, of this cess will not be available in any district, until its settlement has been completed by the department. The amount will be about 1 per cent on the collections, or say 80,000 Rs.

20. A report on the measures to be taken for the establishment, by Government, of female schools in Mysore, will form the subject of another communication.

I have, &c.,
(Sd.) L. BOWRING,
Commissioner.

No. 871.

From—C. U. ATCHISON, Esq.,

Offg. Secretary to the Govt. of India.

To—THE COMMISSIONER OF MYSORE,

FOREIGN DEPARTMENT.

General.

Dated Simla, the 19th May 1868.

Sir,

I have received and laid before the Viceroy and Governor General in Council your letter No. 439, dated 27th March last, submitting a scheme for vernacular education in Mysore.

2. In reply I am directed to inform you that His Excellency in Council approves of the scheme and authorizes a yearly expenditure of Rs. 66,420, which it will involve.

3. There will not, it is observed, be sufficient surplus revenue to meet the entire cost this year. But there is no necessity of incurring this year the whole expenditure of Rs. 66,420 by starting at once the full scheme, which is rather sanctioned as one to be worked up to. When the extra cess of one per cent, referred to in the 19th para of your letter, has been imposed, as it will when the settlement of districts is completed, the Rs. 80,000 expected from that source will more than cover the whole expenditure.

4. For the present you are authorized to expend Rs. 24,760, the probable surplus of the estimate for 1868-69: and of this sum a considerable portion should be spent in educating the masters of indigenous schools as proposed in the 9th para of your letter.

5. With reference to the 16th para, in which you recommend the formation of local committees for the supervision of the schools, I am to state that the Governor General in Council considers this an excellent proposal, and authorizes you to carry it into effect.

SIMLA,
The 19th May 1868.

I have, &c.,
(Sd.) C. U. ARCHISON,
Offy. Secy. to the Govt. of India.

ಇನ್ನಿ ಪಾರ್ ನಾಮಾ .

ಕೋಲಾರದ ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿರುವ ಹೋಬಳಿ ಮತ್ತು ಹಳ್ಳಿಗಳ ವಾಸಸ್ಥರಿಗೆಲ್ಲಾ ಇದ ರಿಂದ ತ್ರಿಸುಪದೇನಂದರೆ-ಸದರಿ ಡಿಸ್ಟ್ರಿಕ್ಟಿನ ತಾಲ್ಲೂಕುಗಳಿಗೆ ನೀರಿನ ಪ್ರತಿ ಹೋಬಳಿಯ ಲ್ಲಿಯೂ, ಶೈತರ ಮಕ್ಕಳಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಮಾಡಿಸುವುದಕ್ಕೋಸ್ಕರ ಸರ್ಕಾರದಿಂದ ಮತ ವೈ ಸ್ಥಾಪಿಸಲ್ಪಡುವುದು.

ಮೇಲೆ ನಮೂದಿಸಿರುವ ಪರಣಾಲಿಗಳಲ್ಲಿ ಕೆಲಸ ಹೊಂದಲವೇಜ್ಜೆಯುಳ್ಳವರಾಗಿದ್ದರೆ ಸದರಿ ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿ ಈಗ ಸ್ವಂತ ಮತಗಳನ್ನು ಯಿಟ್ಟು ಕೊಡುವ ಉಪಾಯವು ಬರುವ ಜುಲೈ ತಿಂಗಳು ತಾರೀಖು ೧೩ನೇ ನೋವುಮಾರದ ಬಳಿಗೊ ೧೦ ಘಂಟೆಗೆ ಸರಿಯಾಗಿ ಕೋ ಲಾರದಲ್ಲಿರುವ ಗವರ್ನಮೆಂಟ್ ನೂಲಿಗೆ ಬಂದು ಹಾಜರಾಗ ತಕ್ಕದ್ದು. ಅವಕಾಲಿಯೇ ಗೃತೆಯುಳ್ಳವರನ್ನು ಅರಿಸಿ, ವಿಡೆ, ದೋಧಿಸುವ ಕ್ರಮವಲಿಯು, ಅವರಿಗೆ ತಿಳಿಯದೆ ಯಿ ರುವಂಥಾ ಇತರ ಅಂಶಗಳಲಿಯೂ, ತಿದ್ದುಪಾಟು ಮಾಡುವುದಕ್ಕೋಸ್ಕರ ಸರ್ಕಾರದ ಕ

ದೆಯಿಂದ ಪೊಟ್ಟಿ ನಾರ್ಕಲಿ ಟ್ರೇನಿಂಗ್ ಮಾಸ್ಟರ್ ನೇಮಿಸಲ್ಪಟ್ಟಿರುವನು. ಆತನ ಬಳಿಯಲ್ಲಿ ಕೆಜ್ಜೆ ಹೊಂದುವಾಗ ಪ್ರತಿ ಮನುಷ್ಯನಿಗೂ ತನ್ನ ಜೀವನಕ್ಕೋಸ್ಕರವಾಗಿ ತಿಂಗಳಿಗೆ ೫ ರೂಪಾಯಿ ಸಂಕಾರದಿಂದ ಕೊಡಲ್ಪಟ್ಟಿತು. ಹೀಗೆ ತಿದ್ದಲ್ಪಟ್ಟವರು ಬರುವ ಡಿಸೆಂಬರ್ ತಿಂಗಳಲ್ಲಿ ಪಂಜೆ ಕೊಡಲೇಕಾಗಿರುವುದು, ಮತ್ತು ಇವರೊಳಗೆ ಅರ್ಥರಾಗಿ ಕಾಣಬರುವವರು ಕ್ರಮೇಣ ತಿಂಗಳಿಗೆ ೨ ರೂಪಾಯಿ ತಲಬ್ ವುಳ್ಳ ಹೊಬ್ಬಸ್ಕೂಲ್ ಮಾಸ್ಟರ್ ಕೆಲಸವನ್ನು ಪಡೆಯುವರು.

ಮತ್ತು ಈ ಡಿಸೆಂಬರ್ ತಿಂಗಳು ಬರುವದಕ್ಕೆ ಮುಂಚೆ ಆಯಾ ಹೋಬ್ಬೆಗೆ ಶೇರಿಡ ಗ್ರಾಮಸ್ಥರು ಮಾಡತಕ್ಕ ಕೆಲಸವೇನೆಂದರೆ, ತಮ್ಮ ತಮ್ಮ ಹೋಬ್ಬೆಯಲ್ಲಿ ಸ್ಕೂಲ್ ಇಡುವದಕ್ಕೋಸ್ಕರ ಸುಯಾವೆ ಮನೆಗಳನ್ನು ತಯಾರಾಡುವುದು.

ತಾರೀಖು ೨೦ನೇ ಮಾಹೆ ಜುಲೈ ೧೮೬೮ನೇ ಇಸವಿ, } B. L. RICE,
 ದರಜಾಗಾ ಬಂಗಳೂರು. } ಅಧಿಷ್ಠಿಯೇಟಿಂಗ್ ಡೈರೆಕ್ಟರ್,
 ಪಬ್ಲಿಕ್ ಇನ್ಸ್ಟ್ರಕ್ಷನ್.

General No. 4980. } 1868—69. DATED 6th February 1869.
 ,, 353. }

From

THE SUPERINTENDENT, ASHTAGRAM DIVISION.

To

THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE.

Forwards for information copies of letters atent the proposed scheme for establishing village schools throughout the province.

(Sd.) J. A. CAMPBELL,
 Offy. Supt., Ashtagram Division.

CAMP SETHALLI, 27th January 1869.

General No. 2676. } 1868—69.
 ,, 117. }

To

THE SUPERINTENDENT, ASETAGRAM DIVISION.

Sir,

I have the honor to acknowledge the receipt of your letter No. 136 of 8th August last, giving cover to certain correspondence on the subject of the establishment of vernacular schools, in all the hobbies of the district, and in reply to submit the following report.

2. The printed notifications (to which the letter under acknowledgment gave cover) were duly distributed to all the hobbies, through the

Amildars of talooks ; and such indigenious school masters as desired to obtain the proposed post of hóbli school teacher, were sent to His Highness the Maharaja's school.

3. As regards the steps taken towards the erection of school premises, the cost of which was intended to be borne by the villagers, I have the honor to state as follows.

4. Since assuming charge of the district, I have sent detailed instructions to the Amildars, explaining to them fully the advantages attainable from the scheme. I have especially directed them to use their personal influence with the ryots, in furtherance of it. In addition to this, I have, during my tour in the district, taken every opportunity to explain the object of the scheme to the people : I have reason to believe that the Amildars will, on the whole, exert themselves to support it.

5. Many agriculturalists regard all efforts in the cause of education with aversion. It is a common saying among them that a man who can read and write, will cease to till the fields. This prejudice is, I think, encouraged by the Brahmans.

6. In spite of all obstacles, I believe that the scheme will be a success, and I think that provided it be once set on foot, it will develop itself.

7. The number of hóbliés in the district is 88, exclusive of Seringapatam, and two hóbliés in Chámarájanagara temple. The accompanying statement will shew that buiklings are ready in 47 hóbliés ; of these, 34 buildings may be occupied permanently, and 13 temporarily, until the completion of the buildings which the ryots have agreed to build at their own cost. In Yedatoré and Heggadadéranakótté alone prospects do not promise well, and I attribute this probable failure to opposite causes. In the former talook the ryots are so far advanced, that they already possess private schools, and in the latter, which is a malnad talook, they are so backward that they are unable to appreciate any of the advantages of education.

I have, &c.,

(Sd.) L. RICKETTS,

*Offy. Deputy Superintendent,
Mysore District.*

No. 1347.

HASSAN, 6th February 1869.

To

THE SUPERINTENDENT, ASHTAGRAM DIVISION.

Sir,

I have the honor to acknowledge the receipt of the correspondence marginally noted, relative to the proposed scheme for the establishment of village schools.

2. In reply I beg to submit that every possible publicity has been given to the circulars issued by the Director of Public Instruction, and the advantages of the measure have been pressed upon the attention of the people by the Amildars of talooks, by my Assistants, and myself.

3. It has been received favorably as a whole, particularly in the Talooks of Manjarábád, Arakalagúdu, Mahárájanadurga and Béluru, where its success may be regarded as certain. In the other talooks, HáranaHalli only excepted, the villagers have also engaged to provide houses, and though not quite so eager in the matter, have promised to make their boys attend. HáranaHalli is the poorest talook in the district, the villagers state their inability to build schools, but have offered the use of their temples.

4. Many of the hóbliés in this district are very large in consequence of two or more of the old hóbliés being amalgamated into one at the re-organization of establishments in 1862. In many cases the ryots feeling the distance have come forward to build schools in more than one place, and I submit for consideration that their laudable efforts should not be discouraged, but the promise of small grants-in-aid be held forth to those who are able to establish good schools at places besides the Hóbli Head Quarters; the school masters being compelled also to make use of such books as may be provided by Government.

5. I regret that although the benefit of sending their school masters to obtain instruction at the normal school established at Hassan was pointed out to the gowdas, only 24 have as yet attended. As mentioned demi-officially to the Director, the rates of remuneration offered were too low to induce them to leave their villages; but volunteers can be obtained in any number from the boys attending the

Government schools at Hassan, Narasipura and Bélúru, and although they may meet in some of the larger villages with opposition, they are more capable of imparting sensible instruction than the village school masters, many of whom are old men wedded to their ancient forms and institutions. Enclosed is a schedule shewing the names of the hóbís and villages, in which schools may be established, and furnishing such further details as may prove useful. A plan of a school to cost Rs. 200 is also forwarded, and the Executive Engineer is of opinion that suitable school houses could not be provided for less. As the villagers in most cases have engaged to contribute Rs. 100 only, the sum would be required to be supplemented by Government, or the offer of private houses and temples be accepted.

I have, &c.

(Sd.) W. HILL,

*Dy. Superintendent,
Hassan District.*

GRANT-IN-AID RULES.

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 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.

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

- 1st. The pecuniary resources, permanent and temporary, on which the school will depend for support.
- 2nd. The proposed monthly expenditure in detail.
- 3rd. The average number of pupils to be instructed.
- 4th. The persons responsible for the management.
- 5th. The nature and course of instruction.
- 6th. The number and salaries of masters or mistresses.
- 7th. The nature and amount of aid sought.
- 8th. The existence of other schools receiving aid within a distance of six miles.

3. 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. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not 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.

5. In giving grants-in-aid, the following principles will be observed:—

(a) The Government will always endeavour 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 fees of reasonable amount are required from the scholars.

(c) In no case will the Government grant exceed in amount the sum to be expended on a school from private sources.

(d) For schools educating up to the University Entrance standard, the Government grant will not, as a rule, exceed one-half of the income guaranteed from local sources.

(e) For other schools in which the expenditure is more than Rs. 30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.

(f) The proportional amounts above laid down for Government grants are *maximum* amounts; and it must not be assumed that the *maximum* will, in all cases, and as a matter of course, be sanctioned.

(g) The conditions of every grant will be subject to revision periodically.

6. 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.

BANGALORE, 23rd July 1868.

B. L. RICE,
Offg. Director of Public Instruction,
Mysore and Coorg.

ENGINEERING SCHOOL, BANGALORE.

Notice Regarding Scholarships.

Notice is hereby given that the Commissioner has been pleased to sanction the establishment of ten scholarships for the Engineering School, Bangalore, on the following conditions :—

1. The scholarships to be tenable for two years, at the rate of Rs. 8 a month each for the first year, to be increased to Rs. 10 a month in the second year, provided the student gives satisfactory evidence of progress.
2. An entrance examination to be held in English (reading and writing) and arithmetic (as far as vulgar fractions), and the course to be such as will qualify for a certificate as an Assistant Overseer in the Public Works Department.
3. Candidates to be natives, and with the view of obtaining practical workmen, a preference to be given in all cases to the sons, or apprentices, of maistris.
4. Of the ten scholarships, four to be attached to the Nagar Division, four to the Ashtagram Division, and the remaining two to the Nandidroog Division.

Candidates for scholarships should apply to the Director of Public Instruction, Bangalore, stating full particulars regarding age, qualifications, native place, and employment, if any ; also giving a reference as to character.

BANGALORE,
19th August 1868.

B. L. RICE,
Offg. Director of Public Instruction,
Mysore and Coorg

Instructions to Hóbbi Pantójis.

ಹೋಬಳಿ ಪಂತೋಜಿಗಳು ಅನುಸರಿಸಿ ನಡಿಯಬೇಕಾದ ನಿಬಂಧನೆಗಳು.

೧. ಹೋಬಳಿ ಮಠಗಳು ಮುಖ್ಯವಾಗಿ ರೈತರ ಮಕ್ಕಳಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಮಾಡಿ ಸುವದಕ್ಕೋಸ್ಕರ ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟವೆ.

೨. ಹುಡುಗರು ಮಾತ್ರವಲ್ಲದೆ, ಯಿಷ್ಟವಿದ್ದು ಉಚ್ಚದಲ್ಲಿ ಹುಡುಗಿಯರು ಸಹಾ ಬಂದು ಈ ಮಠಗಳಲ್ಲಿ ವೋದ ಬಹುದು.

೩. ರೈತರ ಮಕ್ಕಳು ವಿದ್ಯಾ ಕಲಿಯುವದಕ್ಕೆ ಬಂದರೆ ಅವರಿಂದ ಮಠದ ಸಂಬಳ ಪನ್ನು ವಸೂಲ್ಪಾಡುವದಿಲ್ಲ.

೪. ಮಠದೊಳಗೆ ವೋದುವ ಕಾಲದಲ್ಲಿ ಮಾತ್ರ ಸರಕಾರದ ಪುಸ್ತಕಗಳ ಕೊಡಲ್ಪಟ್ಟಿರುವವು.

೫. ಸರಕಾರದವರು ನೇಮಿಸಿ ಯಿರುವ ತರಗತಿಗಳನ್ನೂ ಪಾಠಗಳ ಕ್ರಮವನ್ನೂ ಅನುಸರಿಸಿ ಪಠೋಪಜಿಗಳು ತಮ್ಮ ಕೆಲಸವನ್ನು ನಡಿಸಬೇಕು.

೬. ಮಕ್ಕಳ ಹುಡುಗರು ಬಂದು ಕೇರುವ ಮತ್ತು ಬಿಟ್ಟು ಬಿಡುವ ದಾಖಲೆ ಪಟ್ಟಿ ೧-ಪ್ರತಿ ದಿನದಲ್ಲಿಯೂ ಅವರು ಬರುವ ಮತ್ತು ಬಾರದೆ ಯಿರುವ ಪಟ್ಟಿ ೧-ಯಿವುಗಳನ್ನು ಪಠೋಪಜಿಗಳು ಕ್ರಮವಾಗಿ ಮಾಡಿ ಯಿಡಬೇಕು.

೭. ಪ್ರವಿಧಿನದಲ್ಲಿ ಒಳಗಿನಿಂದ ಮಧ್ಯಾನ್ಹದ ಭೋಜನ ಫರ್ಯಂತರವೂ, ಭೋಜನವಾದ ಮೇಲೆ ತಿರಿಗಿ ಸಾಯಂಕಾಲದ ವರಿಗೂ, ಮಠಗಳನ್ನು ಯಿಟ್ಟರಬೇಕು. ಆದರೆ, ಆದಿ ತ್ಯವಾರದಲ್ಲಿಯೂ ಮತ್ತು ಸರಕಾರದಿಂದ ಮಂಜೂರಾಗಿರುವ ಹಬ್ಬದ ದಿನಗಳಲ್ಲಿಯೂ ಮಠಗಳಿಗೆ ರಜಾ ಕೊಟ್ಟಿರುವುದು.

೮. ಹುಡುಗರು ಮಕ್ಕಳ ಕ್ರಮವಾಗಿಯೂ ಕಾಲಕ್ಕೆ ಸುಯಾಗಿಯೂ ಬರುವ ಹಾಗೆ ಮಾಡುವ ವಿಷಯದಲ್ಲಿ ಪಠೋಪಜಿಗಳು ಜಾಗರೂಕನಾಗಿರಬೇಕಾದಲ್ಲದೆ ಮಠವಿಟ್ಟಿರುವ ಮನೆಯನ್ನೂ ಮಠಕ್ಕೆ ಬರುವ ಹುಡುಗರನ್ನೂ ಸಹ ಯಾವಾಗಲೂ ಕುಚಿಯಾಗಿಯೂ ಕ್ರಮದಲ್ಲಿಯೂ ಯಿಡುವ ವಿಷಯದಲ್ಲಿ ಪ್ರಯತ್ನ ಪರರಾಗಬೇಕು.

೯. ಹಗಲು ಹೊತ್ತು ಮಠದೊಳಗೆ ವೋದುವದಕ್ಕೆ ಅನುಕೂಲವಿಲ್ಲದ ಜನರಿಗಾಗಿ ರಾತ್ರಿಕಾಲದಲ್ಲಿ ಮಠವಿಡಬಹುದು. ಆದರೆ ರಾತ್ರಿಕಾಲದಲ್ಲಿ ವೋದುವ ವಿದ್ಯಾರ್ಥಿಗಳು ದೀಪದ ಒಚೆಗೋಸ್ಕರ ಪೊಂದಿ ವಿಧವಾದ ಚಿಹ್ನಾ ಹಣವನ್ನು ಗೊತ್ತು ಮಾಡಿಕೊಂಡು ಪಠೋಪಜಿಗೆ ಕೊಡಬೇಕಾಗಿರುವುದು.

೧೦. ಹೋಬ್ಬೆ ಮಕ್ಕಳಿಗಿಲ್ಲಾ ಕಾಲಕಾಲಕ್ಕೂ ಸರಿಯಾಗಿ ಬಂದು ಹುಡುಗರನ್ನು ಪರಿಕ್ಷಿಸಿ ಆಯಾಯ ಮಠದ ಸ್ಥಿಯನ್ನೂ ಅದರ ವಿದ್ಯಾಭಿವೃದ್ಧಿಯನ್ನೂ ಕಾಣತು ಸರಕಾರಕ್ಕೆ ರಿಪೋರ್ಟ್ ಮಾಡುವದಕ್ಕಾಗಿ ಸಬ್ ಡಿಪ್ಯುಟಿ ಇನ್ಸ್ಪೆಕ್ಟರೇಬ ಪರಿಷ್ಕಕನು ನೇಮಿಸಲ್ಪಟ್ಟಿರುವನು. ಆತನ ರಿಪೋರ್ಟನ ಮೇಲೆ ಪಠೋಪಜಿಗಳು ತಮ್ಮ ಕೆಲಸದಲ್ಲಿ ಜಾಗರೂಕರಾಗಿಯೂ, ಯೋಗ್ಯರಾಗಿಯೂ ಯಿರುವ ಸಂಗತಿ ತಿಯಲಾಧೀತು.

೧೧. ತಾಲ್ಲೂಕುಗಳಿಗೆ ವಿಚಾರಣೆಗಾಗಿ ಹೋಗುವ ಕಾಲದಲ್ಲಿ ಇಲಾಖಾ ಇನ್ಸ್ಪೆಕ್ಟರ್ ಸಾಪ್ತೇಬರುವ ಯಾವ ಸ್ಥಳವನ್ನು ನಮೂದಿಸಿ ತಾಕೀತು ಕೊಟ್ಟಿರುತ್ತಾರೋ ಅಲ್ಲಿಗೆ ಸದರಿ ತಾಲ್ಲೂಕಿನ ಹೋಬ್ಬೆ ಮಠಗಳ ಪಠೋಪಜಿಗಳು ಹಾಜರಾಗಿ ತಾವು ಬೋಧಿಸುವ ವಿಧ್ಯದಲ್ಲಿ ಪರಿಷ್ಕೆ ಕೊಡಬೇಕಾಗಿರುವುದು.

೧೨. ಹೋಬ್ಬೆ ಪಠೋಪಜಿಗಳು, ಮೇಲೆ ಹೇಿದ ಯಾವ ವಿಧಿಗಾಗಲಿ ತಪ್ಪಿ ನಡೆದರೆ ಸರಕಾರದ ಆಜ್ಞೆಪಣೆಗೂ, ದಂಡನೆಗೂ ವಳಪಟ್ಟಿರುವರು. ಹಾಗಲ್ಲದೆ ಅವರು ಕ್ರಮವಾಗಿ ತಮ್ಮ ಕೆಲಸವನ್ನು ಮಾಡುತ್ತಾ ಯಿರುವಲ್ಲಿ ಕಾಲಾಂತರದಲ್ಲಿ ಬಹುವಾನಕ್ಕೂ ಅಭಿವೃದ್ಧಿಗೂ ಪಾತ್ರರಾಗಬಹುದು.

ಬತಾಯಲು ೧೨ನೇ ವೂಹೆ ಫೆಬ್ರುವರಿ
 ಸೆ ೧೮೬೯ನೇ ಇಸವಿ,
 ದರಜಾಗಾ ಒೆಗಳೂರು.

B. L. RICE,
 ಮೈಸೂರು ಮತ್ತು ಕೊಡಗು ತೀವೆಗಳ
 ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರಕ್ಟರ್.

List of Studies for Hóblí Schools.

ಸರಕಾರದ ಹೋಬಳಿ ಮಠಗಳಲ್ಲಿ ಉಪಯುಕ್ತಕ್ಕೆ ಪಾಠಗಳ ಕ್ರಮ.

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| ೫ನೇ ತರಗತಿ | <ul style="list-style-type: none"> ೧ ಅಕ್ಷರಗಳನ್ನು ಓದುವುದಕ್ಕೆ ಕಲಿಸುವುದು. ೨ ಮರಳಿನಲ್ಲಿ ಅಕ್ಷರಗಳನ್ನು ಕಾಣಿಸುವುದು ಓದಿಸುವುದು. |
| ೪ನೇ ತರಗತಿ | <ul style="list-style-type: none"> ೧ ಮೊದಲನೇ ಪುಸ್ತಕದಿಂದ ಓದಿಸುವುದು. ೨ ಹಲಗೆಯ ಮೇಲೆ ಮಾತುಗಳನ್ನು ಬರಿಸುವುದು. ೩ ಅಂಕಗಳನ್ನು ಕನ್ನಡದಲ್ಲಿ ಯೂ, ಇಂಗ್ಲಿಷಿನಲ್ಲಿ ಯೂ ಬರೆಯು ಕಲಿಸುವುದು. ೪ ಲೆಕ್ಕಗಳನ್ನು ಎಕ್ಸಸ್ಥಾನ ದಶಕಸ್ಥಾನ ರೀತಿಯಾಗಿ ಓದಿಸುವುದು. |
| ೩ನೇ ತರಗತಿ | <ul style="list-style-type: none"> ೧ ಕಥಾಸಪ್ತತಿಯನ್ನಾಗಲಿ, ಎರಡನೇ ಪುಸ್ತಕವನ್ನಾಗಲಿ ಅರ್ಥ ಸಹಿತ ಕಲಿಸುವುದು. ೨ ಮೊದಲನೇ ಪುಸ್ತಕದಿಂದ ಮಾತುಗಳನ್ನು ಹೇಗೆ ಬರಿಸುವುದು. ೩ ವಾಗ್ಯಧಾಯಿನಿಯಲ್ಲಿ ಅಕ್ಷರ ಲಕ್ಷಣವನ್ನು ಕಲಿಸುವುದು. ೪ ಮಗ್ಗಿಗಳನ್ನೂ, ಮುಖ್ಯಾಂಗಗಳನ್ನೂ ಕಂ ಪಾ ಮಾಡಿಸುವುದು. ೫ ಕೂಡುವುದು, ಕಳೆಯುವುದು, ಗುಣಾಕಾರ, ಭಾಗ ಹಾರಗಳನ್ನು ಕಲಿಸುವುದು. ೬ ಭೂವಿವರಣೆಯಲ್ಲಿ ಕಬಾ ಫಗಳನ್ನು, ಮುಖ್ಯವಾದ ನೆಲ ಜಲ ಭಾಗಗಳನ್ನು ಕಲಿಸುವುದು. |
| ೨ನೇ ತರಗತಿ | <ul style="list-style-type: none"> ೧ ಪದ್ಯಸಾರವನ್ನು ಮೊದಲಿನಿಂದ ೨೦೦ ಪದ್ಯಗಳನ್ನು ಅರ್ಥ ಸಹಿತವಾಗಿ ಕಲಿಸುವುದು. ೨ ಕಥಾವಂಚರಿಯನ್ನಾಗಲಿ, ಮೂರನೇ ಪುಸ್ತಕವನ್ನಾಗಲಿ, ಅರ್ಥ ಸಹಿತವಾಗಿ ಓದಿಸುವುದು. ೩ ಕಥಾಸಪ್ತತಿಯಿಂದಲಾಗಲಿ, ಎರಡನೇ ಪುಸ್ತಕದಿಂದಲಾಗಲಿ ಕಾಗದದ ಮೇಲೆ ಹೇಳಿ ಬರಿಸುವುದು. ೪ ಕೈ ಬರಹಗಳನ್ನು ಓದಿಸುವುದು. ೫ ವಾಗ್ಯಧಾಯಿನಿಯಲ್ಲಿ ಕಲ್ಪ ಲಕ್ಷಣವನ್ನು ಓದಿಸುವುದು. ೬ ಅವುರ ಕೋಶವನ್ನು ಹೇಳುವುದು. ೭ ತೂಕದ ಲೆಕ್ಕ ವನ್ನು ರೂಪಾಯಿ ಆಣೆ ಲೆಕ್ಕ ವನ್ನು ಕಲಿಸುವುದು; ಮತ್ತು ಈ ಲೆಕ್ಕ ದಲ್ಲಿ ಕೂಡುವುದು, ಕಳೆಯುವುದು, ಗುಣಾಕಾರ ಭಾಗ ಹಾರಗಳನ್ನು ಹಾ ಸುವುದು. ೮ ಭೂಪಠದಲ್ಲಿ ದೇಶಗಳನ್ನೂ, ಮುಖ್ಯ ಪಟ್ಟಿಗಳನ್ನೂ ತೋರಿಸುವುದು. |

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| <p>೧ನೇ ತರಗತಿ</p> | ೧ | ಪದ್ಯಸಾರವನ್ನು ೨೦೦ನೇ ಪದ್ಯದಿಂದ ಕಡೇವರಿಗೂ ಅರ್ಥ ಸಹಿತವಾಗಿ ವೋದಿಸುವದು. |
| | ೨ | ಡಿಟೊ ಡಿಟೊ ಅರ್ಥ ಸಹಿತವಾಗಿ ವೋದಿಸುವದು. |
| | ೩ | ಯೋಗಕ್ಷೇಮ ಕಾಗದಗಳನ್ನೂ ಅರ್ಜಿಗಳನ್ನೂ ಕಾಗದದ ಮೇಲೆ ಬರಿಸುವದು. |
| | ೪ | ಕೈ ಬರಹಗಳನ್ನು ಓದಿಸುವದು. |
| | ೫ | ವಾಗ್ಯಧಾಯಿನಿಯನ್ನು ಕಡೇವರಿಗೂ ಕಲಿಸುವದು. |
| | ೬ | ಟೀಕಾವರವನ್ನು ಹೇಳುವದು. |
| | ೭ | ತೈರಾಶಿಕ, ಬಡಿ ಲೆಕ್ಕ, ಭಿನ್ನರಾಶಿಗಳನ್ನು ಹಾಕಿಸುವದು. |
| | ೮ | ಪೈಮಾಯಿಷಿ ಲೆಕ್ಕವನ್ನು ಕಲಿಸುವದು. |
| | ೯ | ಜಮಾಬರ್ಹು ಲೆಕ್ಕ, ಗ್ರಾಮ ಲೆಕ್ಕಗಳನ್ನು ಹಾಕಿಸುವದು. |
| | ೧೦ | ಭೂಪ ದಲ್ಲಿ ಪರ್ವತಗಳು, ನದಿಗಳು, ದೇಶದ ಎಲ್ಲಾ ಪಟ್ಟಿಗಳು, ಉತ್ಪತ್ತಿ, ಜನಸಂಖ್ಯೆ ಇವುಗಳನ್ನು ಕಲಿಸುವದು. |

ಪರಾ—೧ ಇದಲ್ಲದೆ ಮಗಳಲ್ಲಿ ತೆಲುಗು ಓದಿಸಬೇಕಾದಲ್ಲಿ ಇದೇ ಕ್ರಮವನ್ನೇ ಅನುಸರಿಸಿ ಕಲಿಸಬಹುದು.

೨ ಮತ್ತು ಹುಡುಗರನ್ನು ಅವರು ಇರುವ ತರಗತಿಯಿಂದ ಅದಕ್ಕೆ ಮೇಲಿರುವ ತರಗತಿಗೆ ಶೇರಿಸಬೇಕಾದರೆ ಸಹ ಡಿಪ್ಯುಟಿ ಇನ್‌ಸ್ಪೆಕ್ಟರ್ ಬಂದು ಪರಿಕ್ಷೆ ಮಾಡಿದ ಹೊರ್ತು ಶೇರಿಸ ಕೂಡದು.

ಬತಾರೀಖು ೧೨ನೇ ಮಾಹೇ ಫೆ }
 ಬ್ರವರಿ ೧೯೦೬ನೇ ಇಸ }
 ವಿ ದರಜಾಗ್ ಪಂಗಳೂರು. }

B. L. RICE,
 ಮೈಸೂರು ಮತ್ತು ಕೊಡಗು ಶೀಮೆಗಳ
 ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.

Instructions to Sub-Deputy Inspector of Hobli Schools.

ಹೋಬಳಿ ಮಠಗಳ ಸಬ್ ಡಿಪ್ಯೂಟಿ ಇನ್‌ಸ್ಪೆಕ್ಟರೇಬಲ್ ಪರಿಷ್ಕರಣೆಗೆ ನೇಮಿಸಿ ಯಿರುವ ನಿಬಂಧನೆಗಳು:

೧. ಸಬ್ ಡಿಪ್ಯೂಟಿ ಇನ್‌ಸ್ಪೆಕ್ಟರುಗಳು ತಮಗೆ ನೇಮಕವಾಗಿರುವ ಡಿಪ್ಯೂಟಿ ನಾಲ್ಕು ತಿಂಗಳೊಳಗೆ ಫೌಂದೇಷನ್ ಸುತ್ತಿಕೊಂಡು ಬರಬೇಕು. ಮತ್ತು ತಾವು ನಿತ್ಯವೂ ಮಾಡುವ ಪ್ರಯಾಣದ ಪಟ್ಟಿಯನ್ನು ಆಯಾ ತಿಂಗಳ ಆಪ್ತರಿನಲ್ಲಿ ಇನ್‌ಸ್ಪೆಕ್ಟರ್ ಪೂಜ್ಯಾಚಾರ್ಯರಿಗೆ ಕಳುಹಿಸ ಬೇಕು.

೨. ಅವರು ಯಾವ ಡಿಪ್ಯೂಟಿ ನೇಮಿಸಲ್ಪಟ್ಟರುತ್ತಾರೋ ಆ ಡಿಪ್ಯೂಟಿ ಕಸಬಾ ಅವರ ವಾಸಸ್ಥಳವೆಂದು ತಿಳಿಸಿಕೊಳ್ಳ ಬೇಕು.

೩. ನಾಲ್ಕು ನಾಲ್ಕು ತಿಂಗಳಿಗೆ ಅಂದರೆ—ಜುಲೈ—ನೋವೆಂಬರ್—ಮಾರ್ಚ್ ತಿಂಗಳುಗಳ ಆಪ್ತರಿನಲ್ಲಿ ಅವರ ವಿಚಾರಣೆಗೆ ಶೇರಿತ ಪ್ರತಿ ಹೋಬಳಿ ಮಠದ ಸ್ಥಿತಿಯನ್ನೂ, ಅಭಿವೃದ್ಧಿಯನ್ನೂ ಕುರಿತು ಮತ್ತು ಸಾಮಾನ್ಯವಾಗಿ ವಿದ್ಯಾಭಿವೃದ್ಧಿಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಷಯಗಳು ಅಥವಾ ಮುಖ್ಯವಾಗಿ ಹೋಬಳಿ ಮಠಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಷಯಗಳಲ್ಲಿ ಯಾವ ಇತರ ವಿಚಾರಗಳೂ, ಅವರವರ ತಾತ್ಪರ್ಯಗಳೂ ಕನ್ನಡದಲ್ಲಿ ಇನ್‌ಸ್ಪೆಕ್ಟರ್ ಪೂಜ್ಯಾಚಾರ್ಯರಿಗೆ ಪೂರ್ಣವಾದ ರಿಪೋರ್ಟನ್ನು ಬರೆಯ ಬೇಕು.

೪. ಎಲ್ಲಾ ಮಠಗಳಲ್ಲಿಯೂ ಪ್ರತಿ ಹುಡುಗನು ವೇದವ ಅಂಶಗಳನ್ನೆಲ್ಲಾ ಪರಿಷ್ಕರಿಸ ಬೇಕು. ಒಂದೇ ಒಂದೇ ತರಗತಿಗಳಲ್ಲಿ ಹುಡುಗರನ್ನು ಕೆಲವು ಅಂಶಗಳಲ್ಲಿ ಬರಹದ ಮೂಲಕವಾಗಿ ಪರಿಷ್ಕರಿಸ ಬಹುದು.

೫. ಪರಿಷ್ಕರಿಸಿದ ತರುವಾಯ ಫೌಂದೇಷನ್ ತರದಲ್ಲಿ ಅರ್ಹರಾಗಿ ಕಾಣ ಬರುವ ಹುಡುಗರನ್ನು ಮೇಲಿನ ತರಗತಿಗೆ ಶೇರಿಸ ಬಹುದು.

೬. ಹುಡುಗರು ಮಠಕ್ಕೆ ಬಂದು ಶೇರಿಸುವ ಮತ್ತು ಬಿಟ್ಟು ಹೋಗುವ ದಾಖಲೆ ಪಟ್ಟಿ ೧, ದಿನ ದಿನದಲ್ಲೂ ಹುಡುಗರು ಬರುವುದು ಮತ್ತು ಬಾರದೆ ಯಿರುವ ದಾಖಲೆ ಪಟ್ಟಿ ೨, ಇವುಗಳನ್ನು ಚೆನ್ನಾಗಿ ವಿಚಾರಿಸ ಬೇಕು. ಮತ್ತು ಹೋಬಳಿ ಪಂಚೋದ್ಯೋಗಿಗಳಿಗೆ ನೇಮಿಸಿ ಯಿರುವ ನಿಬಂಧನೆಗಳನ್ನು ವಿಚಾರಿಸಿದ ಹಾಗೆ ತಿಳಿಯ ಬಂದರೆ ಆ ಸಂಗತಿಯನ್ನು ರಿಪೋರ್ಟು ಮಾಡ ಬೇಕು.

೭. ಪ್ರತಿ ಮಠವನ್ನು ಪರಿಷ್ಕರಿಸುವ ಕಾಲದಲ್ಲಿ ಆಯಾ ಮಠದ ಅಭಿವಾಹನಕರ್ತರಾಗಿರುವ ಗ್ರಾಮಸ್ಥರಿಗೆ ತಿಳಿಸಿ ಪರಿಷ್ಕರಿಸ ಬೇಕು.

೮. ಅವರವರ ವಿಚಾರಣೆಗೆ ಆದಿನ ಪಡಿಸಿ ಇವು ಪ್ರತಿ ಮಠದ ಅನುಕೂಲ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಯಿಂದಲೂ, ಮೇಲೆ ಹೇಳಿದ ಅಭಿವಾಹನಕರ್ತರಾದ ಪ್ರತಿ ಗ್ರಾಮಸ್ಥರನ್ನೂ ಸ್ನೇಹ ಪಡಿಸುವುದರಲ್ಲಿ ಮಾಡುವ ಪ್ರಯತ್ನ ದಿಂದಲೂ, ಸಬ್ ಡಿಪ್ಯೂಟಿ ಇನ್‌ಸ್ಪೆಕ್ಟರ್‌ರವರ ಯೋಗ್ಯತೆ ವಿಶದವಾಗುವದು.

ಬಾಂಬೇ ೧೨ನೇ ಮಾಹೆ
ಫೆಬ್ರವರಿ ೧೮೯೯ನೇ
ಯಿಸವಿ, ದರಜಾಗ್ ಬೆಂಗಳೂರು.

B. L. RICE,
ಮೈಸೂರು ಮತ್ತು ಕೊಡುಗು ಶೀಮೆಗಳ
ವಿದ್ಯಾಭ್ಯಾಸದ ಕೈರೆಕ್ಟರ್.

ಡಿಪ್ಲಿಕ್ಯು ಹೋಬಳಿ ಸ್ಕೂಲ್‌ಗಳ ಸಬ್ ಡಿಪ್ಯೂಟಿ ಇನ್‌ಸ್ಪೆಕ್ಟರ್‌ರವರಿಗೆ
ಬರಸಿದ ಹಕ್ಕುಂ ಅಂಕಿ.

ನೀವು ಯಾವ ಡಿಪ್ಲಿಕ್ಯು ನೇಮಿಸಲ್ಪಟ್ಟಿರುತ್ತೀರೋ ಅಡಿಪ್ಲಿಕ್ಯುನಲ್ಲಿ ಸಾ ಪಿಸಲ್ಪಟ್ಟಿರುವ ಹೋಬಳಿ? ಮತಗಳ ಘಂಡು ಪಟ್ಟಿಯನ್ನು ಗರ್ಭಿಣಿಯೆ ಇರುವದಲ್ಲದೆ ನಿಮ್ಮ ನಡವಡಿತೆಗೋಸ್ಕರ ಯೇರ್ಪಟ್ಟಿರುವ ನಿಬಂಧನೆಗಳನ್ನು ಮತ್ತು ಹೋಬಳಿ ಪಂಚೋಪಿಗಳು ಅನುಸರಿಸಿ ನೆತಿಯುವ ಬಗ್ಗೆ ಯೇರ್ಪಟ್ಟಿರುವ ನಿಬಂಧನೆಗಳ ನಕಲುಗಳನ್ನು ಸಹಾ ಗರ್ಭಿಣಿಯೆ ಇದೆ.

೨. ಹೋಬಳಿ ಮತಗಳ ಯೇರ್ಪಾಟು ಈಗಲೇ ಪ್ರಾರಂಭವಾಗಿರುವದರಿಂದ ತತ್ಕಾಲದಲ್ಲಿ ಪ್ರತಿ ಘಂಡು ಡಿಪ್ಲಿಕ್ಯುನಲ್ಲಿ ಯೂ ಬಹಳ ಕೋಂಚಮತಗಳು ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟಿವೆ. ಆದ್ದರಿಂದ ನಿಮ್ಮ ಕೆಲಸವು ಈ ಮತಗಳ ವಿಚಾರಣೆಯನ್ನು ಮಾಡುವದಕ್ಕೆ ಮಾತ್ರವೇನೆ ಕಟ್ಟು ಮಾಡಲ್ಪಟ್ಟು ಯಿಧಿಯೆಂದು ತಿಳಿಯ ಕೂಡದು. ಆದರೆ ಆಯಾಯ ಹೋಬಳಿಗಳಲ್ಲಿ ವಿಧ್ಯಾಭಿವೃದ್ಧಿಗೆ ಸಂಬಂಧ ಪಟ್ಟ ವಿಷಯಗಳನ್ನು ಅಥವಾ ತತ್ಸಂಬಂಧಪಟ್ಟ ಯಾವ ಯಿತರ ವಿಚಾರಗಳನ್ನು ತಿಳಿಯುವ ಮತ್ತು ಹೋಬಳಿ ಪಂಚೋಪಿ ಕೆಲಸಕ್ಕೆ ಯೋಗ್ಯರಾದ ಮನುಷ್ಯರನ್ನು ಸಂಪಾದಿಸುವ ಈ ಯೆರಡು ಅಭಿಪ್ರಾಯಗಳಿಂದ ಸರಕಾರದ ಮತವಿದ್ದರೂ, ಅಥವಾ ಯಿಲ್ಲದಿದ್ದರೂ ನಿಮ್ಮ ಡಿಪ್ಲಿಕ್ಯುನ ಪ್ರತಿ ಘಂಡು ಹೋಬಳಿಗೆ ಹೋಗಿ ನೋಡುವದೇ ನಿಮ್ಮ ಮುಖ್ಯ ಕೆಲಸವಾಗಿರುತ್ತೆ. ಕಡೆಲಿ ಪ್ರತಿ ಹೋಬಳಿಗೂ ಘೋಷ್ಣ ಪಂಚೋಪಿಯೂ ಫೀಕಾಗಿರುವದರಿಂದ ಹೀಗೆ ನೀವು ಪಂಚೋಪಿ ಕೆಲಸಕ್ಕೆ ಯೋಗ್ಯರಾದ ಮನುಷ್ಯರನ್ನು ಸಂಪಾದಿಸಿ ಕರಿಯಾದ ಓದುವೆಟ್ಟು ಹೊಂದುವದಕ್ಕೋಸ್ಕರ ಅವರು ಯಾವ ಡಿವಿಜನ್‌ನಲ್ಲಿರುತ್ತಾರೋ ಆ ಡಿವಿಜನ್‌ಗೋಸ್ಕರ ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟಿರುವ ನಾರ್ಕಲ್ ಸ್ಕೂಲನ್ನು ಕೇರುವ ಹಾಗೆ ಅವರಿಗೆ ಪ್ರೇರೇಪಿಸಬೇಕು.

೩. ಯಾವ ಹೋಬಳಿಯಿಂದಲಾದರೂ ನೀವು ಘೋಷ್ಣ ಮನುಷ್ಯನನ್ನು ನಾರ್ಕಲ್ ಸ್ಕೂಲಿಗೆ ತಯಾರಾಗುವದಕ್ಕೆ ಕಳುಹಿಸುವಾಗ ಆ ಮನುಷ್ಯನು ಪಂಚೋಪಿ ಕೆಲಸಕ್ಕೆ ನೇಮಿಸಿರುವ ಪರಿಷ್ಕೆಯನ್ನು ಕೊಟ್ಟನಂತರ ಪುನಶ್ಚಾ ಅಲ್ಲಿಗೆ ಬಂದು ಮತ ಯಿಡುವದಕ್ಕೆ ಯೋಗ್ಯವಾದ ಘಂಡು ಹೊಸ ಮನೆಯನ್ನು ಕಟ್ಟುವ ವಿಷಯದಲ್ಲಾದರೂ ಅಥವಾ ಕಟ್ಟಿದ ಮನೆಯನ್ನು ಉಪಯೋಗ ಪಡಿಸಿ ಕೊಳ್ಳುವ ವಿಷಯದಲ್ಲಾದರೂ, ಅಲ್ಲಿರುವ ಜನಗಳ ಸಂಗಡ ಹೇಗೆ ತರದೂದ ಮಾಡಬೇಕು.

೪. ನೀವು ನಿಮ್ಮ ಡಿಪ್ಲಿಕ್ಯುನಲ್ಲಿ ಕ್ರಮವಾಗಿ ಘಂಡು ತಾಲ್ಲೂಕು ಪರವಾಯ ಮತ್ತೊಂದು ತಾಲ್ಲೂಕಿಗೆ ಹೋಗಿ ಆಯಾಯ ತಾಲ್ಲೂಕಿನಲ್ಲಿರುವ ಪ್ರತಿ ಹೋಬಳಿಯನ್ನು ನೋಡಬೇಕು. ಘಂಡು ತಾಲ್ಲೂಕಿನ ಸಂಚಾರವು ತೀರದ ಪೇಲಿ ನೀವು ವಿಚಾರಿಸಿದ ಸಂಗತಿಯನ್ನೆಲ್ಲಾ ಈ ಯಿಲಾಖೆಗೆ ರಿಪೋರ್ಟ್ ಮಾಡತಕ್ಕದ್ದು.

೫. ಯಾವ ಯಾವ ಹೋಬಳಿಗಳಲ್ಲಿ ಮತಗಳು ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟಿವೆಯೋ ಆಯಾ ಹೋಬಳಿಗಳಲ್ಲಿ ವಾಸವಾಗಿರುವವರ ಪೈಕಿ ಬಹಳ ಯೋಗ್ಯರಾಗಿಯೂ, ಪ್ರಬಲರಾಗಿಯೂ

ಮಹದ ಮೇಲೆ ವಿಚಾರಣೆಯನ್ನು ತೆಗೆದು ಕೊಳ್ಳುವದಕ್ಕೆ ಯಿಷ್ಟವುಳವರಾಗಿಯೂ, ಮಕ್ಕಳು ಆದರ ವಿಷಯದಲ್ಲಿ ಬಹಳ ಅಭಿಮಾನ ಕರ್ತವ್ಯಾಗಿಯೂ ಯಿರುವ ಯಿಬ್ಬರು ಮು ವ್ಯರು ಗ್ರಾಮಸ್ಥರ ಹೆಸರುಗಳನ್ನು ಅವರ ಕೆಸಬುಗಳನ್ನು ಸಹಾ ರಿಪೋರ್ಟ್ ಮಾಡಿ ಒಳಕು. ಹೀಗೆ ಯೇರ್ಪಡಿಸುವದರಲ್ಲಿ ವೈಟ್ನು ಪಟೀಲನನ್ನಾದರೂ, ಗಾಡನನ್ನಾದರೂ, ಕೆಟ್ಟಯನ್ನಾದರೂ ಅಥವಾ ಯಿವರಿಗೆ ಸಮಾನಾದ ಮನುದ್ಯರನ್ನಾದರೂ ಯೇರ್ಪಡಿಸಿ ಒಳಕು. ಹೀಗೆ ಯೇರ್ಪಡಿಸುವದರಿಂದ ಉಂಟಾಗುವ ವುತ್ಪರೋತ್ತರ ಕಾರ್ಯಗಳನ್ನು ಮನಸ್ಸಿನಲ್ಲಿ ಚೆನ್ನಾಗಿ ಆಲೋಚಿಸಿ ಬಹಳ ಜಾಗರೂಕತೆಯಿಂದ ಈ ಜನಗಳನ್ನು ಯೇರ್ಪಡಿಸಿ ಒಳಕು.

ಬಾಬರೇಕು ಒಳಿನೇ ಮಾಹೆ ಫಾರ್ಟಿ ಸರ್ ಸರ್ಕರ್ನೇ ಯಿಸವಿ.

B. L. RICE,
ಮೈಸೂರು ಮತ್ತು ಕೊಡಗು ಕೀಮೆಗಳ ವಿವ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.

GOVERNMENT SCHOOL HOLIDAYS.

NOTIFICATION.

With the approval of the Chief Commissioner, the following new rule, regarding holidays to be granted to Government Schools in the Province of Mysore, is published for general information.

In supersession of existing arrangements, each Government School, with the exception of those at the Head Quarters of a District, and where there are European Masters, will be allowed holidays to the extent of 30 days a year, in one unbroken period, at such time as the Head Master may apply for the indulgence, provided that not less than 8 months elapse between one such vacation and another.

In addition to the aforementioned period of one month in the year, the schools will be closed on all authorized public holidays, including 7 days at Christmas and 5 days at Easter, allowed to Government Offices.

OFFICE OF THE DIRECTOR OF P. I.

BANGALORE,
24th March 1869.

B. L. RICE,
Offg. Director of Public Instruction,
Mysore and Coorg.

PRINTED AND PUBLISHED
BY J. P. GARRETT, SUPT., MYSORE GOVT. PRESS, BANGALORE.
1869.

APPENDIX V.

TABULAR STATEMENTS.

1. Government Schools, Higher and Middle Class.
2. Do. Lower class.
3. Do. Girls' Schools.
 Do. Special Schools.
4. Grant-in-aid Schools, Higher and Middle Class.
5. Do. Lower Class.
6. Do. Girls' Schools.
7. Abstract of Receipts and Charges in all Schools.
8. Abstract of Expenditure in Educational Department.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------------------------------|-------------------------|------------------|---|-------------|---------|-------|--|
| NAME OF INSTITUTION. | LOCALITY. | When established | Number of pupils on the Rolls at the end of the year. | | | | Average number of pupils on the Rolls monthly. |
| | | | Hindus. | Mahomedans. | Others. | Total | |
| SUPERIOR ANGLO-VERNACULAR. | | | | | | | |
| <i>Higher Class.</i> | | | | | | | |
| High School ... | Bangalore .. | 1858 | 462 | 12 | 35 | 509 | 420 |
| The Raja's School... | Mysore ... | 1833 | 186 | 2 | 6 | 194 | 190 |
| District School ... | Hassan ... | 1852 | 99 | 11 | 1 | 111 | 85 |
| Do do ... | Toomkoor ... | 1852 | 70 | ... | 2 | 72 | 61 |
| Do do ... | Shimoga ... | 1854 | 58 | 4 | 13 | 75 | 87 |
| Do do ... | Chituldroog ... | 1861 | 30 | 1 | 3 | 34 | 32 |
| Do do ... | Chikkamagalúru ... | 1862 | 40 | 1 | 3 | 44 | 32 |
| Do do ... | Kolár ... | 1863 | 80 | 2 | 1 | 83 | 75 |
| | | | 1025 | 33 | 64 | 1122 | 982 |
| INFERIOR ANGLO-VERNACULAR. | | | | | | | |
| <i>Middle Class.</i> | | | | | | | |
| Talook School ... | Hunasúru... | 1861 | 36 | 3 | 3 | 42 | 40 |
| Do do ... | Dévanahalli ... | 1861 | 20 | ... | ... | 20 | 17 |
| Do do ... | Channapatna ... | 1862 | 21 | ... | 1 | 22 | 28 |
| Do do ... | Narasipura ... | 1863 | 18 | ... | ... | 18 | 13 |
| Do do ... | Chikka Ballápura ... | 1864 | 50 | 3 | 1 | 54 | 41 |
| Do do ... | Shikáripura ... | 1865 | 26 | ... | ... | 26 | 33 |
| Do do ... | Harihara ... | 1865 | 17 | 2 | 1 | 20 | 13 |
| Do do ... | Chikkanáyakanahalli ... | 1865 | 12 | 2 | ... | 14 | 14 |
| Do do ... | Yeľadúru ... | 1867 | 31 | ... | ... | 31 | 32 |
| | | | 231 | 10 | 6 | 247 | 231 |
| | | | 1256 | 48 | 70 | 1369 | 1213 |

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

BANGALORE, 4th May 1869.

| 10 A | 10 B | 10 C | 23 | | | 24 | | | 25 | | | 26 | | | REMARKS. |
|---|-----------|-------------|--|----|----|--|-----|-----|---|----|-----|--------------------------|----|--|----------|
| Number of pupil Rolls studying language at the of the year | | | Difference. | | | | | | Annual Cost of educating each pupil | | | | | | |
| English. | Canarese. | Hindustani. | EXCESS OF RECEIPTS over Charges. | | | Excess of Charges over Receipts. | | | Total Cost. | | | Cost to Go- vernment. | | | |
| 509 | 482 | 12 | 28 | 4 | 2 | ... | ... | 38 | 0 | 0 | 13 | 2 | 9 | | |
| 194 | 194 | ... | 57 | 13 | 0 | ... | ... | 40 | 0 | 0 | 32 | 14 | 3 | | |
| 111 | 111 | ... | 03 | 12 | 9 | ... | ... | 52 | 0 | 0 | 47 | 4 | 2 | | |
| 72 | 72 | ... | 62 | 3 | 6 | ... | ... | 42 | 10 | 9 | 35 | 1 | 7 | | |
| 75 | 75 | ... | 33 | 4 | 11 | ... | ... | 45 | 1 | 2 | 40 | 1 | 5 | | |
| 34 | 34 | ... | 57 | 14 | 8 | ... | ... | 94 | 10 | 5 | 89 | 14 | 6 | | |
| 44 | 44 | ... | 12 | 14 | 0 | ... | ... | 70 | 1 | 3 | 63 | 6 | 10 | | |
| 83 | 83 | ... | 72 | 7 | 0 | ... | ... | 33 | 5 | 9 | 28 | 6 | 3 | | |
| 1122 | 1095 | 12 | 28 | 10 | 0 | ... | ... | | | | | | | | |
| 42 | 42 | ... | 0 | 0 | 11 | ... | ... | 37 | 9 | 1 | 32 | 9 | 1 | | |
| 20 | 20 | ... | 5 | 0 | 0 | ... | ... | 87 | 4 | 3 | 81 | 10 | 10 | | |
| 22 | 22 | ... | 2 | 0 | 6 | ... | ... | 39 | 6 | 10 | 36 | 2 | 3 | | |
| 18 | 18 | ... | 6 | 14 | 0 | ... | ... | 120 | 14 | 10 | 111 | 14 | 11 | | |
| 54 | 54 | ... | 8 | 12 | 10 | ... | ... | 32 | 13 | 6 | 25 | 12 | 9 | | |
| 26 | 26 | ... | 5 | 5 | 6 | ... | ... | 23 | 12 | 11 | 21 | 13 | 6 | | |
| 20 | 20 | ... | 8 | 2 | 11 | ... | ... | 55 | 6 | 2 | 47 | 1 | 0 | | |
| 14 | 14 | ... | 4 | 13 | 7 | ... | ... | 61 | 5 | 1 | 54 | 8 | 8 | | |
| 31 | 31 | ... | 4 | 8 | 0 | ... | ... | 18 | 12 | 0 | 14 | 3 | 9 | | |
| 247 | 247 | ... | 5 | 10 | 3 | .. | ... | | | | | | | | |
| 1369 | 1342 | 12 | 4 | 4 | 3 | ... | ... | | | | | | | | |

B. L. RICE,

Offa. Director of Public Instruction.

| District | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------|-----------------------------------|------------------------|-------------------|---|-------------|---------|--------|--|--------------------------|
| | NAME OF INSTITUTION. | LOCALITY. | When established. | Number of Pupils on the Rolls at the end of the year. | | | | Average number of Pupils on the Rolls monthly. | Average number of Pupils |
| | | | | Hindus. | Mahomedans. | Others. | Total. | | |
| BANGALORE. | LOWER CLASS. | | | | | | | | |
| | Canarese. | | | | | | | | |
| | Talook School ... | Mágadi ... | 1863 | 41 | 4 | ... | 45 | 40 | |
| | Do ... | Dévanahalli ... | 1864 | 40 | 0 | ... | 40 | 32 | |
| | Do ... | Channapaṭṇa ... | 1865 | 20 | 5 | ... | 25 | 29 | |
| | Do ... | Dodda Ballápara ... | 1866 | 167 | 1 | ... | 168 | 122 | 1 |
| | Do ... | Hosakóṭe ... | 1866 | 36 | 4 | ... | 40 | 35 | |
| | Do ... | Sarjapura ... | 1867 | 40 | 12 | ... | 52 | 51 | |
| | Do ... | Yelahanka ... | 1868 | 30 | 0 | ... | 30 | 29 | |
| | Do ... | Clósepéte ... | 1869 | 20 | 6 | ... | 26 | 26 | |
| | | | 394 | 32 | ... | 426 | 364 | 31 | |
| KOLAR. | Talook School (Telugu & Canarese) | Chintamani ... | 1863 | 62 | 2 | ... | 64 | 59 | |
| | Do ... | Mulabágalu ... | 1864 | 67 | 3 | ... | 70 | 58 | |
| | Do ... | Kolár ... | 1865 | 20 | 0 | ... | 20 | 21 | 1 |
| | Do ... | Sriniváspura ... | 1865 | 42 | 8 | ... | 50 | 34 | 3 |
| | Do ... | Chikka Ballápara ... | 1865 | 75 | 0 | 7 | 82 | 68 | 5 |
| | Do ... | Sidlaghatta ... | 1865 | 19 | 1 | ... | 20 | 20 | 1 |
| | Do ... | Góribidanúru ... | 1867 | 28 | 2 | ... | 30 | 35 | 3 |
| | Do ... | Narasapura ... | 1867 | 24 | 16 | ... | 40 | 32 | 3 |
| | Do ... | Bagpalli ... | 1869 | 20 | 0 | ... | 20 | 20 | 1 |
| | | | | 357 | 32 | 7 | 396 | 347 | 31 |
| TOOMKOOE. | Talook School ... | Toomkoor ... | 1852 | 43 | 14 | ... | 57 | 43 | |
| | Do ... | Chikkanáyakanhalli ... | 1863 | 13 | 3 | ... | 16 | 16 | 1 |
| | Do ... | Maddagiri ... | 1865 | 57 | 10 | ... | 67 | 58 | 6 |
| | Do ... | Tiptur ... | 1865 | 9 | 3 | ... | 12 | 16 | 1 |
| | Do ... | Sirá ... | 1866 | 23 | 4 | ... | 27 | 25 | 2 |
| | Do ... | Turivékere ... | 1867 | 7 | ... | ... | 7 | 7 | |
| | Do ... | Koratagere ... | 1867 | 34 | 2 | ... | 36 | 28 | 2 |
| | Do ... | Huliyárdurga ... | 1869 | 20 | ... | ... | 20 | 20 | 2 |
| | | | 206 | 86 | ... | 242 | 213 | 20 | |

| 10 A \| 10 B \| 10 | | | 24 | | | 25 . | | | 26 | | | REMARKS. |
|---|-----------|------------|------------------------|-----|-----|--------------------------------------|-----|-----|---------------------|-----|-----|----------|
| Number of the Rolls of each language of the | | | cc. | | | Annual Cost of educating each pupil. | | | | | | |
| English. | Canarese. | Hindustani | Charges over Receipts. | | | Total Cost. | | | Cost to Government. | | | |
| ... | 45 | ... | ... | ... | ... | 10 | 14 | 5 | 8 | 1 | 10 | |
| ... | 40 | ... | ... | ... | ... | 6 | 9 | 0 | 5 | 10 | 0 | |
| ... | 25 | ... | ... | ... | ... | 6 | 13 | 8 | 6 | 7 | 6 | |
| ... | 158 | ... | ... | ... | ... | 3 | 12 | 4 | 2 | 9 | 2 | |
| ... | 40 | ... | ... | ... | ... | 12 | 3 | 6 | 10 | 1 | 10 | |
| ... | 52 | ... | ... | ... | ... | 6 | 8 | 1 | 4 | 15 | 10 | |
| ... | 30 | ... | ... | ... | ... | 9 | 8 | 3 | 7 | 5 | 9 | |
| ... | 26 | ... | ... | ... | ... | 2 | 2 | 1 | 1 | 13 | 7 | |
| ... | 416 | ... | ... | ... | ... | | | | | | | |
| ... | 62 | ... | ... | ... | ... | 12 | 14 | 1 | 11 | 15 | 3 | |
| ... | 20 | ... | ... | ... | ... | 6 | 7 | 5 | 6 | 3 | 3 | |
| ... | 20 | ... | ... | ... | ... | 11 | 15 | 7 | 10 | 8 | 4 | |
| ... | 40 | ... | ... | ... | ... | 10 | 8 | 6 | 9 | 13 | 9 | |
| ... | 82 | ... | ... | ... | ... | 3 | 7 | 6 | 3 | 1 | 8 | |
| ... | 20 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| ... | 30 | ... | ... | ... | ... | 18 | 6 | 5 | 17 | 0 | 8 | |
| ... | 40 | ... | ... | ... | ... | 9 | 6 | 7 | 8 | 1 | 0 | |
| ... | 20 | ... | ... | ... | ... | 3 | 2 | 6 | 2 | 13 | 11 | |
| ... | 334 | ... | ... | ... | ... | | | | | | | |
| ... | 57 | ... | ... | ... | ... | 10 | 14 | 2 | 9 | 3 | 4 | |
| ... | 16 | ... | ... | ... | ... | 6 | 0 | 0 | 5 | 0 | 5 | |
| ... | 67 | ... | ... | ... | ... | 10 | 1 | 7 | 9 | 3 | 8 | |
| ... | 12 | ... | ... | ... | ... | 17 | 14 | 2 | 15 | 2 | 6 | |
| ... | 24 | ... | ... | ... | ... | 16 | 0 | 3 | 14 | 9 | 8 | |
| ... | 7 | ... | ... | ... | ... | 39 | 6 | 10 | 37 | 11 | 7 | |
| ... | 86 | ... | ... | ... | ... | 9 | 13 | 9 | 8 | 9 | 8 | |
| ... | 20 | ... | ... | ... | ... | 0 | 12 | 6 | 0 | 12 | 6 | |
| ... | 239 | ... | ... | ... | ... | | | | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-----------------------|--------------------|-------------------|---|-------------|---------|--------|--|---|
| NAME OF INSTITUTION. | LOCALITY. | When established. | Number of Pupils on the Rolls at the end of the year. | | | | Average number of Pupils on the Rolls monthly. | Average number of Pupils attending daily. |
| | | | Hindus | Mahomedans. | Others. | Total. | | |
| LOWER CLASS. | | | | | | | | |
| Canarese. | | | | | | | | |
| Talook School ... | Ságara ... | 1865 | 44 | 1 | ... | 45 | 45 | 28 |
| Do ... | Shikáripura ... | 1865 | 53 | 6 | ... | 59 | 54 | 33 |
| Do ... | Chennagiri ... | 1866 | 30 | ... | ... | 30 | 32 | 20 |
| Do ... | Hólé Honnúru ... | 1867 | 40 | ... | ... | 40 | 36 | 36 |
| Do ... | Shimoga ... | 1868 | 58 | ... | ... | 58 | 25 | 15 |
| Do ... | Nyamti ... | 1869 | 20 | ... | ... | 20 | 18 | 16 |
| | | | 245 | 7 | ... | 252 | 210 | 148 |
| Talook School ... | Bánávára ... | 1865 | 21 | ... | ... | 21 | 21 | 21 |
| Do ... | Kadoor ... | 1865 | 26 | ... | ... | 26 | 22 | 23 |
| Do ... | Bírúru ... | 1867 | 34 | ... | ... | 34 | 32 | 30 |
| Do ... | Tarikere ... | 1867 | 12 | 4 | ... | 16 | 17 | 17 |
| Do ... | Chikkamagalúru ... | 1868 | 18 | 1 | 1 | 20 | 12 | 9 |
| Do ... | Wastára ... | 1869 | 20 | 1 | ... | 21 | 21 | 21 |
| | | | 131 | 6 | 1 | 138 | 125 | 121 |
| Talook School ... | Chituldroog ... | 1865 | 20 | 11 | 2 | 33 | 18 | 18 |
| Do ... | Harihara ... | 1865 | 19 | ... | ... | 19 | 14 | 14 |
| Do ... | Hosadurga ... | 1866 | 34 | 1 | ... | 35 | 19 | 20 |
| Do ... | Pávagada ... | 1866 | 23 | ... | ... | 23 | 20 | 18 |
| Do ... | Dávanagere ... | 1868 | 50 | 10 | ... | 60 | 70 | 53 |
| Do ... | Huljar ... | 1869 | 7 | 3 | ... | 10 | 10 | 8 |
| Do ... | Molákalumúru ... | 1869 | 23 | ... | ... | 23 | 23 | 17 |
| | | | 176 | 25 | 2 | 203 | 174 | 148 |
| Hindustani School ... | Toomkoor ... | 1853 | ... | 40 | ... | 40 | 39 | 31 |
| Do ... | Mysore ... | 1855 | ... | 12 | ... | 12 | 10 | 9 |
| Do ... | Kolár ... | 1865 | ... | 60 | ... | 60 | 61 | 49 |
| Do ... | Chituldroog ... | 1867 | 4 | 12 | ... | 16 | 15 | 12 |
| | | | 4 | 124 | ... | 128 | 125 | 101 |
| | | | 1915 | 279 | 10 | 2204 | 1863 | 1638 |

| 10 A \| 10 B \| 10 C \| 10 D | | | | 23 | | | 24 | | | 25 | | | 26 | | | REMARKS. |
|---|-----------|-------------|---------|----------------------------------|----|----|----------------------------------|-----|-----|--------------------------------------|----|----|---------------------|----|----|----------|
| Number of Pupils the Rolls studying each language at the of the year. | | | | Difference. | | | | | | Annual Cost of educating each pupil. | | | | | | |
| English. | Canarese. | Hindustani. | Telugu. | Excess of Receipts over Charges. | | | Excess of Charges over Receipts. | | | Total Cost. | | | Cost to Government. | | | |
| ... | 45 | ... | ... | 55 | 10 | 6 | ... | ... | ... | 8 | 11 | 9 | 8 | 7 | 11 | |
| ... | 59 | ... | ... | 20 | 4 | 0 | ... | ... | ... | 6 | 5 | 2 | 5 | 15 | 2 | |
| ... | 30 | ... | ... | 34 | 2 | 4 | ... | ... | ... | 11 | 7 | 0 | 10 | 5 | 11 | |
| ... | 36 | ... | ... | 36 | 5 | 0 | ... | ... | ... | 13 | 0 | 6 | 12 | 0 | 5 | |
| ... | 58 | ... | ... | 53 | 0 | 3 | ... | ... | ... | 11 | 5 | 9 | 9 | 5 | 10 | |
| ... | 20 | ... | ... | 20 | 14 | 6 | ... | ... | ... | 3 | 13 | 4 | 2 | 11 | 3 | |
| ... | 248 | ... | ... | 220 | 4 | 7 | ... | ... | ... | | | | | | | |
| ... | 21 | ... | ... | 25 | 7 | 0 | ... | ... | ... | 18 | 9 | 1 | 12 | 9 | 6 | |
| ... | 26 | ... | ... | 52 | 4 | 0 | ... | ... | ... | 15 | 5 | 10 | 12 | 15 | 10 | |
| ... | 34 | ... | ... | 49 | 11 | 3 | ... | ... | ... | 13 | 2 | 6 | 11 | 9 | 8 | |
| ... | 17 | ... | ... | 24 | 5 | 4 | ... | ... | ... | 20 | 13 | 6 | 19 | 6 | 8 | |
| ... | 20 | ... | ... | 32 | 12 | 3 | ... | ... | ... | 13 | 8 | 10 | 10 | 13 | 2 | |
| ... | 21 | ... | ... | 3 | 13 | 0 | ... | ... | ... | 2 | 14 | 4 | 2 | 11 | 5 | |
| ... | 139 | ... | ... | 188 | 4 | 10 | ... | ... | ... | | | | | | | |
| ... | 33 | ... | ... | 37 | 13 | 0 | ... | ... | ... | 10 | 0 | 0 | 7 | 14 | 5 | |
| ... | 19 | ... | ... | 14 | 0 | 0 | ... | ... | ... | 14 | 6 | 2 | 13 | 6 | 2 | |
| ... | 35 | ... | ... | 44 | 1 | 1 | ... | ... | ... | 18 | 15 | 8 | 16 | 10 | 7 | |
| ... | 23 | ... | ... | 40 | 5 | 11 | ... | ... | ... | 15 | 13 | 2 | 13 | 12 | 11 | |
| ... | 60 | ... | ... | 100 | 6 | 6 | ... | ... | ... | 3 | 13 | 3 | 2 | 6 | 4 | |
| ... | 10 | ... | ... | 4 | 13 | 0 | ... | ... | ... | 5 | 10 | 2 | 5 | 2 | 11 | |
| ... | 23 | ... | ... | 11 | 2 | 6 | ... | ... | ... | 2 | 12 | 9 | 2 | 5 | 0 | |
| ... | 203 | ... | ... | 252 | 10 | 0 | ... | ... | ... | | | | | | | |
| ... | ... | 40 | ... | 50 | 10 | 4 | ... | ... | ... | 4 | 4 | 11 | 3 | 0 | 2 | |
| ... | ... | 12 | ... | 6 | 8 | 0 | ... | ... | ... | 10 | 12 | 4 | 10 | 1 | 11 | |
| ... | ... | 60 | ... | 61 | 0 | 8 | ... | ... | ... | 4 | 8 | 5 | 3 | 8 | 5 | |
| ... | ... | 16 | ... | 25 | 12 | 6 | ... | ... | ... | 12 | 0 | 0 | 10 | 4 | 6 | |
| ... | ... | 128 | ... | 143 | 15 | 6 | ... | ... | ... | | | | | | | |
| ... | 1958 | 128 | 72 | 265 | 14 | 11 | ... | ... | ... | | | | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------------------------|---------------|-------------------|---|-------------|---------|--------|--|---|
| NAME OF INSTITUTION. | Locality. | When established. | Number of pupils on the Rolls at the end of the year. | | | | Average number of pupils on the Rolls monthly. | Average number of pupils attending daily. |
| | | | Hindus. | Mahomedans. | Others. | Total. | | |
| Hindu Girl's School ... | Bangalore. | 1868 | 50 | ... | ... | 50 | 35 | 30 |
| " " ... | Chintamani. | 1868 | 45 | ... | ... | 45 | 42 | 36 |
| " " ... | Sriniváspura. | 1868 | 22 | 4 | ... | 26 | 23 | 20 |
| | | | 117 | 4 | ... | 126 | 100 | 86 |

| | | | | | | | | |
|---------------------------|----------------------|------|-----|-----|-----|-----|-----|-----|
| General Normal School ... | Bangalore. | 1861 | 33 | ... | 1 | 34 | 31 | 23 |
| Hóbjí Normal School ... | Nandidroog Division. | 1868 | ... | ... | ... | 170 | 170 | 170 |
| Do " ... | Ashtagram Division. | 1868 | ... | ... | ... | 92 | 92 | 92 |
| Do " ... | Nagar Division. | 1868 | ... | ... | ... | 92 | 92 | 92 |
| Engineering School ... | Bangalore. | 1860 | 18 | 1 | 15 | 34 | 30 | 28 |
| | | | 51 | 1 | 16 | 422 | 415 | 405 |

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION;

BANGALORE, 4th May 1869.

| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------------|---|------------|-------------------|---|-------------|---------|--------|--|
| NAME OF INSTITUTION. | | LOCALITY. | When established. | Number of pupils on the Rolls at the end of the year. | | | | Average number of pupils on the Rolls monthly. |
| | | | | Hindus. | Mahomedans. | Others. | Total. | |
| HIGHER CLASS. | | | | | | | | |
| <i>English.</i> | | | | | | | | |
| 1 | Bishop Cotton's School | Bangalore. | 1865 | ... | ... | 71 | 71 | 73 |
| 2 | St. Andrew's School | " | 1866 | ... | ... | 69 | 69 | 65 |
| <i>Anglo-Vernacular.</i> | | | | | | | | |
| 3 | London Mission Institution | " | 1847 | 119 | 1 | 36 | 156 | 150 |
| 4 | Native Educational Institution | " | 1851 | 234 | 15 | 26 | 275 | 318 |
| 5 | Wesleyan Mission School | Mysora. | 1855 | 170 | 2 | 3 | 175 | 175 |
| MIDDLE CLASS. | | | | | | | | |
| <i>English.</i> | | | | | | | | |
| 6 | Cantonment Orphanage | Bangalore. | 1866 | ... | ... | 41 | 41 | 41 |
| 7 | Ordnance School | Fort | 1832 | 31 | ... | 30 | 33 | 30 |
| 8 | St. John's District School | Bangalore. | 1854 | 7 | 4 | 63 | 74 | 68 |
| <i>Anglo-Vernacular.</i> | | | | | | | | |
| 9 | London Mission Cantonment School | " | 1854 | 93 | 6 | 23 | 122 | 110 |
| 10 | " " Alsur | " | 1862 | 60 | ... | ... | 60 | 55 |
| 11 | St. Joseph's Catholic Seminary, English | " | 1857 | 8 | ... | 93 | 101 | 89 |
| 12 | St. Mary's Catholic Seminary | " | 1854 | ... | ... | 29 | 29 | 37 |
| 13 | St. Patrick's Catholic Seminary | " | 1860 | 56 | 3 | 37 | 96 | 89 |
| | | | | 227 | 13 | 316 | 556 | 513 |
| | | | | 750 | 31 | 521 | 1302 | 1294 |

| 9 | 10A | 23 | 24 | 25 | 26 | REMARKS. |
|---|----------|----------------------------------|----------------------------------|--------------------------------------|---------------------|----------|
| Average number of pupils attending daily. | Nu in | Difference. | | Annual Cost of educating each pupil. | | |
| | | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Total Cost. | Cost to Government. | |
| 70 | 73 | 4 | 294 10 8 | ... | 110 3 8 | 51 8 1 |
| 62 | 60 | 0 | ... | 402 0 0 | 102 8 10 | 36 14 9 |
| 140 | 150 | 0 | ... | 157 6 9 | 68 4 3 | 4 0 0 |
| 258 | 220 | 0 | ... | ... | 25 3 6 | 7 8 9 |
| 140 | 170 | 0 | ... | 50 0 0 | 16 0 0 | 6 13 8 |
| 670 | 744 | 4 | 294 10 8 | 609 6 9 | ... | ... |
| 41 | 40 | 0 | 965 8 10 | ... | 72 4 6 | 17 9 0 |
| 24 | 23 | 0 | 19 7 8 | ... | 22 5 0 | 16 0 0 |
| 57 | 55 | 5 | ... | 17 5 3 | 20 5 9 | 13 7 10 |
| 100 | 100 | 0 | ... | 517 0 0 | 20 2 11 | 3 4 4 |
| 50 | 50 | 0 | ... | 52 6 0 | 24 10 6 | 4 5 10 |
| 85 | 85 | 0 | ... | ... | 27 1 1 | 9 6 6 |
| 37 | 37 | 0 | ... | ... | 33 0 0 | 14 1 9 |
| 86 | 86 | 0 | 35 0 0 | ... | 21 0 2 | 10 12 7 |
| 480 | 535 | 5 | 1,020 0 6 | 566 11 3 | ... | ... |
| 11 50 | 129 | 9 | 1,814 11 2 | 1,166 2 0 | ... | ... |

B. L. RICE,
Off. Director of Public Instruction

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--------------------------------------|-----------------------|-------------------|---|-------------|---------|-------|
| NAME OF INSTITUTION. | LOCALITY. | When established. | Number of pupils on the Rolls at the end of the year. | | | |
| | | | Hindus. | Mahomedans. | Others. | Total |
| LOWER CLASS. | | | | | | |
| <i>English.</i> | | | | | | |
| St. Marks Ragged School ... | Bangalore. | 1864 | ... | ... | 52 | 52 |
| <i>Anglo Vernacular.</i> | | | | | | |
| Blackpalli Catholic School ... | do | 1832 | 5 | ... | 103 | 108 |
| (atholic School... .. | Mysore. | 1861 | 113 | 7 | 5 | 125 |
| Madrasa Mahammadia ... | Bangalore. | 1862 | 5 | 119 | .. | 124 |
| <i>Vernacular.</i> | | | | | | |
| Blackpalli Catholic School ... | do | 1832 | 3 | ... | 93 | 96 |
| Commissariat Hindustani School | do | 1864 | ... | 25 | ... | 25 |
| Chintamani Sanskrit | Chintamani. | 1868 | 24 | ... | ... | 24 |
| Clósep'té Hindustani | Clósep'té. | 1865 | 2 | 38 | ... | 40 |
| Chennagiri | Chennagiri. | 1868 | ... | 30 | ... | 30 |
| Chetnahalli Branch | ingapura. | 1868 | 25 | ... | ... | 25 |
| Dodda Ballápura Hindustani, | Dodda Ballápura. | 1868 | 4 | 45 | ... | 49 |
| Gun Troop Tamil | Gun Troop, Bangalore. | 1864 | 46 | ... | ... | 46 |
| Hasan ul Madrasa | Hassan. | 1865 | ... | 60 | ... | 60 |
| Honnaji Hindustani | Honnaji. | 1868 | ... | 26 | ... | 26 |
| Kuñigallu | Kuñigallu. | 1864 | 3 | 28 | ... | 31 |
| Kalasa Canarese | Kalasa. | 1864 | 15 | ... | ... | 15 |
| Madrasa Ahmedia | Sr nivasapura. | 1865 | 1 | 48 | ... | 49 |
| " Bowring | Mysore. | 1863 | 8 | 150 | ... | 158 |
| " Islamia | Bangalore. | 1860 | ... | 118 | ... | 118 |
| " Islamia | Chintamani. | 1866 | 1 | 35 | ... | 36 |
| " Ibrahim | Echinpalli. | 1841 | ... | 28 | ... | 28 |
| " Kudusi | Bangalore. | 1863 | 1 | 159 | ... | 160 |
| " Mahammadia | Channapatna. | 1864 | ... | 134 | ... | 134 |
| " Mahammadia | French Rocks. | 1865 | ... | 22 | ... | 22 |
| " Mufid ul Anam | Bangalore. | 1861 | 5 | 55 | ... | 60 |
| " Sultani | do | 1866 | 104 | ... | ... | 104 |
| " Sultani | Hurasiru. | 1868 | ... | 37 | 1 | 38 |
| Mélkóta Sanskrit School | Mélkóta. | 1855 | 74 | ... | ... | 74 |
| Rannur Hindustani School ... | Rannur. | 1868 | 2 | 22 | ... | 24 |
| Sadar Veda Sidhanta Sabha Seminaries | Bangalore. | 1842 | 263 | 2 | ... | 265 |
| Shethalli Catholic School ... | Shethalli. | 1862 | 61 | ... | ... | 61 |
| Shimoga Hindustani Sch. ol... | Shimoga. | 1864 | 1 | 30 | 1 | 32 |
| Tyamagondal " " ... | Tyamagondal. | 1868 | ... | 50 | ... | 50 |
| | | | 766 | 1268 | 255 | 2289 |

| S | on the Rolls monthly. | | | | | | 22 | 23 | 24 | 25 | 26 | REMARKS. | | | | |
|----------|---|--|---------|--------|----------------------------------|----------------------------------|-------------|---------------------|----------|---------|-------|----------|----------------------------------|----------------------------------|--------------------------------------|---------------------|
| | 9 | 10 A | 10 B | 10 C | 10 D | Total. | | | | | | | Difference. | | Annual Cost of educating each pupil. | |
| | Average number of pupils attending daily. | Number of pupils on Rolls studying in language at the end of the year. | | | | | | | | | | | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Total Cost. | Cost to Government. |
| English. | Canarese. | Hindustani. | Telugu. | Total. | Excess of Receipts over Charges. | Excess of Charges over Receipts. | Total Cost. | Cost to Government. | | | | | | | | |
| 34 | 44 | 44 | ... | ... | ... | 43 2 4 | 98 13 6 | ... | ... | 13 0 6 | 5 4 8 | | | | | |
| 78 | 102 | 102 | 48 | ... | ... | 60 0 0 | ... | 198 0 0 | 21 4 6 | 7 11 1 | | | | | | |
| 112 | 110 | 50 | 24 | ... | ... | 10 0 0 | ... | 605 0 0 | 10 12 10 | 2 10 10 | | | | | | |
| 123 | 113 | 18 | 10 | 124 | ... | 46 7 6 | ... | 30 0 0 | 10 15 1 | 4 14 0 | | | | | | |
| 58 | 90 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | | | | |
| 24 | 24 | ... | ... | 25 | ... | 04 0 0 | ... | ... | 8 8 0 | 4 4 0 | | | | | | |
| 23 | 20 | ... | ... | 24 | ... | 52 12 0 | ... | ... | 10 15 9 | 4 5 6 | | | | | | |
| 35 | 37 | ... | ... | 40 | ... | 53 1 0 | ... | 9 1 0 | 7 3 8 | 3 6 10 | | | | | | |
| 30 | 30 | ... | ... | 30 | ... | 50 0 0 | ... | ... | 6 0 0 | ... | ... | ... | | | | |
| 20 | 20 | ... | 20 | ... | ... | 92 8 0 | ... | ... | 4 10 0 | 3 0 0 | | | | | | |
| 45 | 49 | ... | ... | 45 | ... | 55 12 0 | ... | ... | 6 5 7 | 2 7 1 | | | | | | |
| 41 | 28 | ... | ... | ... | ... | 34 12 0 | ... | ... | 3 4 7 | 2 5 5 | | | | | | |
| 46 | 38 | ... | ... | 60 | ... | 91 12 0 | 5 6 0 | ... | 12 13 9 | 4 12 6 | | | | | | |
| 26 | 21 | ... | ... | 26 | ... | 16 0 0 | ... | ... | 8 4 11 | ... | ... | ... | | | | |
| 20 | 25 | ... | ... | 31 | ... | 40 0 0 | ... | ... | 12 0 0 | 6 0 0 | | | | | | |
| 15 | 15 | ... | 15 | ... | ... | 74 0 0 | ... | ... | 4 14 11 | 3 9 7 | | | | | | |
| 45 | 42 | ... | ... | 42 | ... | 96 0 0 | ... | ... | 11 0 4 | 4 14 2 | | | | | | |
| 132 | 128 | ... | ... | 140 | ... | 90 6 0 | 492 0 0 | ... | 9 0 3 | 4 8 8 | | | | | | |
| 118 | 95 | ... | ... | 118 | ... | 42 0 0 | 12 0 0 | ... | 10 8 4 | 5 1 4 | | | | | | |
| 30 | 29 | ... | ... | 29 | ... | 34 0 0 | ... | ... | 8 12 9 | 4 0 0 | | | | | | |
| 26 | 25 | ... | ... | 28 | ... | 36 12 0 | 34 0 0 | ... | 7 2 11 | 3 2 9 | | | | | | |
| 150 | 149 | ... | ... | 154 | ... | 71 0 0 | ... | ... | 9 2 2 | 4 0 0 | | | | | | |
| 115 | 75 | ... | ... | 134 | ... | 58 1 2 | 17 1 7 | ... | 4 13 7 | 2 1 4 | | | | | | |
| 29 | 30 | ... | ... | 22 | ... | 16 11 6 | 1 4 6 | ... | 10 14 8 | 4 2 2 | | | | | | |
| 67 | 65 | ... | ... | 60 | ... | 99 6 11 | ... | 16 1 3 | 10 7 0 | 3 9 3 | | | | | | |
| 100 | 69 | ... | ... | 68 | ... | 49 0 0 | ... | ... | 6 7 10 | 2 3 2 | | | | | | |
| 37 | 27 | ... | ... | 38 | ... | 43 15 8 | ... | 5 4 8 | 9 4 9 | 2 15 6 | | | | | | |
| 80 | 60 | ... | 80 | ... | ... | 79 1 0 | ... | ... | 7 3 9 | 5 12 0 | | | | | | |
| 24 | 19 | ... | ... | 24 | ... | 40 0 0 | ... | ... | 10 0 0 | 4 9 4 | | | | | | |
| 275 | 200 | ... | 18 | ... | 120 | 11 1 4 | 98 1 4 | ... | 4 12 3 | 2 2 10 | | | | | | |
| 56 | 55 | ... | 61 | ... | ... | 50 0 0 | ... | ... | 6 6 10 | 3 3 5 | | | | | | |
| 30 | 28 | ... | ... | 32 | ... | 56 0 0 | ... | ... | 18 8 6 | 12 0 0 | | | | | | |
| 60 | 40 | ... | ... | 50 | ... | 77 0 0 | ... | ... | 5 8 7 | ... | ... | ... | | | | |
| 067 | 1902 | 214 | 276 | 1220 | 144 | 24 10 5 | 758 11 1 | 877 0 11 | ... | ... | ... | ... | | | | |

| 1 | | 2 | | 3 | 4 | 5 | 6 | 7 |
|--------------------------------------|---|------------|------|-------------------|---|-------------|---------|--------|
| NAME OF INSTITUTION. | | LOCALITY. | | When established. | Number of pupils on the Rolls at the end of the year. | | | |
| | | | | | Hindus. | Mahomedans. | Others. | Total. |
| <i>English.</i> | | | | | | | | |
| 1 | Bishop Cotton's School | Bangalore. | 1865 | ... | ... | 34 | 34 | |
| 2 | St. John's District do | Do. | 1854 | ... | ... | 67 | 67 | |
| 3 | Do Infant do | Do. | 1854 | ... | ... | 71 | 71 | |
| 4 | Wesleyan Mission do | Do. | 1865 | ... | ... | 41 | 41 | |
| <i>Anglo-Vernacular.</i> | | | | | | | | |
| 5 | Convent of the Good Shepherd .. | Do. | 1854 | 50 | ... | 62 | 12 | |
| 6 | London Mission Boarding School .. | Do. | 1842 | ... | ... | 22 | 22 | |
| 7 | Wesleyan Mission Orphan do .. | Do. | 1855 | 30 | ... | ... | 30 | |
| <i>Vernacular.</i> | | | | | | | | |
| 8 | Alsur Caste Girls' School | Do. | 1864 | 40 | ... | ... | 40 | |
| 9 | Blackpalli Catholic School | Do. | 1832 | 1 | ... | 76 | 77 | |
| 10 | Hindu Female School | Do. | 1854 | 102 | ... | ... | 102 | |
| <i>London Mission Day Schools.</i> | | | | | | | | |
| 11 | Do do do Aricpété | Do. | 1863 | 65 | 5 | ... | 70 | |
| 12 | Do do do Balepété | Do. | 186 | 31 | ... | ... | 31 | |
| 13 | Do do do Cubbonpété | Do. | 1867 | 77 | ... | 6 | 83 | |
| 14 | Do do do Hosapété | Do. | 1867 | 88 | 1 | ... | 89 | |
| 15 | Do do do Kurubarapété | Do. | 1863 | 120 | 4 | 11 | 135 | |
| 16 | Do do do Yelégowdanhalli .. | Do. | 2868 | 40 | ... | ... | 40 | |
| 17 | Do do do | Anekallu. | 1866 | 40 | ... | ... | 40 | |
| 18 | Do do do | Yelahanka. | 1868 | 14 | 4 | ... | 18 | |
| 19 | Mahomedan Female Educational Institution. | Bangalore. | 1867 | ... | 108 | ... | 108 | |
| 20 | Mysore Catholic School | Mysore. | 1863 | 27 | ... | ... | 27 | |
| 21 | Shethalli do do | Shethalli. | 1864 | 30 | ... | ... | 30 | |
| 22 | Shimoga Hindu Girls' School .. | Shimoga. | 1868 | 33 | ... | ... | 33 | |
| 23 | Wesleyan Mission Day School... | Bangalore. | 1860 | 110 | 4 | ... | 114 | |
| <i>Wesleyan Mission Day Schools.</i> | | | | | | | | |
| 24 | Do do do Fort | Mysore. | 1868 | 20 | ... | ... | 20 | |
| 25 | Do do do Mandi Street | Do. | 1867 | 40 | ... | ... | 40 | |
| 26 | Do do do Srirama Pété | Do. | 1855 | 43 | ... | ... | 43 | |
| 27 | Do do Boarding School | Toomkoor. | 1859 | 24 | ... | ... | 24 | |
| 28 | Do do Day School | Do. | 1858 | 70 | ... | ... | 70 | |
| | | | | 1095 | 126 | 390 | 1611 | |

| 6 | | 24 | | | 25 | | | 26 | | | REMARKS. |
|--|------|----------------------------------|-------|---|--------------------------------------|----|----|---------------|----|----|----------|
| Average number of pupils on the Rolls monthly. | | Difference. | | | Annual Cost of educating each pupil. | | | | | | |
| Average number of pupils | | Excess of Charges over Receipts. | | | Total Cost. | | | Cost to Govt. | | | |
| 34 | 3 | | | | 117 | 4 | 9 | 55 | 4 | 8 | |
| 61 | 4 | 14 | 10 | 4 | 15 | 10 | 6 | 9 | 13 | 4 | |
| 65 | 4 | 8 | 9 | 1 | 8 | 0 | 1 | 5 | 6 | 2 | |
| 38 | 5 | 0 | 0 | 0 | 71 | 15 | 3 | 25 | 4 | 2 | |
| | 5 | 183 | 3 | 5 | | | | | | | |
| 112 | 10 | | | | 23 | 6 | 3 | 10 | 11 | 5 | |
| 22 | 2 | 330 | 0 | 0 | 80 | 1 | 9 | 27 | 4 | 4 | |
| 28 | 5 | | | | 49 | 9 | 2 | 21 | 6 | 10 | |
| | 8 | | | | | | | | | | |
| 60 | 4 | | | | 7 | 0 | 10 | 4 | 0 | 0 | |
| 70 | 5 | 26 | 6 | 4 | | | | | | | |
| 110 | 8 | | | | 7 | 10 | 6 | 5 | 7 | 3 | |
| | 11 | | | | | | | | | | |
| 72 | 4 | | | | | | | | | | |
| 28 | 19 | | | | | | | | | | |
| 65 | 41 | | | | | | | | | | |
| 85 | 54 | 337 | 6 | 0 | 8 | 12 | 8 | 2 | 3 | 9 | |
| 140 | 96 | | | | | | | | | | |
| 32 | 28 | | | | | | | | | | |
| 32 | 18 | | | | | | | | | | |
| 16 | 14 | | | | 13 | 10 | 11 | 6 | 1 | 11 | |
| 98 | 90 | | | | 31 | 9 | 7 | 12 | 0 | 0 | |
| 25 | 24 | 200 | 0 | 0 | 14 | 12 | 9 | 7 | 3 | 2 | |
| 25 | 25 | 4 | 0 | 0 | 14 | 0 | 11 | | | | |
| 33 | 30 | | | | 7 | 10 | 2 | 2 | 2 | 11 | |
| 110 | 80 | | | | | | | | | | |
| 20 | 15 | | | | 4 | 8 | 6 | 1 | 15 | 1 | |
| 40 | 30 | | | | | | | | | | |
| 43 | 30 | | | | 42 | 6 | 7 | 15 | 0 | 0 | |
| 24 | 22 | 10 | | | 7 | 0 | 0 | | | | |
| 60 | 55 | | | | | | | | | | |
| 1548 | 1205 | 8 | 1,104 | 8 | 2 | | | | | | |

B. L. RICE,
 Director of Public Instruction.

APPENDIX VI.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A ECCLESIASTICAL.

B EDUCATIONAL.

1. UNIVERSITIES (NONE).

2. SCHOOLS.

C LITERARY AND SCIENTIFIC.

1. LITERARY AND SCIENTIFIC SOCIETIES.

2. THE PRESS.

