

GENERAL REPORT

ON

PUBLIC INSTRUCTION

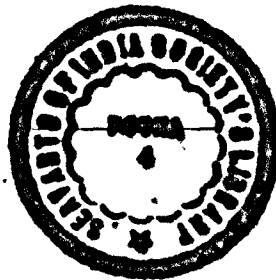
IN THE

LOWER PROVINCES OF BENGAL,

FOR

1870-71.

WITH APPENDICES.



CALCUTTA:

PRINTED AT THE BENGAL SECRETARIAT PRESS.

1871.

Rare

T. 262 v

A871.1

70120



CONTENTS.

REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION.

	PAGE.
General Statistics	1
Return of Colleges and Schools receiving allowances from the State ...	2
Income and Expenditure	3
Abstract of Distribution of Expenditure	4
Fees	6
Fee Receipts during the last five years	6
University Entrance Examination	6
Junior Scholarships	8
First Examination in Arts	9
Senior Scholarships	10
B.A. Examination	11
M A. Examination	12
Prem Chand Studentship	13
Law Examinations for B.L. and L.L.	13
Examination for Honors in Law	14
Medical Examinations for B.M. and L.M.S.....	14
Civil Engineering Examination	14
University Proceedings.....	14
Government Colleges for General Education.....	18
Statement of attendance in the Government Colleges for General Education	18
Statement of Expenditure in the Government Colleges for General Education	19
Graduate Scholarships	20
Aided Colleges.....	20
Statement of Attendance in the Aided Colleges for General Education.	21
Statement of Expenditure in the Aided Colleges for General Education	21
Law Schools.....	22
Statement of Attendance in the Government Law Schools.....	22
Statement of Expenditure in the Government Law Schools	23
Medical College—English Classes	23
Statement of Attendance in the English Classes.....	24
Statement of Expenditure in the English Classes	24
Medical College—Vernacular Classes	24

	PAGE.
Statement of Attendance in the Vernacular Classes	24
Statement of Expenditure in the Vernacular Classes	25
Civil Engineering Classes—Presidency College	25
Statement of Attendance in the Civil Engineering Classes	25
Statement of Expenditure in the Civil Engineering Classes	26
School of Art	26
Statement of Attendance in the School of Art	26
Statement of Expenditure in the School of Art	27
Normal Schools for Teachers	28
Statement of Attendance in the Government Normal Schools	28
Statement of Expenditure in the Government Normal Schools	29
Statement of Teachers who have obtained Certificates from Normal Training Schools.....	30
Government Madrasahs.....	31
Statement of Attendance in the Government Madrasahs	31
Statement of Expenditure in the Government Madrasahs.....	31
Government Schools—General.....	32
Statement of Attendance in Government Schools—General	32
Statement of Expenditure in Government Schools—General	32
Aided Schools—General.....	34
Statement of Attendance in Aided Schools—General	34
Statement of Expenditure in Aided Schools—General	35
Aided Girls' Schools	36
Comparison of the Statistics of Government and Aided Schools together for 1869-70 and 1870-71.....	36
Comparison of Results in Government and Private Schools of the Higher Class	42
Statement showing the results obtained by the Schools of the Higher Class—Government, Aided, and Unaided, in 1870-71	43
Minor and Vernacular Scholarships	44
Female Education	46
Grants-in-Aid	47
Statement showing the Grants drawn during 1870-71 by Private Insti- tutions in operation on the 31st March 1871.....	47
Grants to Additional Institutions.....	48
Augmentation Grants	48
Grants cancelled	48
Grants reduced	49
Special grants sanctioned as donations	49
The working of the Grant-in-aid system	49

	PAGE.
The Pathsala Scheme.....	54
Durga Charan Laha's Scholarships.....	55
Christ Scholarships	55
School Books	55
Special classification of Students	56

APPENDIX A.

EXTRACTS FROM REPORTS OF INSPECTORS OF SCHOOLS AND PRINCIPALS OF COLLEGES.

Report of Babu Bhudev Mukhurji—North Central Division	1
———— Mr. Bellett—North-East Division	57
———— Mr. Martin—South-West Division.....	105
———— Mr. Grimley—South-East Division.....	147
———— Mr. Fallon—North-West Division	191
———— Mr. Woodrow—Central Division.....	251
Presidency College.....	297
Sanskrit College	313
Medical College	321
Free Church College	327
General Assembly's College.....	330
Cathedral Mission College	332
St. Xavier's College	335
London Mission College, Bhowanipore	340
Hughli College	342
Dacca College	352
Krishnaghur College	358
Berhampur College.....	366
Patna College	371
Calcutta Madrasah	378
School of Art, Calcutta	382

APPENDIX B.

CIRCULARS, &C., ISSUED BY THE DIRECTOR OF PUBLIC INSTRUCTION.	
Orders of the Local Government regarding the custody of State documents	1
Orders of the Local Government directing that privilege leave shall not be granted in future unless the usual declaration as to taking any other leave has been made	1

	PAGE.
Directions of the Accountant-General as regards the retention by Pandits of fees of Schools at a distance from a Treasury	2
Resolution of the Government of India in the Financial Department, deciding that a Deputy Inspector of Schools while officiating for another of a higher grade is entitled to no acting allowance	
Orders of Government regarding the payment of local taxes on public buildings	
Orders of Government regarding the adjustment of expenditure for stamps for banghy parcels and the provision to be made for postage stamps	3
Correspondence relating to certain changes in the Calcutta University recommended by the Government of the North-Western Provinces	5
Order that no regular Law Student is to be admitted to the Law Classes before the commencement of his 4th Academical year	47
Amended regulations in Law	48
Correspondence with Government regarding the examination of Educational Officers in the Vernacular of the district in which they are employed	50

APPENDIX C.

EXAMINATION RETURNS.

List of Masters' of Arts	1
—— Bachelors of Arts	4
—— Under-graduates who have passed the First Arts Examination..	7
—— Candidates who have passed the Entrance Examination	15
—— Bachelors of Law	49
—— Licentiates in Law	49
—— Licentiates in Civil Engineering	52
—— Candidates who have passed the Second M.B. Examination ...	53
—— Candidates who have passed the Second L.M.S. Examination ...	53
—— Candidates who have passed the First M.B. Examination	54
—— Candidates who have passed the First L.M.S. Examination ...	54
—— Passed Students of the Military Class.....	55
—— Passed Students of the Bengali Class	56
—— Senior Scholars	57
—— Junior Scholars	59
Abstract of the award of Minor Scholarships for 1870-71.....	65
Abstract of the award of Vernacular Scholarships for 1870-71	65
Endowed Scholarships	66

APPENDIX D.

	PAGE.
Classification of Schools in the North Central Division.....	1
----- North-East Division.....	30
----- South-West Division	55
----- South East Division	83
----- North-West Division	109
----- Central Division	127

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1870-71.

GENERAL STATISTICS.—For the first time in the annals of this department the returns show a considerable decline in the number of pupils under instruction in the schools and colleges receiving aid from the State. There is a small addition to the number of schools, which stood at 4,228 on 31st March last, against 4,189 at the same date in the preceding year. There are 39 more schools on the lists; but on the other hand the pupils on the rolls at the end of the year have fallen from 170,713 to 163,854, which gives a decrease of 6,859. This is a decline of 4 per cent. on the attendance at the end of 1869-70.

The following classified table exhibits the returns of the in the usual form :—

Return of Colleges and Schools receiving allowances from the State.

31st MARCH 1871.	Number of Institutions.	Number of Pupils	
GOVERNMENT INSTITUTIONS.			
Colleges—general	*11	980	
Colleges—special, including law departments	†11	965	
Medical College, vernacular departments ...	2	340	
Madrasahs	2	173	
School of Art	1	72	
Normal schools for masters	26	1,322	
" " for mistresses	2	22	
Schools for boys, higher class, English ...	53	10,091	
" " middle class, English ...	8	748	
" " middle class, Vernacular ...	209	11,715	
" " lower class, Vernacular ...	46	1,557	
School for girls, Natives	1	70	
		372	28,
PRIVATE INSTITUTIONS UNDER INSPECTION—			
RECEIVING ALLOWANCES UNDER THE GRANT-IN-AID RULES.			
Colleges—general	5	394	
Normal schools for masters	5	237	
" " for mistresses	3	32	
Schools for boys, higher class, English ...	80	8,691	
" " middle class, English ...	506	24,282	
" " middle class, Vernacular ...	606	27,843	
" " lower class, Vernacular ...	242	7,387	
Schools for girls, Europeans and other foreign			
races	10	642	
" " Natives	243	6,461	
		1,700	74,967
RECEIVING ALLOWANCES UNDER OTHER RULES.			
Normal schools for masters	4	123	
" " for mistresses ... ..	.....	.....
Schools for boys, higher class, English ...	.....	.....
" " middle class, English ...	45	1,251	
" " middle class, Vernacular ...	163	6,525	
" " lower class, Vernacular ...	1,910	52,231	
Schools for girls, Europeans and other foreign			
races	3	247	
" " Natives	31	419	
		2,156	60,832
Grand total ... ..	.....	4,228	1,63,814

* Inclusive of the under-graduate classes at Gowhati, Cuttack, and Chittagong.

† Inclusive of the law departments at Gowhati and Cuttack.

pared with the returns for last year, this statement shows Government institutions have increased by 11, while the attending them have decreased by 327; that institutions receiving grants under the grant-in-aid rules have also increased 1, but exhibit a large decrease of 4,613 pupils; and that schools receiving grants under other rules have increased by 17, and a similar decrease of pupils to the extent of 1,919.

The general impression is, that the cause of this discouraging check to the advance of education is to be found in financial restrictions, which put a stop to all new grants for eleven months of the year, coupled with the widespread distrust of the intentions of Government in regard to educational policy, which has everywhere damped the hopes of the friends of education and enfeebled their exertions, and which, in some districts, is reported to have assumed such exaggerated proportions, that it can only be fitly described as a state of actual panic. In the apparent absence of any other adverse influence of an exceptional character, there seems no reason to doubt that the disastrous decline of the year is rightly attributed to the effect of these two causes combined.

INCOME AND EXPENDITURE.—The aggregate expenditure of the Department for the year was Rs. 31,98,821, of which Rs. 13,32,836 was supplied by private funds, and Rs. 18,65,985 was contributed by the State. On a comparison of these figures with the corresponding figures for the previous year, it appears that the aggregate increase of expenditure has been Rs. 33,734, of which Rs. 23,526 was provided for by State grants, and Rs. 10,208 was obtained from private sources. But the figures for the total require a further adjustment on account of an aggregate surplus balance of fee income in several Government institutions amounting to Rs. 20,559. Deducting this sum from the aggregate of the State grants, and adding it to the expenditure from local funds, the adjusted accounts show an aggregate State expenditure of Rs. 18,45,426, and an aggregate expenditure from local funds of Rs. 13,53,395.

Using the adjusted figures for the calculation, it appears the average cost of each pupil to the State was Rs. 11-6-7, the corresponding cost in 1869-70 was Rs. 10-12-8.

The following table exhibits the distribution of expenditure:

Abstract of Distribution of Expenditure during the year 1870-71

SOURCE OF CHARGE.	EXPENDITURE.					Pupils.
	From imperial funds.	FROM LOCAL FUNDS.			Total expenditure from imperial and local funds.	
		Fees and fines.	Other local sources.	Total.		
SUPERINTENDENCE.	Rs.	Rs.	Rs.	Rs.	Rs.	
Direction	40,337	.....	.....	.....	40,337	
Inspection	2,63,981	.....	.....	.....	2,63,981	
GOVERNMENT COLLEGES.						
<i>General.</i>						
Affiliated to the university in arts	1,92,182	80,641	33,537	1,14,078	3,06,360	
<i>Special.</i>						
Affiliated to the university in law, medicine, and engineering ...	1,32,911	52,280	1,085	53,365	1,86,276	
Government Madrasahs ...	13,266	751	8,288	9,039	22,305	
GOVERNMENT SCHOOLS.						
<i>General.</i>						
For Boys—						
Higher class, English ...	2,11,526	1,98,908	27,300	2,26,208	4,37,734	13
Middle class, English ...	7,283	10,082	359	10,441	17,724	
Middle class, Vernacular ...	60,641	27,902	1,222	29,130	89,771	2
Lower class, Vernacular ...	4,479	1,113	82	1,195	5,674	
For girls, Natives ...	10,036	609	.....	609	10,645	
<i>Special.</i>						
Schools of medicine—						
Bengali department, Medical College ...	22,376	7,640	.....	7,640	31,016	96
Hindustani department, Medical College ...	20,916	97	.....	97	30,013	93
Normal Schools—						
For masters ...	1,24,336	3,802	473	3,775	1,28,110	400
For mistresses ...	1,915	.....	.....	.....	1,915	05
School of Art ...	19,200	413	.....	413	19,613	61
Carried over ...	11,44,384	3,83,644	72,246	4,56,900	16,00,374	

NAME OF CHARGE.	EXPENDITURE.					Percentage on total expenditure.
	From imperial funds.	FROM LOCAL FUNDS.			Total expenditure from imperial and local funds.	
		Fees and fines.	Other local sources.	Total.		
	Rs.	Rs.	Rs.	Rs.	Rs.	
Brought forward ...	11,44,384	3,83,644	72,346	4,66,990	16,00,374	
COLLEGES—AIDED.						
<i>General.</i>						
to the university in arts	24,900	19,711	62,877	82,588	1,07,488	3.35
STATE SCHOOLS—AIDED.						
<i>General.</i>						
Upper class, English ...	58,338	79,473	64,261	1,43,734	2,02,067	6.31
Middle class, English ...	1,63,664	1,06,163	1,73,388	2,79,546	4,43,200	13.78
Middle class, Vernacular ...	1,08,700	64,973	85,435	1,50,408	2,59,108	8.04
Lower class, Vernacular ...	1,19,902	51,587	32,443	84,085	2,03,937	6.33
and other foreign						
...	18,461	8,040	20,648	28,688	47,149	1.47
...	41,357	5,343	64,040	69,383	1,10,740	3.46
<i>Special.</i>						
...	8,395	.....	8,526	8,526	16,921	.52
...	3,737	2,446	11,759	14,205	17,942	.56
GOVERNMENT.						
<i>General.</i>						
Colleges—						
...	21,245	.....	.....	.....	21,245	.69
...	38,236	.....	.....	.....	38,236	1.19
Colleges—						
English ...	10,877	.....	.....	.....	10,877	.33
(Bengali and ...)	39,860	.....	88	83	39,893	1.24
<i>Special.</i>						
Colleges—						
...	7,423	.....	.....	.....	7,423	.23
...	3,336	.....	.....	.....	3,336	.10
...	17,020	.....	.....	.....	17,020	.53
Engineering ...	4,200	.....	.....	.....	4,200	.13
BHOLARSHIPS ENDOWED—						
Tenable in colleges ...	.....	.....	6,659	6,659	6,659	.20
Tenable in schools ...	162	.....	162	162	324	.01
CELLANEOUS ...	31,804	.....	8,879	8,879	40,633	1.27
Total ...	18,65,985	7,24,380	6,11,466	13,32,636	31,98,321	

N. B.—This table includes the expenditure on the Medical College, which is provided for the budget estimates for medical services, and not in the estimates for education.

FEES.—The fee receipts amount to Rs. 7,41,939, Rs. 7,29,649 in 1869-70. The increase is Rs. 12,290, or a little more than 1½ per cent. Of the total from fees, Rs. 4,04,203 was received in Government institutions and Rs. 3,37,736 in aided institutions, as noted in the margin.

	Rs.
Government institutions ...	4,04,203
Aided institutions ...	3,37,736
Total ...	7,41,939

Rs. 4,04,203 was received in Government institutions and Rs. 3,37,736 in aided institutions, as noted in the margin.

The actual expenditure from fees was only Rs. 7,21,380, the difference between this sum and the sum actually received, viz. Rs. 20,559, represents the surplus fee income obtained from several Government institutions in which the fees are more than sufficient to meet the entire charges, and consequently yield a surplus revenue to the State.

Fee Receipts during the last Five Years.

GOVERNMENT AND AIDED INSTITUTIONS.	1866-67.	1867-68.	1868-69.	1869-70.
	Rs.	Rs.	Rs.	Rs.
Amount realized ...	5,41,369*	6,01,536	6,69,830	7,29,649
Increase per cent. per annum on the collections of the previous year ...	5.57	11.01	11.35	8.10

* Corrected for the short month in this year.

THE UNIVERSITY.

ENTRANCE EXAMINATION.—For the entrance examination in December 1870 there were 1,905 candidates enrolled, against 1,800 of the preceding year. Of these, 41 did not present themselves for examination, 1,099 passed successfully, and 765 failed.

Of the successful candidates, 202 were placed in the first division, 587 in the second, and 310 in the third. The failures were most numerous in English—543; next in mathematics—421; the second languages—302; and in history and geography—23. It is worthy of note that in addition to English the examination

er 9 distinct languages, 1,131 candidates having taken rit, 338 Bengali, 263 Urdu, 84 Latin, 38 Arabic, 37 Armenian, 4 Persian, and 4 Uriya. This is the largest ion that has yet been held, and in the opinion of the e the results compare favorably with those of any former

Bengal candidates numbered 1,566, being an increase of he number in 1869. The increase in the number of al candidates is still larger, 866 having passed in 1870, 660 the year before. Of the successful candidates, 157 n the first division, 452 in the second division, and the ng 257 in the third division. The corresponding numbers 3 were—first division 143; second division 361; third h 156.

successful candidates from Government schools were 413, an increase of 88 on the number of last year; while 250 d from aided, and 206 from unaided schools, the remainder asting of 9 school-masters and 8 private students. A classifi- on of the successful candidates according to their religion shows : 728 were Hindus, 39 Muhammadans, and 43 Christians, while , entered themselves as Brahmists and Deists.

The details are given in the following tables:—

University Entrance Examination.

DECEMBER 1870.	Number of candidates.	NUMBER PASSED.				Percentage passed.
		1st division.	2nd division.	3rd division.	Total.	
Government schools ...	610	100	310	103	413	67.7
Private schools (aided) ...	523	15	121	94	230	43.9
" " (unaided) ...	401	40	115	51	206	51.3
School-masters ...	11	1	3	5	9	81.8
Private students ...	21	1	8	4	8	38
Total ...	1,666	157	452	257	866	65.3

University Entrance Examination.

DECEMBER 1870.	Number of candidates.	NUMBER PASSED.			
		1st division.	2nd division.	3rd division.	Total
Hindus	1,323	121	379	228	728
Muhammadans	73	5	22	13	39
Christians	67	16	23	4	43
Brahmists and Deists	103	15	23	13	56
Total	1,566	157	453	257	866

JUNIOR SCHOLARSHIPS.—The 160 junior scholarships are awarded, on the results of the entrance examination were distributed as shown in the following table, Government schools gain 113, aided schools 21, and unaided schools 26:—

Award of Junior Scholarships.

BY WHAT INSTITUTIONS GAINED.	SCHOLARSHIPS.			
	1st grade, Rs. 13 a month.	2nd grade, Rs. 14 a month.	3rd grade, Rs. 10 a month.	Total
Government schools	5	40	68	113
Aided schools	1	6	15	21
Unaided schools	4	5	17	26
Total	10	50	100	160

Of the successful candidates 144 elected to hold their scholarships at Government colleges, 11 at aided colleges, and 5 at unaided colleges.

distribution is shown below :—

Distribution of Junior Scholarships, 1871.

From Government	WHERE MADE TENABLE.	Monthly fee payable.	Number of scholarships.
Entrance			
First F	GOVERNMENT COLLEGES.	Rs. A. P.	
B.A. I	by College*	6 0 0	60
Hono	college	5 0 0	15
M.A	college	5 0 0	18
	ghur College	5 0 0	20
	pur College	5 0 0	1
	college	5 0 0	16
	College	5 0 0	4
	College	5 0 0	4
	ti School	3 0 0	2
	School	3 0 0	4
	AIDED COLLEGES.		144
	se Church College, Calcutta	5 0 0	3
	neral Assembly's College, Calcutta	5 0 0	4
	ndon Mission College, Bhowanipur	5 0 0	4
	UNAIDED COLLEGES.		11
	veton College	12 0 0	3
	Martaniere College	8 0 0	2
	Total		160

* The fee is Rs. 12 for all students other than junior scholars.

ST EXAMINATION IN ARTS.—For the First Examination in there were 540 candidates, against 520 of the preceding year. ve of these were absent from the examination, 233 passed, and failed. Of the rejected candidates, 230 failed in English, 105 he second languages, 89 in history, 158 in mathematics, and 93 hilosophy.

he number of candidates from Bengal was 459, against 462 869. Of these, 185 were declared successful, being 22 less a the number passed last year. It is difficult to account for falling off, but it is certainly not satisfactory. Of the passed didates, 25 were placed in the first division, 84 in the second,

and 76 in the third; 142 coming from Government (against 147 in the previous year), 38 from aided and 4 from independent institutions, while 1 was a master. In creed, 152 described themselves as Hind Muhammadans, 5 as Christians, and 24 as Brahmist Deists.

The details are tabulated below:—

First Examination in Arts.

DECEMBER 1870.	Number of candidates.	NUMBER PASSED.				Per-centage
		1st division.	2nd division.	3rd division.	Total.	
Government colleges ...	313	25	69	48	142	45
Aided colleges ...	117	.....	13	25	38	32
Unaided colleges ...	10	.....	2	2	4	40
School-masters ...	19	.....	.....	1	1	5
Total ...	459	25	84	76	185	40

First Examination in Arts.

DECEMBER 1870.	Number of candidates.	NUMBER PASSED.				Per-centage
		1st division.	2nd division.	3rd division.	Total.	
Hindus ...	373	23	67	62	152	
Muhammadans ...	9	1	1	2	4	
Christians ...	16	.....	3	2	5	
Brahmists and Deists ...	61	1	13	10	24	
Total ...	459	25	84	76	185	

SENIOR SCHOLARSHIPS.—The 40 senior scholarships which annually awarded on the results of the First Arts examination under-graduate students in Bengal were all gained by pupils of Government colleges.

distribution is shown below :—

Award of Senior Scholarships, 1871.

INSTITUTIONS GAINED.	1st grade, Rs. 32 per mensem.	2nd grade, Rs. 25 per mensem.	3rd grade, Rs. 20 per mensem.	Total.
at colleges	10	12	18	40
ges ... ..	.....	.....	.....	.....
Total	10	12	18	40

Distribution of Senior Scholarships, 1871.

WHERE MADE TENABLE.	Monthly fee payable.	Number of scholarships.
GOVERNMENT COLLEGES.		
ney College... ..	Rs. 12 0 0	24
College	5 0 0	3
College	5 0 0	4
aghur College	5 0 0	3
ampur College	5 0 0	1
College	5 0 0	4
rit College	5 0 0	1
Total ... ..	.....	40

B.A. EXAMINATION.—For the degree of B.A. there were 212 candidates, of whom 84 passed, 123 failed, and 5 were absent. Of the passed candidates, 7 were placed in the first division, 35 in the second, and 42 in the third; of the plucked candidates, 89 failed in English, 22 in the second languages, 26 in history, 90 in mathematics, 30 in philosophy, and 58 in the optional subjects.

The languages taken up besides English were Sanskrit, Arabic, and Latin; 196 candidates taking Sanskrit, 9 Arabic, and 7 Latin.

The candidates from Bengal were 201 against 198 of last year. Of these 78 passed—4 in the first division, 34 in the second, and 40 in the third; 61 being students from Government colleges (against 57 of last year), 15 from aided colleges, and 2 school-masters. The general result is thus less satisfactory than

that of last year, when 90 candidates passed, and 15 were in the first division.

A classification of the successful candidates according shows that 56 were Hindus, 2 were Christians, and Brahmists and Deists:—

B.A. Degree Examination.

JANUARY 1871.	Number of candidates.	NUMBER PASSED.			
		1st division.	2nd division.	3rd division.	Total.
Government colleges ...	138	4	26	31	61
Aided colleges ...	52	.....	7	8	15
Unaided colleges ...	2	.....	.....	.....	.....
School-masters ...	9	.....	1	1	2
Total ...	201	4	34	40	78

B.A. Degree Examination.

JANUARY 1871.	Number of candidates.	NUMBER PASSED.				Percentage.
		1st division.	2nd division.	3rd division.	Total.	
Hindus ...	151	3	24	29	56	87
Muhammadans ...	2	.....	.....	.....	.....	.....
Christians ...	6	.....	.....	2	2	33
Brahmists and Deists ...	42	1	10	9	20	47
Total ...	201	4	34	40	78	38

M.A. EXAMINATION.—Honor Degree.—There were 27 candidates for Honors in Arts, of whom 26 passed; 2 being placed in the 1st division, 13 in the second, and 11 in the third: 11 passed in English, 2 in Sanskrit, 1 in Arabic, 4 in history, 3 in mathematics, 4 in mental and moral philosophy, and 1 in natural and physical science. Of the 26 successful candidates, 23 belong to Bengal, of whom 16 were graduates of the Presidency College, 2 of the Sanskrit College, 1 of the Hugli College, 2 of the Krishnaghur College, 1 of the Cathedral Mission College, and 1 of the General Assembly's College.

Degree.—For the ordinary M.A. degree, there were 12 The dis of whom 9 were successful. All of these were of Bengal, 2 belonging to the Presidency College, 3 to at College, 1 to the Hugli College, 1 to the Patna to the General Assembly's College, and one to the Free College.

AND STUDENTSHIP.—The Prem Chand studentship was arada Charan Mitra, M.A., of the Presidency College, English, Sanskrit, history, and political economy. owment fund of this studentship now amounts to 0 in the 5 per cents., and Rs. 3,500 in the 4 per cents.

AMINATION FOR THE DEGREE OF B.L. AND THE L.L.— L. examination there were 83 candidates, of whom 19 the second division, and 32, who attained only the of marks for a license in law, were passed as licentiates. use 7 of the B.L. regulations, the latter having gradu- ts, were declared to be entitled to the degree of Bachelor in payment of the usual fee of Rs. 30. This anomaly is nger possible, clause 7 having been abolished from 1st ry 1871. For the License in Law there were 27 candidates, of 12 were successful.

following table shows the colleges from which the candi- appeared, and the number passed :—

COLLEGES.	B.L. DEGREE.				LICENSE IN LAW.	
	Number of candidates.	NUMBER PASSED.			Number of candidates.	Number passed.
		2nd division.	Under clause 7.	Total.		
Phampur College...	1	.....	1	1	4	3
cca College ...	4	1	2	3	3	3
agli College ...	9	3	4	7	1	.....
ishnaghur College ...	7	3	1	4	3	2
atna College ...	2	.....	.....	.....	1	.....
residency College ...	60	12	24	36	15	4
Total ...	83	19	32	51	27	12

HONORS IN LAW.—One candidate presented himself in law, and passed successfully. colleges

MEDICAL EXAMINATIONS.—For the first M.B. examination there were 2 candidates, both of whom passed in the school-division. For the first L.M.S. examination there were 4 candidates, of whom 38 passed. and

For the second M.B. examination there were 2 candidates, of whom one passed in the second division. For the second examination there were 29 candidates, of whom 27 passed.

ENGINEERING EXAMINATIONS.—There were 9 candidates for License in Engineering, of whom 1 passed in the first and 2 in the second.

UNIVERSITY PROCEEDINGS.—The following notices of proceedings and orders are extracted from the annual report of the Syndicate :—

Tagore Law Professorship.—The Tagore law lectures for 1877 were printed, and of the 500 copies for gratuitous distribution by the Government about 400 copies have already been distributed. The Syndicate in consultation with the Faculty of Law and the Professor, have decided that Hindu Law of Inheritance should form the subject of lectures in the first year, and the professor is now engaged in delivering his second course of lectures on Saturdays at the Presidency College.

The following institutions have been affiliated during the year :—

St. Peter's College, Agra ; London Mission School, Benares ... }
Queen's College, Benares } 1

Entrance Rule of Age.—At page 5 of the minutes for the year 1877 a despatch from Her Majesty's Secretary of State for India will be found, in which university and college authorities are requested to use the necessary precautions for preventing the possibility of any misunderstanding on the part of native candidates as to the right interpretation of the rule of age for admission. Further, it is requested that the university should require candidates to furnish before admission clear proof of their having attained the age prescribed in the regulations. The Government of India, in forwarding this despatch, drew the attention of the Syndicate to these requests and directed that the measures taken to carry them into effect be reported. The Syndicate do not at present see how it will be possible to exact from

is clear proof of having attained the prescribed age: but in the possibility of any misunderstanding as to the right interpretation of age, it was decided that the following instruction to authorities should be prefixed to the certificates which they are to sign:—

Authorities signing this certificate are requested to use strict care in preventing the possibility of any misunderstanding on the part of the candidate as to the right interpretation of the rule regarding admission, namely, that he is not eligible for admission unless he has attained 16 years from the date of birth on the 1st of March

of the year, a petition from the parents and guardians of pupils inquiring for the entrance examination was received, in which they were urged to abolish the limits of age for entrance candidates on the ground that it was a cause of hardship to many, and was a deplorable evil. The Syndicate, after giving the fullest consideration to all the reasons put forward in this petition, came to the conclusion that the best interests of education were promoted by the retention of the present rule of age, and they therefore declined to recommend the Senate to sanction its abolition.

Regulations.—The revised regulations in law, which received the sanction of the Senate on 26th November last, have been approved by the Council General in Council, and have taken effect from 1st January 1901.

Changes in Arts Regulations.—Babu Rājendralāl Mitra has submitted the following proposals to the Syndicate:—

That some knowledge of the rudimentary principles of natural and physical science should be required from Entrance Candidates.

That a higher standard in natural and physical science should be laid down for candidates for the First Examination in Arts.

The Syndicate have requested the following gentlemen to form a committee to report on the best mode of introducing the study of natural and physical science into schools and colleges in India:—

Mr. Woodrow.

Mr. Blanford.

Dr. Ewart.

Mr. Clarke.

On receiving the report of this committee, the question will receive the consideration which its importance demands.

Vice-Chancellor's Minutes.—The replies of the Local Governments to the minute of the Vice-Chancellor on the proposals of the Lieutenant-Governor

of the North-Western Provinces, for giving to those interests in the Upper Provinces a more direct influence in the university, and for the better encouragement of vernacular be found in the minutes of the year.

The Syndicate, after mature consideration of the many variations which these replies contain, have passed the following resolutions:

(a)—That for the better encouragement of vernacular literature, an examination in vernaculars be instituted by the plan of the middle class examinations conducted by the universities, and that regulations for the conduct of this examination be submitted to the Senate for approval and confirmation after the details have been approved by the Syndicate in consultation with the Faculty of Arts and the local authorities of the several Local Governments.

(b)—That a convocation for conferring degrees upon graduates of the North-West Provinces, the Punjab, Oudh, and the Central Provinces be held annually at Allahabad.

(c)—That notices of meetings of the Faculty of Arts for the transaction of all business of importance be circulated to all members, resident or non-resident, in order that any minute they may forward to the registrar be laid before the meeting of the faculty.

The registrar has been requested to make known these resolutions to the local directors of public instruction, and to ask their co-operation and advice in framing regulations for the conduct of the examination in vernaculars. After receiving their replies, the Syndicate will submit a report to a sub-committee of the Faculty of Arts, with a view to the framing of a definite scheme adapted as far as possible to meet the wants of the different provinces in which the examination may be held. This scheme will afterwards be laid before the Faculty of Arts for approval or amendment, and in its final form before the Senate for sanction.

Finance.—A statement of receipts and disbursements, from 1st January 1870 to 31st March 1871, is subjoined. It shows that the expenditure exceeded the receipts by Rs. 3,248-1-5: but that if the sum of Rs. 2,200 paid on account of medical scholarships, be deducted, the charge of the university to Government has been Rs. 760-1-5.

To this, however, must be added Rs. 1,136-0-0 on account of printing bills which have been adjusted between the Superintendent of Government Printing and the Accountant-General.

RECEIPTS.

					Rs.	As.	P.	Rs.	As.	P.	
Ordinary candidates,	...	...	...	...	...	...	...	47,385	13	2
<i>Fees.</i>											
graduates	Examination	...	...	...	19,050	0	0			
the Sanskrit	Examination in Arts...	...	...	...	10,800	0	0			
College	Examination	...	...	...	6,360	0	0			
Church	Examination	...	...	...	1,350	0	0			
P	Examination	...	...	...	600	0	0			
ga	Examination per clause 7	...	...	...	2,490	0	0			
w	Examination	...	...	...	960	0	0			
	Examination	...	...	...	100	0	0			
	Examination	...	...	...	675	0	0			
	I. First Examination	...	...	...	310	0	0			
	I. Second Examination	...	...	...	625	0	0			
	Examination	...	...	...	225	0	0			
	Examinations	...	...	...	34	0	0			
								43,579	8	0	
<i>Book Fund.</i>											
	On the sale of university publications	...	...	...	...	...	...	397	11	9
<i>Gown Fund.</i>											
	On the Gown Fund	...	...	...	...	...	...	125	0	0
								Total	91,487	8	11

DISBURSEMENTS.

Salaries	...	...	...	...	5,268	0	0			
Grants	...	...	...	...	1,200	0	0			
Stipends	...	...	...	...	2,488	0	0			
Contribution to Examiners	...	...	...	...	32,379	0	0			
Contingencies	...	...	...	...	6,014	13	2			
								47,349	13	2	
Transferred to the General Treasury, as per sub-treasurer's receipts	...	...	...	...	44,137	11	9			
								Total	91,487	8	11

From this balance sheet it appears that the gross expenditure of the University was Rs. 47,349-13-2, and its receipts Rs. 44,137-11-9, leaving a balance of Rs. 3,212-1-5 as the net charge against the Government revenues. The corresponding charge last year was Rs. 3,018-6-11.

COLLEGES FOR GENERAL EDUCATION

GOVERNMENT COLLEGES.—At the end of the year for honors 980 students attending the Government colleges and the university in arts, against 986 in the year preceding, there is thus a loss of 6 under-graduate students. In the examination second year there is a corresponding loss of 19 students; so that there were 25 fewer under-graduates in the general examination of the end of the year than there were twelve months before. This is an unexpected result, for which it is not easy to give an adequate reason. It is only partly accounted for by the spontaneous increase of under-graduates in the engineering and medical schools, which have together 45 more students at the end of 1869-70. Placing this gain against the loss of 25 in the general colleges, it appears that there is on the whole a gain of 20 under-graduate students in the present year. This increase is very inconsiderable when compared with the advances of the four preceding years. The following table shows the distribution of the students among the several colleges during the last five years:—

amination
second
re 58

of
S.

Statement of Attendance in the Government Colleges for General Education

GOVERNMENT COLLEGES—GENERAL.	Monthly fees.	NUMBER ON THE ROLL AT THE END OF THE YEAR			
		1867.	1868.	1869.	1870.
	Rs. As. P.				
Presidency College	12 0 0	271	292	342	397
Sanskrit College	5 0 0	24	27	36	29
Hugli College	5 0 0	134	162	134	144
Dacca College	5 0 0	123	126	138	117
Krishnagur College	5 0 0	71	83	106	127
Berhampur College	5 0 0	63	71	67	66
Patha College	5 0 0	32	45	66	65
Calcutta Madrasah	0 8 0	6	6	3	1
Gowhati School	3 0 0	...	2	8	15
Cuttack School	3 0 0	...	6	16	22
Chittagong School	5 0 0	...	...	7	13
Total ... ..	.....	724	820	923	986

en that in the Presidency College there is an students, at Hugli of 8, at Patna of 19, and at

On the other hand, Berhampur has lost 15, Chittagong 8, Dacca 5, and the Sanskrit College remains stationary.

Table gives the expenditure in the colleges.

Expenditure in the Government Colleges for General Education.

GOVERNMENT COLLEGES—GENERAL	Number on the rolls (monthly average).	EXPENDITURE IN 1870-71.			COST PER ANNUM OF EACH STUDENT.		
		From imperial funds.	From fees and endowments.	Total.	From imperial funds.	From fees and endowments.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College ...	361	62,376	48,732	1,11,108	164	128	292
Sanskrit College ...	29	8,874	1,755	10,629	306	60	366
Hugli College ...	134	.....	41,379	41,379	.....	309	309
Dacca College ...	103	29,316	6,716	36,032	285	65	350
Krishnaghur College ...	113	24,325	6,640	30,965	215	59	274
Berhampur College ...	49	29,935	3,029	32,964	611	62	673
Patna College ...	64	24,743	4,021	28,764	386	63	449
Gowhati School ...	15	5,232	556	5,788	349	37	385
Cuttack School ...	19	4,956	767	5,723	261	40	301
Chittagong School ...	8	2,425	483	2,908	303	60	363
Total ...	937	1,92,182	1,14,078	3,06,260	205	122	327

The total cost per head, which for 1869-70 was Rs. 346, is this year reduced to Rs. 327, and the charge to the State has fallen from Rs. 228 to Rs. 205. This is the more satisfactory when it is remembered that the charges on account of professors and principals, for whom the scheme of 1865 provides increasing salaries, are now nearly at a maximum.

At the Presidency College the average monthly increased by 31, and the cost per head to the State is less than in the previous year, the total cost per head has fallen from Rs. 347 to Rs. 292, and the cost to the State from Rs. 100 to Rs. 70. Ten years ago the corresponding cost to the State was Rs. 100. The college is without a rival in success and popularity.

In the Hugli College the total cost per head has fallen from Rs. 290 to 309; but no part of this is defrayed by the State revenues. The State expenditure per head has increased by Rs. 58, at Krishnaghur by Rs. 9, at Berhampur by Rs. 1, at Patna by Re. 1, and at Chittagong by Rs. 58. It has fallen at Gowhati by Rs. 183, and at Cuttack by Rs. 17.

Considerable fluctuations must always be expected in the cost per head in the smaller colleges. The point of main importance is the average cost per head of the aggregate number of students in all the colleges together.

GRADUATE SCHOLARSHIPS.—The seven foundation scholarships of the Presidency College, which are annually awarded to Bachelors of Arts who are prosecuting their studies for the Honorary Examination in Arts, were this year distributed as follows:—

	Rs.
Sasi Bhusan Mukhopadhyay, B.A., Burdwan scholar	50 a month.
Kunja Bihari Gupta, B.A., Dwarka Nath Tagore scholar	50 "
Surendra Nath Sarkar, B.A., Bird scholar	40 "
Hari Charan Mitra, B.A., Ryan scholar	40 "
Apurva Charan Datta, B.A., Hindu College foundation scholar ...	30 "
Jogendra Nath Ghosh, B.A., Hindu College foundation scholar ...	30 "
Biraj Krishna Ghosh, B.A., Hindu College foundation scholar ...	30 "

AIDED COLLEGES.—As already stated, there is a falling-off of 19 per cent in the attendance at the private colleges which receive grants-in-aid, the number of students having decreased from 413 at the close of 1869-70 to 394 at the same date in the present year.

In the Doveton College the under-graduate classes have been abolished, and the grant-in-aid sanctioned for them was withdrawn from the end of June last.

g is the attendance table for the last five years :—
Attendance in the Aided Colleges for General Education.

COLLEGES—GENERAL.	Monthly fee.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				
		1867.	1868.	1869.	1870.	1871.
Calcutta ...	Rs. 19	30	25	17	8	*
" ...	8	20	40	32	32	36
" ...	5	151	97	99	103	120
Assembly's College, " ...	5	111	102	100	86	62
Cathedral Mission College, " ...	5	65	128	172	149	131
London Mission College, Bhowanipur ...	5	32	43	43	44	45
Total ...	...	379	410	446	413	394

* Government grant withdrawn from 1st July 1870.

will be seen that the General Assembly's College has lost students, and the Cathedral Mission College 17 students, as compared with the preceding year; while the Free Church College has an increase of 17, the London Mission College of 1, and St. Xavier's College of 4. The four missionary colleges together have an attendance of 358, against 381 of last year.

The expenditure in the aided colleges is exhibited below :—

Statement of Expenditure in the Aided Colleges for General Education.

AIDED COLLEGES—GENERAL.	Number on the rolls (monthly average).	EXPENDITURE IN 1870-71.			COST PER ANNUM OF EACH STUDENT.		
		From imperial funds.	From fees and endowments.	Total.	From imperial funds.	From fees and endowments.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Free Church College, Calcutta	*	780	2,838*	3,618*	...	...	...
St. Xavier's College, " ...	32	3,600	14,172	17,772	112	443	555
Free Church College, " ...	102	5,520	16,920	22,440	54	166	220
General Assembly's College, " ...	65	4,200	12,101	16,301	64	186	250
Cathedral Mission College, " ...	119	7,200	24,068	31,268	60	202	262
London Mission College, Bhowanipur ...	41	3,600	12,489	16,089	88	304	392
Total ...	359	24,900	82,588	1,07,488	67	222	289

* For three months only.

The cost per head to the State in the four months is rather less than Rs. 63; last year it was Rs. 67.

COLLEGES FOR SPECIAL EDUCATION

LAW SCHOOLS.—The number of students attending was 643 on the 31st March 1871, against 670 of last year. The law class of the Chittagong School, closed on the 31st December in consequence of a deficiency of funds shown against it in the table of expenditure are for nine months only. The usual attendance table is given below:—

Statement of Attendance in the Government Law Schools.

LAW CLASSES.	Monthly fee.	Number of pupils on 31st March 1871.
	Rs.	
Presidency College	10 & 5	310
Hugli College	5	65
Dacca College	5	81
Krishnaghur College	5	45
Berhampur College	5	31
Patna College	5	87
Cuttack School	5	9
Gowhati School	5	15
Chittagong School	5	...*
Total ...	.....	643

* Closed on the 31st December 1870.

Expenditure and receipts :—

The following

Statement of Expenditure in the Government Law Schools.

District	NUMBER ON THE ROLLS (MONTHLY AVERAGE).			EXPENDITURE IN 1870-71.			COST PER ANNUM OF EACH STUDENT.			Surplus fees.
	B.L. and L.L. candidates.	Pledership candidates.	Total.	From imperial funds.	From fees, &c.	Total.	From imperial funds.	From fees, &c.	Total.	
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	258	68	326	...	17,725	17,725	...	54	54	11,919
...	25	30	55	...	2,685	2,685	...	48	48	1,021
...	23	39	62	...	2,753	2,753	...	44	44	1,203
College	37	17	54	...	2,400	2,400	...	44	44	1,005
College	17	18	35	265	2,135	2,400	7	61	68	...
...	15	34	49	...	2,069	2,069	...	42	42	1,161
...	1	12	13	523	830	1,353	40	64	104	...
...	1	14	15	525	925	1,450	35	63	97	...
School	1	21	22	470	1,070	1,540	21	49	70	...
...	378	253	631	1,783	32,592	34,375	3	52	51	16,308

Surplus fee income in five colleges being Rs. 16,308, and the deficiency in three and one college being Rs. 1,783, the net surplus is Rs. 14,525.

The table shows that from the law departments taken together, a profit was derived during the year of no less a sum than Rs. 14,525. In the Presidency College alone the surplus was Rs. 11,919, and there was a surplus of more than a hundred rupees in each of the colleges at Hugli, Dacca, Krishnagar, and Patna. The total average cost of a law student was Rs. 77, and their average payments were Rs. 77.

LEGAL COLLEGE.—English Classes—In the English classes the number on the rolls at the end of the year was 219, against the preceding year.

The usual details are given in the

Statement of Attendance. ... ry colleges

MEDICAL COLLEGE.	Monthly
Under-graduate class	Rs. 5 As. 0 classes the date

Statement of Expenditure.

MEDICAL COLLEGE.	Number on the rolls (monthly average).	EXPENDITURE, 1870-71.		
		From imperial funds.	From fees.	Total.
Under-graduate class ...	207	Rs. 1,07,251	Rs. 14,208	Rs. 1,21,459

On a reference to the similar statement for 1869-70 it is seen that the increase of numbers, and the consequent increase of the fee receipts, which have risen from Rs. 11,059 to Rs. 14,208, have reduced the charge on the State for each student from Rs. 579 to Rs. 518.

The results of the examinations of this class have already been given under the head of the university.

VERNACULAR CLASSES.—The attendance and expenditure of the Bengali and Hindustani classes are shown in the next table.

Statement of Attendance.

MEDICAL COLLEGE.	Monthly fee.	Number of students on the rolls 31st March
Hindustani Class	Rs.	8
Bengali Class	1, 2, and 3	25
Total ... ..	... ..	33

Statement of Expenditure.

COLLEGE.	Number on the rolls (monthly average).	EXPENDITURE, 1870-71.			COST PER ANNUM OF EACH STUDENT.		
		From imperial funds.	From fees.	Total.	From imperial funds.	From fees.	Total.
...	75	Rs. 29,916	Rs. 97	Rs. 30,013	Rs. 399	Rs. 1	Rs. 400
...	220	23,376	7,640	31,016	108	34	140
Total	295	53,292	7,737	61,029	180	26	206

d of this year there was a small numerical increase of classes together as compared with the previous year; the Hindi class having gained 21 students, and the Bengali lost 7 students. This alteration has resulted in an increase in the cost per head of each student, as the expenses in the Hindustani class are very small compared with those in the Bengali class.

In the last session 29 students of the Hindustani class and 38 of the Bengali class passed their final examination and received their degrees. Of the latter 38 belonged to the vernacular class, and 8 to the apothecary class.

It is somewhat unsatisfactory to have to notice that in the course of the year a serious outbreak of insubordination occurred in the Bengali class, which necessitated the expulsion of five students and the infliction of minor punishments on others.

CIVIL ENGINEERING CLASSES.—The strength of the engineering classes, and the expenditure on them, are shown in the subjoined tables:—

Statement of Attendance.

PRESIDENCY COLLEGE.	Monthly fee.	Number on the rolls on the 31st March 1871.
	Rs. As. P.	
Civil Engineering Department	5 0 0	103

Statement of Expenditure.

PRESIDENCY COLLEGE.	Number on the rolls (monthly average.)	EXPENDITURE, 1870-71.			Cost
		From imperial funds.	From fees and fines.	Total.	o. From imperial funds.
		Rs.	Rs.	Rs.	Rs.
Civil engineering department	101	23,877	6,565	30,442	236

This statement shows that as compared with monthly attendance has increased from 86 to 101, cost per head has decreased from Rs. 304 to Rs. 301, corresponding decrease of cost to the State from Rs. 237

The principal again remarks on the insufficient accommodation provided by the present building for this growing department.

Nine students of the 3rd year class appeared at the examination for a license, but only 3 passed; one in the 1st, and two in the 2nd. Four others obtained certificates of subordinate employment in the Department of Public Works, 2 as engineers, and 1 as an overseer; another candidate, an out-caste who was disqualified for the university license, was awarded a certificate of assistant engineer.

The three licentiates received scholarships of Rs. 50 a month tenable for two years, and are attached to public works in Calcutta to receive practical instruction in their profession.

The principal's report gives full details of the work of the year.

SCHOOL OF ART.—The following table supplies the usual statistics for the School of Art:—

Statement of Attendance.

	Number on the rolls (on 31st March).
School of Art	72

Statement of Expenditure.

	Number on the rolls (monthly average).	EXPENDITURE, 1870-71.			COST PER ANNUM OF EACH STUDENT.		
		From imperial funds.	From fees.	Total.	From imperial funds.	From fees.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
School of Art	50	19,200	413	19,613.	384	8	392

The attendance at the end of the year has risen from 48 to 72, and the number of students that have received instruction for longer or shorter periods during the year was 112. The principal reports that the progress in the different classes has been very satisfactory, and that so long as the school is confined to its present scale of establishment, he does not expect to be able to show a more flourishing state of affairs than has existed for the last twelve months. The course of instruction remains unaltered. Some first-rate work has been turned out by advanced pupils of the school to meet various requisitions. Under this head are included a set of water-color drawings of venomous snakes to illustrate a forthcoming work by Dr. Fayer; another set of water-color drawings to illustrate the pathology of rinderpest for the Indian Cattle Plague Commission; a set of pen-and-ink etchings of the carved ornamentation of temples in Orissa from casts taken by the field party trained in the school two years ago prepared to illustrate an archaeological work by Babu Rajendra Mitra, and sent with other specimens of drawing, wood-engraving, lithography, and modelling, to the international exhibition at Kensington at the request of the Bengal Committee; and, in another line of arts, an excellently finished model of a meteorite executed for the trustees of the Indian Museum for presents.

to the British Museum, which has received high Full details will be found in the interesting principal.

NORMAL SCHOOLS FOR TEACHERS.—The attendance and diture in the Government normal schools for the train teachers are given in the next tables:—

Statement of Attendance in the Government Normal Schools.

NORMAL TRAINING SCHOOLS.					Number of institution.	Number of st on the rolls on 31st March 1871.
<i>For Masters.</i>						
Higher class—						
Calcutta, vernacular	...	...	...	...	1	83
Hughli, vernacular	...	...	...	...	1	143
Dacca, vernacular	...	...	...	...	1	113
Patna, English	...	...	...	...	1	12
Patna, vernacular	...	...	...	...	1	53
Chittagong, vernacular	...	...	...	...	1	26
Mymensingh, vernacular	...	...	...	...	1	43
Pabna, vernacular	...	...	...	...	1	75
Cuttack, pandit department	...	...	...	...	1	71
Total					9	618
Lower class—						
Bhagulpur, vernacular	...	...	...	...	1	20
Gya, vernacular	...	...	...	...	1	21
Parnah, vernacular	...	...	...	...	1	11
Chuprah, vernacular	...	...	...	...	1	20
Mogufferpur, vernacular	...	...	...	...	1	13
Gowhati, vernacular	...	...	...	...	1	20
Nowgong, vernacular	...	...	...	...	1	14
Sibsagur, vernacular	...	...	...	...	1	12
Cherra Punji, English	...	...	...	...	1	101*
Rangamatya, English	...	...	...	...	1	42
Burdwan, vernacular	...	...	...	...	1	73
Berhampur, vernacular	...	...	...	...	1	26
Jessore, vernacular	...	...	...	...	1	50
Midnapur, vernacular	...	...	...	...	1	60
Dinajpur, vernacular	...	...	...	...	1	43
Rajsahi, vernacular	...	...	...	...	1	41
Rangpur, vernacular	...	...	...	...	1	77
Cuttack, guru department	...	...	...	...	1	60
<i>For Mistresses.</i>						
Dacca	...	...	...	...	1	15
Calcutta	...	...	...	...	1	7
Total					20	726
Grand total					29	1,344

This includes the whole of the pupils, and not those only who are being trained as teachers.

Statement of Expenditure in the Government Normal Schools.

NORMAL TRAINING SCHOOL.	Number on the rolls (monthly average).	EXPENDITURE, 1870-71.			COST PER ANNUM OF EACH STUDENT.		
		From imperial funds.	From local funds.	Total.	From imperial funds.	From local funds.	Total.
<i>For Masters.</i>							
High Class--		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bhadrachalam, vernacular ...	89	7,624	39	7,663	86	...	86
Chittoor, vernacular ...	125	9,413	1,081	10,494	78	9	87
Madras, vernacular ...	108	10,520	251	10,771	97	2	99
Madrassah, English ...	11	2,564	...	2,564	233	...	233
Madrassah, vernacular ...	51	8,497	...	8,497	166	...	166
Nellore, vernacular ...	25	1,733	...	1,733	69	...	69
Pondicherry, vernacular ...	32	2,146	...	2,146	67	...	67
Tanjore, vernacular ...	55	2,228	...	2,228	40	...	40
Tanjore, pandit department	67	5,817	...	5,817	87	...	87
Total ...	563	50,942	1,371	52,313	90	2	92
<i>For Misses.</i>							
Bhadrachalam, vernacular ...	19	3,131	...	3,131	164	...	164
Chittoor ...	20	3,077	...	3,077	153	...	153
Madras ...	13	2,429	...	2,429	186	...	186
Madrassah ...	20	2,873	...	2,873	143	...	143
Nellore ...	14	2,617	...	2,617	187	...	187
Pondicherry ...	22	1,408	44	1,452	64	2	66
Tanjore ...	14	964	...	964	69	...	69
Tanjore, gura department ...	12	1,299	...	1,299	108	...	108
Tanjore, Punji, English ...	120*	4,200	570	4,770	35	4	39
Tanjore, English ...	44	2,895	...	2,895	65	...	65
Tanjore, Madras ...	70	6,770	...	6,770	96	...	96
Tanjore, Madras ...	54	5,957	263	6,220	110	5	115
Tanjore, Madras ...	69	6,341	363	6,724	92	5	97
Tanjore, Madras ...	71	6,974	...	6,974	98	...	98
Tanjore, Madras ...	46	5,110	589	5,699	111	13	124
Tanjore, Madras ...	58	4,995	300	5,295	86	5	91
Tanjore, Madras ...	76	6,376	255	6,631	84	3	87
Tanjore, gura department ...	57	5,977	...	5,977	104	...	104
Total ...	823	75,308	2,404	77,712	91	8	94
Grand total ...	1,386	1,26,250	3,775	1,30,025	91	2	93

This includes the whole of the pupils, and not those only who are being trained as teachers.

The number of normal schools has increased by one in consequence of the opening of a small normal class for native female teachers in connection with the Bethune School, Calcutta.

Compared with the returns of last year, the tables show a decrease of fourteen in the average monthly attendance, and of Rs. 3 in the annual cost to Government of each student.

In consequence of financial restrictions, which make it impossible to hold out a distinct promise of employment to teachers after they have obtained their certificates, most of the schools have a much smaller number of pupils than they are intended to provide for. They will fill rapidly when funds have been secured for a considerable extension of village schools, and a consequent demand has arisen for teachers.

The returns show that the number of teachers trained in the normal schools since their first establishment amount to Rs. 3,070. The number contributed by each institution is given below:—

Statement of Teachers who have obtained Certificates from Normal Schools.

NAMES OF SCHOOLS.	When established.	Number teachers.
Calcutta	1855	25
Hugli	1856	31
Dacca	1857	32
Patna	1863	17
Chuprah	1865	
Gya	1865	
Burneah	1865	
Bhagulpore	1865	
Mosufferpur	1868	
Nowgong	1868	
Gowhati	1868	
Sihagur	1868	
Patna	1868	
Mymensingh	1865	
Chittagong and Comilla	1869	
Burdwan	1863	31
Berhampur	1863	29
Jessore	1863	25
Midnapur	1865	18
Rajshahi	1865	183
Dinajpur	1865	200
Bungpur	1865	214
Juttack	1869	43
Total		3,070

GOVERNMENT MADRASAHs.—It was noticed in last year's report that a commission, appointed to investigate and report on the state of the Madrasahs at Calcutta and Hugli, had suggested measures of reform which were then under consideration. The only further step that was taken within the year was the appointment of a standing committee to prepare a detailed scheme in accordance with the general recommendations of the commission, and to supervise the working of it, the executive charge of the Calcutta Madrasah being in the meanwhile transferred to the principal of the Presidency College. The committee was only appointed in March last, and had not reported at the end of the year. Attendance and expenditure for last year are exhibited in the following tables:—

Statement of Attendance in the Government Madrasahs.

	Monthly Fees.	Number on the rolls on the 31st March 1871.
	Rs. As. P.	
Calcutta Madrasah	0 8 0	119
Hugli Madrasah (Muhammad Mohsin's) ...	0 8 0	54
Total ...	1 0 0	173

Statement of Expenditure in the Government Madrasahs.

	Number on the rolls (monthly average).	EXPENDITURE, 1870-71.			COST PER ANNUM OF EACH STUDENT.		
		From imperial funds.	From fees and endowments.	Total.	From imperial funds.	From fees and endowments.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Calcutta Madrasah ...	119	13,266	563	13,829	111	5	116
Hugli Madrasah ...	48	.....	8,476	8,476	.....	176	176
Total ...	167	13,266	9,039	22,305	79	64	133

It will be seen that there is a small increase of numbers in both institutions, as compared with the previous year, with a corresponding decrease in the cost per head of the students.

GOVERNMENT SCHOOLS—GENERAL.—The two next tables exhibit the attendance and expenditure in the Government schools of different classes.

Statement of Attendance in Government Schools—General.

GOVERNMENT SCHOOLS—GENERAL.		Number of schools.	Number of students on the rolls.
For boys—			
Higher class, English ...	...	53	
Middle class, English ...	...	8	
Middle class, vernacular ...	...	209	
Lower class, vernacular ...	...	46	
Total ...		316	
For girls—			
Natives ...	...	1	
Grand total ...		317	

Statement of Expenditure in Government Schools—General.

GOVERNMENT SCHOOLS—GENERAL.	Number of schools.	Number on the rolls (monthly average).	EXPENDITURE.			COST PER EACH.	
			From imperial funds.	From fees and endowments.	Total.	From imperial funds.	From fees and endowments.
			Rs.	Rs.	Rs.	Rs.	Rs.
For boys—							
Higher class, English ...	53	9,592	2,11,526	2,26,208	4,37,734	23	23½
Middle class, English ...	8	738	7,283	10,441	17,724	10	14
Middle class, vernacular ...	209	11,193	60,641	29,130	89,771	5	3
Lower class, vernacular ...	46	1,437	4,479	1,195	5,674	3	1
Total ...	316	22,960	2,83,929	2,66,974	5,50,903	19	19
For girls—							
Natives ...	1	61	10,036	600	10,645	164	10
Grand total ...	317	23,021	2,93,965	2,67,573	5,61,548	12½	11½

The figures here given show a total increase during the year of 11 schools, and 890 pupils in average monthly attendance. The total average cost of each student has at the same time decreased from Rs. 25 to Rs. 24 per annum, the saving being entirely in favour of the State, which contributed Rs. 12-8 to meet a private payment of Rs. 11-8. The charge to the State would be still further reduced if the calculation included the surplus fees in the schools which are more than self-supporting. The figures, as they stand, compare very favorably with corresponding figures in other parts of India.

The aggregate expenditure of the State on all its schools has fallen from Rs. 3,05,451 to Rs. 2,93,965, giving a reduction of Rs. 11,486.

The number of English schools of the higher class remains as before. So also does the number of English schools of the lower class. Taking both classes of English schools together, the average attendance has slightly fallen during the year, the lower schools showing a loss of 10,330; the higher schools showing a gain of '28, while the middle schools a loss of 55. There is again a reduction (as before) in the total average cost of each pupil in the higher class. In these schools the State charge has now fallen from Rs. 22, while the private expenditure has risen from Rs. 23-8.

On the other hand, in the middle English schools the total average cost per head has risen from Rs. 22 to Rs. 24 a head, and the cost to the State from Rs. 9 to Rs. 10.

The average strength of a higher English school is 181, and of a middle English school 92.

Under the head of vernacular schools there is an increase of 11 schools and 929 pupils in average attendance. Of the vernacular schools, 3 belong to the middle class and 8 to the lower class, the lower class having altogether an increase of 344 pupils, and the middle class of 585. In the middle vernacular schools both the total cost per head and the cost per head to the State, remain

the same as last year; but in the lower schools the cost per head to the State has fallen from Rs. 4 to Rs. 3, and the total cost from Rs. 5 to Rs. 4. The average attendance in a middle vernacular school is about 53, and in a lower vernacular school 31.

In the Government girls' school (the Bethune School, Calcutta,) the average attendance has fallen from 73 to 61, and there is a corresponding increase in the cost per head to the State from Rs. 137 to Rs. 164.

AIDED SCHOOLS—GENERAL.—The attendance and expenditure in the private schools receiving aid from the State are the following tables:—

Statement of Attendance in Aided Schools—General.

AIDED SCHOOLS—GENERAL	Number of schools.	Number of pupils.
For Boys—		
Higher class, English	80	
Middle class, English	651	
Middle class, vernacular	769	
Lower class, vernacular	2,152	
Total	3,552	
For Girls—		
Europeans and other foreign races	13	
Natives	274	
Total	287	6,7
Grand total	3,839	1,35,01

Statement of Expenditure in Aided Schools—General.

AIDED SCHOOLS—GENERAL.	Number of schools.	Number on the rolls (monthly average).	EXPENDITURE, 1870-71.			ANNUAL COST OF EACH STUDENT.		
			From imperial funds.	From fees and endowments.	Total.	From imperial funds.	From fees and endowments.	Total.
... class, English ...	80	8,582	58,333	1,43,734	2,02,067	6 13 5	16 13 6	23 10 11
... class, English ...	551	25,077	1,63,654	2,79,546	4,43,200	6 8 5	11 2 4	17 10 9
... vernacular	769	31,770	1,03,700	1,50,408	2,59,108	3 6 8	4 11 9	8 2 5
... vernacular	2,152	58,676	1,19,902	84,035	2,03,937	2 0 8	1 6 11	3 7 7
Total ...	3,552	1,24,055	4,50,589	6,57,723	11,08,312	3 10 3	5 4 11	8 15 2
... and other								
... races ...	13	855	18,461	28,688	47,149	21 9 5	8 10 10	55 2 3
... ..	274	5,770	41,357	69,383	1,10,740	7 2 8	12 0 4	19 3 0
Total ...	287	6,625	59,818	98,071	1,67,889	9 0 5	14 12 10	23 13 3
Grand total ...	3,839	1,30,680	5,10,407	7,55,794	12,66,201	3 14 7	5 12 8	9 11 3

es include not only the schools which receive grants grant-in-aid rules, but all schools that receive public in any way from the State.

a reference to the corresponding tables of last year it s that there is on the whole an increase of 27 schools, at the average attendance of pupils has decreased by The return is still worse for the number of pupils on the the end of the year, which has fallen from 141,522 to , giving a loss of 6,512. One consequence is, that the cost ad has risen, the total cost by 9 annas 6 pies, and the cost State by 5 annas 11 pies.

e aggregate charge to the State for all the private sch ving aid has risen from Rs. 4,82,360 to Rs. 5,10,407 ease being Rs. 28,047.

Under the head of Higher English Schools there is a loss ools and 554 pupils in average attendance, and th English schools show a loss of thirty-five schools pils.

In both these classes there is a corresponding increase in the cost to the State per head—in the higher schools of Rs. 1-2-2, and the middle schools of Rs. 0-14-7.

The higher schools have on an average 106 pupils, and the middle schools 45 pupils. Taking both classes of English schools together, there is a loss of thirty-seven schools and 3,558 pupils.

In the vernacular schools of both classes taken together, there is also a loss of pupils amounting to 1,208; but on the other hand there is an increase of 75 schools. This decrease of pupils and an increase of schools is an unsatisfactory feature in the year. The loss of pupils has been entirely in the vernacular schools, which show a decrease of 1,311 pupils and an increase of 20 schools. In the lower class there is an increase of 55 schools and 103 pupils; but here too the increase of pupils has not kept pace with the increase of schools.

In both classes of schools the cost per head to the State is more than last year. The average strength of a middle school is 41 and of a lower school 21.

GIRLS' SCHOOLS.—The girls' schools have decreased from 287, with a corresponding decrease of pupils at the end of the year from 7,528 to 6,799. The total cost per head has never before decreased from Rs. 26-8 to Rs. 23-13-3; but the saving is due to private expenditure only, as the cost to the State has risen from Rs. 8-10-1 to Rs. 9-0-5. At the same time, the actual total cost to the State has fallen; the expenditure this year being Rs. 62,295 against Rs. 62,295 in 1869-70.

COMPARISON OF THE STATISTICS OF GOVERNMENT AND PRIVATE SCHOOLS TOGETHER FOR 1869-70 AND 1870-71.—The following table gives the means of comparing the statistics for the last two years of schools of all classes, arranged according to their educational standard, without reference to the official distinction between Government schools from private schools receiving a grant in aid.

Statement of Attendance and Expenditure in Government and Aided Schools together.

CLASSES OF SCHOOLS. 1869-70.	Number of schools.	Number on the rolls (monthly average).	EXPENDITURE.			CLASSES OF SCHOOLS. 1870-71.	Number of schools.	Number on the rolls (monthly average).	EXPENDITURE.		
			From imperial funds.	From fees and endowments.					From imperial funds.	From fees and endowments.	Total.
			Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.
For Boys—						For Boys—					
Higher class, English	135	18,650	2,76,880	3,56,301	6,33,181	Higher class, English	133	18,124	2,69,859	3,69,942	6,30,801
Middle class, English	594	2,8874	1,64,857	2,83,531	4,48,388	Middle class, English	559	25,815	1,70,937	2,89,987	4,60,924
Middle class, vernacular	955	43,639	1,60,998	1,66,634	3,27,632	Middle class, vernacular	978	42,963	1,69,341	1,79,538	3,48,879
Lower class, vernacular	2,135	59,666	1,12,737	77,908	1,90,645	Lower class, vernacular	2,198	60,113	1,24,381	85,230	2,09,611
Total ...	3,819	1,50,879	7,15,472	8,84,374	15,99,846	Total ...	3,868	1,47,015	7,34,518	9,24,697	16,59,215
For Girls—						For Girls—					
Europeans and other foreign races ...	14	942	19,436	25,968	45,404	Europeans and other foreign races ...	13	855	18,461	28,638	47,149
Natives	285	6,345	52,903	1,03,424	1,56,327	Natives	275	5,831	51,393	69,992	1,21,385
Total ...	299	7,287	72,339	1,29,392	2,01,731	Total ...	288	6,686	69,854	98,630	1,68,534
Grand total ...	4,118	1,58,166	7,87,811	10,13,766	18,01,577	Grand total ...	4,156	1,53,701	8,04,372	10,23,377	18,27,749

This table shows that all classes of schools, except vernacular schools for boys, have decreased in number during the last year, and that the pupils attending schools of every class have decreased in a still greater ratio.

The English schools have suffered most, the higher class having lost 2 schools and 526 pupils, and the middle class 35 schools and 3,059 pupils. Altogether we have lost 37 schools in which English was taught, and the pupils learning English have diminished by 3,585 in average attendance.

The middle vernacular schools have increased by 23, but they show a loss in pupils of 126; and the lower vernacular schools, with a gain of 63 schools, give only a small aggregate increase of 447 pupils, an increase which is insignificant compared with the increase in the number of the schools, and which shows that in the lower schools, as in all other classes, there has been reduced attendance throughout the year.

The net result is a gain of 38 schools, but a loss of 4,465 pupils in average attendance; while at the same time the State expenditure has increased by Rs. 16,561, and the local expenditure by Rs. 26,172.

Taking the statement for boys' schools alone, there is an increase of 49 schools, but a decrease of 3,864 pupils. The gains and losses are thus distributed:—

The schools connected with colleges lose 100 pupils; the central division, under Mr. Woodrow, loses 24 schools and 1,776 pupils; the north central division, under Babu Bhudev Mukhurji, gains 25 schools and loses 401 pupils; the south-west division, under Mr. Martin, gains 65 schools and loses 110 pupils; the north-east division, under Mr. Bellott, gains 23 schools and gains 634 pupils; the south-east division, under Mr. Grimley, loses 23 schools and 1,893 pupils; and the north-west division, under Mr. Fallon, loses 17 schools and 418 pupils.

Mr. Woodrow reports that for the first time in his division there is a general decline in all English schools; that though in

vernacular middle class schools there has been an increase in the attendance at schools under the management of Government and of missionaries, there has been a considerable decline in those managed by native gentlemen; and that, similarly with lower class schools, there has been a decline in the schools under native managers and in the village pathsalas.

“From the table of social position I see,” he observes, “that the diminution is confined to pupils from the lower orders of society, and to those whose parentage is not known. There is an increase in the attendance of children of the middle and upper classes. These facts, coupled with the facts that the diminution is chiefly in schools under native managers, and in village schools, and that sickness was prevalent in the west of Hugli, lead me to think that the decline is due to three causes—partly to sickness in Hugli district; partly to the contraction of work under the village school system, for which Government is responsible; and partly to a reduction of the small interest that native gentlemen felt in the education of the masses. When the Government undertook to promote the education of the masses by compulsory taxation, native gentlemen withdrew the little countenance they gave to the work, and a falling off of the attendance of children of the lower orders, both in English and vernacular schools, was the consequence.”

Babu Bhudev Mukhurji, after describing the state of his districts during the year as being one of general prosperity, and therefore favorable to the progress of education, remarks that the interest aroused by the discussion on public instruction was in itself also calculated to promote the increase of schools, but that financial restrictions, which stopped all new grants, produced disastrous consequences.

“Could we,” he observes, “have met the applications with new grants as in other years, there is little doubt that the year 1870-71 would have seen an unprecedented increase in the number of our schools, and the interest awakened would have been turned to good account.

“But the financial difficulties of the Government intervened. Your letter of the 13th May 1870 came in, stopping all new grants and forbidding applications for them. Those which had been received were returned, and new applications forbidden. The effect was as might be expected, under the circumstances. Rumours began to fly about that Government were about

to withdraw from the work of public instruction; that all schools must become self-supporting or perish; that the fee rates in them were to be at once doubled, tripled, or quadrupled; and that the retrenchments which had commenced with the other departments would at once sweep away the department of public instruction. The mischief extended further. Many took an impression that not only had new grants been stopped, but that the grants already sanctioned were also to be withheld. One deputy inspector told me that the bill of one of his schools having been a little delayed, the managers had come to the conclusion that they were to have their bill no more. A deputy inspector not having gone to visit a school about his usual time, the people had fancied that the education concern had been silently wound up. Another deputy inspector, while exhorting certain people to send their children to school, was met by the observation that shortly there will be no schools to send children to. A fourth deputy inspector found in certain villages where his improved pathshalas were situated, that close by them men of the old guru class had set up their rival institutions. On his remonstrating with the village people for allowing such intrusion, they quietly told him that they were only making provision against the time when Government would give up their schools. I had myself to answer some inquiries from the managers of schools as to whether or not their bills were to be still countersigned. They said they wanted early notice in order to shut up in time. Such a state of popular feeling is anything but favorable to the progress of education. There is a natural indifference, perhaps too strongly felt by the Hindu mind, towards things which are deemed to be not lasting. Any doubts, therefore, as to the permanency of our schools must greatly diminish the popular interest in them. Erroneous impressions with regard to the acts and motives of Government may be corrected where they are expressed; but usually they find no expression, and only betray their existence in the form of an unnatural indifference to the people's own best interests. A deep-seated feeling of insecurity is at the bottom, and every sudden change, or rumour of change, is calculated to call it forth and aggravate its evil effects. The preceding observations will perhaps serve to explain how the effects of a year of comparative plenty have been neutralized, and how a year that opened with such fair prospects of increase in schools and scholars, has closed with a decrease of both."

* * * * *

"This decrease is partly to be accounted for by other causes than the disturbed state of popular feeling on the subject of education, which has been mentioned as a marked feature of the year under report.

“(1)—On a re-adjustment of boundaries between the south-west and the north central divisions, 17 schools, of which 2 were middle class English, 1 middle class vernacular, and 14 lower vernacular, were transferred from this division to the other. They carried away with them, to the books of the other division, 659 pupils who were on the rolls of this division in the preceding year.

“(2)—Another part of the decrease of scholars may be attributed to the simple fact of there having been almost no new schools. New schools have invariably a larger roll number than schools which have been standing for some time. The laxity of discipline, the smaller rates of schooling fees, the very novelty of the schools, attract many such pupils to them as drop away as soon as the reins of discipline begin to be tightened, the fee rates raised, or their collection enforced, and the novelty of the schools wears off. But making every allowance for this cause, there will still remain a large amount of the decrease to be accounted for.”

* * * *

“The table of social position shows a decrease of about two thousand in the number of pupils belonging to the lower classes, and affords some ground for the inference that the state of popular feeling consequent on widespread agitation had something to do with this falling off. My impression is, that should the dead-lock to which we have come continue upon us for any time longer, it is the children of the lower classes that will chiefly suffer. Without any increase in the number of schools, nothing can prevent a rise in the rates of their fees. But to whatever cause the decrease in schools and scholars during the year may be attributed, it is a fact that our operations during the year have not expanded: that, on the contrary, they have slightly contracted; that there are less schools and scholars in 1870-71 than there were in 1869-70; and that the falling off in scholars by 3·11 per cent. is from among the lower classes only.”

Mr. Bellett reports that the effect of the order stopping new grants has been very fatal:—

“Taking it in conjunction with the expressed intention of the Government of India to encourage lower class education at the expense of higher, the people in these parts of the country have harboured the most extraordinary and exaggerated notions of the intentions of Government with regard to education. Reports have gone abroad, not only that all grants-in-aid of education were to be withdrawn, but that every obstacle was to be thrown in the way of education. So far, indeed, did this absurd rumour go, that in its issue of 26th August 1870, the *Dik'Prakas*, a paper published at Kakina, in the

district of Rungpur, and supposed to be inspired by, as it does belong to, Babu Mahim Ranjan Ráy Choudhuri, who has shown himself very liberal in the cause of education, stated that a fine of Rs. 50 was to be levied for every school kept up; and this was by no means a solitary instance of the actual panic (for it deserves no other name) which existed. This state of things not only instantly, and of course, prevented any applications for grants-in-aid being submitted, but led to the closing of schools in many cases and the temporary suspension in many more. Myself and the other inspecting officers of this division are looking eagerly for the repeal of the order above referred to, since, though the panic has to a great measure abated, there is a strong feeling of distrust abroad as to the permanence, certainly of the Government schools, and to a great extent of Government assistance and countenance to schools altogether."

Mr. Grimley shows that in his division there has been a decrease in schools and scholars at the rate of 7 and 8 per cent. respectively, and adds—

"It is remarkable that the number of schools abandoned, as well as the average number of pupils in the schools that remained open till the end of the year, should be the same for this year and last. This coincidence would lead us to expect a like equality in the average daily attendance, but there has been an exceptional falling off of two boys in each school, attributable to the following causes, and more especially to the first:—The inundation; the Sylhet pestilence; two rules which have been put into force for the first time during the year, the one restricting a middle class English school situated within four miles of a higher class school from competing for minor scholarships, and the other reducing the limit of the age of boys eligible for vernacular scholarships; and lastly, the uncertainty prevailing regarding the future policy of Government in educational matters."

Mr. Martin has no remarks accounting for the general falling off of schools and pupils in his division, but incidentally he appears to attribute the decline to the stoppage of new grants and to the prevalence of epidemic fever in two of his districts.

Mr. Fallon makes no comments on the losses in his division.

COMPARISON OF RESULTS IN GOVERNMENT AND PRIVATE SCHOOLS OF THE HIGHER CLASS.—Taking the higher schools as a whole, the first place must be assigned to those under the direct control of Government, which have always been, as they ought to be, the

most successful of their class at the great annual examination which gives entrance to the university and determines the award of Government scholarships. With few exceptions, it is only the great private schools in and about Calcutta that yield results at all approaching those obtained in the collegiate and zillah schools throughout the country; but many of these metropolitan schools are large and excellently managed institutions, and take a high place in the general competition.

At the entrance examination of December 1870, 68 aided schools passed 230 candidates, and carried off 21 junior scholarships, and 33 unaided schools passed 206 candidates, of whom 26 obtained scholarships. Altogether, 101 private schools passed 436 candidates and gained 47 scholarships; while at the same time 37 Government schools passed 413 candidates and gained 113 scholarships.

The results are shown in the following table:—

Statement showing the results obtained by the schools of the higher class, Government, Aided and Unaided, in 1870-71.

SCHOOLS OF THE HIGHER CLASS.	Number of schools sending candidates.	Number of candidates who passed the entrance examination.	Number of candidates who gained scholarships.
Government schools	37	413	113
Aided schools—			
Christian ... ..	.....	.....	.....
Missionary	11	37	.....
Native	57	193	21
Unaided schools—			
Christian	4	24	5
Missionary	12	107	11
Native	17	75	10
Total ...	138	849	160

MINOR AND VERNACULAR SCHOLARSHIPS.—The annual scholarship examinations bear a most important part in the educational machinery of Bengal, providing an effectual stimulus to exertion amongst the students throughout the country, and improving the character and standard of instruction in schools of all classes. The higher scholarships are awarded, as already noticed, on the results of the university examinations; while the lower scholarships, minor and vernacular, are competed for at great departmental examinations conducted by Boards of Examiners selected by the inspectors. The minor scholarships are open to pupils of middle class English schools, and are tenable for two years in schools of the higher class. The vernacular scholarships are open to pupils of middle class vernacular schools, some of them being tenable for four years in schools of the higher class, and some for one year in normal schools for the training of teachers.

The minor scholarship course includes text-books in English literature and grammar, elementary Sanskrit grammar, history of India, geography (including general geography of the world, physical geography, and the geography of India), arithmetic (the whole), algebra (the first four rules), Euclid, book I, popular elements of natural philosophy, and some short text-books on elementary political economy and the preservation of health. With the exception of two papers in English literature and grammar, the whole of the examination is conducted in the vernaculars of the candidates.

The vernacular scholarship course comprises text-books for literature and grammar in the several vernaculars, and vernacular composition, with history, geography, arithmetic, Euclid, natural philosophy, political economy, and preservation of health, as in the minor scholarship course. The whole of the examination is conducted in the vernacular.

At the last minor scholarship examination there were 768 candidates, of whom 495 passed and 90 obtained scholarships. While the vernacular scholarships were competed for by 2,092

candidates, of whom 1,574 passed and 433 obtained scholarships. The details are given in the following tables:—

Abstract of the Award of Minor Scholarships for the year 1870-71.

INSPECTORS' DIVISIONS.	Number of candidates.	Number who passed.	Number who gained scholarships.
Central division	195	144	24
North central division	199	165	18
South-east division	143	77	22
South-west division	180	67	13
North-east division	23	20	7
North-west division	29	22	6
Total	768	495	90

Abstract of the Award of Vernacular Scholarships for the year 1870-71.

INSPECTORS' DIVISIONS.	Number of candidates.	Number who passed.	Number who gained scholarships.
Central division	433	349	59
North central division	405	300	50
South-east division	282	180	70 *
South-west division	508	348	84
North-east division	220	199	90
North-west division	239	198	80
Total	2,092	1,574	433

These figures are a convincing proof of the vast effects produced by these annual prizes, which go far towards supplying for Bengal the "great educational ladder" which Professor Huxley has eloquently advocated for England, "the bottom of which shall be in the gutter and the top in the university, and by which every child who has the strength to climb may, by using that strength, reach the place for which nature intended him."

FEMALE EDUCATION.—There is nothing new to record regarding the state of female education. The adult class established in the Bethune School, Calcutta, for the training of female teachers, has not attracted pupils, and can scarcely be said to exist. The great natural obstacles to the success of this class have not been lessened by the conduct of the present lady superintendent, who, after holding the post for more than two years, has recently announced that her religious convictions make her reluctant to give instruction to adult females in the secular elements of education, while she is debarred from imparting to them the precepts of morality under the sanction of the Christian religion. “There is little doubt,” remarks the inspector, “about the fate of an institution in which the conscientious head believes success to be a sin;” and he very pertinently adds, “It is unfortunate that the religious scruple was not felt before the appointment was accepted.”

Of the female normal school at Dacca, the inspector reports that the number of pupils has decreased, and that he anticipates no success for it unless it is established on a much larger scale, and the management transferred to a school mistress.

The Chandranath Female Normal School in Rajsahi has secured a competent European head mistress, and now contains ten adult pupils. The local committee of public instruction is reported to take much interest in its welfare, and the inspector is of opinion that there are no immediate obstacles to prevent its success.

The ordinary girls’ schools have decreased in number, and the attendance at them has also fallen. Nor is there any reason to hope that the schools have improved in efficiency. Mr. Woodrow however expresses an opinion, from facts within his knowledge, that the cause of female education is slowly, though steadily, advancing, and Mr. Grimley’s remarks point to the same conclusion. He is of opinion—

That female education cannot be forced, and that we must look to the educated natives to initiate all progressive measures, without whose thorough support Government attempts will prove abortive. Such support will be given as soon as it is the interest of the educated classes to give it, and not till then.

However, the existence of the Zenana Education Society in Dacca, the desire springing up among the educated to have educated wives (the married have commenced instructing their wives, while the unmarried, to quote the deputy inspector of Dacca, "in their selection of brides have come to consider beauty without education defective"), the encouragement given generally to female authorship, the manifest pride a husband takes in his wife's literary productions,—these are all indications of the direction in which the dispositions of the educated classes are tending as regards the education of their wives and daughters."

GRANTS-IN-AID.—The budget orders communicated to this department at the end of the first month of the year necessitated the immediate stoppage of all additional grants-in-aid. Up to that time the number of new schools for which grants were sanctioned was 41, their aggregate grants being at the rate of Rs. 12,168 per annum. While two institutions already aided had obtained augmentation grants at the aggregate rate of Rs. 72 per annum.

On the other hand, grants have been withdrawn in the course of the year from 87 schools to the amount of Rs. 19,209 per annum, and 75 schools have had their grants reduced to the extent of Rs. 4,842 per annum.

Casual grants for special purposes have been sanctioned to the extent of Rs. 4,930-10-6, distributed amongst 11 schools.

Further details will be found in the subjoined tabular statements.

Statement showing the grants drawn during 1870-71 by private institutions in operation on the 31st March 1871.

GRANTS-IN-AID INSTITUTIONS.	Number of institutions.	Number of students.	Amount of Government grants.
			Rs.
Under Missionary bodies	362	12,285	83,123
„ other Christian bodies	84	2,031	23,218
„ Native managers	1,305	60,816	2,04,468
Total	1,701	75,132	4,058,44

Grants to Additional Institutions.

CLASS OF INSTITUTIONS.		Number of institutions.	Amount of grants per mensem.
			Rs.
SCHOOLS FOR BOYS	{ English ... Middle class	18	420
	{ Vernacular ... { Middle class	18	285
		2	14
SCHOOLS FOR GIRLS	{ Middle class	2	265
	{ Lower class... ..	1	30
Total ...		14	1,014

Augmentation Grants.

CLASS OF INSTITUTIONS.		Number of institutions.	Amount of grants per mensem.
			Rs.
SCHOOLS FOR BOYS	{ English, middle class	1	4
	{ Vernacular, middle class	1	2
Total ...		2	6

Grants Cancelled.

CLASS OF INSTITUTIONS.		Number of institutions.	Amount of grants per mensem.
			Rs. As. P.
SCHOOLS FOR BOYS	{ English	33	703 12 0
	{ Vernacular	45	721 0 0
SCHOOLS FOR GIRLS...	... ..	9	117 0 0
Total ...		87	1,600 12 0

Grants Reduced.

CLASS OF INSTITUTIONS.				Number of institutions.	Amount of grants per mensem.
					Rs. As. P.
SCHOOLS FOR BOYS	{ English ...	{ Higher class ...	...	10	100 0 0
		{ Middle class ...	...	23	186 8 0
	{ Vernacular ...	{ Middle class ...	...	28	84 8 0
		{ Lower class ...	...	12	27 8 0
SCHOOLS FOR GIRLS	...	{ Middle class ...	...	1	1 0 0
	...	{ Lower class ...	...	1	4 0 0
Total				75	403 8 0

Special Grants Sanctioned as Donations.

CLASS OF INSTITUTIONS.				Number of institutions.	Amount of grants sanctioned.
					Rs. As. P.
SCHOOLS FOR BOYS	{ English...	...	...	3	3,688 0 0
		{ Vernacular	...	7	350 0 0
SCHOOLS FOR GIRLS	...	...	...	1	89 10 6
Total				11	4,930 10 6

THE WORKING OF THE GRANT-IN-AID SYSTEM.—The stoppage of all new grants, and the discussions of the last two years on the working of the grant-in-aid system, have had the effect of concentrating the attention of the inspectors on the state of the schools fully aided, and the means of correcting the disorders discovered in them. In this respect the check to all extension of operations has no doubt been attended with some beneficial results.

r. Martin remarks:—

During the year, as there was no opportunity of extending operations, the whole time of myself and of my deputies was taken up in looking after the existing schools, and trying in every way possible to improve their condition.

In the case of grant-in-aid schools we have tried, as I believe successfully, to have the letter of the rules more strictly attended to. Whenever it was found that the people could not pay their quota, the grant was either withdrawn or reduced, and at the same time every exertion was made to ensure greater regularity in the payment of teachers. Whenever there was delay, letters were written by me to the managers, telling them that they were risking the forfeiture of their grants, and demanding immediately a receipt from the teachers for their salaries to the end of the last month. I am glad to be able to say that, as a rule, all arrears were at once paid and the receipts forwarded. Whenever masters whose appointments had not been sanctioned by me were employed, I required a report from my deputies; and if they were pronounced unfit, I immediately insisted upon their dismissal and the appointment in their place of competent men; whilst sanction was given to the entertainment of all teachers who were considered fit for the posts. By such and similar proceedings I believe I have placed a great majority of the grant-in-aid schools on a better footing at the end than at the beginning of the year. I think that but little fault can be now found with the grant-in-aid schools in this division, and that in more than nine out of ten, the rules are adhered to in the strictest manner. In the case of aided village schools it has been our endeavour to interest the people more, and to stir up the teachers to increased exertion. Where it was found impossible to secure a fair attendance, the school was transferred to some village in the neighbourhood.

Babu Bhudev Mukhurji reports :—

With a view to improve my relations with the aided schools under my inspection, I issued the circular quoted below :—

The secretaries of aided schools are hereby requested to be so good as to observe the few following rules in the management of their schools :—

1)—Every appointment made by the secretary is to be reported for the approval of the inspector. No appointment will be valid without approval.

(2)—Every dismissal made by the secretary is to be reported to the inspector, with a voucher in the handwriting of the person dismissed, the effect that he had been paid up in full to the day on which the notice of dismissal was served.

(3)—A list of holidays to be granted during the next twelve months, the specification of duties, to be sent in for the approval of the inspector during the month of January.

(4.) Every leave of absence granted by the secretary to be reported for confirmation to the inspector. No leave will be valid without such confirmation.

I hope a clear definition has been made in the above of the powers which the managers and the inspectors are severally to exercise over schools receiving grants-in-aid. The managers know their own powers, and know the inspectors', and a mutual good understanding will I hope be the result. There have not occurred more than five cases in which I have had to hold out the threat of stopping the Government grant to a school. The complaints for non-payment of arrears of salary were altogether six in number; and in three out of the four of these cases which have been already investigated, the teachers, and not the managers, were found to be in fault. I shall give an account here of one of the above three cases. A teacher had lent money to certain ryots on the estate of a zemindar who was also the chief manager of the school in which he was employed. Having to resign his appointment, the teacher wanted to recover the amount he had lent to the ryots from their landlord, and complained to this office for arrears of salary to the amount which he had lent. On inquiry it turned out that there was no privity whatever of the zemindar in the transaction. The zemindar, however, did pay up the amount of his loan to the teacher, when the deputy inspector interceded for him. My impression is that the leniency of the department to the teachers (its' own creatures) has at times made it unduly harsh to the managers of schools. There are bad managers, but their number has been always small, and it is getting smaller every year. The number of bad teachers has been always large, and it is still larger than the number of bad managers. On a dispute for arrears of salary between the managers and teachers, I take strongly to the side of the latter. I never tell a teacher to fight it out at a court of law. I would much rather sue the manager myself. But I can have no patience with that spirit of insubordination and disrespect which makes some of our young men, with a smattering of English, look down upon the managers and treat them with scant courtesy. The teachers should know that the managers are their masters. Nothing ought to be done which would excuse them for not seeing this clearly. The managers receive Government money on certain express conditions, and it is the business of the officers of Government to see that these conditions are observed. It is my duty to make the manager of a school under my inspection pay the teacher of his school in full. I should shirk my proper work if I told a teacher to go to a court of law to recover the arrears of his salary. That may be in certain cases the only resource left

me; but my long experience in the department has convinced me that cases of that type, in which a court of law is our only resource, can never occur if attended to from an early stage. Nothing could bring down the value of appointments in the aided schools more than the impression that the inspector would leave the teachers to the delays and harassments of the law courts. I dwell upon this point at some length, not because I have had to act often during the year on these convictions, but because I feel that I shall have to speak for the last time on this subject. Even suspicious cases of under-payment have greatly declined.

Mr. Grimley, c.s., writes:—

The views put forth by Babu Bhudev Mukhurji in his report for 1869-70 coincide with the result of my short experience of the working of the system. The defects of the system appear to me to be in the main due to the fact of its never having had a fair start at the commencement of its operations. I find that the managers of the aided schools, with few exceptions, have vague and indefinite notions of the exact nature and extent of their duties and obligations, from want of having been properly instructed therein at the time the grant was originally conferred. I have met with the case of a zilla school local committee also managing an aided school, being in utter ignorance of the conditions of the grant. If this happens in towns, what may we expect in small mofussil villages and hamlets? As a remedy, I should first begin with the deputy inspectors, some of whom require the teaching just as much as the managers; and after well instructing them in their own and the school committee's duties, should send them forth to repeat the lesson to the managers. No new grant should be sanctioned without the production of a certificate signed by the managers and the deputy inspector, that the former fully understands what is required of them by the conditions of the grant. There should be a strict enforcement of the penalties provided in clauses 9, 10, and 11 of the grant-in-aid rules, on a breach occurring, and the names of the persons concerned should be published in the official Gazette and the local newspapers. On the discovery of an abuse of the rules, the deputy inspector should at once proceed to the school and hold a quasi-judicial inquiry, taking down the statements of the witnesses and the parties concerned, which he should forward to the inspector with an abstract of the case and his own opinion. There is little use in the deputy inspector's reporting abuses unless they show promptness in getting out the facts. At present there is generally a delay of three months between the first and the final reports of irregularities

committed in the management of schools. The delay is fatal to the proper correction of the case, as it affords the managers opportunity for adjusting matters in such a way that by the time the inspector interferes all evidence of the irregularity has disappeared. The inspector, who is regarded more in the light of a friend than an inquisitor, can do very little, when on tour, in ferretting out abuses without weakening the influence he possesses in the district. The chief power in checking breaches of the rules, therefore, rests with the deputy inspectors, and an intelligent exercise thereof, in the manner advised by Babu Bhudev Mukhurji, would, I am convinced, go a great way to ridding the grant-in-aid system of the defects which now impede its successful working.

Mr. Fallon, in a special report on the subject, writes :—

While no branch of the administration under the best system practicable can pretend to be absolutely secure from fraudulent misappropriations of public money in various forms, there is reason to believe that the amount of fraud which occurs, or is likely to occur, in the disbursement of the educational grants, is very inconsiderable, both absolutely and in comparison with the aggregate value of the good results which it yields.

During the nine years I have been connected with this division, no teacher of an aided school has ever complained that he had not received the full amount of salary which the managing committee were pledged to pay him. The only complaints sometimes made referred to arrears of salary. But the arrears, due to failure of subscriptions or delays in realizing them, were freely admitted by the managing committee ; and, either the Government grant was not drawn at all, or it was proportionally reduced according to the aggregate of private contributions.

Altogether, even if the system of payment by results was not liable to the worse fraud of false personation, the inconsiderable amount of misappropriation which is possible or likely under the present system would be averted at too dear a price by the adoption of a defective standard which fails to take into account all the most important elements of education properly so called.

Respecting the sufficiency of the power vested in the department over aided schools, I do not consider any alteration in the present rules to be necessary. When two parties together contribute the requisite funds for maintaining a school, it is but fair that the authority should be divided, so that if one has the right of nomination, the other should have the right to veto. The first of these rights should certainly belong to the manager,

because he is usually the larger contributor, and he has a greater interest in the welfare of his school than the department can have.

I should very much prefer therefore that the manager retained his present powers of appointing and dismissing teachers, assisted as he may be by the advice of the officers of the department, and that the authority of the inspector should be confined to the right of objecting to any teacher whom he may consider incompetent. In other respects, the seemingly conflicting interests of managers and teachers should be left to adjust themselves. A good teacher is less likely to be dismissed through caprice than a bad one; and if he is dismissed, he cannot be long in finding another place, especially when teachers are few and their merits are closely scanned. In any case we should be slow to espouse the cause of the teacher who represents only himself as against the manager, who represents the interests of the school. Except against violence, protection is an evil injurious both to the party against whom it is exerted, and to the party in whose favor it is put forth. For all the fraud, oppression, and caprice to which a manager may be prone, there is a natural limit. Good men will not serve under such managers; and if a manager does not employ good teachers, his grant is liable to be withdrawn.

Neither Mr. Woodrow nor Mr. Bellett have adverted to this question in their annual reports, but both lament the stringent orders which put a stop to all new grants.

It seems certain, as reported last year, that the existing rules give all the power that is needed to secure efficient management, and that careful administration is all that is needed to prevent abuses, and to secure as much efficiency as in the present circumstances of the country it is possible to attain.

THE PATHSALA SCHEME.—The orders of the Government of India prohibiting additional expenditure for the extension of pathsalas or elementary village schools, until such expenditure can be provided for by local cesses, have put an entire stop to the development of the pathsala system. No new schools were opened during the year except such as the department was bound to provide for under distinct engagements entered into with village nominees in the several normal training schools, and no new engagements were contracted with pupils entering the normal schools, as

it has become impossible to promise them the usual stipends of Rs. 5 a month on taking up the duties of village school-masters after completing their training and receiving certificates of proficiency. All that can now be done is to maintain the full complement of schools already in existence.

DURGA CHARAN LAHA'S SCHOLARSHIPS.—The scholarships on this foundation were awarded, as prescribed by the conditions of the benefactor, on the results of the several university examinations. The names of the scholars elected are given in the usual appendix.

GILCHRIST SCHOLARSHIPS.—It was noticed in the last report that the second examination for the Gilchrist scholarships was held simultaneously, in January 1870, at Calcutta, Madras, and Bombay. Ten candidates presented themselves at that examination, 6 at Calcutta, 3 at Bombay, and 1 at Madras. The two scholarships available were gained by A. J. Read of the Martiniere school, Calcutta, and Prasanna Kumar Ráy, of the Dacca College.

The third examination was held in January 1871, when 9 candidates appeared, 6 at Calcutta, 2 at Madras, and 1 at Bombay. Both scholarships were again won by Calcutta candidates, the successful competitors being Srinath Datta and Aghor Nath Chattopadhyáy, both of them under-graduate students in the Presidency College. They will leave India at an early date to take up their scholarships in England.

SCHOOL BOOKS.—The general check on educational operations, which has been the marked feature of the year, appears to have told to some extent on the sale of school books and apparatus. The accounts furnished by the School Book Society show that during the year ending December 1870, the number of books issued from the depository was 258,636, against 261,358 in 1869. Nevertheless the receipts from sales have risen from Rs. 1,19,175 to Rs. 1,21,307. In the following abstract the books issued during the last three years are classified according to the languages in which they are written.

Books.	Number of copies issued in		
	1868.	1869.	1870.
English	101,284	101,484	101,557
Sanskrit	2,773	2,499	1,942
Bengali	121,820	124,635	124,338
Hindi	6,996	7,854	12,241
Uriya... ..	14,459	10,138	5,489
Santhali ... ..	.....	3	4
Khasia	5	4	110
Arabic ... ..	.....	.....	60
Persian	34	20	68
Urdu	2,975	3,672	2,827
Anglo-Asiatic	8,815	10,909	10,012
Total	259,161	261,358	258,636

SOCIAL CLASSIFICATION OF STUDENTS.—The returns which shew the social position of the pupils attending our schools and colleges have again been discussed by Mr. Woodrow at my request, and his report is subjoined.

Analysis of the social position of the pupils in the Schools and Colleges of Bengal.

THE arrangement of the social position table of the parents and guardians of the pupils in our schools has this year been modified, but not so far as to interfere with a comparison with the results of last year. The headings under the lower classes of society are the same as before, and therefore a comparison between this class and the others can still be drawn in the same manner as was done last year. After numerous inquiries among Hindu gentlemen of intelligence, I thought it expedient to recommend certain changes in the return for the upper and middle classes of society, which you were pleased to sanction. Several fresh occupations have been added to the list, and an attempt has been made to separate the upper classes from the middle classes of society.

The upper classes are grouped in six divisions, according as their social position is due to titles of rank, to high position in the public service, to large landed estates or to other realized property, and to handsome incomes from profession or from trade. In order that money may not alone determine rank, these six classes are arranged on the principle that the first two represent birth and power, the next two landed estates and other realized property, the last two high professional skill, and the qualities that make the successful merchant. Birth, even with nothing as income, and power, with the moderate support of £1,000 a year, place their possessors in the upper ten thousand; but birth in India, probably means a pedigree of 500 years, together with the respect of a million of living people; and official power in India is only gained by high character and distinguished ability.

A rent roll of £2,000 a year and upwards from land, and of £3,000 from realized property, such as houses, mines, Government securities, &c., constitute the class whom Lord Cornwallis tried to make a backbone of strength to the country. Incomes of £4,000 a year in professions, and of £5,000 a year in trade, mark the boundary above which professional men and merchants are classed in the upper ranks.

The middle classes of society are this year divided into four groups, according as their chief social position arises from Government service, estates, professions, or trade. Government service is divided into four heads, according as the salary of the post is not less than Rs. 200 a month, or Rs. 50, or Rs. 20, or is less than Rs. 20. Teachers, post-masters, clerks, and military officers receiving less than Rs. 20, are all counted as belonging to the middle rank. It is right that all instructors of youth,

even though we pay them only £6 a year, should be gentlemen, and be counted as such. There is less difficulty in this arrangement in India than elsewhere, for here caste and religion still give rank independent of money income. Gentlemen having social position from estates are classified under ~~four~~ heads, as their incomes stand above or below Rs. 3,000 a year; or as they hold lands of religious endowments on *debatvar*, *bramatvar*, or *piratvar* tenures, or possess lands on condition of police service, such as *jagirdars* and the *ghatvals* of mountain passes.

Middle class professional men are grouped into two classes—the upper portion consists of 18 occupations and the lower of 24. A perusal of the table given below will probably suggest the remark that some of the parents should be entered in the lower classes of society. This is probably true; but, as I pointed out last year, it is less disadvantageous for the purposes of an impartial inquiry whether education has filtered downward, to place some of the lower class in the middle ranks than to place some of the middle ranks in the lower class. If the pupils classed as belonging to the “masses” do undoubtedly belong to that body, the results of the investigation will commend themselves to general acceptance. The remaining division of the middle class is appropriated to men engaged in various branches of trade, and to men like apprentices, who are learning their trade.

The occupations of the lower classes are grouped under the several heads of service under Government, private service, agriculture, trade, handicraft, skilled labour, common labour not agricultural, and miscellaneous. One hundred and sixty-four different occupations are mentioned in order to shew teachers as clearly as possible the scope of the investigation, and to enable them to prepare accurate returns.

A column has also been added for the pupils whose parentage is not known. I am glad to find that the entries under this head have been reduced from the $3\frac{1}{2}$ per cent. of last year to one per cent. of the total number. More than half the entries in this column of unknown parentage come from the returns of the Central Division, and are due to two causes. The first is an excessive fear on the part of the European teachers of zenanas to give offence to their pupils by making inquiries concerning the profession of the husbands or parents—and this cause operates more in the Central Division than elsewhere, because zenana teaching societies have but partially developed their labours beyond the neighbourhood of Calcutta. The European teachers and secretaries of zenana instruction societies are more sensitive about inquiries than high caste native gentlemen, who make no difficulty in sending returns regarding their female schools. Thus in keeping up

the mystery of the zenana, the lady visitors are more Hindu than the very Hindus, *Hibernis ipsis Hiberniores*. This excess of caution will doubtless wear off in time; but its present effect is to swell the entries of "parentage not known." The second cause why the Central Division has more children of unknown parentage than other divisions is, that more orphanages exist in Calcutta than elsewhere, and many of the wards are foundlings who have forgotten their parents. These two reasons show that the entries in the column of unknown parentage refer to children from all classes of society.

One object of the investigation into the social position of the pupils under instruction is to know how the above-mentioned classes are distributed among the several kinds of schools. But no table of ordinary dimensions could contain all the varieties of schools as well as all the phases of social rank. The abstract return of expenditure which inspectors fill up, and which is usually epitomized in a very condensed form in the beginning of your report, distributes the expenditure on schools only, exclusive of general and special colleges, among 85 different kinds of institutions.

For the purposes of the following table I have disregarded the classifications founded on management and means of support, and have joined together schools under the management of Government, Native gentlemen, Missionaries or other Christians, whether they be schools aided under the regular rules or aided under other rules, or wholly supported by Government or not supported by Government at all. I have also reduced the four heads of boys' schools to two, English and vernacular. It is expedient to note that in all English schools the vernacular is taught. After these amalgamations the list contains six groups of institutions. Thus:—

Institutions for Adults.

General colleges.

Special colleges of law, medicine, engineering, and oriental languages.

Normal schools, the school of art, and the vernacular classes of the medical college.

Schools chiefly for Boys and Girls.

Boys' schools teaching English.

Boys' schools teaching the vernacular only.

Girls' schools and zenana institutions.

Table of the social position of 185,060 Pupils in 4,695 Colleges and Schools in the Lower Provinces of Bengal.

	General Colleges.	Special Colleges of Law, Medicine, and Engineering, and Oriental languages.	Normal Schools, School of Art, and Vernacular classes of the Medical College.	Boys learning English.	Boys learning the Vernacular only.	Girls and Ladies in Zenanas.	Total.	Percentage on the total number.
UPPER CLASSES OF SOCIETY.								
<i>Titles.</i>								
Princes, nababs, rajas, ray-bahadurs, khan-bahadurs	3	3	3	103	9	9	129	·07
<i>Government Service.</i>								
Government servants with salaries of Rs. 10,000 a year and upwards	2	2	...	40	20	2	66	·03
<i>Land.</i>								
Large land-holders, whose income from land is Rs. 20,000 a year and upwards... ..	25	7	...	393	163	47	635	·34
<i>Other Realized Property.</i>								
Owners of houses, mines, Government securities, and other realized property, whose income is Rs. 30,000 a year and upwards ...	1	1	...	23	21	5	56	·03
<i>Profession.</i>								
Professional men with incomes of Rs. 40,000 a year and upwards ...	9	2	...	16	74	2	103	·05
<i>Trade.</i>								
Merchants, bankers, &c., with incomes of Rs. 50,000 a year and upwards	3	3	...	51	18	2	77	·04
Total of upper classes ...	43	13	3	631	305	61	1,066	·53

	General Colleges.	Special Colleges of Law, Medicine, and Engineering, and Oriental languages.	Normal Schools, School of Art, and Vernacular classes of the Medical College.	Boys learning English.	Boys learning the Vernacular only.	Girls and Ladies in Zenanas.	Total.	Percentage on the total number.
MIDDLE CLASSES OF SOCIETY.								
<i>Government Service.</i>								
Officers on salaries of Rs. 200 and less than Rs. 333 a month ...	91	73	4	771	190	120	1,249	67
Officers on salaries of Rs. 50, and less than Rs. 200 a month ...	191	135	19	2,170	901	331	3,747	202
Officers on salaries of Rs. 20 and less than Rs. 50 a month ...	84	79	47	2,477	1,364	323	4,374	237
Officers on salaries of less than Rs. 20 a month, such as military officers, teachers, pandits, post-masters, amlas ...	14	14	59	1,137	1,013	128	2,345	126
<i>Estates.</i>								
Holders of lands, mines, houses, Government securities or other realized property, whose income is above Rs. 3,000 a year and under the limits for the upper classes ...	77	34	30	1,637	2,645	122	4,545	245
The same when the income is less than Rs. 3,000 a year ...	203	277	117	5,151	6,799	313	12,360	694
Holders of <i>debatvar</i> , <i>brahmatvar</i> , <i>piratvar</i> tenures ...	29	38	143	3,315	4,901	171	8,597	464
<i>Jagirdars</i> , <i>ghatvals</i> ...	...	4	3	140	570	10	727	39
<i>Professions.</i>								
Barristers, surgeons, engineers, attorneys, pleaders, clergymen, priests, religious gurus, mullas, kazis, maulavies, professors, high pandits, superior English teachers, authors, editors, higher artists ...	126	123	188	3,995	6,851	634	11,917	643
<i>Muktars</i> , <i>munsis</i> , <i>amlas</i> , writers, <i>moharars</i> , <i>sarkars</i> , <i>gomastas</i> , <i>nayabs</i> , surveyors, overseers, native doctors, <i>kabirajes</i> , apothecaries, English teachers, pandits, village school teachers, engine-drivers, press proprietors, press readers, catechists, <i>ghataks</i> , <i>kathaks</i> , lower artists ...	263	188	467	11,758	12,284	1,287	26,247	1418
<i>Trade.</i>								
Bankers, brokers, <i>banians</i> , gold-merchants, money-changers, merchants, <i>mahajans</i> , large traders, contractors, manufacturers of sugar and saltpetre, produce-dealers, factory-owners, photographers, coach-builders, engravers ...	132	84	62	2,937	4,587	349	8,158	440
Shop-keepers, <i>aratdars</i> , <i>kyalas</i> , apprentices ...	33	12	30	1,598	3,392	256	5,621	303
Total of the middle classes ...	1,250	1,061	1,149	37,386	45,497	4,044	90,387	4883

	General Colleges.	Special Colleges of Law, Medicine, and Engineering, and Oriental languages.	Normal Schools, School of Art, and Vernacular classes of the Medical College.	Boys learning English.	Boys learning the Vernacular only.	Girls and Ladies in Zenanas.	Total.	Percentage on the total number.
LOWER CLASS OF SOCIETY OR "THE MASSES."								
<i>Service, Government.</i>								
Government servants on less than Rs. 20 a month, such as compounders, soldiers, constables, dhaukidars, peons, paiks barkandazes, chaprasis, darwauas, guards, messengers, bhandaries, nagdies, boatmen, gunners, laskars, seamen, cooks, tailors, palki-bearers, bearers, farashes, palkha-pullers, coachmen, syceas, elephant-drivers, grass-cutters, shikaries, duffries, bhisties, khansamas, kitmatgars, ayas, washermen, mehtars and other servants, on regular pay ...	2	12	51	848	2,777	298	3,988	2'15
<i>Service, Private.</i>								
Such as those named before ...	16	5	50	1,511	4,930	240	6,752	3'64
<i>Agriculture.</i>								
Cultivators, gardeners, small ryots	12	5	625	5,480	40,960	959	48,041	25'95
<i>Trade.</i>								
Petty shopkeepers and small dealers and sellers, such as pedlars, kolu, ohunari, mudis, moiras, sweetmeat-sellers, sellers of tari, betel, milk, spices, fish, biscuits, opium, stamps, pankhas, fire-wood, baskets, liquor, earthen-ware, vegetables, ganja, goli, &c. ...	11	7	120	5,045	12,852	500	16,535	8'93
<i>Handicraft.</i>								
Printers, compositors, pressmen, book-binders, workers in gold and silver, ornament-makers, potters, stone-cutters, masons, idol-makers, brick-makers, bricklayers, firemen, stokers, lower engine-drivers, painters of houses, of common pictures, picture frame-makers, dyers, black-smiths, tinmen, braziers, kansari, carpenters, coopers, wheel-wrights, palki-makers, weavers, blanket-makers, harness-makers, shoe-makers, hat-makers ...	4	2	46	1,468	7,077	493	9,090	4'87
Lower class carried over ...	45	31	802	12,352	68,506	2,400	84,406	45'53

	General Colleges.	Special Colleges of Law, Medicine, and Engineering, and Oriental languages.	Normal Schools, School of Art, and Vernacular classes of the Medical College.	Boys learning English.	Boys learning the Vernacular only.	Girls and Ladies in Zenanas.	Total.	Percentage on the total number.
Lower class brought forward ...	45	31	892	12,352	68,596	2,490	84,406	45.58
<i>Skilled Labor.</i>								
Tailors, barbers, gharamis, farriers, horse-breakers, shikaries, midwives, bird-catchers ... ..	...	...	8	297	2,189	70	2,564	1.33
<i>Common Labor.</i>								
Palki-bearers, garwans, syces, coolies, cowherds, shepherds, fishermen, dig-keepers, cutters of grass and wood ... ..	...	..	42	301	2,192	188	2,673	1.44
<i>Miscellaneous.</i>								
Itinerant performers, such as musicians at matches, songsters, male-dancers, bajandara, jatra-walas ... ..	...	...	...	69	326	8	403	.21
Vagrants, such as beggars, fakirs, bairagis	1	1	8	193	1,255	87	1,545	.83
Disreputable classes, such as lalis, badmashes, dacoits, thieves, pirates, prisoners, prostitutes ...	...	...	2	33	120	40	195	.15
Total of the lower classes or the masses	46	32	932	13,245	74,678	2,833	91,786	49.59
Parentage not known	35	27	44	856	434	925	1,821	1.60
Grand total of the pupils in 4,695 schools	1,374	1,138	2,153	51,618	1,20,914	7,863	1,85,060	100.00

We see from the table that there are 1,066 pupils of the upper classes, 90,387 of the middle classes, 91,786 of the lower classes or *the masses*, and 1,821 of unknown parentage. Hence in every average thousand pupils there are, excluding fractions, 6 of the upper classes, 488 of the middle, 496 of the lower classes, and 10 of unknown parentage. If the last named class be divided proportionally among the three others, there will be in every 1,000 pupils 501 belonging to the lower classes. This year, therefore, may be noted by the advocates of the rights of the masses as the

one in which for the first time the recorded number of pupils from the lower ranks of society in our schools appears to rise to an equality in number with those from the middle and upper ranks. Still the year has on the whole not been one of much real progress for the masses. In comparing together the last two years, it would lead us into error if we considered simply the total numbers; we must take the number over the same extent of country. Last year statistics were not received from the North-East Division, which contains the long valley of Assam and the zillahs of Rangpur and Dinajpur in the plains of Bengal. The statistics of this division for the present year shew 22,365 pupils in 812 schools, including the college and collegiate school at Gowhatti.

It is necessary to deduct these from the total, not only for the reason above assigned, but because the schools of this division are distinguished from those in other parts of the country by two peculiarities. The average attendance is much smaller, and the social position of the pupils is much lower than in other educational divisions. A course of intestine warfare for ages, and the frightful destruction of human life in Assam by the Burmese at the beginning of the present century, before the country came under British Government, have reduced Assam to a sparsely populated region. Boys from one village cannot attend a school in an adjoining village, for communication is so difficult that Assam is said to have been described in an official report as the "country that was forgotten when God said, "Let the dry land appear." Removing, therefore, the schools of the North-East Division, the comparison between the last two years will be as follows:—

RANK OF THE PUPILS.						Number of pupils.	Percentage on total.
Upper and middle ranks	in 1870	...	...	...	...	79,005	50.74
Ditto	ditto	in 1871	...	...	...	83,795	52.70
Lower ranks	in 1870	...	...	...	...	70,960	45.49
Ditto	in 1871	...	...	...	...	75,177	46.18
Percentage not known	in 1870	...	...	...	...	5,877	3.77
Ditto	in 1871	...	...	...	...	1,632	1.12
Total of all pupils in the	} in 1870	...	...	...	...	1,55,812	100
five divisions		... } in 1871	...	...	...	1,62,697	100

The increase of two per cent. in the higher ranks, and of only one-half per cent. in the lower classes, is due to two causes; first, though the rate of progress has been much impeded this year, it still has been greater among the higher classes than among the lower classes; and secondly, the pupils of unknown parentage, who last year numbered 5,877, and this year only 1,632, have chiefly gone to the higher ranks.

GENERAL COLLEGES.—The colleges for general education in the Lower Provinces of Bengal are this year 18 in number, and may, for the purposes of comparison, be placed in five groups:—

1. The Presidency College, the largest college in India.
2. The Sanskrit College and the eight Government colleges at Hugli, Dacca, Krishnaghur, Berhampur, Patna, Cuttack, Chittagong, and Gauhati.
3. The four aided missionary colleges in or near Calcutta and under the management of the Free Church of Scotland, the General Assembly, the London Society, and the Church Missionary Society.
4. St. Xavier's aided college, the only aided college for Christians since the temporary closure of the Doveton College.
5. Three unaided colleges, LaMartiniere, Bishop's College, and the Baptist College at Serampur. The LaMartiniere has this year only three or four undergraduates; Bishop's College has recently become a vernacular theological institution; and Serampur, though its school department is large, has only about 20 students in its college classes.

The social position of the students attending the fifteen Government and aided colleges is exhibited in the following table:—

COLLEGES.	Number and rank of society of pupils.				Total.
	Upper.	Middle.	Lower.	Unknown.	
Presidency College	23	382	...	.....	405
Ten mofussil Government colleges	12	530	29	4	575
Four aided missionary colleges ...	8	303	17	31	358
St. Xavier's aided college... ..	...	36	...	.....	36
	43	1,250	46	35	1,374

The number of undergraduates in the Government and aided colleges on the 31st March 1871 was 1,374. Assuming this number to be maintained, the Presidency College contains 405, the nine Government colleges 575, the four missionary colleges 358, and St. Xavier's College 36. The number reported last year, including 15 undergraduates at Gauhati, amounted to 1,401. Hence the attendance at these colleges has been reduced by 27 students in 1,401, or by 2 per cent. Among all the nineteen colleges mentioned above, there is not one supported and managed by native gentlemen. The fact is remarkable, considering the large number of good higher class schools under their control. It would seem to show that native gentlemen are on the whole satisfied with Government

colleges, and do not see any sufficient reason, either in the demand for college instruction, or in the character of the education now given, to open new colleges. It may, however, be questioned whether the liberality of the Maharaja of Burdwan, and the endowment of the late Babu Matilal Sîl might not do more real good if expended on colleges rather than on large free schools. Large schools may have low fees and yet be almost self-supporting, but colleges are necessarily expensive institutions, and unless maintained by missionary societies or by endowments are almost certain to fail. The Metropolitan College and its predecessors under the management of native gentlemen gradually dwindled and disappeared, because such gentlemen, though they can and do lay down large sums as donations for any object that engages their attention, seem to have an unconquerable aversion to long-continued subscriptions.

Though the total attendance at college has fallen by 2 per cent., yet the attendance of students from the lower orders has increased from 16 to 46, or from 1.1 to 3.3 per cent. on their respective totals. This threefold increase in the attendance of the working classes is worthy of minute consideration. These 46 students are attached to five colleges only. The college of Muhammad Mohsin at Hugli is pre-eminent both among Government and missionary colleges for the number of students from the lower classes. It contains 9 cultivators, 10 petty shop-keepers, 3 artizans, 1 servant, and 1 beggar, or 24 in all. Dacca College contains 2 cultivators, and Cuttack College 2 servants and 1 petty shop-keeper. The Free Church Institution contains 13 cultivators, and the London Mission College 3 cultivators and 1 artizan. These 46 students are found in three Government colleges and two missionary colleges. There are no students of the lower class in the Presidency College, or in St. Xavier's, or in the colleges under the General Assembly and Church Missionary Society, or in the remaining six Government colleges. There is not much difference therefore in the matter of the attendance of people of the lower class between Government and missionary colleges; and it cannot be said that in missionary colleges in any special manner, "The poor have the Gospel preached to them." Students of unknown parentage number 35, of whom 4 only are entered among the 980 undergraduates of Government colleges, and they are all at Dacca. The Church Missionary College has 11 students of unknown parentage, and the Free Church Institution has 20. Since 31 out of these 35 students are in missionary colleges, it is possible that if the parentage of the 31 students were known, some of the inferences just drawn might be disturbed. If from the lower ranks of society and the men of unknown

parentage we turn to the higher ranks, we find 43 pupils connected by relationship with the upper ten thousand. Twenty-five or more than half of this number are the children of large landholders, 9 are from professions, 3 from the titled aristocracy, 3 from trade, 2 from Government service, and 1 only from rich owners of houses, mines, and Government securities. Riches are evidently antagonistic to persevering study. The number of the upper classes of society cannot be accurately compared with the number last year, as no separation was then made between the middle and upper classes. There were, however, last year 5 connected with titled families, and 18 connected with large landholders, or 23 in the two classes where now 28 are counted. We are perhaps justified in drawing the conclusion that there is this year comparatively a large increase of the lower ranks and a small increase of the upper ranks.

In comparing together the Presidency College and the four Missionary aided colleges in or near Calcutta, we find that the former has 23, and the latter 8 students from the aristocracy. It is remarkable that 16 large landholders have children in the Presidency College, and not one in the Missionary colleges.

Government servants with more than Rs. 10,000 a year send two students only to college, and both are in the London Missionary Institution. It is very remarkable that of the other fifteen colleges not one receives a single pupil from the class of high Government officials.

Professional men with incomes of Rs. 40,000 a year patronize the Missionary colleges, for they send 5 students to the Free Church Institution, 3 to the Presidency College, and only 2 to the mofussil colleges. On the other hand, the rich merchants with an income of half a lakh of rupees a year send 2 students to the Presidency, 1 to a mofussil college, and none to the Missionary institutions. If the sentiments of men could be determined by the colleges which they prefer for the education of their sons, and if it were safe to draw conclusions from very small numbers, we might infer that the most intellectual portion of the native community, the high Government officers, and the most successful professional men, were not only the least prejudiced against missionary institutions, but actually more favorable to them than to Government colleges. We cannot, however, draw this inference, for if we take the divisions of the middle class bordering on the upper classes, we find that superior Government servants send 41 students to the Presidency College, and only 12 to missionary colleges, and the higher professional men send 47 to the Presidency and 34 to the missionary colleges. Hence it appears that

in the higher as well as in the lower classes of society there is not much difference in the social rank of students in the Government and missionary colleges. Mofussil colleges contain only 12 members of the upper classes, of whom 9 are sent by large landholders. St. Xavier's College does not contain a single student from the higher class. The few who would naturally attend this college are sent to Europe for their education.

The middle classes send to college 1,250 students, or 91 per cent. of the total number. The upper and lower classes and the 35 of unknown parentage divide among themselves the remaining 9 per cent., the lower classes taking a greater share than the others.

The 1,250 middle class students are thus distributed in the several colleges:—

	Government ser- vice.	Private property.	Profession.	Trade.	Total.	Percentage on total of 1,374 on all classes.
Presidency College	111	89	124	58	382	28
Ten Government colleges	185	147	143	55	530	38
Four Missionary colleges	72	69	115	44	302	22
St. Xavier's College	12	4	7	13	36	3
Total	380	309	389	172	1,250	91
Percentage	28	23	29	13	.....	91

We see from this table that professional men are the most numerous of the supporters of colleges, and after them come the servants of Government, and then the possessors of private property, and last of all the merchants. Exactly the same order was noticed last year, but with this difference, that last year sons of professional men were by far the most numerous *alumni* of our colleges; but a diminution of their number this year, and an increase of the number of Government servants, has established almost an equality between the two occupations. We notice also a small increase of the holders of private property, and a small diminution of the merchant class.

The percentages of the clients of each occupation on 1,374, the total number of undergraduates at college, are 29 for professions, 28 for Government service, 22 for private property, and 12 for trade.

Of the 1,250 students of the middle class, 382 read in the Presidency College, 530 in the other nine Government colleges, 302 in missionary institutions, and 36 at St. Xavier's. The percentages of these numbers on 1,374, the total number in college, are 28 per cent. in the Presidency College, 38 in the ten Government colleges, 22 in the missionary colleges, and 3 in St. Xavier's College.

From an inspection of the table we see the occupations which chiefly support each group of colleges. Nine Government colleges are comparatively strongest in Government service, the Presidency College and the the missionary colleges in professions, and St. Xavier's College in trade. This leads us to conclude that in the mofussil, where eight of the nine Government colleges are situated, Government servants are still, as they were in 1853, the most advanced class of the community as regards education. In Calcutta, the seat of the Presidency College and of the four missionary colleges, we are not surprised to find that professional men are the most numerous. In the mofussil colleges men of landed estates and of professions hold the second place and are nearly equal in number; but in Calcutta, Government service, both in the Presidency College and missionary colleges, holds the second place, and realized property the third. In all colleges, except Dacca, Krishnaghur, the General Assembly's Institution, and St. Xavier's, trade holds absolutely the last place, and the inferiority is especially manifest in the mofussil. This indicates that out of Calcutta native merchants have not much cultivated English learning.

From the four great divisions of the middle class we pass on to the consideration of their sub-divisions or sections. The division of trade is not only much the smallest of the four divisions, but its upper section is numerically larger than the lower,—a fact the very opposite of the results in all the other divisions. This singularity arises in a great measure from the classification, because the overseers, naibs, gomashtras, and other clerks employed by the merchants are all entered under the head of professions, and only the partners themselves under the head of trade. Moreover, trade is an entry in the upper and lower ranks as well as in the middle ranks. As it was not considered desirable to separate the upper and lower sections in trade by any money limit, the terms employed were necessarily so general, that some who ought to have been enrolled in the lower section were placed in the upper. Hence the exception

which the head of trade presents to the conclusions which may be deduced from the other three far more numerous divisions, do not in any material degree modify their importance

If we separate the students of the upper sub-divisions of the heads of Government service, estates, and professions, from the rest, we obtain the following results:—

	Upper middle.	Lower middle.	Percentage of upper on lower section.
<i>Presidency Colleges.</i>			
Government service	41	70	
Estates	35	54	
Professions	47	77	
	123	201	61
<i>Missionary Colleges.</i>			
Government service	12	60	
Estates	17	52	
Professions	34	81	
	63	193	32
<i>Sanskrit and Mofussil Colleges.</i>			
Government service	29	156	
Estates	24	123	
Professions	42	101	
	95	380	25
Total	281	774	36

An inspection of this table shows a striking concord among the colleges whether under Government or under Missionaries, and whether in the town or in the country. In all colleges the upper middle people are far inferior in number to the lower middle. To 100 of the latter there are in the presidency, missionary, and mofussil colleges, 61, 32 and 25, of the former. The mofussil colleges have the smallest, and the Presidency College the largest, proportion of the upper middles, while the missionary colleges rank between them.

Among the 24 students of the Sanskrit College, the 8 entered under the head of estates are all supported by religious endowments; of the remaining 21 students of this class, we find 5 in the Presidency College, 4 in the Free Church Institution, 2 in the London Missionary Institution, and 10 in the mofussil colleges, of which last number 5 are

at Hughli, 4 at Krishnagar, and one at Berhampur. In proportion to number on the rolls, the Sanskrit College receives the greatest number of holders of religious endowments, and next come the Free Church Institution and the Hughli College. It is probable that some of the glebe land students at Hughli are Mussulmans. Hence the recipients of the proceeds of *brahmatvar* and *debatvar* lands are not so fanatical as to be insensible to the attractions of low fees in missionary colleges.

The only exceptions to the rule that the lower middles predominate in our colleges are that in the Sanskrit College the 8 students from Government service are half of them from the upper section and half from the lower section, and that in Cuttack there are two students of the richer section of the middle class estate-holders to one from the lower section. These two trifling instances are the only exceptions to the great fact which I last year pointed out, that "our colleges are the institutions of the middle classes, and from the large preponderance of the lower sections of the groups representing Government service, land, and professions, it is evident that the undergraduates are drawn from the poorer rather than from the richer branches."

SPECIAL COLLEGES.—Nine special colleges for instruction in law, and one college for medicine and another for engineering, are supported by Government. These all give instruction in English. There are besides one college for Sanskrit and two for Arabic, including the Hughli Madrasah of Muhammad Mohsin. There are no aided special colleges. In the 14 Government institutions are 1,138 students, of whom 643 study law, 219 medicine, 103 engineering, and the rest Oriental languages. Arranging these students by their social position, we find 18 of the upper ranks, 1,068 of the middle, 32 of the lower, and 27 of unknown parentage. Of the 18 higher class students, 17 study law, and one studies medicine.

Law Colleges.—The social position of the students in the law colleges is so very similar to that in the general colleges under Government, that there is no necessity to enter again into details. This is due in a great degree to the fact that many of the law students are at the same time students of the general colleges. Of the 643 law students, 17 are of the upper ranks, 594 of the middle, 7 of the lower, and 25 of unknown parentage. On the whole the law students are of a somewhat higher degree of social position than those of the general colleges. One small fact is worthy of notice: the law students at Patna are 87, and the general students only 84. This is the only instance where the law students are more numerous of the two bodies. At Gauhati, in Assam, there is a more equality,—17 studying in the general college, and 15 in the law only.

Engineering College.—In the engineering department there are 103 students, of whom 100 are of the middle ranks and three are children of servants of private masters. The 100 students of the middle classes are thus distributed—24 are from Government service, 23 from realized property, 46 follow professions, and 7 carry on trade.

Medical College.—In the English department of the Medical College there are 219 students, of whom the one in the upper ranks belongs to a titled family, 15 are in the lower classes, and 2 of unknown parentage. Out of these 15, we find 11 to be children of menial servants in the employ of Government, two are shop-keepers, and the two artizans are the sons of goldsmiths—a class far more debased than blacksmiths, for by mixing alloy with gold they commit continually the sin, abhorrent to Hinduism, of debasing what is in itself pure. Medical students of the middle classes number 201, of whom 63 are in Government service, 38 live on realized property, 73 have professions, and 27 follow trade. The order of the numbers is similar both in the divisions and sub-divisions to that in the Presidency College and in the Calcutta missionary colleges.

The most numerous division is that of professions, then comes Government service, in the third place is realized property, and lastly trade. The sub-divisions are the same as were noted before, and show that students, like general students, come from the lower rather than the higher sections of the middle classes.

VERNACULAR INSTITUTIONS FOR ADULTS.—The next division of our subject contains the vernacular classes of the Medical College, the school of art, and the normal schools. In these we find 8 of the upper classes, 1,149 of the middle, 952 of the lower, and 44 whose parentage is not known. It was with great surprise that I found any one of the upper classes in this division; but on inquiry it appears that one is in the school of art and that the other seven were the sons of "seams," the head men of small clans in the Jynteah Hills, who sent their sons to the normal school at Nangsolia, as it was the best school using their vernacular language in those mountainous regions. For the purposes of this review it was absolutely necessary to amalgamate schools that differ, for otherwise the tables could not be brought within reasonable limits.

THE SCHOOL OF ART.—There are 72 pupils in this school, of whom one, just mentioned, is of the higher ranks, 60 from the middle, and 11 from the lower. Six of these 11 are artizans, three small shop-keepers, and the rest servants. Of the 60 in the middle classes, only 5 come from Government service, 27 are from professions, with 21 in the lower section of the middle. Of the 20 from estates, 18 are from the low

section to 1 from the higher and 1 from religious endowments. Trade gives 8. Hence the school of art is chiefly recruited from the poorer branches of the middle classes.

Medical College, Vernacular Department.—The vernacular classes of the Medical College are two—the Hindustani and the Bengali. The Hindustani class, whose students have the manly physique of the North-West Provinces, contains 84 pupils, of whom 63 are of the middle ranks, and 21 of the lower. Among these 21 we find 19 sons of Government servants and 2 cultivators. Of the 63 in the middle class, 30 are from the lower section of professional men, and 5 from the upper section. Of the 3 from Government service, the 17 from estates, and the 8 from trade, it is remarkable that 22 come from the upper sections, and only 6 from the lower. This majority of the upper sections seems to indicate, if the returns were given correctly, that the Hindustanis have a different social system to the Bengalis.

In the Bengali class, of 256 students there are 229 from the middle class, 20 from the lower, and 7 whose parentage is not known. Among the 20 of the lower class, there are 9 petty shop-keepers, 7 cultivators, 3 Government servants, and 1 artizan. That Government servants of the lower class are as 1 to 4 among the Hindustanis, and as 1 to 85 among the Bengalis, probably arises from the fact that several students of the Hindustani class are the sons of soldiers on less than Rs. 20 a month, and that Bengalis are not enlisted as soldiers.

In the divisions of the middle class of the Bengali vernacular medical students, we see in Government service *one* of the upper to 35 of the lower section; in estates not one of the upper section, and 26 of the lower; in professions 13 of the upper section and 118 of the lower; and in trade 6 of the upper and 10 of the lower. In all, there are 20 from the upper sections to 189 of the lower, or 1 of the former to 9 of the latter. Besides these, there are 20 students from religious endowments. The bonds of caste must have received a great wrench when 20 men supported by religious endowments are familiar with the operations of the dissecting-room. There are 6 students of this kind in the primary class. On the whole, though the Hindustani class exhibits several peculiarities, the Medical College in the vernacular departments is far more largely dependant on the lower section of the middle class than on the upper.

Normal Schools.—There are 40 normal schools, containing 1,442 students. The five normal schools for female teachers contain only 54 pupils, or on an average about 10 to each. Of these the two under Government are

at Dacca and Calcutta, and the three aided normal schools are that at Calcutta for Christian teachers, that at Nattor for Hindus, and one with 9 pupils in Taljhiri for Christian Santhals. The Calcutta aided school returns all its pupils as of unknown parentage, and the C. M. S. school for the Santhals returns the 9 pupils as all children of cultivators. The 7 pupils of the Calcutta Government normal school for female teachers are all of the upper classes. The Dacca Government school has one from the middle class, and 14 from the lower. The Nattor aided school has 4 teachers of the middle class and 6 of the lower class. This school is supported by the Rajah of Nattor, who must be mentioned with respect as the only native gentleman of rank who maintains any school for special instruction. On the whole there is but little in female training schools for detailed notice.

In normal schools for male teachers we have the following entries:—

	In twenty-six Government schools.	In nine aided schools.	Total.
Upper classes	7	0	7
Middle class, upper section	212	2	214
" " lower " 	431	19	450
" " religious endowment	121	0	121
Total of the middle class	764	21	785
Lower class	550	321	871
Parentage not known	2	23	25
Total	1,323	365	1,688

A glance at the above table shows that the aided normal schools are for a class of men differing from those in the Government schools. They are chiefly for the aboriginal races bordering the plains of Bengal. Out of 365 pupils only 21 belong to the middle classes. If we were to improve on the native mode of counting fractions, and extend it to time as well as to money, we might say that three weeks only in the year belonged to the middle class classes.

As to the Government normal schools, the relations of the middle classes to the lower are, in the central, north-west, south-west, and south-east divisions, as 3 to 2; in the north central division as 3 to 1; and in the north-east division as 1 to 4. The two last-named districts constitute the two extremes of the social scale as regards normal school students. The north central division has proportionally 12 times more students of the middle ranks than the north-east division.

There are in Government normal schools 121 holders of *debatvar* lands—a large number compared with the similar class in colleges, general and special, but small if compared with the 8,000 in English and vernacular schools.

The six classes which chiefly support the Government normal schools, are as follows:—

OCCUPATIONS.	Number of students.	Percentage on total.
Cultivators	345	26
Lower professional men	283	21
Higher professional men	157	12
Holders of religious endowments	121	9
Petty shop-keepers	99	7
Holders of small estates	70	5
Others	248	20
Total ...	1,323	100

In aided normal schools cultivators supply 246 students, or 67 per cent., and the next are the common laborers, who send 32, or 8 per cent.; other occupations send smaller numbers. The peasantry in both Government and Missionary normal schools number 591 out of 1,688, or more than one-third of the whole. Last year they formed one-fourth part; but without the north-east division the proportion this year is nearly the same as that reported last year.

SCHOOLS.—The School Enquiry Commissioners, in their admirable and exhaustive report to Her Majesty in 1868, divided schools into three classes. They said, "Education, as distinct from direct preparation for employment, can at present be classified as that which is to stop at about fourteen; that which is to stop at about sixteen; and that which is to continue till eighteen or nineteen: and for convenience sake we shall call these the third, the second, and the first grade of education respectively. It is obvious that these distinctions correspond roughly, but by no means exactly, to the gradations of society." In a former parliamentary report, schools had been divided into upper, middle, and lower, according

to the course of instruction given in each, which would again itself depend upon the age at which the boys left school. The same necessity for distinguishing the several classes of schools has been felt by statesmen in America, France, Germany, and other countries, but the gradation differs generally by steps of three years. In 1865 the Supreme Government of India directed the local Governments to adopt in schools for boys the classification of "higher," "middle," and "lower."

The direction met a want of the educational departments, and the classification has ever since been observed throughout the whole of India. It is, however, to be regretted that the boundary of the middle class school was not more exactly defined. To meet in some measure this uncertainty, the middle class schools were sub-divided in the Lower Provinces into English and vernacular. The English middle class school was one that terminated its course two years below the entrance, and the vernacular middle class school read in vernacular the same subjects as the English middle school.

I have drawn up tables showing the distribution of the students in each of these classes with the sub-heads of Government, aided, and unaided, but I do not encumber the report with them, as the tables at the commencement combine the two kinds of English-teaching schools together, and also the two kinds of vernacular schools, and the differences do not require detailed notice. The sub-heads, however, bring out distinctly some results that may here be mentioned.

The number of boys in each class of schools is as follows:—

	Total number of pupils.	Percentage according to social position.				
		Upper.	Middle.	Lower.	Not classed.	
Higher schools	22,685	1.5	83.0	15.4	.1	100
Middle English	28,933	1.0	64.0	33.9	1.1	100
Middle vernacular	48,388	.4	51.3	47.9	.4	100
Lower vernacular	72,488	.2	28.5	70.9	.4	100
Total	172,494					

We see at a glance from the percentage columns that in the different class of schools the higher ranks steadily decrease and the lower ranks steadily increase. Out of every 1,000 pupils in each of the four different kinds of schools, the masses constitute 154 boys or about one-seventh part of the higher English school, 339 or about a third of the middle English, 479 or nearly a half of the middle vernacular, and 709 or more than two-thirds in the lower vernacular. The reverse operation necessarily occurs with the middle ranks of society; they constitute 830 in every 1,000 in the higher schools, and gradually fall to 285 in the lower vernacular schools. Though the imperial classification of schools in India refers solely to educational standards, and the terms higher, middle, and lower bear no reference to social position, yet, as in England, the distinctions do come to represent distinctions in social position, for the lower schools have cheaper fees, in the proportion of about 1 to 25, are far more numerous than other schools, and make the first approximation to bring education to the poor man's door. Of the English schools those under Government management have a greater proportion of the upper and middle ranks than the aided and unaided institutions, but in the vernacular schools the order is reversed. This arises from the fact that many of the Government vernacular schools are, as it were, pioneers in the work of education, and are situated at places where, if Government did not maintain a school, no school at all would exist; while aided and unaided schools are chiefly established where the want of a school is felt.

Of the 51,618 boys learning English, 631 belong to the upper ranks of society; 37,386 to the middle ranks; 13,245 to the masses; and 346 are unclassified; or for every student of the upper ranks learning English, we have roughly 60 of the middle class and 21 of the masses. This proportion is the same as was noticed last year with a fractional increase in the proportion of the masses. Of the 120,914 boys learning the vernacular, only 305 are from the upper ranks, 45,497 from the middle ranks, 74,678 from the masses, and 434 are not classed, and here for every one from the upper ranks there are about 150 of the middle and 240 of the lower ranks.

GIRLS' SCHOOLS.—This heading comprises English schools for European and foreign races, schools, chiefly vernacular, for girls of Native parentage, and zenana visiting agencies. It does not contain the large unaided institutions of Calcutta, where the daughters of the European and East Indian community are educated. The 28 inspected schools for foreigners had 1,164 girls, of whom 52 per cent. were of the middle class,

and 45 per cent. either of the lower classes or unknown parentage. In the 393 schools for native girls (including zenanas) with their 6,799 pupils there were 51 per cent. of the middle ranks, 1 per cent. from the upper ranks, 37 per cent. of the lower, and 11 per cent. were not classed. In both these sets of schools the middle classes predominate.

The most aristocratic of our institutions are the collegiate schools attached to Government colleges. In 11 such schools there are among 3,238 students 158 students of the upper ranks, or 4.88 per cent.

It corroborates the evidence so often already advanced, that the middle class, and not the higher class, are the chief supporters of our institutions, when in the very elite of our schools we do not find 5 per cent. of the students from the upper ranks. The middle class amount to 90 per cent. in these schools.

Among the 416 pupils of the Hindu school, there are 81, or 20 per cent., from the upper ranks, and of these 61, or three-fourths, are the sons of large landholders. This school, as I remarked last year, is the most aristocratic institution in Bengal. The Hare School has 21 of the upper class among 460; the Hughli Collegiate School 16 among 393, and the Sanskrit College 11 among 222. Excluding the Colinga school for low Mussulmans, which has ceased to teach up to the entrance standard, the Hughli School has 48, or nearly half the number of pupils belonging to the lower class attending this set of schools. Hughli, both in its college and school department, has a greater mixture of the various classes than any other institution.

The territorial distribution of schools is seen in the following table, in which the south-east division corresponds exactly in extent with the commissionerships of Chittagong and Dacca, and the north-west division with the commissionerships of Bhagulpur and Patna. The south-west division corresponds in extent with the commissionership of Cuttack and part of that of Burdwan, but the schools of the Burdwan commissionership are by themselves more than enough for one inspector. The north-east division corresponds with the whole of the commissionerships of Assam and Cooch Behar and part of that of Rajshahi. The north central division has schools in parts of the commissionerships of Rajshahi, Burdwan, and the Presidency, while the central division has in Calcutta, the remaining portion of the commissionerships of Burdwan and of the Presidency, and the whole of the Chota Nagpur commissionership.

Number of schools.	Average of pupils on the rolls.	Educational Division.	Upper classes of society.		Middle classes of society.		Lower classes of society or "the masses."		Percentage not known.		Total of pupils.	Total of percentages.
			Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.		
992	49	Central	261	54	20,288	54.21	20,814	42.92	1,126	2.33	48,489	100
854	35	North Central	111	37	13,141	44.1	16,519	55.41	36	.12	29,807	100
638	40	South-East	107	42	16,808	63.64	9,084	35.45	124	.49	25,023	100
835	41	South-West	96	29	13,642	40.25	19,974	58.94	176	.52	33,888	100
810	28	North-East	34	16	5,592	25.04	16,609	74.36	98	.44	22,333	100
524	36	North-West	237	1.96	9,838	52.44	8,491	45.26	192	1.04	18,758	100
4,653	39	Total ...	846	48	84,809	47.40	91,491	51.14	1,752	.98	178,898	100
11	294	Collegiate and branch schools	158	4.88	2,914	89.99	165	5.09	1	.04	3,235	100
3	137	Schools—Special (vernacular departments of Medical College and School of Art)	1	.25	352	85.44	52	12.62	7	1.69	412	100
28	90	Colleges—General and special (including law, medicine, engineering and madrasahs).	61	2.41	2,311	91.19	79	3.08	62	3.32	2,512	100
42	147	Total ...	220	8.56	5,577	90.18	295	4.78	70	1.48	6,182	100
4,695	39	Grand total ...	1,066	58	90,386	48.83	91,786	49.59	1,822	1.00	185,160	100

The largest number of schools are in the central division, which has 992 schools, just five times as many as the Lords of the Council on Education in England think enough for any one inspector. The north central, the south-west, and the north-east, range between 854 and 810 schools. The smallest educational division is that of Behar. The largest schools are in the central division, for there the average on the school rolls is 49. In the south-east and north-west divisions the average is 41 and 40, and in the north-east division it sinks to 28. The total number of pupils is 48,489 in schools of the central division, 33,888 in the south-west division, 29,807 in the north central division, and 18,758 in the Behar division. Hence the central division is the largest, and the Behar division the smallest, in schools and pupils.

In the schools under inspectors, those in Behar contain the greatest proportion of the aristocracy, though even here the proportion is only $1\frac{1}{4}$ per cent.; next comes Calcutta and its neighbourhood. The middle classes at school exceed the lower classes in the central, south-east, and north-west divisions, but fall short of them in the north central, the south-west, and the north-east divisions. In the last-named division the predominance of the lower classes is most marked. Three-fourths of the students are of the lower orders. This distribution of social position, combined with our general knowledge of the country, leads us to infer that in Calcutta and its neighbourhood the general spread of intelligence makes it incumbent on the middle classes to educate their children. Bikrampur, in zillah Dacca, the home of Bullal Sen's Brahmins, is, as might be expected, from the high caste of its inhabitants, thickly studded with schools. The boys of those schools are Kulins, and therefore above the lower orders. In Behar the middle classes exceed the lower, for there education is very backward, and the lower orders do not yet perceive its advantages.

The fact that in 1871 the middle orders at school exceeded the lower orders in number in these three inspectorships, will doubtless in a few years be regarded as a convincing proof of the mental darkness that now broods over the country, and the further fact that some people assert this darkness to be light will show how dense is the darkness.

It will be seen that the general results of this analysis scarcely differ in any appreciable degree from those deduced from the less complete returns of the preceding year. They fully confirm the statements so frequently put forward by the officers of this depart-

ment, that it is the middle and lower classes of society, and not the higher, that are the main supporters of the schools and colleges in Lower Bengal.

W. S. ATKINSON,
Director of Public Instruction.

APPENDIX A.

INSPECTORS' REPORTS.

NORTH CENTRAL DIVISION.

FROM THE REPORT OF BABU BHUDEV MUKHURJI.

In my last annual report I gave some account of the constitution of the north central division, then newly created. I described briefly the different districts of which the division was composed, and gave a general sketch of the different systems of schools which were working in those districts. In that report I attempted to shew the diverse capabilities of the different parts of the division, and to afford data for estimating in a rough way, the adaptability of the several educational institutions to the requirements of the places in which they were situated. I propose in my present report to confine myself strictly to a narrative of progress, taking note of such occurrences during the year under review as have affected for better or for worse the educational operations in the division. In the first place, I shall try to describe how the year has generally affected the division, what have been our losses or gains in its course, and what the net result at the end; and I shall then proceed to mark in detail such progress as has been made during the year by the different kinds of schools under my charge.

The constitution of the division remained unchanged during the year under report. It consisted of the districts, sub-districts, and parts of districts, as in the year preceding:—(1) Malda, (2) Rajshahi, (3) Pabna (exclusive of Serajganja), (4) Jessore, (5) Mursidabad, (6) Birbhum (exclusive of the Santhal Parganas). On a rough estimate the division covers an area of fourteen thousand

Reports of Inspectors of Schools.

superficial square miles, and contains a population of four millions. It was suggested during the year, as improvements in the constitution of the division, that the Bengali-speaking parts of the Santhal Parganas lying by the East Indian Railway, and the district of Faridpur, to which the East Bengal railway had extended, should be included within the limits of this division. Such an extension of its boundaries would raise the division to something like equality in area with the other divisions, and subserve economy in inspectional charges.

The year under review was, on the whole, one rather of plenty and prosperity for the people of this division, than of scarcity and distress.

(1.) Malda suffered from an inundation of the Ganges in the month of July; but it soon recovered from the shock, and the more than ordinarily rich *rabi* crop amply made up for the losses by inundation.

(2.) Rajsahi suffered in parts from inundation, and generally on account of a disease which affected the silk-worms and prevented the production of the great staple of the district; but the agriculturists and traders were repaid by a large production of jute and its profitable sale.

(3.) Pabna, though suffering from inundation in certain parts, had its ordinary paddy, and more than ordinary *rabi* crops.

(4.) Jessore was far less affected by outbreaks of disease than is usually the case in that district, and the state of the crops and of trade was as good as in the best years.

(5.) Mursidabad had nothing in the shape of distress to complain of, although the price of food was in certain parts somewhat higher than usual.

(6.) Birbhum reaped a richer harvest of paddy than in ordinary years.

In short, every district constituting the division enjoyed during the year, if not plenty, yet comparative exemption from every

North Central Division, Babu Bhudeo Mukhurji.

form of severe distress. There were no droughts or inundations or outbreak of epidemic disease on a large scale in any part of the division. The year was, therefore, rather favorable than otherwise to the progress of education and the multiplication of schools. There was another cause working for some time which of itself was calculated to prove favorable to educational progress. The subject of public instruction had been much agitated. Public meetings had been called upon the education question not only at the *sadr* stations, but at several places in the interior of the districts; and attempts had been made from certain quarters to take, so to say, the sense of the country on the points in dispute. The effect was to create for a time a strong popular interest in the cause of education. A fear seemed to have been awakened that schools would no longer be given. To this fear I attribute the large number of applications for new grants with which the year opened. I had twenty-one such applications before the month of April was over, and ten more came in within the first half of May. Could we have met the applications with new grants as in other years, there is little doubt that the year 1870-71 would have seen an unprecedented increase in the number of our schools, and the interest awakened would have been turned to good account.

But the financial difficulties of the Government intervened. Your letter of the 13th May 1870 came in stopping *all* new grants, and forbidding applications for them. Those which had been received were returned, and new applications were forbidden. The effect was as might be expected under the circumstances. Rumours began to fly about that Government were about to withdraw from the work of public instruction, that all schools must become self-supporting or perish, that the fee rates in them were to be at once doubled, tripled, or quadrupled, and that the retrenchments which had commenced with the other departments would at once sweep away the department of public instruction. The mischief extended further. Many took an impression that not

Reports of Inspectors of Schools.

only had new grants been stopped, but that the grants already sanctioned were also to be withheld. One deputy inspector told me that the bill of one of his schools having been a little delayed, the managers had come to the conclusion that they were to have their bill no more. A deputy inspector not having gone to visit a school about his usual time, the people had fancied that the education concern had been silently wound up. Another deputy inspector, while exhorting certain people to send their children to school, was met by the observation that shortly there will be no schools to send children to. A fourth deputy inspector found in certain villages where his improved pathshalas were situated, that close by them men of the old guru class had set up their rival institutions. On his remonstrating with the village people for allowing such intrusion, they quietly told him that they were only making provision against the time when Government would give up their schools. I had myself to answer some inquiries from the managers of schools, as to whether or not their bills were to be still countersigned. They said they wanted early notice in order to shut up in time. Such a state of popular feeling is anything but favorable to the progress of education. There is a natural indifference, perhaps too strongly felt by the Hindu mind, towards things which are deemed to be not lasting. Any doubts, therefore, as to the permanency of our schools must greatly diminish the popular interest in them. Erroneous impressions with regard to the acts and motives of Government may be corrected where they are expressed; but usually they find no expression, and only betray their existence in the form of an unnatural indifference to the people's own best interests. A deep-seated feeling of insecurity is at the bottom, and every sudden change, or rumour of change, is calculated to call it forth and aggravate its evil effects. The preceding observations will perhaps serve to explain how the effects of a year of comparative plenty have been neutralized, and how a year that opened with such fair prospects of increase in schools and scholars, has closed with a decrease of both.

Number of Schools and Scholars on the 31st March 1870.

No.	DISTRICTS.	Higher class English schools.		Middle class English schools.		Middle class Vernacular schools.		Lower class Vernacular schools.		Normal schools.		Girls' Schools.				Total.	
		Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.		Scholars.		Schools.	Scholars.
												Girls' schools — aided.	Girls' classes.	Scholars in aided schools.	Scholars in girls' classes.		
1	Malda	2	184	3	125	12	719	...	.....	...	...	.....	.....	.....	.....	17	978
2	Rajshahi	3	417	10	443	24	924	132	2,851	1	67	2	6	28	93	172	4,858
3	Pabna	2	296	17	645	26	1,223	17	697	1	51	6	.....	178	.....	69	8,090
4	Jessore	6	515	41	2,286	25	1,174	293	8,349	1	85	15	39	218	510	386	13,137
5	Mursidabad ... ..	...	...	25	1,005	44	1,668	57	1,333	1	76	3	4	68	78	130	4,223
6	Birbhum	3	253	20	805	18	855	49	1,651	...	...	3	15	68	199	93	3,861
	Total ...	16	1,673	116	5,309	149	6,563	553	14,981	4	279	29	64	500	880	867	30,147

31st March 1871.

1	Malda	1	110	3	142	13	678	1	61	...	...	.....	.....	.....	.....	18	986
2	Rajshahi	3	421	9	464	23	970	121	2,755	2	51	1	3	26	46	158	4,733
3	Pabna	2	264	14	498	25	1,074	20	800	1	75	8	1	69	5	65	2,773
4	Jessore	4	465	44	2,188	23	1,158	285	8,326	1	50	11	31	162	316	368	12,605
5	Mursidabad ... ..	...	...	22	879	43	1,546	64	1,698	1	26	3	2	76	30	134	4,255
6	Birbhum	3	251	15	531	19	805	56	1,139	...	...	3	6	80	79	76	2,935
	Total ...	13	1,511	107	4,742	146	6,226	527	14,779	5	202	21	43	413	476	819	23,349

North Central Division, Babu Bhuckee Nathurji.

Reports of Inspectors of Schools.

31st March 1871.

Number.	DISTRICTS.	Higher class English schools.		Middle class English schools.		Middle class Vernacular schools.		Lower class Vernacular schools.		Normal schools.		Girls' schools.		Total.				
		Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.			
1	Malda ...	...	1	...	...	1	...	1	...	...	...	...	...	2	1
2	Rajsahi ...	...	...	...	1	...	1	...	11	1	...	...	1	1	14
3	Pabna ...	...	...	...	3	...	...	3	...	...	...	...	3	3	7
4	Jessore ...	...	2	...	3	...	2	...	13	...	...	...	4	3	21
5	Mursidabad ...	...	...	...	3	...	1	...	7	...	...	...	7	1	4
6	Birbhum ...	...	...	...	5	...	1	...	...	13	...	...	...	1	13
	Total	3	...	3	...	2	...	5	...	11	...	87	1	...	8	17	65

31st March 1871.

1	Malda ...	...	24	17	...	...	46	61	...	...	...	...	...	73	70
2	Rajsahi ...	...	26	21	...	46	...	96	...	16	...	...	49	67	137
3	Pabna ...	...	32	...	157	...	149	103	...	24	...	...	104	127	413
4	Jessore ...	...	50	...	98	...	16	...	23	...	35	...	250	...	472
5	Mursidabad ...	...	...	...	126	...	123	365	...	...	50	...	40	365	333
6	Birbhum ...	...	32	...	224	...	50	...	513	...	...	...	108	...	926
	Total ...	...	164	38	605	46	383	529	631	24	101	...	551	637	2,435

The decrease in schools and scholars exhibited in the last two tables is partly to be accounted for by other causes than the disturbed state of popular feeling on the subject of education, which has been mentioned as a marked feature of the year under report.

(1.) On a re-adjustment of boundaries between the south-west and the north central divisions, seventeen schools, of which two were middle class English, one middle vernacular, and fourteen lower vernacular, were transferred from this division to the other. They carried away with them, to the books of the other division, 659 pupils who were on the rolls of this division in the previous year.

(2.) Another part of the decrease of scholars may be attributed to the simple fact of there having been almost no new schools. New

North Central Division, Babu Bhuber Mukkurji.

schools have invariably a larger roll number than schools which have been standing for some time. The laxity of discipline, the smaller rates of schooling fees, the very novelty of the schools, attract many such pupils to them as drop away as soon as the reins of discipline begin to be tightened, the fee rates raised, or their collection enforced, and the novelty of the schools wears off. But making every allowance for this cause, there will still remain a large amount of the decrease to be accounted for.

I cannot say what light is thrown on the inquiry as to the cause of decrease in scholars by the comparison made below of the social positions of pupils of the past year with that of the year preceding.

SCHOOLS.	Upper class.		Middle class.		Lower class.		Percentage unknown in 1870-71.	Increase or decrease of the three class in 1870-71.					
	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.		Upper class.		Middle class.		Lower class.	
								Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
Zilla schools ...	42	3	707	707	56	48	...	...	39	...	...	...	8
Normal schools ...	...	...	186	140	93	52	...	...	...	...	46	...	41
Model schools...	18	...	385	425	461	436	...	...	18	41	...	...	25
Female Normal	...	...	.....	.....	.....	6	...	...	...	4	...	6	...
Higher English	...	...	.....	.....	.....	.....	...	...	...	...	...	...	...
—aided ...	27	4	677	660	166	89	...	...	23	...	17	...	77
Middle English	...	...	.....	.....	.....	.....	...	...	...	...	...	...	...
—aided ...	163	40	3,245	3,298	1,796	1,397	7	...	128	...	47	...	399
Middle Vernacular—aided...	87	10	2,389	2,343	2,460	2,483	3	...	77	...	46	23	...
Lower Vernacular—aided ...	7	...	425	125	945	448	...	...	7	...	300	...	497
Circle schools and middle schools under the pathsala system ...	...	1	530	445	538	572	1	1	...	...	85	84	...
Girls' schools	...	...	...	...	...	...	...	...	...	...	...	...	...
—aided ...	12	...	323	295	371	106	23	...	18	...	38	...	165
Pathsalas ...	11	3	2,296	3,523	8,443	8,380	3	...	8	1,227	...	...	63
Night-pathsalas	...	...	78	100	2,371	1,703	...	...	...	22	...	...	668
Girls' classes ...	10	...	555	275	269	201	...	...	10	...	280	...	63
Total ...	383	61	11,896	12,331	17,869	15,957	36	1	322	1,294	859	63	2,011

Reports of Inspectors of Schools.

In the first place, I should observe that the statistics of social position were taken with equal care in both the years, and that therefore the comparison instituted in the above table may be considered to be on a perfectly sound basis. The apparent falling off in the upper classes from 382 to 61 does not, however, represent the actual state of things. In 1869-70 the upper classes were not separated in the returns from the middle classes; and although they were distinguished by me in my returns for this division, my instructions to the deputies were less definite than those now obtained from the new form prescribed by yourself for the year under report. Men who had a certain income of above Rs. 10,000 per annum were placed among the upper classes in my return for 1869-70. In 1870-71, only Government servants who have that amount of income are in the uppermost ranks of society; landed proprietors, fundholders, professional men, and merchants, who have the same income, have been placed in the middle ranks, thus accounting for a large part of the increase among the middle classes. But excepting this single cause of discrepancy, there is no other that has not been guarded against; and the comparison made may be taken to represent the actual state of things during the two years.

The table shows a decrease of about two thousand in the number of pupils belonging to the lower classes, and affords some ground for the inference that the state of popular feeling consequent on widespread agitation had something to do with this falling off. My impression is that should the deadlock to which we have come continue upon us for any time longer, it is the children of the lower classes that will chiefly suffer. Without any increase in the number of schools, nothing can prevent a rise in the rates of their fees. But to whatever cause the decrease in schools and scholars during the year may be attributed, it is a fact that our operations during the year have not expanded; that, on the contrary, they have slightly contracted; that there are less schools

North Central Division, Babu Bhudev Mukhurji.

and scholars in 1870-71 than there were in 1869-70; and that the falling off in scholars by 3·11 per cent. is from among the lower classes only.

I now proceed to a closer examination of the statistics, in order to see if the schools have suffered to any extent in their efficiency and usefulness as they have suffered in number and attendance. The tests of efficiency which are supplied by the statistical tables of the schools are two—*first*, the test of average attendance; *second*, the test of local expenditure. If a school is well attended, it must be doing its work properly; if people expend money of their own free will on a school, they must be taking interest in it; and the interest of the people is a proof and a guarantee of efficiency.

The subjoined comparative statement of the daily average attendance of pupils of the last two years shows a result slightly in favour of the year under report:—

Number.	DISTRICTS.	1869-70.			1870-71.			Increase or decrease of percentage of attendance in 1870-71.		Net increase of daily attendance per cent. in 1870-71.
		Number of pupils on the rolls on the 31st March.	Average daily attendance.	Percentage of daily attendance.	Number of pupils on the rolls on the 31st March.	Average daily attendance.	Percentage of daily attendance.	Increase.	Decrease.	
1	Malda	978	661	67·5	986	664	67·3	...	0·2	
2	Rajshahi	4,853	3,251	66·9	4,783	3,216	67·9	1·0	...	
3	Pabna	3,090	2,199	71·1	2,775	2,046	73·7	2·6	...	
	Jessore	13,137	9,698	73·8	12,665	9,344	73·7	...	0·1	
5	Mursidabad	4,228	3,149	74·4	4,255	3,314	77·8	3·4	...	
6	Birbhum	3,861	2,697	75·0	2,935	2,234	76·1	1·1	...	
	Total	30,147	21,855	71·43	28,340	20,818	73·43	1·84	·08	1·76

Reports of Inspectors of Schools.

The next table, in which the expenditure incurred by the people on their schools during the last two years is compared, is still more in favour of the year which is being reported upon,

Number.	DISTRICTS.	LOCAL EXPENDITURE.		INCREASE OR DECREASE DURING 1870-71.		Net increase.
		1869-70.	1870-71.	Increase.	Decrease.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1	Malda	5,812 0 0	6,159 0 0	347 0 0	.....	.....
2	Rajshahi	22,130 0 0	23,246 0 0	1,116 0 0	.....	.....
3	Pabna	16,057 0 0	13,217 0 0	2,160 0 0	.....	.....
4	Jessore	39,148 0 0	43,443 0 0	9,295 0 0	.....	.....
5	Mursidabad	21,755 0 0	22,319 0 0	564 0 0	.....	.....
6	Birbhum	18,363 0 0	18,337 0 0	.....	26 0 0	.....
	Total	1,23,265 0 0	1,36,721 0 0	13,482 0 0	26 0 0	13,456 0 0

To remove all source of misapprehension, one thing needs be remarked with reference to the above table, The increase of local expenditure in 1870-71 is partly owing to the circumstance that some of the schools which worked for a part only of the preceding year did, in 1870-71, work for all the twelve months. But allowing for this circumstance, the large increase of Rs. 13,456 cannot be accounted for in that way.

The people have paid more, and my impression is that the fee rates have been augmented every where.

The tables of daily attendance and local expenditure prove that the schools have not declined in popularity. The next two tables—(1) of the qualifications of the teachers employed, and (2) of the results of the examinations—prove increased efficiency of the schools during the year. It is a truism that good teachers make good schools, and examinations afford the most direct tests of efficiency.

North Central Division, Babu Bhudev Mukhurji.

	1869-70.	1870-71.
Number of teachers employed	1,197	1,143
M.A. or B.A. or senior scholarship holders under old rules ...	9	10
L.A. or senior scholarship holders under new rules ...	15	14
Junior scholarship holders or entrance certificate holders ...	101	106
Teachership certificate holders from principals of colleges ...	13	5
Certificate from the inspector of schools	0	3
Normal school certificate holders	34	134
Training school certificate holders	394	402
Without certificate	625	469

This shows an increase of 102 certificated teachers during the year. There still remain 469 uncertificated men employed as teachers in this division. That some of these men are quite competent to discharge their duties, is certain; but there are others who are not quite up to their work. Many difficulties, some of which tax our delicacy to no small extent, stand in the way of removing incompetent teachers. Progress in this direction must necessarily be slow; but slow for no other reason so much as on account of the absolute want of competent teachers for the mofussil schools. I cannot help noticing here another source of difficulty, in the facility with which certificates are sometimes given away. You may remember to have had the case of a pandit of this division before you, who had appealed against an order of suspension, and who, in his written application to yourself, had made twenty-six orthographical mistakes in the space of as many lines. This pandit holds one certificate from a normal school, two from as many deputy inspectors, and an extract from an inspector's favorable remarks in the visitors' book of his school; such certificates stand much in our way. But the progress made in spite of all such obstacles during one year, as exhibited in the preceding table, appears to me to be satisfactory. The results of the three great examinations

Reports of Inspectors of Schools.

for the two years 1869-70 and 1870-71 are compared in the tables below :—

Entrance Examination.

Number.	DISTRICTS.	1869-70.		1870-71.		Increase or decrease in 1870-71 of pupils passed.		Net increase.	REMARKS.
		No. of higher class English schools.	No. of pupils who passed the examination.	No. of higher class English schools.	No. of pupils who passed the examination.	Increase.	Decrease.		
1	Malda	2	2	1	4	2	This does not include twenty pupils who passed from the un-aided schools and the Berhampur collegiate school in this division.
2	Rajsahi	5	11	3	15	2	...	...
3	Pabna	2	5	2	12	7	...	...
4	Jessore	6	9	4	7	...	2	...	
5	Mursidabad	...	...	...	...	...	...	...
6	Birbhum	3	9	3	15	6	...	...
	Total	16	38	13	53	19	2	17	

Minor Scholarship Examination.

Number.	DISTRICTS.	1869-70.		1870-71.		Increase or decrease of pupils passed in 1870-71.		Net increase.	REMARKS.
		No. of middle class English schools.	No. of pupils who passed the examination.	No. of middle class English schools.	No. of pupils who passed the examination.	Increase.	Decrease.		
1	Maldā	3	...	3	2	2	This does not of course include nine private students who passed the examination.
2	Rajsahi	10	21	9	15	...	6	...	
3	Pabna	17	13	14	7	...	6	...	
4	Jessore	41	60	44	88	23	...	...
5	Mursidabad	25	24	23	30	6	...	...
6	Birbhum	20	10	15	14	4	...	...
	Total	118	128	108	156	40	12	28	

North Central Division, Babu Bhuber Mukhurji.

Vernacular Scholarship Examination.

Number.	DISTRICTS.	1869-70.		1870-1871.		Increase or decrease in the number of pupils passed.		Net increase.	REMARKS.
		Number of middle class Vernacular schools.	Number of pupils who passed the examination.	Number of middle class Vernacular schools.	Number of pupils who passed the examination.	Increase.	Decrease.		
1	Malda ...	12	3	13	11	8	This does not include five pupils who passed from the lower class Vernacular schools, and eighteen who passed from the pathshalas; seventy-three private students also passed.
2	Rajsahi ...	24	25	23	38	13	...	...
3	Pabna ...	26	45	25	42	...	3	...	
4	Jessore ...	25	39	23	39	...	...	...
5	Mursidabad ...	44	47	43	37	...	10	...	
6	Birbhum ...	18	27	19	37	10	...	...
	Total ...	140	196	146	204	31	13	18	

From the above tables it is seen that more candidates passed successfully in 1870-71 all the three great examinations than in the year preceding. But over and above the proofs of increased efficiency afforded by the examination of the statistical returns, there is the direct testimony of the inspecting officers of the department.

The deputy inspector of Magura says:—

All the schools have gained in liveliness and efficiency. The teachers have become far more regular.

The deputy inspector, Bagarhat, says:—

Of the aided schools in my circle, I can now speak in more favorable terms than I could in the preceding year. Some incompetent masters have been removed, certain secretaries induced to resign, and greater regularity and strictness of discipline introduced into all the schools.

Reports of Inspectors of Schools.

The deputy inspector, Mursidabad, says:—

The often-complained of abuses touching the management of schools are, I believe, entirely removed.

The deputy inspector, Jhenida, writes:—

I have had little to complain of the managers of schools this year. Every thing went on as well as I could expect.

The deputy inspector, Boalia, says:—

This year was one more of reform than of progress. I had time to improve the condition of most of my schools.

The deputy inspector, Jangipur, says:—

The aided schools and pathshalas have, with only two exceptions, all worked well during the year. I have inspected closely and spared no pains to establish order and discipline in them.

The deputy inspector of West Birbhum says:—

Though the number of schools, and that of scholars, have actually diminished, there are visible signs of real progress made by the circle during the year under review. The strength and attendance of the day-pathshalas have declined, which argues that the lower class children, by whom these institutions are chiefly recruited, have availed themselves less of our educational operations during the year. The night-pathshalas, which are entirely supported by Government, and some lower class aided schools (such as the Raipur night-school), in which the managers bear the greatest portion of the expenditure, have not only improved in number, but also in attendance. These facts prove beyond doubt that the withholding of Government aid serves to affect the education of the lower strata of society more than that of the upper and middle strata.

The deputy inspector of schools, East Birbhum, says:—

Though schools and scholars did not increase in my circle, yet there is no doubt that the schools have grown more efficient, and the scholars are better taught.

In summing up the results of the year under report, I would therefore say that although we have not gained, but rather lost slightly in quantity, we have gained, and gained perceptibly, in

North Central Division, Babu Bhudev Mukhurji.

quality. Those who know that it is much easier to start new schools than to improve old ones, will deem the year as on the whole one of gain, and not of loss.

I shall now proceed to report in greater detail of the different kinds of schools working in the division. I shall take them in the same order as in my last year's report—that is, (1) the zilla schools; (2) the normal schools; (3) the aided schools; (4) the Government model schools; (5) the circle schools; (6) the pathsalas; (7) the girls' schools; and (8) the unaided schools.

ZILLA SCHOOLS.—The zilla schools in this division are—(1) Malda; (2) Boalia; (3) Pabna; (4) Jessore; (5) Suri.

1. *The Malda school* had a larger roll number by 25 on the 31st March 1871 than it had on the same date in 1870. Its income from fees was likewise greater than that of the year preceding by Rs. 167-10-6. It passed candidates at the last entrance examination by two more than it passed the year before. This school, considering its situation in a backward district, is doing well, though, in comparison to the other zilla schools of the division, it is the weakest of them all. I entertain a very favorable opinion of the abilities and dutifulness of the head master, Babu Rajani Nath Chattopadhyay, B.A. The local committee met four times during the year. The library is in good order. The school-house, which consists of two central rooms and a verandah all round, is found too small to accommodate the increased number of pupils. The secretary to the local committee calculates the amount of breathing space afforded to each student at 12 cubic feet. "There is," he says, "at the disposal of the committee a sum of Rs. 180, raised by subscription about two years ago. This sum the committee would gladly devote to the enlargement of the school-house. It needs, however, to be supplemented by a Government grant, as the additions required will cost no less than Rs. 800; and in a district like Malda, where there are so few wealthy, and still fewer public-spirited men, it is vain to look for any further local aid."

Reports of Inspectors of Schools.

2. *The Boalia school.*—The roll number on the last day of the year was 176, being 8 less than on the same date the year before. This falling off is attributed to a smaller number of minor and vernacular scholars having sought admission into the school. The amount of fees and fines was larger by Rs. 380-2-6. The school was very successful at the university entrance examination.

It passed five pupils in the first, four in the second, and one in the third division, being ten pupils in all. That this result is very creditable to the school, will be at once admitted when it is remembered that the collegiate school at Berhampur could pass only two in the first, five in the second, and five in the third division, being in all twelve pupils.

The examination for the Raja Pramathanath prize of Rs. 100 for English composition was competed for by candidates from the districts of Rajsahi, Pabna, and Bogra. The prize was divided between two boys, one of whom belonged to this school.

The library of the school is in good order, and the school-house has undergone a thorough repair of late.

The secretary to the local committee notices with deep regret the loss which the school and the committee have sustained by the death of Babu Mathuranath Banurji, his predecessor. The influence of the deceased was great in the district, and that influence was ever exerted for the furtherance of educational and charitable objects. The secretary concludes his report by bearing testimony to the well known ability and industry of the head master, Babu Kalinath Dé, as well as to the valuable assistance which the head master derives from the second master, Babu Kalikumar Das, B.A.

3. *The Pabna school.*—The roll number on the 31st March has fallen by 36. This is not accounted for in the report of the local committee. The schooling fees and fines were less by Rs. 31-9-9 than the collection of the preceding year.

North Central Division, Babu Bhudev Mukhurji.

The Pabna school passed eight pupils at the last entrance examination of the university.

“In January last a gymnasium was constructed of bamboos in the Government school compound. The committee learn with satisfaction that the students have made considerable advancement in gymnastics under the instruction of Mr. F. H. Barrow, the assistant magistrate, who kindly takes the trouble of attending the class twice a week and giving instruction to the students. Babu Matilal Mukhurji, 3rd master, attends the gymnastic exercises with Mr. Barrow, to prepare himself to take charge of the class in case of Mr. Barrow’s leaving the station.” The Pabna school did much better than last year in its competition for the Raja Pramathanath prize of Rs. 100. It divided the prize with the Boalia school. The school-house and library are in good order. The head master’s services are deservedly noticed with commendation by the committee.

4. *The Jessore school.*—The roll number shows an increase of 13 pupils, and the income from fees and fines an increase of Rs. 25-1-6, over the roll number and the income of the preceding year. Two boys from this school passed the university entrance examination successfully. This is better than the result of the preceding year, when not a single boy was passed. There have been certain important changes in the instructive staff of the school. Babu Umacharan Das, the former head master, was transferred to Commilla, and Babu Gaurnarayan Ráy brought from Barisal to take charge of this school. The second master, Babu Jadab Chandra Talapatra, B.A., resigned for an appointment of a higher value in an aided school, and Babu Jagadbundhu Bhadra was promoted from the 3rd to the 2nd mastership for his meritorious services. Babu Gopalchandra Saha, M.A., was appointed 3rd master. The post of an 8th master, payable from surplus fees, has been created. You are aware that the Jessore

Reports of Inspectors of Schools.

school has fallen off from the position it once held among the zilla schools. I hope it will rise again under its present head master, who has been long known in the department for a man of mark.

Many of the library books require rebinding. The school-house has lately undergone its usual repairs.

5. *Birbhum school.*—The roll number has again fallen off. The entire strength of the school is reduced to 138 pupils. The marked success of the school at the last entrance examination, in which fourteen of its pupils competed successfully, has served to recruit the strength of the higher classes; but the lower classes are growing more and more thin. Each year's promotion for the last two years has led to the extinction of the lowest class then existing. The financial condition of the school, at one time so flourishing, is no longer so; and reductions are still being made in the establishment to make two ends meet. The post of 8th master has been kept in abeyance for the last nine months. The small saving of Rs. 144-7-6, effected by such hard economy, was availed of at the end of the year for completing the doors of the ward-house attached to the school.

The head master, Babu Sivachandra Som, deserves every credit for his devotedness to his work. He is in a position of much difficulty, and he is showing himself up to the requirements of his position. The Birbhum school was never so well conducted, or so successful at the examinations, as now.

The measures adopted during the year for the improvement of the zilla schools are—(1) the appointment of additional masters, one at Malda and the other at Jessore; (2) the construction of a gymnasium at the Pabna school.

I shall conclude my remarks on the zilla schools of my division by drawing your attention to the tables of caste and social position of the pupils of these schools. It will be seen at once how

North Central Division, Babu Bhudev Mukhurji.

false is the idea that the zilla schools are attended by the children of the upper classes, who can pay very much higher rates of fees than are now charged in them.

Number.	DISTRICTS.	HINDUS.									MUSALMANS.		Christians.	Total.
		Brahmans.	Khetryas.	Baiyyas.	Kyasths.	Navasaks.	Kyburthas.	Sonarbania.	Others.	Domes, &c.	Shias.	Sunnis.		
1	Malda	83	1	10	13	6	5	...	30	...	...	12	...	110
2	Rajshahi	100	2	13	40	3	1	4	2	...	3	6	...	176
3	Pabna	82	...	3	41	18	...	...	...	13	...	8	2	167
4	Jessore	49	1	14	66	15	1	9	2	...	2	6	2	167
5	Birbhum	61	...	4	33	26	...	6	3	...	...	5	...	138
	Total	325	4	46	193	68	7	19	37	13	5	37	4	758

No.	SCHOOLS.	Upper class.	Middle class.	Lower class.	Total.
1	Malda	2	86	22	110
2	Rajshahi	1	164	11	176
3	Pabna ... ..	...	156	11	167
4	Jessore ... ..	...	163	4	167
5	Birbhum ... ..	...	138	...	138
	Total	3	707	48	758

The normal schools for the training of vernacular teachers in this division are four in number. One of these, situated at Pabna, trains up pandits; the other three, situated respectively at Jessore, Berhampur, and Boalia, train up gurus.

(1.) The Pabna normal school is in excellent condition. The roll number was 75, against 51 of the preceding year. At the last general examination of normal schools, conducted by the inspector of the central division, one boy from this school stood

Reports of Inspectors of Schools.

at the top of the general list; and out of the 26 candidates that went up from the highest class, 24 passed successfully. The model school, at which the normal pupils practise teaching, stood higher than every other school of the district at the last vernacular examinations of this division. Such results reflect credit on the industry and the ability of the head master, Babu Syama Charan Chaturji, and his assistants. To their exertions it is mainly due that a minor normal school, with an establishment of Rs. 202 per mensem only, is competing with advantage with the higher normal schools, each provided with more than fourfold its establishment. Eleven pandits from this school received appointments during the year. I can recommend no one measure so well calculated to improve the tone of middle class vernacular schools in this division, as the strengthening of the Pabna normal school by raising its allowance to at least double the present amount.

(2.) TRAINING SCHOOLS.—The training schools for gurus are languishing under the effects of your order of the 13th May 1870, which prohibited the admission of fresh pupils into these institutions.

The roll number of the Jessore school was 50, against 85 of the preceding year; that of the Berhampur school 26, against 76; and that of the Boalia school 41, against 67. These three, as well as the two training schools at Burdwan and Midnapur, in the south-west division, were examined together by myself, and the results were, on the whole, worse than those of preceding years. I am constrained to believe that the prohibition of fresh admissions into these schools had much to do in discouraging the teachers and pupils of these institutions. There is a belief still lingering among them that these schools are not to be continued much longer. Here again is seen how the hard economy to which we have been reduced has acted most directly on low class education, and injured the progress it was making.

North Central Division, Babu Bhudev Mukhurji.

The results of the pass examinations of the training schools in this division are tabulated below :—

No.	TRAINING SCHOOLS.	NUMBER OF PUPILS PASSED.		
		1st grade.	2nd grade.	Total.
1	Berhampur ... ..	...	13	13
2	Jessore	2	19	21
3	Rajsahi ... ..	...	9	9
	Total ...	2	41	43

The Pabna normal school has had a shed erected during the year for the accommodation of its boarding pupils, whose numbers are daily increasing.

Tables of the caste and social position of the pupils of the normal and training schools in this division are subjoined :—

Number.	SCHOOLS.	Hindus.										Musulmans.		Aborigines.						Total.		
		Brahmans	Khetryas.	Baldiyas.	Kyathas.	Navasaks.	Kyurthas.	Konarbanas.	Others, &c.	Loakes, Chandals.	Haris,	S'jais.	Samsis.	Christians	Budhists.	Kols.	Gonds.	Santhals.	Negas.		Cacharys.	Others.
1	Rajsahi	6	...	...	5	1	2	...	3	...	...	24	...	...	...	...	...	...	...	...	...	41
2	Pabna	30	...	4	26	5	3	...	6	1	...	1	...	...	...	...	...	...	...	...	...	75
3	Jessore	19	...	...	20	5	1	...	1	...	...	4	...	...	...	...	...	...	...	...	...	50
4	Berhampur	13	1	...	3	3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	26
	Total ...	73	1	4	54	14	5	11	1	..	29	...	...	...	...	...	...	...	...	...	...	193

No.	SCHOOLS.	Upper class.	Middle class.	Lower class.	Total.
1	Rajshahi ... ..	.....	19	23	41
2	Pabna ... ..	.....	65	10	75
3	Jessore ... ..	.....	43	7	50
4	Berhampur ... ..	.....	13	13	26
	Total ...	.....	140	192	193

Reports of Inspectors of Schools.

DEPUTY INSPECTORS.—Before I proceed with my remarks on the other classes of schools, I shall make room here for some words on the deputy inspectors employed under me.

The zilla and the normal schools heretofore noticed are directly connected with the inspector; the deputy inspectors are connected with the former as only ex-officio members of the local committees, and with the latter they have no recognised connection. But the deputy inspectors inspect and control all the other classes of schools; and as the number of these is the largest, the improvement and well-being of an educational division very considerably depend upon the conscientiousness, ability, and industry of these officers. There are in all nineteen deputy inspectors employed in this division. The work performed by them during the year is tabulated below:—

Number.		NO. OF MILES TRAVELLED.			Number of visits.
		Total.	By rail.	Not by rail.	
1	Deputy inspector, West Birbhum ...	3,665½	1,003	1,962½	280
2	Ditto, East Birbhum ...	2,000	1,230	1,670	231
3	Ditto, Mursidabad ...	2,214	380	1,834	163
4	Ditto, South Mursidabad ...	2,912	894	2,018	181
5	Ditto, Berhampur ...	2,235	300	1,985	185
6	Ditto, Jangipur ...	1,943	300	1,644	200
7	Ditto, Rajshahi ...	2,420	180	2,240	251
8	Ditto, Baulea ...	3,045	488	2,557	200
9	Ditto, Nator ...	1,719	126	1,593	234
10	Ditto, Chatmor ...	3,902	360	3,542	234
11	Ditto, Pabna ...	2,682½	280	2,402½	251
12	Ditto, Kumarkhali ...	4,394	367	4,027	381
13	Ditto, Jessore ...	2,341	30	2,311	321
14	Ditto, Jhenida ...	2,610	60	2,550	345
15	Ditto, Khulna ...	1,074	- 39	1,035	81
	Officiating ditto ...	2,020	...	2,020	241
16	Ditto, Narail ...	1,371	...	1,371	172
	Officiating ditto ...	1,207	...	1,207	83
17	Ditto, Magura ...	2,984	30	2,954	366
18	Ditto, Bagarhat ...	3,814	48	3,766	281
19	Ditto, Malda ...	2,171	376	1,795	64

I am on the whole satisfied with their work during the year. I must, however, mention as deserving of special commendation

North Central Division, Babu Bhudev Mukhurji.

(1) Babus Bishnu Chandra Mukhurji, 1st grade; (2) Bhubanmohan Niyogi, 2nd grade; (3) Krishnanath Banurji, 4th grade; (4) Umakanta Das, 4th grade; (5) Kalinath Chaudhuri, 4th grade; (6) Jogesvar Mukhurji, officiating 4th grade; (7) Jasadanandan Sarkar, 4th grade; (8) Dwarkanath Banurji, 4th grade. I should observe here that the deputy inspectors in the Jessore district have on the whole shown most activity in reporting on their schools during the year, while the deputies in Mursidabad have shown the least such activity. What is remarkable, the Jessore deputies speak of improvements in their schools, while some of the Mursidabad deputies harp on the stringency of the grant-in-aid rules, and talk of their demoralizing tendency. I am also glad to be able to observe, with respect to the work performed by the deputy inspectors during the year, that it is no longer of that one-sided nature with which some of them used to be content in preceding years. They were heretofore satisfied if the schools under them were but kept on, no matter whether or not they improved year after year. The impression has now become changed. 'The deputy inspectors are more earnestly seeking for efficiency in their schools. The reports and suggestions which I have received from them from time to time during the year, though sometimes imperfect and ill-conceived, prove on the whole that they are becoming more mindful of their *professional* duties. I have not been able, for reasons of which you are aware, to test, by personal inspection of any large number of schools, the improvements which the deputy inspectors have been able to effect; but I can perceive that a change for the better has already come on the schools, and that it will make itself more and more felt every succeeding year in superior results at the general examinations, if the mode of inspection adopted be persevered in and improved upon. The points to which the attention of the deputy inspectors have been more particularly directed, will be understood from the following *résumé* of office circulars.

Reports of Inspectors of Schools.

First, a general course of studies for every grade of school in the division has been laid down.

Secondly.—Schools of different grades have been divided into a definite number of classes, with the subjects of study duly graduated.

Thirdly.—The times for opening and closing the schools, which used to be regulated, or rather unregulated, at the will of the teachers or managers, have been fixed.

Fourthly.—Routines of studies for different hours in the different classes of schools have been drawn up under proper supervision.

Fifthly.—The competency of the teachers employed is being more closely looked to.

Sixthly.—Some attention is being given to the mode of imparting instruction, so that mere words are not learnt by the pupils.

It is unnecessary to observe, after the above, that our efforts are still being directed to bring about the most rudimentary improvements; but I feel that it would be premature to think of higher things at present. Lessons on objects, a knowledge of common things, Sanskrit or other roots, rudiments of science, &c., &c., may be talked of glibly or written about with zest, but the realities they mean cannot come within the compass of most of the schools and school masters we have to deal with. We may hope to have them, and more, at some future day, when the machinery of education has become far more perfect than it is. I confess to have much lower aims at present. My instructions to the deputy inspectors are barely to see that the text-books are learnt, and that parsing is mastered. I want the rules of arithmetic to be explained, but I insist on the practice being thorough. I confess also to be somewhat mindful of the calligraphy of our pupils. The deputy inspectors have been likewise instructed to attend to the proper teaching of geography, but in those schools only which have been provided with maps, not where these are wanting.

North Central Division, Babu Bhudev Mukhurji.

AIDED SCHOOLS.—With a view to improve my relations with the aided schools under my inspection, I issued the circular quoted below :—

The secretaries of aided schools are hereby requested to be so good as to observe the few following rules in the management of their schools :—

(1.)—Every appointment made by the secretary is to be reported for the approval of the inspector. No appointment will be valid without such approval.

(2.)—Every dismissal made by the secretary is to be reported to the inspector, with a voucher in the handwriting of the person dismissed, to the effect that he had been paid up in full to the day on which the notice of dismissal was served.

(3.)—A list of holidays to be granted during the next twelve months, with the specification of dates, to be sent in for the approval of the inspector during the month of January.

(4.)—Every leave of absence granted by the secretary to be reported for confirmation to the inspector. No leave will be valid without such confirmation.

I hope a clear definition has been made in the above of the powers which the managers and the inspector are severally to exercise over the schools receiving grants-in-aid. The managers know their own powers, and know the inspectors', and a mutual good understanding will, I hope, be the result. There have not occurred more than five cases in which I have had to hold out the threat of stopping the Government grant to a school. The complaints for non-payment of arrears of salary were altogether six in number; and in three out of the four of these cases which have been already investigated, the teachers, and not the managers, were found to be at fault. I shall give an account here of one of the above three cases. A teacher had lent money to certain ryots on the estate of a zemindar who was also the chief manager of the school in which he was employed. Having to resign his appointment, the teacher wanted to recover the amount he had lent to the ryots from their landlord, and complained to this office for arrears of salary to the amount which he had lent. On inquiry it turned out that there was no privity whatever of the zemindar in

Reports of Inspectors of Schools.

the transaction. The zemindar, however, did pay up the amount of his loan to the teacher when the deputy inspector interceded for him. My impression is that the leniency of the department to the teachers, its own creatures, has at times made it unduly harsh to the managers of schools. There *are* bad managers, but their number has been always small, and it is getting smaller every year. The number of bad teachers has been always large, and it is still larger than the number of bad managers. On a dispute for arrears of salary between the managers and teachers, I take strongly to the side of the latter. I never tell a teacher to fight it out at a court of law. I would much rather sue the manager myself. But I can have no patience with that spirit of insubordination and disrespect which makes some of our young men with a smattering of English look down upon the managers and treat them with scant courtesy. The teachers should know that the managers are their masters. Nothing ought to be done which would excuse them for not seeing this clearly. The managers receive Government money on certain express conditions, and it is the business of the officers of Government to see that these conditions are observed. It is my duty to make the manager of a school under my inspection pay the teacher of his school in full. I should shirk my proper work if I tell a teacher to go to a court of law to recover the arrears of his salary. That may be in certain cases the only resource left me; but my long experience in the department has convinced me that cases of that type, in which a court of law is our only resource, can never occur if attended to from an early stage. Nothing could bring down the value of appointments in the aided schools more than the impression that the inspector would leave the teachers to the delays and harrassments of the law courts. I dwell upon this point at some length, not because I have had to act often during the year on these convictions, but because I feel that I shall have to speak for the last time on this subject. * Even suspicious cases of under-payment have greatly declined.

North Central Division, Babu Bhudev Mukhurji.

AIDED HIGHER ENGLISH SCHOOLS.—The aided schools of the higher class, which belong to the status of the Government zilla schools, have done very well during the year. Their roll numbers, daily average attendance, income, and expenditure, are shown in the table below :—

Number.	DISTRICTS.	No. of higher class English schools.		Roll number.		Average daily attendance.		EXPENDITURE.				
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	From Government.		Local.		
								1869-70.	1870-71.	1869-70.	1870-71.	
								Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
1	Malda	1	49	24	398	9 3	.....	939	13 8	.....	.....
2	Rajsahi	2	233	245	1,882	1 0	1,914	10 0	3,790	2 9	3,836	13 3
3	Pabna	1	93	97	63	61	971	0 0	840	0 0	1,546	10 6
4	Jessore	5	345	298	242	197	3,479	13 9	2,230	13 0	6,282	10 9
5	Mursidabad	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Birbhum	2	120	113	70	91	467	13 0	963	8 0	1,064	5 9
	Total	11	870	753	549	494	7,199	5 0	5,998	15 0	13,662	11 0
											14,139	6 0

The success of these schools at the last university entrance examinations, as compared to what they achieved the year before, is shown in the subjoined statement :—

Number.	DISTRICTS.	1869-70.		1870-71.		Increase or decrease in 1870-71.		Net increase.
		Number of higher class English schools.	Number of pupils passed.	Number of higher class English schools.	Number of pupils passed.	Increase.	Decrease.	
1	Malda	1	.....	.....	.....	.....	.....	.....
2	Rajsahi	2	1	3	5	4	.....	.....
3	Pabna	1	3	1	4	1	.....	.....
4	Jessore	5	9	3	5	.....	4	.....
5	Mursidabad	.....	.....	.....	.....	.....	.....	.....
6	Birbhum	2	.....	2	1	1	.....	.....
	Total	11	13	8	15	6	4	2

Reports of Inspectors of Schools.

The caste and social position of the pupils attending these schools are shown in the next two tables :—

Number.	DISTRICTS.	HINDUS.								MUSULMANS.		Christians.	Buddhists.	Kols.	ABORIGINES.				Total.	
		Brahmans.	Khetryas.	Baidyas.	Kyasthas.	Navasaks.	Kyurthas.	Sonarbauas.	Others, &c.	Domes, &c.	Shias.				Sunnis.	Gonds.	Santhals.	Nagas.		Cacharis.	Others.
1	Malda ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	Rajsahi ...	118	...	8	42	30	10	21	5	...	11	...	...	...	...	...	...	...	...	245
3	Pabna ...	48	...	1	16	25	3	...	...	...	8	...	...	...	...	...	...	...	1	97
4	Jessore ...	93	...	15	181	7	...	...	...	1	1	...	...	...	...	...	...	...	...	298
5	Mursidabad ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	Birbhum ...	50	...	1	16	36	...	7	2	...	1	...	...	...	...	...	...	...	...	113
	Total ...	309	...	25	265	98	13	28	7	...	2	15	...	...	...	...	...	...	1	753

No.	DISTRICTS.	Upper class.	Middle class.	Lower class.	Total.
1	Malda ...	...	...	...	...
2	Rajsahi ...	...	204	41	245
3	Pabna ...	...	91	6	97
4	Jessore ...	...	280	14	298
5	Mursidabad ...	...	...	...	...
6	Birbhum ...	...	85	28	113
	Total ...	4	660	89	753

North Central Division, Babu Bhudev Mukhurji.

AIDED MIDDLE ENGLISH SCHOOLS.—The statistics of the middle class English schools in this division are condensed in the table below:—

Number.	DISTRICTS.	Number of schools.		Roll number.		Daily attendance.		EXPENDITURE.			
								Government.		Local.	
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70	1870-71.	1869-70.	1870-71.
								Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1	Malda ...	3	3	125	142	83	75	922 0 0	1,138 2 6	1,348 12 6	1,471 12 9
2	Rajshahi ...	10	9	443	464	311	291	4,397 4 6	4,145 7 0	7,079 7 0	7,303 4 9
3	Pabna ...	17	14	645	488	450	332	3,472 6 6	3,446 9 3	5,301 2 8	5,951 10 6
4	Jessore ...	41	44	2236	2188	1650	1565	10,794 12 0	13,116 7 8	19,245 8 6	24,133 8 1
5	Mursidabad ...	25	22	1005	879	709	625	6,387 1 4	6,988 1 1	11,624 7 7	11,873 5 1
6	Birbhum ...	20	15	805	531	625	514	5,251 13 0	4,438 9 3	7,792 15 9	6,984 9 6
	Total ...	116	107	6309	4742	3828	3452	31,225 5 4	33,273 4 9	52,392 6 0	57,718 2 8

These schools are, in my opinion, destined to serve a very useful purpose in the end. In them English is taught as a language only, and all other subjects of study, such as history, geography, geometry, through the vernacular. I have been always partial to this mode of instruction. Subjects are better learnt by children when taught through the medium of their mother tongue, than from foreign books which they very imperfectly understand. The habit of forming clear ideas meets with fewer obstacles in these than in purely English schools. It is a complaint against old Sanskrit teaching, that the men who have had it are apt to be carried away by the mere force of Sanskrit words. A *shloka* acts upon them as a mighty engine of power. I fear there are not instances wanting of similar weaknesses among my countrymen who have been taught from early years in English schools. In

Reports of Inspectors of Schools.

brief, I expect much from the middle English schools. Their success is calculated to bring about that change in the system of education which would fully adapt it to the requirements of the country.

There is one curious fact about these schools which appears to me not to be without significance. While all other forms of aided schools have their prototypes in Government institutions, the aided middle English schools have no Government models of them in these parts. The caste and social position of the pupils are shown in the tables below:—

Number.	DISTRICTS.	Hindus.								Musulmana.		Aborigines.		Total.		
		Brahmana.	Khetryas.	Baidyas.	Kyasths.	Navasaks.	Kyburthas.	Sonarbanias.	Others.	Haris, Domes, &c.	Shias.	Sunnis.	Christians.		Kols.	Others.
1	Malda	20	12	...	16	49	2	...	15	...	14	14	...	...	...	142
2	Rajsahi	196	2	23	44	41	35	5	47	9	4	55	1	...	2	464
3	Pabna	170	...	7	149	127	10	6	1	1	12	5	...	...	...	433
4	Jessore... ..	677	4	140	795	274	93	19	57	9	15	95	9	1	...	2,188
5	Mursidabad	262	27	8	141	102	53	60	90	18	12	106	...	...	...	879
6	Birbhum	252	8	9	136	106	...	11	29	...	10	20	...	...	...	581
	Total	1,577	53	187	1,281	699	193	101	239	37	67	295	10	1	2	4,742

No.	DISTRICTS.	Upper class.	Middle class.	Lower class.	Total.
1	Malda ... ..	...	69	73	142
2	Rajsahi	5	333	126	464
3	Pabna	6	273	209	488
4	Jessore	3	1,016	569	2,188
5	Mursidabad	17	639	223	879
6	Birbhum	9	368	204	581
	Total	40	3,298	1,404	4,742

North Central Division, Babu Bhudev Mukhurji.

AIDED MIDDLE VERNACULAR SCHOOLS.—The statistics of these schools are given below :—

Number.	DISTRICTS.	Number of schools.		Roll number.		Average daily attendance.		EXPENDITURE.											
								From Government.		Local sources.									
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.								
							Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.									
1	Malda ...	9	10	529	495	365	379	809	13	0	1,724	13	0	2,002	1	3	3,060	1	9
2	Rajshahi ...	24	23	924	970	565	625	3,898	14	3	4,011	11	6	5,154	9	3	5,377	12	6
3	Pabna ...	18	19	806	748	591	599	2,680	10	0	3,523	8	9	4,197	4	2	5,666	13	8
4	Jessore ...	10	9	521	536	338	380	1,220	2	4	1,861	0	0	1,887	12	6	2,466	8	6
5	Mursidabad	42	41	1480	1372	1031	1037	4,943	8	8	4,892	4	5	6,016	0	10	5,793	12	8
6	Birbhum ..	14	17	695	724	542	527	2,139	8	9	2,373	12	6	2,943	11	9	3,418	7	6
	Total ...	117	119	4955	4839	3482	3547	15,692	9	0	18,392	2	2	22,201	7	9	25,783	6	7

These schools have suffered in popular estimation since the rule has been talked of that the junior pleaders' examinations are, from the year 1873, to cease to be taken in Bengali. However much the measure may be to the liking of those who know English, it is, so far as I am aware, quite distasteful to the people at large. It is one more step, they think, towards the total exclusion of Bengali from the courts. The measure, if passed, will prove detrimental to the growth of our middle vernacular schools. In spite of every effort on the part of the department of public instruction, vernacular schools and vernacular education must languish under such blighting discouragements. Public instruction cannot be isolated from the influence of large public measures carried out in other departments.

Reports of Inspectors of Schools.

The caste and social position of the pupils who attend these schools appear in the next two tables:—

Number.	DISTRICTS.	Hindus.										Musulmana.		Christians.	Others.	Total.
		Brahmans.	Khetryas.	Baidyas.	Kyasths.	Navaks.	Kyburthas.	Sonarbanias.	Others.	Domes, &c.	Shias.	Sunnis.				
1	Malda	80	8	3	39	73	10	...	154	...	4	124	...	...	495
2	Rajsahi	196	2	27	110	72	44	4	40	11	13	446	...	...	970
3	Pabna	246	...	3	188	123	27	2	80	3	4	66	1	5	749	
4	Jessore	123	..	67	250	57	3	2	9	4	4	32	...	...	530
5	Mursidabad	395	23	35	240	236	72	57	110	7	8	190	...	..	1,372
6	Birbhum	300	...	12	114	165	...	16	50	1	12	51	3	...	724	
	Total	1,345	32	147	910	726	101	81	443	26	50	909	4	5	4,839	

No.	DISTRICTS.	Upper class.	Middle class.	Lower class.	Total.
1	Malda	3	201	291	495
2	Rajsahi	2	381	587	970
3	Pabna ... ..	.....	407	341	748
4	Jessore ... ..	.....	352	178	530
5	Mursidabad	3	678	691	1,372
6	Birbhum	2	324	398	724
	Total	10	2,343	2,486	4,839

North Central Division, Babu Bhudeo Mukhurji.

AIDED LOWER VERNACULAR SCHOOLS.—The statistics of these schools are given in the following table:—

Number.	DISTRICTS.	Number of schools.		Roll number.		Daily attendance.		EXPENDITURE.			
								Government.		Local.	
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.
								Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1	Malda ...	...	...	...	...	...	...	.....	.....	...	.....
2	Rajsahi ...	...	...	...	...	...	...	.....	.....	.....	.....
3	Pabna ...	3	3	125	151	85	88	424 0 0	407 6 9	403 15 0	379 8 3
4	Jessore ...	12	12	246	240	134	182	790 1 3	844 8 0	788 0 0	923 7 0
5	Murshidabad ...	1	1	29	18	15	14	95 8 0	96 0 0	95 8 0	96 0 0
6	Birbhum ...	5	4	152	164	124	115	518 1 0	470 0 0	713 13 0	578 5 6
	Total ...	21	20	532	573	408	399	1,827 10 3	1,817 14 9	2,001 4 0	1,976 4 9

These schools send candidates to no public examinations. There are no scholarships available to the pupils of these schools. The theory is, that such schools are attended by children of the lower orders only, who are to learn nothing more than the rudiments of reading, writing, and arithmetic, and then to betake themselves to industrial occupations. In short, these schools are intended to teach their pupils so as to create a taste for reading and a capacity to understand printed books, without, however, raising in them any higher educational aspirations. There are two difficulties in the way of success of these schools. The first difficulty is, that in almost no school, however low, that we have yet set up, can the children of the middle classes be entirely winnowed off by any process from the children of the lower orders.

Then there is the other still greater difficulty presented by the circumstance that the lower classes alone cannot support schools.

Reports of Inspectors of Schools.

The best paymasters of the teachers are the middle classes. To drive out their children, even if we could do it, would be to close the schools at once. Purely lower class schools cannot be managed under the aid system. In order to carry out the theory, Government need undertake the entire support of the lower class schools.

The following tables show the caste and social position of the pupils attending the aided lower class vernacular schools :—

Number.	DISTRICTS.	HINDUS.									MUSLIMANS.			Total.
		Brahmans,	Khetryas.	Baidyas.	Kyasthas.	Navasaks.	Kyburthas.	Sonarbanias.	Other castes above the lowest, Domes, Chundals.	Shias.	Suanis.	Christians.		
1	Maldá ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...
2	Rajsahi ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...
3	Pabna	13	...	...	10	53	2	...	37	5	16	16	...	151
4	Jessore	18	...	...	13	31	19	9	18	5	23	104	...	240
5	Mursidabad	4	1	2	7	2	2	...	...	...	...	...	...	19
6	Birbhum	12	2	...	6	59	8	3	23	15	2	30	1	164
	Total	47	3	2	36	144	31	12	81	25	41	150	1	573

No.	DISTRICTS.	Upper class.	Middle class.	Lower class.	Total.
1	Maldá ... ..	.....	.....	.....	...
2	Rajsahi ... ..	.....	...	.....	...
3	Pabna ... ..	.....	61	90	151
4	Jessore ... ..	.....	40	200	240
5	Mursidabad ... ..	.....	10	8	18
6	Birbhum ... ..	.....	14	150	164
	Total ... ..	.....	125	448	573

North Central Division, Babu Bhudev Mukhurji.

THE GOVERNMENT MODEL VERNACULAR SCHOOLS.—These are twelve in number. Their statistics are given below:—

Number.	DISTRICTS	Number of model schools.		Roll number on the 31st March.		Average daily attendance.		EXPENDITURE.			
								Government.		Local.	
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.
1	Malda ...	3	3	190	178	138	114	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
2	Rajsahi ...	...	...	...	...	...	...	.....	.....	.....	.....
3	Pabna ...	2	2	105	91	66	73	524 2 0	376 2 0	99 2 0	139 8 9
4	Jessore ...	3	3	110	107	70	63	940 0 0	890 0 0	65 15 3	77 6 0
5	Mursidabad.	2	2	183	174	130	137	538 3 0	530 15 0	430 7 3	508 8 9
6	Birbhum ...	2	2	89	81	84	57	539 13 3	515 5 3	219 13 0	195 9 9
	Total ...	12	12	632	631	483	443	3,183 1 0	2,982 11 6	1,346 3 6	1,323 6 6

Agreeably to the views expressed in my last year's report with regard to these schools, I have placed most of them under local committees of management, to whom appertain such powers and responsibilities as are given by the following rules prescribed for observance by these committees:—

(1.)—The committee shall have the power of adding to their number others whom they consider competent with the permission of the deputy inspector.

(2.)—They should visit the school and record their opinions in a book to be kept for the purpose.

(3.)—They should be careful to see that the teachers come to the school and leave it in proper time. Should they find any of the teachers not punctual in this respect, they should note it down in their book for the information of the deputy inspector.

(4.)—The head pandit should carry on correspondence with the inspector and the deputy inspector, but he should keep copies of letters that he may write to them, and should regularly file all letters that he may receive from them, for the knowledge of the members of the committee.

Reports of Inspectors of Schools.

(5.)—The committee should take an account of the amount realized every month from fees, and should there be any deficit, they should make it up and keep the school-house in repair.

(6.)—When any of the teachers require leave, they may be authorized to grant it for a period not exceeding three days, reporting the same to the deputy inspector. In case the period of leave is longer, they should forward the application to the deputy inspector with their opinion. It must be borne in mind that all letters addressed by them to the inspector or his deputy should be sent through the head pandit.

(7.)—The committee should keep an account of the school surplus, and recommend to the deputy inspector the purchase of maps, books, or any school furniture from this fund.

The effect produced by the appointment of local committees has been so far favorable that there were no fluctuations last year, as there used to be in preceding years, in the salaries of the assistant teachers, payable from the surplus fees of the schools. But I trust that further good will result from the arrangements made. Schools of such an inferior class as these cannot go on properly without some local control over them.

The results of the vernacular scholarship examinations of these schools are compared below:—

		1869-70.	1870-71.
Number of model schools	... ..	12	12
How many of them sent in candidates	... ..	10	9
Number of candidates sent	... ..	39	45
		—	—
Number of pupils passed	{ 1st grade	1	3
	{ 2nd "	11	11
	{ 3rd "	20	19
		—	—
Total	... ..	32	33
		—	—

North Central Division, Babu Bhudev Mukhurji.

The following tables show the caste and social position of the pupils:—

No.	DISTRICTS.	Upper class.	Middle class.	Lower class.	Total.
1	Malda ... ..	...	80	98	178
2	Rajsahi ... ..	...	...	...	...
3	Pabna ... ..	...	43	43	91
4	Jessore ... ..	...	48	59	107
5	Mursidabad ... ..	...	123	51	174
6	Birbhum ... ..	...	35	46	81
	Total ... ..	...	329	302	631

Number.	DISTRICTS.	Hindus.								Musulmans.		Aborigines.		Total.	
		Brahmans.	K. Ryas.	Baldyas.	Kyasths.	Navaks.	Kyburtlas.	Sonarbanias.	Other castes lower than above.	Domes, Chundals.	Shias.	Sunnis.	Kols.		Nagas.
1	Malda	49	2	4	13	31	19	3	36	...	1	20	...	...	178
2	Rajsahi... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	Pabna	16	2	36	20	1	1	6	...	...	...	9	...	...	91
4	Jessore... ..	17	3	2	18	29	1	5	2	2	..	28	...	...	107
5	Mursidabad	45	3	4	39	23	8	8	18	3	4	20	...	...	174
6	Birbhum	32	1	...	9	27	...	...	5	...	4	1	1	1	81
	Total	159	11	46	98	111	29	22	61	5	9	78	1	1	631

THE CIRCLE SCHOOLS.—There were eleven different circles consisting of eighteen different schools during the year under report, against the same number of circles composed of twenty schools of the year before. This circumstance may be taken as corroborative of the remark I made in my last year's report, that the circle system is still in a state of transition. The number of different schools in each circle has a tendency to grow less. The time may come, therefore, when a circle will be formed of *one* school only, and then circle schools and model schools must become identical.

Reports of Inspectors of Schools.

The statistics of the circle schools are given below:—

Number.	DISTRICTS.	Number of circles.		Number of different schools in them.		Roll number on the 31st March.		Average daily attendance.		EXPENDITURE.			
										Government.		Local.	
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.
										Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1	Malda	...	...	...	...	...	...	...	...	.....	.....	.....	.....
2	Rajsahi	...	...	...	...	...	...	...	...	.....	.....	.....	.....
3	Fabna	4	4	8	7	420	498	309	325	960 4 0	845 1 0	422 10 0	397 7 0
4	Jessore	7	7	12	11	543	521	407	337	1,417 8 0	1,416 0 0	524 14 4	480 11 6
5	Mursidabad	...	...	...	...	...	...	...	...	.....	.....	.....	.....
6	Birbhum	...	...	...	...	...	...	...	...	.....	.....	.....	.....
	Total	11	11	20	18	963	1019	716	662	2,377 12 0	2,261 1 0	947 8 4	873 2 6

The next two tables show the caste and social position of the pupils attending the circle schools:—

Number.	DISTRICTS.	Hindus.							Musulmans.			Total.	
		Brahmans.	Baldyas.	Kyaathis.	Navasaks.	Kyburthas.	Sonarbanias.	Other castes.	Domes, &c.	Shias.	Sunnis.		Christians.
1	Malda	...	...	...	...	...	...	...	...	...	...	.....
2	Rajsahi	...	...	...	...	...	...	...	...	...	...	.....
3	Fabna	53	...	59	221	90	11	34	19	14	53	2	493
4	Jessore	97	8	102	80	53	23	103	23	13	18	...	521
5	Mursidabad	...	...	...	...	...	...	...	...	...	...	...	.....
6	Birbhum	...	...	...	...	...	...	...	...	...	...	...	.....
	Total	150	8	101	301	85	33	137	43	27	73	2	1,019

North Central Division, Babu Bhudev Mukhurji.

No.	DISTRICTS.	Upper class.	Middle class.	Lower class.	Total.
1	Malda ... ..	.....	.....	.....	.....
2	Rajsahi ... ..	.....	.....	.....	.....
3	Pabna ... ..	.....	206	292	498
4	Jessore	1	239	281	521
5	Mursidabad ... ..	.....	.....	.....	.....
6	Birbhum ... ..	.....	.....	.....	.....
	Total ...	1	445	573	1,019

THE PATHSALAS.—The statistics of the pathsalas for the last year and the year preceding it are compared in the subjoined table:—

Number.	DISTRICTS.	No. of pathsalas.		Roll number.		Daily average.		EXPENDITURE.							
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	Government.		Local.					
								1869-70.	1870-71.	1869-70.	1870-71.				
								Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.				
1	Malda ... ..	...	1	...	61	35	.....	15 0 0	...	16 9 0					
2	Rajsahi	118	113	2,665	2,564	1789	1721	6,283	8 0	6,456	12 0	3,859	12 0	3,862	7 0
3	Pabna	14	14	449	386	349	281	509	7 0	835	0 0	618	1 0	860	0 0
4	Jessore	191	228	6,170	6,853	4321	5004	10,311	8 0	12,450	8 0	6,112	14 0	10,053	14 0
5	Mursidabad	41	52	1,106	1,373	828	1095	2,292	0 0	2,550	8 9	2,498	7 0	3,302	11 0
6	Birbhum	30	21	1,194	672	643	470	2,075	4 0	1,106	13 0	1,428	3 0	1,024	11 6
	Total ...	394	429	11,594	1,1909	7930	8608	21,421	13 0	23,414	7 9	14,017	5 0	18,860	4 6

As these schools have carried education furthest down among the lower classes, it would be useful to dwell a little on the facts disclosed by the above table. In the first place, it will be seen that the pathsalas have hardly increased in number during the year. This is not attributable wholly to the circumstance of a smaller number of pupils than usual having been passed from the training schools. As already seen, the training schools passed forty-three pupils; but the increase of pathsalas is eight only. The difference is accounted for thus:—Thirty-five of the passed pupils have been this year placed in charge of old pathsalas, the teachers of which have taken long leaves. I have to observe that

Reports of Inspectors of Schools.

such used never to be the case before. Secondly, it will be seen that the local income of the certificated teachers has increased from Rs. 14,017 to Rs. 18,860. This is a large increase. From what has been known of these schools from some years past, the impression was that their income from local sources had come nearly to a stand-still. On a sudden that income has increased by 34.5 per cent. over that of the year before. I attribute this (1) to the increase of new pathsalas having become doubtful, (2) to the demands of the teachers having been raised owing to payments for night-schools and girl classes having become greatly restricted. Thirdly, it will be seen that the roll numbers have been diminished notwithstanding a net increase of eight pathsalas. When the number of pupils grows less, and yet the income from local sources become high, the plain conclusion must be that the fee rates have been raised. High fees and lower class education are incompatible. I have shown year after year how the pathsala scheme was taking in the masses more and more, though never exclusively. But this year I have to record that the progress of that scheme towards its ultimate object has received a severe check. Owing very probably to the demand for higher rates of fees by the teachers whose income from Government we have had to cut down, a large percentage of the lower class children, heretofore attending those institutions, have withdrawn from them.

The remarks that have been made on the lower class vernacular schools under the aid system, apply also to the pathsalas. These, too, are aided schools receiving Government help under other than the grant-in-aid rules. As long as the teachers of these schools have to depend for such a large part of their income as 80.6 per cent. on local contributions, it is not reasonable to expect that these schools should cease to aspire to teach the vernacular scholarship course. That such aspirations must direct the aim of these institutions has been said more than once in my reports of previous years, and I need not dwell upon that point any more. It is quite

North Central Division, Babu Bhudev Mukhurji.

certain, however, notwithstanding what is said above, that the lower classes still predominate in the pathsalas, as will be seen from the tables of caste and social position of the pupils attending these institutions.

Number.	DISTRICTS.	Hindus.									Musulmans.		Christians.	Kols	Total.
		Brahmans.	Khotryas.	Raidyas.	Kyastha.	Navasaka.	Kyburthas.	Sonarbanias.	Others.	Domes, &c.	Shias.	Sunnis.			
1	Malda ...	1	...	...	2	13	10	...	27	...	...	8	...	...	61
2	Rajsahi ...	201	9	3	183	258	234	20	439	49	70	1,099	...	...	2,564
3	Pabna ...	48	...	4	65	141	16	11	...	18	...	88	...	...	386
4	Jessore ...	1,266	42	95	1,508	1,143	223	116	429	222	77	1,646	82	1	6,853
5	Mursidabad ...	310	...	19	212	359	15	25	270	1	7	175	...	...	1,373
6	Birbhum ...	273	1	21	41	268	...	24	31	3	5	6	...	...	672
	Total ...	2,098	62	142	2,010	2,162	501	196	1,196	293	159	2,017	82	1	11,909

No.	DISTRICTS.	Upper class.	Middle class.	Lower class.	Total.
1	Malda ...	...	33	29	61
2	Rajsahi ...	1	417	2,146	2,564
3	Pabna ...	...	117	269	386
4	Jessore ...	...	2,088	4,765	6,853
5	Mursidabad ...	2	645	729	1,373
6	Birbhum ...	...	223	449	672
	Total ...	3	3,523	8,303	11,909

One important measure for the benefit of the lower class schools has been introduced during the year under report.

Certain zemindars and other supporters of education in the Rajsahi district instituted a few scholarships of the average value of Rs. 3 per mensem for the benefit of the lower class schools in their district.

The scholarships have been for the present made tenable at the higher English, middle English, or middle vernacular schools, which are supported severally by their founders. The number of the scholarships is not very large, being only twelve, but the example

Reports of Inspectors of Schools.

seems to be spreading. Nine scholarship more were founded in the Jessore district after the year which is being reported upon expired. These scholarships, I imagine, may be very largely increased in number; and should the time come when departments for technical education can be opened in connection with the training schools, as was once proposed, the scholarships might be made tenable in those departments, and thus an impetus be given to mass education, the like of which it has never yet received.

NIGHT PATHSALAS.—But if the day-pathsalas contain seventy per cent. of the lower classes, the night-pathsalas hold a still larger percentage of them. The two tables below, of the caste and social position of the pupils of these schools, put the matter beyond question, and prove that the pathsala scheme, founded as it is on the system prevailing from time immemorial in this country, is competent to provide to a large extent for that mass education which has been a problem of difficulty every where, and which, under the present circumstances of this country, is beset with peculiar difficulties here.

Number.	DISTRICTS.	Hindus.								Musulmans.		Total.	
		Brahmans.	Khetryas.	Baidyas.	Kyaths.	Navasaks.	Kyburthas.	Sonarbanias.	Others.	Domes, &c.	Shias.		Sunnis.
1	Malda ... ..	...	...	...	...	...	...	...	...	...	...	...	...
2	Rajsahi	4	...	...	5	43	7	...	17	5	5	52	133
3	Fabna ... ..	...	...	...	...	...	...	...	...	...	...	...	...
4	Jessore	24	...	...	106	173	39	14	123	89	17	546	1,131
5	Mursidabad ... ..	...	...	...	52	77	3	2	59	...	2	36	231
6	Birbhum ... ..	...	...	...	...	167	...	2	91	42	1	...	303
	Total	23	...	...	163	460	49	18	290	136	25	634	1,803

North Central Division, Babu Bhudev Mukhurji.

No.	DISTRICTS.	Upper class.	Middle class.	Lower class.	Total.
1	Malda ... ..	.....	.....	.....	.....
2	Rajshahi ... ..	.....	9	136	138
3	Pabna ... ..	.....	.....	.....	.....
4	Jessore ... ..	.....	95	1,036	1,131
5	Mursidabad ... ..	.....	3	228	231
6	Birbhanm ... ..	.....	.....	303	303
	Total ... ..	.....	100	1,703	1,803

FEMALE EDUCATION.—Under this head I shall have to speak (1) of the female normal school; (2) of the aided girls' schools; (3) of the girl classes attached to pathshalas; and (4) of the zenana schools in the division.

(1.) The Chandranath female normal school at Boalia in the Rajshahi district has been provided with a competent lady superintendent in the person of Mrs. Stansbury. It obtained the long promised Government aid in November last. The number of pupils, which was four only at the time that the Government grant was sanctioned, rose at the close of the year to ten. Those who know the great difficulties that still lie in the way of female education in this country will at once appreciate the amount of credit due to Babu Umakanta Das, deputy inspector, Boalia, through whose exertions mainly the above increase in the number of pupils at the female normal school has been affected. Babu Umakanta has been careful in every instance to select pupils of respectable, though of course of poor, parentage, and he has selected none to whose life and conversation certificates have not been given by men of position and respectability. The local committee of public instruction at Boalia, under whose direct control the school has been placed, take considerable interest in its welfare, and it seems to me

Reports of Inspectors of Schools.

that there is no immediate obstacle in the way to success of this institution. The great difficulty which is still being felt of providing the lady superintendent with suitable house accommodation makes me wish either that a special grant were made with a view to meet that difficulty, or that the Raja Chandranath Ráy of Nattor, the originator and liberal supporter of the institution, came forward with a suitable donation for the purpose.

Mr. Heeley's leaving the district has been a great loss to the school.

(2.) The statistics for the last two years of the aided schools for girls in this division are compared below—

Number.	DISTRICTS.	Number of schools for girls.		Roll number.		Daily attendance.		EXPENDITURE.			
								Government.		Local.	
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.
								Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1	Malda ...	...	...	...	...	...	...	.....	.....	.....	.....
2	Rajsahi ...	3	1	23	26	12	15	180 0 0	180 0 0	207 13 0	239 9 9
3	Pabna ...	0	3	173	69	85	63	807 8 0	607 3 0	753 8 0	517 3 0
4	Jessore ...	15	11	218	162	173	121	1,374 6 3	1,339 0 0	1,619 4 3	1,460 5 0
5	Muraidabad.	3	3	63	76	54	50	702 12 3	479 0 0	737 6 0	720 13 3
6	Birbhum ...	3	3	63	80	41	45	379 0 0	372 10 0	390 1 6	455 9 8
	Total ...	29	21	560	413	365	299	3,443 10 6	2,977 13 0	3,733 0 9	3,393 8 8

The above shows a falling off by eight in the number of schools, and by 147 in the number of pupils. I shall make some extracts here from the reports of the deputy inspectors on the girls' schools under their inspection.

The deputy inspector of West Birbhum says:—

Beyond a very slight increase in the roll number, I cannot report any real improvement in the quality of education imparted, or any rapid progress

North Central Division, Babu Bhudev Mukhurji.

exhibited by any particular pupil or pupils. In the Suri girls' school a little of English is taught to the students of the highest class, but as yet their knowledge of Bengali and arithmetic is not sufficient to render it expedient or necessary to commence the study of English.

As the people in my circle are not yet impressed with the belief that female education is a necessity, and that they are bound to provide for the education of their daughters as for that of their sons, they are not prepared to spend large sums for the purpose, fully aware as they are that they can expect to receive no return from them. But few now have any objection to avail themselves of girls' schools which impart instruction to their daughters gratis, entailing neither expense nor responsibility upon them. The only thing favorable that I can say with regard to female education is, that active opposition to it has disappeared.

Baboo Bhuban Mohan Niyogi, deputy inspector of Pabna, who evidently takes much interest in female education, writes as follows:—

The number of girls' schools at present in my circle is four, against five on the date of my last annual report. The number of girls has also decreased, it being 95 against 123 in the preceding year. This decrease both in the number of schools and girls does not, however, point to a corresponding decrease of interest in the cause of female education on the part of the people. It was the inevitable result of circumstances upon which no one could have exercised any check. In spite of my efforts to produce a contrary result, a female school will sometimes languish for want of girls, or even altogether cease to exist. It will also occasionally happen that my best endeavours to draw new pupils will prove unavailing from some cause or other. My experience, likewise, tells me that it is not always possible to re-open a female school *temporarily* closed, or to recall girls who have been absent on *leave*. I can sooner establish new female schools and find new pupils for them. But to do this it is necessary to change the scene of my operations. To replace the Chaitropali female school I ought to have gone to Paikarhati, for instance, and opened a girls' school in that place, which is ripe for it. But the parsimony of the educational department has frustrated my efforts. The people are not sufficiently advanced in their views about female education to pay for it.

Reports of Inspectors of Schools.

I shall make another extract from this officer's report, which relates to the case of a girl whom I had examined with much pleasure at the Kumarkhali school :—

Among the existing girls' schools in my circle, the one at Kumarkhali still maintains its superiority over the rest. But death has just removed from this institution its most promising pupil, a girl of fifteen or sixteen years, and a widow. Her history is so full of melancholy interest, that it deserves a place in a report on female education. She belonged to the weaver-caste, and was fatherless as well as a widow. She lived with her mother in great poverty, and latterly employed herself as a zenana teacher at Kumarkhali. She also earned a casual rupee as a seamstress. You will remember to have seen her when you visited Kumarkhali, and the kind notice you then took of her now encourages me to linger a little on her sad history. She fell a victim to melancholy, which had been praying upon her simple heart with fatal obstinacy. The girl always brooded over her widowed life, and the moral wilderness in which she was placed in the midst of a populous town awakened in her a keen sense of loneliness and desolation, of which the books she read, and read so well, could not make her oblivious. Her teacher told me that she took pleasure in reading books about God and His works. The disease of which she died is popularly believed to have been induced by despair. Indeed, if that grim monster can kill any one, it has killed poor Kamala.

The deputy inspector of Berhampur writes as follows :—

Though the superstition that educated girls are destined to become widows has lost its hold upon the minds of their parents and guardians, and though unmarried girls are allowed freely to go to school, yet the importance and necessity of female education are not every where admitted. No father chides his girl for neglecting her lessons or absence from school as he does his boy. He would grudge no expense for training up his boy, but would hesitate to lay out a pice for the education of his daughter.

The deputy inspector of Rajsahi says :—

Those who are foremost in advocating its sacred cause (the cause of female education) are not natives of Rajsahi, and so long as the *bonâ fide* residents of the district are apathetic and indifferent about the education of their girls, female education cannot be said to have made anything like progress here.

North Central Division, Babu Bhulev Mukhurji.

He then recommends a relaxation of the grant-in-aid rules in favor of girls' schools, and concludes with the remark that the Chandranath female normal school would never have been set up if Government had not relaxed the rules in its favour.

The officiating deputy inspector of Khulna writes of one of his girls' schools:—

The girls are permitted to attend the school up to the fourteenth year of their age, and thus continuing their studies at the school, acquire an elementary knowledge of the Bengali language, arithmetic, history, and geography. They are also taught needle-work.

The statistics for the last two years of the girl classes attached to the pathsalas in the several districts are compared together in the next table.

Statistics of Girl Classes attached to Day Pathsalas and Aided Schools.

Number.	DISTRICTS.	Number of pathsalas with girls' classes.		Roll number.		Daily attendance.		EXPENDITURE.	
		1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.
								Rs. A. P.	Rs. A. P.
1	Malda ... ..	...	...	...	...	...	...	.....	.....
2	Rajsahi	6	3	93	46	39	40	143 0 0	131 0 0
3	Pabna ... ..	...	1	...	5	...	3	.....	12 0 0
4	Jessore	39	31	510	318	271	292	708 0 0	694 6 6
5	Mursidabad... ..	4	2	78	30	63	42	116 0 0	53 0
6	Birbhum	15	6	199	79	112	56	307 3 0	165 0
	Total	64	43	880	476	485	433	1,268 3 0	1,055 6 6

The above table shows a falling off in the number of girl classes by 21, and in the roll number of girls by 404. This is owing to your order No. 2249, dated 13th May 1870, which prohibited new admissions of girls. The new form introduced,

Reports of Inspectors of Schools.

which prevents any payment for girls who have not made progress to a certain extent, has also had much to do with the falling off in the girl classes of pathshalas. I fear these will be shut up ere long, and thus one of the cheapest modes for making girl education, such as it is, popular throughout the districts, will have to be given up.

(4.) **ZENANA SCHOOLS.**—The number of these remains two, as in the last year. One of the two, at Chatrahati in Pabna, has been closed temporarily; the other zenana school at Paluamagura in Jessore is still working.

UNAIDED SCHOOLS.—The unaided schools in the division, of which any accounts have been received, are (1) in Malda, one middle English; (2) in Rajshahi, two middle English, two middle vernacular, and five lower vernacular; (3) in Pabna, one middle vernacular, two lower vernacular, and one girls' school; (4) in Jessore, three middle English, eight lower vernacular, two girls' schools; (5) Mursidabad, two higher English, two middle English, and one middle vernacular.

Besides the above, there are the Nizamut college and Nizamut school in Mursidabad.

(1)—The Nizamut college has thirty-eight pupils on the rolls, the daily average attendance is twenty-six, and the cost of educating each pupil Rs. 388-8-7 per annum. The total cost to the Nizamut fund for the college and the school was Rs. 25,572 during the year.

I estimate the number of indigenous schools, with which we have as yet come to no connection, at 1,000 in round numbers.

Those who question the usefulness of the inspecting agency of Government would do well to visit the unaided schools, and compare their roll number, attendance, discipline, and progress with those of schools of an equal status receiving Government aid. The aided schools will be found decidedly superior in every respect.

North Central Division, Babu Bhudev Mukhurji.

The unaided higher English school at Kandi in Mursidabad affords the only exception to the above remark. It is one of the best conducted of the unaided schools, and superior to a great many schools which receive Government aid.

CASTE AND SOCIAL POSITION.—I have already given tables of the caste and social position of the pupils who attend our different systems of schools. I shall annex here summaries of them for the whole division, observing, by way of explanation, that the figures 1, 2, 3, &c., on the side represent the social position against the same figures as marked in the forms herein annexed.

TABLE OF SOCIAL POSITION.

UPPER CLASSES OF SOCIETY.

	Number of pupils.
TITLES.	
1. Princes, nabábs, rájás, rái báhádurs, khán-bahádurs	...
GOVERNMENT SERVICE.	
2. Government servants with salaries of Rs. 10,000 a year and upwards
LAND.	
3. Large landholders, whose income from land is Rs. 20,000 a year and upwards
OTHER REALIZED PROPERTY.	
4. Owners of houses, mines, Government securities, and other realized property, whose income is Rs. 30,000 a year and upwards
PROFESSION.	
5. Professional men with incomes of Rs. 40,000 a year and upwards
TRADE.	
6. Merchants, bankers, &c., with incomes of Rs. 50,000 a year and upwards

*Reports of Inspectors of Schools.*Number
of pupils.

MIDDLE CLASSES OF SOCIETY.

(*Viz., those below the upper classes and above the lower classes, and whose chief social position is derived from Government service, realized property, profession, or trade.*)

GOVERNMENT SERVICE.

7. Officers on salaries of Rs. 200 and less than Rs. 833 a month
8. Officers on salaries of Rs. 50 and less than Rs. 200 a month
9. Officers on salaries of Rs. 20 and less than Rs. 50 a month ...
10. Officers on salaries of less than Rs. 20 a month, such as military officers, teachers, pandits, post masters, amlahs ...

ESTATES.

11. Holders of lands, mines, houses, Government securities or other realized property, whose income is above Rs. 3,000 a year and under the limits for the upper classes ...
12. The same when the income is less than Rs. 3,000 a year ...
13. Holders of *debatvar*, *brahmatvar*, *piratvar*, tenures ...
14. *Jagirdars*, *ghatvals*

PROFESSIONS.

15. Barristers, surgeons, engineers, attorneys, pleaders, clergymen, priests, religious gurus, *mullás*, *kázis*, *maulavis*, professors, high pandits, superior English teachers, authors, editors, higher artists
16. *Muktárs*, *munsis*, *amlas*, writers, *moharers*, *sarkars*, *gomastás*, *nayabs*, surveyors, overseers, native doctors, *kábirájés*, apothecaries, English teachers, pandits, village school teachers, engine-drivers, press proprietors, press readers, catechists, *ghataks*, *kathaks*, lower artists

TRADE.

17. Bankers, brokers, *banians*, gold merchants, money-changers, merchants, *mahájans*, large traders, contractors, manufacturers of sugar and saltpetre, produce dealers, factory owners, photographers, coach-builders, engravers ...
18. Shop-keepers, *aratdars*, *kyals*, apprentices

LOWER CLASSES OF SOCIETY, OR THE MASSES.

GOVERNMENT SERVICE.

19. Government servants on less than Rs. 20 a month, such as compounders, soldiers, constables, *chowkidars*, *peons*, *paiks*, *barkundazes*, *chaprásis*, *darwuns*, guards, messengers,

*North Central Division, Babu Bhudev Mukhurji.*Number
of pupils.

bhandaries, nagdies, boatmen, gunners, laskars, seamen, cooks, tailors, palki-bearers, bearers, farashes, punka-pullers, coachmen, syces, elephant-drivers, grass-cutters, shikaries, duffries, bhisties, khansamas, kitmutgars, ayas, washermen, mehters, and other servants, on regular pay ...

PRIVATE SERVICE.

20. Such as those named before

AGRICULTURE.

21. Cultivators, gardeners, small ryots

TRADE.

22. Petty shop-keepers and small dealers and sellers, such as pedlars, kolu, chunari, mudis, moiras, sweetmeat sellers, sellers of tari, betel, milk, spices, fish, biscuits, opium, stamps, punkas, fire-wood, baskets liquor, earthen-ware, vegetables, ganja, goli, &c.

HANDICRAFT.

23. Printers, compositors, pressmen, book-binders
24. Workers in gold and silver, ornament makers
25. Potters, stone-cutters, masons, idol-makers, brick-makers, brick-layers
26. Firemen, stokers, lower engine-drivers
27. Painters of houses, of common pictures, picture framemakers, dyers
28. Blacksmiths, tinmen, brasiers, kansari
29. Carpenters, coopers, wheel-wrights, palki-makers
30. Weavers, blanket-makers
31. Harness-makers, shoe-makers, hat-makers

SKILLED LABOUR.

32. Tailors, barbers, gharamis, farriers, horse-breakers, shikaries, midwives, bird-catchers

COMMON LABOUR.

33. Palki-bearers, garwans, syces, coolies, cowherds, shepherds, fishermen, pig-keepers, cutters of grass and wood

MISCELLANEOUS.

34. Itinerant performers, such as musicians at natches, songsters, male dancers, bajaudars, jatravalas
35. Vagrants, such as beggars, fakirs, bairagis
36. Disreputable classes, such as latials, badmashes, dacoits, thieves, pirates, prisoners, prostitutes

Reports of Inspectors of Schools.

No. of schools.	SCHOOLS.	Upper classes of society					Total.	Middle classes of society.												
		1	2	3	4	5		6	7	8	9	10	11	12	13	14	15	16	17	18
		5	Zilla schools			3				3	21	59	63	11	55	130	48		73	183	40	24
4	Normal schools									1	1	1	9	45		11	60		12	
15	Model schools							2	7	11	7	11	59	41		57	139	65	27	
1	Female normal school-aided															4				
8	Higher class English-aided			4			4	6	12	12	4	27	155	107		68	182	55	32	
107	Middle class English-aided	4		29			7	40	15	57	110	91	113	668	455	20	247	1,051	253	188
119	Middle class vernacular-aided, and the schools under the pathsala system			10			10	5	26	58	29	67	244	279	10	360	634	293	148	
20	Lower class vernacular									1	2	1	2	12	3	22	33	27	22	
18	Circle schools			1			1			5	2	1	43	56		71	86	93	88	
21	Girls' schools							7	6	13	1	8	70	20		33	90	9	28	
429	Pathsalas			3			3		4	9	44	58	758	552	24	580	978	359	157	
72	Night-pathsalas										1	13	8	11	3	29	16	18	1	
	Girls' classes attached to pathsalas								2	5	14	10	75	37		18	82	28	4	
619	Total	4		50			7	61	56	174	239	206	366	2,231	1,654	57	1,878	3,764	1,252	719

North Central Division, Babu Bhudev Mukhurji.

Total.	Lower classes of society, or the masses.																Total.	37	Grand total.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34				35	36
707	5	1	6	22	...	7	2	...	1	...	...	2	...	1	1	2	48	...	758	
140	...	...	85	7	...	1	1	...	1	2	...	2	...	...	3	...	52	...	192	
426	37	53	129	119	...	8	14	...	7	9	20	...	15	9	1	15	1	436	...	862	
4	...	...	5	...	...	...	...	...	...	...	1	...	...	...	...	...	6	...	10	
660	1	22	23	23	...	7	1	...	1	...	3	...	...	...	4	1	89	...	753	
3,298	69	223	560	323	4	34	11	...	1	33	9	35	2	24	58	2	27	2	1,397	7	4,742
2,343	74	271	1,240	505	3	66	30	...	11	50	22	31	8	72	35	19	47	4	2,483	3	4,830
125	30	25	228	57	...	2	6	...	2	7	18	...	22	13	...	8	...	448	...	573	
445	30	47	101	254	...	25	10	...	11	5	31	6	25	14	5	8	...	572	1	1,019	
285	7	7	13	27	5	10	1	...	5	2	11	...	10	4	3	1	...	106	22	413	
3,523	174	604	4,143	1,786	26	136	159	4	24	163	67	292	21	261	271	88	156	5	8,380	3	11,909
160	9	30	1,142	156	...	15	41	...	37	46	23	...	52	134	4	14	...	1,703	...	1,803	
275	...	50	57	57	...	5	...	...	5	1	8	...	...	11	3	3	1	201	...	476
12,331	434	1,332	7,685	3,506	38	316	276	4	36	316	170	473	32	485	529	126	287	16	15,021	36	28,349

Reports of Inspectors of Schools.

Number.	SCHOOLS.	Hindus.									Musulmans.		Christians.	Aborigines.			Total.
		Brahmans.	Khetryas.	Baidyas.	Kyasths.	Navasaka.	Kyburthas.	Sabarbanias.	Others.	Domes, Chandals, Haris.	Shias.	Sunnis.		Kols.	Nagas.	Others.	
5	Zilla schools	825	4	46	193	68	7	19	37	13	5	37	4	758
4	Normal schools	73	1	4	54	14	5	...	11	1	...	29	...	...	...	192
15	Model schools	194	12	14	165	174	30	23	98	5	9	135	1	1	1	862	
1	Female normal school ...	4	...	...	...	6	...	...	...	...	...	...	...	...	...	10
8	Higher English—aided ...	309	...	25	255	98	18	28	7	...	2	15	...	...	1	753
107	Middle English—aided ...	1,577	53	187	1,281	699	193	101	239	37	67	295	10	1	2	4,742	
119	Middle vernacular—aided, and the schools under the pathshala system ...	1,345	32	147	910	726	161	81	443	26	50	909	4	...	5	4,839	
20	Lower vernacular—aided, and the school under the pathshala system ...	47	8	2	36	144	31	12	81	25	41	150	1	...	...	573
18	Circle schools	159	...	8	161	301	85	33	137	42	27	73	2	...	...	1,019
21	Girls' schools	82	7	17	127	83	20	10	25	...	12	11	19	...	...	413
429	Pathshalas	2,096	52	142	2,010	2,162	501	196	1,196	293	159	3,017	82	1	...	11,909	
73	Night-pathshalas	28	...	...	163	460	49	18	290	136	25	634	...	...	...	1,803
	Girls attached to pathshalas ...	147	...	6	180	107	1	...	15	...	4	16	...	...	...	476
619	Total	6,379	164	598	5,535	5,042	1,096	521	2,579	578	401	5,321	123	3	1	28,349	

North Central Division, Babu Bhudev Mukhurji.

I should observe here that the social position of pupils, which has been made to depend on income alone, cannot, in my opinion, be quite correct for this country, where the system of hereditary caste is all-powerful. The two returns of caste and of income should be taken together. I must also remark, with reference to the new form introduced this year, that the upper classes, consisting of those whose incomes are above Rs. 10,000 per annum, have become more clearly defined than they were in the form used in the preceding year. To this circumstance, and to no other, is to be attributed the falling off of 321 pupils from the upper to the middle classes, as shown in the table of social position. But while the new form has gained over the old in this respect, it has not gained, but lost, in clearness by the following entry under the head of middle classes,—“ Holders of lands, &c., whose income is less than Rs. 3,000 a year.” A minimum ought to have been given. In this country, where the institution of equal division of ancestral property prevails, it is by no means unusual for men to hold one-anna or half-anna shares of estates, or even fractions of a pie. Many cultivators of jamma have larger incomes than these men. I am afraid this has been the source of some inaccuracy in the returns.

FINANCIAL STATISTICS.—The financial statistics for the year 1870-71 are summarized in the following statement:—

	EXPENDITURE.		
	From State funds.	From local funds.	Total.
	Rs. A. P.	Rs. A. P.	Rs. A. P.
Inspection	43,678 15 1	.....	43,678 15 1
Instruction:			
Government and aided schools	1,31,118 1 4	1,39,061 11 6	2,70,179 12 10
* Unaided schools ... ..	.....	37,249 11 11	37,249 11 11
Special grants	650 0 0	.....	650 0 0
Scholarships, minor & vernacular	5,391 9 1	.....	5,391 9 1
Remuneration to examiners ...	166 10 8	353 5 4	520 0 0
Miscellaneous	1,643 8 0	.....	1,643 8 0
	1,82,648 12 2	1,76,664 12 9	3,59,313 8 11

Reports of Inspectors of Schools.

FRIENDS OF EDUCATION.—The friends of education in this division are not few, and they cannot be all named here. I named the most prominent among them in their several districts in my last year's report.

1. Of those who have spent money most liberally on the schools of this division, I must mention (1) His Highness the Maharaja of Burdwan, (2) Rani Sarnamai of Kasimbazar, (3) Rani Sarat Sundari of Putiya.

Their charities have not been confined to this or that district. From whatever quarter applications were sent to them for donations to schools, the applications met with success. My office has been the medium of conveying not a small amount of their charitable offerings.

2. Of those who have invariably used the influence of their official position for the encouragement of schools and scholars, I must name (1) Mr. W. L. Heeley, (2) Mr. J. Ward.

3. Of those who, though unconnected with the department, have taken interest in the schools, visited, and examined them when they came in their way, and gave information of any shortcomings they detected, I must mention Mr. J. Barton, the magistrate of Jessore.

I must likewise mention with honour the names of those who have founded scholarships for the benefit of the lower class schools, which have long wanted such encouragement:—

Raja Krishendra Ray of Balihar, Rajsahi.

Babu Ananga Mohan Dev of Chandra, Jessore.

„ Kali Nath Chaudhuri of Nattor, Rajsahi.

„ Kisari Mohan Chaudhuri of Kasimpur, Rajsahi.

NORTH-EAST DIVISION.

FROM THE REPORT OF MR. GEORGE BELLET, M.A.

THE limits of my division remain the same as reported last year, and there has been only one change among the subordinate inspecting officers, viz. the return to his permanent appointment as deputy inspector of Babu Moheschandra Chakravarti in August 1870.

During the year under report the joint-inspector has had one month's privilege leave, the deputy inspector of Kakina two months' privilege leave, and I myself had three months' medical leave from the 14th December to the 14th March. During my absence Babu Kasikanta Mukhurji, the joint-inspector, officiated for me, and I have every reason to be satisfied with the way in which the duties of the office of the inspector, which he conducted in addition to his own, were carried on. In Table I. (p. 59) will be readily seen the salary, travelling allowance, number of schools under inspection, of schools visited, and of miles travelled, in the case of each deputy inspector.

Babu Mahes Chandra Chakravarti, who has during the year rejoined his appointment as deputy inspector of Bogra, is an intelligent man, but has had very little experience of his duties as a deputy inspector, and is not so quick in his work as he should be. I hope to see this fault remedied during the course of the present year. Of the other deputy inspectors who were under me last year, I am glad generally to be able to speak well. The deputy inspector of Lower Asam has shown more energy than last year, but there is still plenty of room for improvement. Babu Mahim

Reports of Inspectors of Schools.

Chandra Chaturji, deputy inspector of Kakina, has not commended himself to me so much during the year under report. He is too fond of being close to his head-quarters, where I think, the zemindar, Babu Mahim Ranjan Ráy Chaudhuri, is inclined to look upon him as one of his own retainers. Babu Lal Mohan Vidyá Nidhi, deputy inspector of Patiram, is a very energetic and painstaking man, and has been very successful in his district this year. I have only one fault to find with him, the same which I mentioned last year, viz. his very slight knowledge of English. His correspondence and reports are sometimes bewilderingly unintelligible. Babu Bisvesvar Sen, deputy inspector of Jalpaiguri, works hard; and the same may be said of the deputy inspectors of Upper Asam, Birganj, Dinájpur, and Bhabániganj. Babus Hari Mohan Sen, Harihar Dás, and Hari Mohan Láhirí, deputy inspectors, respectively, of South and North Rangpur and Central Asam, deserve high commendation for the intelligence, tact, and earnestness which they have shown in the execution of their duties. The exertions of the deputy inspector of Serajganj are worthy of almost equal praise. Mr. Thomas at Darjiling has been relieved of a considerable amount of labour by the handing over of the hill schools to the Church of Scotland Mission.

The vacant first grade deputy inspectorship has not, as recommended by me in last year's report, been filled up. This has, I presume and trust, arisen from the financial pressure which existed last year. As that pressure seems to have been in great part removed, I would beg respectfully again to call your attention to the subject; and especially to the fact that the continued vacancy of this deputy inspectorship must necessarily lessen the interest which the deputy inspectors might take in their work. That this division is a backward one (which it is from unavoidable causes), is surely no reason why those who have to work against difficulties not to be found in other divisions, should be deprived of so strong an incentive to exertion.

TABLE I.

DATES OF APPOINTMENT.	Names.	Present situation.	Salary actually drawn.		Travelling allowance actually drawn.	No. of schools under inspection.	No. of visits to schools during the year.	Miles travelled during the year.	
			Rs.	A. P.					
	<i>2nd Grade.</i>								
18th November 1864 ...	Babu Sarat Chandra Dás ...	Dy. Insp. of Schools, Serajganj ...	1,800	0 0	581	8 0	33	108	2,222
17th March 1866 ...	" Sasibhushan Datta ...	Ditto, Lower Asam ...	1,800	0 0	555	0 0	80	136	2,040
	<i>3rd Grade.</i>								
25th August 1868 ...	" Hari Mohan Láhiri ...	Ditto, Central Asam ...	1,200	0 0	628	4 0	46	157	2,241
13th September 1868 ...	" Ratnadhara Datta ...	Ditto, Upper Asam ...	1,200	0 0	474	4 0	29	126	1,791
29th August 1868 ...	" Dvárka Náth Datta ...	Ditto, Rayganj ...	1,200	0 0	517	0 0	55	180	2,068
6th August 1867 ...	" Hari Mohan Sen ...	Ditto, South Rangpur... ..	1,200	0 0	545	12 0	73	254	2,161
	<i>4th Grade.</i>								
16th July 1868 ...	" Bisvesvar Sen ...	Ditto, Jalpaiguri ...	900	0 0	734	8 0	53	286	2,800
January 1869 ...	" Ganra Náth Rái ...	Ditto, Bhabáiganj ...	900	0 0	620	12 0	58	244	2,365
9th July 1867 ...	" Mahim Chandra Chaturji, B. A. ...	Ditto, Kakina ...	750	0 0	321	12 0	50	179	1,686
February 1866 ...	" Harihar Dás ...	Ditto, North Rangpur... ..	900	0 0	452	4 0	54	227	1,896
13th December 1865 ...	" Govinda Chandra Chakravarti... ..	Ditto, Dinájpur ...	900	0 0	492	0 0	60	327	1,944
January 1869 ...	" Lál Mohan Bhattáchariya ...								
	" Vidyá Nidhi ...	Ditto, Patiram ...	900	0 0	1,027	0 0	79	425	4,059
July 1868 ...	" Sasibhushan Sen, B.A. ...	Ditto, Birganj ...	899	15 10	568	0 0	56	240	1,998
March 1869 ...	" Mahes Chandra Chakravarti... ..	Ditto, Bogra ...	948	10 0	576	0 0	37	211	2,079
November 1865 ...	" Pyári Mohan Basu ...	Ditto, Darjiling ...	600	0 0	134	8 0	...	...	.....
	Mr. J. Thomas ...								

North-East Division, Mr. Bellé.

Reports of Inspectors of Schools.

The following table, very meagre as compared with the similar one submitted in my last report, shows the number of grants sanctioned and revised during the past year :—

TABLE II.

Number.	NAME OF SCHOOL.	District.	Amount of grants sanctioned.	Director's orders sanctioning the grants.
			Rs. A. P.	
1	Safighatá, vernacular ...	Dinájpur ...	10 0 0	No. 1959 of 20th April 1870.
2	Dhántala, vernacular ...	Ditto ...	11 0 0	No. 1964 of 20th April 1870.
3	Kakina, vernacular, night ...	Rangpur ...	10 0 0	No. 1967 of 21st April 1870.
4	Udaypore, vernacular ...	Dinájpur ...	11 0 0	No. 1914 of 18th April 1870.
5	Gauhati, vernacular, girls' ...	Kamrup ...	15 0 0	No. 1961 of 21st April 1870.
6	Juyániyá, vernacular ...	Dinájpur ...	11 0 0	No. 1963 of 21st April 1870.
7	Cháprájhar, vernacular ...	Ditto ...	11 0 0	No. 2014 of 21st April 1870.
8	Pángási, vernacular ...	Serájgónj ...	9 0 0	No. 2046 of 21st April 1870.
9	Daulatpur, vernacular ...	Ditto ...	14 0 0	No. 2048 of 21st April 1870.
10	Jagadal, English ...	Dinájpur ...	13 0 0	No. 2050 of 21st April 1870.
11	Barpetá, English ...	Kamrup ...	100 0 0	No. 2185 of 6th May 1870.

The enormous decrease of grants has not in any way arisen from a want of desire for schools in the districts composing my division. On the contrary, numbers of applications have been received. But by your circular No. 2246, dated 13th May 1870, sanction to all grants-in-aid of any kind was temporarily stopped, and up to the present time, has not been again accorded. The effect of this order has been very fatal. Taking it in conjunction with the expressed intention of the Government of India, to encourage lower class education at the expense of higher, the people in these parts of the country have harboured the most extraordinary and exaggerated notions of the intentions of Government with regard to education. Reports have gone abroad not only that all grants in aid of education were to be withdrawn, but that every obstacle was to be thrown in the way of education. So far, indeed, did this absurd rumour go, that in its issue of August 20th 1870, the *Dik Prakas*, a paper published at Kakina, in the district of Rangpur, and supposed to be inspired by, as it does belong to, Babu Mahim Ranjan Ráy Chaudhuri, who has shown himself very liberal in the cause of education, stated that a fine of Rs. 50 was

North-East Division, Mr. Bellett.

to be levied for every school kept up; and this was by no means a solitary instance of the actual panic (for it deserves no other name) which existed. This state of things not only instantly and of course prevented any applications for grants-in-aid being submitted, but led to the closing of schools in many cases and the temporary suspension in many more. Myself and the other inspecting officers of this division are looking eagerly for the repeal of the order above referred to. Since, though the panic has to a great measure abated, there is a strong feeling of distrust abroad as to the permanence, certainly of the Government schools, and to a great extent of Government assistance and countenance to schools altogether.

The following grants-in-aid have been cancelled during the year under report:—

TABLE III.

No.	NAME OF SCHOOL.	District.	Directors' orders sanctioning the cancellation.	Amount of grant.
				Rs. A. P.
1	Olipur, English	Rangpur ...	No. 1545 of 12th April 1870	39 0 0
2	Dāngápárá, vernacular ...	Dinājpur ...	No. 2450 of 31st May 1870	9 0 0
3	Madhupur, vernacular ...	Ditto ...	Ditto	12 8 0

The following table shows the number and amount of special grants for books, maps, and furniture, made during the year in consideration of money expended by managers on school buildings.

TABLE IV.

No.	NAME OF SCHOOL.	District.	Director's orders sanctioning the grant.	Amount of grant sanctioned.
				Rs. A. P.
1	Mulakhovijá, vernacular ...	Goálpárá ...	No. 1828 of 9th April 1870	50 0 0
2	Bákáli, vernacular ...	Jalpaiguri ...	No. 1993 of 26th April 1870	20 0 0
3	Hitabidháyini, vernacular	Goálpárá ...	No. 2115 of 30th April 1870	50 0 0

The following table shows the amount sanctioned from the surplus funds at the credit of Government schools in 1870-71 :—

TABLE V.

Number.	NAME OF SCHOOL.	District.	Amount of grant.	Director's orders sanctioning the grant.	Purpose.
			Rs. A. P.		
1	Gauhati high	Kamrup ...	242 0 0	No. 4183 of 10th Dec. 1870	For black board and maps.
2	Nowgong Government vernacular	Nowgong ...	39 0 0	" 3938 of 11th Nov. "	For furniture, &c.
3	Govindaganj model	Dinájpur ...	36 0 0	" 130 of 16th Jan. 1871	For maps, furniture, &c.
4	Maharájpur model	Ditto ...	40 0 0	" 127 of 16th "	Ditto.
5	Dinájpur sadr vernacular ...	Ditto ...	10 0 0	" 136 of 16th "	Ditto.
6	Mádhavbáti model	Ditto ...	25 0 0	" 154 of 16th "	Ditto.
7	Sáhábájpur model	Ditto ...	12 0 0	" 169 of 16th "	Ditto.
8	Mahadevpur model	Ditto ...	27 0 0	" 171 of 16th "	Ditto.
9	Rangpur zilla	Rangpur ...	11 0 0	" 353 of 31st "	Removal of school furniture.
10	Subarnadaha model	Ditto ...	21 0 0	" 370 of 1st Feb.	For maps, books, &c.
11	Belkanavaganj model	Ditto ...	32 0 0	" 398 of 2nd "	Ditto.
12	Karpur model	Bogra ...	75 0 0	" 400 of 2nd "	For books, furniture, &c.
13	Amlágáchhi model	Ditto ...	22 0 0	" 402 of 2nd "	Ditto.
14	Bogra sadr vernacular	Ditto ...	90 0 0	" 418 of 2nd "	Ditto.
15	Chilmári model	Rangpur ...	3 0 0	" 423 of 2nd "	For books.
16	Chámpápápur model	Bogra ...	40 0 0	" 455 of 2nd "	For books, furniture, &c.
17	Cháúcháitará model	Ditto ...	55 0 0	" 457 of 2nd "	For maps, books, furniture, &c.
18	Adamdighi model	Ditto ...	36 0 0	" 459 of 3rd "	Ditto.
19	Kájlá model	Ditto ...	40 0 0	" 467 of 2nd "	Ditto.
20	Bhángábári model	Serajganj ...	17 0 0	" 469 of 2nd "	Ditto.
21	Bálubhará model	Bogra ...	56 0 0	" 496 of 3rd "	Ditto.
22	Tezpur sadr vernacular... ..	Dorang ...	23 0 0	" 505 of 7th "	For maps, books, &c.
23	Nowgong sadr vernacular ...	Nowgong ...	40 0 0	" 516 of 7th "	Ditto.
24	Dinájpur zilla... ..	Dinájpur ...	500 0 0	" 533 of 7th "	Prize books, furniture, and rewards to teachers.

25	Satiya model ...	...	Dorang	...	50 0 0	"	560 of 9th	"	"	For maps and books.
26	Darjuling zilla...	...	Darjuling	...	70 0 0	"	815 of 25th	"	"	For library and prize books.
27	Tezpur zilla ...	...	Dorang	...	120 0 0	"	833 of 24th	"	"	For microscope or a galvanic battery and prize books.
28	Dibrugar zilla	...	Lakhimpur	...	249 8 0	"	855 of 25th	"	"	For maps, books, furniture, &c.
29	Bogra zilla ...	...	Bogra	...	200 0 0	"	939 of 3rd Mar.	"	"	For enlargement of the school building, payment of chaukidari tax, purchase of maps, books, furniture.
30	Rangpur training	...	Rangpur	...	125 0 0	"	1101 of 13th	"	"	For books and maps and repairs of boarding-houses.
31	Hájo model ...	...	Kamrup	...	80 0 0	"	1068 of 9th	"	"	For maps, books, furniture, &c.
32	Rangpur attached model pathshala	...	Rangpur	...	50 0 0	"	1095 of 13th	"	"	Ditto.
33	Sátgára model...	...	Ditto	...	20 0 0	"	1103 of 13th	"	"	For reward to the head pandit of the school.
34	Bodá model ...	...	Julpaiguri	...	11 0 0	"	1246 of 18th	"	"	For maps and books.
35	Sibságar zilla ...	...	Sibságar	...	200 0 0	"	1312 of 22nd	"	"	For rewards to teachers of the school.
36	Bogra zilla ...	...	Bogra	...	90 8 0	"	1361 of 27th	"	"	For books.
37	Dibrugar sadr vernacular	...	Lakhimpur	...	140 0 0	"	1035 of 10th	"	"	For maps, books, furniture.
38	Sadiya Government vernacular	...	Ditto	...	20 0 0	"	1099 of 9th	"	"	For maps, books, &c.
39	Golághat Government vernacular	...	Sibságar	...	14 0 0	"	1044 of 9th	"	"	Ditto.
40	Dinájpur training	...	Dinájpur	...	155 0 0	"	1026 of 9th	"	"	Ditto.
41	Dinájpur attached model pathshala	...	Ditto	...	27 0 0	"	1037 of 10th	"	"	Ditto.

North-East Division, Mr. Bellitt.

The following table shows the numbers and classes of all the schools under my inspection on 31st March 1871, and the sums expended on them from local and imperial funds:—

TABLE VI.

Return of the Inspector of Schools for the North-East Division, for the year ending 31st March 1871.

	Number of Institutions.	No. of students on the rolls.		Daily average attendance.	Receipts.				Expenditure.	Remarks.
		On the 31st March.	Monthly average.		From imperial funds.	From local funds.		Total.		
						Fees and fines.	Other local sources.			
					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
GOVERNMENT INSTITUTIONS.										
Gauhati High School—										
College department	1	17	15	13	5,232 2 6	555 13 6	.....	5,789 0 0	5,789 0 0	
School department	1	222	197	162	6,220 3 0	2,723 5 0	.....	8,943 8 0	8,943 8 0	
Law department	1	15	15	13	525 0 0	925 0 0	.....	1,450 0 0	1,450 0 0	
Normal Schools—										
For masters, vernacular	5	166	170	143	5,156 14 3	838 12 7	.....	6,045 10 10	6,045 10 10	
Schools for Boys—										
Higher class, English	6	913	860	664	20,383 7 5	10,133 11 5	1,406 12 0	31,923 14 10	31,922 7 5	(a)
Middle class, English	1	36	32	27	1,800 0 0	118 14 0	.....	1,918 14 0	1,918 14 0	
Middle class, vernacular	37	2,183	1,989	1,503	11,774 10 3	4,994 2 3	501 10 0	17,270 6 6	17,270 6 6	
Lower class, vernacular	2	137	159	105	.....	77 14 3	.....	77 14 3	77 14 3	
PRIVATE INSTITUTIONS UNDER INSPECTION.										
1.—Receiving allowances under the grant-in-aid rules.										
Schools for Boys—										
<i>Under Christian bodies.</i>										
Higher class, English	1	38	30	29	2,856 0 0	5,068 0 0	500 0 0	8,424 0 0	8,300 0 0	(b)
<i>Under Native Managers.</i>										
Higher class, English	2	287	257	177	1,920 0 0	2,119 2 6	1,673 1 1	5,712 3 7	5,136 6 2	(c)
Middle class, English	36	1,603	1,480	1,033	10,221 11 0	3,091 15 6	12,904 9 7	26,118 4 1	25,738 9 0	(d)
Middle class, vernacular	122	.....	.....	2,691	16,629 10 5	4,310 5 9	16,530 2 4	36,770 2 6	36,018 3 9	(e)

Schools for Girls—											
<i>Under Native Managers.</i>											
Vernacular	17	286	279	173	2,305 8 0	39 10 0	2,551 15 0	4,896 12 0	4,783 0 0	(f)	
2.—Receiving allowances under other rules.											
Normal Schools—											
For masters, vernacular, under missionary bodies	4	128	128	104	1,901 5 9	.....	1,425 7 3	3,326 18 0	3,326 13 0		
Schools for Boys—											
<i>Under Missionary bodies.</i>											
Lower class, vernacular	51	(g) 744	950	698	3,412 2 0	.....	867 2 3	4,299 4 9	4,299 4 9		
<i>Under Native Managers.</i>											
Lower class, vernacular	488	10,489	10,150	7,149	25,867 6 1	5,699 12 0	5,019 8 6	36,586 10 7	36,586 10 7		
Schools for Girls—											
<i>Under Native Managers.</i>											
Vernacular	(h) 12	229	214	147	476 0 0	26 10 0	3 0 0	505 10 0	505 10 0		
3.—INSTITUTIONS ABOLISHED DURING THE YEAR.											
Private Institutions—											
Receiving allowances under the grant-in-aid rules	1	.....	.....	.....	20 0 0	.....	20 0 0	40 0 0	40 0 0		
Receiving allowances under other rules	12	151	99	69	346 8 0	.....	78 0 0	424 8 0	424 8 0		
4.—PRIVATE INSTITUTIONS RECEIVING NO ALLOWANCES.											
Schools for Boys—											
<i>Under Native Managers.</i>											
Higher class, English	1	45	83	23	.....	85 11 6	1,998 0 0	2,033 11 6	1,742 2 9	(i)	
Middle class, English	2	96	95	76	.....	488 4 0	.....	488 4 0	488 4 0		
Middle class, vernacular	16	553	519	403	.....	374 11 9	2,291 11 9	2,666 7 6	2,536 7 6	(j)	
Schools for Girls—											
<i>Under Native Managers.</i>											
Vernacular	4	51	55	38	.....	.....	180 0 0	180 0 0	180 0 0		
Total	825	22,516	21,745	15,557	1,18,119 4 2	41,724 8 0	46,876 15 9	2,06,720 11 11	2,04,300 8 6	(k)	

- (a) Rs. 51-7-5 excess of receipts over charges.
 (b) Rs. 124 excess of receipts over charges.
 (c) Rs. 575-13-5 excess of receipts over charges.
 (d) Rs. 379-11-1 excess of receipts over charges.
 (e) Rs. 753-14-9 excess of receipts over charges.

- (f) Rs. 113-12 excess of receipts over charges.
 (g) Total number of pupils of the Dorang Kachhari schools at the end of the year has not been entered in the return received in this office.

- (h) Girls attached to day-pathshalas.
 (i) Rs. 291-8-9 excess of receipts over charges.
 (j) Rs. 130-0-0 excess of receipts over charges.
 (k) Rs. 2,420-3-5 excess of receipts over charges.

Reports of Inspectors of Schools.

The following are the expenses incurred throughout the division during the year under report, arranged under the heads of Inspector, Joint-Inspector, Deputy Inspectors, Instruction, and Scholarships :—

TABLE VII.

SOURCE OF CHARGE.	From imperial funds.	From local funds.	Total.
INSPECTOR—	Rs. A. P.	Rs. A. P.	Rs. A. P.
Salary	8,825 7 8	.....	8,825 7 8
Travelling charges	576 12 0	.....	576 12 0
Office charges (including salaries, contingencies, travelling charges of the establishment, and the removal of office, &c.)	2,917 2 11	.....	2,917 2 11
JOINT-INSPECTOR—			
Salary	3,850 0 0	.....	3,850 0 0
Travelling charges	1,716 4 0	.....	1,716 4 0
Office charges (including rent, salaries, contingencies, travelling charges of the establishment, and removal of office, &c.)	1,770 15 11	.....	1,770 15 11
DEPUTY INSPECTORS—			
Salary	16,097 15 0	.....	16,097 15 0
Travelling charges	8,228 8 0	.....	8,228 8 0
Peons and contingencies, &c.	479 2 0	.....	479 2 0
INSTRUCTION (including all charges entered in the form issued with Director's orders dated 13th March 1866)	1,18,119 4 2	86,181 4 4	2,04,300 8 6
Remuneration of examiners (not included under the head Instruction)	166 10 8	.....	166 10 8
SCHOLARSHIPS—			
Minor	607 0 9	.....	607 0 9
Vernacular	7,466 5 5	.....	7,466 5 5
BOOK AGENCIES	329 0 0	.....	329 0 0
MISCELLANEOUS—			
Service labels for inspector's office	750 0 0	.....	750 0 0
Service labels for joint-inspector's office	450 0 0	.....	450 0 0
Service labels for deputy inspectors	190 8 0	.....	190 8 0
Total Rs. ...	1,78,841 0 6	86,181 4 4	2,65,022 4 10

North-East Division, Mr. Bellett.

NORMAL SCHOOLS.—The number of schools of this class is the same as reported in the previous year, viz. five—one at Rangpur, one at Dinájpur, one at Gauhati, one at Nowgong, and one at Síbságar.

Rangpur training school.—This school, of which I was obliged to report unfavorably last year, has once more done as well as it used to do. The joint-inspector reports very favorably of it at present. It sent up eleven candidates to the vernacular scholarship examination, out of which number eight were successful. No scholarships were, however, awarded to them, and the joint-inspector who was then in charge of the division, considering it undesirable that students from training schools should appear at the examination, or compete for vernacular scholarships, issued an order in accordance with which no students from such schools will for the future be allowed to appear. The head master of this school proposes a competitive examination of the training schools and classes throughout Bengal. This matter I will take into consideration and report further to you on the subject. But it strikes me at present that it would hardly be a fair arrangement that the training schools in Asam should be called upon to compete with those in Bengal, and that even the two schools at Rangpur and Dinájpur could hardly be equally matched against the old established normal schools in other parts. The pupils of the first class of the model pathsala are reading the vernacular scholarship course of 1871. The numbers on the roll of the training school and pathsala were respectively seventy-seven and sixty-seven, against eighty-five and ninety of March 31st, 1870.

Dinájpur.—This school is also well reported of this year. Here, too, there has been a decrease in numbers on the rolls, but this is accounted for easily, as will be seen below. The head master proposes here to keep a staff of five passed pupil teachers attached to the school, to be sent out, when required, to fill officiating

Reports of Inspectors of Schools.

appointments, and when not so required, to be engaged in instructing the lads in the model attached pathsala.

Noicong.—This had fourteen gurus on the rolls on the 31st March 1871, against eighteen on the same date of the previous year. The head master reports that a standard introduced during the year at the suggestion of the joint-inspector has been of use, and that under it the gurus have been making progress. The gúru who in December 1869 left the school and took up his appointment as head pandit of the Dandua school, succeeded in passing one boy this year for a vernacular scholarship of Rs. 4 per mensem. The school has now a house of its own, and last month a model class was formed, which the gurus teach in the master's presence.

Sibságar.—Here there were twelve pupil teachers on the rolls at the end of the year. The deputy inspector expresses himself as pleased with the general progress of the school during the year. At the entrance examination which was held, twenty-three candidates for admission presented themselves, of whom thirteen were selected. The deputy inspector speaks of the short time which the gurus spend in the training schools, and the comparatively severe standard up to which they are required to work. I think that there is a good deal of truth in this complaint. Somewhat less, *thoroughly* learnt, would be of more value than the comparatively undigested mass which gurus now accumulate. The deputy inspector speaks in very high terms of the head master.

Gauhati.—The deputy inspector reports the working of this class as having been quite satisfactory. There were twenty names on the rolls on the 31st March last. The school is very insufficiently accommodated; it has only a very small room and verandah, which properly form a portion of the Gauhati high school premises. The change in the standard is here reported to have worked well.

North-East Division, Mr. Bellett.

GOVERNMENT HIGHER CLASS ENGLISH SCHOOLS.

GAUHATI HIGH SCHOOL.—No report has been received from the secretary of the local committee of public instruction. The school, however, is doing well; eleven boys were sent up to the entrance examination, and nine passed. In the first arts examination six were sent up and four passed. There are reading in the law class fifteen students.

RANGPUR ZILLA SCHOOL.—I am sorry to have to report that the authorities of the public works department, having pronounced the building which was last year occupied by the school as not only unsafe, but not worth thorough repair, the school has had to be moved from its former quarters, which were exceedingly commodious, to a small ill-arranged house, far too small to hold it, for which Rs. 78 per mensem has had to be paid from the surplus funds at the credit of the school. This is in every way a great disadvantage; and it seems but an ungrateful return to the Raja of Kuch Behár to occupy his house free of rent for several years, to neglect to keep it in proper repair, and at last to move out of it and leave it in a dilapidated state on his hands. Meanwhile Government has sanctioned the expenditure of Rs. 700 for the erection of a temporary mat house for the school, which is at present under course of erection. Government has also agreed to pay half of the cost of a new pukka house on condition that the other half be raised by subscription. A list has been opened, and Rs. 3,200 have been promised. As, however, the rough estimate for a house to answer the requirements of the school amounts to exactly ten times that amount, the chance of the Rangpur zilla school being properly housed appears very remote.

The number of pupils at the close of the year was 184, against 190 on 31st March 1871; and the expenditure and receipts from fees and fines has amounted respectively to Rs. 4,961-13-7

Reports of Inspectors of Schools.

and Rs. 1,539-5-0, against Rs. 5,037-11-3 and Rs. 1,613-11-3. The head master is again very well reported of. To his exertions the secretary of the local committee of public instruction attributes the success which the school met with at the last entrance examination, where all of the three candidates from this school passed in the second division, one gaining a third grade scholarship.

The confidence of the local committee of public instruction in the pandit's qualifications has, I think, increased during the year. I regret much to have lost Dr. Bowser from the post of secretary of the local committee of public instruction. He always showed an earnest and practical interest in the school.

SIBSAGAR.—Here there were on the 31st March last 129 pupils on the rolls, an increase of one on the previous year. The income from fees and fines amounted to Rs. 1,249-7-0, against Rs. 1,091-14-6; Rs. 200 out of Rs. 234-11-0, being the amount of the surplus fees, were distributed among the teachers. Out of three lads who went up to the entrance examination, two passed and one gained a scholarship. This result is very satisfactory, and highly creditable to the head master, Babu Srinath Guha. "Of the other masters," the secretary writes, "I have nothing to say. The staff is inadequate and below par." I have been obliged to warn the second master that unless a very great change soon takes place in his attention and system of teaching, I shall have to recommend his removal.

Captain Maitland, who was last year secretary of the local committee of public instruction, Dibrugar, has been transferred to this district, and takes as much interest in this school as he used to in the one at Dibrugar.

BOGRA.—The number on the rolls at the end of the year here was 124, against 133 of the previous year, and the fees and fines amounted to less by a little, about Rs. 70.

Ten candidates appeared at the entrance examination, of whom three only were successful, one passing in the second and two in

North-East Division, Mr. Bellett.

the third division. This is a great falling off. I was able last year to report that this school had passed eight candidates, four gaining scholarships. This is partly to be attributed to the absence on leave, and subsequently to the death, of the second master, who was a most valuable teacher, and to whom the pupils in the higher classes were much indebted. The school, too, has not yet recovered the loss of the late head master, Babu Kali Nath Dé, and his place has been filled by a man who is by no means his equal. The new second master, Babu Govind Chandra Dé, B.A., appears intelligent, but has unfortunately no experience in teaching.

The secretary of the local committee of public instruction complains that there has been very great delay in the carrying out of the repairs by the public works department, and that up to the date of his report they had been only half done and then abandoned. Mr. C. J. Ridge, of Mahdatali, was in the course of the year appointed secretary, but was, very much to my disappointment, forced into resigning shortly afterwards. The present secretary is Babu Lalit Mohan Chaturji. Mr. Bignold, the magistrate, takes great interest in the school.

GOALPARA.—Here there has been a falling off of ten in the number of scholars on the last day of the year, and of a little more than Rs. 150 in the amount of fees and fines received. This falling off is attributed by the secretary to the establishment, very close to the zilla school, of the Hitabidyuni vernacular school. Two candidates went up to the entrance examination, but both failed, one of them having been seriously ill before the examination. The head master has been for some time, I believe, a candidate, with great hopes of success, for a deputy collectorship in the Kuch Behar division. It is a pity that there should be any circumstance like this, which is naturally liable to cause the distraction of the master's attention. I trust the matter will be settled one way or the other before long.

Reports of Inspectors of Schools.

The other masters are all well reported of by the local committee of public instruction.

The house in which the school is held is said to be in very bad repair. When some time ago the matter of the necessity for a pukka house for the school was being discussed, the then deputy commissioner reported that it was unnecessary. It is a pity that more foresight was not exercised in the matter. I hope to be at Goál-pará shortly, and will address you further on the subject.

DINAJPUR.—Here there is an increase of eleven in the number on the rolls, and of Rs. 107-9 in the amount realized from fees and fines. Two only out of five candidates at the entrance examination were successful. This result is not satisfactory, as last year all of the three candidates passed and all obtained scholarships. Here again the local committee of public instruction report delay in the repairs to be executed under the public works department.

The secretary recommends that an additional master (to be paid, I presume, from the surplus funds) be appointed, as the school is growing too large for its present staff.

All the masters are well reported of. The secretary mentions the names of J. H. Ravenshaw, Esq., c.s., and Babus Khetra Mohan Sinha and Radhagovind Rái, as taking great interest in the school.

In the course of the year under report, Dr. Webber resigned the secretaryship after a long incumbency, and has been succeeded by G. H. Damant, Esq., c.s.

TEZPUR.—I am glad to begin my notice of this school with the statement, that the local committee of public instruction have during the past year shown a much more lively interest in the progress of the school. My personal thanks are due to the members of the committee on this account, as the labours of the inspector are both lessened and made more satisfactory in result when there is a cordial co-operation between him and the local committee of public instruction.

North-East Division, Mr. Bellett.

The year under report closed with fifty-nine students on the rolls, showing an increase of one on the previous year. The fees and fines have during the year amounted to Rs. 512-10-8, which gives an increase of more than Rs. 180.

The secretary, speaking of the slowness of increase in the numbers on the rolls, says:—"The uncertainty of the continued existence of English schools, arising from the rumour that the Government was determined to withhold the aid of the State to English education, checked in no small degree the increase of the number on the rolls of the school." He reports the school as popular, but gives as one reason, and the strongest, for its popularity, that lads are sent there not to gain a really sound education, but such only as will give them a smattering of English and Bengali, on the strength of which smattering they readily get appointments of 10 or 12 rupees a month in tea gardens. The results of the annual examination appear to have been generally satisfactory. There was no candidate at the entrance examination.

NOWGAON.—There is here a decrease in the number of students on the rolls of no less than forty-one. The explanation of this decrease given by the head master, and the opinions of the local committee of public instruction on the subject, I have already forwarded to you with an expression of my own opinion on the subject, and am now awaiting your order.

Three candidates appeared at the entrance examination, but of these none was successful.

The local committee of public instruction report that all the teachers are "quite fit to occupy their respective places." Surely if this be the case, Nowgaon ought to be a more successful school.

DIBRUGAR.—Mr. Cowie, who was last year secretary of the local committee at Sibságar, having been transferred here, now occupies the same post in Dibrugar. He reports that the local committee of public instruction have shown considerable earnestness in promoting the progress of the school. There has been an

Reports of Inspectors of Schools.

increase of three in the numbers on the rolls of the school, and a decrease of about Rs. 50 in the amount realized from fees and fines.

At the entrance examination which was held this year at Dibrugar, two candidates out of four passed in the second division. This shows an improvement on last year.

The head master is a very intelligent man. He might, however, I think, improve his system of teaching, making himself quite certain as he goes along that the boys understand what they are about. The second master, appointed since last report, is a Musulman, Abdulla Fyaz, and strikes me as being a very good teacher indeed. The third master is unsatisfactory.

Attempts are being again made to raise a subscription to provide a building for the school, which, I hope, may this time be successful.

His Excellency the Commander-in-Chief visited the school in the course of the year, and made the following remarks:—

My visit to the Government school has given me much pleasure. I find there are eighty-eight boys in the English school, and eighty-six in the vernacular school. This appears highly satisfactory; and as the building is quite crowded, and I am informed there is a great desire on the part of the youth of Asam for instruction, I feel sure that additional school accommodation would promote education, and be at once taken advantage of. It afforded me much satisfaction to find so many men and boys of the 42nd Light Infantry in the school learning English, and I am glad to pay the fees of all the military class for one year. I hope the men of the 42nd Regiment may qualify themselves to work at the Telegraph Office in the province. The state of the school appeared very creditable to the gentlemen who are head masters, Khetra Chandra Chaturji and Brajendra Nath Gangooly. I beg to subscribe Rs. 50 towards additional accommodation for the English school.

NAPIER OF MAGDALA.

On the whole, I think that in this class of schools the division may be said to have made fair progress during the year under report.

North-East Division, Mr. Bollett.

GOVERNMENT ENGLISH SCHOOL OF THE MIDDLE CLASS.

DARJILING.—There were thirty-six boys on the rolls of this school, of whom three are Bhutia lads, the remainder being Hindus and Musulmans. The receipts from fees amounted to Rs. 118-14, a very considerable decrease when compared with the returns of last year. The head master complains that he has some difficulty in collecting the fees, which are four, six, and twelve annas, according to the classes in which the lads read. The three Bhutias, who are reported as making tolerable progress, receive monthly stipends.

When the other Government schools in these hills were made over to the Church of Scotland Mission, which transfer will be referred to more at length further on, the missionaries were anxious that the zilla school also should pass into their hands. It was, however, considered that as the lads attending this school were almost entirely Hindus and Musulmans from the plains, the same reason for the change did not exist as rendered it desirable in the case of the schools for the hill people.

UNIVERSITY ENTRANCE EXAMINATION.

In the following table will be seen the results of the entrance examination as far as they concern the schools in this division.

TABLE VIII.

NAMES OF SCHOOLS.	Number of candidates.	NUMBER PASSED.			Total passed.	Total failed.
		1st division.	2nd division.	3rd division.		
Gauhati collegiate	11	1	4	4	9	2
Dibrugar zilla	4	...	2	...	2	2
Sibságar zilla	3	...	1	1	2	1
Nowgong zilla	3	...	...	...	...	3
Goálpára zilla	2	...	...	...	...	2
Rangpur zilla	3	...	3	...	3	...
Dinajpur zilla	5	...	...	2	2	3
Bogra zilla	10	...	1	2	3	7
Serajganj aided English	8	...	...	1	1	7
Olipur English	1	...	...	...	...	1
• Total ..	50	1	11	10	22	28

*Reports of Inspectors of Schools.*GOVERNMENT VERNACULAR SCHOOLS OF THE
MIDDLE CLASS.

BOGRA.—Here there is the same number of schools of this class as were reported last year, viz. seven. Of these the sadr vernacular school is far the best, not only in the district but in the division. In the vernacular scholarship examination all the eight candidates from this school gained scholarships; one of them, Rakini Kanta Chakravarti, standing at the head of the list of scholars, having obtained 380 marks out of a total of 550. I am glad to be able again to speak in high terms of the head pandit, who is an admirable teacher, and very ably seconded by the second pandit, whose success is to be remarked, as he is—a rare circumstance in vernacular schools—a Musulman.

From the Cháucháitara school four candidates appeared, and all passed. The same number appeared and passed both from the Chumpapur and Amlágáchi schools. Two appeared and passed from each of the schools at Adamdighi and Karpur.

Only one candidate for the vernacular scholarship examination from this circle has failed to pass, which is a most satisfactory result.

SERAJGANJ.—Here are the same two schools of this class as were mentioned in last year's report, Bhángábári and Kájlá. The former school, in which there has been a slight decrease in numbers, sent up to the vernacular scholarship examination, and passed in the first division, four boys. The Kájlá school, which passed two, is reported as improving. The pandit, of whom I was obliged to report badly last year, has been removed, and the deputy inspector writes that he has every reason to believe that the school will do well under the management of the new pandit.

DINAJPUR.—I am glad to be able to report decided improvement here, if success in the vernacular scholarship examination may be considered a test. From the sadr vernacular school nine candidates appeared and passed, four of them in the first division.

North-East Division, Mr. Bellett.

Two boys also passed from the Govindaganj model school in the Patiram circle, one gaining a four-year scholarship. These were the only schools out of the seven in the district of Dinájpur which sent up candidates; and considering the backwardness of this part of the world, the result may, I think, be considered satisfactory.

RANGPUR.—There are in this district now six Government model schools. The Sátgára model school, in the South Rangpur circle, has been adopted over by Babu Mahim Ranjan Ráy Chaudhuri, who has undertaken to pay all its expenses. The Government grant to this school was not, however, sanctioned till after the vernacular scholarship examination. It sent up five to that examination, all of whom passed. The Chandanpat school, in the same circle, also passed its two candidates. Of the remaining five schools, two, in the Bhabániganj circle, are reported as rapidly improving; the remaining three as unsatisfactory. It was proposed that the model school at Sátgára should be transferred to some other place in the district, but this did not meet with your approbation.

JALPAIGURI.—The only model school in this district is that at Chandanbari. This is reported as being in a “highly satisfactory condition.” There were 79 pupils on the rolls with an average attendance of 60. All its six candidates passed the vernacular scholarship examination, and three of them gained scholarships. Its secretary, Munshi Tarrík Ullah, takes a great interest in the school.

With regard to these schools generally, I quote a remark made by the joint-inspector with regard to the Bogra Government vernacular school. He says:—“The presence of a Government model vernacular school at the sadr station of each zilla bears witness, it may be supposed, to a want of public sympathy in vernacular education, but the Bogra model school is virtually an aided school, the local contribution being Rs. 576-15-6, against only Rs. 300 from Government during the past year.” The exertions of the deputy inspector of South Rangpur have at last

Reports of Inspectors of Schools.

removed the stigma that so long attached to Rangpur. The model schools at Dinájpur, Gauhati, Nowgaon, and Sibságar, are likewise virtually aided schools. The rest are every year improving their local income.

LOWER ASAM.—The same model schools exist in this circle as were reported last year. The best is the sadr model school at Gauhati. This had a monthly average attendance of 146, and the amount of fees and fines was nearly Rs. 940. Ten candidates for vernacular scholarships passed. The Bojali school is the only other school in favour of which much can be said. It passed two candidates. The deputy inspector speaks hopefully, however, of three of the other schools; the one at Liki being the only one which does not give some promise.

CENTRAL ASAM.—Of the three schools in this circle, the one at Nowgaon is the best. It had 179 pupils at the end of the year, and passed all of its seven candidates for vernacular soholarships. The deputy inspector reports very highly of the head pandit. A fifth master has been sanctioned during the passed year; but more masters are still wanting. The average attendance of the Tezpur model school is very bad; the number on the rolls being 91, and the average attendance only 43. The deputy inspector thus accounts for this:—"Most of the boys of this school are from the lower class of people, and consequently the attendance largely falls off when the work of the paddy-field commences." Three out of the four candidates from this school obtained vernacular scholarships. The school has at last been provided with a very good house. The Satiya school has been under difficulties on account of the want of a head pandit. Its two candidates for vernacular scholarships both failed.

UPPER ASAM.—There are here four schools of the kind; that at Sibságar is the best, having 201 lads on its rolls and having passed all its eight candidates for vernacular scholarship examination, each of them gaining a scholarship. The head pandit is

North-East Division, Mr. Bellett.

energetic, and takes great interest in his work. The other teachers are well reported of. The Golaghat school promises well, but has again sent no candidates for vernacular scholarships. The school-house is in bad repair. From the Dibrugar model school, too, no candidates came, and the failure is attributed by the deputy inspector to the teachers. He says:—"I am inclined to think that this is exaggerated; but there can be no doubt that some great improvement must take place before the school can hope to do well." On the 31st March it had 102 pupils on the rolls. I was agreeably disappointed with the distant model school at Sadya. The lads did far better than I was led to expect.

LOWER CLASS GOVERNMENT VERNACULAR SCHOOLS.

The Darjiling schools, which were reported on in my last report, have during the past year been placed under the charge of the Church of Scotland Mission with a grant-in-aid of Rs. 125 per mensem. They will be spoken of later, under the heading of Schools under Missionary Bodies.

PRIVATE SCHOOLS UNDER INSPECTION.

The number of schools of this class, the number of scholars on the rolls, and the expenditure of the year under report, are shown in the following table:—

TABLE IX.

DESCRIPTION OF INSTITUTIONS.	1869-70.				1870-71.			
	Number of institutions.	Number on the rolls.	From Government.	From local funds.	Number of institutions.	Number on the rolls.	From Government.	From local funds.
I.—RECEIVING ALLOWANCES UNDER THE GRANT-IN-AID RULES.			Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
<i>Under Christian bodies:—</i>								
Higher class English for boys	1	38	2,856 0 0	5,568 0 0

Reports of Inspectors of Schools.

TABLE IX.—(Continued.)

DESCRIPTION OF INSTITUTIONS.	1869-70.				1870-71.			
	Number of institutions.	Number on the rolls.	From Government.	From local funds.	Number of institutions.	Number on the rolls.	From Government.	From local funds.
<i>Under native managers—</i>			Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
Higher class English for boys	1	189	480 0 0	1,231 7 3	2	287	1,920 0 0	3,792 3 7
Middle class English for boys	37	1,847	12,599 8 4	18,959 1 9	36	1,003	10,221 11 0	15,836 9 1
Middle class vernacular for boys	108	3,702	14,281 4 0	16,507 9 10	122	3,960	16,929 10 5	19,840 8 1
Schools for girls, vernacular	15	260	1,789 0 0	2,002 8 9	17	623	2,305 3 0	2,591 9 0
II.—RECEIVING ALLOWANCES UNDER OTHER RULES.								
Normal schools for masters under missionary bodies	3	115	1,200 0 0	1,080 3 9	4	128	1,901 5 9	1,425 7 3
Lower class vernacular schools for boys under missionary bodies	24	437	1,404 0 0	85 15 9	51	744	3,412 2 6	887 2 3
Lower class vernacular schools for boys under native managers	492	11,815	24,344 4 2	11,194 11 9	488	10,718	26,373 6 1	10,759 1 6
Girls' schools, vernacular, under native managers	37	338	1,026 0 0	176 11 0	12	167	771 0 0	188 12 0
III.—RECEIVING NO ALLOWANCES.								
<i>Under native managers:—</i>								
Higher class English for boys	...	...	.....	.....	1	45	.....	2,033 11 6
Middle class English for boys	5	252	.....	592 10 0	2	96	.....	488 4 0
Middle class vernacular for boys	25	938	.....	2,166 0 3	16	553	.....	2,696 7 6
Schools for girls, vernacular	4	82	.....	129 0 0	4	51	.....	180 0 0

* Including the girls' classes attached to the day-pathsalas.

HIGHER CLASS ENGLISH SCHOOL FOR BOYS UNDER CHRISTIAN BODIES.

ST. PAUL'S SCHOOL, DARJILING.—I was last year able only to refer to this school in passing, as I had not seen it and had received no report from it. During the past year I have seen it, and am glad to be able to speak in very high terms indeed of its efficiency.

North-East Division, Mr. Bellett.

The system of teaching adopted is very good; and though at present the higher classes are not in all branches very far advanced, I see no reason why in a year or two boys here should not be reading subjects as high as those taught in any schools of this class in the country. This will be the more easy as the boys in the lower classes come up, and can feel the value of the habits of accuracy they are now being taught. I have every reason to be satisfied with the results of the examination which I conducted. The number on the rolls has considerably increased, being 38 against 26 on the 31st March 1870. The grant to the school has lately been revised.

HIGHER CLASS ENGLISH SCHOOLS UNDER NATIVE
MANAGERS.

OF this class there are now in the division three schools, Barpeta in Assam, Olipur in Rangpur, and the school at the sub-divisional head-quarters at Serajganj.

BARPETA SCHOOL.—This school has been raised to the position of a higher class school during the course of the year under report. It has not, however, yet been able to avail itself of the privileges accorded to such schools, no candidate for the entrance examination having been sent up. Local circumstances have had something to do with this, and the committee have had cause to find fault with the masters. I trust to be able to speak better of the school next year. The secretary, A. C. Campbell, Esq., assistant commissioner, is much interested in the progress of the school. The monthly average of attendance was 96, against 98 in the previous year.

OLIPUR SCHOOL.—This school has also been made a higher class school. It is no longer aided by Government, the expenses of it having been undertaken by Rani Surna Mayi. The number on the rolls of the school was 45 on the 31st March. Last year it was returned with 77 on the rolls. The falling off is accounted for by

Reports of Inspectors of Schools.

the division of the old school into two separate ones, English and vernacular. A boy was sent up to the entrance examination, but not being properly prepared he failed. The deputy inspector does not anticipate any very great success this year either.

SERAJGANJ SCHOOL.—There has been an increase of two in the number on the rolls, and the income from fees and fines has risen from Rs. 791 to Rs. 978-7-6. The local committee, who display considerable interest in the school, speak very highly of the head master, and I am glad to be able to agree with them. He is a very energetic and intelligent man, but wants, I think, power of organization, which is necessary for the management of so large a school, but which attention on his part will supply. The school is crowded, though the house is a large one. Through short-sighted ambition, eight candidates were sent up to the entrance examination; of these one only passed in the third division. Of the remainder, two were plucked in all subjects, two in two, and three in one. It is evident that the test examination held previously to their names being sent in as candidates was not strictly enough conducted.

MIDDLE CLASS ENGLISH SCHOOLS FOR BOYS.

In the following table is shown the number of schools of this class in the division during the year under report, compared with that in existence in the previous year:—

TABLE X.

<i>Names of Districts.</i>	1869-70.	1870-71.
Bogra and Serajganj	6	7
Dinajpur	3	4
Rangpur and Jalpaiguri	14	14
Upper Asam... ..	...	...
Central Asam	6	4
Lower Asam	8	6
Darjiling ... ..	...	1
Total	37	36

North-East Division, Mr. Bellett.

It will be seen from the above table that there are no schools of this class in any of the following circles:—Upper Asam, Dinájpur, Patiram, Birganj, and North Rangpur.

BOGRA.—There has been no increase in the number of this class of school. Sirpur has decidedly improved. There were at the end of the year seven-three pupils on the rolls, against sixty-five in the year previous. Both candidates sent up for the minor scholarship examination were successful. The present head master has taken great pains with the school. The Govindaganj school has fallen off in numbers and attendance, there having been fifty-eight on the rolls, and an average attendance of twenty-seven, against sixty-four and thirty-four at the time of the last report. This is chiefly to be ascribed to local misunderstandings, which have, however, now been overcome, and the school again promises well. No candidates appeared at the minor scholarship examination.

SERAJGANJ.—Here there are five schools of this class. Shaha-jadpur has been doing very well during the past year. It was proposed at one time to apply to have this school raised to the higher class, but by the advice of the deputy inspector this measure has been postponed. A new head master, Babu Syamá Prasanna Ráy, who has passed the first arts examination, has been appointed, and appears likely to prove successful. From the English department of this school, of three candidates, two passed the minor scholarship examination, one gaining a scholarship. From the vernacular all three candidates passed. The number on the rolls has increased by eleven, and the receipts from fees by Rs. 88. At Porjana the misunderstanding which was reported as existing between the managers and the deputy inspector has disappeared, and the school is doing well.

One candidate passed the minor scholarship, and one the vernacular scholarship examinations. Harinabágbáti is again badly reported of. Subscriptions are in arrear, and the attendance has

Reports of Inspectors of Schools.

much fallen off. Sthalgoalbari is fair, but the newly aided school at Ullapara seems to have been a failure from the very beginning.

SOUTH RANGPUR.—Here no very great progress has been made with this class of schools. The Mahiganj school has shown signs of improvement. It had seventy on the rolls at the end of the year, and two boys from it passed the minor scholarship examination in the first division, one gaining a scholarship. The lower classes are not in a satisfactory state. The house for it has not yet been provided. The head master at Gopalpur is painstaking, and it is hoped that this school may show in the next minor scholarship examination.

JALPAIGURI.—The school at the head-quarters of the district is, as is natural, the best. It had on the rolls 131 pupils, a large increase on the present year. The deputy inspector writes strongly in favour of having a zilla school here. I should myself be very glad to see one, but I have not recommended it, as I considered that the time when all new grants-in-aid were disallowed was hardly one in which to propose the establishment of a large and expensive Government school. The other three schools in this district are not good; but the deputy inspector has reason “not only to hope for, but to expect, better progress being made in the course of next year.”

BHABANIGANJ.—There is no great improvement to be reported with regard to either of the two schools of this class here. All of the four candidates for vernacular scholarship examination from the Godarhat school passed, and two gained scholarships.

KAKINA.—There has been one addition to the number of this class of schools here, which now amounts to four. This one is in its infancy, and has not as yet done much. There is not much more to be said about the Tushbandar and Kakina schools than was said in my last report. It is expected that they will both send candidates to the next minor scholarship examination. The Ghorialdanga school is one of the worst, with nearly all the faults of its class.

North-East Division, Mr. Bellett.

RAYGANJ.—From the Dinájpur high school two candidates passed the minor scholarship examination, the first success of the kind which has been known in Dinájpur. The Rayganj school has not fulfilled the hopes of it expressed in the last report. It is, I believe, the intention of the managers to propose its conversion into a vernacular school. This is the wisest plan they can adopt. The two other schools of this class have only lately been started.

LOWER ASAM.—The Dharapur school has been closed during the year; and the BARPETA school having been raised to the higher class, there are now here six of these schools. The North Gauhati school has fallen in numbers on the rolls from seventy-two to thirty-two. This falling off is not accounted for by the deputy inspector. The Gauripur school, in the sub-division of Dhubri, has much improved during the past year, owing to the exertions of the head master. It passed four candidates, both for the minor and vernacular scholarships. From the Kamakhya school one boy passed the minor scholarship examination.

CENTRAL ASAM.—The progress of none of the four schools of this class here is satisfactory. Mangaldai is, however, doing well and is expected to pass at least one lad at the minor scholarship examination next year. Two schools, Deghalibar and Nanai, have collapsed during the year.

DARJILING.—Of the single school of this class here, Mr. Thomas, the deputy inspector, writes:—"The Bagdogra school, in the terai, projected by Sambu Nath, a liberal jotdar, numbers forty-six pupils. Instruction is imparted chiefly in Bengali, with some first lessons in English. It is to be regretted that though the insignificant fee of only one anna is demanded, even this is not paid in. Thus the jotdar is made responsible for the moiety of expenses incurred."

With regard to schools of this class generally, I can, I think, report that there has been improvement during the course of the year. There is not so much of the parrot-like learning and teaching

Reports of Inspectors of Schools.

which I had to complain of in my last report, and the teachers have been bound down to the less *grand*, but more useful system of conveying their instructions in a tongue understood by the people.

MIDDLE CLASS GRANT-IN-AID VERNACULAR SCHOOLS
FOR BOYS.

THE following is a comparison of the number of schools of this class existing in this division during 1869-70 and 1870-71.

TABLE XI.

<i>Names of Districts.</i>	1869-70.	1870-71.
Bogra and Serajganj	26	32
Dinājpur	26	28
Rangpur and Jalpaiguri	33	38
Upper Asam ... ..	...	...
Central Asam	9	10
Lower Asam	14	14
Total	108	122

BOGRA:—There are fifteen schools of this class in Bogra. The deputy inspector reports that of these seven have done well. Two schools have had grants-in-aid sanctioned during the course of the year; but Ghorabanda, one of them, seems likely to collapse, as the subscriptions are already in arrear. The schools at Damajani and Jamalpur, which were mentioned in last year's report as doing satisfactorily, are both very good; the latter especially, though "it has," the deputy inspector says, "a strange peculiarity. The head pandit and about half a dozen of his pupils are all in the habit of stammering in their speech." The deputy inspector has recommended the cure said to have been effectual in the case of Demosthenes. At Lokshmikhola, at one time of the past year the number of pupils had dwindled to six. It has, however, improved since then, and now has twenty on the rolls. It being situated in

North-East Division, Mr. Bellett.

a spot which can only be approached on an elephant during the rains, has prevented its being so carefully looked after by the deputy inspectors as it should have been. There are not so many complaints of the incompetency of pandits as was the case last year. A good number of candidates passed the vernacular scholarship examination.

SERAJGANJ.—There are sixteen schools of this description here. Those at Stholgoalbari, Nahata, Rajabari, and Sayadabad, have done remarkably well. The deputy inspector reports that the managers of the Nahata school “are on the look out for a pretence to give up the school.” The schools at Rayganj, Mohanpur, Hatkora, and Demra, have suffered either from subscriptions being in arrears, or misunderstandings between the managers and the deputy inspector.

DINAJPUR.—The Bhábánipur school, the only one of this class here, is still unsatisfactory. A new pandit has, however, lately been appointed, and better things are looked for.

RAYGANJ.—There are fifteen schools of this class here, six of which are reported as getting on exceedingly well; while of four, Khangram, Harinarayanpur, Mahadevpur, and Molani, the deputy inspector writes:—“These wretched schools have made little or no improvement, instruction of an elementary nature being still their highest standard, as the teachers have already exhausted the amount of knowledge they possessed.” This very unsatisfactory state of things is, I have no doubt, correctly attributed to the fact that the pandits are relations to the secretaries, who, of course, are unwilling to have them removed, and keep up the schools “more for feeding the pandits than educating the boys.”

BIRGANJ.—Two grants have been cancelled and one sanctioned during the year. All the schools have long been suffering from “bad teachers, bad management, and bad discipline;” but several changes have lately been made in the masters, and the effect has been great and immediate. For some of the failures

Reports of Inspectors of Schools.

the deputy inspector is to some extent responsible : for instance, that of the school at Madhupur, where the head pandit was absent without leave for nearly three months, apparently without the deputy inspector being in the least aware of it. He is also said to have kept forged registers.

PATIRAM.—There are three schools of this class in the circle of Patiram, all of which are doing well. Two have received grants-in-aid during the year.

SOUTH RANGPUR.—Though the pandits of the three schools in this circle are very well reported of, the schools have not done much ; but this year is expected to bring them forward.

NORTH RANGPUR.—There has been an increase of two in this class of schools in the year under report. With the exception of Nabonidas, all these schools have worked very satisfactorily. Two candidates from this circle gained vernacular scholarships. The deputy inspector complains of the boys being taken away from school at a very early age.

BHABANIGANJ.—There are thirteen schools of this class here. Most of them have improved, Sukargujari and Kamarjani specially. The pandit of the Bhabániganj school is spoken of very highly for his attainments, and would seem to be almost thrown away on so small a school as this.

KAKINA.—There has been an addition to the number of these schools here, Phulkumar having been raised from a pathsala to an aided school. These schools are in general good.

JALPAIGURI.—Satisfactory progress has been made here, though the difficulty of getting good and qualified pandits, and the fact that many pandits have here, as elsewhere, been nominated on account of their relationship to the secretaries, have seriously hampered the schools. The school at Tetuliya is the best.

LOWER ASAM.—The two schools at Karara and Goálpára, the latter mentioned in last year's report, have both done very well ; the former having produced two, and the latter four vernacular

North-East Division, Mr. Bellett.

scholars. The Dhubri school has suffered from the effect of local squabbles.

CENTRAL ASAM.—Of the schools of this class here, the deputy inspector writes:—"These schools are more successful than the anglo-vernacular ones, and many of them are making steady and satisfactory progress." A "Lalong" boy from the Dandua school obtained a four-year scholarship. It is expected that there will be a large increase in candidates next year.

No school of this class has received a grant-in-aid during the year in Upper Asam.

MINOR AND VERNACULAR SCHOLARSHIP EXAMINATIONS.

The following table gives the results of the minor and vernacular scholarship examinations held in this division in November 1870:—

TABLE XII.

VERNACULAR SCHOLARSHIP EXAMINATION.

NAMES OF CIRCLES.	Total number of candidates.	RESULT.			
		Four-year scholarships.	One-year scholarships.	Pass certificates.	Failed.
Dogra	37	3	12	21	1
Scranganj	55	2	9	41	3
Birganj	2	.....	1	.....	1
Patiram	4	1	.....	1	2
Rayganj	13	4	2	7	.....
Jalpaiguri	8	2	2	4	.....
Bhabaniganj	10	1	4	3	2
Kakina	5	.....	2	3	.....
North Rangpur	2	1	1	.....	.....
South Rangpur	20	1	1	15	3
Lower Asam	24	12	10	1	1
Central Asam	14	10	1	.....	3
Upper Asam	8	8	.....	.....	.....
Kuch Behar	18	.....	.....	12	6
Total	220	45	45	108	23

Reports of Inspectors of Schools.

MINOR SCHOLARSHIP EXAMINATION.

NAMES OF CIRCLES.	Total number of candidates.	RESULT.		
		Two-year scholarships.	Pass certificates.	Failed.
Bogra	2	1	1	.....
Serajganj	9	2	6	1
South Rangpur	3	1	1	1
Jalpaiguri	1	1	.....	.....
Rayganj	2	.....	2	.....
Lower Assam	5	2	3	.....
Total ...	22	7	13	2

From this it will appear that most remarkable success attended the candidates in both examinations. There were only twenty-two candidates for vernacular scholarships plucked out of 220; and of twenty-two candidates for minor scholarships, all passed but two. The number of candidates for vernacular scholarships was fifty-five more than was reported last year; but for minor scholarships there were 22 only, against the 24 of last year. Forty-five vernacular scholarships of the first grade were awarded and forty-five of the second. Seven minor scholarships were awarded.

This marked success must, no doubt, in part be attributed to an improvement in the class of boys sent up; but at the same time it is only fair to state that the papers set last November were very much easier than those in the previous year. This arose, no doubt, to a certain extent from the fact that I in my last report stated that I considered the papers too difficult.

FEMALE SCHOOLS UNDER NATIVE MANAGERS.

BOGRA.—Of the four schools of this class returned in last report as existing here, one—the Katlal girls' school—which I considered “dropping to pieces,” was closed in last November, no sooner than was desirable. It was within three-quarters of a mile of another very flourishing school, and the need for it was never

North-East Division, Mr. Bellett.

evident. The other school in the sadr station, having twenty girls on the rolls, and an average attendandance of twelve, is a thoroughly satisfactory institution. The teacher, who is also head pandit of the Government model school, is an admirable teacher, and has his heart in the work as the teacher of this girls' school. I was much struck by the intelligence shown by the girls, and their power of putting two and two together, which is a sure proof of the good teaching they have had. The school has the advantage of strong interest shown in it by Mr. Bignold, the magistrate, and Mrs. Bignold.

SERAJGANJ.—This is the only female school in this circle. Though aid was granted in February 1870, it did not get fairly to work till the arrival of the mistress in June. It has ten pupils. The joint-inspector says of it:—"It is under an independent teacher, and is therefore doing well."

DINAJPUR.—This school is still doing well. A mistress from the Dacca female normal school has been appointed, and is just about to join. A great deal of interest is shown in it by the European and Native gentry of the station; and one Native gentleman has offered two scholarships of Rs. 5 per mensem, and another prizes at every annual examination.

BIRGANJ.—Of the one school here, nothing better can be said than what was recorded last year.

RAYGANJ.—The one school of this class here is said to have much improved from there having been a mistress appointed from the Dacca female normal school; but the lower classes have not gained much by the change at present.

SOUTH RANGPUR.—There are now thirty-one pupils on the rolls of the Gopalpur adult female school, seventeen being Hindus and the rest Musulmans. "The adult pupils of the school," writes the deputy inspector, "do not appear abroad, and are examined by means of written questions only. So far as may be judged from their writings, the knowledge which these pupils have

Reports of Inspectors of Schools.

acquired in literature seems to be pretty fair.' They have become great proficient at needle-work. There is an unaided girls' school at Palichora with ten Musulmani pupils on the rolls.

NORTH RANGPUR.—Since writing my last report, I have had the pleasure of visiting this school, and it really was pleasant to come across, in rather a remote part of the country, an institution so successful and so carefully fostered as this. It has twenty-eight pupils on the rolls, though the average daily attendance is only fourteen. The eldest girl is reading the vernacular scholarship course, and it is hoped that arrangements may be made by which she may be enabled to appear as a candidate at the next examination. But though the eldest or head girl is reading such high subjects, it is clear that the rest of the school is not, as too often happens, neglected, while the attention of the pandit is confined to his first class. Each of the classes is good in its position, and the highest credit is due to the secretary and pandit for the flourishing condition of the school.

BHABANIGANJ.—The school at Godarhat, consisting of eleven Musulmanis, is doing very fairly, the pandit taking great interest in his work.

KAKINA.—The schools here are progressing, not only the first but the other classes.

JALPAIGURI.—At the Boda or Chandanbari school there were nineteen on the rolls. The joint-inspector, when he visited the school in January 1871, expresses himself as very much pleased indeed. He says that he has not seen so good a school for five years. I regret that I was unable to visit it when in Jalpaiguri.

LOWER ASAM.—The Gauhati girls' school, which has been provided with a suitable house, is doing well. There were twenty-two pupils on the rolls, with an average attendance of fifteen.

Though I have not altered my opinion with regard to girls' schools generally, as expressed in my last year's report, I cannot but admit that there is a great deal of satisfaction in meeting with

North-East Division, Mr. Bellett.

such schools as those at Bogra, Boda, and Balagram. In each of these cases there is strong interest shown by local authorities and gentry; and in each of them there is a teacher who thoroughly understands and likes his work. Were these conditions to be found elsewhere more generally, it would be a much pleasanter task to inspect and write about female aided schools.

SCHOOLS RECEIVING ALLOWANCES UNDER OTHER RULES.

UNDER MISSIONARY BODIES.—Under this heading come the three sets of schools enumerated last year, and in addition the schools in the Darjiling Hills.

The Rev. S. Endle, Society for the Propagation of the Gospel missionary at Tezpur, returns sixteen schools in addition to the normal school at the sadr station as in existence under his superintendence. The latter school is filled by the most promising lads from the village schools, who receive a stipend of Rs. 4 per mensem, and are trained to serve as village school masters. Of the course of instruction, Mr. Endle writes—"These boys read elementary Bengali with the pandit, and receive daily instruction *visà voce* from myself in geography, arithmetic, scripture, history, &c. The geography is taught by means of large Bengali wall maps, without books, and includes a general knowledge of the whole subject, with a description of Asia in greater detail. In arithmetic the boys are thoroughly grounded in the four fundamental rules with proofs, &c., as well as in proportion, profit and loss, &c. A small treatise on natural philosophy (*padârthavidyâ*) including the outlines of astronomy, is also read, the boys being required to furnish written answers to questions on the subjects of the preceding day's lesson. This plan is found to work well in promoting thought and facilitating accuracy of expression." The number of the village schools fluctuates during the year, and the masters are paid in proportion to their efficiency, the pay ranging from Rs. 4 to 9 per mensem. Bengali has, during the past year, been introduced

Reports of Inspectors of Schools.

into these schools; Asamese only having been previously taught "Occasionally the son of a village headman (Gáouburá) or of an ex-mauzadar is found among the scholars, but such cases are quite exceptional. * * * * It is not too much to assert that by means of this grant education is brought to the door of the *poorest* and most ignorant classes." Two girls' schools have lately been opened near the Bhutan frontier.

The American Baptist mission in Nowgaon has doubled the number of its schools, which now amount to eight. Of these, six are drawing aid from Government. From the normal school, which has 57 on its rolls, the teachers of the village schools are recruited, who have, before they are appointed, to show a competent knowledge of geography, grammar, history, arithmetic, and Chárupáth No. 2. The studious and steady habits of the lads of the hill tribes are spoken of very strongly. I cannot close my notice of these schools without referring to the judicious and able superintendent under which they have gone on so well. It is rarely, I should suppose, that an inspector has to thank a lady for such work as this; but here it is undoubtedly to Mrs. Scott's care that the success of these schools is chiefly owing. I may mention here that under the patronage of this mission a girls' school has been established in Nowgaon which has the advantage of having two European lady managers, and for which I hope to be able to obtain a grant when the existing restriction is withdrawn.

In the schools under the American Baptist mission in the Garo Hills, it has been found desirable to teach Bengali, as the only inducement to a Garo to attend school is the learning the language talked by the people in the plains. The demand for schools is greater than the supply of teachers will meet. The mission has it in contemplation to start another Garo training school in addition to the one now existing at Goálpára. There are here fourteen schools with 201 pupils on the rolls. Mr. Stoddard writes:—"The educational work among this people is progressing

North-East Division, Mr. Bellett.

most encouragingly, if not as rapidly as might be desired. The work only needs careful supervision and liberal support to realize complete success in the end."

I have heard nothing more of the hill schools which I mentioned in my last report it was proposed to start in the neighbourhood of Gauhati.

The Church of Scotland mission took in hand, from the 1st November 1870, the five schools which had been up to that time Government vernacular schools of the lower class in the Darjiling Hills. This measure was strongly recommended to you on the ground that experience has shown that missionaries are much more successful educational agents among hill and wild tribes than any which Government can employ. The mission had just before the close of the year under report a very sad loss in the death, by fever, of Mr. Campbell, in whose special charge the schools were. The schools, which were five in number when handed over to the mission, now amount to sixteen, exclusive of a normal school for Nipáli boys. I have not been able to see any of these schools since the mission has had charge of them; I will therefore quote from the Rev. W. Macfarlane's report. He writes:—"We have had great difficulty in procuring suitable teachers for both the hill and terai schools. In the hills the only teachers to be got are Nipáli Brahmins who can read but imperfectly themselves, and who have no conception of the merest elements of the art of teaching. In the terai, on account of the unhealthiness of the place, good teachers are difficult to get. When we get them, they soon get ill with terai fever and go away disheartened; and to keep the schools going, we have to appoint as teachers any one we can get." With such material for teachers, we have had to undertake the extension of vernacular education in this district. The only cure for this is, by the establishment of normal schools, to raise up a staff of teachers from among the people themselves. A normal school for Nipáli

Reports of Inspectors of Schools.

boys has been already established at Kurseong. This month I propose to establish a normal school for Lepchas in Darjiling, and to transfer the Nipáli normal school from Kurseong so as to be with the Lepcha one in Darjiling. Two of the hill tribes, the Nipális and Lepchas, will thus be amply provided for. The remaining hill tribe, the Bhutias, lives almost entirely close to the Bhutan frontièr across the Teesta. I have not seen enough of it yet to be able to say what steps should be taken to bring it within the range of education. Another normal school will have to be established somewhere in the terai for the Rájbunsis and Mechis who live there. * * * * The terai schools will always give us trouble till we can get Rájbunsis and Mechis, who never get ill with fever, properly trained. "With regard to this normal school," Mr. Macfarlane, says, "I do not see my way to the attainment of what I desire unless the director of public instruction will consent to increase the present grant very materially. If he will double the monthly grant-in-aid from Rs. 125 to Rs. 250, I am prepared to double the mission contribution also. * * * To induce the Government further to consider this proposal in a liberal spirit, I may mention that the mission maintains a European superintendent on Rs. 300 a month, whose sole duty it is to look after the schools, but whose salary we bear included in the mission contributions." I trust that it may be possible to carry out the proposal here made, as I consider the work done in the hills during the last five months as an earnest of great success. Another mission teacher, to supply the late Mr. Campbell's place, is expected from Scotland in November.

**LOWER CLASS VERNACULAR SCHOOLS, DAY AND NIGHT,
FOR BOYS AND GIRLS, UNDER NATIVE MANAGERS.**

As the following table shows, a decrease, instead of an increase, in pathsalas must be reported this year in the total number

North-East Division, Mr. Bellett.

existing in the division. In the district of Dinájpur there has been an increase of three; in Jalpaiguri the number is the same; but in the district of Rangpur the number has fallen from 192 to 177; and in Upper Asam from 24 to 21.

TABLE XIII.

NAMES OF DISTRICTS.	Circles.	1869-70.		1870-71.	
		Number of pathsalas.	Total.	Number of pathsalas.	Total.
Dinájpur ...	Birganj ...	43	199	43	202
	Dinájpur ...	49		57	
	Patiram ...	73		74	
	Rányganj ...	34		28	
Jalpaiguri ...	Jalpaiguri ...	43	43	47	47
Rangpur ...	Bahabániganj ...	39	192	36	177
	Kákina ...	45		35	
	North Rangpur ...	51		45	
	South Rangpur ...	57		61	
Lakhimpur and Sibságar ...	Upper Asam ...	24	24	21	21
Borang and Nowgong ...	Central Asam ...	24	24	24	24
Goálpára and Kamrup ...	Lower Asam ...	48	48	50	50
Total ...	...	...	530	...	521

With regard to this class of schools, intended as it is for the education of the masses, the deputy inspector of South Rangpur says that there are several points which materially affect progress. "First, the want of scholarships. At present these institutions have no definite object to pursue, and no tangible encouragement to offer to their inmates." He therefore proposes a general annual examination and the award of lower class scholarships. The next point which he refers to as acting injuriously on these schools is the discontent of the gurus, who, having their salary of Rs. 5 per mensem, have no chance of rising to anything higher, and therefore lose energy and take but little interest in their schools. The remedy proposed is a graduated scale of salaries rising from

Reports of Inspectors of Schools.

Rs. 5 to Rs. 10 per mensem. There are some good pathsalas in the South Rangpur circle, the best being at Bhaktipur, where the boys of the first class are reading the vernacular scholarship course. Of the night-schools attached to pathsalas, the deputy inspector does not express himself satisfied. In the Jalpaiguri circle the pathsalas, according to the deputy inspector, do not teach the subjects which are of real value to the pupils, and proposes that "arithmetic, mensuration, surveying, zemindari and mahajani accounts, and the join-hand writing after the native fashion, should be introduced." To this passage in the deputy inspector's report, the joint-inspector has appended the following pertinent note:—"Not only is there nothing to prevent the deputy inspector from having these subjects taught in pathsalas, but his attention has often been drawn to them." The night-schools here, too, do not seem to be working satisfactorily.

In North Rangpur there are thirty-five pathsalas with an average on the rolls of 21·08. "Of the gurus in charge," the deputy inspector writes, "I am happy to be able to speak favorably. As a body they have done their duty well, and their labours have generally been attended with success." These men, however, complain that they do not get paid their fees regularly, and ask for assistance to levy them. As the subject of fees is a private arrangement between the gurus and the pupils, who are not *required* by Government to pay fees at all, nothing can be done in the matter. In the Dinájpur circle the report is generally satisfactory. The deputy inspector, however, complains that when once they have joined their pathsalas, the gurus take no pains to improve themselves; and he proposes to hold an annual examination and to distribute among the deserving gurus rewards from the surplus fees. The deputy inspector of Birganj reports that the pathsalas in his circle are *too numerous!* He speaks of the gurus having to learn too much when in the training school, the effect of which is, that when they come to their pathsalas they

North-East Division, Mr. Bellett.

have no sound knowledge of any subject. In this I am inclined to agree with the deputy inspector. In Bhabániganj the pathsalas have generally done well; but of the thirty day-pathsalas, five are returned as excellent, eight good, ten fair, five moderate, and two bad. There is, however, an evident tendency to make the pathsalas teach higher subjects than ever was intended. The deputy inspector of Patiram complains* of irregularity of attendance on the part of both teachers and pupils. He says:—"I see no prospect of reaching the masses to any great extent except by the enactment of compulsory attendance." Of the pathsalas in his circle, the deputy inspector of Rayganj writes:—"These schools are mostly of a temporary nature, and are attended very irregularly. * * * In the sowing and reaping seasons, the attendance of these as well as the middle class schools becomes absurdly low, and the progress of education is thereby greatly obstructed." This deputy inspector makes remarks to the same effect as those of the deputy inspector of Birganj as to the training of the gurus.

UPPER ASAM.—There are here 21 pathsalas, against 24 reported last year. The deputy inspector reports that these pathsalas are decidedly answering the purpose for which they are intended. "They have made no slow rate of progress; with the exception of two or three, all others teach up to the standard of the third and fourth classes of Government vernacular schools. * * * In most pathsalas arithmetic seems to be a favourite study. * * * Almost all these pathsalas have houses of their own, and in most cases small fees are collected." He wishes the teachers to remain for two years, instead of one, in the training class. This would be, I am convinced, a good measure. The knowledge of the teachers would then have a firmer basis, and they would better understand how to convey it to others. In Central Asam the number of schools of this class is the same as reported last year. There has, however, been a considerable decrease in numbers, which is not satisfactorily accounted for. They teach generally up to the third class of a

Reports of Inspectors of Schools.

sadr vernacular school. The deputy inspector strongly recommends the foundation of two rupees scholarships to be held at the Government or other middle vernacular schools. There is great difficulty found in housing pathsalas in this district. Of the Lower Asam district, the deputy inspector says:—"The pathsala system may be said to have taken root in this outlying province. The people here are still too ignorant and too poor to be able to appreciate a better or higher class of schools." He regrets that it is impossible to increase the number of these schools. Fifteen pathsalas are reported as good. The deputy inspector thinks, however, that the standard adopted is too high. With regard to the teachers, he says:—"The gurus are not satisfied with the small grants-in-aid allowed to them, and are consequently not as steady in their work as I could wish. It is therefore not strange that some of them become unmindful of their duties." The remedy he proposes is to establish attached girls' and night-schools to the pathsalas, and so increase the teachers' income.

Looking at these schools generally, I think we have fair grounds to be well satisfied with the way they are working. The system has its faults, most of which have been above referred to; but that it is doing good, and that it really is exercising a strong and healthy influence on the masses, cannot be doubted. I beg to repeat again what I said in my last paragraph of the portion of my last year's report which had reference to this subject. In very many cases advantage is taken of these schools by children of men in such positions as to be quite able to pay liberally, or, at any rate, to a much larger extent than they do at pathsalas.

The returns from Kuch Behar only arrived here on the 30th April; I can therefore only give a rough summary. During the year under report the Rev. R. Robinson was appointed superintendent of education in Kuch Behar, but as he resigned within a few months, there was no time for much remarkable improvement.

North-East Division, Mr. Bellett.

The following table shows the number of schools, the number on the rolls on the 31st March, the daily average of attendance, and the receipts form the State treasury and from local sources.

TABLE XIV.

Number.	NAMES OF SCHOOLS.	Number on the rolls on the 31st March 1871.	Average number of pupils on the rolls monthly.	Receipts during the year.			Expenditure during the year.
				From the State.	From fees, fines, subscriptions, &c.	Total.	
				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1	Jenkins' school (English) ...	123	119	5,085 4 4	450 0 0	5,535 4 4	5,085 14 4
2	Kuch Behar vernacular ...	182	153	2,512 6 4	316 8 6	2,828 14 10	2,512 6 4
3	Mekliganj vernacular ...	25	25	300 0 0	30 0 0	330 0 0	330 0 0
4	Gobrávárá vernacular ...	31	30	240 0 0	240 0 0	480 0 0	480 0 0
5	Dunháá vernacular ...	44	35	150 0 0	150 0 0	300 0 0	300 0 0
6	Kharkharya vernacular ...	24	20	120 0 0	120 0 0	240 0 0	240 0 0
7	Balarámpur vernacular ...	36	32	120 0 0	120 0 0	240 0 0	240 0 0
8	Bánesvar vernacular ...	37	30	117 0 0	120 0 0	237 0 0	237 0 0
9	Kásiyabári vernacular ...	60	57	25 0 0	25 0 0	50 0 0	50 0 0
10	Saugarbári vernacular ...	21	21	150 0 0	150 0 0	300 0 0	300 0 0
11	Katámári vernacular ...	29	26	120 0 0	120 0 0	240 0 0	240 0 0
12	Sotalkuchi vernacular ...	32	24	120 0 0	120 0 0	240 0 0	240 0 0
13	Khutimári vernacular ...	31	36	120 0 0	120 0 0	240 0 0	240 0 0
14	Chengrabandha vernacular ...	55	50	120 0 0	120 0 0	240 0 0	240 0 0
15	Dulaiháta vernacular ...	27	25	150 0 0	150 0 0	300 0 0	300 0 0
16	Talidhar vernacular ...	34	30	150 0 0	150 0 0	300 0 0	300 0 0
17	Jamáidaha vernacular ...	23	20	120 0 0	120 0 0	240 0 0	240 0 0
18	Bamábát vernacular ...	27	29	114 9 0	120 0 0	234 9 0	234 9 0
19	Devánháá vernacular ...	30	34	150 0 0	150 0 0	300 0 0	300 0 0
20	Rahunganj vernacular ...	40	40	175 0 0	140 0 0	315 0 0	3 5 0 0
21	Hemkumári vernacular ...	40	40	150 0 0	120 0 0	270 0 0	270 0 0
22	Dudhkhová vernacular ...	34	30	120 0 0	120 0 0	240 0 0	240 0 0
23	Kursanati vernacular ...	30	25	150 0 0	110 0 0	260 0 0	260 0 0
24	Chándámári vernacular ...	24	24	137 8 0	137 8 0	275 0 0	275 0 0
25	Pánáguri vernacular ...	20	28	50 0 0	50 0 0	100 0 0	100 0 0
26	Guláidab vernacular ...	28	28	150 0 0	100 0 0	250 0 0	250 0 0
27	Dahikátá vernacular ...	34	34	130 0 0	100 0 0	230 0 0	230 0 0
28	Káibajni vernacular ...	25	22	90 0 0	90 0 0	180 0 0	180 0 0
29	Khalisámari vernacular ...	25	20	108 10 6	114 5 6	223 0 0	223 0 0
30	Daurádabri vernacular ...	64	55	.....	30 0 0	30 0 0	30 0 0
31	Bhukandarber vernacular ...	30	26	.....	60 0 0	60 0 0	60 0 0
32	Khapidangá vernacular ...	38	31	.....	60 0 0	60 0 0	60 0 0
33	Chulakhana vernacular ...	50	38	.....	70 0 0	70 0 0	70 0 0
34	Chandisáá pathhsala ...	20	20	40 0 0	96 0 0	136 0 0	136 0 0
35	Ghugumari (old) ...	20	20	60 0 0	20 14 0	80 14 0	80 14 0
36	Ghugumari (new) ...	48	36	.....	40 0 0	40 0 0	40 0 0
37	Dáákuri vernacular ...	37	30	.....	10 0 0	10 0 0	10 0 0
38	Gokámari vernacular ...	50	34	.....	30 0 0	30 0 0	30 0 0
39	Sidhotári vernacular ...	62	33	.....	10 0 0	10 0 0	10 0 0
40	Saulimári vernacular ...	63	38	.....	60 0 0	60 0 0	60 0 0
41	Támágur vernacular ...	17	13	.....	30 0 0	30 0 0	30 0 0
42	Takhgacha vernacular ...	29	24	.....	60 0 0	60 0 0	60 0 0
43	Kasiganja vernacular ...	16	11	.....	16 0 0	16 0 0	16 0 0
44	Natkábári vernacular ...	24	17	.....	16 0 0	16 0 0	16 0 0
45	Kuchibari vernacular ...	41	30	.....	10 0 0	10 0 0	10 0 0
46	Pákhuháá vernacular ...	47	40	.....	.....	.....	.....
47	Kásárubári vernacular ...	58	30	.....	25 0 0	25 0 0	25 0 0

Reports of Inspectors of Schools.

TABLE XIV.—(Continued.)

Number.	NAMES OF SCHOOLS.	Number on the rolls on the 31st March 1871.	Average number of pupils on the rolls monthly.	Receipts during the year.			Expenditure during the year.
				From the State.	From fees, fines, subscriptions, &c.	Total.	
				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
48	Surāguri vernacular, boys' ...	45	14	.....	.....	.....	.....
49	Khati Ahakla vernacular ...	15	14	.....	30 0 0	30 0 0	30 0 0
50	Gilādāngā vernacular ...	46	18	.....	40 0 0	40 0 0	40 0 0
51	Setarhāt vernacular ...	38	23	.....	50 0 0	50 0 0	50 0 0
52	Ratidev's girls' school ...	39	34	240 0 0	120 0 0	360 0 0	360 0 0
53	Maharan's girls' ...	35	30	.....	250 0 0	250 0 0	250 0 0
54	Chākdā, ā girls' ...	26	20	96 0 0	43 0 0	144 0 0	144 0 0
55	Surāguri girls' ...	20	16	90 0 0	.....	90 0 0	90 0 0
56	Rajābari girls' ...	10	10	120 0 0	24 0 0	144 0 0	144 0 0
57	Kuch Behar Persian ...	52	35	124 0 0	.....	124 0 0	124 0 0
58	Siddhanāth's Tol ...	11	10	120 0 0	.....	120 0 0	120 0 0
59	Vikramanandā's Tol ...	7	6	120 0 0	.....	120 0 0	120 0 0
60	Purnandadas's Tol ...	7	6	120 0 0	.....	120 0 0	120 0 0

Three boys from the Jenkins' school, out of five candidates, passed the entrance examination. This being the first year that candidates for the entrance examination have passed, the commissioner awarded scholarships to all three boys. The Jenkins' school has not yet got a house, and is reported to be in want of furniture. There has been an increase of eighteen on the rolls since last year. The education of each boy costs Rs. 3-8-9.

A training class, very much needed, has been opened in connection with the vernacular school. The result of the examination of the latter school was satisfactory.

There are fifty-eight village schools, aided and unaided, including five girls' and one Persian schools, and three Sanskrit tols. From these seven candidates appeared for vernacular scholarships, and four passed.

In the girls' schools, there are 130 pupils.

The local committee of public instruction report in favour of the head masters of the Jenkins' and vernacular schools, and the pandit of the former and the deputy inspector of schools.

North-East Division, Mr. Bellett.

PROMOTERS OF EDUCATION.

I BEG to return thanks to the following persons, who have each and all assisted in the cause of education in the north-east division during the past year:—

Col. J. C. Haughton, c.s.i., commissioner, Kuch Behar division.

Babu Ramani Mohan Ráy Chaudhuri of Tushbandar.

„ Mahim Ranjan Ráy Chaudhuri of Kakina.

Ráni Surna Mayi of Kásimbazár.

Babu Madhu Sudan Bandyopadhyáy of Gopalpur.

„ Rádhá Charan Bandyopadhyáy of Gopalpur.

„ Khettra Mohan Sinha, Dinájpur.

„ Tárini Prasád Chaturji, Káliyáganj.

„ Anáth Bandhu Ráy, Nágesvarbári.

The zemindars of Haripur.

Ditto of Jagadal.

Babu Golok Chandra Sen, pleader, Dinájpur.

„ Jadav Chandra Chaudhuri.

J. H. Ravenshaw, Esq., officiating judge of Dinájpur.

E. V. Westmacot, Esq., B.A., joint-magistrate of Dinájpur.

H. L. Jones, Esq., B.A., district superintendent of police, Dinájpur.

Babu Ráj Chandra Sanial, moonsiff of Balurghát.

„ Gopi Nath Maitra, moonsiff of Phulbári.

„ Krishna Lal Saha, merchant, Ghoraghat.

„ Bihári Lal Moni, ditto ditto.

„ Sitá Nath Mukhopadhyáy of Mahádevpur.

„ Nitya Gopál Maullik, moonsiff of Birganj.

„ Jadu Nath Ráy, moonsiff of Thákurgáon.

T. F. Bignold, Esq., magistrate of Bogra.

P. Nolan, Esq., assistant magistrate of Serajganj.

Maulavi Davir-Uddin Ahmed, moonsiff of Sahajadpur.

Babu Darma Náráyan Sarkár of Bálágrám.

Reports of Inspectors of Schools.

Captain T. B. Michell, officiating deputy commissioner of Nowgong.

F. V. Harward, Esq., of Kaliyábar, Silghát.

Babu Rás Bihíri Sen, 4th master of the Nowgong zilla school.

Munsi Tarrík-Ullá of Boda.

Major A. E. Cambell, deputy commissioner of Sibságar.

Captain W. G. Maitland, assistant commissioner, Sibságar.

SOUTH-WEST DIVISION.

FROM THE REPORT OF MR. R. L. MARTIN, M.A.

GENERAL STATISTICS.—The returns for the two last official years show that whereas on the 31st March 1870 there were in my division 770 schools attended by 34,631 students, these numbers had altered to 835 and 33,910 on the same day in 1871. The following table shows the number of schools of different kinds under my inspection at the close of the year, the attendance therein, and the amount expended on them from the different sources of income.

	Number of institutions, 31st March 1871.	Number of students.	Amount expended by Government.	Amount expended from fees and other sources of income.	Total expenditure.
			Rs.	Rs.	Rs.
GOVERNMENT INSTITUTIONS.					
Schools for masters	8	265	25,538	.....	25,538
for boys—					
Upper class, English	6	865	23,071	14,274	37,345
Middle class, Vernacular	49	2,508	11,585	5,531	17,006
Lower class, Vernacular	3	78	103	17	120
Law School	1	9	523	830	1,353
PRIVATE INSTITUTIONS UNDER INSPECTION.					
<i>Receiving allowances under the grant-in-aid rules.</i>					
Normal schools for masters, Vernacular ...	3	139	1,786	2,396	4,172
Schools for boys—					
<i>Under Missionary bodies.</i>					
Higher class, English	2	197	1,672	3,558	5,230
Middle class { English	2	95	552	738	1,290
{ Vernacular	1	98	168	192	360
Lower class { English	1	184	604	722	1,322
{ Vernacular	44	908	1,444	862	2,306
Carried over	113	5,346	67,022	29,110	96,132

Reports of Inspectors of Schools.

	Number of institutions, 31st March 1871.	Number of students.	Amount expended by Government.	Amount expended from fees and other sources of income.	Total expenditure
			Rs.	Rs.	Rs.
Brought forward ...	113	5,346	67,022	29,110	96,132
PRIVATE INSTITUTIONS UNDER INSPECTION.—(Contd.)					
<i>Receiving allowances under grant-in-aid rules.</i>					
Schools for boys—					
<i>Under Native managers.</i>					
Higher class, English ...	13	1,094	10,295	10,729	30,024
Middle class { English ...	81	4,513	26,755	46,095	72,850
{ Vernacular ...	102	4,594	15,844	20,351	86,175
Lower class, Vernacular ...	6	178	622	640	1,162
Schools for girls—					
For English and other foreign races					
<i>Under Missionary bodies.</i>					
Vernacular ...	10	733	3,433	4,525	8,008
<i>Under Native managers.</i>					
Vernacular ...	11	302	1,514	1,655	3,169
Zenans associations ...	2	113	558	1,154	1,712
<i>Receiving allowances under other rules.</i>					
Schools for boys—					
<i>Under Missionary bodies.</i>					
Lower class, Vernacular ...	10	633	787	591	1,378
<i>Under Native managers.</i>					
Lower class, Vernacular ...	43	13,359	24,270	15,508	30,838
Night-schools, Vernacular ...	44	1,137	1,571	48	1,619
<i>Schools receiving no allowances, but under inspection.</i>					
Schools for boys—					
<i>Under Missionary bodies.</i>					
Higher class, English ...	1	135	.....	3,259	3,259
Middle class, Vernacular ...	3	113	.....	652	652
<i>Under Native managers.</i>					
Higher class, English ...	6	1,145	.....	21,515	21,515
Middle class { English ...	1	87	.....	971	971
{ Vernacular ...	3	168	.....	2,053	2,053
Schools for girls—					
<i>Under Native managers.</i>					
Vernacular ...	4	94	.....	1,113	1,113
Total ...	835	33,010	154,543	1,70,841	3,25,384

South-West Division, Mr. Martin.

SOCIAL POSITION OF THE STUDENTS.—The detailed table will show how many children in each class of school belong to the several different degrees of society. The headings have been most carefully drawn out, and the greatest care has been taken in filling up the returns. It is interesting to refer briefly to the results, as far as refers to those boys who learn English, and to those who are educated in the vernacular only. Under these heads we find respectively 8,315 and 23,826 lads; and of these numbers only 65 and 18 belonged to the upper classes of society, whilst all the others belonged to the middle and lower classes. The upper classes have been divided according as the parents or guardians have titles, hold Government appointments with salaries more than Rs. 10,000 a year, or receive incomes of upwards either of Rs. 20,000 a year if from land, or of Rs. 30,000 if from other realized property, or of Rs. 40,000 if from professional practice, or of Rs. 50,000 a year if from trade. Of the 83 children belonging to one or other of these sub-divisions, who study in the schools in my division, 62 belong to families of landed proprietors whose income exceeds Rs. 20,000 a year. The middle classes of society are divided under twelve, and the lower classes under eighteen, different heads. Of the boys who learn English, two-thirds belong to the middle, and almost one-third to the lower orders of society. The greatest number of poor people who send their children to English schools belong to the class of cultivators, gardeners, and small ryots. Those who come under this head constitute nearly sixty per cent. of those belonging to the masses, whilst forty per cent. belong to the other seventeen sub-divisions taken together. Of the 5,500 who, belonging to the middle classes, learn English, 1,700 are sons of the lower kind of professional men, whilst between 600 and 700 belong to each of the three classes—(1) higher professional men, (2) holders of estates of between Rs. 3,000 and Rs. 20,000 a year, (3) holders of lands granted for religious purposes. The relative proportions of those

Reports of Inspectors of Schools.

who belong to the middle classes and the masses are nearly exactly changed when we come to treat of those who learn vernacular only; for we find that rather more than two-thirds of this number are drawn from the lower orders. It is satisfactory to know that our vernacular schools have succeeded in recruiting half their students from those engaged in *petty* agricultural pursuits and trades. A reference to the figures will show that for every tradesman who sends his sons to school, five cultivators do so. The difference between two-thirds and one-half of the students come from the other sixteen sub-divisions of the "lower classes of society." Of the 7,500 lads of the middle classes who learn the vernacular only, we find, as in the case of the English schools, that the largest proportion (2,000) belong to families whose supporters are small professional men. I may therefore perhaps be excused for mentioning that under this head we include "muktars, munsis, amla, writers, mohurirs, sarkars, gomastas, nayabs, surveyors, overseers, native doctors, kabirajes, apothecaries, English teachers, pandits, village school teachers, engine-drivers, press proprietors, press readers, catechists, and lower artists." The other three sub-divisions of the middle classes which supply the next greatest number of children to our English schools, do so also to our vernacular schools. On comparing the proportions of the whole numbers who learn the vernacular only, and who learn English in addition, it is worthy of note that whilst $11\frac{1}{2}$ per cent. of the total number receiving the higher education are sons of Government servants, less than 2 per cent. of those learning their own language only belong to this class. I believe that nine out of every ten of the number which makes up the small percentage are little boys who will learn English when they grow older. It is also noticeable that the middle class men, who come under the head "banians, brokers, bankers, gold merchants, money-changers, &c.," are nearly as well satisfied with a vernacular as with an English education for their children.

South-West Division, Mr. Martin.

WORKING OF THE GRANT-IN-AID SYSTEM.—Only four grants had been made at the commencement of the year before orders were issued which rendered it necessary to refuse all grants to new schools; but the grants of forty schools were revised, as in the majority of cases five years had elapsed since a grant was last sanctioned for them. To the four new schools grants aggregating Rs. 85 a month, for five years, were made on condition that Rs. 155 was regularly contributed from local sources. In the case of the other schools the relative proportion of the total monthly expenditure to be borne by the State and the people is Rs. 737 and Rs. 1,331. Of the forty schools whose grants were reconsidered, seventeen were English schools, four of the number only being higher class schools. Taking the seventeen together, it will be found that we demand almost twice as much from the people as we give from imperial funds, since, in consideration of Rs. 937 a month in these schools, we give Rs. 481; and taking all the forty together, it will be seen that, as last year, the proportion between the State and the total expenditure was as five is to fourteen.

The following is a list of the grants made and revised during the year 1870-71.

No.	NAME OF SCHOOL.	Zilla.	Nature of school.	Government grant.	From local sources.
	GRANTS MADE DURING 1870-71.			Es. A. P.	Rs. A. P.
1	Srirampur	Midnapur ...	Vernacular ...	10 0 0	13 0 0
2	Parwanandpur	Ditto ...	Ditto ...	5 0 0	7 8 0
3	Baliyator	Bankura ...	M. C. English	40 0 0	75 0 0
4	Midnapur	Midnapur ...	Zenana association ...	30 0 0	60 0 0
			Total ...	85 0 0	155 8 0

Reports of Inspectors of Schools.

No.	NAME OF SCHOOL.	Zilla.	Nature of school.	Government grant	From local sources.
GRANTS REVISED DURING 1870-71.				Rs. A. P.	Rs. A. P.
1	Kandrapara	Cuttack ...	English ...	36 0 0	54 0 0
2	Jonerdanpur	Midnapur ...	Vernacular ...	15 0 0	26 0 0
3	Midnapur	Ditto ...	Night-school ...	8 0 0	11 0 0
4	Seuhat	Hugli ...	English ...	25 0 0	50 0 0
5	Badla	Burdwan ...	Vernacular ...	23 0 0	41 0 0
6	Madhavpur	Hugli ...	Ditto ...	12 0 0	15 0 0
7	Srikrishnapur	Burdwan ...	English ...	25 0 0	47 0 0
8	Kaichar	Ditto ...	Vernacular ...	11 8 0	15 8 0
9	Banira	Ditto ...	Ditto ...	13 0 0	17 0 0
10	Badla	Ditto ...	English ...	60 0 0	135 0 0
11	Kesavpur	Hugli ...	Vernacular ...	11 0 0	14 0 0
12	Tiral	Ditto ...	Ditto ...	11 0 0	14 0 0
13	Srikrishnapur	Cuttack ...	English ...	20 0 0	33 0 0
14	Rayna	Burdwan ...	Ditto ...	26 0 0	46 0 0
15	Akoi	Ditto ...	Vernacular ...	12 0 0	12 0 0
16	Mayapur	Hugli ...	English ...	33 0 0	77 0 0
17	Amarun	Burdwan ...	Ditto ...	13 0 0	20 0 0
18	Bargopal	Midnapur ...	Vernacular ...	8 0 0	10 0 0
19	Muzpur	Hugli ...	Ditto ...	12 0 0	14 0 0
20	Barati	Midnapur ...	Ditto ...	10 0 0	12 0 0
21	Khandghosh	Burdwan ...	English ...	12 0 0	20 0 0
22	Chandur	Hugli ...	Vernacular ...	12 0 0	18 0 0
23	Tanadighi	Bankura ...	Ditto ...	18 0 0	32 0 0
24	Jirat	Hugli ...	English ...	32 0 0	70 0 0
25	Sultanpur	Ditto ...	Vernacular ...	11 0 0	16 0 0
26	Radhanagar	Ditto ...	Ditto ...	7 0 0	16 0 0
27	Sanko	Midnapur ...	Ditto ...	7 0 0	8 0 0
28	Gobardhanpur	Ditto ...	Ditto ...	14 0 0	16 0 0
29	Bamniya	Hugli ...	English ...	30 0 0	55 0 0
30	Paharajpur	Cuttack ...	Vernacular ...	10 0 0	11 12 0
31	Jasra	Midnapur ...	Ditto ...	10 0 0	12 12 0
32	Baliyator	Bankura ...	English ...	17 0 0	32 0 0
33	Balasore	Balasore ...	English, girls' ...	26 0 0	100 0 0
34	Okersa Sibati	Burdwan ...	English ...	45 0 0	103 0 0
35	Rambâg	Cuttack ...	Vernacular ...	5 0 0	7 4 0
36	Inlas	Burdwan ...	Ditto ...	12 0 0	14 0 0
37	Gotan	Ditto ...	English ...	25 0 0	49 0 0
38	Dmahat	Ditto ...	Ditto ...	18 0 0	30 0 0
39	Billogram	Ditto ...	Vernacular ...	15 0 0	15 0 0
40	Srikhand	Ditto ...	English ...	24 0 0	42 0 0
Total ...				822 0 0	1,486 0 0

INCREASE IN THE RATE OF SCHOOLING FEES.—The increase in the attendance at the five zilla schools in the south-west division has been but small during the last ten years. On the 31st March 1861 there were 804 boys in these schools; on the 31st March

South-West Division, Mr. Martin.

1871 the numbers had risen to 865 only: The great increase in the number of our English students is due to the opening of the great number of English schools aided under the grant-in-aid rules. We shall therefore get a fair estimate of what has been done in the way of asking more from those who seek for admission to English schools if we compare the fee income in these five schools with what it was in former years. A reference to former reports will show that the fee income in each of the three years 1860-61, 1865-66, and 1870-71, was respectively Rs. 9,673, Rs. 11,202, and Rs. 14,730; whilst then each lad in the year 1860-61 paid twelve rupees for his education in a Government English school in this division, the students in the same schools in 1870-71 paid seventeen rupees. By steadily, but slowly, increasing the rates, we can keep up, or even increase, our attendance; but if we were now to demand twice, or four times the fee at present levied, we might lose in income, and we certainly should not educate much more than one-half or one-fourth of the number at present under instruction, whilst the Government allowance could be but slightly reduced, and the class of boys then educated with Government assistance would be drawn only from the richer classes, upon whose education it is not our duty to spend money.

INCOME AND EXPENDITURE.—From a reference to the table at the commencement of my report, it is seen that the aggregate expenditure of the department in my division was Rs. 3,25,384, of which Rs. 1,70,841 was supplied by private funds, and Rs. 1,54,543 was contributed by the State. Comparing these figures with the corresponding ones for last year, it appears that the expenditure from State grants was increased by Rs. 2,385, and from private sources by Rs. 1,051. The cost of each pupil for the year to the State was Rs. 4-9, the total cost of his education being Rs. 9-9-6.

FEES.—The fee receipts during the year amount to Rs. 76,453 in 1870-71. Of these collections, Rs. 19,730 was in Government, and Rs. 56,723 in private institutions.

Reports of Inspectors of Schools.

INSPECTING AGENCY AND WORK.—The work of inspection under me is carried on by seventeen deputy inspectors. They are for the most part the same officers as were employed in the preceding year. My division sustained a loss in the death of Babu Beni Madhab Basu, a deputy inspector of the second grade. He had for some years been employed in Jahanabad, and he fell a victim to the fever which has proved so fatal to many there. He was an exceedingly honest and painstaking officer. His place has been filled up by the appointment in his room of Babu Raj Krishna Ray Chaudhuri, who for many years was head master at the Midnapur training school. At the commencement of the year Babu Rama Prasanna Sinha resigned his post, as he wished to become a pleader, and was succeeded by Babu Braja Ballabh Mitra, who was for many years head master at the higher class English school at Kuchiyákhál. A new circle was formed in Burdwan, in consequence of which two deputy inspectors were transferred from their own to other circles; and to the Hijli circle (which became vacant) Durga Prasanna Mukhopadhyáy was appointed. He had been third master of the Midnapur zilla school, and subsequently head clerk of my office. A new circle was also formed in Midnapur, and Hari Charan Dás, formerly third master of the Bankura school, was placed in charge of it. I have a high opinion of each of my deputies, and during the year they have all worked well.

During the year, as there was no opportunity of extending operations, the whole time of myself and of my deputies was taken up in looking after existing schools, and trying in every way possible to improve their condition. In the case of grant-in-aid schools we have tried, as I believe successfully, to have the letter of the rules more strictly attended to. Whenever it was found that the people could not pay their quota, the grant was either withdrawn or reduced, and at the same time every exertion was made to ensure greater regularity in the payment of teachers. Whenever there was delay, letters were written by me to the

South-West Division, Mr. Martin.

managers, telling them that they were risking the forfeiture of their grants, and demanding immediately a receipt from the teachers for their salaries to the end of the last month. I am glad to be able to say that, as a rule, all arrears were *at once* paid and the receipts forwarded. Whenever masters whose appointments had not been sanctioned by me were employed, I required a report from my deputies; and if they were pronounced unfit, I immediately insisted upon their dismissal and the appointment in their place of competent men; whilst sanction was given to the entertainment of all teachers who were considered fit for the posts. By such and similar proceedings I believe I have placed a great majority of the grant-in-aid schools on a better footing at the end than at the beginning of the year. I think that but little fault can be now found with the grant-in-aid schools in this division, and that in more than nine out of ten the rules are adhered to *in the strictest manner*. In the case of aided village schools it has been our endeavour to interest the people more, and to stir up the teachers to increased exertion. Where it was found impossible to secure a fair attendance; the school was transferred to some village in the neighbourhood.

UNIVERSITY FIRST ARTS EXAMINATION.—The Cuttaek high school alone in my division sends up candidates to this examination. Five boys appeared, but only one passed; three of the remainder passed in four subjects out of five, but the other boy passed in only one subject. It is almost certain that a second boy would have passed had he not been too ill to answer the questions in one of the English papers.

UNIVERSITY ENTRANCE EXAMINATION.—From twenty-four schools in the south-west division, one hundred and fifty-nine lads presented themselves for examination. Of this number ninety passed—seven in the first, forty-five in the second, and thirty-eight in the third division. Last year these numbers were seven, twenty-seven, and twenty. *The aggregate merit mark was therefore 149

Reports of Inspectors of Schools.

in 1870 against 95 in 1869. A detailed result of the examination, as far as the schools under my inspection is concerned, is as follows:—

	Number of candidates.	Number absent.	PASSED IN THE			Total passed in December 1870.	Merit mark.
			First division.	Second division.	Third division.		
<i>Government Schools.</i>							
Balasore zilla school	5	...	...	3	1	4	7
Bankura " "	12	...	1	3	3	7	12
Cuttack " "	9	...	...	6	2	8	14
Midnapur " "	12	...	1	5	4	10	17
Puri " "	4	...	1	1	1	3	6
<i>Aided Schools under Missions.</i>							
Burdwan Church Mission	6	...	...	...	3	3	3
Kalna Free Church Mission	8	...	...	4	1	5	9
<i>Aided schools under Native managers.</i>							
Ajudya	10	1	...	1	...	1	2
Badla	5	...	...	1	1	2	3
Bagnapara	3	...	...	1	1	2	3
Balgona	2	...	...	...	1	1	1
Jahanabad	3	1	...	...	...	...	...
Jirat	3	...	...	...	1	1	1
Katoya	5	...	...	1	1	2	3
Kuchiakal Rajgram	13	...	...	3	5	8	11
Muradpur	14	...	...	4	2	6	10
Okersa Sribati	3	...	...	...	...	...	...
Piyarsara Gopenathpur	3	...	...	1	1	2	3
Tamluk	5	...	...	2	1	3	5
<i>Unaided schools under inspection.</i>							
Burdwan Maharajah's	15	...	3	5	5	13	24
Birsinha	5	...	1	...	3	4	6
Kalna training	7	...	...	2	...	2	4
Khanakul, Kishnaghur	4	1	...	2	1	3	5
Midnapur local mission	6	...	...	...	...	...	...
Total	148	8	7	45	38	90	149

MINOR SCHOLARSHIP EXAMINATION.—The course for last year was published in page 23, Appendix A, of report for 1869-70. The only change made in the present year is that the first four rules

South-West Division, Mr. Martin.

of algebra have been added, fifty marks being attainable for *perfect* answering therein.

One hundred and eighty lads attempted to pass the test—157 from schools in Bengal, and 23 from schools in Orissa. *Thirteen* passed in the first division, *twenty-eight* in the second, and *twenty-six* in the third. I was only allowed to award thirteen scholarships to the successful candidates; I therefore allotted eleven to the Bengal schools and two to those in Orissa. All those who passed in the first and second division were qualified to receive scholarships, with the restriction that no more than two prizes could be given to the students of any one school. This affected the award, inasmuch as the students of Contai, Panskura, and Bud Bud, each gained two scholarships, and therefore four other students of those schools who passed the test in *the first division* were ineligible. In Bengal the last of the eleven gaining scholarships got 282 out of 600 marks. The Uriya boys gaining scholarships obtained 256 and 248 marks.

VERNACULAR SCHOLARSHIP EXAMINATION.—The course for the Bengal zillas will be found at page 24, Appendix A, of report for 1869-70. Five hundred and eight lads presented themselves; thirty-one passed in the first, one hundred and one in the second, and two hundred and sixteen in the third division. To the best amongst these lads I had permission to award eighty-four scholarships—half for four years in English schools, half for one year in a normal school. The former class of scholarship was only open to lads of fourteen and under, and no student in Bengal was allowed to gain a scholarship unless he passed in either the first or the second division. The maximum mark attainable at this examination in Bengal was 550; the lowest mark which gained a four-year scholarship was, in Bankura 298, in Burdwan 269, in Jahanabad 235, and in Midnapur 232. It appears from the result that the vernacular schools in the Bankura district are better than those elsewhere, for of *young boys* only three in Burdwan, one

Reports of Inspectors of Schools.

in Jahanabad, and one in Midnapur, gained more than 298 marks. The result of my own observation agrees with the examination returns.

The course for the Orissa districts differs considerably from that fixed for Bengal. The examination in history, geography, mathematics, and all such subjects, is conducted in the Uriya language only, whilst marks are given for proficiency in both Uriya and Bengali literature. I am authorized to award fifteen scholarships tenable for four years in a higher class English school, and the same number, tenable for one year, in a normal school, to the best amongst the successful candidates from the schools in Orissa. The maximum number of marks that could be gained was 400; the lowest marks which gained the better kind of scholarships was, in Balasore 183, in Cuttack 167, and in Puri 130 marks.

GOVERNMENT NORMAL SCHOOLS.—These are situated at Cuttack, Midnapur, and Burdwan. In the former pandits are trained for the better, and village teachers for the more elementary, vernacular schools. The two latter train up the latter class of teachers only.

CUTTACK NORMAL SCHOOL.—As the supreme Government refused to allow the extension of pathshala operations in Orissa until an educational cess was levied, it was necessary, when admitting students in the beginning of 1870 to the guru department, to enter into no engagement with them which would bind Government to provide passed students with employment. I have therefore taken this as an opportunity of raising the standards of the school. I have kept on for another year those who came up to the standard fixed in the first instance as the final standard, and I have made the standard for admission to the school higher than it previously was, so as to be able in future years to turn out men better qualified to act as teachers. On the last occasion of holding an examination for admission, many of those who presented

South-West Division, Mr. Martin.

themselves came to some extent prepared, as far as arithmetic, geography, and Uriya grammar, were concerned, though in former years none of the candidates knew anything at all about these subjects. I hope that year by year a better class of men will appear; but unless we are enabled to open village schools through the country, all the good that has been effected in the last two or three years will be entirely done away with.

The school-house, together with the building which contains the gallery and library rooms, as well as the superintendent's quarters, and the boarding-houses for the pupils, have been completely finished during the year, and now supply, in a neat and compact form, all that is required for the present purposes of the school. Rs. 675 has been expended on furniture and a wooden gallery, besides Rs. 300 devoted to the purchase of scientific apparatus. In consequence of the success of the pupils at the annual examination, Rs. 300, which was saved in the school, was distributed amongst the masters in the shape of rewards.

Pandit Training Department.—At the close of the year there were seventy-one students, viz. eighteen in the third year, thirty-one in the second year, and twenty-two in the first year class. The course fixed for each being as follows:—

THIRD YEAR CLASS.

URIYA.—Kadamvari, Padya Sangraha, and grammar.

BENGALI.—Bahyabastu, part I, Padmini Upakhyan, and Loharam's grammar.

MATHEMATICS.—Algebra as far as fractions, Patiganita (whole). geometry—(Euclid) first six books, and Dvarkanath's mensuration.

GEOGRAPHY.—T. C. Chaturji's political geography (whole), geography of Urisya, Radhika Prasanna's physical geography, G. C. Banurji's use of the globes, and Gaur Sankar Ráy's mathematical geography.

Reports of Inspectors of Schools.

HISTORY.—Bhudev's history of England and Ancient history.

NATURAL PHILOSOPHY.—Bhudev's Prakritik Bigan, part II, and
Dvarakanath's Jara Bigoan.

ART OF TEACHING.—G. C. Banurji's Sikhya Pranali.

BOTANY.—Jadu Nath's Udvhijya Bidya, second year class.

SECOND YEAR CLASS.

SANSKRIT.—Rijupath, part II, and Sutrasar grammar.

URIYA.—Raghuvansa, Padya Sangraha, and grammar.

BENGALI.—Telemachus, Karma Devi, and Loharam's grammar.

MATHEMATICS.—Algebra (first four rules), Patiganita (whole),
Euclid—first three books, and mensuration.

GEOGRAPHY.—T. C. Chaturji's political geography, Radhika's
physical geography, and Gopal Chandra's use of
the globes.

HISTORY.—Fakir Mohan's history of India, part II.

PRESERVATION OF HEALTH.—Radhika's Svastha Rakhya.

NATURAL PHILOSOPHY.—Jara Bigoan by Dvarakanath.

ART OF TEACHING.—Sikhya Bidhan by Dvarakanath.

FIRST YEAR CLASS.

SANSKRIT—Rijupath, part I; and Kaumudi, part I.

URIYA.—Exile of Sita, Bichitra's Rámáyan, and grammar.

BENGALI.—Jiban Charitra, Chintatarangini, and grammar.

MATHEMATICS.—Patiganita, and Euclid first book.

GEOGRAPHY.—Bhugal Sutra and Chaturji's Bhugal Bibaran.

HISTORY.—Fakir Mohan's history of India.

NATURAL PHILOSOPHY.—A. K. Datta's Padartha Bidya.

ART OF TEACHING —Dvarakanath's Sikhya Bidhan.

Of the seventy-one students, two only are Muhammadans, which is unfortunate, as many villages in Orissa are almost entirely inhabited by Musalmans, and when schools are opened in them, the

South-West Division, Mr. Martin.

residents will of course wish for a man of their own religion. During the year from this school—

1 teacher	was appointed	on	Rs. 12	a month.
1 ditto	ditto	ditto	8	ditto
1 ditto	ditto	ditto	7	ditto
2 ditto	ditto	ditto	5	ditto

The cost of educating each pupil in this department was Rs. 7-4 a month. The superintendent remarks that the line of demarcation between the middle and lower classes of the community, which answers admirably in Bengal, does not suit in Orissa, since “the landed tenures are so small and numerous, that many holding ten or twelve biggas of land *direct from Government* do not obtain an income of more than Rs. 30 or Rs. 40 a year.” These men are reckoned as small zemindars, whereas in reality they should be classed, with small ryots and agricultural laborers, amongst the masses. He has therefore classified them for himself according to the income of their families, and finds that of thirty-two lads the parents have less than Rs. 5 a month, of 27 other lads less than Rs. 10 a month, whilst the parents of three only are in receipt of more than Rs. 20.

Guru Training Department.—The number of pupils at the end of the year was sixty. The course of study being as follows:—

UHIYA.—Nitibodh, Bhrama Chanjun, Hetopadés, Bichitra's Rámáyan, Sakuntala, Byakaran Sankhep.

GEOGRAPHY.—Bichand's general geography.

HISTORY.—Fakir Mohan's history of India, 2 parts.

ART OF TEACHING.—Dvarkanath's Sikhya Bidhan.

MATHEMATICS.—Patiganita, geometry—first book of Euclid, mensuration.

ZEMINDARI AND MAHAJANI ACCOUNTS.—Taught orally.

At the annual examination twenty-four lads passed in the first, and nineteen in the second division. The superintendent reports that the pupils are more humble and submissive than those in the

Reports of Inspectors of Schools.

higher department, and that they took more pains and care in teaching the classes entrusted to them. The income of the parents of half the students is below Rs. 5 a month, and of half of the remainder below Rs. 10, whilst four only belong to families who enjoy Rs. 20 a month. The cost of educating each pupil has been Rs. 8-13 a month.

MIDNAPUR AND BURDWAN TRAINING SCHOOLS.

These schools have continued their operations with but little change during the year. I was directed by you not to admit any students under a guarantee that they would be provided with employment after completing their studies. I therefore only allowed twenty lads to join each school; they did so without conditions. At the last annual examinations the training schools throughout Bengal were reported to have answered unusually badly. This was certainly the case as far as Midnapur was concerned; but that school suffered from the illness of the head master, which for some time incapacitated him from hard work, and finally obliged him to take leave for three months. In the case of Burdwan, the students did better than in the preceding year, but during both they suffered from great disadvantages. The district was fever-stricken, and the school did not escape (eight lads with fever on them at the time tried to pass the examination). The school is very badly accommodated; in fact, unless Government is prepared to build, it is not certain to me that we are justified in keeping up the school as at present housed, and I am not able to make any better arrangement for it than the present. In addition to these two reasons, the head master states that a still greater obstacle to progress has existed in the demands made upon him for men to officiate for short periods in village schools. He says that this has caused such numerous and frequent absences on the part of his pupils, that they have not been able to prepare themselves for the examination. This was never brought to my notice

South-West Division, Mr. Martin.

before, but as ten unattached students are borne on the school establishment for the purpose of supplying substitutes for sick or absent teachers, I have directed him, when these men are all absent in the mofussil, to state, when demands are made upon him, that he has no power to comply with the requests. It will be necessary then for deputy inspectors to look about elsewhere for men to take charge of elementary schools *for short periods*; considering the large number of lads through the country who have passed at either the vernacular or minor scholarship examinations, I do not think they ought to have any difficulty in finding substitutes who would serve for a time the purposes required of them.

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

These are situated, as last year, at Cuttack, Midnapur, Bankura, Balasore, and Puri. The income from schooling fees in these schools during the year under report has been Rs. 14,730, against Rs. 15,509 in the preceding year. The Government expenditure during the year was Rs. 23,594, of which amount Rs. 11,224 was expended in the Cuttack high school. In the other four schools taken together, the fee income and the State contribution were respectively Rs. 10,360 and Rs. 12,370. Were grants for building purposes left out of consideration, these amounts would have been nearly equal.

CUTTACK HIGH SCHOOL.—I am happy to be able to speak very favorably of the teachers, more specially of the head master. The extension of the school-house, commenced last year, has been completed, and the building is now in a thorough state of repair. The library is in good condition. The school consists of a college, of a law, and of a school department. During the year Babu Raj Krishna Mukhopadhyáy, who was second master and law lecturer, was transferred to Berhampur. The third master succeeded him in the former post, whilst Babu Hara Krishna Chattopadhyáy, M.A. and B.L., was appointed law lecturer. The place of the third

Reports of Inspectors of Schools.

master was filled by the appointment of Babu Hari Nath Bhattacharya, M.A. and B.L. No other change was made, but Raj Krishna's transfer is looked upon as a loss to the school.

College Classes.—These, both at the commencement and at the close of the year, were attended by twenty-two lads, of whom one belongs to the higher, eighteen to the middle, and three to the lower classes of society. Twelve are Bengali settlers, eight are Uriyas, one a Muhammadan, and one a Christian. They are all residents of the province. The income from fees has been Rs. 731, but the whole cost of these classes has been Rs. 5,723: the education of each lad has therefore cost Government Rs. 21 a month. Five lads went up to the first arts examination, but one only passed; a very promising lad was so ill, that he could not answer the questions in one paper, though he passed in all the other subjects. Of the other three, two failed in one subject only (English in one case, and history in the other). The first year class passed a satisfactory examination, and all the stipendiary students retained their scholarships.

Law Classes.—On the 31st March there were only nine students, against eleven on the same date last year; they were classified as follows:—

Third year university class	..	1
Second year pleadership class	..	5
First year ditto ditto	..	3
		<hr/>
Total	..	9
		<hr/>

The collections from fees and fines in this department amounted to Rs. 815, against Rs. 681 of the previous year; while charges have been reduced from Rs. 1,945 in 1869-70 to Rs. 1,353 in 1870-71, owing to the pay of the law lecturer having been reduced from Rs. 150 to Rs. 75 a month. The savings of the general department will, I hope, be now sufficient to meet any deficit in the law department. Six students completed their course of lectures in the

South-West Division, Mr. Martin.

pleaderships classes in December last, of whom only one went up to the pleaderships examination held in January 1871. The result, however, is not yet known.

School Classes.—These were attended at the end of the year by 169 lads instead of 178 at the beginning. There has therefore been a falling off of nine lads, due probably to the existence of a middle class English school close by.

Two of those studying in the school belong to the higher classes of society, whilst 144 belong to the middle, and twenty-three to the lower classes. Twenty are residents of Bengal, temporarily living in Orissa, seventy-three are the children of Bengali settlers, and forty-eight of Uriyas; whilst thirteen belong to Muhammadan, and fifteen to Christian families. The fee income has been Rs. 2,823, whilst the Government contribution has been Rs. 6,020; the cost to Government of each boy's education being nearly Rs. 3 a month. Nine boys appeared at the university entrance examination, and eight of the number passed, six of them being placed in the second division. In the last three years twenty-four boys were successful at this examination, against eleven only in the three preceding years.

OTHER SCHOOLS OF THE HIGHER CLASS.—The following table shows comparatively the relative condition of these schools in 1869-70 and 1870-71:—

	Midnapur.	Bankura.	Balasore.	Puri.	Total.
1869-70.	No.	No.	No.	No.	No.
On the rolls on the 31st March 1870	276	191	107	107	681
Monthly average on the rolls ...	274	200	94	95	663
Average daily attendance ...	219	175	76	75	545
Number passed at the university entrance examination, 1869 ...	5	7	4	1	17
Mark of merit gained ...	9	14	5	2	30
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Monthly cost to Government of each pupil's education ...	1 1 4	1 1 0	1 14 9	2 2 4	.....

Reports of Inspectors of Schools.

	Midnapur.	Bankura.	Balasore.	Puri.	Total.
1870-71.	No.	No.	No.	No.	No.
Number on the rolls on the 31st March 1870.	225	215	129	105	674
Monthly average on the rolls ...	212	118	113	102	545
Average daily attendance ...	170	162	100	85	517
Number passed at the university entrance examination, 1870 ...	10	7	4	3	24
Mark of merit gained	17	12	7	6	42
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs.
Monthly cost to Government of each pupil's education	1 9 3	1 1 1	1 11 8	2 14 10	.....

MIDNAPUR ZILLA SCHOOL.—The committee, on the suggestion of His Honor Sir William Grey, further raised the rate of schooling fee levied. The result has been a further falling off in attendance; but as the *absolute minimum* was arrived at some months ago, and a considerable reaction has set in, I believe the numbers will now steadily increase. At the end of the year there were on the rolls the names of 225 lads, against 276 at the commencement; the income from fees having been during the year under report Rs. 4,048-1, against Rs. 5,071 in that which preceded it. During the year the second master was promoted to the charge of the Midnapur normal school. The new permanent incumbent has not joined as yet, but the duties have been ably performed by Sarada Prasad Sarkar, third master of the Calcutta normal school. As the attendance has been smaller, the places of the last two teachers (who left the school) have not been filled up. At the

South-West Division, Mr. Martin.

university entrance examination twelve candidates presented themselves; ten passed, and another failed in Sanskrit only. During the last four years (the period of the present head master's incumbency) twenty-five boys have been successful at the examination, in the preceding four years eleven only passed; whilst the greatest number passed in any four consecutive years was eighteen. The success of the school under Babu Gangadhur Acharya has therefore been marked. I have great pleasure in recording the following remark of the secretary to the committee, in which I quite agree:—"The head master is a very intelligent man, and possesses an amount of character and strength of purpose which particularly qualifies him for his responsible post." The remarks of the examiners of the junior classes are very satisfactory, except in as far as they referred to boys learning by rote. As a fact, however, boys learn history and geography, &c., in English before they have anything like a competent knowledge of that language. They learn the meaning of each word that they meet with in their books, but they are unable to form for themselves English sentences with corresponding, but different, words; they therefore use the words of the book which they have studied. But few books have during the year been added to the library, inasmuch as the allowance for this purpose has been set aside for the purpose of providing increased accommodation which is required for the library. I am sorry to say that the school-house has not as yet been brought on the books of the public works department. It is hard to understand why such delay should occur. During the year the roof was carefully repaired, so that I believe there is now no immediate danger of its falling.

BANKURA ZILLA SCHOOL.—The numbers are again getting up; there were 215 boys in the school on the 31st March, against 191 on the same day last year. The monthly and daily averages were 188 and 162, against 203 and 175 in 1869-70. The fee income during the year was Rs. 3,692, against Rs. 3,773 in that which

Reports of Inspectors of Schools.

preceded it. The following extracts from the interesting report of the secretary to the local committee are given in full:—

The following table exhibits the proportion of the different castes, the children belonging to which seek education in our school:—

Table showing the percentage of castes.

	1869-70.	1870-71.
Brahmans	46.59	51.62
Baidyas	1.75	2.43
Kyasths	19.89	24.64
Middle castes	30.35	15.34
Lower castes ... ..	.4	3.7
Muhammadans and Christians ...	1.57	2.43

There is a marked falling off among the middle castes, while the increase in reference to all other castes is slight.

The following table exhibits the percentage of boys of each caste who either passed the entrance examination, obtained promotion, or prizes:—

Percentage of the total number of each caste.

	Brahmans.	Baidyas.	Kyasths.	Middle class castes.	Lower class castes.	Muhammadans and Christians.
Passed the entrance examination	4.4	.....	3.30	3.12	.....	.....
Obtained prizes	15.55	.....	8	6.25	40	.....
Promoted to higher class	70.3	50	60	94	40	... ..

From this it will appear that the success among the Brahmans, Kyasths, and the middle class castes, was pretty equal in the entrance examination, though the greatest number of prizes were carried off by the Brahmapas. In percentage of promotion, however, the middle class castes stand highest.

Of the twelve candidates at the university entrance examination from the school, seven were successful, of whom one passed in the first division. The result of the examination of the junior

South-West Division, Mr. Martin.

classes was satisfactory. The masters in this school are for the most part all that could be desired. Of the perfect competence of one or two only I entertain doubts. The head master still holds the same place as before in my regard. The following short extract from the report submitted by the secretary is to the purpose:—

Some of the masters did not borrow a single volume from the library in the whole twelve months, a fact from which it may be inferred that they did not study. The universal deduction is, that not to study is to neglect to improve; but in the case of Bengali masters generally, neglect to study is rapid retrogression. I conceive it, therefore, to be one of the primary duties of a school master to study, that he may gain greater facilities for teaching a language, more especially when that language is a foreign one.

BALASORE ZILLA SCHOOL.—This school has continued to do well during the year. It numbered 129 at the end, against 107 at the commencement, and the monthly average number on the rolls during the year was 112, against 94 in that which preceded it; and the collection from fees was Rs. 1,149 this year, against Rs. 965 last. During the year the new school-house has been occupied by the pupils. The building is an excellent one, but the several class-rooms were not separated by doors, and it was found that the building was too noisy; the expenditure therefore of Rs. 300 (saved from the fee income) has been sanctioned for the construction of doors. Five pupils again this year appeared at the entrance examination and four passed, but three were this year placed in the second division, and the lad who failed passed in three out of four subjects. The result is, of course, highly creditable to the schoolmasters employed at Balasore.

PURI ZILLA SCHOOL.—I alluded last year to the difficulty found in officering this school. The new head master has already furnished a medical certificate stating the necessity of his leaving Puri. The third master died. His successor from Bengal at the end of two or three weeks resigned his appointment, but

Reports of Inspectors of Schools.

fortunately the Cuttack high school provided for the vacancy by sending to Puri one of its alumni who had passed the first arts examination. Until qualified residents of the province can be found for all the teacherships, this school will labour under a great disadvantage. At the close of the year there were 105 students, against 107 at the commencement; but the income from fees, which was only Rs. 1,232 in 1868-69, and Rs. 1,345 in 1869-70, rose to Rs. 1,470 during the year under report. This steady increase in the local income is as it should be. Of the four boys who appeared at the university entrance examination, three passed, one (an Uriya) in the first, one in the second, and one in the third division. This result is without precedent in the history of the school. The junior classes were also reported by their examiners to be progressing satisfactorily. The masters discharged their duties both well and successfully. I entertain a high opinion of the present instructive staff, more especially of Babus Ram Dás Chakravarti and Radha Nath Rai. It is with regret that I have to record that whilst everything was going on so satisfactorily, the school-house was burnt down in March; nothing whatever was saved, except about 100 volumes belonging to the library. It is feared that this was the work of an incendiary. Fortunately, during the year a house was built for the Sanskrit school supported by the liberality of the Maharaja of Balarampur. It had been up to that time accommodated in the English school-house; now a return is being made, for the classes of the English school are allowed to assemble in the Sanskrit school-house, the hours being arranged so that the students do not assemble together. A prompt grant of Rs. 1,000, made by you for the purpose of erecting a temporary school-house, will probably enable the committee to make a portion of the old house habitable, since the walls were pukka and still stand; and it is hoped that the residents in the district may come forward with such subscriptions as will enable the committee to restore the building. The studies of the boys

South-West Division, Mr. Martin.

have been hardly at all interrupted, so that if the house was maliciously burnt down, the enemies of education have not gained the end at which they aimed.

FEMALE EDUCATION.—I fear that but little progress has been made during the year. There are a very few fair girls' schools in my division; the remainder are but indifferent. By persistently encouraging all attempts made by natives to open girls' schools, and by dealing very tenderly with such schools when opened, we have effected a great deal, for we have almost conquered the objection of the people to send their girls to schools. But Bengalis have not yet learned to desire instruction for their daughters.

VILLAGE SCHOOLS.—Having had two years' experience of schools of this kind, I am disposed to think them a very valuable means of spreading useful education amongst the mass of the people. But it will require our greatest efforts to keep them down to the standard that they are expected to maintain. When a school is first opened in a village, the novelty takes, and the people send their children to school; but when that has worn off, they lose their interest, and from utter neglect suffer it to decline, and sometimes altogether to disappear. The teacher is naturally anxious to revive the interest of the people in the school, and the only way that he sees of doing so is to take one or two of his most promising pupils and cram them up so as to be able to appear at the vernacular scholarship examination. The necessary consequence of this is that the rest of the pupils of the school suffer. If one of the crammed pupils succeeds in passing, the interest of the people in their village teacher revives for a time; but the process must be continued; and it becomes the tendency of these schools to have two or three boys reading a standard never contemplated, and all the rest of the children badly taught, because the teacher has no time to attend to them. I candidly confess that I do not think we can regulate the course of instruction to be pursued in these schools unless a class of minor vernacular scholarships be constituted;

Reports of Inspectors of Schools.

two rupees a month for two years, tenable in a middle class vernacular school, being the prizes, and one such scholarship being allowed each year for every eight schools in a zilla. This would have the effect of increasing the cost of each school by eight annas a month. But without offering some such prizes, I fear the pathsala system will fail to take its proper place amongst our plans of operation for extension of education amongst the people.

The subject is of such importance that I have made the following extracts from the reports of my deputy inspectors.

The deputy inspector in North-West Burdwan says:—

The people soon learn that it is the interest of the teachers to have their sons at school, as they are welcome whether they pay fees or not. Thus they defer paying from month to month, and when the amount due becomes large, they refuse to pay at all: if the boys are then excluded from the school, the teachers lose the Government allowance. The schools must be made popular, but I do not like a teacher over-straining his power to prepare a few boys for the vernacular scholarship examination, to the utter neglect of the other class. Some other encouragement suited to the nature of the village schools is a great desideratum.

The deputy inspector of East Central Burdwan says:—

The progress evinced by the village schools was generally satisfactory, but, except in occasional instances, the managers seldom take any interest in their progress. The success is principally due to the honest exertions of the teachers, who, as a body, though but poorly paid, deserve great credit for the faithful and conscientious manner in which they discharge their duties. The absence of a separate set of scholarships for pupils of these schools causes a great straining on the part of the more ambitious teachers to bring their students up to the scholarship examination intended for students of a higher class of vernacular schools.

The deputy inspector of Katuya says:—

Most of the village schools have already reached the vernacular scholarship standard: the students of seven schools sent up successful candidates to the last examination.

South-West Division, Mr. Martin.

The deputy inspector of Kulna says:—

Eight of my twenty-seven village schools teach the course prescribed for the second class of the better vernacular schools. The teachers, notwithstanding all the disadvantages they are subject to, make their pupils compete at the vernacular scholarship examination in order to keep up the popularity of their schools; for a pathsala thriving vigorously for the first few years often declines when the novelty has worn off, but village schools would improve steadily if a certain amount be granted by Government for a certain number of inferior scholarships for pathsala pupils.

The deputy inspector of Central Burdwan says:—

There has been a great falling off in the income of village teachers during the year; the prevalence of epidemic fever, and the pressure of the income tax upon the well-to-do portion of the community, both had their share in reducing the local income: but that is not all. Stronger than these has been the natural tendency of the people to defer payment of schooling fees to as late a date as possible, and then to shrink from payment at all. The nominal set of managers seldom give themselves any trouble as to what the teacher gets, and if he himself is at all strict in trying to realize his due from the villagers, it is ten to one that he will be obliged to shut up his school, and so lose even his allowance of Rs. 5 a month from Government. The evil complained of is getting more and more serious every year, and threatens to convert the village schools into so many eleemosynary institutions wholly supported by the State.

The deputy inspector of Jehanabad says:—

The majority of village schools were established, not so much from any actual necessity felt for them by the people, as from a desire on the part of the gurus or their relatives to strike out some means of subsistence. They therefore flourish or decay as the good will of the people increases or lessens, and I think they are too far advanced for some villages, and too deficient for others, but they are very good things for those who want to give an elementary education at home at a trifling cost to children who will be afterwards sent to distant schools.

The deputy inspector of North Bankura says:—

The 26 village teachers have all discharged their laborious and responsible duties to my satisfaction; I had not much fault to find with any of them. In some schools the standard adopted in the higher classes is not

Reports of Inspectors of Schools.

confined to mere elementary studies, but is as high as that in the grant-in-aid vernacular schools."

The deputy inspector of South Bankura says :—

The original purpose with which these schools were opened has been lost, and the masses are virtually kept out of them, since the education imparted is almost as expensive (including books) as in the middle class vernacular schools. The certificated village teachers are far superior in attainments to the old gurus. They do not want in zeal, industry, and devotion to their mission, but having no fixed standard to aim at, they are led to struggle to bring their pupils up to the high standard appointed for the vernacular scholarship examination. To enable the schools to achieve better success, the standard pursued in them must be limited to one generally pursued by the second or third class of a middle class vernacular school, providing at the same time a separate examination of an easy nature, and scholarships to be enjoyed by the students of these schools only.

The deputy inspector of North Central Midnapur says :—

To render village schools valuable in the eyes of the people, they should be yearly subjected to some sort of general examination, some sort of scholarships being given to the best boys. This would raise their status and infuse a healthy emulation amongst the gurus, whilst it would also regulate the studies, for at present the teachers fail to teach handwriting, mental arithmetic, accounts, and composition of letters and deeds *to the extent sought by the people*, whilst their importance depends on their imparting sound instruction in those branches.

The deputy inspector of Hijli circle says :—

Many of the schools have been properly housed during the year, and the teachers were better remunerated than before ; but this was not effected without trouble. In the course of another year or two, I expect all the village schools in this district will turn out very useful institutions. Three-fourths of those now in existence are either excellent, good, or fair.

The deputy inspector of North-West Midnapur says :—

To secure competency in the village teachers, I would suggest that they should be trained for more than a year, or, if that cannot be sanctioned, that they be called upon during each of their first five years of service to pass an examination in some one subject of study. By this means we would ensure their improvement.

South-West Division, Mr. Martin.

The deputy inspector of North-East Midnapur says :—

The village schools have done pretty well this year, but not as I would have them. As a class they are as bats among beasts and birds,—neither the one nor the other. They are not regular schools, and therefore they are depreciated by the upper classes; they are not regular pathshalas, and therefore they are not appreciated by the lower classes.

The deputy inspector of Tumluk says :—

The gurus attempt to teach the boys subjects of which they themselves possess but a superficial knowledge, in order to make a show to the public. They fail, and therefore cause dissatisfaction to the villagers; and since they are also annoyed, because their income is not so large as they wish it to be, there is a great want of harmony amongst the teachers and the people.

The deputy inspector of Balasore says :—

A few more village schools could have been started had not all grants for new schools been stopped.

The deputy inspector of Cuttack says :—

The village schools will achieve little good if their students are not made to compete in some public examination. I would suggest here the creation, for the meritorious students of these schools, of some scholarships of Rs. 3 a month, tenable at a middle class vernacular school. This will produce emulation amongst the teachers and the students, and will supply the means of prosecuting their studies to those who are able and willing to have better education than could be given in a village school.

The deputy inspector of Puri says :—

By the establishment of lower class schools, Government has made ample provision for the education of the masses, since sixty-six per cent. of those attending such schools belong to the lower class of society.

STATE OF EDUCATION IN THE SEVERAL DISTRICTS.

BURDWAN DISTRICT.—Owing to the fact that epidemic fever prevailed in a great portion of the district, there has been but little change in the schools which existed at the commencement of the year. The attendance, as might be expected, slightly declined.

Reports of Inspectors of Schools.

The opening of new schools was prevented by the fact that no Government money was available for grants; and as the people are not yet ready to help themselves unless Government helps them too, no new schools of any importance have been opened. On the 31st March 1870, there were in Burdwan 302 schools attended by 12,542 students. The total expenditure in these schools was Rs. 1,11,192. Of this sum, Rs. 45,101 was contributed by Government and Rs. 66,091 by the people. It appears, then, that each boy's education cost the State Rs. 3-9 during the year, whilst those more directly interested paid Rs. 5-4 in addition. Of course the cost is not the same in schools of all classes, but varies from nearly Rs. 18 a year for English education, to less than Rs. 3 a year for elementary instruction in the vernacular. The eleven English schools in which the most advanced pupils read the course fixed for the entrance to the Calcutta university were attended by only 1,487 lads at the end, against 1,671 lads at the commencement of the year. There were 39 other schools in the district, educating 2,049 boys up to a standard two years' below that fixed by the university, against 38 schools and 2,238 students last year. The attendance in the school for training village teachers is smaller this year only because we have admitted fewer stipendiary students, and because we have no funds during the present year to open new village schools. There were on 31st March 206 of these improved pathsalas in the district, attended by 7,106 children, each teacher receiving Rs. 5 a month from Government, and as much as he could get from his pupils, which was (*striking an average*) about Rs. 3 a month. In these village schools 458 girls attended with the boys, whilst in eight schools for native girls only there were 203 pupils. Four of these, attended by 76 girls, were under missionary management and assisted by Government grants; three similarly aided, attended by 96 little girls, were under the management of native gentlemen; whilst the residents of Kulna, without any assistance, keep up a

South-West Division, Mr. Martin.

girls' school attended by 31 children. The following is a summary showing the different classes of schools in Burdwan :—

Summary of Schools in the Burdwan District.

	1870-71.		1869-70.	
	Schools.	Students.	Schools.	Students.
GOVERNMENT SCHOOLS.				
Training school for village teachers ...	1	85	1	73
Middle class vernacular	4	309	5	253
Lower class vernacular	1	10	.....	.....
GRANT-IN-AID SCHOOLS.				
<i>Under Missionary management.</i>				
Higher class English	2	176	2	197
Girls'	4	81	4	76
<i>Under Native management.</i>				
Higher class English	6	639	6	625
Middle class English	38	2,238	39	2,048
Middle class vernacular	22	1,126	24	1,128
Lower class vernacular	3	96	3	99
Girls'	3	98	3	96
<i>Under European management.</i>				
Schools for European and Eurasian girls	1	9	2	30
AIDED VILLAGE SCHOOLS.				
Under Missionaries, day-schools ...	8	484	9	517
Under Native managers, day-schools...	158	{ Boys 4,935 } { Girls 561 }	170	{ Boys 5,447 } { Girls 453 }
Under Native managers, night-schools	39	902	.....	684
UNAIDED SCHOOLS.				
Under Missionaries, middle class vernacular	3	133	2	95
Under Native managers, higher class English	3	856	3	765
Under Native managers, vernacular and Sanskrit	2	72	No	returns.
Under Native managers, vernacular girls'	2	75	1	31
Total ...	300	12,886	302	12,542

Reports of Inspectors of Schools.

BANKURA DISTRICT.—In zilla Bankura there were, on 31st March 1871, eighty-three schools attended by 3,903 students under my inspection, against seventy-five schools and 3,751 students at the commencement of the year. The increase in the number of schools has been by one Government vernacular school (established in consequence of a saving effected in similar schools in Burdwan and Midnapur), and seven village schools, of which number four are held in the day, and three in the night for men who are engaged during the day in the field and at their several trades. It will be noticed that the increase in attendance has not kept pace with the number of schools; the falling off has been almost entirely in the case of the fourteen superior vernacular schools, which only educated 855 lads at the end of the year, against 1,022 at the commencement. The Kuchiakol vernacular, the Marchagar, the Onda, and the Sendra schools, have lost the greatest number of pupils.

The zilla school, as well as those at Ajudhya and Kuchiakol, train up lads to the standard fixed for entrance to the university. The former was attended by 215 lads, whereas there were only 191 last year. Towards its support Government has contributed Rs. 2,417, whilst the income from fees was Rs. 3,692. The other two schools numbered 251 at the end, against 258 at the commencement of the year. Towards their support the imperial and the pupils' contributions were respectively Rs. 1,472 and Rs. 3,045. In the other seven English schools we find thirty more in March 1871 than at the same time in 1870. They were supported by Rs. 1,993 granted by the State, and Rs. 3,150 collected as fees and subscriptions. The total amount expended upon the schools in the district during the year 1870-71 was Rs. 29,179, of which amount Rs. 12,986 was contributed by the State, and Rs. 16,193 by the people.

Annexed is a tabular statement showing comparatively the number of schools and of students for the year just ended and that which preceded it.

*South-West Division, Mr. Martin.**Summary of Schools in the Bankura District.*

	1869-70.		1870-71.	
	Schools.	Students.	Schools.	Students.
GOVERNMENT SCHOOLS.				
Higher class English	1	191	1	215
Middle class vernacular	4	410	5	397
GRANT-IN-AID SCHOOLS.				
<i>Under Native management.</i>				
Higher class English	2	258	2	251
Middle class English	7	348	7	378
Middle class vernacular	14	1,022	14	855
Girls' schools	3	70	3	83
<i>Under Missionary management.</i>				
Girls' school	1	30	1	22
AIDED VILLAGE SCHOOLS.				
Day schools	38	{ Boys 1,201 Girls 81 }	42	{ Boys 1,327 Girls 122 }
Night schools	5	140	8	253
Total	75	3,751	83	3,903

JEHANABAD DISTRICT.—During the year under report there was very great suffering in this sub-division of Hugli, owing to the terrible attacks of fever from which great numbers of the people suffered. The fever prostrates the vital energies of those whom it attacks, either as if by a single blow or by gradually undermining the constitution. During the year almost every pupil has suffered at some time or other from the fever, and at one time 1,376 boys, out of 2,233 on the rolls of forty-two schools which have furnished returns, were laid up with fever at once. It is easy to understand that under such circumstances no great progress can have been made during the year. On the 31st March there were

Reports of Inspectors of Schools.

forty-eight schools attended by 2,541 pupils. The total expenditure in these schools during the year was Rs. 28,366, of which sum Rs. 9,250 was contributed by the State, the people giving more than twice as much. In fifteen of the forty-eight schools English was taught, whilst in six of the number boys were trained up to the university entrance standard. In the higher class schools the Government expenditure was Rs. 1,960, whilst Rs. 8,600 was contributed from local sources. In the other English schools Government gave Rs. 3,372, whilst the people gave Rs. 5,888.

The following is a comparative statement showing the number of schools and students in 1869-70 and in 1870-71 :—

Summary of Schools in the Jehanabad District.

	1869-70.		1870-71.	
	Schools.	Students.	Schools.	Students.
<i>Government Schools.</i>				
Middle class vernacular	2	247	2	214
<i>Grant-in-aid Schools.</i>				
Higher class English	5	305	4	328
Middle class English	10	529	9	560
Middle class vernacular... ..	21	1,032	17	695
Girls' schools	1	29	1	23
Carried over	39	2,142	33	1,850

APPENDIX A.

South-West Division, Mr. Martin.

	1869-70.		1870-71.	
	Schools.	Students.	Schools.	Students.
Brought forward ...	33	1,850	48	2,541
<i>Aided Village Schools.</i>				
Under the pathsala rules ...	2	341	1	17
Under other rules ...	7	17	1	17
<i>Unaided.</i>				
Higher class English ...	2	327	2	282
Middle class vernacular ...	...	...	...	33
Girls' schools ...	...	...	...	18
Total ...	50	2,749	48	2,541

MIDNAPUR DISTRICT.—In zilla Midnapur there were, on March 1871, 272 schools under my inspection, attended by 9,234 students. A reference to the summary of schools will show that whilst there were twelve schools more at the close than at the beginning of the year, the number of students did not increase at all. *The chief increase in the number of schools was amongst those situated in the Santhal jungles.* During the year Government expended upon the schools in this zilla Rs. 38,667, whilst the people themselves contributed Rs. 37,967 towards their support. The training school for village teachers is of necessity entirely supported by Government, and its cost was nearly Rs. 7,000 during the year. The other schools are either supported partly by Government and partly by the people, or altogether by the people. If the cost of the training school be left out of consideration, it will be seen that for every rupee expended by Government, the residents in the district themselves contributed one rupee and four annas nearly.

During the year one aided middle class English school was closed; the others remained as at the close of last year, except that the school supported by the Raja of Moisdal appears this year as

Reports of Inspectors of Schools.

school of the higher instead of the middle class. In schools studying up to the university entrance standard we find this year 516 lads against 496 last year. In the other English schools there are but 948 now against 1,116 then. Towards the support of the higher English schools Government contributed Rs. 7,248, whilst from other sources Rs. 13,394 were collected. The expenditure has been larger than usual owing to the erection of a new school-house at Tamruk, and to the enlargement of the two English schools in the town of Midnapur. In the middle class English schools the respective shares of the expenditure contributed by the State and the people have been Rs. 5,844 and Rs. 10,047.

During the year under report it has been necessary to alter the terms of admission into the Midnapur training school, inasmuch as the supreme Government refused to supply further funds for the opening of elementary vernacular schools, and also refused to allow the Bengal Government to divert to that purpose money allowed for grants-in-aid. Those, therefore, admitted into the training school have not bound themselves to serve Government as village teachers, and on the other hand they have not been guaranteed Rs. 5 a month for such time as they may (after they have been trained) teach an elementary school satisfactorily. As we did not feel certain that it would be possible to provide employment for all those who were anxious to put themselves under training, we have this year only 61 students in the school against 75 last year. In the number of vernacular schools for boys in the district there has been little change. There were at the end of the year 38 of a better kind, and 205 in which a more rudimentary education was given. In the former class of schools, whilst Rs. 6,591 were paid from imperial funds, the quota subscribed by the people was Rs. 8,057; but in the other it was necessary for the State to be more liberal; the respective contributions towards their support were Rs. 10,350 and Rs. 8,511. Of the village schools, 42 are under the superintendence of the American Baptist Mission.

South-West Division, Mr. Martin.

In these schools there are 720 Santhal children taught, to read and write both Bengali and Santhali, as well as a slight knowledge of arithmetic, geography, and grammar. Zenana teaching has been very successfully carried on during the year by a lady connected with the American Baptist Mission, assisted by some Native Christian mistresses. Sixty-eight ladies in the town of Midnapur are under regular instruction.

Annexed is a tabular statement showing, for the years 1869-70 and 1870-71, the number of schools of each class that exist in the district, and the number of pupils attending them.

Summary of Schools in the Midnapur District.

	In 1869-70.		In 1870-71.	
	Schools.	Students.	Schools.	Students.
GOVERNMENT SCHOOLS.				
Training school for village teachers ...	1	75	1	61
Higher class English	1	278	1	225
Middle class vernacular	6	556	8	629
Lower class vernacular	1	65	...	.....
GRANT-IN-AID SCHOOLS.				
<i>Under Missionary management.</i>				
Training school for Santhal teachers ..	1	66	1	75
Santhal schools	34	618	42	720
Zenana Association ... ..	...	.....	1	68
<i>Under Native managers.</i>				
Higher class English	1	50	1	62
Middle class English	18	986	17	918
Middle class vernacular	28	1,217	30	1,247
Lower class vernacular	4	112	3	79
Girls	3	77	3	69
AIDED VILLAGE SCHOOLS.				
Day schools	152	{ Boys 4,723 Girls 135 }	152	{ Boys 4,437 Girls 185 }
Night schools	8	173	8	185
UNAIDED SCHOOLS.				
Higher class English	1	170	2	229
Middle class English	1	130	...	.....
Middle class vernacular ... ..	...	.....	1	56
Girls ... ..	...	.....	1	24
Total	260	9,429	272	9,234

Reports of Inspectors of Schools.

ORISSA ZILLAS.—The following table shows how education has progressed in the province during the last twenty-four years :—

	English schools.	Vernacular schools.	Total.
At the end of 1848-49 ... { Schools	1	8	9
... { Pupils	85	194	279
At the end of 1858-59 ... { Schools	4	25	29
... { Pupils	304	742	1,046
At the end of 1868-69 ... { Schools	11	52	63
... { Pupils	855	3,188	4,043
At the end of 1869-70 ... { Schools	14	82	96
... { Pupils	1,116	3,979	5,095
At the end of 1870-71 ... { Schools	17	113	130
... { Pupils	1,407	4,383	5,790

During the year under report the principal progress made was in the opening of a number of village schools in which instruction is given in the vernacular only. I could open these schools at the rate of thirty or forty every year easily, if it was only in my power to pay the trained teachers from Government funds Rs. 5 a month so long as they taught their schools successfully; but until money is available very little progress can be made. All those interested in the improvement of the province must regret to see a stop put to the opening of new schools just as the people had began to wish for them. At the end of the year there were forty-nine village schools in which 1,291 boys were receiving an elementary education in their own language, against fourteen schools educating 304 children at the beginning of the year. The increase was therefore thirty-five schools and 987 pupils. It seems, then, that on an average each of these schools is only attended by twenty-eight pupils. The expenditure in all the schools in Orissa has been from Government, Rs. 49,909, and from all other sources Rs. 29,071; in the High School and in the Normal School at Cuttack the Government expenditure amounted to Rs. 23,018; the portion of the burden borne by the State and the people would have been nearly equal if these two schools were left out of calculation.

South-West Division, Mr. Martin.

The spread of education in the province depends upon the efficient condition of these two schools, and the principal portion of the cost of each must, until the people have become more alive to their own interests, be borne by the State.

The following table shows the number of schools of each class in the province on the last day of each of the two last official years :—

	31st March 1870.		31st March 1871.	
	Schools.	Students.	Schools.	Students.
GOVERNMENT SCHOOLS.				
Normal school	1	126	1	131
Higher class English	3	414	3	425
Middle class vernacular... ..	29	1,070	29	980
Lower class vernacular	5	126	3	78
GRANT-IN-AID SCHOOLS.				
School for Europeans and Eurasians ...	1	30	1	36
<i>Under Missionary management.</i>				
Training school	1	36	1	64
Middle class English ... ..	...	.....	3	279
Middle class vernacular... ..	1	96	1	98
Lower class vernacular	4	476	2	188
Girls' schools	5	859	5	685
Zenana Association ... ..	...	.....	1	45
<i>Under Native management.</i>				
Middle class English	9	597	9	580
Middle class vernacular... ..	18	785	17	687
Lower class vernacular... ..	1	21	...	.....
Girls' schools	1	26	1	30
AIDED VILLAGE SCHOOLS.				
Day schools	14	304	49	1,291
UNAIDED SCHOOLS.				
Middle class English	1	75	1	87
Middle class Sanskrit	1	40	1	81
Girls' schools	1	14	1	16
Total	96	5,095	130	5,790

Reports of Inspectors of Schools.

PROMOTERS OF EDUCATION.

I add the names of a few persons who have helped in the work of education in each zilla :—

Jehanabad.

Pandit Isvar Chandra Bidyasagar, Birsinha.

Babu Prasanna Kumar Sarvadhikari, Khanakul.

„ Jáy Krishna Mukhopadhyay, Uttarpara.

„ Sambhu Chandra Ráy, Jara.

„ Umes Chandra Ráy, Jara.

„ Krishna Mohan Guni, Nimtala Ghát.

„ Kali Prasad Ráy, Goaldanga.

„ Bramha Nath Sen, deputy magistrate of Jehanabad.

Balasore.

John Beames, Esq., c.s., collector.

Babu Dvarka Nath Sen, deputy magistrate and collector.

„ Srinath Sen, head master.

„ Brindaban Chandra Mandal, zemindar.

„ Kailas Chandra Ráy.

„ Sundar Narayan Chaudhuri.

„ Nimai Ballabh Basu.

„ Sundar Narayan Mitra.

Cuttack.

T. E. Ravenshaw, Esq., commissioner.

„ W. Macpherson, Esq., collector.

The Maharajah of Denkanal.

Babu Mukunda Prasad Ráy, deputy collector.

„ Ambika Charan Ráy Chaudhuri, deputy collector of Jeipur.

South-West Division, Mr. Martin.

- Babu Braju Kisor Mahapatra, zemindar.
 „ Siv Prasad Sinha, munsif.
 „ Chaudhuri Kasi Nath Dás, zemindar.

Bankura.

- W. T. Tucker, Esq., c.s., judge.
 Babu Radhaballabh Sinha Deb, Kuchiyakol.
 „ Surya Kanta Bandyopadhyay, munsif of Kotalpur.
 „ Jiban Krishna Chattopadhyay, munsif of Onda.
 „ Upendra Chandra Mukhopadhyay, head clerk,
 judge's office.
 „ Dvarka Nath Mukhopadhyay, Talukdar, Telibariya.

Midnapur.

- Babu Rattan Lal Ghosh, deputy magistrate of Garbetta.
 „ Srinath Chandra Ghosh, Chattra gaeya.
 H. W. Barber, deputy magistrate, Contai.
 Babu Syama Charan Ghosh, Contai.
 Maulvi Dadar Bakhsh, munsif of Dantun.
 Babu Prithi Ballabh Pál, Narayangar.
 „ Ram Charan Ray, Dantun.
 „ Chandra Sikhar Bandyopadhyay, deputy magistrate
 of Tamluk.

Burdwan.

- E. J. Birch, Esq., judge.
 Babu Birbal Pandit, Searsol.
 „ Beresvar Mitra, Searsol.
 „ Kunja Bihari Lal Sinha, of Okra.
 „ Pratap Narayan Sinha, deputy collector of Burdwan.
 „ Mahes Chandra Sinha, sub-inspector of Budbud.
 „ Hitlal Misra, Mankúr.

Reports of Inspectors of Schools.

- Babu Beni Madhab Basu, of Sar.
,, Kumar Narayan Datta, Dignagor Hât.
,, Chandra Narayan Sinha, deputy magistrate and
collector of Katuya.
,, Beni Madhab Mitra, munsif of Katuya.
Pandit Krishna Nath Naya Bachaspati, of Purbusthali.
-

SOUTH-EAST DIVISION.

FROM THE REPORT OF MR. W. H. GRIMLEY, B.A., C.S.

MR. HENRY CLARK, the late inspector, died suddenly on the 20th June 1870, and was temporarily succeeded by Mr. Garrett, from whom I received charge of the office on the 8th August last.

The portion of Bengal over which my duties extend, consists of a wide range of country included between Asam on the north and the Bay of Bengal on the south, and bounded on the west by Jessore and the river Jamuna, and on the east by Manipur, British Burmah, and an undefined line which separates Cachar from the regions beyond, and is situated between latitude 21° and 25° north, and longitude $89^{\circ} 25'$ and $93^{\circ} 25'$ east. By a rough estimation it contains an area of 34,000 square miles, and a population of 8,500,000 people, composed of Hindus, Muhammadans, Christians, Mughls, and various hill tribes—namely, Khasias, Garos, Manipuris, Kukis, and others; but the two first-mentioned classes constitute the bulk of the population with a preponderance in favour of the latter. The districts comprised within the division are Dacca, Barisal, Faridpur, Sylhet, Cachar, Tippera, Chittagong, and Noakhali, together with the Garo and Khasi Hills and the Hill Tracts of Chittagong. The physical aspect of the division is pretty much the same throughout, being that of a rich alluvial plain, so intersected by rivers and streams that over a considerable extent of it communication is only practicable by water; but on approaching the east and north the scenery becomes diversified by ranges of hills covered with foliage, which, meeting the eye in regular succession, present an appearance wild and picturesque. Besides the

Reports of Inspectors of Schools.

Ganges—locally named the Kirtinassa, from the fact of its having washed away many monuments (kirti) erected on its banks by the famous Rajá Rajballabh, who was deputy governor of Bengal in 1756—the division is traversed by an extensive system of rivers, tributaries or offshoots of the Megna or Brahmaputra, spreading like a net-work over the country. By successive unions these rivers gradually become fewer in number, till at length they converge and reach the sea in one vast outlet between the districts of Barisal and Noakhali. The greatest of these rivers are the Jamuna, Brahmaputra, and Megna. The first, forming the western boundary of the division, is navigable for large boats throughout the year, and in the rainy seasons is in places five miles broad, and the current is so strong that boats cannot cross. The Megna, which, after flowing through a portion of Mymensing, separates Dacca from Tippera, has also a rapid current; and in stormy weather, when heavy gales sweep up from the Bay of Bengal, is dangerous for navigation. The Brahmaputra, in that portion which intersects the division, is a comparatively insignificant river, being in places easily fordable, and only open for large crafts during the rains. The less important rivers are the Dhalesvari, an offset of the Jamuna; the Buriganga, on which Dacca stands; and the Lakhia, on whose western banks, near its confluence with the Dhalesvari, is situated Narayanganj, the port of Dacca. The Lakhia is so remarkable for its purity and coolness, that its water is carried to distant parts and used for drinking purposes, in preference to water more easily procurable. Proceeding up the Megna in a north-easterly direction, at about eighty miles from Narayanganj, we come to the Surma and Kasiara, which form the direct highways to Sylhet and Cachar. Besides these rivers are the Gumti, meandering through Tippera from east to west; the Fenni, separating that district from Chittagong; the Karnafuli, rising in the Chittagong hills and debouching into the Bay of Bengal a few miles below the town of Chittagong;

South-East Division, Mr. Grimley.

and many others of less importance. The existence of rivers in such profusion renders it a comparatively easy matter to move about the division at certain seasons of the year; and the estimation in which a district is held by the deputy inspectors varies with its proximity to Dacca, and the facility for visiting schools afforded by its water communication. On this account the districts of Bikrampur, Dacca, Manikganj, and Barisal, are the most sought after. The past year will be memorable in Eastern Bengal for the severe floods experienced, and the distress to which the people were subjected while they lasted. The water rose to an unprecedented height, throwing down houses, sweeping away cattle, and doing much damage to the crops. The flood was highest in the direction of Manikganj; in the country roundabout Ajmiriganj, a thriving place situated midway between Dacca and Cachar; and in the district of Cachar itself, where, owing to the vicinity of the hills, the water came down with a mighty rush and quickly inundated the whole country. A journey I made from Silchar along with the deputy commissioner introduced us to scenery of a most novel and beautiful description, the like of which I doubt was never seen elsewhere; the valleys lying between the succession of hillocks that are dotted over the country being entirely submerged, and, as seen from the summits of the hills, presenting the appearance of an inland sea, with numerous islands, rich in vegetation, scattered over its surface. Our boats—we had one a-piece just large enough to hold a single person—moved over fields of cultivation, under village hedgerows, and along village roads. Once we found ourselves in a forest of trees, where the overhanging branches almost touched our heads, and presently our boats entered a river and were borne along with the current at a rapid pace, till we emerged into the midst of a vast lake surrounded by “tilas,” as the hills are locally called, and extending as far as the eye could reach. Returning from Cachar to Dacca, the sea-like appearance of the country was more marked as we neared Ajmiriganj. Nothing

Reports of Inspectors of Schools.

but water was visible between us and the horizon, except at intervals, when a village appeared in sight, consisting of a cluster of houses packed lightly together on slightly elevated sites, the houses next the water-edge being half-submerged. It was difficult to understand how the inhabitants of these isolated villages managed to live; but I learnt that they are accustomed to, and prepare themselves for, the like emergencies every year. My informant said he had known these villages to be so inundated that the rats had sought safety in the branches of trees, and there waited for an opportunity to drop into boats that chanced to pass underneath. In a country so overspread with water for nearly half the year, it is needless to remark that boys have to contend against many difficulties in attending school. Many go in boats, some on rafts of a very primitive construction; while others walk, crossing over the numerous khals which intersect the way by means of a rude bridge, composed of two or three bamboos lashed together and bent like a bow from opposite banks. With such drawbacks it is not surprising that during the height of the rains the attendance is bad; the wonder being that schools remain open at all. In Manikganj some boys are reported to have lost their lives in trying to reach school. The inundation, though causing interruption to school work, has been a blessing to the country in some respects. It has done such good work in the town of Dacca itself, which outrivals even Cologne in its accumulation of filth and the multitude and variety of its odours, that the place for several years past has never been so free from disease as it is at the present time, the season when the annual visitation of cholera and fever, for which it is notorious, usually makes its appearance. Manikganj and Bikrampur have also escaped; and excepting in Sylhet, where small-pox, cholera, and fever, seem to have raged with even greater violence than was reported last year, all parts of the division, compared with former years, have been specially salubrious.

South-East Division, Mr. Grimley.

TABLE I.

Abstract return of expenditure for the year ending 31st March 1871.

SOURCE OF CHARGE.	From imperial funds.		From local funds.		Total.	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
Inspector—						
Salary	1,808	3 4	.....	.....	9,808	3 4
Travelling charges	*2,681	0	.....	.....	2,681	13 0
Office charges (including rent, salaries, and contingencies)	4,990	15 4	.....	.....	4,990	15 4
Deputy Inspectors—						
Salaries	16,824	6 4	.....	.....	16,824	6 4
Travelling charges	7,399	12 0	.....	.....	7,399	12 0
Peons and contingencies	1,329	11 4	.....	.....	1,329	11 4
Instruction (including all charges entered in return No. 24)	1,11,268	13 9	1,41,855	14 0	2,53,124	11 9
Rewards (not included under the head Instruction) ... ..	.....	.....	2,646	0 0	2,646	0 0
Scholarships:—						
Minor	2,523	1 1	.....	.....	2,523	1 1
Vernacular	7,440	0 3½	32	9 3	7,472	9 6½
Others ... ..	.....	.....	.....	.....	.....	.....
Remuneration of examiners (not included under the head Instruction)	466	10 8	.....	.....	466	10 8
Building charges (not included under the head Instruction)						
Government schools ... ..	.....	.....	1,782	4 0	1,782	4 0
Aided schools	400	0 0	.....	.....	400	0 0
Book agencies ... ..	.....	.....	.....	.....	.....	.....
Miscellaneous ... ..	.....	.....	1,844	2 0	1,844	2 0
Total	1,65,133	7 1½	1,48,160	13 3	3,13,294	4 4½

* This amount is thus made up:—

	Rs.	A.	P.*
Mr. H. Clark's travelling allowance for 1869-70 (vide the remarks in last year's return) paid to his executor	1,250	11	0
Mr. Grimley's travelling allowance for the current year	1,131	7	0
Ditto ditto to join the appointment	124	5	0
Ditto ditto to attend high proficiency examination	175	6	0
Total	2,681	13	0

Mr. Grimley's travelling allowance for the last three months had not been drawn at the close of the year.

Total shows a decrease of Rs. 12,886-2 8½ from the total expenditure of last year.

TABLE II.
Inspection charges in the South-East Division, 1870-71.

	SALARY.			Travelling and halting charges.			Office establishment.			Contingencies.			Total.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Inspector of Schools, South-East Division	9,808	3	4	2,081	13	0	2,504	9	1	2,486	6	3	17,480	15	8
Deputy Inspector of Schools, Barisal	1,110	0	0	352	0	0	44	0	0	10	0	0	1,516	0	0
" " Bikrampur	7,400	0	0	572	8	0	268	0	0	47	8	0	3,288	0	0
" " Chittagong	1,330	0	10	763	10	0	47	15	10	44	8	0	2,186	2	8
" " Comilla	1,200	0	0	913	4	0	48	0	0	93	3	0	2,254	7	0
" " Dacca	1,200	0	0	881	10	0	48	0	0	52	12	0	2,182	6	0
" " Faridpur	1,200	0	0	393	0	0	48	0	0	62	0	0	1,703	0	0
" " Khasi Hills	600	0	0	578	12	0	48	0	0	6	0	0	1,232	12	0
" " Manikganj	1,784	5	6	905	4	0	63	0	6	1	8	0	2,760	2	0
" " Mymensing, East	1,800	0	0	320	6	0	48	0	0	73	0	0	2,241	6	0
" " Mymensing, West	1,200	0	0	566	12	0	48	0	0	30	0	0	1,844	12	0
" " Noakhali	1,200	0	0	666	3	0	43	0	0	51	4	0	1,965	7	0
" " Sylhet	1,800	0	0	488	7	0	48	0	0	45	0	0	2,379	7	0
Total	26,632	9	8	10,081	9	0	3,317	9	5	3,003	1	3	43,034	13	4

TABLE III.

Expenditure of Deputy Inspectors in the South-East Division.

GRADE.	Date of appointment.	Names.	Present position.	Salary actually drawn during the year ending 31st March 1871.	Travelling and halting allowance actually drawn during the year.
				Rs. A. P.	Rs. A. P.
1st grade ...	...	Babu Baikuntba Nath Sen ...	Dy. Inspr., Bikrampur ...	2,400 0 0	572 8 0
2nd grade	15th May 1863 ...	" Tarak Nath Sen ...	" " Mymensingh, East ...	1,800 0 0	320 6 0
	1st July 1865 ...	" Navakishor Sen ...	" " Sylhet and Cachar ...	1,800 0 0	486 7 0
3rd grade	17th Nov. 1865 ...	" Kailas Chandra Sen ...	" " Chittagong ...	1,330 0 10	763 10 0
	1st July 1865 ...	" Umakishor Ray ...	" " Comilla ...	1,200 0 0	913 4 0
	Ditto ...	" Prabhat Chandra Sen ...	" " Mymensingh, West ...	1,200 0 0	506 12 0
	Ditto ...	" Nanda Lal Sen ...	" " Noakhali ...	1,200 0 0	666 3 0
	1st Aug. 1867 ...	" Sarada Prasad Ray ...	" " Barisal ...	1,000 0 0	352 0 0
	1st Jan. 1871 ...	" Harkumar Basu ...	2nd Master, Barisal zilla school	110 0 0	.....
	17th June 1869 ...	" Bidyadhur Das ...	Head Clerk, Inspector's office ...	1,200 0 0	881 10 0
	Ditto ...	" Raj Mohan De ...	" " " " " "	1,200 0 0	393 0 0
	24th July 1869 ...	" Mohan Chand Basak ...	Head Master, K. A. Ghani's school ...	1,784 5 6	905 4 0
1st May 1867 ...	" U Luh ...	Dy. Inspr., Khasi Hills ...	600 0 0	578 12 0	
			Total ...	16,824 6 4	7,399 12 0

South-East Division, Mr. Grimley.

Reports of Inspectors of Schools.

INSPECTION.—I commenced the work of inspection on the 24th August 1870, and continued it until the 1st April 1871, without any interruption, except when absent on leave, in October, to attend the high proficiency examination in Bengali, and on a few occasions later, when detained by office work at head-quarters. Excepting Barisal and the Khasi and Garo Hills, all parts of the division have been visited, and schools of every description inspected; not only the large institutions in the sadar stations, but the smaller ones, situated in the heart of the districts—from the middle class anglo-vernacular schools, to the humbler village pathshalas. In addition to examining the boys, my attention has been given to studying the characters and qualifications of the masters, and to becoming acquainted with the managers of aided schools—duties, in my opinion, quite equal in importance to that of testing the educational progress of the schools. The managers have always given me a cordial reception, and expressed their willingness to carry out improvements suggested, or to correct faults and irregularities in the management, on my pointing them out. Coming for the first time to Eastern Bengal, I was struck with the extent of the interest taken in education by the chief men in the place, and the villagers at large, compared with that displayed in Behar, where few come forward to help in the cause without a little pressure from officials in authority, whom they fear. However, this interest was not universal. In some villages the arrival of the inspector caused no stir; in others, his approach was the signal for the headmen of the village to don their visiting garments, the blacksmith to throw down his hammer, and the modi his hubble-bubble, to come flocking into the school-room, to pay their respects to their visitors, or to witness the performances of their own or neighbour's children. The boys generally look contented, well fed, and well dressed, but are not always well-mannered. As a body, the masters are intelligent and competent men; but few are satisfied with the position they hold, nearly

South-East Division, Mr. Grimley.

every one fancying himself underpaid and fit for better employment—a condition of mind much to be regretted, as not tending to promote the efficiency of the schools under their care. Yet, on a vacancy occurring, there is no lack of candidates for the appointment, from which we may infer that the grievance is but imaginary.

The amount of work performed by the deputy inspectors is shewn in the following table:—

TABLE IV.

Work of Deputy Inspectors in the South-East Division, for 1870-71.

	DISTRICTS.	Number of schools under inspection.	Visits.	Miles.	Books.	Price of books sold.
						Rs. 'A. P.
Babu Baikuntha Nath Sen	Bikrampur ...	85	299	2,499½	..	.....
" Tarak Nath Sen ...	Mymensingh, E.	77	207	1,865	839	439 11 0
" Navakishor Sen ...	Silchar & Cachar	29	77	2,069	2,506	1,269 14 3
" Sarada Prasad Báy... " Harkumar Basu ...	} Barisal ...	71	110	1,392½	...	.....
" Kailas Chandra Sen.	Chittagong ...	45	147	2,747	60	20 0 0
" Umakishor Báy ...	Comilla ...	46	158	3,796½	1,902	804 5 6
" Prabhat Chandra Sen	Mymensingh, W.	43	208	2,396	1,120	499 15 0
" Nanda Lal Sen ...	Noakhali ...	35	151	2,651½	1,152	630 4 0
" Bidyadhur Das ...	Dacca ...	49	217	3,882	34	47 3 6
" Raj Mohan Dé ...	Faridpur ...	58	194	2,575	...	.....
" Mohan Chand Basak	Manikganj ...	35	214	3,776½	...	.....
" U. Luh ...	Khasi Hills ...	55	132	2,100	...	.....
	Total ...	628	2,114	31,240½	7,613	3,701 5 3

As regards educational progress Bikrampur ranks foremost in this division, and is, I believe, second to no other district in Bengal. It is Bikrampur that supplies all our courts and offices with amla. It is estimated that there is scarcely a boy of the three principal castes—Brahman, Baidya, and Kyasth, who is not educated in some form. But in spite of the advanced

Reports of Inspectors of Schools.

condition of the district, and the circumstance of a large proportion of the schools being circle schools, education does not reach the masses. Numerous educational and philanthropic societies, the most prominent of which is the Shubakari Shabha, have sprung up in all parts of the district, and are said to be exercising good influence in their respective spheres. The deputy inspector thus writes:—

Most of these institutions, as their name imports, are of a purely literary character. There are various other societies established for purposes not directly connected with education. I do not give here a detailed list of them, but the object of all is to do good to the country in some way or other; such as by abolishing Kulinism, polygamy, the practice of taking money at the time of giving daughters in marriage, &c. In these the school-master and pupils form the majority of members, and reading of essays and discussions on literary subjects are their principal object. Now and then, however, men of the old class are seen to attend and take part in the discussions, and this interchange of sentiments between the two classes is productive of much good.

The anniversaries of these societies excite a great deal of interest, on which occasions the influential men of all classes in the neighbourhood are invited to attend, and the essays and discussions, instead of being confined to literary subjects, assume a wider range. Opportunity is taken to ridicule or bewail some evil customs of society, or to moot some proposition tending to the benefit of the public. It is to the movement made at these anniversary meetings that some schools, roads, and dispensaries in Bikrampur, owe their existence.

In Mymensingh education is more advanced in the eastern than the western portion of the district, owing to the better condition of its agricultural classes, and to the fact of more professional men with their families being settled there. In Barisal education flourishes in spite of Hindus being in a small minority with the Muhammadans, who are notoriously ignorant and prejudiced against education in any shape. In Noakhali and Tippera the Muhammadans, who constitute the bulk of the population, evince no desire to take advantage of the means of educating their children afforded by the schools spread over the district.

South-East Division, Mr. Grimley.

Referring to this unwillingness, Mr. Brown, in 1860, in his report on the Tippera district, wrote that the true obstacle was to be found in the opposition of interested parties belonging to the middle and higher classes, who had good reason to think that the undue influence which they exercised over the poor and ignorant would be entirely neutralized by the spread of education. I think he is right. In Dacca, where the proportion of Hindus and Muhammadans is about equal, education is almost solely confined to the former. The most advanced parts are the vicinity of Dacca itself, and the parganas lying to the west and east. In the north very little has been done. The deputy inspector writes despondingly of the impression created in the minds of the people by the withholding of fresh grants. About two-thirds of the population of Chittagong are Muhammadans, the rest being Hindus, Mughs, and Christians. The deputy inspector writes rather hopefully of the first-mentioned class:—

Chittagong is not a rich district; there is greater sub-division of property here than elsewhere; there is probably no district in Eastern Bengal (with the exception of Sylhet perhaps) where there are so many petty estates as in Chittagong. Here every man has a piece of land to call his own; there are no big zemindars here to whom an educational officer can look up for help and co-operation. By far the greater portion of the population are Muhammadans; their chief occupation is agriculture. Every year there are emigrant coolies going from this district to Akyab for the purpose of earning their livelihood by any money they can make by helping the Mughs there in the planting and reaping of their crops. A very small portion of the Muhammadans have taken to trade or service under Government as mohurers, muktars, pleaders, &c.; and it is these latter classes that are beginning to appreciate the benefits of education. There is one thing to be said in favour of the Muhammadans of this district, that they are not so hostile to education as their brethren of other places; and it therefore happens that out of 1,620 pupils studying in the schools under my inspection at the close of the year under review, 358 are Muhammadans, a proportion which, though small when compared with the total number of people of this persuasion in the district, may perhaps be looked upon as encouraging when compared with the number of the Musulman pupils of the other districts.

Reports of Inspectors of Schools.

With two or three exceptions, the deputy inspectors have discharged their duties to my entire satisfaction. Those deserving of special mention are the deputy inspectors of Bikrampur, Dacca, Noakhali, and Chittagong. The two last, Babus Nanda Lal Sen and Kailas Chandra Sen, deserve a transfer to more healthy districts.

CLASSIFICATION OF SCHOOLS.—To give a general comparison of the educational results for this year and last, I subjoin a table corresponding, with a slight addition, to the one with which Mr. H. Clark opened his report; but in drawing up the classification statements, I intend to follow, as far as possible, the instructions contained in sections 4 and 5 of the Government resolution dated the 25th February 1864.

TABLE V.

CLASS OF SCHOOLS.	Number at the end of 1869-70.				Number at the end of 1870-71.			
	Schools.	Pupils.	Average number for each school.	Average daily attendance.	Schools.	Pupils.	Average number for each school.	Average daily attendance.
Government	43	3,073	71	49	42	2,942	70	47
Aided	293	12,388	42	30	264	11,095	42	27
Circle	165	6,146	37	32	169	6,005	35	24
Khasia	56	890	16	12	54	912	17	13
Unaided	132	5,449	41	26	100	4,674	42	30
Total	688	27,946	40	28	638	25,628	40	26

There has been a decrease in schools and scholars at the rate of seven and eight per cent, respectively. In the case of Government schools the decrease is merely a paper one, owing to Silchar school being this year counted as an aided school. It is virtually a

South-East Division, Mr. Grimley.

zilla school, and later on in this report will be treated as such; but as it continues to be managed financially under grant-in-aid rules, reasons of account require it to be entered in the aided school list. It is remarkable that the number of schools abandoned, as well as the average number of pupils in the schools that remained open till the end of the year, should be the same for this year and last. This coincidence would lead us to expect a like equality in the average daily attendance; but there has been an exceptional falling off of two boys in each school, attributable to the following causes, and more especially to the first:—The inundation; the Sylhet pestilence; two rules which have been put into force for the first time during the year, the one restricting a middle class English school situated within four miles of a higher class school from competing for minor scholarships, and the other reducing the limit of the age of boys eligible for vernacular scholarships; and lastly, the uncertainty prevailing regarding the future policy of Government in educational matters.

TABLE VI.

Government Schools.

DESCRIPTION OF INSTITUTIONS.	Number of institutions.	Number on the rolls during the year 1870-71, monthly average.	Average daily attendance.	TOTAL EXPENDITURE.	
				From imperial funds.	From local sources.
				Ra. A. P.	Rs. A. P.
Number of institutions. { Schools of the higher class	7	1,335	1,046	14,781 1 7	24,233 15 10
{ Ditto middle class ...	14	641	510	4,581 3 0	2,315 7 9
{ Ditto lower class ...	14	320	222	2,303 7 0	97 5 6
{ Female normal school ...	1	18	14	1,314 14 0	.....
{ Normal school ...	5	329	250	21,494 0 5	820 8 3
College department of Chittagong school ...	1	30	22	2,894 8 3	1,553 5 0
Total ...	43	2,673	2,064	47,399 2 3	29,019 10 4

Reports of Inspectors of Schools.

SCHOOLS OF THE HIGHER CLASS.

TABLE VII.

Government Schools of the Higher Class.

	GRADE.	Number on the rolls, 31st March 1871.	Average monthly attendance.	Average daily at- tendance	Monthly cost to Government of educating each pupil.	Number which passed the entrance examination.	Percentage of month- ly average on rolls who passed.
Mymensingh zilla school...	Excellent	343	307	263	0 6 0	9	29
Barisal ditto ...	Ditto	347	333	260	0 6 11	7	31
Faridpur ditto ...	Good ...	141	125	98	1 11 11	5	4
Chittagong ditto ...	Moderate	180	166	111	0 5 9	5	3
Sylhet ditto ...	Fair ...	183	155	105	1 10 8	4	5
Noakhali ditto ...	Ditto	130	109	92	1 8 6	3	27
Comilla ditto ...	Moderate	166	142	119	2 0 7	0	...
Total ...	.....	1,439	1,336	1,048	.....	33	...

TABLE VIII.

Result of the Entrance Examination of the Government Schools,
December 1870. .

Number.	DISTRICTS.	NUMBER PASSED.			Merit marks.*	Merit of last year.	
		Number of can- didates who appeared.	First division.	Second division.			Third division.
1	Mymensingh ...	23	6	3	1	22	23
2	Barisal ...	19	1	3	3	19	14
3	Faridpur ...	10	1	4	...	11	5
4	Sylhet ...	6	...	3	1	7	7
5	Noakhali ...	3	...	3	...	6	4
6	Chittagong ...	17	...	1	4	6	34
7	Silchar ...	3	...	...	1	1	1
8	Comilla ...	...	...	...	...	...	...
	Total ...	73	7	17	10	65	88

* Three marks being assigned for every boy passed in the first division, two in the second and one in the third.

South-East Division, Mr. Grimley.

The result of the entrance examination is satisfactory, but not so favorable as that of last year, owing to the marked deterioration of the Chittagong school. The introduction of the mark system, which prevails in most large schools in England, would have a very improving effect.

MYMENSINGH—Takes the lead among the zilla schools. There are 342 names on the rolls against 340 of last year, 245 belonging to Mymensingh and the rest to outlying districts. The maulvi appointed has not drawn pupils, as was anticipated; there being only 19 Muhammadan boys, against 24 of last year. The income has increased by Rs. 1,224, and caused a reduction from 11 annas to 6 annas in the monthly cost to Government of each student. A librarian has been added to the establishment. Through the exertions of Mr. O’Kinealy, late magistrate, contributions to the amount of Rs. 1,512 were raised to open a boarding-house for poor Muhammadans, but the project fell to the ground on Mr. O’Kinealy’s transfer. At the entrance examination a Mymensingh boy stood second in the list of scholars in Eastern Bengal, the first boy being from the Pogose school.

BARISAL.—This school stands first in point of numerical strength, having 347 names on the rolls at the close of the year, against 355 of the previous year. The attendance has considerably improved, and there has been an increase in the receipts of Rs. 436-2, owing to a large proportion of the new pupils having been admitted into the higher classes. The surplus at the close of the year amounted to Rs. 2,603, of which Rs. 1,000 have been distributed as rewards to the masters, Rs. 700 expended for the erection of a verandah, Rs. 300 for purchasing a globe, maps, &c., and Rs. 38 in building a refreshment room. A latrine is being built with the sum of Rs. 500, allotted from the surplus funds of 1869-70, and is likely to be finished in May 1871. There are 27 Muhammadans in the schools, and the committee propose to entertain an Urdu, Persian, and Arabic teacher, defraying the cost from the

Reports of Inspectors of Schools.

interest of Government securities belonging to the school. Two students obtained junior scholarships, one of the second and the other of the third grade.

FARIDPUR.—The school has made such good progress during the past two years, that it now ranks third among the zilla schools. The number on the rolls is now 141, against 125 of the previous year, chiefly Hindus; the Muhammadans, though forming a large proportion of the people of the district, being poorly represented. The result of the entrance examination is highly creditable, five boys succeeding out of nine who appeared. The best boy in the school was unable to appear at the examination, and has since died. The first of the successful candidates was third in the Dacca circle, and has obtained a junior scholarship of Rs. 14. The amount of subscriptions promised for the building of a pukka school-house to replace the one burnt down is the same as was reported last year. Of Rs. 1,330 realized, Rs. 292 have been spent in the erection of a mat bungalow, which is altogether comfortable and airy, and provides excellent accommodation for the school. The receipts show an increase of Rs. 195-2-6.

SYLHET.—The present school was established on the 1st May 1869, through the exertions of Mr. C. B. Clarke. For some years before Sylhet had done without a zilla school, its educational wants being supplied by schools of the Welsh mission. A school existed in 1857, the year of the mutiny, but had collapsed, partly on account of the success and popularity of the mission school, and partly because the boys had been turned out of the school-house to make room for the naval brigade employed in Sylhet in 1857. This building was not the property of Government, having been erected with money raised by local subscription. When the naval brigade left, the school was occupied by troops, and subsequently taken possession of by the magistrate as a catcherry, for which purpose it is now used. In 1868 the people of Sylhet expressed an eager desire for the revival of the school, and demanded back

South-East Division, Mr. Grimley.

the school-house, or its equivalent in money, from Government. The claim was compromised by the circuit-house being made over for the purpose of a school, which was re-opened on the date above mentioned. It was expected that the number of students would never fall short of 250, and at first results favoured this expectation. The school opened with 110 admissions, which number speedily rose, first to 200, and then to 255; but this flourishing condition continued only till February 1870, when the school began steadily to decline. At the time of my visit, in September last, the number on the rolls was 147 only, of which more than one-fourth was represented by absentees. In June the number absent had reached as low as one-half. This untoward state of things is attributable to the sickness and excessive heat prevalent in Sylhet during the summer months; but besides these causes the committee think, and I agree with them, that the situation of the school-house, which stands on a high hill at one extremity of the town, has had much to do with the falling off. At the close of the year the register contained 183 names. However, in spite of adverse circumstances, Sylhet met with fair success in the entrance examination.

NOAKHALI—Has made a steady advance both in size and progress during the past few years. The number on the rolls is 130, against 94 and 111 of the two previous years; but as the majority of the boys are from other districts, the improved condition of the school cannot be accepted as an indication that the inhabitants of Noakhali district are recovering from the apathy they have hitherto displayed towards education. The receipts have increased by Rs. 389-11-4. Three boys went up for the entrance examination, all of whom passed in the second division, one gaining a 10 rupees scholarship. In consideration of this satisfactory result, and the generally improved condition of the school, I recommend an increase of pay to the masters, who are now drawing less than the masters of the other zilla schools of this division. The impression that the school-house is haunted still prevails.

Reports of Inspectors of Schools.

CHITTAGONG.—The conversion of the school into a high school has turned out a failure. *The college department* is now reduced to five. Out of thirty boys who passed the entrance examination in 1869 and 1870 from the Chittagong division, only ten took their admission into the high school, and of these five subsequently withdrew. The receipts amount to Rs. 483, and the disbursements to Rs. 2,907; the cost to Government being Rs. 2,424. Two boys passed in the first arts examination. The law class was abandoned for want of support. The fees amounted to Rs. 1,070, the expenditure to Rs. 1,540, and the cost to Government to Rs. 470.

The school department contains 180 pupils, against 187 of the year before. The average daily attendance is 110. The receipts are Rs. 3,622, the expenditure Rs. 4,343, and the Government cost Rs. 721. Owing to a large falling off in the income, the number of teachers has been reduced. Five boys passed the entrance examination out of seventeen who appeared, a very unfavorable result compared with the high position taken in the previous year's examination. I formed a good opinion of the head master, Babu Isvar Chandra Basu. Three boys have been expelled for being implicated in a case of arson.

SILCHAR.—There are 163 names on the rolls, against 167 of last year. One boy out of three passed the entrance examination. The school being now located in the new masonry building lately finished, may be admitted into the full privileges of a zilla school, and the masters may be formally appointed.

COMILLA.—Mr. Leicester, the head master, died in June last. I did not know him, but the secretary held him in high estimation. His successor, Babu Uma Charan Das, seems well fitted for his post. Of late the school has not been successful in passing boys at the entrance examination. The number on the rolls has increased from 144 to 166. I had occasion to find fault with one of the minor scholars for irregular attendance.

South-East Division, Mr. Grimley.

I always insist upon Government scholars setting an example to the school in respect of attendance and good behaviour. They do not appear to understand that more is expected from them than ordinary students.

SCHOOLS OF THE MIDDLE CLASS.

The best is the Hardinge school at Mymensingh attached as a practising school to the normal school. The number on the rolls has increased to 290, and the cost to Government of each pupil is two annas three pie only. At the vernacular scholarship examination twenty-two passed out of twenty-three, eight obtaining scholarships, an excellent result, which does great credit to the head master, Babu Dinanath Ghosh. Next in importance comes the Dacca model school, which passed ten boys at the vernacular scholarship examination, of whom one was elected to a scholarship. The head master of the normal school, with which it is connected, complains that the masters are underpaid.

THE GHOSHPUR SCHOOL, in Faridpur, passed three boys at the above examination; the decrease in numbers noticed last year has continued, and is attributed to the strict discipline introduced into the school. The three model schools in Sylhet—at Bhatara, Brahmandhorá, and Raja's Bazar, have made fair progress; two boys from the first, and one from the second school, having passed the vernacular scholarship examination. A decrease in the Bhatara school, owing to the epidemic, is counterbalanced by an increase in the Brahmandhorá school. Two of the four Tippera boys attending the Raja's Bazar school have left, and it is not known why.

There are five Government middle class schools in Chittagong—Maniksari, Brindaban, Harbang, Pahartali, and Kumeria. The two former are situated in the hills, for the benefit of the half-wild tribes living there; but the instruction imparted is very meagre, owing to the difficulty of procuring competent teachers. The Maniksari school is doing well, but that at Brindaban is not

-Reports of Inspectors of Schools.

succeeding, and the deputy commissioner recommends its abolition. This place is situated about twenty-four miles to the east of Chittagong, and is the residence of the Bhomong Raja, and the seat of a famous Buddhist temple, the resort of the people at festival seasons. The Raja has taken very little interest in the welfare of the school, beyond placing a few members of his family in it, who have since been removed. To this cause, and the constant changes of masters and the unwillingness of the people, who, besides being naturally opposed to education, are reluctant to lose the services of their children at home or in the jooms, the want of success which has attended the school is attributable.

PAHARTALI, a Mugh settlement, which, as its name implies, is situated at the foot of the hills, about fourteen miles north of Chittagong, had formerly the best model school in the district. The school now contains thirty-two pupils, against forty-one of last year, and is provided with an excellent building. One of its pupils was elected to a four years' vernacular scholarship at the last examination.

KUMERIA school-house was burnt down in the course of the year, and the progress of the school was retarded in consequence. The house has since been rebuilt. The Harbang school for Mughs, situated near Cox's Bazar, has so improved that four boys passed the vernacular scholarship examination, and, as an encouragement to the school, two of the successful candidates were elected to spare scholarships which I had at my disposal. The school is held in the Khiong, a strange looking bamboo structure of pagoda form raised several feet above the ground, and approached by a rough ladder, consisting of a log of wood cut-into steps, resting one end on the ground and the other on the door sill. It is the village temple, used morning and evening as a house of prayer, and is the great resort of the people in all their social as well as religious gatherings. Inside is an image of Buddha, held sacred by the Mughs. The Rowli, as the high priest is called, Gana Meju, feeds and clothes the indigent pupils,

South-East Division, Mr. Grimley.

gives prizes to the boys, and rewards to the pandits for special industry, and confers other benefits on the school of a like substantial nature. He is a simple-minded, intelligent man, of some erudition, and when I saw him was engaged in making a Bengali translation of a Mugh code, descriptive of the duties of a high priest, and written in the time of Buddha, more than 2,400 years ago. I have sent to the International Exhibition in London some manuscripts which he gave me, including a copy of the Kichibeda, a treatise on grammar, composed by one Kichi 1,922 years ago. His head is closely shaven, and he wears the yellow silk dress, the garb of the priestly order. He is seldom seen without a cheroot, and when he goes abroad, carries an enormous umbrella made of brown paper stiffened with wax, and is usually attended by five or six of his disciples. A Mugh proverb which he made use of is worth repeating. On my declining to give a scholarship to one of the boys, on the ground that he had not obtained the proper number of marks, he replied, "But a cat can become an elephant if touched by a gentleman."

THE SAHEBGANJ model school in Barisal is doing fairly. Of the two schools in Noakhali, Harispur and Sagardi, the former passed two boys in the vernacular scholarship examination, but the condition of the latter is in no degree improved since last year.

GOVERNMENT SCHOOLS OF THE LOWER CLASS.

THE KAERBILL school, placed last year in the list of middle class schools, has been transferred to Maheshkhali, an island near Cox's bazar, as it did not flourish in its former location in the island of Kutubdea, owing to the unhealthiness of the place and the island being almost deserted. The three Cachar schools have shewn marks of improvement, but the deputy inspector wishes to remove the one at Bumakandi to a better locality. The Krishnapur school has no house of its own, the former building having been destroyed by fire.

Reports of Inspectors of Schools.

The Mániká and Dhániá schools in Barisal have made some progress, the registers shewing 36 and 35 names, against 18 and 29 of last year. The latter passed a boy at the vernacular scholarship examination.

GARO SCHOOLS.—These schools, eight in number, established within the last few years for the purpose of extending education to the uncivilized races dwelling at the foot of the hills north of Mymensingh, the Garo and mixed tribes of Hasanga, &c., have made some progress during the year under review. The Shafur school now sits in the house of a Garo chief named Gobind Bhuea, having been removed from Sonajora to its proper place, and contains nineteen Hill Garos, two Hajangs, and one Bonai, against two Hill Garos, three Hajangs, and eight Bonais of last year. Two of the Garos can spell, read Bodhaday, a Bengali reading book, and work a sum in simple subtraction.

Pharangpara shows an increase, but only in the case of Muhammadan pupils, the Hajangs and Garos remaining the same as last year.

Baligao contains three Hindus, eight Muhammadans, and fifteen Hajangs. The first class has commenced a portion of the vernacular scholarship standard, and is expected to compete at the examination within two years.

Bhurunga school is also thriving, and the number of Muhammadan boys has increased. In Haluaghat school there has been a decrease of nine boys, all Hindus with one exception. The school has not shewn any marked progress or decline.

The Ghoshgao school has improved and sent up boys to the last vernacular scholarship examination. Though none passed, yet the attempt made is promising.

The removal of the Someschar school to Kaerakuri has had the effect anticipated in last year's report, of causing an increase in the number of Hajangs, of whom there are now twenty attending the school. In the Malakucha school there has been a falling off of

South-East Division, Mr. Grimley.

five boys, owing to the unhealthiness of the place, which the deputy inspector attributes to "the jungly state of the atmosphere."

The next table shows with what success the model schools competed at the vernacular scholarship examination.

TABLE IX.

Model Schools.

	Number of model schools.	Number that sent candidates to the vernacular scholarship examination.	Number of candidates.	NUMBER PASSED.		
				With scholarship.	With certificate.	Total.
Barisal	3	1	1	.....	1	1
Bikrampur ... ..	.....	.....	.....	.....	.....	None.
Chittagong	6	2	5	3	* 2	5
Comilla ... ..	.....	.....	.....	.....	.....	None.
Dacca... ..	1	1	10	1	9	10
Faridpur... ..	1	1	6	.....	3	3
Manikganj ... ..	.....	.....	.....	.....	.....	None.
Mymensingh, East	7	1	24	8	14	22
Mymensingh, West	2	1	2	.....	1	1
Noakhali	2	2	5	.....	2	2
Sylhet	6	3	7	.....	3	3
Total	28	12	60	12	35	47

GOVERNMENT FEMALE SCHOOLS.

The only school of this description supported solely by Government is the Dacca normal school for mistresses. The number of pupils has decreased to fifteen, and only one has received an appointment during the year. The school, along with its practising

Reports of Inspectors of Schools.

department, has been moved into a better building than the one it formerly occupied, but still I anticipate no success for it until it has been established on a much larger scale, and the management transferred to a school mistress.

NORMAL SCHOOLS.

DACCA NORMAL SCHOOL.—The number on the roll at the close of the year was 113, against 127 of last year. The attendance has been satisfactory. Twenty-one pupils received appointments as teachers during the year, on salaries varying from Rs. 7 to Rs. 25. The head master repeats his complaint of last year about managers of mofussil schools appointing ill qualified teachers. To remedy this, I have directed secretaries of aided vernacular schools, whenever a vacancy occurs among the teachers, to make application to the inspector to appoint a successor. This may to some extent remove the grievance of the head master; but the fact is, the demand for normal school trained pandits is diminishing, and secretaries do not find the difficulty they formerly experienced in procuring competent teachers. The study of Sanskrit has been materially lessened, but the head master strongly advocates its entire abolition from the school curriculum. His arguments may be summed up thus. First, the natives do not care for it; secondly, instead of improving a student's knowledge of Bengali, or imparting healthy and proper ideas, on the contrary it makes him more and more wedded to time-worn false notions; and lastly, the time given to it might be better employed.

MYMENSINGH NORMAL SCHOOL shows an increase of nine students. Of the thirty who appeared at the last examination, one passed in the first grade, ten in the second, and twelve in the third. Eleven students received appointments during the year, all in the Mymensingh district.

CHITTAGONG NORMAL SCHOOL has slightly improved. The number on the rolls is 26 against 16 of last year. Eight boys

South-East Division, Mr. Grimley.

passed the examination and eleven have obtained appointments during the year, on salaries ranging from Rs. 6 to Rs. 15. The deputy inspector, after giving instances of schools having been opened in the mofussil through the exertions of former normal school pupils, writes:—

These facts prove what I have always maintained, that the establishment of a normal school results ultimately in the opening of vernacular schools, and that even if we fail in providing the passed pupils of normal schools with suitable appointments, they will of themselves exert their influence, where they best can, to establish schools and thus open appointments for themselves. I feel confident, therefore, that if the normal school continues to exist in Chittagong for some years, the vernacular schools here will before long be doubled, if not trebled. Two years ago there was only one vernacular aided school in the district, now the number of vernacular schools, aided and unaided, has risen to seven, and all of them would have obtained grants if we had had funds enough to entertain applications for the same.

I share the late inspector's opinion regarding the head pandit, Babu Jaggades Chaturji. There has been a want of accord between him and the deputy inspector, which has interfered with the school's progress. His recusant conduct has several times drawn upon him the censure of the local committee and the inspectors. I intended to have settled the differences between him and the deputy inspector when I was in Chittagong, but was prevented from doing so by his absence on leave at that time. It is proposed to increase the number of stipends by a re-distribution of the amounts, in order to meet the increasing demand for scholarships. I regret to have to report that the building occupied both by the normal and the Mirhya school was burnt down to the ground on the night of 5th January 1871, and all the furniture, books, maps, and records, completely destroyed. The damage done is estimated at about Rs. 1,000. A subscription list has been opened to raise funds for a new building, and in the meantime both the Mirhya and normal schools are held in the Government school room in the early morning.

Reports of Inspectors of Schools.

TABLE X.

Shewing the Result of the Normal School Examination.

NAMES OF INSTITUTIONS.	NUMBER PASSED.			
	First division.	Second division.	Third division.	Total.
Hugli	8	48	85	91
Calcutta	3	16	29	48
Dacca	2	37	57	96
Mymensingh	1	7	12	20
Chittagong ... ..	.....	.....	8	8
	14	108	141	263

CHERAPUNJI NORMAL SCHOOL.—The number on the rolls at the close of the year was 101, against 116 of last year. The daily average attendance is 90. The receipts amount to Rs. 4,769, against Rs. 5,363 of last year, and the cost to Government of each pupil is Rs. 2-14-3, against Rs. 3-6-2 of last year. In the face of many difficulties, the late head master, Mr. H. Roberts, brought the school into excellent working order. When he obtained the appointment, four years ago, the amount realized per mensem did not exceed Rs. 1-12, but now it has reached to about Rs. 15. On account of poverty boys begin to fall off by the time they join the

South-East Division, Mr. Grimley.

second and first classes. The school is about to be divided into two departments, a training school and an ordinary school.

RANGAMATIA BOARDING SCHOOL.—This school is situated at Rangamatia, sixty-six miles from Chittagong, and the head-quarters of the deputy commissioner of the hill tracts, and is attended by twenty-nine Chukmas, eleven Hill Burmese, and two Muhammadans, the majority of whom board with the head master in a separate building adjoining the school. There have been some changes in the establishment in the course of the year. After the removal to Rangamatia in January 1869, owing to provisions being dearer at that place than at Chandragona, the boarders' allowances and servants' salaries became insufficient; and in order to meet the enhanced cost of living, the head master's salary was reduced to Rs. 70 per mensem, and the amount of stipend granted to normal pupils was employed as a contribution towards the increased allowance, being regarded as scholarships paid in kind. The average daily attendance has increased from 33 to 35. At the time of my visit in January last, there were twenty-eight boarders and seven day scholars present. One of the boarders was the grandson of the Kalindi Rani, the queen of the hill tribes. He did not live in common with the rest, but boarded himself, having his own servant to wash and dress him and attend to his wants. The first boy in the school was the son of a dewan or chief. About 300 families pay poll tax to his father, who retains a fixed proportion for himself, making over the remainder to the Kalindi Rani. The capitation tax is levied on married people only, a circumstance which might be expected to raise the proportion of bachelors. But I was assured that wives were eagerly sought after to do the jooming, the women at such work being stronger than the men, and doing ten times as much work.

I now pass to the other classes of educational institutions in this division.

Reports of Inspectors of Schools.

TABLE XI.
Grant-in-aid Schools.

DESCRIPTION OF INSTITUTIONS.	Number of institutions.	Number on the rolls during 1870-71, monthly average.	Average daily attendance during 1870-71.	Grant-in-aid given by Government.		Expenditure from all sources other than grant-in-aid given by Government.	
				Rs.	A. P.	Rs.	A. P.
Higher class schools	6	605	492	3,355	0 0	6,714	9 8
Middle class " " " "	225	8,811	6,293	35,907	8 7	65,762	14 4
Lower class " " " "	19	516	394	1,909	0 0	3,004	10 4
Girls' schools	14	221	149	881	6 0	2,043	6 0
Total	264	20,153	7,333	42,052	14 7	77,615	8 1

TABLE XII.

Schools aided by Government otherwise than under the grant-in-aid rules.

DESCRIPTION OF INSTITUTIONS.	Number of institutions.	Number on the rolls, monthly average.	Average daily attendance.	Grant-in-aid given by Government.		Expenditure from all sources other than grant-in-aid given by Government.	
				Rs.	A. P.	Rs.	A. P.
Middle class	156	4,734	3,413	16,522	13 2	5,391	14 1
Lower class	52	1,814	1,279	3,429	8 6	2,189	6 3
Girl school	15	177	114	372	9 6	435	11 9
Total	223	6,725	4,806	20,324	15 2	8,016	15 1

South-East Division, Mr. Grimley.

TABLE XIII.

Schools under the Inspection of Government Officers without any allowance from the State.

DESCRIPTION OF INSTITUTIONS.	Number of institutions.	Number on the rolls, monthly average during 1870-71.	Average daily attendance during 1870-71.	Expenditure from all sources other than grant-in-aid given by Government.
				Rs. A. P.
Higher class schools	5	1,095	899	14,150 12 9
Middle " "	68	2,081	1,598	9,896 12 9
Lower " "	32	776	631	1,680 14 3
Girls' school	4	31	21	38 8 0
Total	109	3,983	3,139	25,775 15 9

The scholarship examinations, the common ground on which these schools come into competition with one another, and especially the examinations for vernacular scholarships, exercise an important influence over the spread of education, imparting to the boys a great spirit of animation and emulation, besides being a stimulus to extra exertion among the teachers. It is impossible to over-estimate their importance. Great is the competition, but owing to the limited number of scholarships awardable, the disappointments are numerous, and bring in many and pitiful appeals for consolation from all parts of the division. This year there were 70 scholarships and 648 candidates, or nine for each scholarship; six years ago the competition was six for each scholarship. In my opinion the number of scholarships should be increased. To found scholarships is virtually to create schools.

Reports of Inspectors of Schools.

AIDED SCHOOLS.—The following table exhibits a comparison between this year's and last year's results:—

TABLE XIV.

DISTRICTS.	NUMBER OF AIDED SCHOOLS.		NUMBER OF SCHOLARS IN AIDED SCHOOLS.	
	31st March 1870.	31st March 1871.	31st March 1870.	31st March 1871.
Barisal	45	43	2,044	1,848
Bikrampur	28	26	1,898	1,598
Chittagong	17	16	656	629
Comilla	27	23	852	696
Dacca	37	28	1,525	1,115
Faridpur	36	32	1,447	1,266
Manikganj	20	19	881	772
Mymensingh, East	33	32	1,261	1,188
Mymensingh, West	20	18	793	823
Noakhali	15	14	364	354
Sylhet and Cachar	14	13	639	776
Total	292	264	12,390	11,095

The causes of the decrease of 9 per cent. in the schools, and 10 per cent. in the scholars, have been previously noticed.

The aided schools are of five different classes—

1. Higher class English, educating up to the entrance examination.
2. Middle class English, preparing boys for the minor scholarship examination.
3. Middle class vernacular, preparing boys for the vernacular scholarship examination.
4. Lower class vernacular.—Boys from these schools now and then pass the vernacular scholarship examination, but the schools are not prepared to teach up to that standard.
5. Girls' schools.

South-East Division, Mr. Grimley.

The results of the examinations are given in the following table:—

TABLE XV.

Higher Class Aided Schools—Result of Entrance examination.

DISTRICTS.	Number of schools.	Number of candidates at the entrance examination.	NUMBER PASSED.			
			1st grade.	2nd grade.	3rd grade.	Total.
Dacca... ..	2	21	.....	2	2	4
Bikrampur	2	10	.....	2	1	3
Manikganj	1	2	.....	.....	.....	...
Total	5	33	.....	4	3	7

TABLE XVI.

Middle Class Grant-in-aid English Schools—Results of Minor Scholarship examination.

DISTRICTS.	Number of middle class English schools.	Number that sent up candidates to the minorscholarship examination.	Number of candidates.	NUMBER PASSED.		
				With scholarships.	With certificates.	Total.
Barisal	23	9	21	4	5	9
Bikrampur	12	8	16	6	5	11
Chittagong	12	1	2	...	...	...
Comilla	6	3	12	3	5	8
Dacca	11	2	5	2	3	5
Faridpur	13	1	2	2	...	2
Manikganj	9	1	4	...	1	1
Mymensingh, East... ..	14	7	23	1	13	14
Mymensingh, West	10	3	8	3	5	8
Noakhali	8	4	6	1	3	4
Sylhet	8	5	13	...	5	5
Total	126	44	112	22	45	67

Reports of Inspectors of Schools.

TABLE XVII.

Middle Class Grant-in-aid Vernacular Schools—Results of Vernacular Scholarship examination.

DISTRICTS.	Number of middle class vernacular schools.	Number that sent up candidates to the vernacular scholarship examination.	Number of candidates.	NUMBER PASSED.		
				With scholarships.	With certificates.	Total.
Barisal	8	8	47	8	26	34
Bikrampur	9	9	44	6	23	34
Chittagong	3	2	9	2	1	3
Comilla	14	8	17	2	10	12
Dacca	13	12	58	4	29	33
Faridpur	12	9	36	7	16	23
Manikganj	9	6	21	...	15	15
Mymensingh, East... ..	16	6	18	...	6	6
Mymensingh, West ...	6	4	11	...	8	8
Noakhali	5	5	15	4	5	9
Sylhet	2	2	6	2	1	3
Total	97	71	282	35	145	180

The deputy inspectors have generally abstained from remarks on the grant-in-aid system, doubtless with the idea that the question of its merits and demerits had already been sufficiently ventilated, and I myself can contribute nothing new to the discussion. The views put forth by Babu Bhudev Mukhurji, in his report for 1869-70, coincide with the result of my short experience of the working of the system. The defects of the system appear to me to be in the main due to the fact of its never having had a fair start at the commencement of its operations. I find that the

South-East Division, Mr. Grimley.

managers of aided schools, with few exceptions, have vague and indefinite notions of the exact nature and extent of their duties and obligations, from want of having been properly instructed herein at the time the grant was originally conferred. I have met with the case of a zilla school local committee, also managing an aided school, being in utter ignorance of the conditions of the grant. If this happen in towns, what may we expect in small mofussil villages and hamlets? As a remedy, I should first begin with the deputy inspectors, some of whom require the teaching just as much as the managers, and after well instructing them in their own and the school committee's duties, should send them forth to repeat the lesson to the managers. No new grant should be sanctioned without the production of a certificate signed by the managers and the deputy inspector, that the former fully understand what is required of them by the conditions of the grant. There should be a strict enforcement of the penalties provided in clauses 9, 10, and 11 of the grant-in-aid rules, on a breach occurring, and the names of the persons concerned should be published in the official gazette and the local newspapers. On the discovery of an abuse of the rules, the deputy inspector should at once proceed to the school and hold a quasi-judicial inquiry, taking down the statements of the witnesses and the parties concerned, which he should forward to the inspector with an abstract of the case and his own opinion. There is little use in the deputy inspectors' reporting abuses unless they show promptness in getting out the facts. At present there is generally a delay of three months between the first and final reports of irregularities committed in the management of schools. The delay is fatal to the proper correction of the case, as it affords the managers opportunity for adjusting matters in such a way that by the time the inspector interferes, all evidence of the irregularity has disappeared. The inspector, who is regarded more in the light of a friend than an inquisitor, can do very little, when on tour, in ferretting out

Reports of Inspectors of Schools.

abuses without weakening the influence he possesses in the district. The chief power in checking breaches of the rules, therefore, rests with the deputy inspectors, and an intelligent exercise thereof, in the manner advised by Babu Bhudev Mukhurji, would, I am convinced, go a great way to ridding the grant-in-aid system of the defects which now impede its successful working.

TABLE XVIII.

Girls' Schools.

NAMES OF SCHOOLS.	Number of schools.	Average number on the rolls.	Average daily attendance.
<i>Aided under grant-in-aid rules.</i>			
Barisal	6	9	7
Bikrampur	1	13	11
Chittagong	1	35	22
Dacca	2	36	23
Faridpur	3	14	8
Ngakhali	1	6	5
<i>Aided under other rules.</i>			
Bikrampur	7	14	9
Dacca	2	20	12
Khási Hills	6	7	5
<i>Unaided.</i>			
Barisal	1	6	6
Bikrampur	1	12	10
Comilla	1	6	5
Manikganj	1	11	8

South-East Division, Mr. Grimley.

Compared with the extent and population of this division, the above return cannot be considered satisfactory. There has been a decrease during the year of three schools and 100 pupils. An interesting attempt has lately been made in Dacca by some gentlemen of the Brahma Samaj, who have formed themselves into a society called the Zenana Education Society, having as its object the diffusion of knowledge in the zenana through the agency of yearly examination and rewards. The mode of procedure is thus described by the deputy inspector of Dacca :—

On the 25th of July last, these gentlemen published an advertisement in a local newspaper, inviting the attention of the ladies and girls of the Dacca district to an examination of such girls and ladies of the district as were able and willing to compete for prizes offered, by answering, in writing, questions on vernacular literature and essay writing, and history and geography, and simple ciphering. It was at the same time distinctly given to be understood that the competitors would be allowed to undergo the examination at their respective homes, subject to the supervision of persons, no matter whether relatives or not, in whose integrity the committee of the gentlemen alluded to could repose confidence. In the course of the six months after the notice appeared, no less than 55 ladies and girls sent in their names; nine only of these absented themselves from the examination, which was held from the 26th to the 30th December last, owing to unforeseen circumstances over which they had no control. The remaining 46 were examined. The Board of Examiners, in giving their results, pronounced the answers of 6 ladies as "very good," of 16 "good," of 12 "tolerable," and of 11 "bad."

Writing of the same society, the deputy inspector of Bikrampur says :—

Judging from the extent of the influence exercised by the society during the first year of its existence, it seems to me that hereafter it will act as a great lever for the improvement of the females of this part of the country. One interesting feature connected with the society is that the students of the colleges and schools are among its most zealous members, and these youths, from their position in their respective families, can do more for the education of the females than the aged male members of the family. As an effect of the last year's operation, several ladies who were against the system before, and went to the length of dissuading other from

Reports of Inspectors of Schools.

undergoing the examination, have themselves commenced to prepare for the next examination, at which the number of candidates is expected to be triple the number that appeared this time.

On the subject of female education, the deputy inspector of Noakhali (I quote his remarks verbatim) thus writes:—

Two of the three girls' schools shown in my returns for the year 1869-70 have been abolished. Both were attached to circle schools, and the same cause, the marriage of some of the girls, has led to the ruin of both. I am not sorry for them. They made a show of figures and a sounding name, but were of no earthly use.

There are but eight pupils on the rolls of the one school left, but it is getting on well. The girls are the daughters of the amla and of convert Christians. It is a matter of regret that it has not yet been able to enlist the sympathy of the natives of the district. One thing, however, it has done. It has removed the dread with which it was first looked upon, and softened the bitterness it experienced at its inauguration. Female education is now tolerated, and has even found way in some of the zenanas. But sending girls to schools is still a matter of consideration, if nothing worse.

To educate females is not an easy matter. The old class of natives generally consider that the females are not responsible beings—that they are mere machines given to them by God for their pleasure. With such swinish ideas in their head, it is nothing but right for them to consider that the expense incurred in their education is some thing thrown away.

If Government is really earnest in the matter, it should take up the cause as its own, and appoint mistresses and establish schools at its own cost. The deserving girls should get rewards and scholarships; compulsory education should be conferred; the educated natives should lay aside their lip professions and join heart and hand with Government to try to do away with early marriage. It is then, and then only, that we shall see the golden change—Europe in India, heaven on earth—in entirety.

The following remarks came from the pen of the same deputy inspector on a previous occasion:—

Female education does not fetch money, and what is barren of money can scarcely excite interest in any orthodox native, much less induce him to pay for it. Prejudices and scruples that so giant-like look us in the face and baffle all our well-directed endeavours, would go by the board in a moment

South-East Division, Mr. Grimley.

were an order passed that none but educated women would obtain preferments to munsifship and deputy magistrateship, &c., &c. Mammon is his chief worshipping deity; and if female education could in any way be rendered a stepping stone to pecuniary advancement, its success would be as certain as night follows day.

To meet this inactivity among the orthodox parents to a certain extent, I would beg to propose that a few scholarships of two and three rupees a month be created and a particular number set aside for each district, and that the members of the local committee of public instruction, and a few more persons, taken from among the most influential of the orthodox parents, be entrusted with the power of holding periodical examinations, and of awarding these scholarships to the deserving students.

Other deputies write on the same subject, the sum of their opinions being that private efforts will be fruitless unless largely supplemented by monetary aid from Government; one advocating scholarships for girls, another the opening of model schools, and a third the establishment of a zenana agency sending out mistresses to teach.

My own opinion is that female education cannot be forced, and that we must look to the educated natives to initiate all progressive measures, without whose thorough support Government attempts will prove abortive. Such support will be given as soon as it is the interest of the educated classes to give it, and not till then. However, the existence of the Zenana Education Society in Dacca, the desire springing up among the educated to have educated wives (the married have commenced instructing their wives, while the unmarried, to quote the deputy inspector of Dacca, "in their selection of brides have come to consider beauty without education defective"), the encouragement given generally to female authorship, the manifest pride a husband takes in his wife's literary productions—these are all indications of the direction in which the dispositions of the educated classes are tending as regards the education of their wives and daughter.

Reports of Inspectors of Schools.

CIRCLE SCHOOLS.—These schools obtained a fair measure of success at the examination, as will be seen from the following table:—

TABLE XIX.
Circle Schools.

DISTRICTS.	Number of circles.	Number of path-salas which sent up candidates to the vernacular scholarship examination.	Number of candidates.	NUMBER PASSED.		
				With scholarships.	With certificates.	Total.
Barisal ...	10	8	23	...	11	11
Bikrampur ...	18	18	64	8	40	48
Chittagong ...	4	...	...	...	...	...
Comilla ...	4	3	9	2	5	7
Dacca ...	6	3	5	1	3	4
Fardpur ...	8	3	6	1	4	5
Manikganj ...	2	4	8	...	3	3
Mymensingh, East	5	3	8	...	2	2
Mymensingh, West	4	2	15	1	6	7
Noakhali ...	3	1	3	...	...	...
Sylhet ...	...	...	...	...	...	...
	64	45	138	13	74	87

This class of schools is most numerous in Bikrampur, the deputy inspector of which, Babu Baikuntha Nath Sen, has proposed a scheme for a circulating library for the use of the pandits and boys, which appears both excellent and feasible. He apparently does not hold a high opinion of the mental capacities of the pandits, for, in introducing his scheme, he writes:—

They cannot be said to have received any education at all in the proper acceptation of the term. Their mental culture ceases with their school career. As soon as they are provided with situations, they begin to think that their business thenceforth is not so much to learn as to teach. Bengali has not become a language yet. It is in the process of being formed. What was good Bengali five years ago, is not good Bengali now. Every new publication of worth introduces in it new words and new idioms. So it is evident that a pandit who has received his education five years ago, is as much a stranger to the Bengali of the day as a village man who never crossed the threshold of school.

South-East Division, Mr. Grimley.

KHASIA SCHOOLS.—While the number of schools has decreased from fifty-six to fifty-four, there has been an increase both in the number on the rolls and the average daily attendance; the former being 912, against 890 of last year. Twenty-two boys have been sent out as teachers into village schools during the year. In addition to the six girls' schools which are mentioned as such in this report, there are eight others in which girls as well as boys are taught.

UNAIDED SCHOOLS.—The Pogose school at Dacca continues to be the most flourishing institution in this division, the number on the rolls being 605, and the average attendance 509. Twenty-six boys passed the entrance examination. The schools ranking next, namely, Brahma and Ghani Mia's school at Dacca, and the Albert institution at Chittagong, also competed successfully at the same examination. The following table shews the results for unaided schools at the vernacular scholarship examination:—

TABLE XX.

DISTRICTS.	Number of unaided vernacular schools.	Number of schools which sent up candidates.	Number of candidates.	NUMBER PASSED.		
				With scholar-ships.	With certifi-cates.	Total.
Barisal	4	4	13	1	8	9
Bikrampur	9	5	11	2	7	9
Chittagong	3	...	...	...	...	...
Comilla	6	2	20	3	6	9
Dacca	1	1	2	...	2	2
Faridpur	6	...	...	...	...	...
Manikganj	8	...	...	...	...	...
Mymensingh, East	16	2	3	...	2	2
Mymensingh, West ...	8	...	...	...	...	...
Noakhali	3	...	...	...	...	...
Sylhet	7	...	...	...	...	...
Total ...	71	14	49	6	25	31

Reports of Inspectors of Schools.

INTERNATIONAL EXHIBITION.—During the year an attempt was made to collect specimens illustrative of the studies and of the condition of the schools in Bengal and of the educational appliances in use, to be forwarded to the International Exhibition to be held this year in London; but owing to the short notice I received of what was required, the collection was not so numerous or interesting as I could have made it, had longer time been allowed. The chief articles were a bamboo model of a village school, a cow-dung globe, specimens of handwriting and map-drawing, Persian, Arabic, Sanskrit, and Mughli manuscripts, and specimens of needle-work.

THE BUCKLAND PRIZES.—In the course of the year an offer was made by Mr. Buckland, the commissioner of Burdwan, of Rs. 250, to be divided into five prizes for the best Bengali translation of a set of rules and maxims for sanitation, styled “The Conservancy Rules for Villages,” with the object, not so much to procure an accurate and scholarly translation, as the wide dissemination and discussion of the rules throughout the villages of Bengal. Thirty-one boys of this division competed. The names of the successful candidates have not yet been announced. I think Mr. Buckland’s plan of using the school boys as a medium for disseminating knowledge might be turned to a practical account whenever Government desires to give a wide circulation to any of its measures affecting the interest of the people at large; for instance, when a census is taken, both boys and school-master would be likely to be useful in explaining its scope and object to the people, and would doubtless be the best enumerators procurable.

STOLEN BILLS.—In August last several cases came to light of bills having been cashed by means of forged receipts in the Dacca treasury by persons who had got possession of them by surreptitious means, after they had been passed in this office. The matter was placed in the hands of the police for investigation, but the inquiry has not been successful. The person who is chiefly

South-East Division, Mr. Grimley.

suspected has avoided arrest by absconding. Suspicion also attached to one of the office clerks, who was suspended in consequence and arrested by the police. He was ultimately discharged for want of evidence against him. The frauds were committed between the months of March and July, before I had joined this office. As special reports have been made concerning them, it is not necessary to enter into details here.

THE OFFICE ESTABLISHMENT is not adequate for the proper performance of the work it has to do, which accumulates so fast, that it is only possible to keep down arrears by working long after office hours, and by the clerks taking papers home. An idea may be formed of the extent of the work from the fact that during the year under review, the number of letters despatched and received was 4,875 and 4,617 respectively, exclusive of covers containing bills, forms, returns, circulars, and the like. Besides copying letters, the work of the clerks consists of preparing returns, examining and enfacing bills, docketting letters, keeping the school and office accounts, putting up references and addressing envelopes, &c. The clerks who deserve special commendation for the attention they have given to their duties are Babu Bamsundar Basak, officiating head clerk, and Babu Pitambur Sil, officiating third clerk. The former has been most laborious, and always willing to give extra time to office work on a pressure of business occurring.

I request that the thanks of Government may be given to the following gentlemen for the aid they have given in the cause of education during the year.

In Bikrampur.

W. H. Page, Esq., c.s.

Reverend B. Roche.

The Bikrampur Subhakari Shabha.

The Konda family of Bhaggyakul.

Babu Sasi Mohan Pal Chaudhuri.

Reports of Inspectors of Schools.

Babu Srinath Basu.

„ Kali Kishor Guha.

In Comilla.

R. D. Hime, Esq., M.A., C.S., collector of Tipperah.

Babu Annada Prasad Ráy, zemindar of Saráil.

„ Giridhari Lal Duhchhi, of Comilla.

„ Abhaia Charan Ráy and brother, of Kaetala.

„ Madhav Chandra Chakravarti, munsif of Chandagram.

In Dacca.

Ray Kali Narayan Chaudhuri Bahadur, zemindar of Bhowal.

Babu Pratap Chandra Banurji, zemindar of Murapara.

„ Nava Kantha Chaturji.

„ Pran Kumar Das.

„ Purna Chandra Banurji.

In Faridpur.

C. A. Kelly, Esq., C.S.

Babu Kali Kinkar Ráy, judge, small cause court.

„ Rajendra Kumar Basu, B.L., munsif, Muksudpur.

„ Ram Chandra Basu, of Bangesvardi.

In Manikganj.

Babu Jagat Chandra Ráy Chaudhuri of Baliati.

„ Govinda Chandra Ráy Chaudhuri of Dhankora.

„ Mahim Chandra Ráy Chaudhuri of Baliati.

„ Syama Sankar Chaudhuri of Teota.

„ Guru Govinda Saha of Kristapur.

„ Abhaia Charan Basu of Jáykristapur.

„ Nibaran Charan Banurji, naib of Manikganj.

*South-East Division, Mr. Grimley.**In Chittagong.*

C. F. Cowley, Esq., c.s.
 Babu Bhagaban Chandra Chakravarti, munsif.
 Guna Manjhi Thakur, Mugh high priest.

In Mymensingh, East.

E. Andrew, Esq., deputy magistrate.
 Raja of Susung.
 Babu Surja Kantha Acharya Chaudhuri, zemindar of Muklagachha.
 „ Krishna Chandra Datta, deputy magistrate, Kishorganj.
 „ Gaur Chandra Das, munsif of Bajitpur.

In Mymensingh, West.

Jan Alli Chaudhuri.
 Babu Govinda Kumar Chaudhuri.
 „ Har Chandra Chaudhuri.
 „ Devidas Niyogi.
 Abdul Zabbar Mia.
 Abdul Aziz Mia.
 Abdul Hakim Mia.
 Babu Tarini Prasad Ráy, deputy magistrate.
 „ Nanda Kumar Basu, munsif.
 „ Sasi Bhusan Banurji, munsif.
 „ Govinda Prasad Das, superintendent of Khaja Assanulla.

In Noakhali.

E. H. Whinfield, Esq., M.A., c.s.
 Babu Mati Lal Sarkar, munsif of Sanrip.
 „ Uma Charan Kastagri, munsif of Dewanganj.
 „ Navin Kishor Ráy, zemindar.

*Reports of Inspectors of Schools.**In Sylhet and Cachar.*

F. J. Cockburn, Esq., c.s.

J. W. Edgar, Esq., deputy commissioner of Cachar.

Babu Kali Nath Nandi, inspector of police, Navinganj.

Moulvi Azhar Uddin Ahmed, munsif of Navinganj.

Mahanta Ram Hari Das, Bithangal.

Babu Chandra Nath Das, zemindar of Chhatak.

„ -Navin Chandra Ganguli, munsif of Luskarpur.

„ Ras Behari Datta, zemindar, of Sylhet.

„ Krishna Kumar Chaudhuri, zemindar of Brahm-
mandhora.

NORTH-WEST DIVISION.

FROM THE REPORT OF MR. S. W. FALLON, M.A., PH. D.

THE progress of our vernacular schools during the past six or seven years has been fully shown in successive annual reports. The progress of our English schools during the same period is no less conspicuous.

The number of private and aided English schools in Behar is certainly inconsiderable compared with the number of similar schools in Bengal, just as the number and size of private and public English offices, and the corresponding demand for English in this province, is very small in comparison with the very large demand for English scholarship which has grown up in Bengal concurrently with the first establishment of British rule in the province and the installation of Calcutta as the commercial and political capital of India.

HIGHER ENGLISH SCHOOLS.—Yet the quality of our higher English education, and the estimation in which our English schools are held, will bear comparison with the status of the same class of schools in the most flourishing districts of Bengal. Taking as a criterion the attendance and fees as a measure of the popularity of the school, and success at the entrance examination as an index of scholastic proficiency, the progress of higher English schools in Behar, and their approximation in quality to a similar class of schools in the most advanced divisions in Bengal, will be evident from the following tables. The comparison is restricted necessarily to Government higher schools, because of private higher schools this division has yet only two, and of middle English schools, but forty-one in all.

Reports of Inspectors of Schools.

I.

Table showing the Attendance and Fees of Government Higher English Schools from 1863-64 to 1870-71.

YEAR.	On the roll at the end of the year.	Monthly average.	Fees.		
			Rs.	A.	P.
1863-64	1,108	834	12,124	11	3
1864-65	1,135	1,110	14,811	7	9
1865-66	1,263	1,029	17,764	14	6
1866-67	1,085	1,045	16,628	0	8
1867-68	1,192	1,137	19,790	11	9
1868-69	1,172	1,153	20,424	2	10
1869-70	1,424	1,251	21,570	1	8
1870-71	1,339	1,303	22,662	2	6

II.

Comparative table showing the number of candidates who have passed the Entrance Examination from Government Higher Schools in the Central, South-East, and North-West divisions, from the year 1864 to 1870.

YEAR.	NUMBER PASSED.					MERIT MARKS.				
	Central division.	South-East division.	Average.	North-West division.	Ratio.	Central division.	South-East division.	Average.	North-West division.	Ratio.
1864	31	44	37.50	6	1:6.25	68	96	62	12	1:6.83
1865	25	27	26	6	1:4.33	50	56	53	12	1:4.41
1866	35	34	34.50	15	1:2.30	66	51	58.50	21	1:1.88
1867	32	38	35	22	1:1.59	59	56	57.50	34	1:1.69
1868	37	32	34.50	31	1:1.08	68	56	62	54	1:1.14
1869	33	38	35.50	27	1:1.31	76	65	80.50	60	1:1.61
1870	55	33	44	37	1:1.19	112	64	88	66	1:1.33

The first table shows an increase of 56 per-cent. in the attendance, and of 86 per cent. in fees, at the end of eight years.

The second table shows that whereas in 1864 the Government schools in Behar passed one pupil at the entrance examination for every 6.25 pupils (the average number) passed by the Central and South-East divisions, their merit marks being respectively

North-West Division, Mr. Fallon.

1:6·83, these ratios have approximated more closely every year, that in 1870 they stood as 1 to 1·19 and 1 to 1·33 respectively. This comparison will not seem unfavorable to Behar when the great advantages enjoyed by Bengal students are taken into account. Among these advantages are a large educated English-speaking population; educated parents who assist and encourage their children in their studies; and the pick of the best teachers, who prefer to serve in their native province, and who receive higher salaries in proportion to the larger attendance and fees of Bengal schools.

PHYSICAL EDUCATION.—Repeated endeavours to induce teachers and pupils to take to athletic sports have not been without effect. In Chuprah and Arrah higher schools cricket is fairly established. Chuprah higher school; for two years first at the entrance examination, is first also at cricket. Of Arrah higher school, the secretary of the local committee, Mr. Roberts, writes:—

Cricket flourished as it did the year before. The boys subscribed Rs. 30 amongst themselves for cricketing gear. There was no match this year, the European residents being probably awed by the results of the previous year's encounter. They, however, frequently sent for the boys and played with them.

Of the head master, Babu Kalikumar Mitra, B.A., and the second master, Babu Bhavani Charan Banurji, B.A., who, with the other teachers of the school, join the boys at this game, the committee report that—

The 2nd master, Babu Bhavani Charan Banurji, has shown considerable ability and care in the conduct of his duties, and has greatly improved his class.

The head master, Babu Kalikumar Mitra, maintains the high character he has all along borne, and shows the greatest zeal in all matters connected with the school.

To these teachers belong the credit of having passed in 1869 the first successful candidate at the entrance examination out of Arrah school, established in 1853, and of having passed in the

Reports of Inspectors of Schools.

following year. *two* pupils, one of whom gained a junior scholarship, the first scholarship awarded to a pupil of Arrah school.

Babu Kalikumar Mitra and Babu Bhavani Charan Banurji are further deserving of honorable mention as rare examples of self study. They gained the B.A. degree by their own unaided effort, and now they are reading for the degree of M.A.

I have always endeavoured to impress it on the minds of teachers and pupils that intellectual and physical development go on best together. Chuprah school, for two years first at cricket, has also, for the same period, taken the first place at the entrance examination, heretofore held by Bhagulpur. Apparently Arrah school is not a good illustration, having passed only two pupils; while Bhagulpur, Gya, and Monghyr, passed seven, four, and four candidates respectively. It is not improbable, however, that Arrah's total would have been higher if it had not been, as the secretary reports, that "two candidates were prevented by illness from attending the examination. One of the most promising pupils of the entrance class, Uoman Ali, son of the munsif of Arrah, died in September last." Judging, moreover, from my own personal inspection and examination of the schools, I should place Arrah immediately below Bhagulpur school; while as regards progress, Arrah school, which for *ten* years never passed one student at the entrance examination, has *advanced* from her long backward condition, while Bhagulpur has *receded* from the first place, so long held by this school. Both Chuprah and Arrah schools, therefore, are good illustrations of the truth that not only is bodily exercise compatible with intellectual superiority, but it is also a necessary condition of such superiority.

I have dwelt at some length upon this subject, because our native friends have yet to learn how profitably to lose time. If they would only prove for themselves by actual experiment that one hour lost to study and given to play, is two hours' gain in mental energy, we should no longer see such feeble frames and

North-West Division, Mr. Fallon.

unted growths, with so many students breaking down in health, that they are unable to appear at the examination for which they had unwisely toiled overmuch, and many more breaking down after the goal has been won. The refusal to alter the minimum of age from sixteen to fifteen years for candidates at the entrance examination was an act of mercy.

One of the most painful and senseless spectacles which strikes me when I inspect a school, is the constrained, listless, and unhappy looks of large classes of little boys quietly seated together, when they are not wrangling, hour after hour for *five* mortal hours per day; and this, exclusive of at least as many hours' learning by heart in the intervals between sleep and meal time, to which the inexorable parent condemns his luckless victim. The prevailing notion is, that five hours' sitting in class means five hours' accumulation of knowledge, and that accumulation at this rate per diem from the age of six or seven to twenty, is essential for the attainment of the greatest happiness in life,—a Government post.

But what are the facts? Look at those lower classes. One head is reposing on the teacher's desk, with arms for cushions. This is the irrepressible school boy's opportunity, and his wiser instinct quickly redresses as it can the torture of long hours of weariness with which human art is wont to afflict him.

There you see long benches crammed with boys, apparently belonging to one class, and each boy holds a book in his hand; but only a portion of these boys is reading with the teacher. The others, the bulk of the class, you are told, belong to different sections. Their turn for a lesson is to come; meanwhile they are supposed to be learning lessons. But they are doing nothing of the sort. Certainly every boy holds a book in his hand, and some boys may even have their eyes on the page; but the greater portion appear to be looking about idly, or nudging their neighbour, or talking to him, or scuffling; they do not appear to be learning. "Why not let them out for a good game? they would

Reports of Inspectors of Schools.

be invigorated and happy, and they would return to their books with fresh spirit and energy?" No, that would be half an hour lost to the sum total of knowledge at the rate of five hours *per diem*; and even if the teacher could be persuaded that the loss would be a gain, what would parents and guardians and the public say? Boys are sent to school, not to play, but to learn.

Pass on to the next room. The teacher is at his desk, and the pupils are all quietly seated before him, and every boy has a book in his hand; so far it is quite correct. But what are they doing? Nothing. "The lesson is finished;" and so they sit and sit and do nothing, waiting for the clock to strike the hour appointed by superior wisdom for the conclusion of the lesson.

Once more. Here at least is a class to which the teacher is putting questions. You see that the teacher does not command the attention of the class. The boys have a dull and heavy look; they are not interested; there is no eagerness, no life in the class. You turn to the teacher, and you see all these faults reflected in him. Now mark the interval between the last answer and the next question. It is, on an average, two minutes. The lesson which occupies one hour, according to the popular belief, actually occupies but *twenty* minutes.

Can the literary societies in Bengal, which delight in debating speculative questions, find time for the consideration of such practical subjects as the importance of physical education and the length of time during which the attention of young boys can be kept on the stretch? It is necessary that native public opinion should be enlightened on such points by their recognized leaders, in whom they trust, for little can be done without their co-operation. Speaking generally; is it not true, for instance, that the attention of young boys begins to flag after the first half hour, and is it not the experience of literary men that after three hours' continuous attention the work of the brain is as little worth as it is injurious. In this, as in other things, half is more than the

North-West Division, Mr. Fallon.

role. Half an hour's spirited, energetic teaching is more productive than one hour's dawdling. Let half an hour's play be the reward of mastering the one hour lesson in half the time, and let the teacher similarly earn the luxury of one hour's leisure every day in the month for each month's satisfactory examination given by his class, and mind and body must alike gain in proportion to the obedience paid to natural laws.

LOWER VERNACULAR SCHOOLS, OR PATHSALAS.—The refusal of the Government of India to sanction so small a sum as Rs. 5 for each school, within the limits of the assignment, for grants-in-aid, amounts practically to a denial of primary education to the people. The only lower schools deserving of the name are the twenty-two schools sanctioned by you under the orders of the Government of Bengal. This is all the machinery yet granted for primary education in a province which covers an area of 41,520 square miles with a population of 9,437,500.

MIDDLE SCHOOLS.—The four tables which are given below will show the comparative merits of districts, and of the efficiency of the deputy inspectors in charge of them.

Table showing the number of Middle Schools of each class in each district in 1870-71.

Order of merit.	DISTRICT.	GOOD.		FAIR.		MODERATE.		INDIFFERENT.		BAD.		Total.	Merit marks.
		English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.	English.	Vernacular.		
1	Tirhút ...	...	...	...	...	5	6	2	2	...	...	15	26
2	Gya ...	...	1	...	2	3	2	2	1	...	...	2	13
3	Shahabad ...	...	...	...	3	...	1	4	3	...	...	1	12
4	Bhagulpur ...	...	...	...	...	3	2	2	5	...	...	...	12
5	Patna ...	...	...	...	1	1	1	2	5	...	...	2	13
6	Sarun ...	...	...	...	1	...	2	...	2	...	...	2	7
7	Monghyr ...	...	...	...	...	1	...	...	4	...	...	5	10
8	Purneah ...	...	...	...	...	...	...	...	5	1	...	2	8
	Total ...	...	1	...	7	13	14	12	27	1	14	89	...

Reports of Inspectors of Schools.

Table showing the number and grade of vernacular and minor scholarshi gained by each district in the year 1870-71.

Order of merit.	DISTRICT.	PASSED										Average merit marks.		
		Vernacular Scholarships.					Minor Scholarships.							
		Number appeared.	First division.	Second division.	Third division.	Number failed.	Merit marks.	Number appeared.	First division.	Second division.	Third division.		Number failed.	Merit marks.
1	Tirhút	60	7	18	21	14	78	5	1	1	2	1	7	85
2	Gya	32	11	7	8	6	55	7	.	2	6	...	9	84
3	Shahabad	30	6	7	8	9	40	...	...	...	...	...	...	40
4	Patna	19	7	3	4	5	31	6	...	2	3	1	7	38
5	Monghyr	19	5	4	8	2	31	4	1	1	...	2	5	36
6	Sarun	23	5	4	11	3	34	...	...	...	...	...	...	34
7	Bhagulpur	8	2	1	5	...	13	7	...	1	3	3	5	18
8	Purneah	5	...	1	2	2	4	...	...	...	...	...	...	4
	Total	196	43	45	67	41	286	29	2	7	13	7	33	...

Table showing the value of books sold in each district during the years 1869-70 and 1870-71.

Order of merit.	DISTRICT.	Value of books sold during the year 1869-70.			Value of books sold during the year 1870-71.		
		Rs.	A.	P.	Rs.	A.	P.
1	Tirhút	579	4	3	544	7	9
2	Sarun	261	9	0	325	8	4
3	Patna	405	5	0	318	11	3
4	Gya	215	5	1	307	13	7
5	Bhagulpur	181	5	9	207	13	4
6	Monghyr	215	5	9	180	14	3
7	Purneah	161	12	9	179	14	6
8	Shahabad	357	12	6	169	14	9
	Total	2,307	12	1	2,235	0	9

North-West Division, Mr. Fallon.

Table showing the number and attendance of aided and unaided middle and lower schools under the deputy inspector of each district.

DISTRICT.	Number of middle English schools.	Number of pupils.	Merit marks.	Number of lower vernacular schools.	Number of pupils.	Grand total.	Average merit marks.
Tirhút	11	548	1	134	6,572	7,120	1
Sarun	2	60	8	59	2,016	2,076	2
Gya	5	155	4	51	1,534	1,689	3
Bhagulpur	9	414	2	19	429	843	4
Patna	3	97	5	12	295	392	5
Shahabad	5	162	3	.....	.....	162	6
Purneah	3	71	7	2	36	107	7
Monghyr	1	65	6	2	39	104	8
Total	39	1,572	...	329	10,921	12,493	.....

NOTE.—The number of lower schools in the last-named *five* districts has been very considerably under-rated. The return is manifestly defective and incorrect.

By all four tests, Tirhút's place is *first*, as it was last year. According to the first two tables, Gya is *second*, and Shahabad *third*. The aggregate value of books sold in Gya is not in proportion to the number of boys who attend schools in this district; and Shahabad, at the bottom of the list, shows an aggregate sale of only Rs. 169-14-9, against Rs. 357-12-6 in the year before.

Reports of Inspectors of Schools.

The next table exhibits the order of merit of each district according to the number and grade of vernacular scholarship gained by them respectively.

Comparative table of schools which passed vernacular scholars during the year 1870-71.

Order of merit.	DISTRICTS.	Schools.	PASSED.			Total	Merit marks.
			First division.	Second division.	Third division.		
	Tirhut	Mozufferpur practising school	5	6	4	15	31
		Ditto, aided school ...	1	9	...	10	21
		Bakhra middle school ...	2	3	5	10	17
		Tajpur model school ...	3	1	...	4	11
		Hajipur model school ...	1	2	1	4	8
		Deogaon aided school ...	...	1	6	7	8
		Padmoul middle school ...	...	1	3	4	5
		Monsherepur model school ...	...	...	3	3	3
		Lalganj middle school ...	...	...	2	2	2
		Sarmastipur middle school ...	...	1	...	1	2
Pakri lower (pathsala) ...	...	...	1	1	1		
		Total	12	24	25	61	109
2	Gya	Gya practising school ...	5	3	1	9	22
		Tikari model school ...	6	1	2	9	23
		Daudnagar middle school ...	2	3	...	5	12
		Hassuah middle school ...	1	1	3	5	8
		Jahanabad model school ...	1	2	...	3	7
		Deo middle school ...	1	...	1	2	4
		Sherghotty model school ...	...	...	1	1	1
		Nowadah lower school ...	...	...	1	1	1
		Total	16	10	9	35	77
3	Sarun	Chuprah practising school ...	6	...	...	6	18
		Pursa middle school ...	1	1	2	4	7
		Mobarakpur middle school ...	1	...	4	5	7
		Sangrampur lower school ...	1	2	...	3	7
		Sohili middle school ...	2	...	...	2	6
		Manjhi middle school ...	...	1	3	4	5
		Bettiah model school ...	...	...	2	2	2
		Total	11	4	11	26	62
4	Bhagulpur	Bhagulpur practising school	11	3	...	13	37
		Krishenganj middle school ...	1	...	3	4	6
		Madehpurah model school ...	1	1	...	2	5
		Parmesharpur middle school	...	...	2	2	2
		Total	13	3	5	21	50
		Carried over	52	41	50	143	288

North-West Division, Mr. Fallon.

No.	DISTRICTS.	Schools.	PASSED.			Total	Merit marks.
			First division.	Second division.	Third division.		
5	Shahabad ...	Brought forward ...	53	41	50	143	288
		Arrah model school ...	5	4	2	11	25
		Buxar model school ...	1	1	...	2	5
		Tilathu middle school ...	...	1	1	2	3
		Kovath model school ...	...	1	1	2	3
		Kasap middle school ...	...	...	3	3	3
		Dumraon lower school ...	...	...	1	1	1
		Total ...	6	7	8	21	40
6	Monghyr ...	Monghyr model school ...	1	1	6	8	11
		Jalalabad lower school ...	3	...	...	3	9
		Kalyanpore model school ...	...	2	2	4	6
		Kharakpur middle school ...	1	1	...	2	5
		Total ...	5	4	8	17	31
7	Patna ...	Barh model school ...	2	1	2	5	10
		Jhaoganj model school ...	3	...	1	4	10
		Sohserai model school ...	1	1	...	2	5
		Mokamah middle school ...	1	1	...	2	5
		Munair model school ...	...	...	1	1	1
		Total ...	7	3	4	14	31
8	Furneah ...	Qusbah model school ...	...	1	1	2	3
		Arraryah model school ...	...	...	1	1	1
		Total ...	...	1	2	3	4
		Grand total ...	70	56	72	198	...

The best middle schools according to the vernacular scholarship test are—

	Merit marks.
Bhagulpur practising school ...	37
Mozufferpur practising school ...	31
Arrah model school ...	25
Tikari model school ...	22
Gya practising school ...	
Mozufferpur aided school ...	21
Chuprah practising school ...	18
Bakhra middle school ...	17
Daudnagar middle school ...	12

Reports of Inspectors of Schools.

	Merit marks.
Tajpur model school ...	} 11
Monghyr model school...	
Barh model school ...	} 10
Jhaoganj model school ...	
Jalalabad private lower school ...	9
Hassuah middle school...	} 8
Hajipur model school ...	
Deogaon aided school ...	} 7
Jahanabad model school ...	
Pursa middle school ...	} 7
Mobarakpur middle school ...	
Sangrampur private lower school ...	} 6
Sohili middle school ...	
Kalyanpur model school ...	} 6
Krishenganj middle school ...	
Buxar model school ...	} 5
Sohserai model school ...	
Mokamah middle school ...	} 5
Manjhi middle school ...	
Padmoul middle school...	} 4
Kharakpur middle school ...	
Mādehpurah model school ...	} 4
Deo middle school ...	
Tilathu middle school ...	} 3
Kovath model school ...	
Kasap middle school ...	} 3
Monsherepur model school ...	
Qusbah model school ...	} 2
Jettiah model school ...	
Sarmastipur middle school ...	} 2
Lalganj middle school...	
Parmesharpur middle school ...	} 1
Sherghotty model school ...	
Nowadah private lower school ...	} 1
Dumraon private lower school ...	
Munair model school ...	} 1
Arrayyah model school ...	
Pakri lower (pathsala) school ...	1

North-West Division, Mr. Fallon.

In this competition the chief merit belongs (1) to Bhagulpur practising school, which retains this year the first place which it won the year before from Chuprah, Gya, and Mozufferpur schools, more favorably circumstanced and previously ahead of Bhagulpur, and (2) to Arrah and Tikari model schools and Bakhra and Daudnagar middle schools, which have achieved a proportionately large measure of success with small means.

The best middle schools, as I found them on personal inspection and examination of all the classes in the school, are—

- I.—1. Bhagulpur practising school.
2. Tikari model school.
3. Gya practising school.

The second place in order of merit belong to—

- II.—Daudnagar and Jahanabad middle schools and Patna practising school.
- III.—Deo middle school.
Manjhi middle school,
- IV.—Arrah model school.
Bakhra middle school.
Krishenganj middle school.
Buxar model school.
Jhaoganj model school.
Chuprah practising school.
Mozuffurpur practising school.
Hassuah middle school.
Hajipur model school.
Padmoul middle school.
Madehpurah model school.
- V.—Tajpur model school.
Noadah private lower schools.
Barh model school.
Monghyr model school.
Colgong model school.

Reports of Inspectors of Schools.

Buryarpur middle school.
 Goh middle schools.
 Mokamah middle school.
 Munair model school.
 Purneah practising school.
 Qusbah model school.
 Sadipur middle school.
 Arrayah middle school.
 Sultanganj middle school.
 Nowbatpur middle school.
 Chainpur middle school.
 Ranisagar middle school.
 Parmesharpur model school.

VI.—Bettiah model school.

Sherghotty model school.
 Arwal middle school.

The difference between the place of a school, as determined respectively by the scholarship examination test, and the ordeal of a searching *viva voce* examination of all the classes, suggests the want of thoroughness in certain schools, and their neglect of lower classes for the sake of passing pupils at the scholarship examination. The schools most conspicuous in this respect are those of Arrah, Mozuffurpur, Chuprah, Tajpur, Monghyr, Barh, Jhaoganj, Mokamah, Qusbah, Arrayah, and Sherghotty.

The best schools, and the greatest number of them, I found in the district of Gya. The Hindu, Sanskrit, and Hindi pupils of this district, and the population generally, are more modest and tractable, and their mode of life more pure and simple, in comparison with the inhabitants of other districts, as a rule. If the countenance is the index of the mind, voice, speech, and manner, frequently confirm the impressions which are commonly derived from the first. The persistence with which an ancient race holds itself aloof from any close relationship with foreign races, and

North-West Division, Mr. Fallon.

ains its individuality in the midst of demoralizing influences, indicates a certain force of character. Manifestly, the pride of ancestry is an effective auxiliary when it makes a people eschew connection with any community whose morals and practice do not seem good in their eyes. There must surely be present also a deep-seated appreciation of the social virtues which have hitherto kept together the society in which they prevail, since the practice of them continues to this day, in striking contrast to the vices and corrupting influences by which they are surrounded.

I have no doubt, however, that the superiority of the Gya schools is due in part to the diligence of the deputy inspector and his aids; and this result is some set-off against Pandit Siva Narayan Trivedi's deficiency in science and English scholarship.

EXAMINATION NOTES.—I proceed to give a few short extracts from my examination notes of some schools which presented features of more than ordinary interest:—

Gya district, Jahanabad.—The lowest class of this school consists of very little boys. They are quick in finding the lesson, sharp, and eager. This is the best fifth class I have seen. It is evident that Pandit Gopi Nath takes an interest in his school.

Tikari.—This is a large school; eighty-nine boys present. It consists of two departments, Sanskrit-Hindi and Persian-Urdu. The pupils are mostly intelligent, active lads. What strikes me especially is the spirit which seems to animate the whole school. The pupils are well disciplined and orderly.

The fourth Urdu class consists of great big fellows. They have read but three pages. Could they have been borrowed from the *meán jī* (private Persian school) for the occasion?

This school is great in wrestling. It is the best school after Bhagulpur practising school.

Daudnagar.—The lowest class of this school know arithmetic up to rule of three! As many as five *clean* books in a class of ten boys!

Reports of Inspectors of Schools.

3rd class.—The boys look alive, sharp, and intelligent.

1st class.—Sharp and quick mostly. Good in Euclid. T selected a straight line very successfully. The head teacher was studying the 4th book by himself. The boys had read in *Chashm-Ilm*, Urdu newspaper, all about the balloons which conveyed letters and passengers from Paris when the city was besieged by the Prussians.

Deo.—Father, son, and daughter, still reading in this school. The girl, about nine years old, has made fair progress in reading and in arithmetic up to rule of three, and she occasionally teaches other little girls when they will let her. The father suffers some social persecution for his heresy in suffering his daughter to acquire the black art.

As many as *six* clean books among nine boys.

1st class.—Good in Euclid and algebra. Both teacher and pupils evince a taste for mathematics, for though the vernacular scholarship standard prescribes only one book of Euclid and simple equations involving one unknown quantity, the class had learnt besides the 2nd book of Euclid and a part of the third book, and simple equations involving two unknown quantities.

Buxar, in Shahabad.—The head teacher, Maulvi Abdul Aziz, received a small microscope and model of a fire-engine as prizes in the Patna normal school, and he has shown the use of them to his pupils, to whom he has also imparted some of his small store of pneumatics and hydrostatics and electricity acquired at the normal school. The boys appear to take a keen interest in these studies,—a good sign of the pleasure which the teacher himself must have derived in acquiring and in communicating such knowledge.

Bakhra, in Tirhút.—The head teachers of Bakhra and Buxar schools are as modest as they are able. They are both from Patna normal school.

Hajipur, in Tirhút.—Bakhra and Hajipur schools in Tirhút go in for long and high jumps and other exercises.

North-West Division, Mr. Fallon.

VERNACULAR SCHOLARSHIP EXAMINATION REPORTS.—The fullest and most carefully drawn up report is furnished by Babu Ram akash Lal, head master, Bhagalpur training school.

Geometry.—Though the examination in mathematics was satisfactory in some respects, it is evident that in too many instances the propositions have been simply learnt by heart. This defect prevails more especially in Tirhút. The best papers in geometry were given in by—

Kashi Nath, Jhaoganj model school, in Patna,

Jhummun Singh, Hassuah middle school, in Gya, and
Lal Singh, of Chuprah practising school.

These boys obtained respectively 48, 47, and 45 marks out of 50.

Algebra and Mensuration.—The rules appear to have been well learnt; but before rules can be readily and correctly applied, the pupils must be practised in a great variety of exercises.* The most common mistakes are, as usual, in the signs. The only schools which have done well in this respect are the sadr model and practising schools, and Jhaoganj school. Monghyr model school is the only sadr school which has done badly in geometry and algebra, and the Urdu department of the Gya practising school is on a par with Monghyr. Lal Singh of Chuprah practising school, Parmeshar of Arrah model school, Rameshar Prasad of Mozufferpur practising school, and Ram Krishna Bhat of Bhagalpur practising school, gained respectively 47, 44, 42, and 41 marks out of 50.

It is remarkable that the best boys in geometry and algebra are all Hindus.

In *Mensuration.*—The only one of two questions which required any thinking, was answered only by two or three students from each of the districts which have just been favorably noticed.

Arithmetic.—This year shows great improvement in this branch. The papers from Gya are distinguished for neatness and method, and for their exhibition of the whole operation. The failures occur principally in multiplication and division of decimals. Syam Lal of Bhagalpur practising school, and Baghu Nath Tewari of Tekari model school, gained full marks. Karamat Ali and Ram Krishna Bhat, of Bhagalpur practising

* The want of a suitable book has been lately supplied.

Reports of Inspectors of Schools.

school, obtained 49 marks out of 50, and Gopi Lal of Gya practising school took 47.

One of the five is a Muhummadan.

Persian Writing.—The Persian writing of all the districts is bad, Sar only excepted.

The first place in mathematics is taken by—

Lal Singh, Chuprah-practising school, and Syam Lal, Bhagulpur practising school; both students having gained an equal number of marks.

CANDIDATES FOR CERTIFICATES ONLY.—These are the *amla* who, in the “good old days,” could enter the honorable profession of law, to be enrolled as attorneys, or “called to the bar” under the designation of pleaders, with no more mental training than is implied in writing bad Urdu, and being able to quote chapter, section, and clause of certain regulations, joined to a profound ignorance of arithmetic, history, geography, and other elements of a liberal education. This continued till at last the new High Court at Calcutta ruled that a liberal profession meant liberal education; and the vernacular scholarship standard was taken as the minimum of liberal education. Yet, though the measure of liberal training and culture which has been determined to be sufficiently high for one of the three great professions, is as low as that for poor school-masters earning only Rs. 12 and 15 a month; it is a great stride from ignorance of numeration to a knowledge of decimals and one book of Euclid. The new members of the learned profession will now know that Hindustan is not exactly a plane triangle without inlets or mountain chains, nor Rám and Chin (Turkey and China) the strongest powers on the earth.

The candidates appear to have worked hard. A large proportion have done well, and their papers are remarkable for neatness and method. Lal Behari from Gya, and Riazat Husain from Bhagulpur, obtained respectively 134 and 135 marks out of 150.

North-West Division, Mr. Fallon.

The following table shows the average percentage of marks gained by each district in mathematics.

DISTRICT.	Euclid.	Algebra and mensuration.	Arithmetic.	Total.	Merit marks.
Bhagulpur... ..	21·6	21·9	26·8	70·3	1
Gya	21·3	17	28	66·3	2
Sarun... ..	18	18	20	56	3
Patna	19	15·4	17·4	51·8	4
Shahabad	16	16	19	51	5
Tirhut	12	15	21	48	6
Monghyr	15·5	13	14·3	42·8	7
Purneah... ..	13·3	12·3	16	41·6	8

Persian and Urdu.—The examiner, Munsif Suraj Mal, reports—“General deficiency in Persian, translation into Urdu, and Urdu composition. Mistakes in Urdu grammar and idiom are frequent.”

Until Arabic and Persian scholars of the highest repute learn to write idiomatic Urdu, and to esteem at its proper value the rare faculty of writing one's own language with natural eloquence and force, it will be extremely difficult to get good Urdu translations or original compositions in school or out of it. Ask a maulvi if a certain expression is not unidiomatic, and he will positively assert that it is perfectly idiomatic and correct. Substitute the proper word for it, and he now admits that this is a better word; but, he adds, *the other word is right too*. In the absence of the genuine article, scholars and non-scholars seem alike incapable of detecting the spurious, and their taste is not offended by the worst faults of idiom and construction. Yet the same men are ravished and moved to laughter or tears by the natural eloquence of an uneducated *mewa furosh* (fruit-seller) or *kissa khan* (story-teller) in the streets of Lucknow, whose command of the language as it is spoken, with its copious vocabulary, its songs, its proverbs, and its wit, brings before his audience the very image of their minds. When a scholar like Sir W. Muir, who can discriminate between

Reports of Inspectors of Schools.

good and bad Urdu as very few can, wrote his elaborate criticism of *Ainat-ul-urus* (bride's mirror), and awarded its author the highest prize appointed for good vernacular works, he marked : once his sense of the importance and the rarity of pure idiomatic Urdu composition.

The practising schools, however, have done better than the district schools. Bhagulpur, Mozuffurpur, and Arrah schools, are best. After them come Gya, Chuprah, Monghyr, and Purneah sadr schools.

Sanskrit and Hindi.—Pandit Radha Lal, head master, Gya training school, points out the same faults. Our teachers and pupils do not write idiomatic Hindi any more than very learned pandits do. The pandits write an artificial hybrid, which is neither pure Sanskrit nor pure Hindi. It is unworthy of a learned man to use common words like common folk. And who would believe in the pandit if he did not habitually substitute uncommon Sanskrit words which the people do not use or do not understand, for the current colloquialisms of familiar speech. To be mysterious is to be worshipped; to be intelligible is to be a common mortal, like hosts of other men.

The candidates are generally deficient also in a knowledge of Sanskrit roots, and rhetoric. Books are wanting.

Compared, however, with 1866, when I was first appointed an examiner, considerable progress has been made. Improvement is especially perceptible in spelling, grammar, prosody, and pointing out *samas* (compound nouns) and quoting idiomatic expressions from Premasagar.

The papers set were of equal difficulty with those given to candidates for the entrance examination.

The different districts, in order of merit, stand as follows—(1) Gya, (2) Tirhút, (3) Bhagulpur, (4) Sarun, (5) Purneah, (6) Shahabad [one candidate only].

Patna and Monghyr sent no candidate in Hindi.

Taking one school with another, their respective positions are as follows :—

1. Gya practising school.
2. Tikari model school.
3. Hassuah middle school.

North-West Division, Mr. Fallon.

4. Bakhra middle school.
Daudnagar middle school.
5. Bhagulpur practising school.
Sherghotty model school.
Deo middle school
6. Sangrampur lower school.
Qusba model school.
7. Krishenganj middle school.
Parmesharpur middle school.
Lalganj middle school.
Jahanabad model school.
Dumraon lower school.

History and Geography.—The examiner, Babu Bhagaván Prasad, deputy inspector of Monghyr's report is meagre:—

This year shows a slight improvement on the past year, but the candidates are still deficient in map drawing.

Altogether, Chuprah, Gya, and Bhaugulpur did better than other districts.

REPORTS OF DEPUTY INSPECTORS.—The deputy inspector of Tírhút, Munsí Abdul Rahím, supplies an elaborate report of his district.

The deputy inspector deploras the absence in Behar of the large body of educated natives who in Bengal stir up the passive population and materially help the deputy inspector to spread a network of schools all over the province. Not only so; but whereas Behar suffers the common fate of the dumb, who are usually believed not to want what they do not ask for, many-tongued Bengal swells the loud cry, and cries persistently and long till she obtains redress for the least of her wants.

Tírhút is a much larger district than any in Bengal, yet Tírhút has only *five* Government pathsalas (lower schools), the Government of India having disallowed the grant of Rs. 5 for each lower school; whereas the north-central division has 500 Government pathsalas, besides a large number of aided middle schools.

Reports of Inspectors of Schools.

The comparative size of Behar districts, as against the districts of other provinces of Bengal, is shown in the following table :—

BENGAL.		BEHAR.	
District.	Area in square miles.	District.	Area in square miles.
Mymensingh	6,588	Tirhút	9,216
Manbhum	6,396	Bhagulpur	7,800
Sylhet	5,500	Saran and Chumparan ...	6,731
Bankura	4,683	Gya	5,439
Noakhali	3,000	Purneah	5,275
Sibsagar	2,821	Shahabad	4,403
Burdwan	2,692	Monghyr	4,200
The 24-Parganas... ..	2,523	Patna	2,242
Mursidabad	2,439		
Birbhum	2,330		
Balasore	2,049		
Pabna	2,044		
Bogra	2,000		
Furidpur	1,500		
Maldah	1,484		
Hugli	800		
Howrah	550		

Tirhút comprises 80 parganas, each pargana containing many hundred villages. There should be at least one pathsala on Rs. 5 in every pargana.

MOZUFFERPUR AIDED GIRLS' SCHOOL.—Fifteen girls attend this school. "The secretary of this school, Sayyid Imdad Ali F' un Bahadur, takes much interest in education in general, and in female education also. There are three other private female schools in the district. In November last, when I accompanied the secretary, Sayyid Imdad Ali Khan, and other zemindars, to inspect the Mozufferpur girls' school, I noticed that the visitors were pleased with the intelligence shown by the girls."

For the first time one student from a pathsala (Pakri) 11 years old passed the vernacular scholarship examination this year.

The head master of Hardi aided English school, Babu Asutosh Mukhurji, is earnest, painstaking, and energetic. He has made some progress in Urdu. Athletic sports have been introduced,

North-West Division, Mr. Fallon.

a thing most shocking to native gentry, when the sports are not after their own kind.

Pandit Sheo Charan Misra, Hindi teacher, is a credit to the Mozuffurpur training school. He is a fair Sanskrit and Hindi scholar, and he takes interest in his work.

Mr. Worsley, officiating collector, makes the following remarks :—

Visited Hardi anglo-vernacular aided school. There are at present 67 boys on the roll, and of these 63 were present. I examined the four classes. The 4th class, which is the highest, read English fairly, and appear to understand what they read. Some of them have made much progress in writing. Their knowledge of the geography of Asia is very good, and they have learnt arithmetic up to division. They all did a long sum in multiplication, before me without a single mistake. The head master seems a very painstaking and earnest teacher.

Mr. Hodgkinson, joint-magistrate, remarks to the same effect :—

The 4th class boys seem to have made very fair progress in English, considering the time they have been learning it. The 4th and 5th classes have a fair knowledge of the geography of Asia. The discipline of the school is very creditable to the head master, who seems to take a real interest in his work.

JAINTPUR AIDED ENGLISH SCHOOL.—The Hindi teacher, Indu Sekhar Panda, is a passed pupil teacher of Patna normal school. He is a successful teacher.

Mr. Worsley, officiating collector, writes :—

The 1st class read English very fairly, and do dictation much better than I should have expected. The 2nd class also know a little English and read Urdu well. The 3rd class only learn Hindi of the three languages, and appear to read tolerably. The boys have a fair knowledge of the geography of India. Altogether, I was much pleased with what I saw and heard. The masters appear to teach well. Considering the short time (1½ years) that the school has been in existence, the progress made by the boys is very satisfactory.

Reports of Inspectors of Schools.

MOZUFFURPUR AIDED VERNACULAR SCHOOL.—Mr. Bayley, the judge, writes :—

The two upper classes worked out some rather easy questions in decimal fractions with creditable speed and accuracy, and I examined the classes to some extent in geography, in which subject their progress is not very advanced. On the whole, I was very well pleased with the school, and with the care and intelligence of the head master."

The commissioner, Mr. Jenkins, remarks :—

It is a matter of congratulation that from all sides I now hear good reports of this school, which is said and believed by the natives to be the best school in Mozufferpur.

The commissioner would hardly have said so if he had visited and examined the Government training school. It is not generally known that the Muhammadan predilection for Arabic, the sacred language of their Koran, makes them prefer a school in which Arabic predominates.

DEOGAON AIDED SCHOOL.—"This school, opened in June 1869, sent up eight candidates to the vernacular scholarship examination, of whom seven passed. The head teacher, Munsî Nayabat Husain, comes from Patna normal school."

DHARM SAMAJ SANSKRIT SCHOOL.—This school has been provoked into existence by the Behar Scientific Society's Arabic, Persian, and Urdu schools. Its promoters are secessionist members of the Society who were not satisfied with the secondary place assigned to Sanskrit in the Society's school. In fact, the Hindu community appear to have taken alarm at the influence which the cultivation of the classical and vernacular language and literature of the Mahummadans, under such auspices, was destined to exercise : hence the establishment of a special school for the cultivation of their own classical and religious literature. That the students have to be fed and clothed, as they are not in the other institution, simply indicates the injury inflicted on the indigenous population in making the language of a foreign race and section

North-West Division, Mr. Fallon.

of the people the language of the courts, and of such intercourse as there is between the governing class and the subject race.

Sanskrit is taught in this school after the old fashion. The Brahman pupils long resisted the novel system of teaching in classes. But even a pittance of 2 to 3 rupees a month was much to half-starved creatures whose vocation is gone; and they eventually submitted to the innovation. But to sit on benches made by low caste men, instead of the sacred mat upon which each one sat apart in the peculiar odour of his ideal sanctity, was altogether too much for the spiritual pride of the twice born, and so the best of the high caste Brahmans turned their backs on the innovating school, and preserved intact their innate superiority over the race of gods and men.

Yet another compromise has been made. As it is impossible to resist entirely the heresies of free thought, such mild subjects as arithmetic, algebra, and geometry, are permitted to be taught in the mother tongue, to harmonize with, or overthrow as they can, the arrested knowledge of two thousand years ago, as embodied in their *Jotish* (astrology), *Nyaya* (logic), and *Manu Smriti* (the laws of Manu).

One hundred pupils are enrolled, and the daily attendance averages 80 to 85. The instructive staff comprises—

Two pandits from Benares College, who teach respectively Sanskrit literature, and astronomy and astrology; one teacher of Hindu law from Mithala (Tirhút); one teacher of logic from the Calcutta Sanskrit College; and one teacher of mathematics from Patna normal school.

A noteworthy feature of this institution is "the delivery of weekly lectures on moral and religious subjects, illustrated by texts and descriptions from the Vedanta and Puranas. These lectures are delivered before a large number of the Hindu community by a distinguished pandit of the town, Pandit Kamal Narayan, whose services are remunerated at the rate of Rs. 30

Reports of Inspectors of Schools.

per month." The Samaj, moreover, is not satisfied with mere theoretical teaching. After the lecture there is a distribution of alms to the poor. The precepts of morality are reduced to practice! And the form they take indicates at once an amount of enforced idleness and poverty, and the scope and meaning of moral science and moral feelings as it is yet understood.

The Samaj does not desire any grant-in-aid.

SITAMARHI PRIVATE ENGLISH SCHOOL.—Of this school Mr. Hodgkinson, joint-magistrate, writes:—

Considering the short time which has passed since its establishment, I was very much pleased with what the boys had learnt. They appear to be well taught, and made to use their mind instead of merely exercising memory.

LALGANJ MIDDLE SCHOOL.—The assistant magistrate, Mr. Magrath, writes:—

I was pleased with what I saw of the head master, Harnath Prasad, and his method of teaching; as also with the Urdu teacher, Muhammad Amin, and the second master, Adya Prasad."

The following schools are distinguished for the care and neatness with which the office and library books are kept:—

Pusa aided English school ..	..	Good.
Hardi aided English school ..	..	Good.
Narhan aided English school ..	..	Fair.
Tajpur aided English school ..	..	Fair.

REPORT OF THE DEPUTY INSPECTOR OF GYA.—The following tables show a progressive improvement in this district during the last five years.

Table showing the number of candidates who passed the vernacular scholarship examination in each year, and the grade in which they passed.

	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.
Number who appeared ...	35	31	26	28	27
Grade in which candidates were passed ...	{ 1st ...	2	5	9	11
	{ 2nd ...	6	2	2	7
	{ 3rd ...	...	2	8	8
Total passed ...	8	2	14	19	26
Failed ...	27	29	12	9	1

North-West Division, Mr. Fallon.

Table showing the total attendance in all classes of schools in 1870-71, as compared with the attendance in 1869-70.

	The number on the roll.	
	1869-70.	1870-71.
Government middle vernacular schools ...	455	502
Aided schools ...	297	270
Government lower schools (pathsalas) ...	60	164
Lower schools receiving allowances under other rules ...	156	187
Private lower schools receiving no allowances ...	648	1,281
Total ...	<u>1,616</u>	<u>2,404</u>

A third criterion of progress, increase in the amount of fees, is shown below :—

Comparative table showing the admission and certificate fees of vernacular and minor scholarship candidates for 1869-70 and 1870-71.

	1869-70.		1870-71.	
	Rs.	A. P.	Rs.	A. P.
Admission fees ...	30	0 0	55	8 0
Certificate " ...	30	8 0	81	12 0
Total ...	<u>60</u>	<u>8 0</u>	<u>137</u>	<u>4 0</u>

NIBI SANSKRIT HINDI AIDED SCHOOL.—"The Sanskrit department is the best in the district, but the Hindi is the worst."

LOWER SCHOOLS, OR PATHSALAS.—Nabinagar lower school has made very fair progress. The teacher, Pandit Maharaj Singh, is from Gya training school. The collector, Mr. Palmer, observes that "the master appears active and painstaking, but his appliances are small."

REPORTS OF THE DEPUTY INSPECTOR OF PATNA AND SHAHA-BAD.—The report of the deputy inspector presents nothing novel or suggestive.

REPORT OF THE DEPUTY INSPECTOR, SARUN AND CHUMPARUN.—The deputy inspector in charge, Munsif Sher Ali, has seen the Urdu primer and Urdu grammar with the pupils of Persian maktabas (private schools) in which no Urdu book was ever seen before.

TILCHA MODEL SCHOOL.—Five pupils died of cholera, and the parents withdrew their children. The visitation was regarded as a judgment for the sin of reading in a Government school.

Reports of Inspectors of Schools.

Subsequently the owner of the house in which the school was held also died of the same disease, and his successor refuses to let his house for the school. "Our gods have slain our brother because the Government school was held in his house!"

The progress made during the year is shown in the following tables:—

Results of the Vernacular Scholarship Examination.

				1869-70.	1870-71.
Passed	...	{ 1st division 2nd " 3rd " ... ..	...	3	5
			...	4	4
			...	4	11
Number of candidates for certificates only			...	3	7
Total				14	27

Admission and Certificate Fees.

				1869-70.	1870-71.
				Rs. A. P.	Rs. A. P.
Admission fees	...	...	...	7 0 0	21 8 0
Certificate "	...	...	...	20 0 0	39 0 0
" Total			...	27 0 0	60 8 0

The collector, Mr. Garrett, makes the following remarks:—

I visited the school and was much pleased with what I saw. The boys read Urdu in the Persian character, and answered questions in geography, and did several propositions in Euclid. They acquitted themselves very satisfactorily, and I was rather surprized at the accuracy with which they went through a difficult proposition like the 47th of the first book. The head master, Babu Har Gobind Sahay, is evidently apt at teaching, and seems to take great pains with his pupils.

SOHILI MIDDLE SCHOOL.—The inhabitants appear to be distinguished by a desire for reading. They consult the school library.

TILCHA MODEL SCHOOL.—The school is held under a tree. No one will let his house to the school.

REPORT OF THE DEPUTY INSPECTOR OF BHAGULPUR.—Babu Ram Rup Lal is the oldest deputy inspector in this division, and his report is the most meagre and unsatisfactory. He takes very little interest in his duties.

North-West Division, Mr. Fallon.

The progress made during the year is shown in the following tables:—

Results of the Vernacular and Minor Scholarship Examinations.

				1869-70.	1870-71.
Vernacular scholar- ship.	{	1st division	... ..	2	2
		2nd "	... ..	2	1
		3rd "	... ..	...	5
Minor scholarship...	{	1st "	... ..	2	0
		2nd "	... ..	...	1
		3rd "	... ..	...	3
Number passed for vernacular scholarship certificate only				4	10
Total				<u>10</u>	<u>23</u>

Admission and Certificate Fees.

		1869-70.		1870-71.	
		Rs. A. P.		Rs. A. P.	
Admission fees	... ..	2	4 0	28	0 0
Certificate "	... ..	4	0 0	30	0 0
Total		<u>6</u>	<u>4 0</u>	<u>58</u>	<u>0 0</u>

REPORT OF THE DEPUTY INSPECTOR OF MONGHYR.—The results of the vernacular and minor scholarship examinations, and the amount of fees realized, show a considerable advance on the preceding year.

Results of the Vernacular and Minor Scholarship Examinations.

				1869-70.	1870-71.
Vernacular scholarship ..	{	1st division	... ..	2	5
		2nd "	... ..	1	4
		3rd "	... ..	...	8
Minor scholarship	{	1st division	... ..	...	1
		2nd "	... ..	...	1
		3rd "	... ..	...	...
Number passed for vernacular scholarship certificate only				3	3
Total				<u>6</u>	<u>23</u>

Admission and Certificate Fees.

		1869-70.		1870-71.	
		Rs. A. P.		Rs. A. P.	
Admission fees	... ..	3	4 0	24	8 0
Certificate "	... ..	11	0 0	27	0 0
Total		<u>14</u>	<u>4 0</u>	<u>51</u>	<u>8 0</u>

BEGU SERAI MIDDLE SCHOOL.—Mr. Barlow, the collector, writes as follows:—

The master gave in my presence a lesson in geography to the highest class. It was excellently done, and the boys seemed sharp and attentive, and took up one another promptly and eagerly.

Reports of Inspectors of Schools.

TEGHRA MIDDLE VERNACULAR SCHOOL.—The commissioner, Mr. Dalrymple, remarks:—

The boys I examined read well, and did some sums in arithmetic fairly. They also appeared to know the geography of Asia, and the masters are well spoken of by the residents of the place.

The report of the deputy inspector, Babu Bhagaván Prasad, contains nothing worthy of extract.

REPORT OF THE DEPUTY INSPECTOR OF PURNEAH.—The officiating deputy inspector, Babu Bissesvar Rám, complains that the sub-deputy inspector, Munsí Kamala Prasad, is continually applying for some lucrative place in the *kacheri* or the police. The educational service has scarcely any attractions.

A pupil teacher of Bhagulpur training school, who was offered a teachership in Purneah, said to the deputy inspector—"Sir, it is better to live on half a loaf than to court the Angel of Death with your eyes open for the sake of a whole loaf," so great is the dread of the pestilential swamps of Purneah.

History, in the opinion of the natives, is the fruitless labour of committing to memory the names of dead men. There is a portion of truth in this view, as history is yet written and taught. A bare register of names and dates, and a medley of facts and events of which the origin and development are not traced, to say nothing of those so-called short methods and epitomes of knowledge which are compiled for the use of schools—a jumble of abstract propositions unintelligible to teachers and students who do not know the particular facts and relations of which the general expression is the symbol.

The uselessness of school knowledge is further demonstrated by the following cogent argument:—"Can you point out to me any of your pupils who have obtained appointments in the *kacheries*? No, sir; these appointments are all filled by pupils from our private Persian schools, in which no vernacular, history, geography, or arithmetic, is ever taught. What *hakim* is ever known to question a candidate on any such subjects? The rulers of the country do not appreciate your school knowledge any more than the people do."

DIFFERENCE OF DIALECTS, AN OBSTACLE.—It is very difficult to teach pure Hindustani in a province where so many widely different dialects prevail. A specimen of these differences is given in the following table :—

Table showing the different dialects spoken in some parts of Purneah district.

	DIALECTS.				
	1	2	3	4	5
	Pure Hindustani.	Dialect spoken in Qusbah and adjacent villages.	Dialect spoken in Krishnaganj and adjacent villages.	Dialect spoken in Arraryah and adjacent villages.	Dialect spoken in Dhulbhajja.
I eat	Main kháta hún ...	Hamen kháichhí ...	Hami kháchhi ...	Main khán hain ...	Hamen kháichhi.
Thou eatest	Tú kháta hai ...	Tou (or Tohain) kháichhan ...	Túí kháchhis ...	Tain khá hái ...	Toáin khaichhán.
Ditto (respectful form)	(Ap khate hain) ...	Apnain khaichhí ...	Apni log kháchhen ..	Tún kháho ...	Uí kháichhat.
He (she or it) eats	Woh kháta hai ...	Wain kháichhái ...	Wahá kháchhái ...	Wah khá hai ...	U kháichhái.
We eat	Ham kháte hain ...	Hamrá sí kháichhí ...	Hamrá kháchhí ...	Hamre log khán hain	Hamná sab kháichhai.
You eat	Tum kháte ho ...	Tohrá sí kháichhán...	Tumra kháchhen ..	Tou log khá ho ...	Toáin sab kháichhan.
Ditto (respectful form)	(Ap kháte hain) ...	Apnain log kháichhí	Apni log kháchhen...	Toen log kháhan.	
They eat	We kháte hain ...	Okrá sí kháichhái ...	Orá kháchhe ...	Wah sab khá hai ...	U sab kháichhái.

North-West Division, Mr. Fallon.

Reports of Inspectors of Schools.

Munsi Sabha Singh, a zealous Native Christian, has opened several missionary schools in the district.

QUSBAH MODEL SCHOOL.—Mr. Dey, assistant magistrate, writes that he “was very well pleased with the general intelligence of the boys, in Euclid especially.”

DHOLBAJJA MIDDLE SCHOOL.—Of Dholbajja middle school, Mr. Worgan, the collector, remarks that “the boys read and cypher very fairly indeed.”

Results of the Vernacular Scholarship Examination.

					1869-70.	1870-71.
Passed ...	{	1st division	...	...	...	...
		2nd ”	...	...	...	1
		3rd ”	...	...	...	2
Number passed for vernacular scholarship certificate only					...	4
Total					...	7

Admission and Certificate Fees.

					1869-70.	1870-71.
					Rs. A. P.	Rs. A. P.
Admission fees	...	...	...	...	1 4 0	6 8 0
Certificate	”	”	”	”	0 0 0	11 0 0
Total					1 4 0	17 8 0

DISTRICT TRAINING SCHOOLS.—*Bhagulpur.*—The head master, Babu Ram Prakash Lal’s report is carefully drawn up and full.

In Bhagulpur, as in Purneah, it is difficult to teach pure Hindustani when the spoken language is a mixture of Hindi, Bengali, and Tirhúti.

Vernacular schools are heavily weighted in the race with English schools. “A pupil of Bhagulpur practising school left the institution on the alleged ground that he could not afford to pay the schooling fee, *two annas* a month, but he entered himself in the English higher school, where the fees range from Re. 1 to Rs. 3 per month.” The odds in favour of an English school are as sixteen to one, yet some of the authorities who report on schools do not seem to be aware of the comparative money value of a knowledge of English; though they do habitually give appointments to *English* scholars, and none to vernacular scholars

North-West Division, Mr. Fallon.

who have a certain amount of liberal education, as the pupils of *maktabs* (private Persian schools), who as yet retain a monopoly of the *kacheris*, have not received. Thus the collector of Sewan, Mr. Garrett, comparing unlike things, writes as follows:—

The (English) school (at Sewan) has been in existence only since December, and it already numbers sixty scholars, being eleven more than in the Government (Urdu) school. I think this is a fair comment on the theory that the natives won't waste their time in learning English.

I confess I never heard of such a theory before.

And the commissioner, Mr. Jenkins, writes to the same effect:—

The new English school was found by the commissioner to be the most popular.

And, in a subsequent report, submitted to the commissioner, on 22nd March 1871, Mr. Garrett writes thus:—

The vernacular Government school has tumbled down, and the thirst for knowledge in their mother-tongue does not appear strong enough at Sewan to induce the residents to rebuild it.

The fact is, that the vernacular school was removed from Sewan *eleven* months before the date of this report, just as we have found it necessary elsewhere to remove the vernacular school as soon as an English school was set up in the place. As to the "thirst for knowledge in their mother-tongue," two questions are suggestive. What is the primary object of the superior European race in acquiring knowledge and passing difficult examinations in *their* mother-tongue? and what proportion of them pursue knowledge, and more especially culture, for its own sake? If the collector would only select some of the best vernacular scholars for any of the highly prized appointments in his gift, for instance, some of the young men of Manjhi school, who "rather surprised Mr. Garrett at the accuracy with which they went through a difficult proposition like the 47th of the 1st book," I will undertake to say that the school-house will be rebuilt, and on a magnificent scale, by the natives, at their own cost, and that the vernacular

Reports of Inspectors of Schools.

school will flourish by the side of the English school. Thus the collector may be the happy instrument of leading a certain proportion at least to taste some of the pleasures of knowledge in which he himself rejoices.

One promising boy of 11, who obtained double promotion to the 1st class, was withdrawn by his father, who could not endure "the pain of seeing his only son undergo the labour of learning."

Munsi Deoki Nandan, head teacher, practising school, from Patna normal school, is commended for "his love of study, interest in his work, and superior method of teaching."

The school "has lost a good teacher by the death of Pandit Balgovind Gir."

The pupils have taken to drill, swing-pole, parallel bars, and other exercises. In drill the astute natives see the deep design of the Government in giving stipends to the pupil teachers;—the Government wants soldiers!

A sign of the times is seen in the fact that the pupils from the private Persian schools who apply for admission into the Government vernacular school, now profess an acquaintance with one or two numbers of Urdu Amoz. The deputy inspectors of Tihút and Sewan also report that these readers are finding their way into private Persian schools.

The admission of our Urdu books into *maktabs*, or private Persian schools, which have not deigned to teach Urdu heretofore, is strong evidence of the merits and suitableness of the new series issued by this department.

Maulvi Imdad Ali, subordinate judge of Tihút, and Secretary to the Behar Scientific Society, noticed "the great delight which the pupils appeared to take in their studies." He recommends the addition of an Arabic and an English class.

Babu Siv Charan Banurji, B.L., and Babu Brajamohan Prasad, 1st grade pleaders, bear testimony to the "superior discipline" of the school.

North-West Division, Mr. Fallon.

GYA TRAINING SCHOOL.—The usefulness of this school has been extended since it has been called upon to supply teachers to the districts of Hazaribagh, Chybassa, and Singbhum, in the central division.

Twenty-one pupil teachers passed the examination for certificates during the year.

Pandit Radha Lal, the head master, is a rare example of devotion to knowledge and self-improvement. While employed as a Hindi teacher, he spent his leisure hours in acquiring a knowledge of Persian and Urdu. Subsequently, without the advantage of attending classes in an English school, he taught himself English and passed the entrance examination, and he is now reading for the first arts examination. The new series of Hindi readers is his work, and he has now in the press a Hindi dictionary which will supersede Adam's meagre compilation. He has a taste also for natural philosophy, which he studies with such helps as he can obtain from those about him. The pandit kept a register of the maximum and minimum temperature, and of the average relative humidity of the atmosphere at Gya, during a portion of the year.

The senior classes received instruction in the following subjects popularly treated, and in some instances experiments were shown:—

Heat.—Importance of heat; theories concerning the nature of heat; sources whence heat is derived; conduction, radiation, absorption, and transmission of heat; reflection of heat; expansion caused by heat; thermometers; pyrometers; specific heat; latent heat; evaporation; the dew point; the hygrometer; ebullition; freezing mixtures, &c.

Pneumatics.—Properties and nature of air; pressure of air; elasticity of air; Torricelli's experiment; the formulæ for barometrical measurements of the height of mountains.

Practising School.—It is a sign of progress that the fees aggregated Rs. 343-1-10 against Rs. 183-10-6 in the preceding year.

Reports of Inspectors of Schools.

Mr. Taylor, the judge, who visited the school with Mr. Stevens, joint-magistrate, remarks:—

Laboring under so many disadvantages, I am surprised at the general tone of the school. We saw the pupil teachers perform a few experiments, which were conducted pretty satisfactorily. No blowing up of apparatus took place on this occasion, a fact which admits of the conclusion that some advance has been made.

CHUPRAH TRAINING SCHOOL.—This school has not made satisfactory progress during the year. The officiating head master has not his heart in his work, as some other head masters have. He is wanting in that knowledge of his own ignorance which is the first step to knowledge. As sure as there is life, progress, and modest demeanour in a school, the head master of it will be found a modest and studious man, to whom acquiring and imparting knowledge is a delight. Dull, listless, and conceited pupils, but reflect the faults of a teacher wrapped in his own conceit and getting over his task, when he does not neglect it, in a mechanical and perfunctory way.

I extract from the officiating head master's report the only items of interest:—

A pupil of this school, Ram Sarup, who joined Chuprah higher school in September 1868, passed the entrance examination in December 1870.

Babu Narsing Narayan, a zemindar, and pleader of the judge's court, is going to award a silver medal to Bhagavan Sahay, a student of the vernacular scholarship class of the practising school, for his proficiency in mathematics in the vernacular scholarship examination of November 1870. This boy, with a pupil of Bhagulpur practising school, stood first in mathematics in the whole division.

MOZUFFERPUR TRAINING SCHOOL.—This school has declined since Munsii Parma Nand left it. The officiating head master, Munsii Bhuan Lal, does not take the same interest in his duties since he attended the law lectures at the Patna college. His report of 28 pages contains nothing worthy of extract.

North-West Division, Mr. Fallon.

PURNEAH TRAINING SCHOOL.—There are no signs as yet of progress in this school under the officiating head master, Babu Bissesvar Ram.

“A pupil teacher, who refused a teachership of Rs. 10 a month, begged that he might be recommended for the post of constable in the police on Rs. 6. His future prospects would be injured if he accepted a teachership.” There is no competing with the superior attractions of law and the police. If these rivals could only be abolished, the education department might then have a chance. They excite and disturb very considerably the nervous system of the masters, who see and hear every day how lean men grow fat, and poor men acquire houses and lands, while meting out and protecting the equal rights of other men.

PATNA NORMAL SCHOOL.—The Reverend J. Beaumont, of the Free Church of Scotland, makes the following remarks:—

I have much pleasure in recording my high estimate of the manner of teaching in the Patna normal school. I consider that our teaching in Bengal is much too literary; and considering the case of those that are taught, it is not corrective, and consequently mere memory work is produced. Youths in this country see nothing with their eyes. They require to be trained to observe, to note differences and resemblances, and understand the use of instruments. Considered in this light, the Patna normal school is a wise movement.

SANTHAL AIDED SCHOOLS.—*Church Missionary Society.*—The transfer of Reverend W. T. Stork to Kashmir, and the subsequent departure of this gentleman to Europe in consequence of ill health, has been a great loss to these schools. The general unhealthiness of the districts in which these schools are placed is a great obstacle to success. Within nine years *three* missionaries have left through ill health. The training school at Taljheri, under Mr. Stork, is in good hands.

BANIGORIA.—*Baptist Mission Schools.*—The central training school at Banigoria is twelve miles from Rampur Hát. The Reverend Mr. Skrafsrud and Mr. and Mrs. Boerresen superintend the

Reports of Inspectors of Schools.

Society's schools, of which there are six in all. The teaching of these schools, opened in January 1870, is as yet elementary. I hope in time the training school may come up to the older training school of the Church Mission at Taljheri. The girls seem more intelligent than the boys,—the inevitable effect of their being a good deal with Mrs. Boerresen, who makes companions of them.

I was disappointed in not seeing any sign of the "workshop and dispensary," a prominent feature of the Society's scheme, as put forward in the Reverend Thomas Evans' application to the Government of India, dated 25th November 1868, forwarded to the Director of Public Instruction with the Government of Bengal's No. 3145, dated 8th September 1869. In this letter the Government of Bengal authorizes grants on the principle of "half expenses until the institution becomes self-supporting, or until further orders," and in regard to the dispensary, "orders" were to have been "issued through the Judicial (Medical) Department."

The Society, however, appear not to have accepted the terms of the grant for a workshop and dispensary, and so the best portion of their scheme has been suffered to drop through. Clearly a people so miserably poor as the Santhals are described to be in the Society's application referred to, are not in a condition to attend to their intellectual wants. They must first be taught those simple handicrafts by which they may be enabled to get food enough, with the competent leisure and ease of mind which are requisite for mental culture. If, as Mr. Boerresen informed me, the workshop is in abeyance "for want of funds," it would be better to divide the present expenditure between teaching to read and teaching how to support life.

MIDDLE ENGLISH SCHOOLS.—*Karaparsari School*.—The first place among munificent promoters of education for the natives must be accorded to Maulvi Wahid-ud-din Khan Bahadur, junior judge of Bhagulpur. In his native village of Karaparsari, nine miles from Futwah station, is a large English school, maintained solely

North-West Division, Mr. Fallon.

at the expense of the maulvi, at a cost of Rs. 100 a month, exactly one eighth of his salary. The school-house, especially built for the purpose, has cost the maulvi, up to this time, Rs. 2,500. It is a large building, 72 feet by 56, consisting of one central hall, four side rooms, and two verandahs. It has also out-houses capable of accommodating eight boarders from out stations. The school is liberally furnished with tables, desks, and maps, and the library contains some good books. It is the best private school-house in the province. The only instance of equal liberality on the part of a private individual in this province is met with in Messrs. Fox, Thomson, and Mylne's school at Jagdispur.

But a more distinctive characteristic of the man is the intelligent, earnest motive by which he is actuated. His school is open alike to Hindus and Muhammadans, and Hindus constitute a large majority of the pupils. But his cherished object and constant endeavour has been to persuade his backward co-religionists to take to the study of English. This is his chief occupation when he leaves his duties and his favourite books behind at Bhagulpur to spend his holidays at Karaparsari. When I asked to see his library, he said—"Here I never read, and I have no books. At Bhagulpur, they will tell you I am never seen without a book, but here I only preach." The occasion of his preaching, as he aptly terms it, is the unwillingness of many Muhammadan inhabitants of the place to send their children to the school, which is freely resorted to by Hindus from distant villages.

Maulvi Wahid-ud-din has a high reputation as an Arabic scholar, but it is not so generally known that he began the study of English at an advanced age, and that he possesses a critical and appreciative knowledge of the language, not commonly found in native pupils who may be said to have lived in school and college from the age of six to twenty. His favourite author is Shakespeare, and he reads him but to admire, not to spout. But his keen enjoyment of our English literature, like his proficiency in

Reports of Inspectors of Schools.

the language, is hidden out of sight under a modest diffidence, and a want of adequate command of the colloquial, which is but acquired in early life. With a fluent tongue, and the display to which vanity is prone, a tenth part of his actual acquirements would have brought him credit for ten times as much knowledge as he possesses. I have known and heard of some native scholars who are described as intelligent, clever, learned; but Wahid-ud-din adds to all these qualities that most rare faculty, a philosophic mind. He may not be able to quote and describe the theories of modern philosophy, but he does more, he philosophizes.

NEORA PRIVATE SCHOOL.—The chief promoter of this school, four miles up the line from Dinapur road station, is Munsij Furzand Ali, the late able serishtadar of the judge's court at Arrah, and now a pleader at Chuprah. It is worthy of note that this gentleman, a blood relation of Maulvi Wahid-ud-din, has also taught himself English at an advanced age; and his knowledge of the language, though inferior to Wahid-ud-din's, is scarcely less exact and thorough as far as it goes. He knows enough English to be able to understand the regulations and the decisions of law courts in the original. "Hard work," as he observed to me, "for one who began the study of English so recently; but I do not mind the hard work of mastering the original, rather than read the translation." Such translations!

Good translations.—I was surprised at the good idiom and freedom of the Urdu translations of some of the pupils of this school. The credit of this is due to Munsij Furzand Ali, who, like his cousin Maulvi Wahid-ud-din, will give you an intelligible translation in good Urdu, the like of which you will not get in high-schools and colleges.

The explanation is not far to seek. Learning is made too easy in schools—"the quickest mode of communicating knowledge," Vice-chancellor Maine's apologetic definition of cram, is certainly not an *effective* mode. The student who works out the

North-West Division, Mr. Fallon.

problem for himself, with the least help possible, is the stronger man. If the self-taught men just instanced have not had the benefit of a regular course of instruction in a 'regular' school, they have gained more than they have lost under the conditions which compelled them to do the utmost possible for themselves.

For these nine years I have never ceased to dwell, and to dwell strongly, on the common neglect of what Sir W. Hamilton justly calls the first principle of teaching,—“that the teacher should do nothing for the pupil which the pupil can be led to do for himself.” I am most anxious to reform the present irrational mode of teaching which is pursued in higher and middle English schools; but for this work we must have teachers who are not mere scholars only. Teachers, as a rule, can only teach after the method in which they have been taught themselves; and hence I admit that, if the present order of teachers—of whose scholastic proficiency I say nothing—had been themselves instructed upon the rational principle above quoted, they would teach in the same rational method as they had been taught, and there would not then be any need of normal schools. I say nothing against the accuracy or amount of knowledge of college graduates. For this the high reputation of the professors of whom they have learnt should be a sufficient guarantee; but I do maintain that these same proficient scholars of able professors are not educated in the comprehensive sense of the word. If the mode after which they have been taught is the right one, then the principles insisted on by Sir W. Hamilton, Stuart Mill, and Herbert Spencer (*Essays on Education*), should be proved wrong.

If *communicating* knowledge, as the present practice is aptly designated, is the right method, whence is it that it has failed to produce any of the fruits of education properly so called? Whence the absence of individuality—the servile imitation—the want of power or will to influence the thoughts and conduct of their countrymen—the weakness and narrow range of the sympathetic feelings—

Reports of Inspectors of Schools.

the incapacity and indifference to teach what they have learnt—the casting aside of books as soon as the examination is over—the quickness with which their quickly-learnt lessons are forgotten—the absence of liberal curiosity or the pursuit of knowledge for its own sake—the mechanical, perfunctory performance, as a rule, of the teacher's task? Only let the system be made to accord more nearly with the universal law of self-evolution from which it has widely departed—the natural process from the indefinite to the definite, the concrete to the abstract, the empirical to the scientific; and, finally, let the aim of the teacher be the excitement of pleasurable activity in the pupil, and not the passive reception by him of knowledge conveyed as it were from one vessel into another; and we must inevitably get a new race of true teachers,—men of thought and action, delighting in laborious study and research, exciting in other minds some of the pleasures of knowledge which they have themselves experienced, and leaving some impression of their own individuality on the less developed minds which may be brought under their influence.

My purpose is not to find fault. Long experience has convinced me that the proper results of education, at which I have just glanced, are attainable if the admittedly right methods are pursued. I believe that in the divisional normal school under my direction, a body of competent teachers might be raised,—earnest, studious, disciplined minds, capable of carrying out the true principles of education, and taking a real pleasure in the work; if only the English Department of the most important institution in the division were provided with an adequate staff, instead of having only one teacher on Rs. 100 a month. I should only ask for a provisional assignment for two years, to be discontinued after that period if I failed to furnish such teachers as I have described.

TEACHERS WANTED.—Neora school has been temporarily closed, because the manager failed to find a competent English teacher on Rs. 35 a month. This one fact ought to show how wide is

North-West Division, Mr. Fallon.

the difference between the educational conditions of Bengal and Behar. We cannot have more schools because there are no teachers for them. Get them from Bengal? I do not know what degree of importance is attached in Bengal to the ability to translate into good Bengali, nor the degree in which the teachers employed are able to satisfy competent judges in this matter. But this I do know, that where Hindustanis fail in their mother-tongue, Bengalis cannot expect to succeed, especially when the candidate has to satisfy so good a judge of an intelligible and idiomatic translation as Munsí Furzand Ali.

MIDDLE ENGLISH SCHOOLS.—The best middle English schools can be classed as moderate only. They are (1) Dinapur, Jamalpur, and Moheshpur; and (2) Pusa, Tajpur, Madehpura, Rajmáhl, Tikari, Aurungabad, Nowadah, Hardi, Jaintpur, and Narhan.

GOVERNMENT HIGHER SCHOOLS.

Comparative table showing the attendance and fees of higher class English schools for the years 1869-70 and 1870-71.

SCHOOLS.	1869-70.		1870-71.	
	Monthly average attendance.	Fees.	Monthly average attendance.	Fees.
		Rs. A. P.		Rs. A. P.
Bhagulpur	334	6,825 2 2	315	6,211 7 6
Gya	170	2,720 4 6	170	2,792 1 0
Monghyr... ..	187	3,083 3 3	180	3,252 8 0
Furneah	36	605 12 3	37	650 7 0
Chupra	214	3,803 9 6	254	4,991 6 6
Arrah	148	2,272 6 0	150	2,345 10 3
Mozufferpur	116	1,899 6 0	129	1,982 2 6
Deoghar	66	360 6 0	68	436 7 9
Total	1,251	21,570 1 8	1,303	22,662 2 6

The above table shows an aggregate increase during the year of 4 per cent. in the attendance and 5 per cent. in the fees.

Reports of Inspectors of Schools.

The table given below shows an almost steady decrease in the cost of each pupil to the Government. In 1870-71 the cost was 38 per cent. less than the cost in 1865-66. The charge to the people is now nearly Rs. 3 for every Rs. 2 contributed by the Government.

Comparative table showing the average cost of each pupil in the Government Higher English Schools.

YEAR.	ANNUALLY FOR EACH PUPIL.		
	Cost to Government.	Cost to the people.	Total cost.
	Rs. A. P.	Rs. A. P.	Rs. A. P.
1865-66	21 14 10	24 7 5	46 6 3
1866-67	17 9 8	18 10 2	36 4 5
1867-68	16 9 7	21 4 9	37 14 4
1868-69	16 10 1	22 4 5	38 14 6
1869-70	15 9 9	22 12 6	38 6 3
1870-71	16 7 6	24 3 7	40 11 1

The excess cost to the Government in 1870-71 over that of the preceding year, is due to the appropriation of the savings of the year for school apparatus.

The next table shows the results of the entrance examination.

Entrance Examination, 1870.

SCHOOLS.	PASSED IN				JUNIOR SCHOLARSHIPS AWARDED.			
	1st division	2nd division.	3rd division.	Total.	1st division.	2nd division.	3rd division.	Total.
Chuprah ... ..	...	8	1	9	...	...	3	3
Bhagulpur	2	3	2	7	...	1	2	3
Patna Normal School ... ..	...	5	3	8	Scholarships are not awarded to normal schools.			
Monghyr... ..	1	2	1	4	...	1	1	2
Gya ... ..	...	2	2	4	...	...	...	...
Arrah ... ..	...	1	1	2	...	...	1	1
Purneah	1	...	...	1	...	...	1	1
Mozufferpur ... ..	...	...	2	2	...	...	...	...
Total	4	21	12	37	...	2	8	10

North-West Division, Mr. Fallon.

CHUPRAH HIGHER SCHOOL.—The average monthly attendance was 254, against 214 in the year preceding, showing that the attendance was not affected by the increased rates of fees which had effect from the beginning of the official year under review. Except in the two lowest classes, in which the schooling fee is one rupee per month, as before, the rate of fee from the 6th class up to the 1st has been raised progressively up to Rs. 3 in place of Rs. 2, which used to be the highest fee. The result is, that the fees aggregated Rs. 4,991-6-6, against Rs. 3,863-9-6 in the preceding year, being an increase of 29 $\frac{3}{4}$ per cent. during the year.

The rates of fees in all higher schools have been raised over a hundred per cent. within the past eight years, yet the attendance has increased 56 per cent. during the same period.

I should like to see a further increase in the rate of fees in order that better teachers may be engaged on better salaries. The cheap education which seems such a bargain to the purchaser is worth as much as the money paid for it, and no more. Until teacherships in the subordinate education service are paid at twice and three times the present rates of pay, the service will continue as unattractive as it has ever been. The best men will not enter, and entering will not remain in it, and pupils will not be instructed as well as they would be under the best teachers procurable, who would do their work with ability, conscientiousness, and zeal.

The annual examination was conducted by the upper masters of the school.

DHAGULPUR HIGHER SCHOOL.—The head master, Babu Nībaran Chandra Mukhurji, M.A., has furnished a carefully drawn up report.

The proportion of Muhammadans to Hindus was 23·5 to 76·5, against only 16·7 Muhammadans to 83·3 Hindus in the preceding year. Of Bengali boys there was one for every two Hindustanis of Behar.

Reports of Inspectors of Schools.

None of the children of the nobility study in the school, and the bulk belongs to the middle class. On the day when the analysis was taken, out of 320 boys some 300 were found to come from the middle class, and only some 20 belonged to the lower class. Of these 300, the upper rank of the middle class would send only some 60; of the latter, 29 were children of menial servants. Out of 316 boys, there were 109 Kayasths, 89 Brahmans, 60 Muhammadans (of whom three only were Shias), 6 Khetryas, 2 Baidyas, 46 Kasaldhans Gopes, and such castes, 2 Dosadhs, 1 Sonarbania, and one Christian.

The decrease of 19 in the average monthly attendance is due partly to the opening of a private English school at Baruri, three miles from the station, and partly to the resolution of Government about a change in its educational policy—the resolution that shook so potently last year the whole fabric of educated society in Bengal.

The head master makes favorable mention of the following teachers:—Babu Kali Nath Chaturji, 3rd teacher; Babu Pramatha Nath Mukhurji, 7th teacher; Maulvi Ghulam Ahmad, 2nd Urdu teacher; Pandit Bhai Ram, Sanskrit teacher.

GYA HIGHER SCHOOL.—Of the masters of this school, the secretary, Mr. Stevens, joint-magistrate, writes as follows:—

The head master, Babu Srikrishna Chaturji, is too well known to require any commendation at my hands; but I feel great pleasure in adding, to all that has been said in his favour by former secretaries, my testimony to his high attainments and character. He is a good scholar and takes great interest in his work, having the general well-being of the school thoroughly at heart. I have also been much pleased with the 3rd master, Syama Charan Sen, who is now officiating as 2nd master. Babus Sankur Lal, Saligram Tewari, and Isan Chandra Basu (the 4th, 5th, and 6th masters respectively), seem to be very painstaking and conscientious teachers. The two matlvis, Fazil-ul Husain, the head Urdu and Arabic teacher, and Zuhurul-haq, the second Urdu teacher, have also worked well.

And the commissioner, Mr. Jenkins, writes:—

From what I learnt and saw, I have reason to think that under the able management of the present head master the school continues to keep up its good name, and to flourish.

North-West Division, Mr. Fallon.

Of five candidates sent up, four were successful in passing the last university entrance examination, two having been placed in the second division, and two in the third.

ARRAH HIGHER SCHOOL.—The secretary, Mr. Roberts, reports that—

The annual examination was conducted by the members of the committee and the head master. The second class boys did very well, every one obtaining an aggregate percentage of 50 marks and upwards. The third class boys did very badly in geography, English, geometry, and arithmetic. The result of the examination of the other classes was tolerably good. I have noticed no marked improvement though in any but the second class. This I consider to be the fault of the system of teaching adopted and inattention on the part of the boys, not owing to any carelessness or want of zeal on the part of the teachers, who appear to take a great interest in their work.

In December last the committee called a meeting of zemindars, who subscribed Rs. 1,750 for enlarging the building. Of this sum Rs. 750 was subscribed by the Rajah of Dumraon, and Rs. 350 by Mr. Walter Thomson of Beehea. Government have lately granted a like sum for this purpose, and the matter is now in the hands of the public works department.

The school appears to be rising in popularity, owing, I suppose, chiefly to the success of the candidates at the entrance examination. The former candidate, Fazul-ullah, joined the Arrah school from the Mozufferpur school in the middle of the session, and the credit of his passing is divided.

Four meetings of the committee were held during the year under report, and the members also visited the school. The commissioner of Patna (Mr. Drummond) visited it on the 15th instant. A copy of his remarks in the visitors' book is subjoined.

I visited the school to-day and examined some of the boys. I was very pleased with what I saw and heard, and am of opinion that the school is a great benefit to Arrah. The attendance was very good, and is, I understand, increasing, which is satisfactory. The staff seemed up to their work, and

Reports of Inspectors of Schools.

there was a smartness about the proceedings (in teaching) that I was struck with, and which cannot fail to be beneficial to the scholars.

MONGHYR HIGHER SCHOOL.—The following are extracts from a meagre report of $2\frac{1}{2}$ pages submitted by the head master “to the collector.”

Five of the regular pupils of the school went up from the first class to compete for the university entrance examination held in December 1870, of which four were successful; they passed as follows—

One in the 1st grade,
Two in the 2nd grade,
One in the 3rd grade.

At the election of scholars, two scholarships, tenable for two years each, one of the value of Rs. 14 per month, and the other of the value of Rs. 10 per month, were awarded to two pupils of this school.

MOZUFFERPUR HIGHER SCHOOL.—The attendance has increased from 116 to 129, and the fees from Rs. 1,899-6 to Rs. 1,982-2-6.

In modification of my strictures on the absence of a first class during the year 1869-70, I ought to give a place to the head master, Mr. Gregory's explanation to the effect that of the eight pupils who left the school, five obtained appointments, one went to Arrah with his father, and two returned to their homes.

PURNEAH HIGHER SCHOOL.—The secretary, Mr. Dey, assistant magistrate, takes an active interest in schools.

The monthly average shows an increase of only one pupil, being 37 in 1870-71 against 36 in 1869-70.

The local income has increased from Rs. 517 in 1868-69 to Rs. 650-7 in 1870-1, showing an increase of $25\frac{1}{4}$ per cent. in two years.

DEOGHUR HIGHER SCHOOL.—The monthly average attendance during the year was 68, against 66 in 1869-70, and the fees aggregated Rs. 436-7-9, against Rs. 360-6.

The state of this school is not creditable either to the retiring head master, Babu Ambika Charan Mukhurji, who left in the middle of the session for a teachership in Berhampur College, or

North-West Division, Mr. Fallon.

to Babu Haran Chandra Chaturji, who succeeded him in the head mastership. The second master, Ambika Charan Banurji, who has been in the post over three years, must also be held responsible for the discreditable failures pointed out in the reports of the annual examination.

On the occasion of my own visit, I was especially astonished, as were Dr. Chandra and Mr. Grant, who accompanied me, at the conceited and disrespectful behaviour of some of the pupils, faults of which I have had no occasion to complain of late years in reference to any of our schools in this division. I fear that not a few teachers fail to understand that, other things equal, the tone of the pupil assimilates pretty closely to that of the teacher, with whom rests the credit or discredit of the dispositions he has cultivated, or *fail* to cultivate. Nor should teachers and pupils need to be reminded that conceit and disrespect are conspicuous signs of ignorance.

“The state of education in the district,” as the secretary, Dr. Chandra, remarks, “is still very backward.” There is not a single school, vernacular or English, in the whole district. It is a matter of regret that the school at Karran, noticed in a previous report, has recently ceased to exist for want of support from the people.

MATIHARI MIDDLE ENGLISH SCHOOL.—The monthly average attendance during the year was 38, against 39 in 1869-70, and the fees Rs. 469-3-6, against Rs. 488-4-9.

The collector, Mr. Metcalfe, who has kindly undertaken the duties of secretary to the local committee, has furnished an interesting report, from which the following are extracts:—

The native inhabitants of Matihari consist of a few dyers, tailors, washermen, barbers, noonias, and other low castes, living from hand-to-mouth.

As an instance of the gross ignorance of this class, I may mention that several shop-keepers withdrew their children *from the chalsal* and circulated a report that the collector has taken a fancy to the boys, and intended sending them to England after teaching them English.

Reports of Inspectors of Schools.

The idea of a boarding-house is a good one, and it will be a great boon to the district if Mr. Metcalfe carries out the scheme with his wonted zeal.

Proposals have been made for the establishment of a boarding-house; certain parents, who otherwise expressed their willingness to send their children to the school, having pointed out their difficulties in doing so. To obviate this, I propose to erect a boarding-house on one side of the plot of ground purchased for the school for such boys as have no friends or relatives here to live with. The house to be under the supervision of one of the assistant teachers.

This district is, without exception, the most backward of any that I have yet resided in in India. I can conceive no natives more bigotted and ignorant. To be a resident of Majhoúah is a term expressive of "a fool" in district parlance. I believe it to be a fact that no person born in this district has ever held the appointment of *serishtadar*, *mohurer*, *clerk*, or *munsí*. The Maharajah of Bettiah is surrounded by men from other districts, as are also the European factors.

It is worthy of notice that there is not a single Brahman who has yet attempted to enter the school.

It appears to me that a description of school has been fixed upon a district which is unprepared for it, and that if education is to progress, the director of public instruction must come more immediately to our aid. If village chatsals be amalgamated, as has been done experimentally, boys will be found to enter, for an English education class can here be formed for a dozen or more boys. (At present two of the senior classes, consisting of few lads, engross the whole attention of the head master.)

The inhabitants wanted, and the local authorities recommended the establishment of an English school at Matihari; and now that they have got what they wanted, they seem not to want what they have got. I have, however, become but too familiar with the general truth, that it is the bad workman who quarrels with his tools. The master makes the school, and a good school always draws. My own impressions of the school will be seen from the following extracts from my examination notes.

The Pathsala.—The secretary appends "a report from the head master of the working of the village pathsalas which have lately been brought under

North-West Division, Mr. Fallon.

the supervision of the committee. It shows that some improvement in the pupils has at least been brought about." I cannot concur in this opinion. The pathsala removed from the city to the English school is just the pathsala as it was in the city, and neither better nor worse, as I have already shown.

This is further evident from the head master's report, to which the secretary refers with satisfaction. For the report expressly instances, as proofs of "the great change the pupils have undergone from what they were in the city," the fact that "instead of the bare ground, broad forms have been made and placed all around by the side of the walls for them to sit upon as in the English school. They no more make slates for themselves by charcoaling the floor every day, but almost all of them are now provided with *taktis* or papers to write upon. The majority of the chatsal boys are now dressed more decently in rich and clean clothes, chapkans and caps, and not in dirty *langotis*, like blacksmiths, confectioners, or oil-expressers' boys, as they were when the gurus first brought them here." And this is all. "Rich clothes, benches, and slates," are the beginning and the end of "the great change," while in regard to the essentials of sound knowledge, discipline, and mode of teaching, the city pathsala pupils are just where they were.

ROMAN CATHOLIC ORPHANAGES.—I visited the two Roman Catholic orphanages for boys and girls, and I found the children were instructed and cared for as usual. At the boys school at Kúrji near Bankipur, the orphan children, for each of whom the Government pays Rs. 10, are taught along with other boys for whom higher boarding and tuition fees may be paid by their friends or guardians. But in the convent at Bankipur, the orphan girls, for whom the Government pays, are separate from other girls who pay higher fees, and who form apparently a distinct portion of the establishment.

FEMALE EDUCATION.—The only zenana aided school in the division is at Rajmáhl. From inquiries on the spot I learnt that the zenana ladies, for whose education the Government allows a sum of Rs. 20 a month, are taught fancy-work. The salary of the teacher, a European lady, is Rs. 50 a month.

The course of instruction in the girls' schools at Bhagulpur and Bankipur is very elementary.

Reports of Inspectors of Schools.

THE FUTURE OF FEMALE EDUCATION.—In a state of society where the men exercise such despotic rule over women as they do in this country, the education of women must be almost impossible without the cordial co-operation of their absolute lords and masters. That the uneducated classes should oppose female education, is just what might be expected. But how is it with the educated classes, as they are distinctively called? An educated man desires that his wife should be his companion in the true sense of the word; that the mother of his children should be capable of directing their intellectual, moral, and physical education; that his daughters should be accomplished and refined women. Is this the desire and aim of natives who have received a high education? With true education comes the greater degree of liberty accorded to women. Is this fact compatible with the seclusion in which the wives and daughters of educated natives are still kept?—the seclusion which makes it a disgrace for modest girls to be seen at a public school, and bars females from all direct converse with art and nature? Can that be education which fails to produce the natural results of education properly so called? Granted the high academical degrees taken in mathematics, history, or philosophy, can the higher offices in the administration be entrusted to men whose home education is the sort of education given by uneducated mothers, and whose manhood must be passed without the pure and refining influence of female society? Until the education of the male sex is such as to make them desire and strive after the education of women for their own sakes and in their own interests, female education is next to impossible.

Something may, however, be done for girls of the poorer classes compelled to labour out of doors, and unable to afford the expensive luxury of seclusion. True, the motive power which sends native boys to school—the prospect of obtaining appointments, is wanting in the case of girls; but other and stronger inducements might

North-West Division, Mr. Fallon.

be offered. Various lucrative trades might be taught them, and the acquisition of knowledge might be made a pleasure so great, that pupils would flock to the school even without any prospect of material gain. But such results are not attainable without competent women teachers, and competent women teachers will not be obtainable without a training school supplied with competent teachers. Competent the teachers of such a training school should be in every sense of the word, or it would be far better to let female education alone.

MUHAMMADANS AND HINDUS.—The proportion of Muhammadans to Hindus in Government higher English schools and middle vernacular schools is shown in the following table:—

Proportion of Muhammadans to Hindus.

YEAR.	Higher class English schools.			Middle class vernacular schools.		
	Hindus.	Muham- madans.	Percentage.	Hindus.	Muham- madans.	Percentage.
1866-67	892	184	1 to 4·84	1,557	553	1 to 3·16
1867-68	947	226	1 to 4·19	1,752	507	1 to 3·37
1868-69	931	223	1 to 4·19	2,366	701	1 to 3·37
1869-70	1,117	287	1 to 3·99	2,282	832	1 to 2·74
1870-71	1,057	255	1 to 4·10	2,348	642	1 to 3·65

The proportion of Muhammadans to Hindus is large relatively to the number of the population, which is about one-seventh of the Hindu population.

Reports of Inspectors of Schools.

Return of pupils who obtained employment in the year 1870-71.

GOVERNMENT AND AIDED SCHOOLS.	Number of students.	School class to which they belonged.				Average period of study.	NATURE OF EMPLOYMENT.														Average salary of employment.				
		First.	Second.	Third.	Fourth.		Clerk.	Post-master.	Teacher.	Constable.	Mohurer.	Record-keeper.	Pleader.	Signaller (telegraph).	Matsadi or native accountant.	Taid or Persian office apprentice.	Patwari or village accountant.	Amin or native survivor.	Government service.	Private service.					
																						Y. M.	R.	A.	P.
Higher English schools (Government and aided) ...	1459	6	6	5	0	3	4	8	1	6	1	1	0	0	0	0	0	0	0	0	10	7	18	10	4
Middle English schools (Government and aided) ...	1158	5	0	1	4	0	9	4	0	0	0	2	0	0	2	2	0	0	0	0	4	6	13	6	0
Middle vernacular schools (Government) ...	3003	14	0	2	0	3	0	0	0	5	0	5	0	0	0	0	4	1	1	3	13	7	13	8	
Training vernacular schools ...	133	21	5	0	0	1	8	0	0	22	0	2	1	1	0	0	0	0	0	20	6	14	6	8	
Total ...	5758	46	11	6	4	2	2	12	1	33	1	10	1	1	2	2	4	1	1	37	32	13	9	2	

It is obvious from the above table that, excepting the very few students who enter the Government colleges for the further prosecution of their studies, the higher schools prepare pupils for office clerk or teachers of schools for the most part.

The value of appointments obtained by pupils of middle vernacular schools is to those obtained by pupils of higher English schools as 1 to 2.57.

North-West Division, Mr. Fallon.

PROMOTERS OF EDUCATION.

CLASS I. *Gentlemen who take an interest in education.*—*Tirhút.*—
S. C. Bayley, Esq., judge of Mozufferpur, gives a silver medal to
Tirhút aided vernacular school.

F. M. Halliday, Esq., collector of Tirhút, gives a silver medal
to Mozufferpur aided vernacular school.

Major J. Burn, general manager, Raj Durbangah, encourages
the extension of schools on the estate.

G. J. S. Hodgkinson, Esq., joint-magistrate, Tirhút, uses his
influence in extending and improving schools.

Captain J. H. Farquhar, superintendent, Pusa Stud.

Principal subscriber, Pusa aided English school.

Sayyid Imdad Ali Khan Bahadur, secretary, Behar Scientific
Society, an active supporter of vernacular education.

Gya.—S. H. C. Taylor, Esq., judge of Gya, always ready to
visit and examine a school.

J. F. Stevens, Esq., joint-magistrate, frequently examined the
higher and training schools.

Babu Bemola Charan Bhattacharya, deputy magistrate of
Nowadah, used his influence in obtaining subscriptions for building
a large school-house for the aided English school, a tiled bungalow
79½ feet long by 54 feet wide.

Babu Nepal Chandra Basu, B.L., pleader, showed the head
master of the training school the use of some of the instruments, and
gave weekly lectures on heat. A rare example of a graduate of
the Calcutta university, who has not forgotten what he learnt at
college, communicating his knowledge to the masses, and therefore
especially deserving the thanks of Government.

Reports of Inspectors of Schools.

Shahabad.—L. B. Roberts, Esq., deputy magistrate, takes an interest in Arrah higher school.

J. S. Armstrong, Esq., assistant magistrate, Buxar, takes an interest in the aided school.

J. E. A. Eyre, Esq., deputy magistrate, Sasseram, takes an interest in the aided English school.

Maulvi Sayyid Husain Ali, deputy magistrate, Sasseram, takes an interest in the aided English school.

Maulvi Muhammad Nur-ul Husain, munsif of Sasseram, takes an interest in the aided English school.

Babu Jai Prakash Lal, secretary to the Rajah of Dumraon, takes great interest in the Rajah's school.

Maulvi Abdul Subhan, secretary, Buxar aided English school, takes an interest in the aided school.

Sarun.—Maulvi Abul Aziz, takes an interest in the Pusa middle vernacular school.

Babu Dasrat Ali and Babu Janaki Prasad take an interest in Nyagaon middle vernacular school.

Patna.—C. H. Vowell, Esq., joint-magistrate, Behar, takes a warm interest in the aided higher English school.

H. W. Gordon, Esq., assistant magistrate, Barh, takes a warm interest in the Barh aided English school.

Munsir Furzund Ali, pleader, principal subscriber, Neora English school.

Monyhyr.—G. N. Barlow, Esq., c.s.i., magistrate and collector, Monghyr, visits schools and takes an interest in them.

Shah Abdul Husain, the only zemindar who takes any interest in Shaikhpurah model vernacular school.

North-West Division, Mr. Fallon.

Purneah.—J. B. Worgan, Esq., magistrate and collector, Purneah, visits every school in his district, and gives an hour or two to the examination of the school.

G. G. Dey, Esq., assistant magistrate and collector, Purneah, pays frequent visits to our schools, in which he takes very great interest.

CLASS II. *Small helpers.*—*Tirhut.*—The deputy inspector makes prominent mention of the following gentlemen:—

Babu Nand Kishwar Lal, zemindar, gives a house for holding Pakri lower school, with some school furniture, as benches, &c.

Lalla Sheo Sahai Shah, mahajun, gives a house for Jalalpur lower school, formerly held in a shed.

CLASS III. *Large contributors.*—*Tirhut.*—Babu Paramesvar Prasad Singh of Norhan contributes Rs. 45 a month to the support of an English school, and has commenced building a commodious school-house estimated at Rs. 2,000. Has received the thanks of Government.

Mahant Rajah Ram Das has built a school-house for Jaintpur aided English school, and subscribes Rs. 35 a month towards the school.

Rai Godar Sahay, zemindar, subscribes Rs. 20 a month towards Bakhra aided English school, of which he is secretary, and takes great interest in its welfare. Pays his subscription with rare punctuality.

Babu Lachmi Nath Sahay, a small zemindar, is the principal subscriber to Deogaon aided vernacular school, and its chief promoter. The house given by him having been destroyed by fire with all its apparatus, the Babu has built another school-house at his own expense.

Reports of Inspectors of Schools.

Maulvi Muhammad Taqi Khan, zemindar, has made over the rents of a jageer, amounting to Rs. 1,631 a year, for instruction in Arabic, Persian, and Urdu, in Mozufferpur higher school.

Patna.—Maulvi Wahid-ud-din Khan Bahadur, subordinate judge of Bhagulpur, supports an English school at a cost of Rs. 100 a month, and takes an intelligent interest in English education.

Santhal district.—Rajah of Mohespur supports an English school of the middle class.

Babu Gopi Lal Panday, of Pakour, supports a higher class English school.

Rajah Jai Mungul Sing contributed Rs. 10,000 towards the building of Bhagulpur higher school.

Rajah Lela Nand Singh contributed Rs. 15,000 towards the building of Bhagulpur higher school.

Babu Hurbullabh Narayan Singh contributed Rs. 11,000 towards the building of Bhagulpur higher school.

Shahabad.—Rajah of Dumraon subscribes Rs. 50 a month towards Arrah higher school, and supports an English school at Dumraon, costing about Rs. 150 a month. The Rajah also gave Rs. 750 for enlarging the Arrah school building.

W. Thomson, Esq., has an English school at Jagdispur, costing about Rs. 100 a month.

Mr. Thomson subscribed Rs. 350 towards enlarging Arrah school-house.

Purneah.—Mirza Muhammad Khan, of Purneah, has made over the rents of a jageer, amounting to Rs. 600 a year, for a middle class aided English school.

The following table shows a reduction in the cost of inspection from 15.45 per cent. in 1869-70 to 14.19 per cent. in 1870-71.

Table showing the cost of Inspection and Instruction.

SOURCE OF CHARGE.	From imperial funds.	From local funds.	Total.	Percentage.	REMARKS.
INSPECTOR—	Rs. A. P.	Rs. A. P.	Rs. A. P.		* Government schools Receiving allowances under Grant-in-aid rules ... Receiving no allowances ... Total ...
Salary	12,000 0 0	.....	12,000 0 0	} 6.23
Travelling charges	1,558 9 0	.....	1,558 9 0	
Office charges (including rent, salaries, and contingencies)	2,481 13 9	.....	2,481 13 9	
DEPUTY INSPECTORS—					
Salaries	15,363 15 7	.....	15,363 15 7	} 7.96
Travelling charges	4,034 6 6	.....	4,034 6 6	
Peons and contingencies	1,098 7 4	.....	1,098 7 4	
Total of inspection charges ...	36,537 4 2	.....	36,537 4 2	14.19
INSTRUCTION (including all charges entered in Return No. 24)					
Rewards (not included under the head Instruction)	*92,020 8 8	1,19,878 7 6	2,11,898 11 2	} 82.45	
	349 7 6	.....	349 7 6	
SCHOLARSHIPS—					
Minor	282 2 5	.....	282 2 5	} 2.23
Vernacular	5,455 13 10	.....	5,455 13 10	
Others ... ..	.....	.....	.....
Remuneration of examiners (not included under the head Instruction)	366 10 8	.....	366 10 8	} 1.13
Building charges (not included under the head Instruction) ... ..	.....	.....	.....
Government schools	1,811 8 4	.....	1,811 8 4	
Aided schools ... ..	.....	.....	.....	} 1.18
Book agencies	87 9 0	.....	87 9 0	
Miscellaneous	1,150 0 0	.....	1,150 0 0	
Total of instruction charges ...	1,01,623 2 4	1,19,878 7 6	2,20,901 9 11	85.81	
Grand Total ...	1,37,560 6 7	1,19,878 7 6	2,57,438 14 1	100	

North-West Division, Mr. Fulton.

CENTRAL DIVISION.

FROM THE REPORT OF MR. HENRY WOODROW, M.A.

No alterations have taken place during the year in the extent of my division. It consists of two parts, the old and the new. The old portion contains Calcutta and the three neighbouring zillas, or counties, with an area of 7,228 square miles, and a supposed population of $3\frac{1}{4}$ millions; the new portion contains the country of Chota Nagpur, and has an area of 43,722 square miles, and an estimated population of 4 millions. Chota Nagpur was originally attached to the Behar division, but the arrangement being found inconvenient, it was joined to the south-western division. Orissa, after its great famine, attracted a greater share than before of the attention of Government, and the time and labour of the inspector of schools was increasingly given to the diffusion of education in that province. The vast extent of his division rendered the inspector anxious to get rid of its northern portion, and so Chota Nagpur, that lay between Behar and Orissa, was found an inconvenient appendage to either province. In these circumstances, as I took an interest in the district, I volunteered to take it, and it was accordingly made over to my charge. My division resembles in extent a district which would be made up of Jamaica and Cuba, separated by a hundred miles of land instead of water, for Chota Nagpur is a few hundred miles larger in area than Cuba, and the two zillas of Hugli and Nuddea are together bigger than the whole of Jamaica. I notice in passing that Sir John Peter Grant must feel his present Government very small in size.

On the 31st March 1871 there were in my division 971 schools, either Government or aided, containing 46,656 pupils, besides the unaided but inspected schools. This number does not include 8 Government collegiate schools with 2,414 pupils.

Reports of Inspectors of Schools.

under principals of colleges, nor 41 unaided and uninspected schools with nearly 8,000 pupils. On the same day last year there were 995 Government and aided schools, containing 49,063 pupils. The diminution of 24 schools and 2,407 pupils is due partly to the sickness in the western part of Hugli, partly to the cancelment of old grants for mismanagement, and partly to the stoppage of the issue of new grants.

INSPECTION.—The inspection of the schools, with the exception of zenanas and a few others, is committed to the fourteen deputy inspectors whose names, districts, and dates of appointment, with the schools under their charge, and their travelling, are given in the accompanying table:—

Deputy Inspectors in the Central Division for 1870-71.

DATE OF APPOINTMENT.	Name.	Deputy Inspectorship.	No. of schools under inspection.	No. of schools visited during the year.	No. of miles travelled.
	<i>1st Grade, on Rs. 200.</i>				
29th June 1855 ...	Babu Jagat Chandra Bandyopadhyáy ...	Dpy. Inspr. of 24-Pargis.	80	254	2,530½
	<i>2nd Grade, on Rs. 150.</i>				
7th May 1855 ...	Pandit Madhav Chandra Tarkasid-dhanta ...	Dpy. Inspr. of Howrah ...	60	194	1,571½
1st Mar. 1858 ...	Babu Radhika Prasanna Mukhopadhyáy*	" " of Calcutta ...	69	185	1,089
15th Nov. 1858 ...	Babu Sripati Mukhopadhyáy ...	" " of Nuddea ...	54	189	1,795½
10th Jan. 1862 ...	" Mahendra Nath Ráy ...	" " of Santipur ...	70	212	1,977
	<i>3rd Grade, on Rs. 100.</i>				
23rd June 1865 ...	Babu Hara Mohan Bhattacharya ...	Dpy. Inspr. of Barasat ...	76	176	1,569
22nd Jan. 1867 ...	" Nilmani Mukhopadhyáy, M.A. ...	" " of Rajpur ...	86	216	1,886
May 1867 ...	" Biresvar Chakravarti ...	" " of Hazaribag ...	26	78	2,521
9th July 1869 ...	" Sasadhar Ráy, offg. ...	" " of Lohardaga ...	56	211	3,050
	<i>4th Grade, on Rs. 75.</i>				
19th Feb. 1864 ...	Babu Navagopal Mukhopadhyáy ...	Dpy. Inspr. of Baidyabati ...	62	226	2,938
10th Dec. 1864 ...	" Kalinarayan Raha ...	" " of Bongong ...	71	173	2,149
24th Apl. 1865 ...	" Gauri Bankar Ghoshal ...	" " of Chuadanga ...	52	176	2,349½
17th July 1869 ...	" Sreenath Datta ...	" " of Manbhum and Singhbhum ...	32	130	2,285
6th Augt. 1869 ...	" Nilmadhav Mukhopadhyáy ...	" " of Muragachha ...	70	293	2,258
		Total ...	863	2,713	30,524

* Employed on special duty during three months of the year.

Central Division, Mr. Woodrow.

Eight hundred and sixty-three schools are visited by the deputy inspectors, the remaining are visited by the inspector, or are not visited at all, as is the case with zenanas.

Each deputy inspector had on the average 62 schools under his charge, and visited 194 schools yearly, so that one with another each school was visited about three times in the year. Two deputy inspectors have 80 schools or upwards under their charge, four have 70, and less than 80; three have more than 60; three have more than 50; and the two deputies in Chota Nagpur have under them 26 and 32 schools respectively, though the wide distance between their schools makes their travelling equal to that of other deputy inspectors. There is one officer in the first grade on Rs. 200 a month; four in the second grade on Rs. 150, each; four in the third grade on Rs. 100; and five in the fourth grade on Rs. 75. Promotion in the inspectional branch of the service is very slow. Pandit Madhav Chandra Tarkasiddhanta, the senior deputy inspector, has been sixteen years on the same salary without any increase.

Till his serious illness I had repeatedly to speak of his excellent services. He is the chief referee on Sanskrit in the division, though high distinctions were gained in that language by Babus Gauri Sankar Ghosal, Hara Mohan Bhattacharya, Nil Mani Mukhopadhyáy, M.A., and Nava Gopal Tarkalankar.

Babu Jagat Chandra Bandyopadhyáy, the deputy inspector in the first grade, is remarkable alike for his great activity and for the accuracy of all his work. He was formerly the chief native teacher in the General Assembly's Institution.

Babu Radhika Prasanna Mukhopadhyáy is a thoroughly excellent officer. He has been as deputy inspector fourteen years, but unhappily during the last eight years has not obtained a single step. It is most discouraging to the whole inspectional branch when so able a man as Babu Radhika waits so long a time for promotion. I forward his report that you may see how clear and

Reports of Inspectors of Schools.

well expressed are his views, and with a hope that before a year is over he may rise to some higher appointment. Babu Mahendra Nath Ray was formerly a teacher of the Hindu school, but was obliged to resign his place as the climate of Calcutta was prejudicial to his health. He is a valuable officer, though frequently suffering from attacks of sickness. Other deputy inspectors besides these have held high situations in good schools, and the whole form a most useful body of public officers.

The Revd. J. Long, whose experience of schools is extensive, and who has seen more of the deputy inspectors than most other Europeans, values their services highly, and considers their visits of inspection most beneficial to his schools.

The 101 vernacular schools founded by Lord Hardinge in 1845 died out from the absence of proper inspection. They were placed under the charge of the collector of the district, but this officer and his assistants had too much work in hand to attend properly to the schools, and consequently they withered and gradually passed away. Schools have since been established in many of the places where Hardinge schools had decayed, and they have flourished when subject to due inspection. The university entrance examination serves the place of inspection; but it affects only 151 schools of the higher class in the whole of the lower provinces of Bengal, while your lists show 4,118 Government and aided schools, exclusive of unaided schools, so that it is a simple fact that nearly 4,000 schools depend for their efficiency greatly, perhaps I shall say chiefly, on inspection. If that supervision were removed, numerous schools would again decline, for intelligent supervision on the part of managers is the exception rather than the rule. I am never so happy as when I am in the country inspecting schools; but in spite of my wishes, office work and correspondence increase. I visited only 77 schools. The monthly bills for the 971 schools in the central division amounted during the year ending the 31st March to nearly 9,000 in number, and involved a total cost to

Central Division, Mr. Woodrow.

Government of Rs. 3,10,620, while to meet Rs. 2,62,012, the portion spent on schools, Rs. 4,22,229 were subscribed by the people on certain conditions, which I had to see were duly observed. The total expenditure amounted to Rs. 7,32,849. The disbursement of more than three lakhs of public money imposes on me a serious amount of pecuniary responsibility that cannot be devolved on others.

Schools near Calcutta are so accustomed to receive their counter-signed bills quickly, that any delay in transmission owing to my visits to distant schools is followed by numerous letters of inquiry concerning the cause of the delay. The total cost of inspection for salaries, travelling, office charges, and contingencies of the inspector and the deputy inspectors, was, in the central division, Rs. 48,032, or 6·5 per cent. on the total expenditure, and 15 per cent. on the cost to Government. This is much less than the cost of supervision in some other departments. In England the charge for inspection, exclusive of the charges in the central office, was £53,703 in 1869, and the money spent on schools was £4,31,594, so that the cost of inspection was 12½ per cent. on the State expenditure; but in England inspectors are entirely relieved from financial details, which are managed by the central office at a cost of £27,276 a year.

THE REFUSAL OF ALL NEW GRANTS.—A large expenditure on education is maintained, and it is doubtless the object of Government to see that this money is so expended as to promote the greatest good to the people. The refusal of all new grants-in-aid without reservation, and the cancelment of such existing grants as were not properly administered, effected a gradual reduction of the outlay on grants-in-aid. But it may fairly be questioned, whether the mode in which economy was pursued did not diminish the success that without increase of expenditure might fairly have been expected to attend the work of education. If, instead of the order that no increase of expenditure on Government

Reports of Inspectors of Schools.

schools, and no fresh grants-in-aid to private schools, should be allowed, it had been directed that no increase of expense to Government should be allowed, the results would have been useful and salutary, and not as now, mischievous and unpopular. Full scope would have been given for adjustment of grants. When one grant was cancelled, another would have been given; when one aid was diminished, another would have been increased. All the people who wanted new grants, or an increase of their present aid, and had good grounds for urging their requests, would become co-operators in the work of pruning unnecessary expenses. The village that mismanaged its school would obtain no sympathy on the loss of its aid if the money were given to a neighbouring village that could do the work better. The grant that was retrenched in an indifferent school would be known to be given to some other school which would probably make good use of the money. We should have carried the people with us in our reforms, and received their cordial co-operation, whereas now they stand aloof, and give no help in the work of retrenchment. Although it is the duty of a public officer to carry out his orders, yet it is much more satisfactory to him to find the people co-operating gladly and helping him in his work.

A pause now and then in the issue of grants, with power of adjustment while increase of expenditure was forbidden, would be no evil, but a clear gain; but the further restriction that no adjustment should take place, but that the reform should extend to simple reduction and cancelment, eliminates the good which the resolution might effect.

I would venture respectfully to suggest that if Government requires a reduction of the expenditure of public money on any class of school, time should be given for the reduction to be made and for the necessary adjustments to be worked out. The reduction then can generally be carried out effectually. For example, instead of saying that the total expenditure of any school must be

Central Division, Mr. Woodrow.

summarily reduced, the order should run that Government expenditure on any school must be reduced; and then the department, by raising fees in certain forms, and by a judicious change of masters, as vacancies occurred elsewhere, could give effect to the order to reduce expenditure without injuring any teacher, and with the least injury to the school. Still other things being equal, an increase of expenditure on a school is equivalent to an increase of efficiency.

Every inspector will be able to give you numerous instances of teachers leaving aided schools to secure employment on a lower salary in Government schools. This does not arise so much from his being cheated out of part of his salary in the aided school, as from the fact that the tenure of service is for several reasons¹ insecure in aided schools. Good teachers like certainty of employment.* The dismissal of a few men without fault simply to secure a saving of a few hundred rupees a year would cause every one of the four or five thousand teachers of Government schools to feel at once a diminution of security in the tenure of his office. Hence the worth of his appointment would be reduced, his salary would not have the same value that it had before, and therefore could not attract the same amount of ability. The dismissal of a few men without fault would reduce by 20 per cent. the worth of the appointment of every master; and if the sum spent on the salaries of native masters in Government schools is four lakhs of rupees a year, a saving of rupees 1,000 by dismissal without fault would involve a cost of 20 per cent. of the expenditure of such salaries, or of Rs. 80,000 in the efficiency and attractive power of the department. We have heard of the Irishman spending a shilling to save six pence; but our saving would be like spending a pound to save three pence. To reduce expense

* Extract from a letter from a master in a good aided school, to the inspector of schools:—"I would, with the pleasure of a gainer, exchange Rs. 45 in an aided school even for Rs. 30 in a Government school."

Reports of Inspectors of Schools.

by the dismissal of teachers without any fault would be a policy not only odious and unjust, but short-sighted and imbecile.

THE DIMINUTION OF NUMBERS.—So many tabular statements are necessary for the information contained in the report, that I place in an appendix the table of increase and decrease. There has, I have above remarked, been a diminution of 2,407 pupils in Government and aided schools, or of 5 per cent. on the numbers in 1870. The pupils in higher class schools declined by 573 in 7,409 pupils, or by 7·7 per cent.; the falling off in Government schools was 25 in 1,151; in missionary schools, 171 in 1,532; and in schools under native managers, 357 in 4,623. In the middle class English schools the diminution was 486 on 7,934, or of 6 per cent.—There was an increase of 95 on the 588 boys in missionary schools, and a diminution of 480 boys on the 6,116 boys, that is of nearly 8 per cent., in aided schools under native managers. If both the English schools, higher and middle, be considered together, there is a diminution of 6·7 per cent. on 15,343 pupils. The diminution is nearly equally distributed among the different classes of schools, whether under the management of Government or missionaries, or other Christian bodies or native committees. Hence there is a general decline in all English schools. This is the first time that such decline has been reported in my division.

In vernacular middle class schools there has been an increase of pupils in schools under the management of Government, and of missionaries, but a decline of 804 among the 11,921 pupils, or of 6·7 per cent. in the schools under native gentlemen. Similarly in lower class schools, the decline is confined to schools under native managers and to village schools. In girls' schools the decline is general, but is chiefly found in schools under native managers. Taking together the different kinds of schools under each class of management, we obtain similar results.

The Government schools show an increase of two schools and of 77 pupils. The increase of two schools is due to the

Central Division, Mr. Woodrow.

establishment of the Government normal school for female teachers, and to the division into two parts of the assignment of Rs. 50 a month to the model school at Devagram in Nuddea, by which two schools instead of one were established, and they were placed in parts of the country destitute of schools. The model vernacular school at Devagram had done its work. It had raised such a demand for instruction that nothing but a higher class school, with an aid of Rs. 60 a month to meet Rs. 140 from local contributions, would satisfy the people.

The grant-in-aid schools for boys show 434 schools and 26,892 boys, against 433 schools and 28,249 boys last year. Thus there is an increase of one school and a decrease of 1,357 boys. Missionary aided schools for boys, however, show an increase of 69 boys; similar schools under other Christian bodies are nearly stationary, having lost only twelve boys, hence the whole loss of pupils in boys' schools generally is confined to those under native managers.

The return for aided girls' schools shows 170 schools against 167 last year, but 3,859 girls against 4,255. There is thus an increase of three schools, but a reduction of 396 girls. The loss is distributed over every one of the given different kinds of schools; but the reduction in number is greatest in the schools under native managers, which fell from 1,147 pupils to 976, or by 171 girls. This matter will be more fully discussed in the paragraphs on female education.

In the heading of schools receiving allowances under other rules than those for grants-in-aid, there is a reduction from 351 to 321 schools, and from 11,951 to 11,220, or by 30 schools and 731 pupils. This loss arises principally from the cancelment of the grant to several village schools owing to the death or resignation of teachers, and to the stoppage of all fresh grants.

From the table of social position I see that the diminution is confined to pupils from the lower orders of society and to those whose parentage is not known. There is an increase in the

Reports of Inspectors of Schools.

attendance of children of the middle and upper classes. These facts, coupled with the facts that the diminution is chiefly in schools under native managers, and in village schools, and that sickness was prevalent in the west of Hugli, lead me to think that the decline is due to three causes—partly to sickness in Hugli district, partly to the contraction of work under the village-school system, for which Government is responsible, and partly to a reduction of the small interest that native gentlemen felt in the education of the masses. When the Government undertook to promote the education of the masses by compulsory taxation, native gentlemen withdrew the little countenance they gave to the work, and a falling off of the attendance of children of the lower orders, both in English and vernacular schools, was the consequence. The uninspected schools in Calcutta and its vicinity have slightly increased, but unfortunately, in the absence of returns from two large schools, I cannot give the increase accurately. The returns received show 6,592 boys in 26 unaided institutions, and 800 girls in 13 schools, which is a slight increase on the number of last year.

There are 2,434 pupils in the four missionary institutions respectively, supported by the Free Church, the General Assembly, the London Missionary Society, and the American Unitarian Society, I regret that I have no information regarding the large schools under the Baptist Missionary Society at Serampur and Intali.

The greater part of the children of the middle class of the Christian population of Calcutta are either sent to England, or educated at St. Xavier's College, the Doveton Institution, the Martiniere, and the Bengal Academy; but few go to Bishop Cotton's hill schools at Simla, Mussourie, and Darjeeling: I suppose not forty in all. It is a mournful fact that European and East Indian parents, who keep their children in the plains of India, care but little for strength of body. They see their sons, from the effects of climate, becoming weedy and flabby; but

Central Division, Mr. Woodrow.

they allow the process of physical deterioration to continue, rather than deprive themselves of the pleasure of their children's company. When want of means is the cause that a lad is kept in Calcutta instead of being sent to the hills, no objection can be urged; but in many cases the difficulty is not from want of means, but from want of will. This want of will arises from several causes: sometimes from a belief that school instruction is better at the large Calcutta schools than at the hill schools; sometimes from a conviction that in religious matters the parents themselves ought to train up their child in the way he should go; sometimes from a fear that the child's delicate health requires a mother's care, but most frequently none of these reasons are felt, and the lad stays in the plains because his parents like his company. This feeling is universal, but is particularly strong in India. Many parents cannot apprehend the depth of love which sends a child away, and sacrifices self for the future good of the son. That the bracing climate of the hills is better for ninety-nine children out of a hundred than the damp heat of Lower Bengal, is a fact that no medical man disputes. The hill schools only want numbers to reduce their charges.

The number of pupils in the four superior Christian schools of Calcutta amounts to 926. Government contributes nothing either in responsibility or money for the support of these Christian institutions, though in Calcutta the middle classes of Mussulmans are educated chiefly at the cost of the State, and a considerable portion of the middle classes of Hindus are in schools managed by Government. The chief unaided schools under native management are nine in number, containing 2,632 pupils with 97 teachers. The Metropolitan Institution, under the management of Pandit Iswar Chandra Bidyasagar, is the best of these schools, and was at the last university examination one of the most successful schools in India. It passed 26 pupils at the last entrance examination. It contains 718 boys, and is the largest school in Bengal, with the

Reports of Inspectors of Schools.

exception of the Scotch missionary schools, which have 821 and 797 boys, and passed 24 and 17 students at the entrance. The two best Government schools, the Hindu and Hare schools, passed respectively 29 and 38 at the same examination.

The nine unaided girls' schools for Europeans and East Indians have 581 pupils under 40 teachers. The unaided schools for native females are four, and contain 219 girls. The following table gives the details of the unaided schools. The schools for Europeans and East Indians are many times more expensive, pupil for pupil, than the schools for natives.

Unaided Schools in and near Calcutta on the 31st March 1871.

NAMES OF INSTITUTIONS.	Number of pupils.	Number of teachers.	Number of pupils passed at last entrance examination.
<i>Colleges.</i>			
Bishop's College	11	3	.....
Serampore College***
Total	11	3	.....
HIGHER CLASS SCHOOLS FOR BOYS.			
<i>Under Missionary Bodies.</i>			
Bhowanipore L. M. S.	530	16	18
Free Church Institution	821	15	24
General Assembly's Institution	797	19	17
Mr. Dall's Useful Arts' School	275	11	.....
Serampore Collegiate School***
Intali B. M. Institution***
Total	2,423	61	.....
<i>Under other Christian Bodies.</i>			
Bengal Academy	125	6	3
Doveton College	229	8	8
La Martiniere for boys	136	11	10
St. Xavier's collegiate school	436	11	7
Total	926	36	.....

* No returns received.

Central Division, Mr. Woodrow.

NAMES OF INSTITUTIONS.	Number of pupils.	Number of teachers.	Number of pupils passed at last entrance examination.
<i>Under Native Managers.</i>			
Metropolitan Institution	718	19	26
Oriental Seminary	256	11	6
Seal's Free College	373	12	6
Calcutta Training Academy	384	15	6
Calcutta Training Institution	275	10	12
Syam Bazar Preparatory School	143	7	.....
Bhabanipur Union Academy	185	8	3
Bhabanipur Institution	151	8	2
Hindu Charitable Institution	148	7	.....
Total	2,632	97	.....
<i>Middle Class Schools.</i>			
Armenian Philanthropic Academy	48	2	.....
Cathedral Mission School	175	4	.....
St. Xavier's male school	197	6	.....
Mirzapur	36	2	.....
Mirzapur Preparatory	25	3	.....
Khidirpur	53	3	.....
Ardwise's Seminary	68	.....	.....
Total of boys	6,592	216	.....
SCHOOLS FOR GIRLS.			
<i>European and Foreign Races.</i>			
Baitakhana Girls'	21	1	.....
Bhabanipur Christian girls'	50	.....	.....
Murgihata Loretto	71	2	.....
La Martiniere for girls	117	12	.....
Calcutta Young Ladies' Institution	94	6	.....
Khidirpur Upper Orphan Girls'	8	2	.....
Loretto House	151	12	.....
Bow Bazar Girls' School	50	2	.....
Mrs. Stageman's Institution	19	3	.....
Total	581	40	.....
<i>Native Races.</i>			
Khidirpur Girls' School, c.s.	33	.....	.....
Khidirpur Zenanas'	107	.....	.....
Mrs. Sale's School	31	3	.....
General Assembly Orphanage	48	3	.....
Total	219	6	.....
Total of girls at known unaided schools in Calcutta ..	800	.....	.....

Central Division, Mr. Woodrow.

Colleges are not included in this list: some schools have declined to give returns, and the unaided schools containing less than twenty pupils are numerous, and many children are educated at home, so that the above total of 75,802 is but a first approximation to the number of children at school in Calcutta and the residency division.

As no one knows the population, it is almost a loss of time to consider the percentage of children at school to population; but if here are three millions in the old division, and four millions in the new, then there will be one child at school for every 41 persons in the former, and for every 1,188 persons in the latter.

The statistical tables have columns to show the number of Hindus, Mussulmans, and "others." The Native Christians, as well as children of European and foreign races, and the poor wild Kols of the jungle, are all entered as "others." Still the majority entered under this head are Christians, and whether European or Native, belong to a small section of the community. With this explanation, the tables show 46,656 pupils, of whom 40,316 are Hindus, 3,663 Mussulmans, and 2,667 "others;" or in every 100 pupils, there are 86 Hindus, 8 Mussulmans, and 6 others.

The Mussulmans at school are not one-tenth part of the Hindus, though the revenue survey shows that in some zillas, as in Nuddea for example, they constitute a majority of the population.

At the English schools, out of 14,277 boys, there are 12,967 Hindus, 497 Mussulmans, and 813 "others;" or in every 100 boys learning English, there are 92 Hindus, 3 Mussulmans, and 5 "others." Here the disproportion is much greater than when vernacular schools are included. In every 100 of those learning English, there are but 3 Mussulmans to 92 Hindus, or one in thirty. In this age of educational progress, these figures indicate a mournful feature for the Mussulmans. Assuming that the Government is desirous of showing equal consideration to all classes of its subjects, and has no wish

Reports of Inspectors of Schools.

to promote the Hindu at the expense of the Mussulman, yet what can a Government officer do when he requires in a post certain qualifications which are possessed by the Hindu applicants, but not by the Mussulmans? He is obliged to take the Hindu, and then he is adding one more instance to the list of Mussulman wrongs. I was present at a large meeting in the Madrasah in 1870, where the question was discussed, why Mussulmans were so few at the university examinations. Some speakers argued that Mussulmans in India have an hereditary dislike to mathematics, and failed in that subject more than in other subjects. Others said that a third of the time of Mussulman students was given to studies which do not "pay" in the university. Mussulman gentlemen frequently learn four languages:—Arabic, on account of their religion; Persian, because it is with them the language of polite correspondence; Urdu, because it is their vernacular; and English, in order to gain a livelihood. The time which would suffice to attain proficiency in two languages is employed in acquiring a smattering of four. There is truth in the argument; but still at the great public schools of England, Latin and Greek, French and German, go on together, and English is not altogether neglected. I was of opinion that successful Mussulman students were few because they are few at school, and they are few at school because pride of race and religion makes them averse to the English language and all the innovations attendant on its study. The Mussulman system of education now leads to no advancement in life, and is not much patronized. Hence pride tends to idleness, and idleness to dissipation, according to the Arabic proverb—"Men are usually tempted by one devil; but the idle man is tempted by a thousand devils." Aversion to the subjects studied, habits of idleness in youth, and their necessary consequence, a tendency to dissipation, are fatal to excellence in the university. Mussulmans are moreover poor and find great difficulty in paying schooling fees.

Central Division, Mr. Woodrow.

Mr. Blochmann, the head master of the Madrasah, corroborated my view as regards the idleness of Mussulman students. He instanced the smallness of the numbers in the two highest classes of the Anglo-Persian department of the Madrasah in comparison with the numbers in the same classes of the Hindu and Hare schools, although the total numbers in each of these Hindu schools are only half as large again as in the Mussulman schools. He deduced from this fact the conclusion that Mussulmans at English schools in the lower provinces are not so industrious as the Hindus. I shall show in another part of this report that the vernacular scholarship examination, where about ten scholarships are annually awarded according to merit in each of the districts of Hugli, Nuddea, Baraset, and the 24-Parganas, the Mussulmans only gained one scholarship out of the 176 scholarships awarded in the last four years. The Christians did not gain a single scholarship, which is partly accounted for by the fact that European and East Indians do not compete for these scholarships, and Native Christian boys of ability learn English. At the vernacular examination this year, out of 438 candidates from the highest classes of 122 schools, there were only 9 Mussulmans and 38 "others," which, in conjunction with other facts, indicates that the Mussulmans in vernacular schools are comparatively more numerous in the lower classes than in the higher. This confirms the opinion that Mussulmans at school do not work hard.

In the minor scholarship examination last November, out of 189 candidates, only 6 were Mussulmans, and they were all placed in the third division, and consequently none obtained scholarships, as was also the case in the previous year. Of the Christians, 6 only passed the last examination, 2 in the second division and 4 in the third; but none obtained scholarships. Hence, neither in English nor in Bengali do the Mussulmans attain the position which their numbers would warrant us in

Reports of Inspectors of Schools.

expecting; and the Christians are not much more successful than the Mussulmans.

Creed of Pupils in our Schools.

DESCRIPTION OF SCHOOLS.	Hindus.	Mussulmans.	Others.	Total.
<i>Government Schools.</i>				
Normal for masters	223	2	.....	225
Ditto for mistresses	7	.....	.....	7
Higher class English	1,075	36	15	1,126
Middle class English	473	0	26	508
Middle class Vernacular	2,510	89	70	2,669
Lower class Vernacular	78	2	.....	80
Girls'	70	.....	.....	70
Total	4,436	138	111	4,685
<i>Aided Schools.</i>				
Normal ... ..	.....	.....	42	42
Higher class English	5,673	117	20	5,710
Middle class English	5,845	335	752	6,933
Middle class Vernacular	11,214	636	54	11,904
Lower class Vernacular	10,171	2,417	592	13,180
Girls'	3,036	20	1,096	4,202
Total	35,890	3,525	2,566	41,971
Grand total	40,326	3,663	2,667	46,656

The social position of the pupils in our schools is shown in the elaborate return, of which I give a synopsis here. The remarks I have to make on them are not here entered, as it would be a waste of space to add them when they may be required again for a general *resumé* of the results for the whole of the schools in the lower provinces. I notice, however, the general fact that the falling off in numbers is confined to the lower ranks of society, and to those whose parentage is not known.

Central Division, Mr. Woodrow.

TABLE OF SOCIAL POSITION.

UPPER CLASSES OF SOCIETY.

TITLES.	Number of pupils.
Princes, nabábs, rájás, ráy-báhádurs, khán-bahádurs ...	64
GOVERNMENT SERVICE.	
Government servants with salaries of Rs. 10,000 a year and upwards ...	105
LAND.	
Large landholders whose income from land is Rs. 20,000 a year and upwards ...	355
OTHER REALIZED PROPERTY.	
Owners of houses, mines, Government securities, and other realized property, whose income is Rs. 30,000 a year and upwards ...	69
PROFESSIONS.	
Professional men with incomes of Rs. 40,000 a year and upwards ...	7
TRADE.	
Merchants, bankers, &c., with incomes of Rs. 50,000 a year and upwards ...	30
Total of upper classes	630

MIDDLE CLASSES OF SOCIETY.

(Viz., those below the upper classes and above the lower classes, and whose chief social position is derived from Government service, realized property, profession, or trade.)

GOVERNMENT SERVICE.

Officers on salaries of Rs. 200 and less than Rs. 833 a month ...	1,061
Officers on salaries of Rs. 50 and less than Rs. 200 a month ...	2,167
Officers on salaries of Rs. 20 and less than Rs. 50 a month ...	2,027
Officers on salaries of less than Rs. 20 a month, such as military officers, teachers, pandits, post-masters, amlas ...	723

*Reports of Inspectors of Schools.*Number of
pupils.

ESTATES.

Holders of lands, mines, houses, Government securities, or other realized property, whose income is above Rs. 3,000 a year, and under the limits for the upper classes	1,097
The same when the income is less than Rs. 3,000 a year	2,348
Holders of debatvar, brahmatvar, piratvar, tenures	3,322
Jagirdars, ghatvals	1,071

PROFESSIONS.

Barristers, surgeons, engineers, attorneys, pleaders, clergymen, priests, religious gurus, mullas, kazis, maulavis, professors, high pandits, superior English teachers, authors, editors, higher artists	4,503
Muktars, munsis, amlas, writers, moharers, sarkars, gomastas, nayabs, surveyors, overseers, native doctors, kabirajes, apothecaries, English teachers, pandits, village school teachers, engine-drivers, press proprietors, press readers, catechists, ghataks, kathaks, lower artists	10,500

TRADE.

Bankers, brokers, banians, gold-merchants, money-changers, merchants, mahajans, large traders, contractors, manufacturers of sugar and saltpetre, produce-dealers, factory owners, photographers, coach-builders, engravers	3,616
Shop-keepers, aratdars, kyals, apprentices	2,420

Total of the middle classes ... 34,855

LOWER CLASSES OF SOCIETY OR "THE MASSES."

GOVERNMENT SERVICE.

Government servants on less than Rs. 20 a month, such as compounders, soldiers, constables, chaukidars, peons, paiks, barkandazes, chaprasis, darwans, guards, messengers, bhandaries, nagdies, boatmen, gunners, laskars, seamen, cooks, tailors, palki-bearers, bearers, farashes, punkha-pullers, coachmen, syces, elephant-drivers, grass-cutters, shikaries, duftries, bhistics, khansamas, kitmatgars, ayas, washermen, mehters, and other servants, on regular pay	815
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

PRIVATE SERVICE.

Such as those named before	1,659
-----------------------------------	-------

*Central Division, Mr. Woodrow.*Number of
pupils.

AGRICULTURE.

Cultivators, gardeners, small ryots 9,257

TRADE.

Petty shop-keepers and small dealers and sellers, such as pedlars, kolu, chunari, mudis, moiras, sweetmeat-sellers, sellers of tari, betel, milk, spices, fish, biscuits, opium, stamps, pankhas, fire-wood, baskets, liquor, earthen-ware, vegetables, ganja, goli, &c. . 4,698

HANDICRAFT.

Printers, compositors, pressmen, book-binders 412

Workers in gold and silver, ornament makers 538

Potters, stone-cutters, masons, idol-makers, brick-makers, brick-layers 489

Firemen, stokers, lower engine-drivers 83

Painters of houses, of common pictures, picture frame-makers, dyers 75

Blacksmiths, tinmen, braziers, kansari 510

Carpenters, coopers, wheel-wrights, palki-makers 431

Weavers, blanket-makers 692

Harness-makers, shoe-makers, hat-makers... .. 112

* SKILLED LABOUR.

Tailors, barbers, gharamies, farriers, horse-breakers, shikaris, mid-wives, bird-catchers 854

COMMON LABOUR.

Palki-bearers, garwans, syces, coolies, cowherds, shepherds, fishermen, pig-keepers, cutters of grass and wood 547

MISCELLANEOUS.

Itinerant performers, such as musicians at natches, songsters, male-dancers, bajandars, jatravalas 92

Vagrants, such as beggars, fakirs, bairagis... .. 426

Disreputable classes, such as latials, badmashes, dacoits, thieves, pirates, prisoners, prostitutes. 101

Total of the lower classes or the masses 21,791

Parentage not known 1,623

Grand total 23,414

Reports of Inspectors of Schools.

EFFICIENCY.—In January last, in order to secure uniformity in the valuation of schools, I submitted, for the discussion of deputy inspectors, a system of valuing the merits of vernacular schools. Their suggestions were valuable, and have to some extent been incorporated in a scheme, which, with your permission, I will follow next year. You will observe in the scheme that I give one-fourth part of the marks for the accessories of the schools, and three-fourths for instruction. These accessories refer to the state of the building and premises, to the registers and books, to discipline, and to moral tone.

It will be remarked that in England the first two of these four heads are considered so important, that the grant is withheld altogether if the school is not held in a suitable building, and if the registers and accounts are not properly kept. I cannot find that these four subjects are noticed at all in the Bombay rules. I have endeavoured to give them some weight, but I am afraid that you may think too little weight in the valuation.

I am aware that Dr. Arnold said—"It is not necessary that Rugby should be a school of 300, or 100, or even of 50 boys, but it is necessary that it should be a school of Christian gentlemen." I earnestly desire to follow in the footsteps of my revered master; but Bengal is not England. Without religion we want the sanction to insist on a high moral tone. Moreover, the deputy inspectors, and not the masters, make this valuation; and the deputy inspector in his visits can learn but little of the moral tone of the boys, and the marks are given with reference to his means of judging, and not with reference to the importance of the subject.

Scheme for the Valuation of Middle Class Schools.

Valuation for grade—

Excellent,	75 and up to	...	...	...	100 marks.
Good,	60 and less than	...	...	...	75 "
Fair,	45 ditto	...	...	...	60 "
Moderate,	30 ditto	...	...	...	45 "
Indifferent,	15 ditto	...	...	...	30 "
Bad,	under	...	...	...	15

*Central Division, Mr. Woodrow.*No. of
marks.

I. PREMISES.— <i>House</i> .—Proper ventilation, dryness, neatness, state of repair	
<i>Compound</i> .—If any, its neatness, provision of swings and gymnastic apparatus ...	
<i>Furniture</i> .—Such as black boards, globes, admirals, desks, chairs, &c., and their neatness and state of repair. (Benches for boys are not to be considered necessary; if there are benches, they ought to be low, or to have a ledge for the little boys' feet)	
<i>Necessaries</i> .—Supply of clean drinking water and of water for washing	
A clean privy or some similar ar- rangement	6
II. BOOKS.—Accounts, their state and correctness	
Attendance register neat and well kept	
Admission ditto ditto	
Mark ditto ditto	
Subscription book ditto	
Visitors' book, neat	
Books of reference, maps, &c., and their neatness and state of repair	6
III. DISCIPLINE.—Number on the roll	
Regularity of attendance	
Order of lessons	
Power of master to command attention and obtain silence when he requires it	
Cleanliness of boys' faces, hands, hair, and person Organization of classes according to progress	6
IV. MORAL TONE OF THE SCHOOL.—Proper behaviour of boys to teachers and superiors	
Truthfulness as shown in freedom from prompting, cheat- ing, and underhand ways	
Good manners as indicated by politeness, and in the absence of rude habits, such as spitting, belching, &c.	7
Total of marks independent of instruction	25

Reports of Inspectors of Schools.

	No. of marks.
Brought forward ...	25
V. READING with fluency, proper pronunciation, emphasis, with an understanding of the meaning of words and sentences, and with power to narrate, in their own words, any story in their reading books	20
In higher classes, this head includes grammar and recitation	
VI. WRITING a good legible hand, with ability to spell correctly in writing at dictation, and to direct letters according to the post-office requisitions	20
In higher classes this head includes composition ...	
VII. ARITHMETIC, and in higher classes, mathematics...	20
VIII. OTHER SUBJECTS, such as geography, history, science, drawing, mapping, surveying, &c.	10
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 70
IX. GENERAL.—The deputy inspector may award for gymnastics, such as, running, leaping, jumping, throwing, swinging, swimming, riding, &c., or for any special excellence, which should be mentioned	5
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
Total ...	100
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>

In middle class schools learning English, the head Reading will include both languages and translation from one language to the other; similarly, the head Writing will refer to both languages.

If a master prompts his boys, or connives at any unfairness, he is to be reported immediately to the secretary and to the inspector, for degradation or dismissal, as the circumstance of the case may require.

When the state of things under any of the above heads is bad, the deputy inspector will give no marks for that head, and generally great excellence will be necessary to secure full marks.

In middle class English schools a good knowledge of the vernacular will be required, and half the marks in reading and writing will be given to it.

Central Division, Mr. Woodrow.

Schools vary considerably, but generally there is too large a number of boys in the first primer, whether English or Bengali. Hence, in awarding the marks allowed to each head, marks for reading and writing will not be distributed among the classes which are still studying the first number reader; and no boy will be allowed to begin the second book till he is well acquainted with the first. The marks therefore will be distributed equally among the higher classes, and the character of any class will be judged by the way in which the boys, after the first two, acquit themselves.

If there are only two boys in a class, no marks will be given; and generally discouragement will be shown to the practice of allowing two or three boys to usurp an undue amount of the teacher's time.

The higher class schools will require a fuller development of the method of awarding marks, and the lower class schools a simpler system than is here indicated.

EFFICIENCY.—The schools are arranged as regards efficiency under the six heads, Excellent and Good for the better sort of schools in each class; Fair and Moderate for middling schools; Indifferent and Bad for the worse sort of schools. Besides these, all the zenana institutions, and some schools about whose classification there was some doubt, are entered as unclassified. Out of the 992 schools, there were—

			No. of Schools.	No. of Schools.
Excellent	9
Good	139
				<hr/>
Fair	199
Moderate	313
				<hr/>
Indifferent	129
Bad	84
				<hr/>
Unclassified	119
				<hr/>
				992

Reports of Inspectors of Schools.

Of the higher class English schools, 44 out of 58 are under the two heads of Good and Fair; five being excellent, and nine moderate or indifferent. Of 127 middle class English schools, 59 are in the classes good and fair, and 68 below them. Of the 221 middle class vernacular schools, 4 are excellent and 118 in the classes good and fair. Hence the middle class schools, both English and vernacular; are nearly equally distributed between the upper and lower halves of the list of efficiency; but in the three upper classes of the list are found more than half the vernacular schools, and less than half the English schools. The inferior English schools are chiefly those managed by native gentlemen; the inferior vernacular schools are chiefly those managed by missionaries. In the 106 missionary vernacular schools, only 11 are in the first three grades, whereas in the 481 vernacular schools managed by Natives, 185 are in the upper grades and 296 in the lower grades. The poorness of the majority of the missionary vernacular schools arises from their locality. They are generally placed where there are Christians, and Christians are often found in the places where high caste families are few, and education, except from missionary societies, is unknown.

Table of Efficiency.

	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassed.	Total.
SCHOOLS FOR BOYS.								
<i>Higher Class.</i>								
Government	2	2	3	...	...	...	...	7
Missionary	1	6	2	1	...	...	...	9
Other Christians ...	...	...	...	1	...	...	...	1
Native	2	18	14	6	1	...	...	41
Total	5	25	19	8	1	...	...	58

Central Division, Mr. Woodrow.

	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassed.	Total
<i>Middle Class English.</i>								
Government	3	...	...	...	...	...	...	3
Missionary	1	2	3	2	...	...	...	6
Other Christians...	1	3	2	...	...	...	...	6
Native	16	33	53	2	8	...	...	112
Total	21	38	58	2	8	...	...	127
<i>Middle Class Vernacular.</i>								
Government	1	8	11	8	2	...	...	30
Missionary	2	2	5	4	...	...	...	13
Other Christians...	...	...	...	...	...	...	...	...
Native... ..	3	33	57	61	16	3	...	173
Total	4	48	70	74	22	3	...	221
<i>Lower Class Vernacular.</i>								
Government ... ..	...	...	...	2	...	...	...	2
Missionary ... ..	...	...	7	23	26	30	7	93
Other Christians...	1	...	...	...	...	...	1	2
Native	39	48	117	66	33	...	...	303
Total	40	55	142	92	63	8	...	400
<i>Schools for Girls.</i>								
European and other foreign races ... ..	...	...	...	3	...	1	5	9
<i>Native Races.</i>								
Government ... ..	...	...	1	...	...	...	...	1
Missionary	1	3	8	6	6	4	...	28
Other Christians...	...	1	4	...	...	4	...	9
Native... ..	2	11	16	6	3	...	...	38
Total	3	16	31	12	10	13	...	85
Zenana instruction ... ..	...	...	...	...	...	96	...	96
<i>Normal Schools.</i>								
For masters, Government...	2	...	...	...	...	...	...	2
Ditto, aided	...	1	...	...	...	...	...	1
For mistresses, Government	...	...	...	...	...	1	...	1
Ditto, aided	...	...	...	...	...	1	...	1
Total	2	1	...	...	...	2	...	5
Grand total	9	139	199	313	129	84	119	992

Reports of Inspectors of Schools.

FEMALE INSTRUCTION.—The Rev. K. M. Banerjee lately summed up his fifty years' experience of the supporters of girls' schools in the telling aphorism—"Long were their speeches, short were their subscriptions."

I cannot claim a fifty years' experience of girls' schools, but I was present when the foundation stone of the Bethune School was laid twenty-two years ago, and from that time to this floods of words have periodically deluged this barren field of labour and have left but little fertilizing influence behind them. The same complaint of the exceeding difficulty of collecting subscriptions, and the utter unwillingness of parents to pay fees, is repeated to this day in nearly the same words as I heard more than twenty years ago. It has even been observed that the very speeches which were delivered fifty years ago are appropriate, without the change of a single word, to the circumstances of the present time. It is evident that the importance of female education has not yet taken a firm hold on the leaders of Hindu society, for if it had, the frequent closing of girls' schools for want of funds, and the poverty-stricken state of those that remain open, would be facts of past history, and not ordinary events of the day.

THE NORMAL SCHOOL.—The Government normal school for Hindu female teachers of good caste was opened in February last, and on the 31st March contained seven students. Unfortunately a few days afterwards the number was reduced to four. The institution has inherently great difficulties to contend against, and the late committee of the Bethune School believed them to be insuperable, and resigned rather than consent to open the normal school. Unhappily the inherent difficulties of the institution have been increased by difficulties both from within and without. Babu Keshab Chandra Sen opened his own normal school, and as the supply for one school was inadequate, two schools could not possibly succeed. But even a greater obstacle arose in the conscientious objection of the lady superintendent to give to adults

Central Division, Mr. Woodrow.

secular instruction only. She felt that by secular instruction she necessarily loosened the restraints imposed by the Hindu creed, while the prohibition to teach religion prevented her from enforcing the sanctions of Christian morality. Hence, by giving secular instruction only, she indirectly promoted evil. There is little doubt about the fate of an institution in which the conscientious head believes success to be a sin. It is unfortunate that this religious scruple was not felt before the appointment was accepted. The Bethune School goes on fairly, and in this department the religious difficulty does not intervene, and the lady superintendent works with pleasure to herself and satisfaction to the parents.

The number of girls under instruction on the 31st March 1870-71 stood thus:—

	1870.	1871.
In Government schools (Bethune and normal schools)	76	77
In aided schools	2,488	2,148
In unaided schools	150	477
In zenana agencies	1,327	1,279
In schools for boys	499	515
	<hr/>	<hr/>
Total	4,540	4,496
	<hr/>	<hr/>

This shows a decline of 44 in 4,496, or one in a hundred. It is the first time that a retrogression has taken place. The excitement caused by the case of Ganes Sundari stopped the increase of zenana visiting, and caused temporarily a decline of numbers. The falling off in aided schools under native managers has, however, been the chief cause of decline. These two causes of decline have been nearly compensated for by the increase of girls in unaided schools and in schools for boys.

From facts that came to my knowledge I believe that the cause of female education is slowly, though steadily, advancing, but that

Reports of Inspectors of Schools.

the present state of instruction is lower than is generally believed. Female education is a matter in which Government should assist private enterprise rather than attempt a great social innovation itself. In former years I mentioned that inspectresses for female schools and zenanas would become necessary, and the fact has lately been urged on my attention by the early and steadfast friend of female education, Babu Piyarichand Mitra. But the financial pressure of the present year renders it inexpedient to moot the question now. This, and schemes for scholarships and rewards, which are also very desirable, must be postponed for at least a year.

The great defect in all schools for girls is the slow progress made in learning the alphabet. In a school of 30 girls, it will generally be found that 20 at least have not commenced to understand the meaning of easy words and sentences, and that two or three girls at the top are separated by a wide interval from all the rest. In this state of things I am an advocate for the Bombay system of paying by results; but even then the price given for each standard must be very high, otherwise Government aid in female education will be a nominal, and not a real assistance.

In places where zenana agencies exist, the education of adults is carried on; but I have little hope of the education of women by their husbands and brothers. This point is discussed by Babu Nilmoni Mukhurji, B.A. and B.L., formerly a senior scholar of the Sanskrit College. I submit extracts from his interesting report for your perusal. It would be very desirable to know how far this mode of family instruction has proceeded; but in the absence of inspectresses of schools, I hardly know how the inquiry could be conducted. We might certainly question the pupils of our schools and colleges as to their individual exertions; but their answers would not altogether settle the point, for many of them are absent from their homes, and to ask students questions about their female relatives is a matter of doubtful expediency.

*Central Division, Mr. Woodrow.**Extracts from the Annual Report of the Deputy Inspector of Schools for Rajpur.*

The state of female education stands much at the same point as in last year. The only three girls' schools under my inspection that deserve encouragement are situated at Baripur, Ramnagar, and Kaorapukar respectively.

It is a truism to affirm that the condition precedent of female education in a certain locality is a tolerably improved state of male education therein, and that people who live from hand-to-mouth, and who are not sure of procuring their food on the morrow, can little think of education unless it is calculated to bring to them immediate relief. Female education in this country does not hold out any such relief as may be appreciated and sought by the poor. The males of the places where the missionaries have established female schools are so uneducated and helpless, that they possess very slender means of educating even their boys. They have no inclination, no idea of training up their daughters; but they send them to schools only for the purpose of obliging the missionaries.

In classifying the schools at Baripur, Ramnagar, Kaorapukar, Sarisa, Manderhat, Banipur, Rajpur, Baikantpur, Kodalia, Bonhugli, Balarampur, Salpukar, Raghampur, and Jhanjra, I have taken into account not only the subjects taught and number of pupils capable of reading and explaining, but also the number and progress of such pupils as have learned spelling in Barnaparichay part I and part II. Considering the general condition of female education in this country, I do not take any exception to the first-named three schools. The schools at Sarisa, Banipur, and Manderhat, are conducted according to the circle system, and are taught only two days in the week by the circle pandits. They might, however, be made to assume quite a different aspect if something were allowed them for the purpose of purchasing books and awarding prizes; but the manner in which our operations were restricted by the financial policy last year did not permit me to make any such provision. The next three schools, situated at Rajpur, Baikantpur, and Kodalia respectively, are included in the Rajpur zenana agency. The schools at Rajpur are not now so successful as was the former Rajpur girls' school under the management of Mr. Payne. The last-named five schools are under the superintendence of Mr. D#iberg; they contain each one or two pupils, who read Sarala Charita or Bodhoday; but they read, explain, and spell so indifferently, that they can hardly be

Reports of Inspectors of Schools.

regarded to have learnt anything. Of arithmetic, geography, and writing, they know absolutely nothing. With the exception of one or two pupils, none is advanced beyond the alphabet. My experience, combined with that of my predecessor, Babu Radhika Prasanna Mukhopadhyáy, proves that they have been in this wretched state for the last four or five years; nor do I see any reason to hope that their past will differ from their future.

From the first cyclone, this part of the district, where the missionary schools are situated, suffered severely for three years. Famine, flood, and pestilence, came in quick succession in the train of the cyclone, and caused great distress to the unhappy people; but the good harvests of the last three years have restored to them peace and plenty. We have given them a fair trial, but it is evident that they have not profited by it, and in many cases it is not possible for them to do so.

The plan of female education mooted by Babu Kesab Chandra Sen, in his able speech recently delivered at the Town Hall, has provoked criticisms from various quarters. The *Hindu Patriot* seems to be content with the present state of female education, and expects good results from it. He overrates the efficiency of family agency for training up adult ladies. No one would deny that a youth would endeavour to impart knowledge to his illiterate partner; but it should be borne in mind that in the present state of our society, his opportunities are so few, and the difficulties in his way are so many, that it is seldom that he succeeds in his attempt. In the first place it is hard to overcome the repugnance of a grown-up girl, and in the second place, it is often found too inconvenient to induce her to steal a few hours from her household occupations in order to devote to study. If, however, one should be so fortunate as to get over such obstacles and place his wife in a fair way to knowledge, the birth of a child would often decide the question. The love for the child would dispel her love for literature, and impose on the mother so many duties that she would find no time for continuing her study.

These considerations make it imperative that the principal school for educating a girl should be her paternal home, and the office of the zenana agencies should consist in guiding her after studies, and instructing her in such arts as might render her useful and ornamental to her family and to society at large. No attentive observer of the times would fail to notice that the marriageable age of our girls has a little advanced, and the general tendency of the present generation is to make it advance still further.

Central Division, Mr. Woodrow.

Moreover, it is not a rare occurrence that girls who evince some aptitude for study are allowed to continue to attend school a year or two after their marriage. This fact should not be overlooked, and may be taken advantage of in prescribing the course of study for girls' schools.

It is therefore evident that two different kinds of agency are requisite to complete female education, one for girls and the other for grown up ladies. One should consist of schools constituted after the fashion of the model schools and supervised by the inspector and deputy inspectors, and the other of zenana agencies formed on the principle of strict religious neutrality and supervised by inspectresses under the directions of the inspector of the division. Both the agencies should be entirely supported by Government, and made effective by the institution of prizes and scholarships. As every useful institution in which Government took the initiative has been crowned with success, there is no reason to favour the supposition that this most beneficial undertaking should miscarry, but on the contrary it might be confidently said that under the plan above adverted to, female education would assume quite a different aspect. Native prejudice is as inveterate as it is apt to take the alarm at the slightest change, but the pliancy with which it yields as soon as it is brought in contact with a useful institution is remarkable, and would be borne out by the history of the last thirty-five years.

The *Hitakari Sabha*, one of whose objects is the extension of female education, is of opinion that I underrate the extent and progress of female instruction. If the extent and progress of female education were great, schools for girls would be maintained with only a little more difficulty than schools for boys. But such is not the case. From among a mass of correspondence showing the difficulty of carrying on girls' schools, I select letters from the managing committee of the Bow Bazar female school, Calcutta, dated the 14th and the 22nd of April 1871. These letters will show that I have but too good grounds for my opinion that much progress has not yet been made. It must be premised that the Bow Bazar committee support a large school of 442 boys, and that they claim for their girls' school a high place among the female schools of Bengal.

Reports of Inspectors of Schools.

The committee write as follows:—

Prior to August 1867 the Government grant to this institution was Rs. 15 at first, and Rs. 25 after that. In that month a grant in aid of Rs. 30 was conceded, on the condition that a further sum of Rs. 35 would be realized by the managers from local subscriptions, and Rs. 10 from schooling fees.

For a short time after this arrangement came into operation, the required amount of local subscriptions was realized, although not with the hoped-for facility. But after this the subscriptions gradually fell off, and for some time past most of the subscribers have discontinued their assistance. These subscribers for the most part comprised the European gentry, and although some of the native subscribers yet continue to subscribe, they are so dilatory in paying their contributions, that the managers have almost always been compelled to meet from their own resources the failings of the defaulters, which were recouped at their convenience. They have also had to meet the balance of the expenditure needed for maintaining the school.

With regard to schooling fees, the highest amount ever realized from this source never exceeded Rs. 2; and it was lamentable to find that in endeavouring to enforce payment, a sensible reduction in the number of the scholars took place, and that those who left, joined the Rev. Mr. Dall's school in the neighbourhood, where no schooling fees are demanded. The managers were therefore compelled every month to pay themselves the amount fixed to be paid under this head.

This decline in the financial prospects of the institution is traceable to the proverbially marked indifference of the natives (the enlightened few excepted) to educate, or contribute towards the expenses of educating, their female children. They find it conducive to their interests, for manifest reasons, to educate their boys; but they fail to appreciate to their full extent the benefits of educating their girls. To ameliorate this apathy the Government should, the managers submit deferentially, among other concessions for smoothing the barriers to the advancement of female education, relax the rules of the aid system in their monetary bearings.

This school does not profess to advance the interests of Christianity, and has therefore no European supporters. The few it had have withdrawn their aid on the ground that the Natives themselves ought to support such an institution, although the managers believe that the chief cause of their ceasing their assistance is that they have already to assist the institutions

Central Division, Mr. Woodrow.

projected by their European brethren for religious ends. Among Natives the enlightened portion, and their number is not large, do not refuse their aid, but their sympathies with such institutions are of an intermediate character. On the one hand their private connections induce them to believe that they ought to aid the good cause; on the other hand, race and despotism and bigotry damp their good resolves. If therefore the Europeans will not subscribe, and the enlightened Natives exhibit a partial, a frigid, and supine interest in such matters, to whom can we look for support? Certainly not to the masses; for the time has not yet arrived for them to unshackle the inherent objection they have to innovations of any kind which jar against their national and time-honored customs and habits, and to renounce the prejudice and antipathy they entertain against schemes that, whatever their other merits, withdraw their females from the seclusion and security of their zenanas.

*Extract from the report of the "Hitakari Sabha," dated 20th
April 1871.*

All the examiners expressed their satisfaction with the answers of the girls. Babu Bhudev Mukhurji, whose opinion is entitled to great weight, says:—"After having taken part in the examinations of your girls' schools, I have come to believe that the *Hitakari Sabha* of Uttarpara is doing much good to the girls' schools in the neighbourhood. The scholarships of the Sabha are evidently an object to the girls: they learn up much higher than they would do if they had no such prizes to compete for; the *Antaparikai* (zenana students) evidently do nothing." There cannot be the least doubt that the system of awarding scholarships is the best mode of encouraging female education in the present state of our country. It appears that almost all the deputy inspectors under you have recommended that measure as the best and the most effective means for the spread of education among the females. The *Hitakari Sabha* has the satisfaction to observe that experienced educational officers unanimously advocate a measure which the Sabha inaugurated seven years ago. How far the system has succeeded in creating a taste for knowledge in the girls that are annually sent out by the schools connected with the Sabha, the Sabha has not yet been able to ascertain; but one thing is certain, as Babu Bhudev Mukhurji observes, that they would not have made so high progress if these scholarships had not been held out to them. The highest standard of studies fixed by the Sabha for the girls is not far below that fixed for the vernacular scholarship

Reports of Inspectors of Schools.

examination, so that it may be fairly hoped that with the amount of knowledge acquired by the girls at school, they will become well prepared to increase their stock of knowledge at home with the occasional help of their male relatives. The present circumstances of the country, however, generally bring about a contrary result. So far as the education the girls receive at school goes, it is almost on a par with that received by the boys. The latter, however, continue to prosecute higher studies in superior schools, and thus add to their stock of knowledge; while the former, after they leave school for want of encouragement and assistance at home, generally remain at the same level, and cannot obtain that amount of knowledge which might be of any material advantage to them. The only means to remedy this evil, the Sabha thinks, is the holding out of zenana scholarships and prizes, and the creation of a body of female teachers competent to impart instruction to young ladies in the zenana, and the Sabha is glad to find that the attention of Government has been directed to that subject.

The deputy inspectors make their usual statements of the difficulties which schools for girls experience. An extract from one report will show the opinion of all—

*Extract from the Annual Report of the Deputy Inspector of Schools
for Hughli.*

There are under my supervision four aided and one unaided girls' schools. Of the aided girls' schools, that of Ghutia Bazar only is in an improving state. The numerical strength of the Chandranagar girls' school has fallen off, and the Bora girls' school is declining both in number and efficiency. The Free Church Bansbaria girls' school is yet in its infancy. The unaided girls' school at Chinsurah, supported by the well-known friend of education, Babu Durga Charan Laha, is pretty much in the same state as in the last year in point of numerical strength, but in regard to progress in studies, it is a little on the wane. In justice to this institution, however, it must be admitted that this school is decidedly superior to the other girls' schools in the district in specimens of needlework executed by the girls.

From what has been said above, it will appear that the prospect of girl education in the district is not encouraging. The obstacles in the way mentioned in my last year's report continue to be in force. Of these, early

Central Division, Woodrow.

marriage and the withdrawal hand-in-hand of pupils from school is the principal. The parents do not yet look upon the education of their girls as a sacred duty incumbent upon them, as much as it is their duty to educate their boys. When the education of boys is sought for more as a future means of gain rather than from any real love of knowledge, it cannot be expected that the education of the girls, who are not, from their secluded state in society to turn it to that account, will receive that degree of attention which its importance demands. Though the hostile feelings formerly entertained against female education have given way in a large measure—though it is no longer believed that education is followed by the state of widowhood, yet female education is still looked upon with no small degree of apathy. The parents in many cases are unwilling to send their girls to public schools, much less to bear part in the cost of their education. Such being the fact, it is impolitic, under the present state of society, to charge any portion of the cost of education, however small, upon the parents of girls. It should be given them free of all cost to their parents. Not only this: rewards in the shape of books and ornaments should be given them from time to time for encouragement. The grant-in-aid rules should be relaxed, and scholarships after the example of the Uttarpara *Hidakari Sabha* be created. The services of the female teachers should be secured; for our females, brought up to habits of seclusion, are unwilling to study long in schools taught by pandits. These done, our girl schools will flourish, and we shall no longer have occasion to take a desponding view of the subject.

THE TOTAL COST OF INSTRUCTION.—The table below shews the cost of instruction, the total cost of inspection, and travelling for fourteen deputy inspectors and myself, have been Rs. 48,032, and the cost of instruction and scholarships has been Rs. 6,81,817. Hence inspection has been 6·5 per cent. of the total expenditure controlled by the department, instruction 91·5 per cent., and examinations and scholarships 2 per cent. The proportions shown in these charges seem to me very moderate. If the expenditure of a large sum of money is necessary for the public good, there must be some control over that expenditure, or it is sure to be abused; and 6·5 for control appears, in comparison with the charges in other departments, to be a modest proportion.

Abstract Return of Expenditure for the year ending 31st March 1871.

Reports of Inspectors of Schools.

SOURCE OF CHARGE.	From Imperial Funds.	From Local Funds.	Total.	Percentage of total cost.	REMARKS.
	Rs. A. P.	Rs. A. P.	Rs. A. P.		
INSPECTOR--					Government schools including Bethune and normal schools receiving allowances under the grant-in-aid rules... Receiving no allowance but under inspection... Schools abolished and temporarily closed Special Grants and rewards ...
Salary	18,000 0 0	18,000 0 0	2'89	
Travelling charges	648 12 0	.....	648 12 0	
Office charges (including rent, salaries, and contingencies, &c.) ...	2,596 11 9	.....	2,596 11 9	
DEPUTY INSPECTORS--					
Salaries	19,121 4 6	19,121 4 6	3'66	
Travelling charges	7,225 5 6	.....	7,225 5 6	
Peons and contingencies	440 9 5	.....	440 9 5	
	48,032 11 0	48,032 11 0	6'55	
INSTRUCTION (including all charges entered in return No. 24)	2,43,329 5 9	4,21,089 8 3	6,64,418 14 0	91'48	
Special grants for furniture, maps, &c., not included in the above ...	565 0 0	.....	565 0 0	
Rewards (not included under the head Instruction)	1,226 15 3	.....	1,226 15 3	
Instruction for schools abolished and temporarily closed during the year	4,222 12 6	.....	4,222 12 6	
SCHOLARSHIPS--					
Minor	2,932 13 9	2,932 13 9	1'47	
Vernacular	7,493 13 6	.....	7,493 13 6	
Girls' scholarships (Hitakari Sabha)	162 2 6	162 2 6	324 5 0		
Remuneration of examiners (not included under the head Instruction)	666 10 6	977 9 0	1,644 8 6	50	
Service stamps... ..	1,413 0 0	.....	1,413 0 0	
Tents for the use of the office	575 0 0	.....	575 0 0	
	2,62,587 9 9	4,22,229 8 9	6,84,816 13 6	93'45	
Grand total ...	3,10,620 4 9	4,22,229 8 9	7,32,849 8 6	100'00	

* This includes Rs. 376-10-6 due to Babu Sasadhar Ray, officiating deputy inspector of schools, Hazaribag, from Jessore in south-east division.

Central Division, Mr. Woodrow.

THE AVERAGE COST OF INSTRUCTION.—The table of the cost of each kind of school according to management is a most useful help for judging of the comparative cost of any kind of school. Yet its indications cannot be accepted without reference to locality, which exercises so preponderating an influence in the question of cost that it cannot with safety be ever omitted from consideration; for example, my higher class zilla schools near Calcutta cost Government for each boy Rs. 8-2-8 yearly, while the three schools in Chota Nagpur, the new portion of my division, cost Government for each boy Rs. 30-9-11. There is no doubt that the style of instruction at Howrah and Uttarpara, the two best non-collegiate schools in the whole presidency of Bengal, is higher than that at Purulia, Hazaribag, and Ranchi. On a system of payment by results, the schools near Calcutta would receive from Government more than the schools in Chota Nagpur, yet they actually receive a head only four annas one pice, when the others receive sixteen annas. This utter contravention of the principle of payment by results is in my opinion not only expedient, but necessary; and when more money begins to be available, I must ask you to increase the disproportion, and give an increased assignment to Chota Nagpur. There was a time when schools near Calcutta had to be carefully nursed, in order that they might take root and grow; they have now become vigorous, but Chota Nagpur is still in the state of requiring nurture and care. In a few years cinchona plantations will be firmly rooted in the country, and Government will have accomplished its work and given to fever-stricken Bengal the best febrifuge now known. To give the nation such a boon involves at first a considerable expenditure; so with schools, the destitute regions of Chota Nagpur must at first be dealt with tenderly.

The table also shows that while the best instruction given by Government in my division costs Rs. 8-2-8 a head, the worst instruction costs Rs. 8-3-6. The fact that the worst instruction in the

Reports of Inspectors of Schools.

division costs more money than the best, is defended solely on the ground that if Government did not give schools to Tardah and Syampur, no one would. There are no Christian converts there to tempt the missionaries to found schools for the instruction of their people; the villagers are sunk in ignorance, and cannot help themselves. Tardah, in the Sunderbuns, was once the chief port of Bengal, in the time of Portuguese supremacy at sea. It is now a poor fishing village, suffering thirst from the want of fresh water. In Tardah's palmy day, Calcutta was Chutanutti, and Raja Pratap Aditya held his court on the banks of the Muni Khal, and thence defied the power of Akbar. Few Europeans have penetrated the Sunderbuns so far as to see the high embankments of Pratap's fort.

From the table we see that the average yearly cost to Government of each boy learning English is Rs. 6-12-9 in a higher class school, and Rs. 7-3-3 in a middle class school. Hence we find that the higher and better the school, the less is the cost to Government. On the other hand, the people paid yearly in fees and subscriptions Rs. 16-12-4 in the former case, and Rs. 13-9-6 in the latter.

The explanation of the anomaly as regard Government paying more for middling instruction than for good instruction, is found in the previous columns. The higher class schools were 54 in number, and held 6,635 boys, or on the average 123 in each. The middle class English schools were 122 and held 7,468 boys, or on the average 61 in each. The average would have been less if two or three of the middle class schools were not very large. As it is, the average middle class school is only half the size of the average higher class school. With double the number of boys in a school, and a fee considerably heavier, the higher class schools pay a staff of teachers that the middle class school cannot afford. The average yearly cost of a boy in a middle class school is Rs. 7-3-3 to Government, and Rs. 20-12-9 in all. Of the middle class schools, the Government schools appear the cheapest of all; but

Central Division, Mr. Woodrow.

this arises because the model schools of the Hugli and Calcutta normal schools are self-supporting; and the sole cost is that of the Chaibassa school, which actually costs Government Rs. 33 a head annually, while the people there give less than Rs. 4. I see no cause for astonishment at this disproportion. It is quite right that in Calcutta Government should give nothing, and at Chaibassa should give Rs. 33, while the people at Calcutta give Rs. 24, and at Chaibassa Rs. 4. I am, however, astonished that while Calcutta and Hugli model English schools have never since their foundation cost Government a penny, an order has lately been passed that when a class becomes too big for one master to teach, and boys have to be turned away, we are prohibited from entertaining another teacher and forming another class, because, though the change would not cost Government a penny, but would bring in actually a profit, Government will not allow money to be earned in this way; no more masters may be entertained, even when they pay their own expenses and bring in a profit besides. I fail after all my efforts to see an adequate reason for such a rule. An order that there should be no increase of expenditure to Government would surely have been sufficient. Government, in the case of the Calcutta and Hugli schools, has given nothing, does not now give, and is not asked to give, yet these schools must not be developed. This stunting process may emerge in crippling our charge, and in causing permanent inability to go alone.

The yearly cost of instruction in middle class vernacular schools is Rs. 3-6-6 a head on the average. The more expensive schools are the Government model school, and the least expensive the native management schools; but the former are in some cases real model schools, and in other cases are planted in barren spots, where none but Government schools or missionary schools could exist.

The average yearly cost to Government of the lower class vernacular schools is Rs. 1-14-2, and the people pay Rs. 1-15-7, or just an equal sum.

Reports of Inspectors of Schools.

The schools for girls cost Government on the average Rs. 13-3 a head yearly. The most expensive school is the Bethune School, which costs Government Rs. 164-8-3 a head yearly. The yearly cost to Government for 1,079 children in 36 native vernacular schools is Rs. 5-7-5 a head, and for 1,146 ladies, instructed by 96 teachers in zenana agencies, is Rs. 11-11-2 a head; but the supporters of the agencies give Rs. 28-2-6 a head. The total yearly cost of each lady taught in a zenana is Rs. 39-13-8. Till the people become aware of the importance of the education of females, the expenditure to Government will be large, and, compared with the results in boys' schools, unsatisfactory.

Normal schools for teachers are expensive institutions both in England and in India. The revised code has limited the Government contribution to £50 a head for male teachers, and £35 a head for female teachers. In India Government gave yearly for male pupils Rs. 81 in its own schools, and Rs. 56 in the aided missionary schools. The cost for female pupils in an aided school was Rs. 172 a year, and in the Government normal school was, for the two months it had been open, Rs. 47-7-8 a month; that is at the rate of Rs. 569-11-9 a year. Compared with the average cost to Government last year, the cost this year of normal schools and of higher class schools is less, but for all the other kind of schools is slightly greater; but the increased cost a head is no more than might have been expected to arise from the reduction of numbers.

Central Division, Mr. Woodrow.

Table shewing the Yearly Cost of Pupils in each Class of Schools in 1870-71.

GOVERNMENT AND AIDED SCHOOLS.	No of schools on the 31st March 1871.	No. of pupils on the rolls, monthly average.	EXPENDITURE.		ANNUAL COST FOR EACH PUPIL.	
			Imperial.	Total.	Cost to Govern-ment.	Total cost.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Schools for Boys.						
<i>Higher Class—English.</i>						
Government .. {Old	4	792	6,448 11 1	26,740 6 2	8 2 9	33 14 2
Government .. {New	3	256	7,838 10 9	10,686 6 0	30 9 11	41 11 16
Missionary	9	1,400	8,936 0 0	36,612 15 6	6 6 2	26 2 5
Other Christian bodies	1	80	408 15 6	2,226 2 0	5 1 10	27 13 3
Native ..	37	4,107	21,465 2 0	80,096 5 3	5 3 7	19 8 0
Total ..	54	6,635	45,097 7 4	1,56,362 2 11	6 12 9	23 9 1
<i>Middle Class—English.</i>						
Government ..	3	516	2,544 9 0	11,258 6 8	4 11 0	21 13 1
Missionary ..	6	648	2,290 0 0	7,791 6 6	3 8 7	12 0 5
Other Christian bodies	6	602	13,045 0 0	35,100 13 3	21 10 9	58 4 11
Native ..	107	5,702	35,909 4 2	1,00,185 5 1	6 4 9	17 9 1
Total ..	122	7,468	53,788 13 2	1,54,335 9 6	7 3 3	20 12 9
<i>Middle Class—Vernacular.</i>						
Government ..	30	2,479	11,435 5 1	21,214 6 7	4 9 10	8 8 11
Missionary ..	13	733	2,442 8 0	6,014 0 0	3 5 4	8 3 3
Other Christian bodies	...	...	...	...	...	...
Native ..	178	9,581	29,086 15 6	88,582 7 11	5 0 7	8 11 7
Total ..	221	12,793	42,964 12 7	1,10,810 14 6	3 6 6	8 9 4
<i>Lower Class—Vernacular.</i>						
Government ..	2	72	591 13 3	722 13 3	8 3 6	10 0 9
Missionary ..	92	3,514	6,058 12 3	15,810 1 6	1 11 0	4 3 0
Other Christian bodies	2	140	402 0 0	1,136 0 0	2 13 11	8 1 10
Native ..	296	9,280	17,481 12 9	32,516 7 10	1 14 2	3 8 1
Total ..	392	13,006	24,534 6 3	50,185 6 7	1 14 2	3 13 9
Schools for Girls.						
Government ..	1	61	10,035 8 3	10,645 0 3	164 8 3	174 8 1
AIDED.						
European and foreign races ..	9	755	16,318 15 0	42,235 11 9	21 9 10	55 13 1
Native Races	...	...	.....	...	.....	.....
<i>Missionary.</i>						
English ..	1	55	900 0 0	2,700 0 0	16 6 10	49 1 6
Vernacular ..	25	654	5,410 15 0	14,573 6 7	8 6 10	22 4 6
<i>Other Christian Bodies.</i>						
English ..	1	52	600 0 0	1,668 0 0	11 8 7	32 1 3
Vernacular ..	8	349	2,514 0 0	5,552 0 0	7 3 3	16 3 1
<i>Native.</i>						
Vernacular ..	36	1,079	5,557 10 0	11,862 7 10	5 2 5	10 15 11
Zenana instruction	96	1,146	13,404 1 3	43,649 0 3	11 11 2	39 13 8
Total ..	177	4,151	54,741 1 6	1,34,985 10 8	13 3 0	32 8 4

Reports of Inspectors of Schools.

GOVERNMENT AND AIDED SCHOOLS.	No. of schools on the 31st March 1871.	No. of pupils on the rolls, monthly average.	EXPENDITURE.		ANNUAL COST FOR EACH PUPIL.	
			Imperial.	Total.	Cost to Govern-ment.	Total cost.
NORMAL SCHOOLS.						
<i>For Masters.</i>						
Government Vernacular ...	2	214	17,436 9 8	18,556 10 8	81 7 8	86 11 5
Aided English ...	1	28	1,590 0 0	3,186 13 3	56 12 7	113 13 7
<i>For Mistresses.</i>						
Government vernacular for two Months ...	1	6	569 11 9	569 11 9	.....	.....
Aided English ...	1	11	1,900 0 0	15,460 14 11	172 11 8	1,405 8 8
Total ...	5	259	21,496 5 5	37,774 2 7	84 10 1	148 11 6
UNAIDED SCHOOLS.						
Schools for Boys.						
<i>Higher Class.</i>						
Native ...	4	885	706 7 6	12,391 4 9	0 13 9	14 0 0
<i>Middle Class—English.</i>						
Native ...	5	411	.....	4,520 5 3	.....	11 0 0
<i>Lower Class—Vernacular.</i>						
Missionary ...	1	45	.....	138 2 6	.....	3 1 1
Native ...	7	193	.....	724 11 3	.....	3 10 7
Total ...	8	243	.....	862 13 9	.....	3 8 10
Schools for Girls.						
Missionary ...	2	84	.....	222 6 0	.....	2 10 3
Native ...	2	85	.....	815 10 0	.....	9 10 7
Total ...	4	169	.....	1,037 16 0	.....	6 2 3

Central Division, Mr. Woodrow.

FRIENDS OF EDUCATION IN THE CENTRAL DIVISION.

The London Missionary Society.

The Baptist Society.

The Church Missionary Society.

The S. P. G. Society.

The Free Church of Scotland.

The Hon'ble Justice Phear.

The Hon'ble Justice L. S. Jackson.

CALCUTTA AND ITS NEIGHBOURHOOD.—Babu Rakhal Das

Mukhopadhyáy, deputy magistrate, Diamond Harbour.

Babu Mahima Chandra Pal, deputy magistrate, Baripore.

„ Thakur Das Ráy Chaudhuri and brothers and
cousins, zemindars of Baripore.

Babu Gauri Prasad Maitra of Malaucha.

Pundit Dwarkanath Bidyabhusan of Harinavi.

„ Binayaka Chandra Chattopadhyáy, Khidirpur.

„ Brindaban Chandra Chattopadhyáy of Baraset.

Sheikh Ramzan Noskar, zemindar and merchant of
Mugra.

Babu Srinath Basu, of Baree.

„ Kisory Lal Ráy, zemindar of Tara in Rajshahye.

NADIA.—Ráy Jadu Nath, Ráy Bahadur, Kishnagar.

Babu Annada Prasad Mukhopadhyáy, Ulu.

„ Syama Charan Sarkar, chief interpreter of the
Calcutta High Court.

Babu Radhika Prasanna Mukhopadhyáy, Gosai, Dur-
gapur.

Babu Prasanna Chandra Ráy, M.A., B.L., of Chandeeपुर.

Mr. W. Shirreff, indigo planter, Sinduri.

Srimati Sarnamayi Dasi, Haradham.

Babu Srigopal Pal Chaudhuri and brothers, Ranaghat.

„ Kali Das Bandyopadhyáy, Devagram.

Reports of Inspectors of Schools.

- Babu Siris Chandra Biddyaratna, deputy magistrate,
Bongong.
- HUGLI.—Babu Jay Kishen Mukhopadhyáy, Uttarpara.
Babu Raj Kishen Mukhopadhyáy, Uttarpara.
„ Bijay Krishna Mukhopadhyáy, Uttarpara.
„ Mángobind Biswas, Dashghara.
„ Jagesvar Sinha, Bhastara.
„ Sib Chandra Deb, Konnagar.
- The Hitakari Sabha.
- Babu Modhu Sudan Mukhopadhyáy, Sultangachha.
„ Durga Charan Laha, Chinsurah.
- HAZARIBAG.—Col. H. M. Boddam.
Babu Jadu Nath Mukhopadhyáy.
„ Raj Gopal Ráy.
- Maulvi Gazafar Ali.
- LOHARDAGA.—Col. E. T. Dalton, c.s.i.
Rev. J. Batsch.
- Babu Umes Chandra Sen, Ranchi.
- MANBHOOM.—A. D. Clay, Esq., deputy commissioner.
F. Wilcox, Esq., district superintendent of police.
Rani Hingan Kumari, zemindar of Pandra.
Babu Krishna Mohan Mukhopadhyáy, B.L., munsif of
Chatna.
- Babu Nobin Chandra Pal, munsif of Lakda.
- SINGHBHOOM.—Dr. H. Hayes, deputy commissioner.
Babu Sarada Prasad Ganguli, head master, Chaibassa
Government school.