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MADRAS.

129

Anglo Vernacular Schools, 4th Division.

NAMES OF SCHOOLS.	Number of Masters.	Number of Pupils.
Wallajapettah ...	8	211
Tripatore ...	5	111
Mayaveram ...	7	176
TOTAL ..	20	498

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51. The three Anglo-Vernacular Schools in the fourth division are all reported on favorably.

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Taluq Schools, 4th Division.

DISTRICT	Number of Schools.	Number of Masters.	Number of Pupils.
North Arcot...	4	14	325
Salem ...	4	13	240
Trichinopoly ...	1	3	123
Tanjore ...	5	18	406
TOTAL	14	48	1,094

52. The Taluq Schools of the division are, in general, in a satisfactory condition. At Nagore, however, both the standard and the attendance are decidedly too low. The Inspector reports an improvement in the Schools of North Arcot, which, he remarks, were not in an efficient state when the district was transferred to him.

Taluq Schools, 5th Division.

DISTRICT.	Number of Schools.	Number of Masters.	Number of Pupils.
Coimbatore ...	6	20	853
Madura ...	2	7	155
TOTAL ...	8	27	508

53. The attendance at the Taluq Schools in the fifth division has decreased considerably, notwithstanding that the staff of teachers has been strengthened. The Schools in Coimbatore were last inspected in July 1866, when they were found to be working satisfactorily.

Anglo-Vernacular School, Malabar and Canara.

MALABAR AND CANARA.	Number of Masters.	Number of Pupils.
Chowghaut... ..	2	41

54. The only Anglo-Vernacular School in the Sub-division of Malabar and South Canara is the one at Chowghaut; and neither in attendance nor standard is it in a satisfactory state. The institution made some progress in 1866, but the advance was checked by an outbreak of small-pox.

55. The two Taluq Schools in Malabar have increased considerably in numerical strength; and the report on the knowledge of the pupils is satisfactory in nearly every subject. The Schools in South Canara are generally in a creditable state: on the whole, the attendance has risen, though at Udapi there has been in this respect a falling off, which is attributed to a change lately made in the Head Master and to the opening of the new Government School at Mangalore.

Taluq Schools, Malabar and Canara.

DISTRICT.	Number of Schools.	Number of Masters.	Number of Pupils.
Malabar ...	2	5	156
South Canara ...	4	9	192
TOTAL ...	6	14	348

56. The Hill Schools of Gumsur were examined by the Acting Inspector of the district, circumstances unfortunately prevented their being examined by the Inspector. In June 1866, owing to the ravages of cholera, there was a panic among the children, and they could not be got to attend the classes.

57. The Vizagapatam Normal School was not successful last year at

Government Normal Schools.

NAMES OF SCHOOLS.	Number of Masters.	Number of Pupils.
Normal School, Vizagapatam	3	116
Normal Class, Narsapur ...	2	13
TOTAL ..	5	129

either the First Examination in Arts or the Examination for Certificates of the fourth and fifth grades; for the former, indeed, the strength of its teaching staff is scarcely adequate. At the First Examination in Arts, 3 pupils offered themselves but failed: at the Certificate Examination, 8 pupils presented themselves for a fourth grade, and 4 for a fifth

grade certificate, but only 2 were successful, both obtaining fifth grade certificates. The Matriculation Examination afforded much better results: 9 students underwent this test, and 6 succeeded in passing; all, however, being placed in the second class. The Normal Class at Narsapur was not inspected by either Mr. Bowers or Mr. Grigg in the year under review; but so far as examinations afford means of judging, the work of the class was not sufficiently satisfactory; only 1 student obtained a certificate, and that of the fifth grade. In the course of the year 7 students were posted to schools. The distress in Ganjam, as might be expected, greatly affected the Russelconda Normal Class; the pupils quitted the school and returned to their villages, asserting that they could not exist upon their stipends.

58. For some time past the working of the Madras Normal School has been unsatisfactory. I entertained a hope that, in the course of the year now closed, such improvements would be made in the instruction and discipline of the school as would restore it to the

Normal School, Madras.
12 Masters.
61 Pupils, Normal Class.
215 Do. Practising School.

position it formerly occupied; unfortunately, however, the institution rather retrograded than advanced, and it became absolutely necessary to place it under fresh management. Adopting the results furnished by the University, it would appear that 43 youths from the Normal School attended the Matriculation, and 16 the First Arts Examination, and that 11 passed the former, and 6 the latter test. These figures are decidedly unsatisfactory; but the deficiencies of the school are not evidenced so much in the general education of the students, which, to a great extent, is obtained in other institutions, as in their special training for the profession of a school master.

59. The Normal School at Trichinopoly acquitted itself very creditably in 1866-67. In the Certificate Examination the students answered decidedly well; all but 3 of those examined, 20 in number, succeeded in passing, 7 obtaining certificates of the fourth, and

Normal School, Trichinopoly
4 Masters.
21 Pupils, Normal Class.
171 Do. Practising School.

10 certificates of the fifth grade. Also 3 of the pupils passed the Matriculation Examination; recollecting that the preparation for this test is not allowed to interfere with the proper work of the school, the success of the lads is very creditable to them and to their masters. In the course of the year, 8 students were sent out to fill masterships in schools.

60. The Normal School at Vellore, though not presenting as satisfactory results as that at Trichinopoly, has been conducted in a careful and systematic manner, and great attention has been paid to the professional training of the scholars. The school sent up altogether 14

Normal School, Vellore.
5 Masters.
22 Pupils, Normal Class.
182 Do. Practising School.

candidates, to the last Certificate Examination; of this number, 7 passed, 2 for the fourth, and 5 for the fifth grade; 5 others being found qualified only for a fifth grade certificate, which was already possessed by them. The appointments made from the school in the year were only 3 in number.

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lation Examinations; moreover, a Matriculated student or two, produced by a sort of spasmodic effort, however creditable such a result may be to the teacher, will not afford sufficient ground for reckoning a school in the higher class. As regards Government Schools, it may be mentioned, the course adopted has been to rank all Zillah Schools and more advanced institutions in the higher grade, Anglo-Vernacular and Taluq Schools being counted in the middle class.

69. The Hindu School at Vizagapatam, though its attendance has been somewhat affected by the opening of the Practising School attached to the Normal School at that town is in a satisfactory condition. Two of the students passed the late Matriculation Examination. The Hindu School at Masulipatam has been unfortunate it losing its European Head Master; it has also suffered from dissensions amongst its supporters. Still the Inspector's Report is tolerably favorable, and 3 of the pupils succeeded at the Matriculation Examination. The Church Missionary Society's School at Masulipatam has its classes better arranged than formerly; and the number of teachers, which was too great, has been reduced. Taking the University lists, the institution had very good success in the late Examinations, passing 3 students at the First Examination in Arts, and 7 at the Matriculation test. While the above are the only schools which can at present be classed in the higher grade, 4 others, namely, the Central School at Narsapur, the Hindu School at Cocnada, the Church Missionary School at Elur, and the Samasthanam School at Vizianagram, are not very far below the standard of that grade. It appears that the Maharajah of Vizianagram desires to raise very considerably the standing of the Samasthanam School; and that, pending the completion of the arrangements necessary for this purpose, he proposes to found some Scholarships to encourage Natives of the Northern Circars to prosecute their studies at the Presidency College up to the points necessary to secure the degrees of Bachelor of Arts and Bachelor of Laws. Of the Zemindari Schools, those at Juggempettah, Pittapur, and Mandasa are reported on favorably; and it is satisfactory to find that the respective Zemindars take much interest in the schools. The Bobili Zemindari School is not well conducted; and it seems that the Zemindar and his Dewan do not properly appreciate the value of education. Regarding the Godaveri Rate Schools, the Acting Inspector makes the following observations, which are in general accordance with the views expressed by Mr. Bowers:—"I am not as yet prepared to pronounce a decided opinion on all the causes of the low condition of these schools, which have been declining ever since the Act was brought into operation in October 1864; yet I do not hesitate to name, as the chief, the indifference and often irregular conduct of the Commissioners. The natural consequence has been laxity of discipline and even contempt for the Masters. The Commissioners, usually the village officers, freed from the control of the only authority they respect or fear, do much as they would, were they left unchecked in their ordinary revenue or police duties. There can be little doubt that, if a free voice were allowed, in several villages a majority would elect the discontinuance of their schools." A special report upon the schools will be submitted to Government at an early date.

70. The most advanced Private School in the second division appears to be that under the management of the Free Church of Scotland's Mission at Nellore. The attendance has increased considerably, and a Matriculation Class is at work; also boys from the institution have already succeeded in passing the Matriculation test. The Educational Act has been put in force in 9 places in the second division; but the Inspector has not had time to satisfy himself as to the manner in which it works.

71. The Central School of the Free Church of Scotland's Mission has taken a long stride in advance, and now appears to hold the foremost rank among the Private Schools in the third division. At the First Examination in Arts, 18 of the successful candidates are entered in the University lists as belonging to the institution, also 10 of those who succeeded in passing the Matriculation test are put down as proceeding from the Central School. The numerical strength of the school, including all departments, is greater than that of any other institution in the Presidency. The Doveton Protestant College, the Wesleyan School at Royapettah, and Bishop Corrie's Grammar School are in a satisfactory condition; the attendance, however, at the last-named institution, somewhat declined during the year. According to the University lists, 6 passed candidates at the Matriculation, and the same number at the First Arts Examination, proceeded from the Doveton College; 4 at the Matriculation, and 2 at the First Arts, from the Wesleyan School; and 3 at the Matriculation, and 2 at the First Arts, from Bishop Corrie's School. The Gospel Society's School at Vepery suffered last year by the death of one of its teachers, and the departure of another; allowance must, therefore, be made for the institution. Two matriculated students appear to have proceeded from the school. The Saidapett Rate School, which is of a higher order than most of the schools established under the Education Act, and is intended to educate up to the Matriculation standard, has worked satisfactorily during the past year. Last year 11 boys went up to the Matriculation Examination, but only 2 succeeded in passing. A building grant of Rs. 3,170 has been sanctioned on account of the school. Of the 9 Rate Schools established in South Arcot, 7 are reported on tolerably favorably, though in many cases the Commissioners appointed are not able to do much more than attend to the levy of the cess. Mr. Fowler says that, if the instruction in the schools is to be efficient, "Government must be prepared to increase the staff of Inspecting School Masters."

72. In the fourth division the Gospel Society's High School at Tanjore continues to hold the first place among Private Schools. The results at inspection were satisfactory; also 2 of the students passed the First Examination in Arts, and 8 the Matriculation test. Several other schools are doing good work of a tolerably high order: the chief of these are the Gospel Society's Schools at Trichinopoly and VEDIAPURAM, the Wesleyan Mission Schools at Negapatam and Trichinopoly, and the Jesuit's College at Negapatam. The system of improving Village Schools has received further development in North Arcot, and the results obtained appear to be decidedly satisfactory.

73. In the fifth division the Private Schools which have reached the highest standard are those at Palamcotta, Tinnevely, and Coimbatore. Only the school at Palamcotta has been ranked among schools of the higher class in the Tabular Statements of this Report; but it may be expected that the schools at Tinnevely and Coimbatore will, by their work in 1867-68, entitle themselves to admission into that class. The teaching staff of both institutions has been strengthened; a Bachelor of Arts of the University of Madras has lately been appointed to the Coimbatore School, as a Master of the same grade was placed at the head of the School at Tinnevely in 1865-66. The Rate Schools in Coimbatore are in several cases not in a satisfactory condition; in some instances this appears to be the consequence of the unfitness of the Commissioners for the work they are expected to perform; in others, it seems doubtful if the people ever really wished for the schools. A Report upon the subject is now before Government.

Additional Village Schools have been brought under improvement in Coimbatore and Madura; and the progress made in the former district is certainly satisfactory. The Boarding Schools of the Church Missionary and Gospel Societies in Tinnevely were all inspected by Mr. Marden, who found them in an efficient state.

74. The Ootacamund Lawrence Asylums have had the number of their inmates somewhat increased; the general working of the institutions has proceeded much the same as in the previous year. The Receipts from all sources in 1866-67 were Rs. 59,920-0-7, and the Expenditure amounted to Rs. 58,315-12-1: the average cost of each child, taking everything into account, was Rs. 343-0-6. The public still appear not to appreciate the Asylums, and very trifling assistance has been obtained towards their support by means of subscriptions and donations during the past year. The Committee remark that there is increasing difficulty in providing employment for the lads when educated; in connexion with this point, it is to be noticed that arrangements are being made to establish a class to teach Telegraphy at the Male Asylum, with a view to the lads, when instructed, entering the Telegraph Department.

75. Of the Private Schools in the Sub-division of Malabar and South Canara, the one which promises to be of the most importance is the Rate School established at Palghaut in the course of last year. The cess leviable is upward of Rs. 7,000 per annum; and as this sum is supplemented by Government grants there ought not to be much difficulty in securing a staff of Masters capable of making the institution taking rank with the best of the Zillah Schools of the Presidency, and perhaps ultimately with the Provincial Schools. To attain such a position, a superior Head Master is requisite; at present the school is placed under the Second Master, who matriculated at the University of Madras in 1864. The working of the institution, during the brief period of its existence, appears to have been satisfactory, so far as the instruction of the classes is concerned. The Commissioners, however, have not conducted the duties entrusted to them in a regular and appropriate manner: it is to be hoped that hereafter they will show themselves more amenable to advice than has hitherto been the case. In a Rate School where a few men have the control of tolerably large funds levied from the community, and where the members of that community are generally too ignorant to allow of a public opinion being formed so as to exercise a check upon the Commissioners, there is clearly danger that the expenditure may be conducted upon a somewhat lavish scale. On two or three occasions I have felt it right to hold out warnings on this point; and, especially in the case of the Palghaut School, I considered it necessary to request the Deputy Inspector of the Sub-division to guard against unnecessary expenditure being incurred. The other Rate Schools are favorably reported on; and it is particularly satisfactory to learn that, in most instances, the Commissioners are becoming more efficient in the discharge of their duties. The Mulki Rate School is the first of its class on the Western Coast which has succeeded in passing a student at the Matriculation Examination; and what renders the circumstance more gratifying is that the youth received the whole of his education in the institution. The progress of the Tellicherry Anglo-Vernacular School, under the German Lutheran Mission, has not been satisfactory; it seems not improbable that the connexion between Government and the Mission will have to be broken. The Cochin Boys' School is doing fair work; but, unfortunately, owing to commercial depression, the local support given to the school has much diminished. The school under the Christian Brothers at Cannanore has been tested according to the system of "payment on results," and, since the close of the official year, a grant of Rs. 200 has been sanctioned for the institution.

The following Statement shows the number of Private Schools, with their classification, attendance, and expenditure during the year :—

DESCRIPTION OF INSTITUTION.	Number of Institutions	Number on the Rolls during 1866-67 (Monthly average).	Average daily attendance during 1866-67.	Total Expenditure.			
				Grants-in-aid given by Government.		Expenditure from all sources other than Grants-in-aid by Government.	
				Rs.	A. P.	Rs.	A. P.
Colleges ...	1	151	142	4,845	5 8	18,015	4 8
Schools. { Higher Class ...	16	3,910	3,782	34,051	15 1	85,265	4 5
Middle Class ...	212	13,268	11,404	54,037	2 11	1,58,865	1 8
Lower Class ...	971	18,027	10,564	17,118	7 0	26,634	10 7
Female Schools ...	75	3,109	3,018	4,947	10 5	33,692	5 5
Normal Schools	5	616	461	6,271	5 4	19,833	4 10
Other Schools for Special Education..	...	.....	.....	.....	.....	.....	.....
TOTAL ...	1,280	39,081	29,371	1,21,271	14 5	3,41,855	15 7

77. In comparing the expenditure of the year lately closed with that of any previous year, it must be recollected that the past official year comprised only eleven months, and that therefore the expenditure on grants should be increased by one-eleventh before it is put in comparison. For 1865-66 the aggregate of the grants referred to was Rs. 1,16,876; for the official year 1866-67 the amount was Rs. 1,21,271, and the proportional sum for twelve months may be taken at Rs. 1,32,295, which exceeds the expenditure for 1865-66 by Rs. 15,419.

78. In the course of the year, the Inspectors examined 49 Army Schools, containing 1,915 pupils. Copies of the Inspectors' Reports were in due course submitted to His Excellency the Commander-in-Chief for his information. The schools are not included in the Statistical Tables of this Report. Towards the close of 1866-67, an Officer of Artillery was appointed Superintendent of Army Schools. This step has relieved the Inspectors of the Educational Department from the work of examining and reporting on British Army Schools; but Native Regimental Schools are, by order of Government, Military Department, No. 1198 of the 2nd April 1867, to continue to be reported on by the Inspectors, pending the reorganization of the schools on an efficient system, and the appointment of an Assistant to the Superintendent of Army Schools.

79. Owing to the extension of education, and the consequent increase in the work of inspection, it became necessary to modify the way in which Inspectors of Schools should conduct their examinations. After consulting the Inspectors upon the subject, a set of instructions was, with the approval of Government, issued by me in an official letter No. 2200 of the 20th October 1866. A considerable reduction in the work of inspection is effected by allowing the Examinations of the University to take the place of those formerly held by the Inspectors; this lessens the labour in regard to the senior classes of schools. At the same time, an Inspector is not required to examine the lowest class in a school, but merely to sit with it and form an opinion of the way in which it is taught. Also in Private Schools other expedients are adopted to lighten the burden of inspection. Generally Government Schools are to be examined in a more searching manner than Private ones, the Inspectors being regarded as the managers of the former, while their duty, with

reference to the latter, is limited to the obtaining of a satisfactory insight into the condition of the classes, and the forming of a judgment as to whether such grants as may be given are fairly earned.

80. In the course of the year under review, the question of Female Education received much discussion among the more enlightened Hindus at the Presidency town. The subject has naturally, for many years past, engaged the attention of educated Natives; but omitting the establishment of a few schools, in which elementary instruction is conveyed to girls of a tender age by male teachers, the result has been rather in words than in acts. A stimulus was afforded in connection with the subject by a visit from Miss Carpenter, whose philanthropic exertions in England to improve the more neglected sections of the community are well known. At several meetings in which this lady took part, the following points were debated:—(1) whether the time had arrived for Government to take a direct share in female education; and (2), if so, what is the direct work which it is advisable Government should undertake. In the discussions, very conflicting views were put forward. It appeared, however, that the general feeling was that, at any rate, Government should not do more than establish a Normal School for training female teachers. Even action to this extent, which is what Miss Carpenter advocates, would involve tolerably heavy expenditure according to that lady's scheme; while it is almost certain that, for some time to come, the results obtained would be very small. The subject is still under consideration.

81. In 1866-67, the Budget provision for the purchase and printing of books was Rs. 24,148, and the whole of this sum was placed at the disposal of the Director of Public Instruction in the Madras Bank. The actual expenditure was Rs. 34,730-2-11. The excess of expenditure over the Budget provision is accounted for by a sum remaining at the Director's disposal at the close of the previous official year. The number of books sold in the year was 74,220, and their value was Rs. 27,069-13-9.

82. The following is a Statement of the several Works printed for the Educational Department during the past year:—

NAME OF BOOK.	Language.	Number of Copies.	REMARKS.
Clift's First Geography	Tamil ...	3,000	Re-print.
First Book of Lessons	Ditto ..	10,000	Ditto.
Pope's Second Grammar	Ditto ...	4,000	Ditto.
Brief Sketches of Asia	Ditto ..	3,000	Ditto.
Ditto Ditto	Telugu ...	2,000	Ditto.
Ditto Europe	Ditto ...	1,500	Ditto.
Brown's Telugu Reader, and Lexicon, Vols. I & III.	Ditto ...	600	Ditto.
Ditto Ditto Vol. II. ..	Ditto ...	600	Ditto.
Morris' History of India	Ditto ..	3,000	Ditto.
Selections from Vemana	Ditto ...	1,000	Ditto.
Seshaiya's Grammar	Ditto ...	3,000	Ditto.
First Book of Lessons	Ditto ...	3,000	Ditto.
Morris' History of India	Canarese ...	1,000	Ditto.
Ditto England	Ditto ...	1,000	Ditto.
Second Book of Lessons	Ditto ...	1,500	Ditto.
Third Book of Lessons	Ditto ...	1,000	Ditto.
School Grammar	Ditto ...	2,000	Ditto.
Old Canarese Grammar	Ditto ...	1,000	Ditto.
Colenso's Arithmetic, Vol. II. ..	Ditto ...	500	Ditto.
Answers to the Examples	Ditto ...	500	Ditto.
Gulistan	Persian ...	100	New publication.

EXTRACTS
 FROM THE
REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION
 IN THE
NORTH-WESTERN PROVINCES
 FOR THE YEAR
1866-67.

SECTION I.—CONTROLLING AGENCY.

Director	...	...	1	2. This is shown in the Table placed in the margin,
Inspectors	...	...	3	and, being the same as that employed in 1865-66,
Assistant Inspectors	...	...	5	calls for no remark.
Deputy Inspectors	...	...	30	
Sub-Deputy Inspectors	...	...	67	

3. Early in the year a memorial, purporting to come from the land-holders of Aligarh, was received by His Honor; the substance of their petition, being a claim to have a voice in the administration of the funds they themselves contributed, and suggesting the creation of a Local Committee for managing "all matters connected with the business of Education." It was proposed in this petition that the said Committee should consist of "Educational Officers, and the district land-holders and gentlemen, presided over by the Collector of the district."

His Honor's orders in reply declined to admit the claim of the petitioners, but hailed the movement with satisfaction, as a sign of willingness on the part of the Native gentry of the district to use their influence for good, and it was decided to try the experiment of establishing Local Committees. Effect has been given to this determination by the Resolution of Government, No, 1043A, dated March 30th, 1867, which orders the establishment of District Educational Committees.

4. The expenditure on the controlling agency, in its two-fold character of "Direction" and "Inspection," is contrasted with that under the head "Instruction" in the following Schedule, which is as accurate under the circumstances as I can make it:—

CHARGES.	Imperial.		Local.	
	Rs.	A. P.	Rs.	A. P.
Direction	35,906	9 2	.....
Inspection	1,42,392	10 7	.....
Instruction... ..	5,95,710	0 11	4,57,286	4 6
TOTAL	7,74,009	4 8	4,57,286	4 6

The proportions of expenditure are therefore nearly as follow:—2·9 : 11·6 : 85·5;—last year they were 2·9 : 12·3 : 84·8;—in 1862-63 they stood at 5·24 : 18·06 : 76·7.

5. A very important item under the imperial charges for "Instruction" is the amount spent on school accommodation. This was Rs. 59,584-12-3 for the year. The expenditure for the past three years under this head has had great influence for good on the future character of the schools: it has paved the way for the establishment of a better class of schools at the *sadr* stations of districts, where, had no schools been built, such an advance would have been thrown back a year or two. In many cases the building of a good school-house has been the reform or renovation of the school itself, and in others the town has received a lasting ornament in what is perhaps the only *pucca* building for miles round.

6. Of Local Funds, the cess needs no special description: it will be advantageously succeeded by the new Settlement allotment, and this may be expended under the orders of the Presidents of the Local Committees, it being most undesirable that officers whose main business is the inspection of the schools should be in any way hampered by office work of a financial character. On the other hand, it may be said that the position of Paymaster gives great authority to an Inspector over the School-masters. I regard this as a point of little consequence, so long as the Committees do their duty with impartiality, and so long as the Native idea of "*parwarish*" is not allowed to influence the dealings of *zamindárs* and others on the Committee in the case of the appointments of the teachers.

7. With regard to the fees paid for education generally, the amount is too small; but a great advance has been made in the upper institutions, and the example will be extended throughout all classes of schools by degrees. The people have been long under the idea that they are doing the Government a favor by sending their children to school, or that they are personally obliging some particular officer by contributions to educational progress, and the consequence is that they expect fees to be remitted. It was a mistaken policy at first, perhaps, to give a high class education gratis by way of attracting scholars, and it was so in this special way, more than in any other, that the classes who took to education were not those whom we wished to benefit. But the mistake is being gradually corrected, and the Zillah Schools now in course of establishment require a scale of fees higher than was formerly levied in the infant colleges. In the last few years the fees have been trebled in the colleges, and I am of opinion that a better class of students is attracted. Yet it will be long before any upper class institution can attempt to pay its own way,—indeed, this will probably never be the case until the spread of education enables the Native public to dispense with the expense of European tutors. In the mean time, by giving education a high tone, and taking a high standard by employing gentlemen of first-class European education, we are silently laying the foundation of this most desirable result. Year by year, as Native students pass the B. A. and M. A. examinations of the Calcutta University, the possibility of finding Native professors and Native head masters becomes more and more practicable, and in process of time I conceive it will be most certainly my duty to lessen the cost of education by employing Native talent, instead of European. At present I desire no change in the system which maintains expensive Government Colleges, because, for the above reasons, I am of opinion that the end desired by persons who cavil at the burden thereby imposed on the State finances will be most surely arrived at by the existing arrangements, always provided the notion of "cheapening" education by taking no fees is laid aside as worthless. The chief noticeable present effect of raising the fees has been to give the Principals an opportunity of adding largely to the general means of moral improvement, by enabling the students to take to athletic exercises, and providing matters of comfort and recreation, which the cost of establishment, as paid by the Government, does not include.

8. With regard to fees paid for Vernacular education, the same arguments for increase cannot be applied. Vernacular education in Tahsili Schools at the rate now sanctioned costs the State Rs. 24,768 annually in the three major

circles. At this outlay a school is maintained in each of 172 tahsildáris, and if the average attendance be rated at 60 boys per school, the annual expense of educating each boy is less than Rs. 2½, exclusive of inspection—an advantage cheaply purchased by the Government, if only the moral benefit to the population in the closing of the indigenous schools and their text-books be considered. The fees levied in these schools are as high as is desirable, and may be roughly calculated at 2 annas a boy. The sum is not of insignificant amount as a set-off to the State expenditure, and is moreover a most useful adjunct to the finances of the schools, and gives the means of furnishing the schools, providing extra teaching where needful, and generally of adding to the efficiency of the system by enabling the Inspector to reward merit. In pursuance of His Honor's orders, I have recently made a general enquiry into the manner in which the fees collected are disbursed. The following, from the Officiating Inspector of the 1st Circle, explains the system. He reports that "the fees collected in the Anglo-Vernacular Schools are expended under three different heads—(1) pay of monitors; (2) scholarships; (3) stationery, repairs of furniture, &c. If there be a balance at the end of the year, it is secured for the purchase of useful books for Library. In regard to the Tahsili School fees collection, it is distributed as rewards among the teachers, after paying the following charges:—pay of *naib*, or monitor (if any); stationery, &c.; *farsh*."

SECTION II.—COLLEGES.

10. The annexed Table shows the statistics of the Colleges of the North-Western Provinces.

	General.	Special.
No. of Colleges	3	2
" on Rolls	201	247
Average daily attendance	174 2	231 47
Expense .. { Imperial	Rs. 60,509 2 7	Rs. 79,162 5 11
Local	" 7,870 12 7	" 0 0 0

The three "General" Colleges are those of Agra, Bareilly, and Benares, and the "Special" Institutions are the Thomson Civil Engineering at Roorkee, and the Medical School at Agra.

Of the condition of the two latter I am not informed, the Reports of their working being supplied by other Departments. The state of the three Colleges for general education is to some extent exhibited in the results of the Calcutta University Examinations of the year. The number of candidates who went up in 1866, and the number of those who passed, are shown in the margin. The number is small, but the average of those who pass is high compared with the corresponding average for the whole number of candidates;—for instance, 66 per cent. of the candidates from the Colleges of these Provinces have passed; while of the whole number of candidates examined at Calcutta 34 per cent. only pass, more than half of whom are in the third division. Fair relative success has been achieved, and a good example set for future candidates.

Examinations.	No. of Candidates.	Passed.	Passed, 1st Class.
1st in Arts	9	6	1
B. A.	3	2	0

11. I subjoin extracts from the Reports of the Principals—

AGRA COLLEGE (R. A. Lloyd, Esq., Officiating Principal).

"3.—It has been the practice to gauge, not exclusively, but mainly, a year's success by the results of the Calcutta University Examinations. Adopting this test for the past year, I think the Agra College may fairly claim to have done respectably. A verdict of 'respectable' is all I predicted for it when

I reported on the state of the College in July last, and this is the verdict which it seems to me we have earned.

"7.—With the results of the Entrance Examination, though not absolutely dissatisfied, I was slightly disappointed. We passed 6 out of 10 candidates, but only 1 of these in the first division. All 4 of the rejected candidates failed in English, and 2 of the 4 in one other subject as well.

"8.—This average is as high a one as was obtained in this particular Examination by any institution above the Province of Bengal; but, nevertheless, came short of my expectations. Besides, I wished my results to be absolute, not comparative. Much labor had been bestowed on the class, and I looked to it to produce me 8 matriculated students out of the 10 who went up; and 3 in the first division, instead of 1.

"20.—This review of the results of the Calcutta and Departmental Examinations proves, I think, that, relatively to other Colleges, the College of which I have been in charge has not lost ground; that our absolute performances are on a par with the average achievements of former years; and that the year's work, though productive of no very signal success, has, nevertheless, been steady and satisfactory, entitling the institution to a fair meed of praise.

"22.—Condensing into a general statement my impressions of the year's progress, I should pronounce the greater advance to have been made in the School Department: our College classes have been too scanty in numbers for active competition to exist in them. The causes of this I have already dilated on; but the daily improving state of the School Department gives me reason to hope that ere long we shall produce a large number of both better trained and more earnest under-graduates, who, not contented with a half education, will, for love of learning and for the sake of self-culture, prosecute their University studies with vigor to the end. So will they help us to fulfil the real object of an affiliated College—the passing of students to the B. A. Degree."

12. The difficulty of keeping the Senior Department well filled with industrious and talented young men has frequently been noticed, and is due, of course, to circumstances. In the first place, the poverty of the students, and consequent hope of employment, leads them to wish to make a start in life at the very earliest opportunity. Secondly, the general inferiority of their abilities makes protracted study irksome. Thirdly, the local demand for English teachers has been such that it would have been impossible to man our establishments without appointing men of this kind. I am of opinion that no coercive measures can be adopted with permanent advantage; and the plan of allotting Scholarships on condition of further study seems of doubtful expediency. It must be borne in mind that the difficulty is not felt to the same extent at Benares, and it is lawful to expect that the improved state of things there will by degrees be found possible further up the country. We are generally, I think, attracting a less poverty-stricken class, and it is fair to hope that the students will be willing to study longer, and that, having superior home facilities and incentives to study, they will prove to have a superior capacity for learning. It will thus be seen that the question of "fees" has much to do with future progress in education of a high order, and we must close our doors to paupers.

13. Mr. Lloyd well says that "the worst feature of the Returns is the preposterously large number of boys who pay only the lowest rate of fee." "It is," he continues, "quite absurd to suppose that, of 235 paying students, the parents of only 21 draw more than Rs. 29 a month. Such, however, is the inference which the Returns furnish." He has proposed to raise the minimum fee of 8 Annas to Re. 1 from July next with my approval. This may possibly affect the roll, but the benches are becoming over-crowded, and a diminution of the present attendance (350) would be a positive advantage.

14. The attendance at the Agra College has changed from good to better during the year. Nearly 50 more scholars have been admitted in Mr. Lloyd's time, and the average attendance has risen from 93·6 to 95 per cent.

15. The *Boarding-house* is thus reported on by the Principal :—

“The Boarding Institution is full and prospering. We have now three houses, affording accommodation to more than 60 boys; and the inmates are kept in good order by the Superintendent. . . . No falling off is observable in the enthusiasm for athletics. The Agra College Eleven, as you know, visited Bareilly at Christmas and played the eleven of the sister College a friendly match at cricket. This was the second meeting of the rivals, and; I am pleased to record, resulted in a second victory for Agra. I enclose herewith the score of the match; but, as you were an eye-witness of the contest, I shall leave to your recollection the interesting points of the game.”

THE BAREILLY COLLEGE.

16. The average attendance here has generally been very good. During the year the attendance in the Senior Department was 99 per cent., and in the Junior Department it has been kept up to the usual average of 95. Probably the healthiness of the place has something to do with this, for it must be confessed the average is a high one. The neglect of one of the most important local holidays in Bareilly by the College boys is a curious instance of the effect of example in the gradual abandonment of custom.

The chief fact of the year seems to be the successful association of the Branch Schools with the College, and the drafting off of the lower classes of the latter into the more appropriate form of a separate Lower School. His Honor distributed prizes to the scholars of the associated schools, and was pleased to approve of the general results of the system on the occasion of a recent visit to Bareilly. I hope to be able soon to recommend to his notice a plan for providing a convenient building for the aforesaid Lower School.

Mr. Templeton's general Report has the following among other general remarks (and in respect to his comment on the failure of one of the students in the History paper of the Calcutta University First Examination in Arts, I am of opinion that the paper in question was so constructed as to be but a poor test of work, either by teacher or taught; it is, however, a confessedly difficult subject to examine in, and likewise one much neglected by, Native students):—

“GENERAL PROGRESS AND RESULTS OF ANNUAL EXAMINATION.—We sent up 5 for the Middle Arts Examination, of which 2 passed; and 11 for Entrance—3 only getting through. There can be no hesitation in pronouncing this result a serious failure.”

“The Middle College Class was not a good one, yet I felt sure 3 would pass, and should therewith have been content.”

17. In this account of the Bareilly College, I have special pleasure in recording the liberality of an ex-student, Rajah Madho Rao Venaik, who has offered two Scholarships and an annual donation for the benefit of the institution. He has expressed himself nicely in the matter, and I extract a copy of his letter to the Principal :—

“I feel deeply grateful to the Government for the benefits conferred on me through the education I have received at the College, and to yourself personally, for the many services you have rendered me whilst your pupil. Though now no longer a student, I desire very much to have my name associated permanently with the College wherein I have been instructed, and, as a means to that end, would ask you to allow me to offer annually, (1st) a Scholarship of Rs. 10 per mensem for the best student in all subjects of the Middle College Class who goes in for the B. A. Examination—the sum to be tenable for one or two years at your discretion; (2nd) a Scholarship of Rs. 6 per mensem for the student of the Junior College Class

who is first of his class in all subjects at the Departmental Examination—one who takes Sanskrit as second language to have the preference, provided he holds a second place in English studies, and gives satisfaction as a Sanskrit scholar; (3rd) an annual donation of Rs. 100 towards encouraging the games now or hereafter to be practised at the Boarding-house—the same to be, at your pleasure, given as prizes or expended in any way you think proper in promoting athletic amusements.”

THE BENARES COLLEGE.

18. For the first time this College sent up candidates for the M. A. Degree, C. U., to gain which it is necessary to pass an honor examination in some one leading branch of study. Mathematics is not a subject in which the College has earned distinction, and it was not likely that the early elementary training of the two young men who went in for honors had been such as to create confidence in their success; but they chose this branch, and failed, notwithstanding much diligent study.

19. Upon the whole the College Department of this College is in a thriving condition, and promises yet more fruit. Of some 60 students in all the College Departments, half at least belong to Benares—a fact which indicates the greater general advancement in education of this locality as compared with towns further up country. But none the less is the success due to able management on the part of the Principal.

20. The School and Lower Departments of the College are in fair order, notwithstanding the unwieldy size of the classes.

The number on the roll of this College in all Departments is 736, and for the English Department the lowest fee is Re. 1, which is paid by 355 boys; 45 boys pay Rs. 2; 24 pay Rs. 3; 1 boy pays Rs. 4; 20 boys pay Rs. 5; and 2 boys the highest rate, viz., Rs. 10.

22. Manly sports have received attention at this College, as well as at Agra and Bareilly. There is a good play-ground close to the College, and such as chose play at cricket, foot-ball, and other games. Mr. Griffith remarks that the most distinguished of his pupils is also the best cricketer.

23. The Sanskrit and Anglo-Sanskrit Departments seem to be in fair order, and it is very satisfactory to find that some of the pundits have been engaged in useful literary work during the year. The appearance of a literary journal in Sanskrit is also a sign of activity, which I hope may be sustained, for the sake of the connection the journal will subserve to maintain between European and Native scholars. Mr. Griffith writes as follows:—

“The Sanskrit College has shown considerable literary activity in the year under review. Pundit Bapu Deva Shastri has brought out, at Dr. Lazarus’s excellent Press, a new edition of the celebrated *Siddhanta Siromani* of Bhaskaracharya, with his own exposition, the *Vāsanābhāshya*. This edition has been carefully corrected, after collation with several manuscripts, annotated, and furnished with diagrams. A new and improved edition of Dr. Balfour’s very useful translation of the *Laghu Kaumudi* has been brought out at the same Press. The expenses of this publication have been borne by that enlightened and liberal noble, His Highness the Maharajah of Vizianagram, K.C.S.I., and the labor of revising and correcting the Sanskrit text has fallen upon the Librarian, Pundit Bechan Tewary. A monthly journal of Sanskrit literature has been started, and has reached its tenth number. This journal, entitled the *Pundit*, has been very favorably received by the first Sanskritists in Europe, and is encouraged by the patronage of the Governments of the North-Western Provinces and the Punjab, and by the Directors of Public Instruction of the Punjab, Bombay, and the Central Provinces. Pundits Vitthal Shastri, Rajah Ram Shastri, Bala Shastri, Bapu Deva Shastri, and Govind Deva Shastri have distinguished themselves by their contributions in Sanskrit to this journal; and Babu Pramadas Mitra by his excellent translation from the *Shahitya Darpana*, and by critical notices.

"The average percentage of daily attendance in the Sanskrit College during the past year is 83.3. In the preceding year it was 81.4."

24. During the past year a petition was presented, through the Commissioner of Benares, from the Hindù gentry to His Honor, expressing their fear that the Sanskrit College would be abolished, inasmuch as certain measures of reduction had been carried out at my suggestion. I took the opportunity of discussing the appropriateness of the maintenance by Her Majesty's Government of a College for "preserving" the literature, philosophy, and the religion of the Hindùs, which is all that Sanskrit is *to a Hindù*; but as no further reference on the subject has been made to my knowledge, I am unable to report on the results of the memorial.

25. *The Boarding-house*.—This has been managed by the same Superintendent as before, and continues to answer its purpose. There is no necessity to give the Superintendent's Report again *in extenso*. There were 117 boarders in residence during 1866, of whom 70 were from Tahsili Schools in the circle. Thirty-two of the boarders were non-stipendiaries; the rest received Scholarships allotted by the Inspector.

26. It remains to notice, in connection with the Colleges, the Law Professorship attached for the present to the Agra College. Suffice it to report in brief terms that it was found necessary to dismiss the Professor in November; and that a successor has been found in the person of Mr. Jardine, under whose management the scheme will, I hope, prosper.

SECTION III.—SCHOOLS.

29. The annexed Schedule shows with approximate accuracy the particulars of attendance and expenditure:—

DESCRIPTIONS.	No.	No. on Rolls, 1866-67.	Average daily attendance	EXPENDITURE					
				Imperial.			Local.		
				Rs.	A.	P.	Rs.	A.	P.
Higher Class	5	1,781	1,648.76	1,17,197	9	4	13,510	9	10
Middle Class	2	348	316	4,431	3	8	1,664	7	1
Lower Class { Tahsili	265	21475.88	17,929.36	43,331	15	2	28,162	0	3
Halqabandi	3,202	100751	84,103.65	26,900	10	3	2,08,149	5	0
Female Schools	479	8,981	8,105.09	24,162	3	6	6,169	9	9
Normal Schools	8	423.9	385.97	35,251	14	8	4,759	15	3
TOTAL	3,961	1,33,760.78	1,12,488.83	2,51,275	8	7	2,62,415	15	2

The School Departments of the Colleges and the Collegiate School at Ajmere, and the High School at Etawah, only come under the first head. The upper class in each case educates up to the standard of Matriculation in the Calcutta University.

30. The following Table shows the number of candidates for the Entrance Examination of 1866, with the degrees of success and failure:—

NAMES.	No. of Candidates.	PASSED.			Total Passed.	FAILED IN			
		1st Division.	2nd Division.	3rd Division.		English.	2nd Language.	History and Geography.	Mathematics.
Agra Collegiate School Department	10	1	4	1	6	4	..	1	1
Bareilly Ditto	11	..	2	1	3	7	..	1	5
Benares Ditto	23	..	5	10	15	5	2	2	4
Ajmere Ditto	5	..	4	1	5	..	..	..	..
Etawah Schools	8	..	3	2	5	2	..	..	2
TOTAL	57	1	18	15	34	18	2	4	12

This Table shows that 34 candidates passed out of 57 sent up; that is to say, 59 per cent. of the candidates passed the Examination. But of these 59 I find that $1\frac{1}{2}$ only passed in the first division, $31\frac{1}{2}$ in the second, and 26 in the third. The deduction is obvious that we have as yet attained mediocrity only according to the standard of the Calcutta Examiners. I could wish this were less arbitrary. It varies year by year, and that the shears become sharper as the number of candidates becomes greater is the only definite observation possible. The idiosyncracies of one Examiner may throw the statistics of years into confusion. For example, the Examiner in History might set a paper which would pluck the candidates at all schools except those where the teacher happened to have laid stress on the Examiner's favorite pieces. It is, therefore, with some hesitation that I record the above figures as an index of progress. It is relatively reliable, and the general deduction, among others, that the candidates from the Bareilly College were sent up improperly prepared, particularly in English and Mathematics, is not to be avoided. English is undoubtedly the most difficult test, especially under an Examiner who looks for elegance, as well as correctness of expression. Failure in Mathematics is not excusable, and I hope another year will show improvement here at any rate. This year History and Geography have been passed with less difficulty than usual, and success in passing the second language is maintained.

The results for the 5 schools which sent up candidates in the North-Western Provinces may be contrasted favorably to a certain extent with the achievements of the whole number of candidates as a body. The whole number examined was 1,302, of whom 49 per cent. only passed; and of these 49, 6 rank in the first division, 23 in the second, and 20 in the third.

31. The School Departments of the Colleges of Agra, Bareilly, and Benares are in good working order, and the Principals report improvement throughout. The state of the second and third classes was tested by the Board of Examiners. They speak of these classes as promising well for the Matriculation Class of the present year. These Examinations are conducted in all respects as those in first-class English Schools:—no boy is allowed to leave his place, or to be within copying range of a class-fellow;—if a boy is detected using unfair means, his papers are at once torn up, and he is generally expelled;—the shortest possible time is assigned for the questions to be answered in, and the papers are taken to the minute by the officials in charge, and sealed up for transmission to the Board. This kind of formality and strictness is very trying to the Native student, and were he not prepared by continual previous practice in written Examinations, he would infallibly fail in these annual Examinations. He knows, too, that the prospect of a Scholarship depends upon his readiness—and this knowledge, though a stimulant to some, unmans others.

THE AJMERE SCHOOL.

32. The usefulness and popularity of this school have been strikingly manifested during the year, not only in the fact below recorded, but in the increase in the number of pupils and the rate of fees. On each of these points Mr. Goulding shall speak for himself. The fact of the absorption of a really well-attended city school into the ranks of the Government School in the way described is unique. Mr. Goulding says:—

“This growing appreciation of the efforts for their intellectual advancement assumed a very decided and practical form during the year under review. In the early part of September a large indigenous vernacular school, numbering 57 pupils, almost all Mahomedans—which circumstance was a significant feature of the movement—presented itself for incorporation with the Ajmere School, and though, as already stated, the accommodation was narrow, it was thought it would be injudicious to oppose obstacles to so manifest a desire for English education on any plea of necessity, and accordingly such temporary arrangements as were practicable were made for the admission of the pupils.”

33. As regards the increased attendance and the average daily percentage, and the fees, Mr. Goulding says:—

“ The Tabular Statements that accompany this Report will show that the school gained in numbers and resources during the year. It opened with 223 pupils on the rolls, and closed on December 15th with 329; while the collections were Rs. 1,424, as compared with Rs. 895 of the preceding season. The percentage of attendance rose to 94·3—a figure that testifies how, thoroughly amenable to rigorous discipline Native boys—or I might say Native *parents*—can gradually be rendered, and observances before so tenaciously maintained subordinated to what are now evidently regarded as higher claims.

“ One more gratifying feature in connection with this increase remains to be noticed, the proportion of Mahomedans to Hindus, which for the year 1865 was as 1 to 4·3 is now as 1 to 3.”

HUME'S HIGH SCHOOL, ETAWAH.

36. I had occasion to speak in high terms of this school last year, and consider that it has kept up its reputation fairly. Four of the matriculated students have entered the Agra College, to pursue their studies there—a result which I consider bears witness to the excellence of Mr. D'Mello's management. The students must have been inspired with no ordinary love of learning to be thus willing to leave their home, and a very useful example has thus been set to the schools now rising up in the various districts of these provinces. It was naturally hoped by the Head Master that the means of instructing these young men might have been given him in an increased staff at Etawah; but there can be no question that, while we have Colleges (with boarding facilities) ready to receive and carry on the education of young men from the district schools, no advantage is gained by increasing expenditure on the latter beyond the working point. Rather it is a result ardently to be desired that the benefits of a College residence should be extended as far as possible, and that the main object of the High School should be, not to pass students through to the Calcutta University Entrance Examination, but to supply our Colleges with intelligent passed men, the soundness of whose early training may afford good ground for superior culture.

39. A powerful agent in the advancement of this school is the local patronage and countenance of Mr. Hume the Collector. This Officer's determination to give the preference in local appointments to young men educated at the local school is well worthy of general imitation, and I hope the principle will be followed in all districts as soon as the Zillah Schools are established in popular opinion.

40. The Boarding-house attached to this school numbers 24 inmates, of whom 10 are self-supporting. It is exceedingly popular, and might easily be extended were larger accommodation provided.

41. His Honor will be glad to hear that the practice of athletic games has been successfully introduced here as elsewhere.

42. MIDDLE CLASS SCHOOLS (*vide* Schedule in para. 29, *supra*) next claim attention. They have been before explained to be schools in which English is taught, but which as yet cannot educate up to the standard of Matriculation. I have, as last year, entered *two* schools only in this category, as paid directly by the State; but there are, as His Honor is aware, a large number of these schools (*viz.* 83) which are entirely under the management of the Department, but being partly supported and always set on foot by subscription, they are paid on the principle of aided schools, and are therefore necessarily entered under Section V. At the present writing all such schools at *sadr* stations have become Zillah Schools, on a sanctioned scale of establishment paid by the State, and will appear next year as “*Middle Class*” Government Schools, of which now there is an apparent deficiency.

43. The two schools, now strictly so called are those of Aligurh and Shahjehanpore.

With regard to the former, the Officiating Inspector of the 1st Circle reports in favorable terms as follows:—

“It is the largest and best of all the Anglo-Vernacular Schools, whether paid by Government entirely or receiving a grant-in-aid only. Its numbers at my Examination were 222; the average attendance is 218. The High Class contains several boys who will be ready for the Entrance Examination of the Calcutta University at the end of the present year. The Head Master, Sobha Ram, has worked hard, and now that by the new arrangement we have got a European gentleman in his place, I have no doubt that in a short time the classes will come up to the standard of those in Collegiate Schools.

“2.—The Municipal Committee has liberally granted Rs. 300 a month to supplement the income from Government, and has also voted Rs. 10,000 for the erection of a building. This, I hope, will include a suitable house for the boarders, and perhaps ultimately we may get a bungalow for the Head Master.

“3.—The Boarding-house attached to the school has now 5 inmates.”

SHAHJEHANPORE SCHOOL.

44. The Report furnished by the Assistant Inspector is meagre and unsatisfactory. He reports that “the higher classes did well in some subjects, but many of the boys were deficient in their knowledge of Urdu Grammar and of Persian. The first class required more practice in English Parsing.”

SCHOOLS OF THE LOWER CLASS (I CIRCLE.)

45. There are 64 schools, with 7,634 boys, distributed in 7 classes, of whom 41 per cent. are in the lowest class, to 1 $\frac{3}{4}$ per cent. in the highest. Last year there were 63 schools, with 6,689 boys—that is, 1 school and 945 boys less.

This shows a general increase of the attendance at this kind of school, but the first classes seem to have fallen off. For last year nearly 2 $\frac{1}{2}$ per cent. of the whole attendance belonged to the first class, while under 40 per cent. were in the lower.

49. The remark of the Officiating Inspector as to the desirability of encouraging the study of Persian in Tahsili Schools requires notice. It is perfectly true that Persian is a nicer language to teach and learn than Urdu, and is popular with Musalmans and Kayaths; but it is of no practical value as a tongue in this country. It is a medium of correspondence between Natives of position, but its use in this respect does not make it a valuable acquisition for the masses; nor am I by any means of opinion that it is necessary to the acquisition of Urdu. The Persian *idioms* used in the language are

“Without going into the subject of particular books, I may state that in my opinion we do not pay so much attention as we ought to Persian. Urdu is very well in the lower classes, but it is not a literary language, nor do the people—at least, the educated portion of them—care very much to have it taught to their sons. Persian, on the other hand, while necessary to any one desirous of mastering Urdu, possesses a literature of its own, and is appreciated by all Musalmans at least. These considerations should, I think, weigh with us largely, and if you agree with me, we might introduce the language into all but the two lowest classes, excluding Urdu, except in the case of Geography and Mathematics.”

few in number, and the spoken language at least is Hindee to the backbone. There are, of course, many Persian words in the Lucknow and Delhi forms of Urdu, but there are also many Arabic words, and the argument that the study of Persian is necessary for the Urdu student applies equally in this respect to the study of Arabic; indeed, my own opinion is that a knowledge of Arabic Grammar is more useful to the Urdu student than a knowledge of Persian Grammar. The original design of the Tahsili School was a good education in the Vernacular, and it was intended that the corrupt pronunciation of the inhabitants of country towns should be improved by degrees, under the constant communication which the children and their teachers would have with

the Native Inspecting Officers, who are men of education, and generally good Oriental scholars. The improvement which is thus effected may be easily tested by an Examiner who compares the pronunciation of the beginners in a good Tahsili School with that of the senior pupils. It is perfectly true that a Tahsili school boy has no great stock of words, beyond the ordinary terms, in his Urdú vocabulary when he leaves school; but, once possessed of the rules and idioms of the language, he can add daily to his stock of words for any special business. To say that a boy is unfit to enter a *kahchahri* and do the work of a Mohurrir *because he has not learned Persian*, seems to me an untrue account of the matter. The fact is, he is only ignorant of the technical terms and pedantries of the Courts, which he would be equally ignorant of had he done nothing but read *Gulistan*, *Boostan*, *Abul Fazl wagairah*, all his life. The want in our Vernacular education is good books to read, and the want is being gradually supplied, and Urdú will improve, as it has improved, year by year. The Tahsili Schools began wisely, I think, with the Vernacular only. A few years ago there was a considerable cry for Persian as well, and men said,—“If you allow Persian to be introduced, you'll double the numbers at school.” Though this was not the desired end, inasmuch as the staff of teachers could not possibly have taught twice as many boys, I was of opinion that the scarcity of good Urdú reading books justified the introduction of the means of access to Persian literature, and I allowed Persian to be studied in the two upper classes. It was hailed as a boon, a “*bahut achchhi bát*,” and I believe the schools gained some repute in consequence; but the attendance was not raised, especially in the two first classes, where this might have been expected to be the case; nor do the boys who leave school gain employment more easily.

HALQABANDI SCHOOLS (I CIRCLE.)

51. The schools in this Circle have, on the whole, progressed during the year. The Table subjoined shows a decrease of 7 schools, and an increase of attendance, which is a favorable sign. The average attendance in this way has risen by at least 1 boy per school. The decrease in schools took place in Budaon for want of funds. Bareilly appears for the first time with a small show of schools, at which the attendance is up to the average. The number of boys in the fourth or highest class is 5 per cent. of the whole number, as last year. The number in the first or lowest class is still extravagantly large, being 61 per cent.

52. The following is the Officiating Inspector's Table of attendance :—

	No. of Schools.	IN EACH CLASS, 1866-67.				
		4.	3.	2.	1.	Total.
TOTAL ...	826	1,400	3,067	6,074	16,590	27,151
IN 1865-66	833	1,868	3,044	6,113	16,259	26,784
Increase or Decrease	-7	...				+ 367

54. A Return of *Desi* Schools sent in by the Officiating Inspector gives 2,418 schools, with 26,560 scholars, for the 1st Circle. It will thus be seen that there are more *Desi* than Halqabandi Schools, with fewer scholars however; and it further appears that there are 9 more *Desi* Schools, with 480 more scholars, this year than in 1865-66—a fact which in itself throws doubt on the accuracy

of the Returns, as the increase of scholars to this amount is disproportioned to the increase of schools; indeed, the entries under increase and decrease are extraordinarily various. In one district there are said to be 7 more schools, with only 1 more added to the number of scholars; in another district there appear 9 fewer schools with 47 more scholars; and so forth. The Deputy Inspectors evidently cannot register the state of things correctly; but I am inclined to think the inquiry is, on the whole, one of little importance, except it clearly showed that the Desi Schools were largely increasing in numbers and attendance, and thus that a desire for education, irrespective of the hints and advice of Government Officers, had come into being. Their gradual decrease, on the other hand, shows much what might have been expected, *viz.*, that the old kind of education is less wanted, or that the old system, to call it so, was not popular enough to hold its own when a novelty was introduced. The idea of rivalry does not exist, and to suppose that we are aiming at the destruction of this class of schools, or that it was ever worthy of the name of a "National" School system, is, I am of opinion, erroneous.

II. CIRCLE.

55. The only school of the *higher order* in this Circle has been mentioned above. Schools of the *middle class* will be recorded in Section V below, and it remains to report here upon the *lower schools*.

(2).—TAHSILI SCHOOLS.

56. The following are Dr. Anderson's remarks :—

" Compared with last year, the number of pupils in the Table may seem at first sight less than before; but the schools at Kanouj of 140 scholars being this year omitted as disallowed Tahsili endowment, and 7 Anglo-Vernacular Schools having established Branch Schools for those disinclined or too young to study English, the whole has actually increased by more than 500. These Branch Schools are reckoned among the Halqabandi, being supported by the Local Funds, and have 399 pupils. The state of instruction also appears worse than last year; but if the total number of prizes given in 1866 and 1867 be compared, and the omission of 3 schools not examined in Muthra be considered, it will be found in some respects much better. The condition of 10 schools is 'good, of 35 'fair,' of 17 'passable,' 13 are 'inferior' and but 2 'bad': 49 have made more or less progress since last year. The discipline is generally passable, the Registers being clean and correct, the classification and class-books suitable; but still, 'a place for everything and everything in its place' is a rule the observance of which has too many exceptions. The appurtenance is now in most instances sufficient, and I am glad to be able to state that only 5 school-houses are very unsuitable, and but 2 where new buildings are required."

(2).—HALQABANDI SCHOOLS.

65. I proceed with the Inspector's own account, in the main very satisfactory :—

" The number of Village Schools at the time of inspection had increased from 1,051 to 1,066, and the number of pupils from 28,964 to 30,730. The subsequent Returns of Deputy Inspectors augment these numbers by 114 schools and 852 pupils. Nor is their general improvement less satisfactory than their increase: nearly 30 per cent. more prizes were obtained this year than the last; 43 more schools are decidedly better. The average attendance

appears to have risen last quarter to 80 per cent., and were the Returns sufficiently trustworthy, might be stated still higher at the end of the year. The inspection in 34 schools is excellent or 'good,' in 207 'fair,' and in 302 'passable;' but a great number are still in an 'inferior' or unsatisfactory state."

LOWER SCHOOLS (III CIRCLE).

66. The Inspector and Joint Inspector of the Benares Circle have recorded many useful and encouraging facts in their Report for the year. They introduce it as follows :—

"Progress is general and steady. The year has been a rather unusually prosperous one to us; schools and boys both have increased. The people have not only proved their desire to contribute towards establishing English Classes, but they have come forward with contributions to improve the old Vernacular Schools, and open new ones. The boys have not merely increased in number, but advanced in learning, and obtained promotion in their classes. The girls have multiplied with their schools. The Boarding-house is overcrowded, and the proportion of the boys living at their own expense has much increased. A new barrack is in the course of being added to the Dharma Shálá for the accommodation of the boarders. The building of the Normal School by the side of the Dharma Shálá has fairly advanced. The liberal concession of the Government to give their quota of the school cess in the permanently settled Benares Province has doubled our means to open, support, and improve the Village Vernacular Schools in the four districts, namely, Benares, Ghazeepore, Jounpore, and Mirzapore;—it has not only doubled our means, but proved to the people beyond a doubt that the Government is scrupulously faithful to its word and principle;—it has enabled us to ask for more, and it has prepared the people to give us more. Subscriptions for building school-houses—even for Halqabandi School-houses, for which the people already pay a cess—are pouring in, and we have nothing left to complain of. We have received all possible assistance from the District Officers in furtherance of the cause of education; and if it be not too much presumption on our part, we may be allowed to say that we enjoy the full confidence of the people."

70. The TAHSILI SCHOOLS of this Circle are thus reported upon :—

"There are now 55 Tahsili Schools instead of 52. This is accounted for by the establishment of some new schools, as sanctioned by the Government, in lieu of those which had been made Anglo-Vernacular in the year preceding. This year also some of the Tahsili Schools have become Vernacular, for which new ones have not yet been opened. As the new arrangement of the schools will come into operation from to-morrow, per your letter No. 1622, dated 21st February last, I need not give here further explanation. There is an increase of 853 in the number of boys; and of the whole 4,320 boys, 2,496 are agriculturists, and 1,824 non-agriculturists.

71. "The average has risen to 71·26 boys per school from 66·67 of last year; and the daily average attendance has risen to 78·03 per cent. from 77·56 of last year."

72. "Last year the total amount of fees collected in Tahsili and Anglo-Vernacular Schools was Rs. 5,190-9-2; this year it is Rs. 5,337-7-5. The total cost of educating each pupil last year amounted to Rs. 5-10-7, and to the Government, Rs. 2-9-10; this year it has been reduced to Rs. 3-9-10, and Rs. 2-1-8."

HALQABANDI SCHOOLS.

74. Last year we counted 1,131 schools and 36,711 boys; this year we have 1,228 schools and 40,608 boys, of whom 28,312 are agriculturists, and 12,296 non-agriculturists.

The average of boys per school is this year 33·65 against 31·66 of last year. The daily average attendance is reported this year to be 75·93; last year it was 77·81.

The total annual cost of educating each pupil is Rs. 2-0-8, and to the Government of only 3 pie; last year it was Rs. 2-12-6, and 7 pie.

LOWER SCHOOLS IN AJMERE.

79. The Inspector, Mr. Goulding, reports:—

“In recording the progress popular education has made during the year just expired, the fresh stimulus the new school-houses have communicated deserves prominent mention. With their erection, indeed the whole system of instruction may be said to have been reorganized; the number of pupils has increased, greater order and method are attainable, and more hearty sympathy and respect accorded the Pundits by the village people, except when their own indolence interferes to deprive them of such consideration. The Inspector, moreover, was enabled in his last tour to point to the new structures with confidence, as indicative of the earnest solicitude of Government for the enlightenment of the people; and altogether to assume a higher tone, insisting upon larger fees and a more close compliance with rules than he could well do under circumstances which, whatever the force of the arguments urged, always militated against implicit faith in them on the part of the hearers.

“The houses—which are pukka, flat-roofed buildings, consisting of one well-ventilated room, 25 feet long by 14 feet broad—are conspicuous objects in the villages, and visible from miles around, to which distance their influence will no doubt soon extend.”

80. I have before mentioned the value of a well-built school-house as an aid to character and permanency. The above Report of the effect produced by the judicious outlay sanctioned last year is another illustration. The attendance in the schools of this territory is bad, and can be improved by slow degrees only. The Inspector says:—

“The desultory attendance of the pupils at the Village Schools remains one subject of regret, and for it no adequate remedy has yet been found. If, however, it involved a protracted struggle and much unpopularity for a time at Ajmere to bring unreasoning parents to relinquish the claims of usage and conform to discipline, the apathy of a village Pundit, whose sympathies in all such matters must be with the people, will occasion small surprise.”

LOWER SCHOOLS IN KUMAON AND GURHWAL.

84. Major Smyth's Report is more favorable this year than last: he notices that the average attendance has increased, and that the number of boys in the upper classes is greater than he has before known it to be. He says:—

KUMAON TAHSILI SCHOOLS.

“I have inspected all of these (excepting 4 Bootiah Schools) during the year. There are 23, to 20 last year. As regards attendance they are all in a satisfactory state, those 4 excepted, which I have found it advisable to close. In their place I have, since 1st April, opened others in more favorable neighbourhoods.

“The number on the rolls has slightly decreased, although there are 3 more schools than there were last year, but the average attendance has very much increased. The state of discipline of most of the schools is just now more satisfactory than it has ever been, and there are a greater number of boys in the senior classes than I have ever found before.”

GURHWAL TAHSILI SCHOOLS.

"I have visited all the Gurhwal Tahsili Schools during the year. With the exception of Srinugur, Syndhar, and Gumsali, the boys are not so well managed, or so far advanced, as in the Kumaon Schools. I am, however, glad to notice some improvement since last year."

85. On the schools registered under the last of the three Schedules just given the Inspector reports as follows:—

GURHWAL HALQABANDI SCHOOLS.

"I have personally inspected 24 of these, and the remaining 17 have been visited by my Deputy Inspector. They are, on the whole, in a better state than last year. The arrangement and discipline has improved, and much progress has been made in the south of the district, which is the more thickly inhabited part. The schools in the northern and colder parts of Gurhwal are, for the most part, in bad order. This applies also to Tahsili Schools. A glance at Table B will show you an increase of 'on the rolls,' and a great increase in 'average attendance.' One proof that these schools are gaining in popularity is that I have many more applications than formerly to establish new ones. But as all the people contribute to the Halqabandi cess, we have to fix our localities according to the amount of revenue derived from surrounding villages, and are therefore in many instances obliged to have a school where it is not much wanted, while a more favorable neighbourhood is left without one.

86. "There is just now much distress, amounting to famine, in many parts of the Province, which has had an injurious effect on the schools, of which I should have been otherwise able to speak even more favorably than I have done.

"INSTRUCTION OF PUNDITS.—Between 15th June and 15th September last, all the Halqabandi Schools were closed and a temporary Norman School formed at a central point of the district, for the instruction of all the Pundits. The School was, on the whole, successful."

(4).—FEMALE SCHOOLS.

88. 1ST CIRCLE.—The Officiating Inspector reports a decrease of 22 schools and 593 girls in the year under review. He fails to account for this, and offers no opinion as to the work done by the schools generally. The largest diminution appears in Aligarh, and, having visited that district lately, I find the reason here is that some of the schools had been supported experimentally on the Halqabandi Funds, and that this means of maintenance had been withdrawn. I do not advocate the support of Girls' as well as Boys' Schools from these funds, simply because they are insufficient; but there seems to be no reason to regard expenditure on female education from this source as illegitimate. The principle of expenditure is the benefit of the agricultural class.

89. This is the Officiating Inspector's Report:—

"Upon schools of this class I should not like to express any decided opinion—not only because, as a rule, I have refrained from visiting them, but because the project has been tested too short a time for us to rely upon the indications given of progress or the contrary. While, on the one hand, some Deputy Inspectors consider that they are deteriorating, others state that women who were formerly persuaded that it was a disgrace to become teachers are now coming forward for employment. The recent order of the Government of India that no new schools should be opened except upon the grant-in-aid principle will, in a few years, show clearly whether the people like the idea or are determined to cling to the old order of things."

92. 2ND CIRCLE.—Dr. Anderson's Report is, on the other hand, encouraging and hopeful. With the same drawbacks in existence, he is able to report that the number of schools might be easily increased; that the instruction is improved and improving, and that great good is effected. I give his remarks *in extenso* :—

“There is as yet no Female School within this Circle where English is taught. It is intended, however, to be introduced in the Suth Subha Schools: and the English alphabet, as well as the Nagri and Persian, will be used in the Government Training School when proper Assistant Mistresses can be found.

93. “Last year the number of Female Schools was 225, with 4,000 scholars;—this year it amounted to 243, with 4,429, or, by the latest Returns, 237, with 4,521. These numbers would have been greatly larger had not a severe check been given to the establishment of new schools, and to the support of several that were already in existence, by the withholding of a Government grant, and by the failure of the Local Funds in the zillahs in which they were most in request. In Muthra, but especially in Furakhabad and Cawn-pore, sanction had to be refused in upwards of 20 cases, and in the latter zillah more than 30 had to be abolished, in order to equalize the income and expenditure for Boys' Schools.

94. “I have before sought to prevent this obstacle to the spread of female education by asking for an additional grant beyond that for schools already in operation, and embracing all now of necessity placed on the Local Funds; but hitherto without success. Were this allowed—were funds at disposal, on proper conditions—50 schools might be added in the course of a month, and the whole number of pupils doubled during the year. It is doubtless proper to exercise caution in a matter so opposed in general to Native habits and prejudices, and so exposed to deception and pretence; but in this we are by no means equal to the real wishes and opinions of a large class of Natives themselves; nor are our fears of being practised upon, as formerly, and as to some degree exceptionally occurs still, at all warranted by the experience of those who take the trouble personally to inspect a large number of these schools. Nothing can be more absurd than the ridicule and suspicion thrown upon them by those who have little or no experimental acquaintance with the matter. Even certain classes of Natives themselves are not to be listened to, for, out of their own caste or circle, I have found them nearly as profoundly ignorant of what was thought or done by their country men as any European. It is true that when the zemindars take no interest or disfavor the schools, they, too, generally fail; but I have visited upwards of 100 of them even this year, and do not remember a case where the zemindars did not show much interest, or where they refuse to assist in discovering what pupils were behind the *purdah*, and whether they received assistance or prompting, or not. On not a few occasions they have earnestly petitioned for a Female School to their village, and offered their relations to be trained as Mistresses.

95. “On the whole, these schools are in a much better state than last year, and are fast establishing themselves in the liking, interests, and habits of the villagers. If the heads of Government could have witnessed, as I have done, the civilizing effects of only a twelve-months' instruction on the awkward, senseless, and indolent appearance of the girls in some of them, it would no doubt re-double their interest in the spread of female education.

99. “I cannot help noticing, in conclusion, that the girls in the villages, where the majority of these schools are situated, would have been subject to infanticide, instead of instruction, about fifteen years ago (see *Selections from the Records of Government N. W. Provinces*, Vol. I.); and that, if the schools effect nothing else, they will instill a higher sense of the value of

female life. After repeated enquiries at the Police and Local Inspectors, I do not find that instances of this crime occur now in these districts; but if the reports of some Pundits were sufficiently trustworthy, it is not yet altogether unknown."

100. 3RD CIRCLE.—The following is a comparative list of the Girls' Schools

DISTRICTS	1865-66.		1866-67.	
	Schools.	Scholars.	Schools.	Scholars
TOTAL ..	87	1,404	95	1718

in operation here, which shows an increase during the year of 8 schools and 314 scholars. I am not inclined to place much reliance upon the figures, but there is no need to assume that nothing satisfactory has been achieved in the establishment of so many schools;—on the contrary, the beginning is prosperous. The question of inspection troubles the Inspector a good deal, and he has

made a suggestion which may be feasible in other places besides Benares—it is the appointment of an European Inspectress. The matter will be considered fully, and made the subject of a future reference. Mr. Griffith introduces the subject as follows:—

101. "The inspection of the Girls' Schools is on a most unsatisfactory footing. As a rule, neither I nor the Joint Inspector examine them. The Sub-Deputy Inspectors also are prohibited from inspecting Girls' Schools, and they are entirely left to the discretion of the Deputy Inspectors, to be managed with the concurrence of the people. I cannot feel satisfied with the condition of those which are now in existence, or inclined to do much towards their increase without the assistance of an Inspectress. Seeing how unsuccessful Babu Siva Prasad, the Joint Inspector, has hitherto been in his zealous search, I have given up the hope of ever finding a Native lady qualified for the work. I shall address you separately on the subject, and ask you to obtain the sanction of the Government to employ a European lady as soon as we hear from the persons with whom we are in communication. The difficulties which have hitherto militated against the appointment of an Inspectress of Schools in this country are two: 1st,—women cannot travel alone; and 2nd,—fresh from Europe, they do not know the vernacular. As to the first difficulty, I think the Government might enable the Lady Inspector to travel about with her husband, if she is married—the husband assisting the Deputy Inspectors in the examination of the boys; and as to the second difficulty, we can hand over from time to time printed questions to the Inspectress, and her duty will simply be to visit the Girls' Schools, to count how many are present, to note their cleanliness and discipline, to examine them in needlework where they learn, and to see them write with their own hands, unassisted, answers to the above-mentioned questions. It will be easy for us to judge by these answers in what state girls' education is, and what progress it makes. The more the Inspectress learns (in time) of the vernacular, the less trouble we shall have in constantly attending to those answers; and the Girls' Schools then, and then only, can be said to have been brought to a firm footing."

FEMALE SCHOOLS IN THE MINOR CIRCLES.

102. AJMERE.—Forty-one girls and 12 widows are included in the list of attendance at Boys' Schools. This is a new feature in the Returns, and shows that a beginning has been made; and now that special sanction for the establishment of 10 Girls' Schools has been given by the Government of India, I hope that a further movement will be found possible. Mr. Goulding has already taken judicious steps towards finding a supply of Mistresses, in the establishment

of a sort of Normal Class at Pokur. He describes what has been done as follows:—

“The reputed sanctity of Pokur attracts many young widows to pass their days there in dreamy indolence, or in the discharge of servile offices for the many votaries who crowd there to perform their ablutions. The invitation to them to qualify for higher duties has been accepted with an alacrity that shows how gratifying is the prospect of independent means and a useful career. My acknowledgments are due to Pundit Sheo Narain for the tact and judgment he has displayed in conducting this delicate matter to its present stage; and I have not the smallest doubt that through his agency all the uneasiness the novelty of the measure may have excited will quickly vanish, and that we shall soon have a flourishing institution for the training of Schoolmistresses. The Widows' Class contains at present 10 young women from respectable families, and the Girls', 25 pupils, of whom 20 were examined by me—4 only being capable of reading and explaining passages; the rest showing little more than a knowledge of the alphabet. At Bhanwata the Girls' School numbers 16 pupils—many of them very interesting and sprightly children. They were examined by me in the presence of their parents, who displayed a lively interest in their progress, and appeared to be satisfied with the arrangements for their instruction. Several of the children read with a remarkably clear pronunciation, and all preferred sewing materials to toys, as rewards for their progress.”

103. KUMAON AND GURHWAL CIRCLE.—The following is Major Smyth's account of what has been done for Female Education in Gurhwal, and the experiment is being carefully conducted. The means at the Inspector's command are Rs. 85 per mensem, which I applied for during the year, and which is now a sanctioned expenditure. Major Smyth says:—

104. “There are at present 10 of these in Gurhwal, some of them very promising. I have inspected them all during the last three months. About 120 girls are receiving instruction. No great progress has been made, but about 12 can read and write. Two of these schools at Srinugur (one for the higher castes, the other for lower classes, Doomries, &c.) I have made over to the Gurhwal Mission. I am now opening a Female School among the Milum Bhootiahs, and have engaged a Pundit on Rs. 8 a month, and another man, a Bhootiah, on Rs. 3—the latter to teach the girls needle-work and knitting. I hope to see this school in June, when I will report separately on it. I also hope to open a Female School among the Byanse Bhootiahs, and have engaged the most influential man in Byanse to teach them.”

105. The progress of Female Education in these provinces has, upon the whole, been satisfactory, except in the 1st Circle, where a falling off has occurred which the officer in charge does not account for. The order of the Government of India, F. D. (Resolution No. 861, 7th June, 1866), prohibiting further direct expenditure upon Girls' Schools, has prevented my increasing the estimates under this head, and consequently I did not expect to be able to report a large increase; and, as remarked by the Inspector of the 2nd Circle, many schools, experimentally opened with a view of being afterwards placed on the regular list, have been closed. Local support cannot as yet be expected from Natives in such a matter; they are only just becoming alive to the fact that there are and can be schools, and it will take some time yet for them to regard them as a necessity.

(5) NORMAL SCHOOLS.

111. “During the past year 88 students obtained *sanads*—19 of the first grade; second, 23; and third, 46.

“At present there are 90 studying in the school, of whom 38 are Musalmans, 52 Hindoos. Since June, 14 have been struck off the rolls—3 from sickness, 11 from idleness or general unfitness.

112. “In the general management of the school the Head Master is, as far as I can judge, very successful. The school-house and the barracks are in good order, and wear the appearance of having been carefully looked after. The grounds are being planted with fruit and other trees, and in a year or two the place will be a very pretty one. Athletic games have already been begun, and the Head Master tells me the pupils would take to cricket if supplied with bats, balls, &c. For the next cold season I hope to be able to make the necessary arrangements, by laying down a piece of ground in the compound.”

116. The Inspector's general remarks are as follows :—

“THE AGRA NORMAL SCHOOL.—This is the first year of several important changes :—the entrance and dismissal of half the pupils every 6, instead of every 12, months; the appointment of a new Head Master; with several other reforms which, leading to a state of transition from new to old methods, affect for a while the proficiency of a school.

117. “The results of my Examination for *sanads* in December last, though better than that in June previous, was still low. Only *one* first Tahsili *sanad* could be given, and 30 out of 58 got no *sanads*, but only certificates. The chief subjects of failure were not only in Urdu, English, Algebra, and Geometry, but also in the simpler exercises of correct Writing from dictation, in Arithmetic, and in the written explanations of the meaning and contents of parts of their Class-books. A rather interesting examination of their ability to teach showed results not always favorable to those who had been teachers before, nor even to those whose knowledge of the subject was best, but to a natural aptitude or pedantic spirit.”

118. “NORMAL SCHOOLS IN AJMERE, ALMORAH, AND ETAWAH.—The Normal Class at Ajmere seems to have been rendered somewhat unnecessary by the possibility of getting teachers from Agra, recently manifested. The class contained 14 youths, some of whom lived on the school premises. Mr. Goulding is of opinion that it will still be useful for the supply of pupil-teachers.”

119. Of the ALMORAH SCHOOL, Major Smyth says :—“This is now (and has always been) in a very satisfactory state, and deservedly popular, and this reflects great credit on the teacher, Nunnoo Mul.” The expenditure on this school admits of the maintenance of only 4 pupil-teachers, at Rs. 4; but the Inspector hopes to add to his resources by the transference of a sum now spent at Srinagar, without direct appeal to the Government.

120. The Normal Classes held in Etawah School have relieved the Agra School of many students from Būndelkhand. There were 41 in all, of whom 11 came from Etawah, 9 from Humeerpore, 15 from Jhansie, and 6 from Jaloun.

121. THE FEMALE NORMAL SCHOOLS at Agra and Futtehpoore are doing their work quietly and well, in the opinion of the Inspectors.

123. Of that in the 3rd Circle Mr. Griffith says :—“The little experimental Normal School for women established last year in the Futtehpoore District is going on satisfactorily. This year two teachers have been employed from this institution. Measures have been taken to remove it to Benares, with a view to extend its operations.”

SECTION IV.—PRIVATE SCHOOLS UNDER INSPECTION.

124. Summary.

DESCRIPTION.	No.	No. on Rolls.	Average daily attendance.	EXPENSE.	
				Imperial.	Local.
Colleges	4	1,275	1,100	Rs. A. P.	Rs. A. P.
Schools, Higher Class				18455 4 0	43,852 11 5
Ditto, Middle Ditto,	121	11,456	9,534	85,548 0 7	92,714 11 4
Ditto, Lower (Aided)	47	,269	2 574	14,883 0 0	16,012 5 11
Ditto, Ditto (Unaided)	5,071	58,168	51,391	1,142 4 2	2,38,848 8 9
Female Schools	68	2,239	1,922	14,465 0 0	18,119 15 3
Normal Ditto	2	87	77	2,475 0 0	6,658 3 10
TOTAL	5,813	76,494	66,598	1,36,968 8 9	4,16,206 8 6

In 1865-66 the expenditure on schools under this section was—Imperial, Rs. 1,26,628-11-2; Local, Rs. 4,07,850-11-11.

126. With reference to the general condition of these schools, I quote the following from my letter No. 210, dated 25th April 1867, which recommended the renewal of the grants:—"All the schools, with one exception, have been examined during the year by the Inspectors or Assistant Inspectors, and I have myself inspected schools where a particular enquiry into progress or management seemed necessary; and among such cases I may mention the American Methodist Episcopal Mission Schools at Shahjahanpore and the American Presbyterian Mission School at Mynpoori, the grants to which were temporarily curtailed or suspended. The Inspector's Reports on which this kind of action was taken were objected to as unfair by the managing bodies; but I have satisfied myself that the state of these schools was beyond all question deserving of condemnation, and the measures taken have already produced good results. I am happy to say that during the year now passed (1866-67) the state of the Aided Schools has been almost universally one of sound progress and improvement. The only exceptions to this are some of the American Methodist Episcopal Mission Schools in Moradabad and Bijnour."

127. There are *three* institutions only among them which send up as

SCHOOLS,	No. of Candidates.	PASSED.			TOTAL.
		Division 1.	Division 2.	Division 3.	
St. John's College, Agra	6	1	2	0	3
Jay Narain's College, Benares	4	0	0	1	1
Victoria College, Agra	9	0	1	1	2
TOTAL	19	1	3	2	7

yet candidates for the Calcutta University Entrance Examination. Their names, and the results of the Examination for 1866, are given in the marginal schedulewhence,

it appears that, of 19 candidates, 7 passed, of whom 1 was in the first division, 3 in the second, and 2 in the third.

SECTION V.—SCHOLARSHIPS.

131. The allotment of Scholarships for 1867 was sanctioned to the extent

	1866.	1867.
Agra College	1,738	3,264
Bareilly Ditto	3,564	2,568
Benares Ditto	4,512	5,532
Ditto, Sanskrit and Anglo-Sanskrit Dept.,	2,664	2,616
Ajmere School	1,868	1,212
Etawa Ditto	480	528
Aided Colleges	1,008	624
Special Prizes	151	209
TOTAL	15,535	16,553

noted in the margin—a column showing last year's figures being inserted for comparison. This allotment of Scholarships is an expressive index of the relative tutorial strength and popularity of the institutions under examination—the awards being made solely and entirely on the percentage of marks gained in an examination

simultaneously conducted, without respect of College;—that is to say, a boy at Ajmere who gains 50 per cent. of the marks is entitled to the same Scholarship as a boy at Benares in the same class, who gains the same percentage. From the above Schedule it will be remarked that the success of the Agra College during 1866 (Scholarships for 1867 represent work done in 1866) is far beyond what it was in 1865. Bareilly College shows a falling off, and Ajmere likewise.

132. The amount recommended for disbursement in the form of Scholar-

	1866.	1867
I Circle	33	33
II Circle	43	42
III Circle	28	33
Kumaon Circle	9	10
Ajmere	10	11
TOTAL	Rs 369	Rs. 387

ships of Rs. 3 to students from Tahsili Schools who pursue their studies at one of the Colleges is Rs. 4,644 for the year 1867, as per marginal statement, which also shows the corresponding allotment in 1866. This, added to the total of the marginal exhibit in the preceding para, makes the

total Scholarship assignment in 1867, Rs. 21,197.

133. In allotting Scholarships to the students of the Colleges, the only guide is the result of the Calcutta University and the Departmental Examinations. The Syndicate of the Calcutta University pass students who gain over 30 per cent. of the full marks. I have taken the higher average of 35 per cent. as qualifying for a pass in the Department Examinations,—that is, as qualifying to hold, or continue holding, a Scholarship. The following extract from my letter No. 1605, dated 18th February 1867, to your address, is inserted here as explanatory of the general system of award under this head:—

134. "The allotment of Scholarships to students in the upper institutions is determined solely by merit, after a Paper Examination, held yearly in December, to conduct which a Board of Examiners is appointed by His Honor. This Board consists of Examiners in English, in Mathematics, in History, Geography, and Moral Philosophy, and in Oriental tongues, according to the course of study prescribed by the Calcutta University. This Examination is uniform for all the Colleges and Collegiate Schools, and a Report, with lists of marks, &c., is submitted to me by each Examiner; and these lists form the basis of allotments of Scholarships for the year succeeding that under report. It will thus be seen that the comparative progress of the schools is easily ascertained, according to one definite standard of excellence, viz., that prescribed by the Calcutta University in its selection of subjects; and inasmuch as the allotment of Scholarships is made solely with reference to the marks gained, no matter where the student is studying, it follows that

the amount given to each institution as a whole is in some sort an index to the comparative success of its tuition.

135. "In the allotment of Scholarships for last year (1866), no single student received a Scholarship who had not gained upwards of 40 per cent. on the total in all subjects, and decided failure in any one subject caused the rejection of the claims of students otherwise distinguished."

SECTION VI.—EMPLOYMENT OF STUDENTS.

137. The following Schedule is an analysis of the amalgated Statement prepared in your Office of persons employed for the first time in 1866 by the Government of the North-Western Provinces, as concerns *Natives* only:—

DEPARTMENTS.	Total No. of Natives appointed.	EDUCATED			Percentage of Natives privately educated.	Average Monthly value of appointment
		At Government Schools.	At Mission Schools.	Privately.		
Judicial	9	3	4	2	22	Rs. 20
Revenue	31	5	2	24	77	21
Public Works	24	21	2	1	4	27
Police	24	7	1	16	66	26
Jail	11	7	3	1	9	26
Education	31	28	3	0	0	22
TOTAL	130	71	15	44	33	

138. I remark upon this as follows:—

(1.) Of the 130 Natives employed, 92 are *Hindu* and 38 *Mussulman*—i. e., 70 per cent. *Hindu* to 30 per cent. *Mussulman* nearly. Mr. Plowden's Report on the Census of 1865 gives 1-7th only as the proportion of the Muhammadan population of the North-Western Provinces. The inference is that, in proportion to their numbers, twice as many Muhammadans as Hindus entered the service of the Government in 1866.

(2.) In 1866, of 130 Natives employed, rather more than 66 per cent. were educated at Government or Aided Schools; in 1865, of 102 Natives employed, about 42 per cent. only were so educated: I have, therefore, to record what I cannot but consider an improvement in the distribution of patronage. Nevertheless, the fact that 77 per cent. of the Natives appointed in the *Revenue Department* were privately educated—in other words, that *the preference has been given in that Department to Natives educated privately*—calls for explanation, and should, I am of opinion, be noticed as unfavorably contrasting with the practice found possible in other branches of the service.*

SECTION VII.—THE STUDY OF ENGLISH.

139. My remarks under this Section should, I conceive, be confined to a

	No. of Schools.	No. of Students of English.	No. who, Matri- culated, C. U.
1865-66	122	9,757	34
1866-67	184	13,355	35

report as to how far the study of English has progressed during the year. This must, for some time to come, be estimated chiefly by the number of schools and scholars and, as to stand-

ard of attainment, by the number of persons who pass the Entrance Examina-

* Since writing the above I have been addressed by the Sudder Board of Revenue (28th May) on this subject. It is the wish of the Board to encourage young men trained in Government Schools as far as practicable; and they suggest in their Annual Report (para 135) that, not only may a system of examination be managed by the Educational Department, but that the studies of the schools be brought into closer adaptation with the requirements of the service.

tion of the Calcutta University. The annexed Table gives these numbers with all possible correctness, as far as the Government Schools and Aided Private and Anglo-Vernacular Schools, are concerned.

SECTION VIII.—BOOKS.

141. The following is a list of the Books sanctioned for printing and purchase in the year,—*viz.*, 1,37,702 copies, at a cost of Rs. 17,011 only:—

No.	NAME OF BOOK.	Number of Copies.	Cost.		
			Rs.	As.	P.
1	Ainah Tarikh Numa (Part I),	5,000	1,192	15	0
2	First Geography	500	40	5	0
3	Map of Cawnpore District	500	119	5	6
4	Do. of Etawah Do.	500	132	12	3
5	Risalah Qawaid Farsai	5,000	1,225	9	9
6	History of Hindustan	2,000	523	9	7
7	Risalah Qawaid-i-Urdu (Part IV)	1,000	325	12	2
8	Vidyankoor	10,000	1,219	13	9
9	Sufurtool Masadur	5,000	334	3	9
10	Kahaitra Chundrika (Part I.)	10,000	502	12	9
11	Quissah Soorajpore (Part II.)	1,000	56	8	6
12	28 Pictures of Animals, each	1,000	467	4	0
13	Grade Lesson Book (Part I)	2,000	375	0	0
14	Do. Do. (Part II.)	2,000	583	5	4
15	Do. Do. (Part III.)	1,000	291	10	8
16	Mubadi-ul-Hisab (Part IV.)	5,000	491	4	0
17	Map of India	500	51	0	0
18	Muntakhibat-i-Urdu (Part III.)	2,000	141	5	0
19	Readings in English Poetry (1st Series)	2,000	109	3	9
20	Ganit Prakaash (Part I.)	10,000	1,220	10	0
21	Natijah Tahrir Uklaidus (Part I.)	363	113	7	0
22	Ditto Ditto (Part II)	273	34	2	0
23	Cooly Nama	2,000	288	13	9
24	Qawaid Zaban Angrezi	100	225	0	0
25	Hitopdesh	100	180	0	0
26	Minhaj-ut Talim	1,000	250	0	0
27	History of Rohilkhand, in Urdu	1,000	312	8	0
28	Itihas Timur Nasak (Part I)	10,000	1,368	2	1
29	Chota Bhogol Hastamalak	5,000	374	14	4
30	Gyan Chahsu	5,000	92	4	7
31	Soorajpore-ki-Kahani	1,000	52	6	2
32	Chota Jam Jaban Numa	3,000	337	0	6
33	English Primer	20,000	627	8	8
34	Bhaasha Chandrodoy	5,000	833	5	4
35	Risalah Gai Chougan Angrezi	500	127	9	0
36	Akhlaq-i-Nasri, in Persian	100	102	0	0
37	Howard's Rudimentary English Grammar	5,000	375	4	6
38	Risalah Qawaid-i-Urdu (Part I.)	5,000	234	6	0
39	Joografia Alum (Part I)	2,000	193	1	8
40	History of Hindustan (Part I.)	3,000	800	0	3
41	Hitopdesh	2,000	185	0	4
42	Political Economy	133	299	4	0
43	Treatise on Farming	133	192	8	0
		1,37,702	17,011	0	11

142. Book sales by the Curator, Dr. Walker, through indents made by the Inspection Department, are registered below:—

	Copies.	Value.
		Rs. As. P.
TOTAL	1,62,609	23,170 9 1

The corresponding Table for 1865-66 gave the number of copies as 1,97,230, and the value as Rs. 27,782 odd. This year the sales extend over eleven months only. It is curious to remark, as regards the general transactions of the Depôt, that Rs. 64,483 odd is the total of sales effected in 1866-67, according to Dr. Walker's Report, while for the twelve months of 1865-66 the transactions amounted to Rs. 57,196 odd only.

CONCLUSION.

143. I feel justified, after a careful review of events and facts, in regarding the year under review as not only one of progress, but of preparation for considerable future advancement. Among the upper institutions, the success of the Benares College and the Ajmere Collegiate School, standing as it were on the extremes in point of intellectual and social advancement of the provinces, is most satisfactory. Middle Class Schools, which have been created by the desire of learning English generally expressed, have been well attended, and show signs of being permanently useful, especially at *sadr* stations, where they will in future assume the status and character of Zillah Schools. Schools of the Lower Class have maintained their influence, and there is no falling-off in attendance, or any diminution in vigor. Female Schools have done well upon the whole, and present an encouraging prospect of creating positive good, however small may be the area to which financial considerations necessarily restrict them. And lastly, the hope of creating more local and personal interest in the schools generally has dawned in the establishment of a system of District Committees.

EXTRACTS
 FROM THE
REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION
 IN THE
PUNJAB AND ITS DEPENDENCIES,
 1866-67.

2.—The total expenditure on Education for the year 1866-67 has been Rs. 5,62,656, which is high compared with Rs. 4,48,070 during the previous year; but shows that nearly Rs. 30,000 less than the Budget grant were spent, which saving lapsed as usual to Government. Two-thirds of this saving occurred in the grant-in-aid assignment, and the remainder on salaries of fixed appointments while vacant. The former arose chiefly from grants due to the Henry Lawrence Memorial Asylum not having been drawn during 1866-67, on account of uncertainty as to the amounts that could be claimed by that institution, as the point which was referred to Government was not finally decided till quite towards the close of the year.

7.—The distribution of the actual Expenditure on Education during 1866-67, under the three main heads prescribed by the Supreme Government, is shown below :—

CHARGES.	EXPENDITURE.	
	From Imperial Revenue.	From Local Funds
Direction and its Subsidiary Charges	1,23,068	.....
Inspection and Ditto	66,951	11,413
Instruction	3,72,685	2,73,434
TOTAL ...	5,62,654	2,84,847 (b)

N. B.—(b)=2,50,813 from Educational cess + 34,010 + 24 from other sources.

Of the above charges for Direction, Rs. 58,518 were spent on publishing and purchasing books for the Book Depot, which repaid Rs. 46,500 into the Lahore Treasury, and Rs. 16,368 in patronage of Literature, instead of some Rs. 5,000 only as in the previous year; so that the charges more strictly belonging to Direction have been only Rs. 48,182 as compared with Rs. 51,289—5,000 = Rs. 46,289 during 1865-66.

8. The comparative Abstract of the General and Financial Statistics is appended in the usual Tabular form. I have not included Indigenous Vernacular Schools, as the attempt to collect statistics regarding them has only been made for the first time during 1866-67, and I have not much confidence in the accuracy of the statistics obtained.

		No. of Institutions.	No. of Scholars on the Rolls at the close of 1866-67.	No. of Scholars attending daily on an average during 1866-67.	Aggregate Expenditure from all sources.	Chargeable to Imperial Revenue.	Chargeable to Educational Cess Fund.	ANNUAL COST OF EDUCATING EACH PUPIL.			
								Total Cost		Cost to Government.	
1 Government Colleges	{ 1865-66,	2	36	29	85,244	88,824	...	1,215	5 1	1,168	5 7
	{ 1866-67,	2	81	26	38,154	37,558	...	1,467	7 8	1,444	9 0
2 Government Zillah Schools	{ 1865-66,	24	8,140	6,610	1,51,688	1,21,788	7,658	22	15 1	18	6 9
	{ 1866-67,	24	7,922	6,753	1,57,281	1,24,884	8,523	23	4 7	18	7 8
3 Government Town Schools	{ 1865-66,	71	6,999	5,852	32,004	19,924	10,750	5	7 6	3	6 5
	{ 1866-67,	82	8,598	7,184	38,202	21,566	15,125	5	5 1	3	0 0
4 Government Village Schools	{ 1865-66,	1,746	55,593	45,073	1,71,866	22,724	1,43,977	3	12 9	0	10 3
	{ 1866-67,	1,660	53,757	45,299	1,69,698	24,712	1,39,426	3	11 11	0	8 9
5 Government Female Schools	{ 1865-66,	333	6,834	5,343	24,181	10,487	13,619	4	8 1	0	1 5
	{ 1866-67,	296	6,198	5,534	21,901	8,365	13,035	3	15 4	1	9 8
6 Government Jail Schools	{ 1865-66,	22	4,780	4,385	2,786	150	13	0	9 7	0	0 6
	{ 1866-67,	22	4,690	4,315	2,682	299	11	0	9 11	0	1 4
7 Aided Colleges	{ 1865-66,	1	15	12	4,200	447	...	350	0 0	37	4 5
	{ 1866-67,	1	10	11	7,840	5,546	...	667	5 8	459	12 4
8 Aided Superior Schools	{ 1865-66,	18	5,297	4,061	1,33,668	54,363	...	32	14 7	13	13 7
	{ 1866-67,	21	4,701	4,006	1,14,610	59,847	...	27	12 0	12	0 1
9 Aided Middle Class Schools	{ 1865-66,	52	1,515	1,267	30,900	14,087	...	24	6 2	11	1 10
	{ 1866-67,	73	1,692	1,389	42,604	19,775	...	14	2 11	6	3 8
10 Aided Lower Class Schools	{ 1865-66,	3	108	84	582	319	...	6	14 1	3	12 8
	{ 1866-67,	2	160	169	2,172	1,008	...	6	15 0	3	0 1
11 Aided Female Schools	{ 1865-66,	696	12,727	11,063	41,596	22,211	2,889	3	12 2	2	0 0
	{ 1866-67,	651	14,243	11,698	58,123	45,308	...	4	15 6	2	18 9
12 Government Normal Schools	{ 1865-66,	7	294	269	31,427	15,287	16,071	116	13 3	56	13 3
	{ 1866-67,	7	279	236	35,282	18,492	16,775	149	8 8	76	5 9
13 Aided Normal Schools	{ 1865-66,	3	80	68	4,255	2,100	...	62	9 3	3	14 1
	{ 1866-67,	4	107	89	10,167	3,470	...	114	3 10	37	8 6
14 Indigenous Schools	{ 1865-66,	...	...	...	2,298	2,298	...	...	...	...	...
{ 1866-67,	...	...	...	...	...	...	...	...	...	...	...
15 General Establishments	{ 1865-66,	...	...	...	1,77,873	1,66,359	11,514	...	...	...	...
{ 1866-67,	...	...	...	...	2,01,452	1,90,019	11,413	...	...	...	...
16 Educational Buildings	{ 1865-66,	...	...	...	25,000	...	25,000	...	...	...	...
{ 1866-67,	...	...	...	...	46,602	...	46,602	...	...	...	...
TOTALS	{ 1865-66,	2,979	1,02,413	84,136	8,66,765	4,84,070	2,31,491	...	...	...	...
{ 1866-67,	2,845	1,02,388	84,609	9,49,058	5,62,647	2,50,610	...	...	...	...

9. This general result shows a decrease in the whole number of schools connected with Government during the year, of 133; but the decline in the number of scholars is only 30, while the daily average of attendance has positively improved by 2,472. The decrease of schools occurs chiefly among Government Village Schools both for males and females, and among Aided Female Schools.

10. The aggregate expenditure from all sources continues to show a marked increase of Rs. 82,293 beyond that of the previous year. The increase and decrease of cost in various kinds of schools will be observed at a glance from the Table, and will be duly noticed hereafter, when I enter into details regarding each kind of schools. It is here only necessary to explain that the enhanced expenditure of Rs. 23,559 on general establishments, arises mainly from the larger amounts spent on patronage of literature and on purchase of books, &c., for the Government Central Book Depot, to which reference has been already made in para. 7. It should be observed also, that Rs. 21,602 more than in the previous year have been laid out on educational buildings. Out of the aggregate expenditure of Rs. 9,49,058, the Imperial Revenue supplied Rs. 5,62,647, and the Educational Cess Fund Rs. 2,50,810, leaving Rs. 1,35,601 to represent the amount spent from purely private sources and other local funds: of the last named sum Rs. 1,01,567 went to support the several Aided Institutions, and Rs. 34,034 towards the expenses of those under the direct management of Government. In the previous year of 1865-66, the amount noted as raised from private sources and other local funds was somewhat higher, *viz.*, Rs. 151,204; of which Rs. 1,18,781 were spent on Aided, and Rs. 32,423 on Government Institutions. It will thus be seen that the decrease of income and expenditure from private sources during 1866-67 happens only among Aided Institutions to the extent of Rs. 17,214. It will be satisfactory to Government to know that this decrease too is absolutely nominal, and arises solely from the accounts of the Henry Lawrence Memorial Asylum at Murree not having been received in time for incorporation in the Annual Statistics. (For the reason of this, see concluding clause of para. 2). The average income and expenditure of that Asylum may be set down at about Rs. 30,000.

11. The annual cost of Education per head in Government Colleges still remains, I regret to say, exceptionally high; in fact somewhat more than last year. This is owing to the difficulty of inducing matriculated students to enter, and of keeping them at College after they have entered, without liberal Scholarships on which they can support themselves and families during the four years of College study. The final orders of the Supreme Government on the subject of College Scholarships only allow of one-third of the number of students actually attending Punjab Colleges receiving such Government Scholarships. In the Aided College, too, it will be seen that the annual cost of Education per head has nearly doubled, though still far below that of the Government Colleges.

12. There is scarcely any variation in the cost of Education at Government Schools of all classes, while among Aided Schools the rates have fallen somewhat; *viz.*, in superior ones from Rs. 33 nearly to Rs. 27-12-0; and in Middle Class ones from Rs. 24-6-2 to Rs. 14-3-11. For the causes of the difference of cost of Education in the corresponding classes of Government and Aided Schools, reference may be made to paras. 11 and 13 of my last Annual Report for 1865-66.

13. The cost of Education in Normal Schools has, I am sorry to observe increased: *viz.*, from Rs. 116 in Government Institutions to Rs. 149, and from Rs. 62 to Rs. 114 in Private Institutions: at the former institutions the increase is caused by the reduced average attendance of students during the year, and in the latter by the greatly enhanced amount of expenditure, although that is spread over a higher average of attendance.

14. The following Statement shows the collection of fees for the past five years, and a steady though moderate increase in the amount levied at Zillah and Town Schools will be observed :—

FEES LEVIED AT	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.
Government Colleges .. .. .	..	42	412	532	596
Government Zillah Schools	4,690	7,267	10,182	11,264	11,635
Government Town Schools	1,093	1,233	1,273	1,330	1,511
Government Village Schools	3,636	3,997	4,082	3,782	3,735
TOTAL ..	9,419	12,539	15,949	16,908	17,477

SECTIONS II AND III.—GOVERNMENT COLLEGS.

15. The Tabular Statement of attendance, &c., at Government Colleges is as follows :—

	GENERAL EDUCATION		
	Lahore.	Delhi.	
No of Institutions	1	1	
No. on the Rolls during 1866-67	12	19	
Average daily attendance	10	16	
Total Expenditure ..	From Imperial Revenue	18,244	19,314
	From Local Funds	214	382

16. The prescribed Statement of the results of the Calcutta University Examinations for all Educational Institutions in the Punjab is subjoined :—

YEARS	FIRST ARTS EXAMINATION.			ENTRANCE EXAMINATION.		
	No. of Candidates.	Passed		No. of Candidates.	Passed.	
		From Govern-ment Insti-tutions	From Private Institutions		From Govern-ment Insti-tutions.	From Private Institutions
1861-62 .. .. .	..	..	..	10	(a) 4	1
1862-63 .. .. .	..	..	..	12	7	1
1863-64 .. .. .	..	..	..	35	(a) 15	10
1864-65 .. .. .	..	..	..	43	(b) 15	16
1865-66	20	5	5	75	(a) 15	9
1866-67	17	4	..	81	18	4

(a) Including 1 School Master. (b) Including 2 School Masters.

Details of above results for 1866-67. 17. I give details of the above results for the year under review as usual :—

First Arts Examination, December 1866.

NAMES OF INSTITUTIONS.	No of Candidates	PASSED IN			FAILED IN				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics.	Mental and Moral Philosophy.
Government College, Lahore	6		1	..	2	1	1	5	1
Ditto Delhi	* 7	..	1	2	..	..	2	2	..
College Department, American Presbyterian	4	..	..	..	3	2	2	4	2
Mission School, Lahore	
TOTAL	17	..	2	2	5	3	5	11	3

* 1 absent.

Entrance Examination, December 1866.

NAMES OF INSTITUTIONS.	No. of Candidates.	PASSED IN			FAILED IN				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.	
<i>Government Zillah Schools.</i>									
Delhi	17	..	5	1	10	..	5	6	
Lahore	15	1	2	1	6	..	4	10	
Amritsur	4	..	2	2	..	..	..	..
Goojerat	6	..	1	..	5	..	3	3	
Goojranwalla	3	..	..	..	2	..	2	2
Mooltan	3	1	2	..	..	..	..	..
<i>Private Aided Schools.</i>									
St. Stephen's College, Delhi	7	..	1	..	6	2	1	3	
Jullundur Mission School	5	..	..	..	5	..	..	4
Lahore Ditto	6	..	1	..	5	..	4	4	
Amritsur Ditto	4	..	1	..	3	..	..	2
Amballa Ditto	3	..	..	..	3	..	3	3
University School, Lahore	2	..	..	..	2	..	2	2
Bishop's School, Simla	* 4	..	1	..	..	..	1	2
Teachers	2	..	..	..	Not known.			
TOTAL	81	2	16	4	47	2	25	41	

* 1 absent.

18. At the Calcutta University Examinations for Entrance and First Arts of December last, a new Rule came in force by which successful candidates were divided into three instead of two divisions: at least one-half of the maximum of marks being required for a place in the first division, two-fifths for the second, and one-third for the third. The Rule insisting on each successful candidate gaining at least one-third of the maximum in each of the two Languages at both Examinations, of one-third in Mathematics for First Arts, and of one-fourth in all other subjects for both Examinations is still strictly observed.

New Rule introduced at the Calcutta University Examinations for Entrance and First Arts, dividing the successful candidates into three instead of two divisions.

19. Of 7 candidates from the Punjab for the First Arts Examination, only 2 passed in the second, and 2 in the third division. This is rather below the average, as about 1 in 3 out of all the candidates who appeared at that Examination proved successful. The Delhi Government College, however, did very well, passing 3 out of 7, although 1 of the latter number was absent from sickness at the time of Examination. The chief failures, it will be seen, were in Mathematics—no less than 11. English and History each added 5 more to the failures, and Mental and Moral Science also, and the Second Language, *i. e.*, Arabic, 3 each.

Review of results of First Examination in Arts held December 1866.

20. There were 81 candidates for Matriculation, but only 22 passed; *viz.* 2 in the first, 16 in the second, and 4 in the third division. As on an average of the whole of the candidates who appeared at this Examination nearly one-half were successful, the result as regards Punjab scholars must be considered decidedly unsatisfactory. The Delhi and Lahore Zillah Schools, in connection with the Government Colleges at those places, passed 6 and 4 respectively; Umritsur the whole 4 that it sent up, and Mooltan 3, 1 of whom was in the first division. The Goojerat Zillah School, with the 3 Mission Schools at Delhi, Lahore and Umritsur, and the Bishop's School at Jutogh, each passed 1. The chief failures were in English and Mathematics; *viz.*, 47 in the former, and 41 in the latter; while in Geography there were 25, and in the second language, *i. e.*, Urdu, only 2.

Review of results of Entrance Examination of the Calcutta University held December 1866.

LAHORE GOVERNMENT COLLEGE.

Lahore Government College: its Educational Staff.

Principal,—G. W. Leitner, M. A., PH. D.
Professor of Mathematics,—W. H. Crank.
Assistant Professor of Arabic,—Moulavi Alamdar Hosen.

21. During the year under review Dr. Leitner, the Principal, was deputed, at the instance of the Bengal Asiatic Society, to prosecute some philological enquiries into the languages spoken on the Northern borders of Cashmere.

Dr. Leitner, the Principal was only engaged in College work for about two months.

23. The number of students is still 12, classified as follows:—first year 5; second 4; third 1; and fourth year 2. The average daily attendance throughout the year has been 10, and the annual cost of Education per head has fallen from Rs. 2,351 to Rs. 1,846.

Its attendance, classification, &c.

24. The Zillah School maintains a status creditable to Messrs. Beddy and Thompson, the head and second masters, whose services are still employed to a large extent in the College. The number of scholars on the rolls has increased from 129 to 150, and the upper classes are well filled, there being 14 in the first, 10 in the second, 13 in the third, and 19 in the fourth. Forty-seven boys have been promoted into these four upper classes during the year. The numbers on the registers of the Branch Schools have declined from 566 to 488, principally

Its Zillah School and branches attached.

I believe, owing to other schools of the same stamp being started by one or more bodies of European and Native gentlemen who have formed or are forming what is called the Lahore University, or *Anjuman*, or Society for diffusing useful knowledge.

DELHI GOVERNMENT COLLEGE.

Delhi Government College
its Educational Staff.

Principal,—E. Willmot, B. A. *Professor*,—Vacant.
Assistant Professor of Arabic,—Moulavi Ziau-d-deen.

27. The number of students in the Delhi College at the close of the year has fallen from 24 to 19, who are classified thus,—first year 6; second 8; third 3, and fourth year 2. The average daily attendance has been 16. Owing to this decline in attendance, the annual cost of Education per head has risen from Rs. 732 to Rs. 1,231.

Delhi College attendance,
classification, &c.

28. The Zillah School flourishes as steadily as ever, containing no less than 421 boys, of whom as many as 269 are in the 6 upper classes. The first contains 31; second 28; third 29, and fourth 37. The Branch Schools are also admirably fulfilling their purpose of giving elementary instruction, and relieving the Zillah School of the humble task of teaching little boys their A, B, C. They contain 858 scholars, and some of them teach up to the seventh class. Towards the close of the year arrangements were made for the further extension and improvement of these schools by means of the grant-in-aid system.

Delhi Zillah School and
branches attached.

29. Both of the Colleges have suffered for want of a sufficient number of Scholarships for the students. The Supreme Government has ruled that Government Scholarships shall only be given (at the rates allowed in Bengal, *viz.*, Rs. 27 to 32 per mensem for senior scholars who have passed the First Arts Examination, and Rs. 10 to 15 per mensem for juniors who have only matriculated) to one-third of the number of students actually attending Punjab Colleges. The mass of our students are poor, and burdened at an early age with family expenses. They have no difficulty with their general attainments, and knowledge of English in finding employment, so that scarcely any but those who gain the few Government Scholarships offered will continue their studies in College. I have already pointed out in several communications to Government that the Punjab Colleges are placed in an infinitely worse position in respect of Scholarships than those in other Presidencies, and I refrain from entering further into the subject here. The only remedy left is to raise funds for giving private Scholarships in the Colleges; but as an appeal lately made throughout the Punjab at the Hon'ble the Lieutenant Governor's suggestion met with no encouraging response, it is difficult to see how the requisite funds are to be procured; but I hope to raise them somehow.

Want of a sufficient number
of Government Scholarships, the
first great drawback to the suc-
cess of the Government Colleges.

30. The other drawback to the success of the Government Colleges in the Punjab is the want of a second European Professor in each. The appointments were promised when the Colleges were first established three and half years ago, but they have not yet been finally sanctioned. The last orders on the subject received from the Supreme Government ruled that the appointment of a second European Professor could not be made until there were four College Classes. Since January last four classes have existed in each College; and although the number of students in some of the classes is small, yet each class, however small, requires separate tuition by European Professors, in from four to six distinct subjects of study. It is clearly impossible that the work of each College can be done by the Principal and only one European Professor.

Want of a second European
Professor, the other great draw-
back to the success of the Gov-
ernment Colleges.

31. In both Colleges, and the Zillah Schools attached to them, English games and athletic sports occupy a good deal of attention during the cold season; and much credit is due as before to Mr. Thompson at Lahore, and Mr. Doran at Delhi, for the trouble they take to keep up a spirit of emulation in many exercises among their scholars.

32. The Societies for Debating and Essay writing at the two Colleges are, I may say, practically at an end, and I doubt if College students will ever be able to find time for anything more than occasional Essay writing, and that only in their third and fourth years, in addition to their ordinary studies, until after they have passed their B. A. Examinations.

33. As no funds could be obtained for paying independent Examiners during the year under review, the usual half-yearly Examinations of the Colleges were necessarily conducted by the Principals and Professors and myself, one subject being generally allotted to each; but as far as possible a different subject on each of the two occasions. The results of these Examinations were fully reported at the time to Government. They were, generally speaking, fair, and in some cases decidedly creditable to the Delhi College.

SECTION IV.—GOVERNMENT SCHOOLS.

A.—GOVERNMENT ZILLAH SCHOOLS.

36. The number of Zillah Schools continues at 24, and the number of scholars has fallen slightly from 8,140 to 7,922; but the daily average attendance is somewhat better than before, being 6,753 instead of 6,610, and the number learning English is also a little higher, being 6,070 instead of 6,022. The proportion of Hindoos to Mahomedans is almost unchanged, being 5,768 to 1,793. There is a healthy increase in the amount of fees levied; viz., Rs. 11,636, as compared with Rs. 11,264 in the previous year. The annual cost of Education per head has risen by a few annas only, being now a little over instead of a little under 23 Rupees.

37. It has been necessary at some places, through the insufficiency of the Government assignment, to close one or more of the branches of Zillah Schools, or to convert them into Aided Schools, wherever local funds could be obtained towards their support. This has naturally produced a diminution in the attendance of these schools, which is likely to continue. For our efforts are now directed to the raising of local funds with a view to the conversion of as many branches as possible into Aided Schools, so that more of the Government assignment may be set free for improving the main Zillah Schools themselves.

38. The interest taken by Local Committees of Public Instruction in the Zillah Schools varies considerably at different places, from utter apathy to an intelligent and conscientious regard for their welfare.

40. I have pointed out during the year the very large numbers attending our Zillah Schools, and the very low rate of Education per head in comparison with other Presidencies, and have asked for an increase of Rs. 2,000 per mensem to the Government assignment for those schools, in order to provide additional and more qualified masters, urgently required to place many of these schools on an efficient footing. The Government assignment for Normal Schools was fixed a year or two ago on the above considerations, but they are apparently not held applicable to the question of the proper cost

of Zillah Schools. For it has been definitively ruled by the Supreme Government, that as the average annual cost to Government of a Zillah School in Bengal is Rs. 3,000, *that* shall be the average limit of Government expenditure on each school of the kind in the Punjab; and that as that limit is already exceeded, the cost of improving the existing Zillah Schools, and of establishing new ones (there are only 24 to 32 districts, though one in each district is the limit fixed by the Secretary of State), must be defrayed from fees and other local sources.

41. The Honorable the Lieutenant Governor accordingly ordered such moderate increase in the rate of fees to be introduced as would effect these objects. The rate of fees has therefore been increased by one-half more everywhere, and in some cases it has been doubled. The new rate came into effect only at the close of the year, and will no doubt show a much larger collection of fees in my next Annual Report. But when less than Rs. 12,000 have hitherto been raised during the year in fees at these schools, it is hopeless to suppose that Rs. 24,000 extra can be raised under the new rate during 1867-68, which is the additional sum required to render the schools efficient. Much less can a still larger sum be expected from that source, sufficient to bear the cost of opening new schools, and bringing their number up to the full complement of one for each district.

Increased rate of fees at Zillah Schools introduced at close of year.

42. Under late Rules issued by the Honorable the Lieutenant Governor for the organization of Municipal Committees at all large towns in the Punjab, Educational Officers have been appointed members, and the attention of those Committees has been expressly called to the provision of the Act, under which Municipal Funds can be legitimately applied to Educational among other objects. It has also been ruled by the Supreme Government lately, that grants from Local Funds of any kind whatever, so long as they are voluntarily made, are eligible for a corresponding Grant-in-aid from Government. I look now, therefore, to the assistance we may obtain from Municipal Funds, backed by an equivalent Grant-in-aid from Government, to carry out the necessary measures involving extra expenditure for the improvement and extension of Zillah Schools.

Trusts to assistance from Municipal Funds, backed by equivalent Grants in aid from Government to carry out the requisite improvement and extension of Zillah Schools.

B.—GOVERNMENT TOWN SCHOOLS.

46. The number of Town Schools is entered in the Returns as 82, instead of 71; but it would seem from Inspectors' Reports that some of the schools promoted from the village grade do not by any means strictly fulfil the conditions necessary for such promotion, so that much stress cannot be placed on the mere increase of the number of schools noted above, nor on the corresponding increase of scholars from 6,999 to 8,598, and of daily attendance from 5,852 to 7,184. There are also 1,420 boys learning English, in place of 1,107 only. There are 5,702 Hindoos, 2,332 Mahomedans; and 564 Sikhs, so that there is no appreciable variation in the proportion of the different sects. The fees collected in the previous year were Rs. 1,330, and in the year under review, Rs. 1,511. The cost of Education per head in these schools is a trifle lower; *viz.*, Rs. 5-5-1, of which Rs. 3 only fall on Government.

General Statistics.

C.—GOVERNMENT VILLAGE SCHOOLS.

48. The number of Government Village Schools has fallen from 1,746 to 1,660 in accordance with the policy, duly approved by Government, of weeding out all those which were badly attended and but little appreciated by the people, and of applying the saving of expenditure thus effected to raising the salaries of the most efficient and successful teachers that remained. The number of scholars on the rolls has decreased also from 55,593 to 53,757; but the daily average attendance is even

General Statistics, &c.

better than before, being 45,298 to 45,073. The proportion of each sect among scholars remains almost unchanged, *viz.*, 26,823 Hindus to 21,264 Mahomedans, and 5,670 Sikhs and others. Those studying Urdu number 45,275; Persian, 17,580; and Hindi, 7,705; besides 262, who are acquiring the elements of English. The collection of fees amounted to Rs. 3,735, as compared with Rs. 3,782 in the previous year. The annual cost of Education per head is a trifle lower than before; *viz.*, Rs. 3-11-11, of which only 0-8-9 falls upon Government.

50. Rupees 46,602 have been spent altogether on school buildings during 1866-67. Of this Rs. 14,200 were sanctioned for repairs of existing buildings, and out of the balance of Rs. 32,402 4 town and 2 village school houses were erected at a cost of Rs. 5,445, while the balance was applied to the purchase of several Nuzool buildings used for educational purposes, and which have now permanently become the property of the Department.

Educational buildings erected and repaired during 1866-67;

51. I must here notice a new arrangement that is being introduced, with the sanction of the Supreme Government, in the Dera Ghazi Khan District, for the improvement and extension of all middle class and inferior schools. Rupees 4,180 per annum having been raised from private sources; *viz.*—

New arrangements introduced into the Dera Ghazi Khan District for the improvement and extension of Education.

From the Municipal Funds of the Districts	Rs.	1,500
Increase to Octroi of Dera Ghazi Khan	...	500
Additional $\frac{1}{2}$ per cent on Land Tax of District	...	1,600
Contributions from Chiefs of Rajanpore Sub-Division	..	320
Further additional $\frac{1}{2}$ per cent on Land Tax of Ditto	...	260
		4,180

Government has given a grant-in-aid of Rs. 2,688 for the year, or Rs. 224 to begin with. The ordinary assignment from the Educational Cess Fund for support of Vernacular Schools is to be amalgamated with the above sums, and the whole to form a fund under the Deputy Commissioner's immediate management for the maintenance of schools generally throughout the district of a lower grade than the Zillah School. With the increased amount thus available, it is intended to open an Elementary English School at Rajanpore; to raise the salaries of teachers, particularly at the best Vernacular Schools, and so secure the services of really competent teachers even for Village Schools; and to carry out such other measures as may appear to the Educational and Civil Officers most calculated to render Education popular and efficient. The amount available from the Educational Cess Fund is fixed and invariable, but that raised from local sources will, it is hoped, in time become larger, and in time the Government grant-in-aid will also be proportionally augmented; and thus as the requirements of the schools naturally increase with the expansion of education, so will the pecuniary means of meeting them probably become to a larger extent available. To Lieutenant Wace and Captain Minchin is due the organization of this scheme, which certainly promises well, and might advantageously be applied to other districts. I trust this brief notice may induce Deputy Commissioners, generally, to turn their attention to this, or some other means of raising funds from private sources, to be supplemented by Government grants-in-aid, and the whole to be applied along with the usual assignment from the Educational Cess Fund, to the improvement and extension of schools under their management below the grade of a Zillah School.

D.—GOVERNMENT FEMALE SCHOOLS.

52. The number of these has fallen from 333 to 296, chiefly in consequence of a ruling of the Supreme Government, that the annual assignment from Imperial Revenue for Female Schools, under the direct management of District Officers, should

General Statistics, &c.

only be applied to those in which the majority of scholars were non-agriculturists; that it should be limited to Rs. 10,000 per annum; and should only continue for three years, *i. e.*, to close of 1867-68. At the end of that time the schools supported from this source must cease, unless arrangements can be made for carrying them on in future on the grant-in-aid principle. It was also ruled that the Educational Cess Fund can only legitimately be applied to the maintenance of Female as of Male Schools, primarily intended for, and principally attended by, the agricultural population. The number of scholars on the registers has fallen also from 6,834 to 6,198; but the daily attendance is little higher than before, being 5,534 instead of 5,363. There are 4,413 learning Urdu, 1,764 Hindi, 921 Persian, and 110 the rudiments of English. The annual cost of Education per head has been reduced from Rs. 4-8-1 to Rs. 3-15-4, of which Rs. 1-9-8 falls upon Government.

E.—GOVERNMENT JAIL SCHOOLS.

53. The number of these schools continues at 22: the number of prisoners under instruction has fallen a little to 4,690, and the average daily attendance has been about the same as usual, *viz.*, 4,315. There are 4,398 learning Urdu, 284 Hindi, and 116 Persian. The preponderance of Mahomedans over the other sects, remarked in the last two Annual Reports, has still further declined, their numbers being 2,375 to 1,735 Hindoos and 582 Sikhs and others.

SECTION V.—PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

55. The College Department of the Lahore Mission School has suffered, like the Government ones, from want of a sufficient number of Scholarships to induce students to stay through a long course of study, extending over four years from Matriculation to B. A. Degree, and also from secessions consequent on the conversion of one or two of the Mission scholars at Lahore to Christianity during the year under review. Hence the number of College students at its close has fallen from 15 to 10, of whom 4 are in their fourth year; 5 in their second; and 1 in his first year. The annual cost of Education per head is shown to be Rs. 667, of which Rs. 459 fell upon Government. The only reason why this rate is lower than that obtaining in the Government Colleges seems to be, that the service of the Missionary gentlemen, who act as Principal and Professors to the College Department of the Lahore Mission School, can be secured without remuneration, and a nominal charge only is made for them in the accounts of the institution.

56. The monthly expenditure on regular Grants-in-aid made under Art. V. of the revised Code, which stood at Rs. 6,293-8 in the previous year, has advanced to Rs. 10,785-12-0 during the year under review. The net increase has therefore been Rs. 4,492-4 per mensem.

57. The total amount disbursed on Grants-in-aid during 1866-67 has been Rs. 1,36,252, as compared with Rs. 93,258 in the previous year. As stated in para. 57 of my last Annual Report, the utmost attention has been paid to securing strict conformity from Managers of Aided Schools with the revised Code of Grants-in-aid Regulations, and the apparent deficiency in the expenditure on such schools from private sources, *viz.* Rs. 1,01,562, as compared with the amount above noted of Grants-in-aid disbursed, arises from certain schools receiving special grants, which are given without requiring an equal amount to be raised from private sources, and from some, like the Bishop's Schools for children of European descent, being allowed to accumulate funds for Endowment and Building purposes.

A.—PRIVATE SCHOOLS OF THE HIGHER CLASS.

58. Three new schools of this class have been added during the year under review: *viz.*, Anglo-Vernacular Mission Schools at Mooltan and Bunnoo, and a school for children of European descent of both sexes held at Murree during the summer, and at Rawul Pindee during the winter. This last is attended by such very young children that it will be more properly included among Middle Class Schools in future. The whole number of the schools is therefore now 21, but the aggregate of scholars on the rolls has fallen from 5,297 to 4,701, and the average daily attendance from 4,061 to 4,006. There are 3,092 Hindoo scholars to 1,271 Mahomedans, and 337 of other sects. The cost of Education varies a good deal according to the nature of the school, those for children of European descent being naturally more expensive than the rest.

61. Only *five* of all these schools, which are considered as teaching up to the University Entrance Standard, had hitherto actually passed candidates for that Examination; *viz.*, the Mission Schools at Lahore, Delhi, Umritsur, Jullundur, and Loodhiana, but to them must now be added Bishop Cotton's School at Simla. For further evidence of progress among these schools, I must refer to the Inspector's Reports, and Tabular Statements appended to this Report. I will merely say that, to the best of my judgment and belief, all are in their different localities doing the best they can to forward the cause of civilization and enlightenment, and that the Government aid afforded them is judiciously applied.

B.—PRIVATE SCHOOLS OF THE MIDDLE CLASS.

62. The number of these has increased from 52 to 73, of which 53 instead of 40 are now Elementary English Schools in connection with Government Vernacular ones, but supported strictly on the Grant-in-aid principle. The aggregate of boys on the rolls has risen from 1,515 to 1,692; of whom 1,198 are Hindoos, 420 Mahomedans, and 74 of other sects, and exclusive of Anglo-Vernacular scholars, who have been already reckoned among those attending the Government Vernacular Schools, to which Elementary English ones are attached. Including the latter, the average daily attendance comprizes 197 purely English scholars, and 1,696 Anglo-Vernacular, belonging to the Elementary English, and 1,092 to the other schools of this class; or in all 2,985. On the whole, too, 3,022 are learning English, 2,187 Urdu, 1,325 Persian, and 371 Hindee. The remarks made in the preceding paragraph regarding the value of Aided Schools of the higher class in promoting the interests of Education, are equally applicable in a minor degree to these Middle Class Aided Schools.

C.—PRIVATE SCHOOLS OF THE LOWER CLASS.

63. The grants paid by Government to the Society for Diffusing Useful Knowledge at Lahore, (1) for Vernacular Lectures, and (2) for its Library, have been entered under this head, as the object in both cases is, I believe, like that of Lower Class Schools, to teach the masses through the medium of their own Vernacular. There is besides one Vernacular School at Loodiana.

64. In accordance with the wishes of the Honorable the Lieutenant Governor, an attempt has been made, during the year under review, to collect statistics of all Indigenous Schools in the Punjab. This has been done through District Officers, as the inspecting agency of the Educational Department is far too limited to admit of their undertaking it. The District Returns were directed to be sent to the Inspector by the beginning of October, so that, during

his cold weather tour, he might be able to see such of the schools as would accept his invitation to come with neighbouring Government Vernacular Schools to his camp to be examined. The Inspector was requested to give rewards to such indigenous teachers and scholars as seemed to deserve commendation, and to endeavour, from such opportunities, as he and his Deputy Inspector could get during their tours, to test, and, if necessary, revise the District Returns. As a rule, however, indigenous Schoolmasters appear to have held aloof from the Educational Officers, and the Inspector and his Deputy can in practice do little or nothing towards testing and revising the Returns. This remark is especially applicable to the formal Arabic and Sanskrit Schools, in which religious studies alone are pursued, and the Koran and the Shasters are the main, if not the only, text books. The Persian Schools, some of which are very good, seem more inclined than any others to accept Government aid and supervision, and it is hoped that the number of them, which will seek Government grants under Article XIV of the revised Code, will increase from year to year. Rupees 2,298 were laid out in grants of this description during the year under review. I have included all Indigenous Schools in Statement No. VI. C., Private Schools of the Lower Class, but I have omitted their statistics from the General Statistics of Education throughout the Punjab, and refrain recapitulating them here, because I have no means of satisfying myself of even their approximate accuracy.

D.—PRIVATE FEMALE SCHOOLS.

65. The chief additions to this class of schools have been the Punjab Girls' School at Simla for children of European descent, 128 schools in the Sealkote and 50 in the Kangra District managed by Native Committees under the guidance of the Deputy Commissioner, 7 more called the Lady Lawrence Girls' Schools in the city of Umritsur, and 5 others at Mooltan, the last 12 being in connection with the Church Mission at those stations. Six schools managed by a Native Committee under the Deputy Commissioner's guidance at Bunnoo have been closed, and those under a Native Committee at Umritsur, which were erroneously put down last year as 288 instead of 114, have now been correctly reduced to 116. The mistake only extended to the number of schools and not to the number of scholars. On the whole, then, the number of Private Female Schools has fallen from 696 to 651, but the names of scholars on the rolls have risen from 12,727 to 14,243, and the average daily attendance to a smaller extent, from 11,063 to 11,698; of these 8,444 are Hindoos, 5,406 Mahomedans, and 393 of other sects. There are 147 learning English, 3,703 Persian, 3,662 Urdu, and 8,507 Hindi, including probably Goormookhi. The annual cost of Education per head, *viz.* Rs. 313, is higher at the Punjab Girls' School than at any other of the schools for children of European descent, whether for boys or girls. Considering that the Christian Girls' School at Lahore too, in connection with the American Presbyterian Mission, is attended almost exclusively by Native children, the cost of education there, *viz.* Rs. 81, seems rather high. With these exceptions, the cost of Education seems moderate enough at these schools, and the average on the whole is less than Rs. 5 per annum, of which Rs. 2-13-9 falls upon Government.

SECTION VI.—INSTITUTIONS FOR SPECIAL OR PROFESSIONAL EDUCATION.

A.—GOVERNMENT NORMAL SCHOOLS.

66. The 7 Government Normal Schools contained rather fewer students than usual at the close of the year under review, *viz.* 279 instead of 294 as in the previous year; and the daily average has been only 236 instead of 269. The Mahomedan students still preponderate greatly, except at Delhi, being 173 to 92 Hindoos, and 14 of other

sects. All learn Urdu, and nearly all Persian; while the elements of English are studied by 108 and 13 read Hindi. Owing to the smaller attendance, the cost of Education has also increased from Rs. 116 per head to Rs. 149, of which, however, only Rs 7 fall upon Government. This rate contrasts favorably with that ruling in the only Private Normal School of the same description, *viz.* that belonging to the Christian Vernacular Education Society at Umritsur, where each pupil costs annually Rs. 364, of which nearly Rs. 92 fall upon Government.

67. These institutions continue to work as satisfactorily as can be expected. The great difficulty is to secure the willing attendance of good students, from among town and village teachers, or candidates for those posts, on the small stipends varying from Rs. 3 to 5 per mensem, which are allowed by Government for the purpose. There can be no doubt that the men who do attend the Normal Schools, with the exception of an incorrigibly lazy or stupid man occasionally received, are very much improved by their training; but it is to be regretted (though it can scarcely be avoided), that some of the best do not afterwards stick to the scholastic profession, but seek more lucrative employment in other Departments; while the vast majority have so little real love for learning for its own sake, that they make no effort to keep up much of the knowledge they have acquired, and before long fall off sadly in their educational attainments. I reported fully on these and other points connected with the Government Normal Schools, with reference to the Lieutenant Governor's remarks in para. 12 of his review of my last Annual Report for 1865-66, and the explanations given in my No 412, dated 5th December 1866, were considered satisfactory by His Honor, so that it is needless to enter into details again.

68. In consequence of the term of instruction having been prolonged, and some of the students who do not pass out of the preparatory class in due time, being returned to their districts as unsuited for the training of Schoolmasters, the number of students who have left the Normal Schools with certificates of qualification has considerably decreased; *viz.*, from 177 in 1865-66, to 51 only during 1866-67.

69. Of 1,852 teachers now employed in Government Vernacular Schools, 1,285 have attended some Normal School, and with the exception of 219, who failed to pass, have gained certificates of qualification of one grade or another. There are 155 now under instruction, and 412 still to be sent for training.

B.—PRIVATE NORMAL SCHOOLS.

70. To the 3 Female Normal Schools under private management which previously existed, has been added 1 for male students at Umritsur, which is in connection with the Christian Vernacular Education Society, and under the management and personal tuition of Mr. C. J. Rodgers, himself, I believe, a trained teacher from one of the Normal Colleges at home, who has been in India for the last three years, and devoted himself to the study of its languages. The attendance at this school is very small, the daily average being 12, and the cost of Education is consequently as high as Rs. 364 per head. The Female Normal School at Delhi, belonging to the S. P. G. Mission, continues to work most successfully, and several of the students have gained situations as schoolmistresses in the neighbourhood. Of the Female Normal Schools at Lahore and Umritsur, under the management of Native Committees, I know nothing, except from Reports occasionally received at long intervals from those Committees; for the schools are not open to Government inspection, and the interference of Educational Officers has been prohibited. From one of these Reports lately received from Umritsur, however, I

gather that the students of the so-called Female Normal School are not women but men, who agree or promise to teach their female relatives, after they themselves have been duly educated. These men are provided with the usual stipends during their course of education. On the whole, there are at the 4 private Normal Schools, 107 students male and female, and the daily average throughout the year has been 89. Of these 64 are Hindoos, 40 Mahomedans, and 3 others; 6 learn English, 26 Persian, 44 Urdu, and 57 Hindi. The annual cost of Education per head comes to Rs. 114, of which Rs. 37 falls upon Government.

SECTION VII.—SCHOLARSHIPS.

71. The final orders of the Supreme Government on the subject of College Scholarships were, that only one-third of the students actually attending Colleges in the Punjab, whether Government or Private, who had passed the First Arts and Entrance Examinations of the Calcutta University respectively, should receive them, at the average value ruling in Bengal for Senior and Junior Scholarships at Government Colleges. Under these orders, College Scholarships have been sanctioned for students from 1st January 1867, to the value of Rs. 280 per mensem.

72. The aggregate number and value of Scholarships given in Zillah Schools is a little higher than before, being 230 of the value of Rs. 404-8 per mensem, instead of 215 only worth Rs. 382 per mensem.

SECTION VIII.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

73. At the Lieutenant Governor's suggestion I have compiled a Return, showing as far as can be ascertained, the present position, and salary or income of all belonging to Punjab Schools, whether Government or Private, who have passed the Entrance Examination of the Calcutta University. Omitting two Headmasters at the top of the list, it will be seen that one student holds a Government appointment of Rs. 200 per mensem, another of 120, and two Tutorships to Native Chiefs of 100; while all the others, except those continuing their studies at some one of the Punjab Colleges, have taken up official or private employment, and are earning incomes varying from Rs. 90 to Rs. 25 per mensem. These facts, and the statistics given in Mr. Willmot's Report of the employment obtained by boys leaving the Delhi Zillah School during 1866-67, bear me out fully in the opinion I have always expressed, that the Native youth educated at our Zillah Schools and Colleges can always obtain a decent livelihood, even if their English attainments are but slight. But it is by no means equally easy to find employment for the youth educated at our Vernacular Schools, because, in the nominations to Vernacular Offices under Government, no practical value is set upon many subjects taught in those schools, which cannot well be omitted from the curriculum without ignoring what are, I may say, universally held to be the elements of a liberal education by every civilized nation. The question of an Elementary Examination of candidates for subordinate Government employ, which was brought forward some three years ago, with a view to obviating this difficulty, and was referred to in para. 68 of my last Annual Report for 1865-66, appears to have been dropped.

SECTION IX.—THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

74. The usual Table of the numbers learning English at various kinds of Educational Institutions throughout the Punjab, does not show the same expansion of English Education during 1866-67 as in previous years. In the case of Government

The stagnation and in some cases decline of English Education accounted for.

Colleges and Zillah Schools; I attribute the stagnation to want of funds for Scholarships in the former, and for a larger and more efficient Educational Staff in the latter, and for the extension and improvement of their Branch Schools. These causes, however, scarcely affect the Aided Schools, and the positive decline in the numbers learning English at such institutions, arises, to the best of my judgment and belief, from the panic, as it were, consequent on the conversion to Christianity of one or two Native scholars belonging to the American Presbyterian Mission School at Lahore. This has undoubtedly re-kindled prejudices against the study of the English language among Natives in many parts of the Punjab. And while on this topic, I cannot conscientiously omit to notice that a movement, with which to some extent I cordially sympathize, for promoting Oriental Education and encouraging Vernacular Literature, which was started at Lahore some two years ago, and during 1866-67 has been pressed, under the Lieutenant Governor's patronage, upon the attention of all Government Officials and the Native Chiefs and Gentlemen of the Punjab, has had a bad effect on the progress of English Education; however little such a result may have been expected or wished for by the promoters of the proposed Oriental University at Lahore. The injury, however, is certain not to be permanent.

STUDENTS OF ENGLISH AT	AT THE CLOSE OF				
	1862-63	1863-64.	1864-65.	1865-66.	1866-67.
Government Colleges ...	...	7	31	36	31
„ Zillah Schools ...	2,516	4,398	5,665	6,022	6,070
„ Female Schools ...	...	53	162	188	110
„ Jail Schools ...	...	31	154	1	...
Private Aided Colleges ..	..	...	16	15	10
„ Schools of Higher Class ..	2,420	2,538	3,355	4,277	3,236
„ „ of Middle Class ...	...	...	1,745	2,454	3,022
„ „ of Lower Class .	898	1,332	...	...	...
„ Schools, Female ..	...	...	102	109	147
Government Normal Schools ..	..	...	39	79	108
Private Aided Normal Schools .	..	...	..	.	6
TOTAL	5,834	8,359	11,269	13,181	12,740

SECTION X.—BOOK DEPARTMENT.

75. During the year under review, the books brought on stock have numbered 1,28,408, and cost Rs. 42,497, as compared with 1,64,265 and Rs. 55,324 in 1865-66, which was an exceptionally high year in this respect. Of the above, 52,802 were English books, worth Rs. 25,861; and 75,606 Oriental, worth Rs. 16,636.

76. Books to the number of 1,00,352, and to the value of Rs. 32,727 have been supplied during 1866-67 for sale, &c., to District Depôts, Head Masters, &c.; from whence Rs. 46,500 have been recovered, and paid into the Lahore Treasury on account of sale proceeds of the books supplied in that and previous years.

77. The *bonâ fide* sales of the year under review have comprised 84,954 books, &c., valued at Rs. 22,658; being 13,900 less in number, and Rs. 3,567 less in value, than those of the previous year.

78. Three thousand nine hundred and seventy-eight books, maps, &c., to the value of Rs. 1,973, have been gratuitously distributed for use among Government Vernacular Schools; and 9,395, worth Rs. 3,664, have been given away in prizes. Books distributed for School and Library use and as prizes. Jails have also been supplied with 958 books, worth Rs. 145. Books of reference, &c., to the number of 726, and to the value of Rs. 3,288, have been sent to the Libraries of Colleges and the best Zillah Schools. Each Inspector of Schools has been furnished with a Telescope and Magic Lantern with suitable slides, in order that they may be exhibited at schools and educational gatherings during Inspectors' cold weather tours, or whenever a suitable opportunity occurs.

79. In the course of the year, 57,672 books, worth Rs. 10,635, have been brought out at the Government Educational Press in connection with my office.

80. The following new books have been published by the Department :—
 New school books *Isharatu-l-talim*, a Manual of Method for Normal Schools and Teachers, compiled by Moulavi Karimu-d-din, Deputy Inspector Lahore Circle, under the guidance and with the aid of Mr. Alexander, the Inspector of Schools in that Circle. *Nukat* and *Rukat-i-Ghaleb*, a Brief Grammar and Letter Writer in Persian, by Newab Asudullah Khan of Delhi, *Chiragh-i-hidayati*, Moral Lessons in Urdu by Moonshi Muhammad Ali.

EXTRACTS

FROM THE

REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION

IN

OU D H,
1866-67.

II.—FINANCIAL AND GENERAL STATISTICS.

13. The following Statement shows the actual Expenditure during the year. Of the total outlay, 7 per cent. was for Direction, 8 for Inspection, and 85 for Instruction.

CHARGES.	EXPENDITURE DURING 1866-67.					
	From Imperial Funds.		From Local Funds			
	Rs.	A.	P.	Rs.	A.	P.
Direction and its Subsidiary Charges	16,874	15	11			
Inspection and its Subsidiary Charges	17,840	12	6	693	0	0
Instruction (including all Educational Expenditure not coming under the above heads)... ..	1,19,962	10	6	86,930	3	4
TOTAL ..	1,54,678	6	11	87,623	3	4

14. The Imperial Grant for the year (11 months) was Rs. 1,69,286, of which Rs. 1,54,678 was expended. Of the savings (Rs. 14,608), nearly all (Rs. 13,000) occurred under the head "Grants-in-Aid." The term "Local Funds" includes all money expended on Education in connection with this Department, except the grant from Imperial Revenue. It thus comprises—(1) the Educational Cess; (2) Subscriptions by the Native Gentry; (3) School Fees; and (4) the Private Resources of Missionary and other Private Schools under inspection. Of these funds, those in the first two classes only pass through Government Treasuries, and are Local Funds in the technical acceptance of the term.

15. The following Statement shows Receipts and Expenditure on account of the Educational Cess during the year. The total collections were Rs. 45,077, against Rs. 23,926 in the preceding year. I explained fully in my last Report the principle on which this fund is expended, showing that a large outlay in training teachers is necessary before schools can be opened with any chance of success. I need add nothing now, but call attention to the fact that the expenditure on schools has largely increased, being Rs. 13,083 against Rs. 5,803 in 1865-66.

	RECEIPTS			EXPENDITURE.				Balance on 31st March 1867.
	Balance on 1st May 1866	Cess collected during 1866-67	Total.	On account of Normal Schools.	On account of Village Schools.	Miscellaneous	Total	
	Rs	Rs.	Rs	Rs.	Rs	Rs.	Rs.	
TOTAL ..	11,642	45,077	56,719	16,784	13,083	1,800	31,667	25,052

16. Subscriptions by the Native gentry of the Province amount to Rs. 59,426 this year, against Rs. 65,760 in 1865-66. Of this sum Rs. 25,622 was for Canning College, and the remainder (Rs. 33,804) for general expenditure in the districts which provide it. The latter is in the hands of local officers and subscribers.

17. The total amount of fees paid by pupils in all classes of schools during the year was Rs. 11,410, against Rs. 10,201 in 1865-66.

18. The following Comparative Statement, which is similar to that given at paragraph 13 of my last Report, shows details of schools, attendance, and expenditure for the year compared with 1865-66. Whilst the total expenditure has increased 13 per cent., the number of pupils has increased from 10,467 to 16,265, or 55 per cent., and the number of schools from 170 to 386. It will be seen that the increase is principally in Village Schools:—

HEADS OF EXPENDITURE.	Number of Institutions.	Number of Pupils on Rolls on 31st March 1867	Average Number of Pupils on the Rolls in the year	Average Attendance during the year.	Total Expenditure.	Charged to Imperial Revenue	Charged to Educational Cess	Charged to other sources	ANNUAL COST OF EDUCATING EACH PUPIL.						
									Total Cost		Cost to Government.				
									Rs.	A. P.	Rs.	A. P.			
Direction	1865-66	..	..	..	17,125	17,125	..	..	Rs.	A. P.	..	..	
	1866-67	..	..	..	16,875	16,875	..	..	..	..	..	..
Inspection	1865-66	..	..	..	5,856	5,856	..	..	..	..	..	..
	1866-67	..	..	..	18,534	17,841	693	..	..	..	..	..
Zillah Schools	1865-66	10	1,395	1,339	1,089	38,301	32,876	..	5,425	35	2	8	30	3	0
	1866-67	10	1,427	1,364	1,128	36,935	31,913	..	5,022	32	11	11	23	4	8
Anglo-Vernacular Tahsili Schools	1865-66	19	1,907	1,711	1,424	28,590	19,455	..	9,135	20	1	3	13	10	7
	1866-67	19	2,072	1,899	1,593	25,938	17,168	..	8,770	16	4	6	10	12	5
Vernacular Tahsili Schools	1865-66	15	1,082	839	665	8,315	7,298	175	842	12	8	0	10	15	7
	1866-67	15	1,089	1,012	812	7,957	6,919	262	776	9	12	9	8	8	4
Village Schools	1865-66	61	2,004	1,236	1,094	5,082	..	4,731	351	4	10	4	..	..	..
	1866-67	264	7,462	6,758	5,294	10,570	..	9,880	690	1	15	11	..	..	..
Government Female Schools	1865-66	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	1866-67	6	83	81	64	187	..	8	179	2	14	9	..	..	..
Normal Schools	1865-66	2	392	320	280	18,220	4,460	13,244	516	65	1	2	15	14	10
	1866-67	2	206	293	266	24,359	3,911	20,241	207	91	9	2	14	11	3
Higher Private Schools	1865-66	4	1,135	959	720	44,687	28,777	..	15,910	62	1	0	39	13	11
	1866-67	4	1,089	1,107	845	46,419	30,313	..	16,106	54	14	11	35	14	0
Middle Ditto Ditto	1865-66	12	987	840	677	10,395	3,829	..	6,566	15	5	8	5	10	6
	1866-67	16	1,189	1,114	889	*15,483	†6,555	..	†8,928	14	2	10	6	1	2
Lower Ditto Ditto	1865-66	36	1,240	1,053	878	7,372	2,409	..	4,963	8	6	4	2	11	10
	1866-67	38	1,325	1,195	826	6,974	2,952	..	4,022	8	5	7	3	9	2
Private Female Schools	1865-66	11	325	303	249	11,417	2,726	..	8,691	45	13	7	10	15	2
	1866-67	12	323	327	243	10,602	3,117	..	7,485	43	10	1	12	13	3
Prizes	1865-66	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	1866-67	..	..	..	..	454	454	..	..	..	..	..	..	..	..
Miscellaneous (Buildings, Repairs, &c.)	1865-66	..	..	..	..	850	850	..	..	..	..	..	..	..	..
	1866-67	..	..	..	..	9,181	7,381	1,800	..	..	..	..	..	..	..
Institutions of Science and Art (Book Dept.)	1865-66	..	..	..	..	15,099	13,944	1,155	..	..	..	..	..	..	..
	1866-67	..	..	..	..	11,834	9,279	2,555	..	..	..	..	..	..	..
TOTAL	1865-66	170	10,467	8,600	7,076	2,11,309	1,39,605	19,305	52,399	..	..	..	..	..	..
	1866-67	386	16,265	15,150	11,960	2,42,302	1,54,678	35,439	52,185	..	..	..	..	..	..

* This item includes Rs. 1,158 on account of Government building grant to Futtehpore Aided School, and Rs. 1,720 on account of expenditure from subscriptions towards building the Futtehpore and Zeidpore Aided Schools.

† This item includes Rs. 1,158 on account of Government building grant to Futtehpore Aided School.

‡ This item includes Rs. 1,720 on account of expenditure from subscriptions towards building the Futtehpore and Zeidpore Aided Schools.

19. In the two following Statements the whole number of pupils are classified (I) with reference to social *status*, and (II) with reference to creed. With reference to Statement I, it should be remarked that the Returns from Village Schools show only a distinction between agriculturists and non-agriculturists, and the latter are all included in Column 9. Statement II shows that 3,838, or nearly one-third of our pupils, are Mahomedans. Complaints are often made that Mahomedans do not, as a rule, attend Government Schools. This is not true of Mahomedans in Oudh. The proportion is probably larger than that of Mahomedans to Hindoos in the whole population of the Province:—

Statement I.

DESCRIPTION OF SCHOOLS.	Talookdars.	Zemindars.	Cultivators.	Merchants, Bankers, or Shop-keepers.	Government Servants.	Professional Men, including Writers, Doctors, Kautshs, Teachers.	Artizans, as Smiths, Carpenters, &c.	Others.	TOTAL.
1	2	3	4	5	6	7	8	9	10
Village Schools ...	...	...	3,079	...	...	...	...	4,383	7,462
Other Schools ...	87	596	993	1,865	1,122	2,169	432	1,539	8,803
TOTAL ...	87	596	4,072	1,865	1,122	2,169	432	5,922	16,265

Statement II.

			Hindoos.	Mahomedans.	Others.	Total.
Pupils ...	...	..	12,313	3,838	114	16,265

III.—UNIVERSITY EXAMINATION.

20. In December 1865, Oudh sent its first students to compete for the University Entrance Examination. This event, as an indication of educational progress, and a sign that the Province is making up for past disadvantages, and step by step advancing to an equality with the older Provinces, is interesting. The following Statements show the results of the Examinations in 1865 and 1866:—

Statement I.

YEARS.	Number of Candidates	PASSED.	
		From Government Schools.	From Private Schools
1865 ..	11	..	6
1866 ..	23	..	6

Statement II.

NAMES OF INSTITUTIONS.	Number of Candidates.	PASSED IN			FAILED IN			
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.
Canning College ..	17	...	4	2	10	...	2	6
Fyzabad Zillah School ...	4	...	...	...	3	...	2	3
Oonao Ditto ...	2	...	...	...	2	...	1	1
TOTAL ...	23	...	4	2	15	...	5	10

21. The failure of the candidates from Fyzabad and Oonao Zillah Schools last December was a disappointment to the pupils and their teachers, but is really not surprising. Boys usually take seven or eight years to reach the Entrance Examination Standard, whilst those who failed had not been reading five years, and, from a deficiency in the number of teachers in the two schools, had, for the year preceding the Examination, been left pretty much to themselves. The circumstances of the two schools will be described further on: I need only say here that the unsuccessful candidates have resumed their studies with much spirit, and under more favorable circumstances, and will present themselves for examination again in December next. Of the 12 Canning College students who passed the Entrance Examination in 1865 and 1866, 8 are reading for the First Examination in Arts.

IV.—GOVERNMENT SCHOOLS.

23. The increase, as compared with the preceding year, is shown below:—

DESCRIPTION OF INSTITUTIONS.	Number of Institutions.	Number on the Rolls during 1866-67 (Monthly average).	Average daily attendance.	TOTAL EXPENDITURE.	
				From Imperial Funds	From Local Funds.
				Rs.	Rs.
Government Schools { 1865-66 ...	107	5,440	4,552	64,089	34,418
{ 1866-67 ...	316	11,407	9,157	59,911	46,035
INCREASE ..	209	5,967	4,605	Decrease 4,178	11,617

The increase is principally due to Village Schools opened during the year. It will be observed that the average attendance of pupils is 80 per cent. of the number on the rolls: this is somewhat less than in the preceding year: but the falling-off is explained by the fact that the pupils of Village Schools, which now form so large a proportion of the whole, are frequently required to assist in agricultural operations. Omitting village schools, the average attendance is nearly 84 per cent., which for India is a high proportion. The attendance at Village Schools was 78 per cent.

24. To save repetition, I insert here a general Statement of fees collected at Government Schools, instead of giving a separate Table under each class of schools:—

DESCRIPTION OF INSTITUTIONS.		Rates charged.		Amount of Fees collected during 1866-67		
				Rs.	A.	P.
GOVERNMENT	Schools of the Higher Class	1 anna to 2 Rs.	1,731	12	9	
	Do. Middle Do.	3 pie to 1 Re.	1,185	11	5	
	Do Lower Do. {	Tahsili	6 pie to 8 annas	450	13	5
		Village	3 pie to 4 annas	680	6	7
TOTAL		3 pie to 2 Rs.	4,048	12	2	

A.—ZILLAH SCHOOLS,—(SCHOOLS OF THE HIGHER CLASS.)

26. Zillah Schools are, on the whole, well maintaining their position—the total number of pupils, the average attendance, and the income from fees, although the latter is for eleven months only, being each in advance of last year.

27. It is unfortunate that, with one or two exceptions, the sudder stations of Oudh are in themselves very insignificant places. Omitting Lucknow, where there is no Zillah School, Fyzabad is the only considerable town in the Province, and the school there has now 300 pupils. Roy Bareilly is a tolerably populous place, and the Government and Mission Schools together have 211 pupils, although both institutions are comparatively new, neither having existed three years. The attendance at both Fyzabad and Roy Bareilly will most probably still further increase. The remaining eight stations are scarcely better than villages. The number of pupils in these schools will, I hope, increase as the stations improve and education permeates strata of society not yet touched; but we cannot fairly expect any immediate or rapid increase. In the Punjab the average attendance at the 24 Zillah Schools in 1865-66 was set down at 6,610, which gives an average of 275 per school. This large attendance has been attained within the last two or three years by a system of Branch Schools located in populous mohullahs of towns in which Zillah Schools are situated: the branches are connected to some extent with the central institution, and their pupils are therefore all counted in the Zillah School Return. Sudder stations in Oudh afford little scope for this system.

28. As might be expected, a large proportion of the pupils admitted into superior schools leave without ever reaching the higher classes, and therefore carry away with them only a comparatively small portion of the instruction we are prepared to impart. At the beginning of the past year the number of pupils on the registers of Zillah Schools was 1,395; during the year 910 left, and 948 were admitted—that is to say, 65 per cent. of the material on which our teachers' work has been changed during the year. It should, however, be remarked that a considerable number of the changes arise from a mere transfer of pupils from one school to another, owing to their guardians changing residence, or from the system adopted regarding Scholarships, which will be described further on. In

such cases nothing is lost, for the boys resume their studies in one school just where they left off at the other. Again, it should be observed that there is a certain proportion of our students (which may be taken at from one-third to half of the whole), who come to school well knowing that Education is a work of time, and fully prepared to remain. Changes among this class of pupils are not frequent. I have watched the fluctuations in attendance during the year with much interest, and have taken pains to discover the cause and adopt any check which appeared practicable. Head Masters send every month a detailed statement, showing the age and social position of each pupil who leaves school, with the time he remained, and the cause of his removal. A large proportion are struck off the rolls for inveterate irregularity, resulting most frequently from poverty; then comes change of residence, "obtained employment," "gone in search of employment," "father required him to work," "too poor to remain," and occasionally "gone to a Maktab" (Indigenous School). These are the proximate causes; but the real difficulty is the absence of a large middle class, intelligent enough to appreciate a superior education, and rich enough to keep their children at school. Government *employés*, especially those whose duties require a knowledge of English, form a nucleus of such a class, which is gradually being strengthened by the more advanced zemindars, bankers, and shop-keepers; but as a rule these persons find it hard to give up the idea that the Education they and their forefathers have received is sufficient for their children; they are beginning to send their boys to our schools, but think it unreasonable that we should want to keep them six or seven years. In some schools teachers have been told to levy a small entrance fine, and to raise the minimum monthly fee from one to two annas,—the object being to check levity and keep boys out who do not intend to make some effort to stay. I am, however, averse to going too far in this direction at present, lest we should debar really poor boys from obtaining the small amount of instruction which they can afford. I am convinced that even one or two years' attendance at a school is very beneficial: a pupil learns to read easy Vernacular books, to write an ordinary letter, and work sums in "the four Rules." This is not to be despised; but it is not all the benefit he derives from his short career at school—he comes in contact with a superior civilization, grows accustomed to regular discipline and punctuality, imbibes a respect for Education, and for that refinement and civilization of which so many signs are apparent in a well-ordered school, and, lastly, gains impressions of the beneficent intentions of Government, which we may reasonably hope will remain in after life. I have no statistics to enable me to judge whether the attendance at schools in Bengal and the North-Western Provinces fluctuates as much as that of schools in Oudh. In the Punjab there were 7,302 pupils on the rolls of Zillah Schools at the close of 1864-65; during the ensuing year 7,290 (or nearly 100 per cent.) left, and 8,250 were admitted. We are, therefore, in this respect more fortunate than Punjab.

Local Funds were expended as described in para. 18 of my last Report. The School Libraries, which are provided from fees, are slowly increasing.

31. In September last a general Examination of Anglo-Vernacular Schools was held—the four senior classes by means of written papers, the lower classes orally by the several Head Masters. It is proposed to hold a similar Examination every year, and to include in it, as soon as practicable, the more advanced Vernacular Schools. The marks gained for a First Examination are tolerably satisfactory.

32. At the beginning of the year the course of studies prescribed for each grade of Government Schools was carefully revised, and some changes made.

33. From the first considerable practical difficulty has arisen from the fact of there being in Oudh two entirely distinct Vernacular characters—Urdu and Nagri—each having claims of its own not to be lightly neglected. The common-spoken language of the Province is Hindi, with a large admixture of Persian words, the proportion of the latter varying from a maximum in our law courts to a minimum in remote country villages. The written characters in

actual use are Urdu and Nagri, with its corruptions Kaithee and Mahajani. Urdu is easier than Nagri to write, and, being the character used in our courts, and a kind of *lingua franca* understood all over India, is most useful to boys in after-life. On the other hand, Nagri has the more perfect alphabet, is far easier to read, and is the Native dress of the Vernacular of the Province. Kaithee and Mahajani are merely corrupt forms of Nagri, the tops of the letters being omitted, the vowels wholly or partly left out, and the letters themselves mutilated. I believe no such thing as a printed book in Kaithee or Mahajani exists; but bankers, shop-keepers, and putwaris (village accountants) keep their accounts in these characters, and use them in their business correspondence. As a general rule, the persons just named cannot read the printed Nagri at all, and look upon it as rather a useless accomplishment. In attempting, then, to judge from present usage what Vernacular characters should be taught in schools, the case stood thus—all persons connected with courts and offices, all candidates for Government employment, all Mahomedans, and nearly all educated Hindus, use Urdu (the character introduced by the Mahomedan Rulers); Pundits and other Sanskrit scholars write pure Nagri; whilst the whole trading community adopt the corrupted forms mentioned above.

34. From the outset Kaithee and Mahajani have been excluded from the course of studies, there being no books, and it being well known that a Nagri scholar can master the two written characters in a few weeks. As regards Urdu and Nagri, no favor was shown. A pupil, on entering a Zillah or Tahsili School, was allowed to choose either, and confine his attention to that exclusively. This proved to be practically very inconvenient, for, though the Urdu element preponderated largely, each class was broken up into an Urdu and Nagri section, requiring separate tuition, which, with the number of teachers available for each school, it was impossible to supply. Under the new scheme all pupils in Zillah Schools are taught Urdu, experience having shown that this, though essentially foreign, is, under present circumstances, far more popular than Nagri. Each class, however, from the fourth to the seventh, unless specially exempted, is sent for one or two hours a day to the Pundit, *to learn to read and write the Nagri character.*

35. In the old Zillah Scheme English was not taught in the sixth and seventh classes. To make room for a more gradual approach to the Entrance Examination course, the English Primer is now taught in Class VI. Persian Grammar and Reading have also been made a part of the course, with a view to improve the Vernacular Urdu. Native scholars are unanimous in the opinion that elegance in Urdu composition can be attained only by reading Persian, and they regard time spent in reading Urdu as thrown away. These views are no doubt exaggerated; but, as there are a large number of Persian words and phrases in the current language of the Province, a knowledge of Persian is doubtless useful, and, as it is moreover a very favorite subject among respectable Natives, Hindu scarcely less than Mahomedan, the change is likely to be popular.

38. At the beginning of the year under review, the sanctioned establishment for Zillah Schools was—5 masters for Fyzabad, and 4 for each of the remaining 9 institutions, making a total of 41 teachers. In February last sanction of Government was received to 3 additional masters for Fyzabad School, and 1 each for Gondah, Oonao, Sultanpore, and Seetapore, making a total of 48. The number of classes at work, after reducing them as described above, was 58, and several of these, being very large, are broken into sections, so that the total number of groups for whom instruction has to be provided may be set down at 70. The additional teachers recently sanctioned will be most useful, and, with the aid of assistant masters and monitors paid from subscriptions and fees, Zillah Schools will now, I hope, be able to go on smoothly for another year.

B.—ANGLO-VERNACULAR TAHSILI SCHOOLS (MIDDLE CLASS SCHOOLS).

42. There are 19 schools of this class. At 11 (*i. e.*, one in each district except Lucknow) an establishment as noted in the margin is maintained from Imperial Funds. At the remaining 8 schools the Vernacular Establishment only is paid by Government; but one or more English teachers, on salaries varying from Rs. 25 to 80, are paid from subscriptions. Since the close of the year the sanction of Government has been received to grants-in-aid from Imperial Funds to the extent of half the cost of the English departments of 4 out of the 8 schools. The principle thus sanctioned is important.

English Teacher.	
Urdu Do.	
Nagri Do.	

44. These schools have maintained their popularity and usefulness. The total number on the rolls, average attendance, and amount of fees collected, show a decided improvement on the preceding year. In 5 schools the average attendance is slightly less than in 1865-66, in 3 it is the same, whilst in 11 schools it has increased.

45. The total Expenditure on the 19 schools for the 11 months was Rs. 25,938, which was made up thus:—

					Rs.
From Imperial Funds	...	...	...	...	17,168
„ Subscriptions	...	...	...	...	7,569
„ Fees	...	...	...	...	1,186
„ Other sources	...	...	...	...	15
				TOTAL	25,938

Each pupil cost Rs. 16-4-6 for the year, of which Government paid Rs. 10-12-5.

46. In schools of this class we endeavour to give a good Vernacular Education, and, in addition, sufficient English to fit a man to be a clerk or to fill similar positions requiring ability to read, understand, and copy any ordinary English composition. Till this year the course of studies was the same as for the lower classes of Zillah Schools. As, however, the object of the two kinds of institutions is different, it was thought desirable to draw up a separate scheme for schools of this class, complete in itself, and yet such as could be got through in about five years. Use is made of the Vernacular as a medium for imparting knowledge on general subjects, whilst English is read merely as a language. The scheme now used provides that Urdu or Nagri may be selected (according to locality) as the principal Vernacular, in which instruction is imparted in Grammar, Geography, Arithmetic, Mensuration, and the elements of Algebra and Geometry. The second Vernacular, however, is not entirely neglected. Wherever practicable, each class learns to read and write it. English Reading and Writing are taught in Classes I to IV, and English Grammar in Classes I. and II.

48. It will be observed from what has been said that these schools cannot be condemned, as such institutions sometimes are, for giving only a “smattering of English.” Whatever may be thought of the value of “a little English,” none can object to the substantial Vernacular education at which we aim; but it may well be doubted whether the imperfect knowledge of English gained at such institutions is so worthless, or the process by which it has been acquired so little deserving of respect, as is sometimes imagined. The study of a foreign tongue is, and always has been, considered good mental discipline, and a very proper part of School Education. There seems no reason why English, which to Natives of India is a most difficult language, should be an exception to this rule. But, besides the mental training involved, there are many practical

advantages connected with the study of English, even to the extent practicable at such schools as these. It leads, in many cases, to profitable employment, opens the way to closer and easier intercourse with the ruling race, and gives to those who have inclination and ability to follow up their studies, the key to a literature which is certainly not less valuable to a Native of India than any foreign literature, ancient or modern, is to Englishmen. Nor must it be supposed that *none* of the pupils at these schools do follow up their studies. During the past year the more advanced Tahsili Schools have each sent 2, 3, or 4 representatives to the neighbouring Zillah Schools, and there is every probability that those who show special ability will in due time find their way to Canning College, and eventually become as good English scholars as can be found anywhere in India.

52. The Inspector makes the following general remarks regarding schools of this class :—“ It has been found very difficult to keep the Anglo-Vernacular Schools in good working order. To manage them efficiently, the Head Master should possess an amount of English knowledge which can rarely be got for the money available. Hitherto no suitable men have been produced in this Province, and it has been necessary to import them from the North-Western Provinces and Bengal. Drawing them from their Native land implied paying them more than they could get at home. Men who have received an English Education object to being sent to out-of-the-way places. If a man is really worth having, he will soon find more congenial employment elsewhere. In a few years plenty of well-educated young men will be coming out of our own schools, and these will be very glad to serve on small salaries near their own homes.”

53. The difficulty above alluded to is one that must arise where Education is in its infancy. Imported labor is always expensive, and we may look forward with confidence to the times when more efficient teachers will be available at the salaries we offer. At the same time it should be remarked that we have little reason to complain of our present teachers. With few exceptions, they have done extremely well.

C.—VERNACULAR TAHSILI SCHOOLS.

The average attendance has risen from 665 in 1865-66 to 812 in 1866-67, or more than 20 per cent. The attendance is over 80 per cent. of the average number on the rolls. Each pupil costs nearly Rs. 10 per annum, of which Government pays Rs. 8½.

The Practising School connected with the Normal School Lucknow, has now 89 pupils, and is a useful institution. The students of the Normal School attend in turn to learn their practical duties, and considerable pains are taken to make the institution as good a model as possible.

VILLAGE SCHOOLS.

Two hundred and three new schools have been opened during the year, and at its close 7,462 pupils were under instruction. Of the whole number of schools, 100 have only been open seven months, and 102 more only three months. It takes some time to get the full confidence and respect of the villagers, so that the attendance is less than it will be : nevertheless the Statement shows an average of nearly 28 boys per school. As the majority of the schools have been open less than a year, the average expenditure (Rs. 40) per school is not to be taken as the normal rate. The average ordinary cost of Village Schools will probably eventually be about Rs. 100 per annum per school.

65. It may be well here to state briefly what we hope to be able to accomplish in this direction when the cess is fully levied. The cess is expected to yield about Rs. 11,000 per district per annum. Of this, Rs. 1,000 will be absorbed by the Normal School, and about Rs. 1,500 for books, rent, repairs,

&c., leaving Rs. 8,500 for teachers, which, at an average of Rs. 100 each, will give 85 village schools per district, or 1,020 for the Province. The area of Oudh is about 23,000 square miles. Deducting the area of towns, which are provided with superior schools, and jungles, which will require none, we may set down the area of the agricultural districts at 20,000 square miles. This gives one village school to every 20 square miles—*i. e.*, we shall be able to place a school, under a well-trained and fairly-paid teacher, within two and a half miles of every child in the province.

66. In my last Report I described the course of studies for Village Schools, and though some of the text books have been changed, the course is substantially the same. With reference to this subject, the following general direction is given at para. 7 of the "Instructions to Deputy Inspectors:"—"In all schools the Deputy Inspector's first efforts should be to secure good Reading, Writing, and Arithmetic. He will insist on the reading being slow and distinct, and intelligible to a person without a book. Teachers should be urged to pay particular care to the Handwriting. Copy-books should be used in every school, and special rewards given for neat and distinct writing. Writing from dictation should be practised frequently, and the senior boys should be taught to write letters, petitions, &c. In Arithmetic accuracy and neatness should be required."

67. With very few exceptions, the teachers now in charge of Village Schools have been trained in the Normal School Lucknow. I stated in para. 44 of my last Report that the salaries of Village Teachers varied from Rs. 6 to Rs. 10 per mensem, and expressed an opinion that less than Rs. 6 ought not to be given to

Number of Teachers.	Salary of each.
7 Teachers at ...	Rs. 10 per mensem.
29 " " ...	" 9 "
63 " " ...	" 8 "
96 " " ...	" 7 "
78 " " ...	" 6 "

a man "supposed to be capable of instructing the rest of the village." In these views the Chief Commissioner was pleased to concur. The marginal note shows the salaries drawn at the close of the year—Rs. 10 being the maximum, Rs. 6 the minimum, and the average Rs. 7 $\frac{1}{4}$.

68. With a view to induce respectable men to offer themselves as candidates, and also to regulate the promotion of deserving teachers, a scale of salaries* has, with the approval of the Chief Commissioner, been now fixed for each district. This will be made known, and both candidates and teachers will then understand exactly what to expect. Promotion from one

* 20 Teachers at Rs. 6 per mensem.
20 " " 7 "
20 " " 8 "
15 " " 9 "
10 " " 10 "
85 " average, 7.12-17ths.

grade to another will be made when the schools are examined in the cold season by the Director or Inspector.

69. It is satisfactory to be able to report that, with few exceptions, the teachers sent out from the Normal School do great credit to that institution, are appreciated by the villagers, and are doing much good. It would be unreasonable to expect no defects, considering that the schools are all new, are, for the most part, held in very unsuitable houses, and that the work of teaching is as novel to most of the masters as learning is to the great majority of the pupils. Nevertheless a good work has been well begun. During the cold weather I personally examined about 20 of the village schools in Oonao. I found over and over again boys who read before me a Vernacular book of ordinary difficulty, who wrote correctly from dictation, worked Proportion sums,

and had begun to study Geography, who, eighteen months before, had not learned a single letter, and had no hope or intention of doing so. I invariably sent for the Lumberdars, and invited all the village to hear me examine, and my conviction certainly was that a large number of the people appreciated the means of Education placed by Government within their reach, and were grateful for them. Very many are no doubt still influenced by old customs and traditions, and fail to grasp the idea that *their* children are to begin to read and write. The feeling is, however, not that Education is to be despised, but that it is too good for them. Strange to say, some such feeling seems to prevent many from sending their children to school who readily admit that learning is a good thing and would like to obtain it. I believe an order, making Education compulsory, would rather be welcomed by many who have not the moral courage or energy to take the first step and shake themselves free from the customs of their forefathers.

70. The Junior Inspector, Munshi Durga Prashad, writes thus of Village Schools in Oonao, which he examined carefully :—

“The readiness with which the people assembled round us to witness the Examination, the pleasure their countenances expressed in seeing their boys’ abilities tested, the willingness which the generality of the Zemindars show in rendering assistance to our schools, the increased attendance and amount of fees collected, are all sure proofs that our schools are held in high estimation by the people generally.

“There are indeed some localities where the people object to our system of teaching Vernacular books only; but such places are comparatively few, especially consisting of towns or large villages, which are peopled by the richer and higher classes: there is no such objection amongst the agricultural and poorer classes, which form the great bulk of the population of the Province. It is gratifying to see amongst such people some of our school boys read and write fluently, and solve sums in Fractions. The only objection that I heard from these people was that their boys could hardly spare time from agricultural and professional labours to attend school.”

FEMALE SCHOOLS.

72. The statement of Government Schools given at para. 22 includes 6 Female Schools. These have been opened during the year, and must be regarded as experimental.

73. It was thought desirable, when this department was organized three years ago, to postpone any attempt to open Government Schools for Native females till Education had made some progress. Liberal grants were, however, offered in aid of any effort which might be made either by Natives themselves or others on their behalf. Excepting Missionaries, none responded to the offer. Still, the success of the Missionary Schools in Lucknow showed that there was no insuperable difficulty in getting pupils, and it seemed likely that, if Government Schools were opened and all expenses paid, a commencement might be made without further delay. To put this to the test, 6 schools have been opened during the year,—one at Hydergurh, a second at Shahabad, and 4 more in the city of Lucknow. These are placed under the care of trustworthy persons, and the result is being watched. The year closed with an aggregate of 83 pupils.

NORMAL SCHOOLS.

74. At the beginning of the year under review there were 2 Normal Schools at Lucknow and Fyzabad—the latter being, however, only a temporary auxiliary of the former, where there was not sufficient accommodation for the full number of students. The expense of superintending two institutions bore heavily on the Cess, and, on estimating the receipts for the coming year, it was found necessary to curtail expenditure on Normal Schools, to provide for

increased charges of Village Schools. After the December Examination, therefore, the students at Fyzabad who had failed to obtain certificates were removed to Lucknow, and the former institution closed.

75. The Normal School includes a Senior and Junior Department. The former consists of a small number of students preparing for Vernacular Teacherships in Zillah, Tahsili, or other superior Schools. The number is limited by the demand for teachers of this kind, and seldom exceeds 10 or 12. The Junior Department consists of a much larger number of pupils, who are being trained as teachers in Village Schools. The number is regulated by the state of the Cess Fund. Students are lodged and taught free, and, with few exceptions, receive an allowance for food and clothes. At the close of the year there were 10 students in the Senior Department, each of whom received Rs. 6 per mensem from Imperial Funds; and 196 in the Junior Department, of whom 194 receive each Rs. 4 per mensem from the Cess.

76. I explained in para. 47 of my last Report that, by order of Government, the cost of training Village Teachers is borne by the Cess, whilst the cost of training Tahsil and other Teachers is met from the Imperial Revenue. The two Normal Schools cost during the year (including stipends to students) Rs. 24,359, of which Government gave Rs. 3,911, and the remainder was derived from the Cess, &c. Each student cost Rs. 91-9-2, of which Government paid Rs. 14-11-3. Omitting the students' stipends, each cost Rs. 45-10-3, of which Government paid Rs. 12-6-7.

77. Half-yearly Examinations are held in July and December, and certificates awarded according to the results. During the year 240 students gained certificates and were appointed as teachers. The following Statement shows the number of certificates of each grade which were awarded:—

Tahsili Certificate, First Class ...	...	...	...	4
Ditto Second ditto	...	...	...	10
			TOTAL	14
Village Teacher Certificate, First Class ...	...	...	...	99
Ditto Second ditto	...	...	...	127
			TOTAL	226

78. As each successive set of students pass out of the Normal School, their places are taken by others, who are, as a rule, brought from the district to which they will eventually return as School Masters. Care is taken, whilst guarding against the danger of overrunning the funds, to adjust matters so that no unnecessary delay should occur in establishing schools, as the Cess provides money for their support. Quarterly Statements are furnished by the District Revenue Officers, showing the progress made in collecting the Cess, and, as soon as funds are available, a Vernacular notice is issued, and copies distributed as widely as possible by Tahsildars, Police Officers, and School Masters, through the district from which candidates are required. The object in view, the qualifications required, and the conditions offered, are clearly stated, and persons who wish to enter the Department are told to register their names at the nearest Tahsil, and present themselves for examination on a certain date at places selected for their central position. The Head Master of the Normal School, or some other intelligent officer, visits the several centres for examination on the date fixed, and successful candidates receive orders to proceed to the Normal School. The plan of sending round an Examiner has been found necessary, as on one or two occasions, when this was omitted, and candidates were selected by Tahsildars, many, on arrival at the Normal School, were found incapable of learning, or otherwise disqualified for the work of a Teacher, and, after wasting the time of the Masters and drawing stipends

for some weeks, had to be discharged as hopeless. In districts where Deputy Inspectors have been appointed, the duty of selecting persons for the Normal School is entrusted to them.

79. Candidates for Village Teacherships, before admission to the Normal School, are required to be able to read and write one of the Vernacular languages correctly, and preference is given to those who, in addition, know the simple Rules of Arithmetic. It is an encouraging sign that not a few now come up for examination who have previously commenced the study of Arithmetic in order to ensure their being selected. In the Normal School they study Arithmetic, Mensuration, including Practical Surveying, Composition, Geography (especially of India and Asia), Grammar, and the History of India. They receive lessons on the art of Teaching, and practice in the Model School. When every district is supplied with teachers, I propose to keep students two years in the Normal School, instead of one; and, as we shall also, as Education spreads, get candidates with more information to begin with, the standard of Village Teachers, and therefore of Village Schools, will gradually be raised, till they become all that can be desired.

V.—PRIVATE SCHOOLS UNDER GOVERNMENT INSPECTION.

82. The increase, compared with 1865-66, is 7 schools and 542 pupils, as shown below :—

INSTITUTIONS.		Number of Institutions.	Average Number of Pupils on Rolls during the year.
Private Schools	{ 1865-66 ..	68	3,201
	{ 1866-67 ..	75	3,743
INCREASE ..		7	542

A.—PRIVATE SCHOOLS OF THE HIGHER CLASS.

84. The four institutions noted in the margin are included under this head. Eight students of Canning College, who have passed the Entrance Examination, are now reading for the B. A. Degree. Strictly speaking, they should be entered under the head "Colleges;" but as it is difficult to separate the expenditure of the College Department from that of the School, and as, with this explanation, no misapprehension can arise, it was thought best to let the Statement remain.

85. The following extract from the Principal's Report on Canning College describes briefly the progress of this important institution up to the close of the year :—

"Canning College, founded by the Talookdars of Oudh, in memory of the late Earl Canning, was opened on 1st of May 1864. During the first two years of its existence the institution partook of the character of a superior High School; but during the last year it has developed into a College, with 8 students in the College Department.

"The progress made during the three years will perhaps be most readily seen from the number of boys receiving instruction at the end of each year. In December 1864, the number of boys was 336, with an average attendance of 73 per cent. At the end of 1865 there were 456 boys, with an attendance of 80 per cent. At the present time the total number of boys is 542, and the average attendance in January last was 87 per cent.

"The fees paid by the scholars amount to Rs. 270 per month. There are 71 free boys; the others pay from 8 annas to Rs. 10 each per month. The

College is open to all classes, but by far the greater portion of boys learning English are Hindoos—*viz.*, 273. The Mussulmans number 105, and Christians 19, 3 being Europeans and the others East Indians and converts.

“The College, as now organized, comprises *three* distinct Departments—an Oriental School Department, an English School Department, and the College Proper. In the Oriental Department no English is taught; but 45 boys read Persian, 30 Sanskrit, and 70 Arabic. In the English School 389 boys learn English, 383 Urdu, 3 Hindi, 32 Arabic, and 69 Sanskrit. The highest class in the English Department, consisting of 37 boys, is reading for the University Entrance Examination of the present year, while the second class, of 43 boys, is preparing for the Entrance Examination of next year. Both these classes are very promising. The remaining ten classes in the English School Department work out a graduated scheme, designed with the view of ultimately preparing them for the University Examination Classes. The College Department consists of students who have matriculated at the Calcutta University, and who are continuing their studies with the object of passing the First Arts Examination and of taking the B. A. degree. These 8 students belong to different years, and have consequently been divided into *two* classes—the one preparing for the First Arts Examination of December next, and the other for that of next year.

“Twelve boys from Canning College have passed the University Entrance Examination—6 in 1865, and 6 in 1866. Eight of these under-graduates remain with us, 2 have obtained employment, and the other 2 have joined Calcutta Colleges to take up Law and Medicine.

“In connection with the higher classes, one of the chief objects of the founders of the institution is being successfully realized. The design was that the usefulness of the College should not be confined to Lucknow, but that the institution should be thrown open to the Natives of the Province generally, and afford them the means of carrying on to a higher point the education they may have previously received at the Zillah Schools. The Schools of Fyzabad, Shahabad, Roy Bareilly, Oonao, and Gondah have each already 2 or 3 representatives in the Canning College, and the probability is that in a few years’ time the above schools will be important feeders to our higher classes.

“With regard to the conduct and progress of the boys during the past year, while leaving the Reports of the Examiners to testify to the latter, I am happy to say that, on the whole, I am satisfied with their behaviour, and with the exertions made by them to reap the advantages offered to them.”

B.—PRIVATE SCHOOLS OF THE MIDDLE CLASS.

88. The following Statement shows the number of institutions and the attendance at schools of this class for 1865-66 and 1866-67. The increase, it will be observed, is 4 schools and 202 pupils, whilst the average attendance for 1866-67 is 212 more than for the preceding year:—

INSTITUTIONS.		Number of Institutions.	Number of Pupils on Rolls at close of the Year.	Average attendance during the Year.
Private Schools of the Middle Class.	{ 1865-66	12	987	677
	{ 1866-67 ...	16	1,189	889
INCREASE ..		4	202	212

C.—PRIVATE SCHOOLS OF THE LOWER CLASS.

92. The Statement at para. 18 shows 38 institutions of this class with 1,325 pupils, against 36 institutions and 1,240 pupils last year. The Maharajah of Bulrampore supports 10 small schools, with an aggregate of 136

pupils, at villages on his estate: these receive no Government aid. A very inferior Vernacular School is maintained from the estate of the Rajah of Mahmoodabad. It is to be hoped the young Rajah, who was till recently a pupil in Canning College, will take some interest in the institution now the estate has passed from the Court of Wards into his own hands. Nawab Nawazish Ali Khan, Taluqdar of Baraich District, has, during the year, opened two Vernacular Schools at Nawabgunge Alliabad and Nasirgunge, villages on his estate, which have now 29 and 41 pupils respectively. Mention should also be made of the praiseworthy conduct of a man of much lower rank in life than those mentioned above: I refer to Bisshun Nath, a Jemadar employed in the household of His Excellency the Viceroy, who has opened a very useful little school at his Native village, Shunkerpore Serai, Zillah Oonao. This school has now 33 pupils, and receives a small grant (Rs. 6 per mensem) from Government.

In all Aided Schools some of the Government books are read, and in many the course of studies is identical with that of Government Schools of the same class.

PRIVATE FEMALE SCHOOLS.

94. There 12 are Private Schools for Girls, with a total registered attendance of 325. Of these institutions, 1 is for European and Eurasian girls, and 11 for Natives. The Lucknow Girls' School has 47 pupils, daughters of the poorer members of the Christian inhabitants of Lucknow or other stations. The instruction imparted and the general management of this very useful institution are satisfactory; but the Committee are sadly crippled by want of funds, and can now take no child whose parents are unable to pay the full cost of her education. Efforts are being made to procure funds, and to place the institution on a more extensive basis.

95. The 11 schools for Native females are connected with the two Missions mentioned several times in this Report. Ten are in the City Lucknow, and 1, which was open this year, at Roy Bareilly. The total number of pupils is 276. The Lucknow Schools have been two years at work, and appear to be successful, excepting the American Mission Ragged School. The pupils are all Mahomedans, and *pardanasheen*, and include not a few adults. The ladies of the Mission, who have charge of the schools, and take very great interest in them, report that their pupils have made creditable progress in Reading, Writing, and Needle-work. One or two of the more advanced have obtained employment as teachers in private families. I am not permitted to examine these schools, but no objection is made to visits by European ladies. There seems to be no doubt whatever that a good work is going on, and that the Government grant is well spent. It appears that Native females, with whom the Missionary ladies speak on the subject of Education, are generally anxious to learn, but are prevented by their husbands and fathers.

96. Mrs. Reuthers, wife of the Church Missionary at Fyzabad, has one or two promising schools, but has not yet applied for Government aid.

INDIGENOUS SCHOOLS.

98. Indigenous Schools are not included in the Statements accompanying this Report, as no reliable statements regarding them are available. Deputy Inspectors are directed to find out where such schools exist, and to visit the most important of them if they have time, the object being (1) to collect information, and (2) to endeavour to improve them.

99. Very few Indigenous Schools of any kind exist in villages; but in towns they are more or less numerous. They are either Persian or Hindi. In the former boys learn to read *Karima*, *Amad Nama*, *Gulistan*, *Bostan*, and other Persian works, and to write Persian and Urdu letters. They read no Urdu books, and do not attempt Arithmetic, Grammar, Geography, or any of the subjects usually taught in Government Schools. The number of pupils is

generally very small. In Roy Bareilly the Deputy Inspector reports 36 schools, whose aggregate attendance is only 172. The teacher is usually a private servant of the patron of the school, from whom he receives food and two or three Rupees per mensem in cash. Hindi Schools are patronized by bunnias and other shop-keepers, and are often attended by 20 or 30 boys each. The

* Vide para. 33 above.
 curriculum of studies consists of the Kaithi* written character, the Multiplication-table, and a mechanical kind of Arithmetic, enabling the pupil to work out rapidly questions of a certain type in Proportion and Interest. No books of any kind are used; neither teacher nor pupil being able to read any printed character whatever.

100. It does not appear that any great improvement in schools of this description can be made at present. The Persian teachers are, as stated above, generally private servants, and, so long as patrons are to be found who consider Persian all that is necessary, the course will remain what it is. The Hindi *guru* is paid to teach what the bunnia considers necessary, and, if he ceased to do this, pupils would cease to come. Moreover, his inability to read printed books prevents his adopting ours even if he wished. In some instances Hindi schools have been converted into Government institutions, and a trained teacher sent to give instruction in Nagri, whilst the *guru* continues to impart his own peculiar lore for a portion of the day. If he learns to read and write Nagri himself, he is promised admission to the Normal School.

LA MARTINIÈRE COLLEGE.

101. This institution is not under inspection, receives no aid from Government, and is not included in the Statistical Statements. The Principal has supplied me with the following particulars:—At the close of the year there were 271 pupils on the rolls, of whom 186 were Christians (Europeans or Eurasians), and 85 Natives. All learn English, 230 Urdu, and 35 Persian. The Christian Department is held at General Martin's house at Constantia, near Lucknow; the Native Département in the City. In the former there are 81 foundationers, who are fed, clothed, lodged, and taught free; 72 boarders, who pay from Rs. 15 to Rs. 25 per mensem each; and 33 day scholars, who pay from Re. 1 to Rs. 6 per mensem. In the Native Department there are 18 foundationers and 67 day-scholars, of whom 59 are free. The College is not affiliated with the University; but the standard of the European Department is equal to that prescribed for the First Examination in Arts. The course for the Native Department is considerably lower. No pupils are at present equal to the Entrance Examination. The institution cost during the eleven months Rs. 72,792, of which Rs. 51,600 was derived from funds left by the Founder, General Martin. The remaining Rs. 22,420 was received from fees and the interest on savings of past years.

VI.—SCHOLARSHIPS.

102. A scheme for awarding small Scholarships to deserving pupils in schools was sanctioned by Government in March 1866. The objects in view were—(1) to encourage advanced pupils in higher schools to remain till they complete the course and pass the Entrance Examination; and (2) to enable deserving pupils of lower schools to proceed to a superior institution. The scheme, therefore, included provision for 30 Scholarships, at an average of Rs. 5 per mensem, to be awarded to pupils in higher schools, and 60, at an average of Rs. 4 per mensem, for pupils of lower schools who wished to continue their studies at a more advanced institution. Of the latter, 15 only are to be given each year for four years, till the whole 60 are absorbed, and then vacancies filled up as they occur. The scholarships are awarded to students according to the result of the September Written Examination or of examinations held by myself and the Inspectors when we visit the schools in the cold weather. The amount available for the past year was Rs. 2,520. I have noticed above

how useful this fund was in enabling me to remove pupils from inferior to superior Zillah Schools. The hope of securing Scholarships proved a powerful incentive to industry on the part of both teachers and pupils.

VII.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

104. This is one of the heads prescribed by Government on which information should be given in Educational Reports. No system has yet been introduced in this Province for throwing open subordinate Government appointments to competition by examination. Should such a measure be considered advisable, and the examination be arranged to embrace, not special professional subjects, but the general branches of Education which are taught in ordinary schools, there is no doubt whatever that these institutions would become far more popular than they are. On this point I quote the following remarks from the Report of the Commissioner of Baiswarra Division :—

“Something might be done, I think, to render the schools more popular if all the situations in the District Courts were bestowed by competitive examinations. A notice might be published in the district in which the vacancy exists that a particular situation is vacant, and that it will be bestowed on the successful competitor, being a resident of the district, at an examination to be held on the 15th day after the issue of the notice.

“The questions might be framed so as to test the candidate’s general information. Anybody, whether he had or had not attended the Government Schools, might compete.”

VIII.—THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

105. The Statement given in the margin shows the progress English

YEARS.	Number of Pupils learning English at the end of the year.
1864-65	2,171
1865-66	2,759
1866-67	3,577

Education has made during the three years this department has existed. It is now admitted that, whilst the masses of the population of India can only be educated through the medium of the vernaculars of the country, higher Education can at present only be obtained by studying English. Add to this the fact that the study of a foreign language is of itself a powerful means of mental improvement, and the increase in the number of

English scholars must be considered a matter of congratulation. It is a curious fact that a large number of the people of this Province have so soon learned to value English. In nearly all Anglo-Vernacular Schools in Oudh the boys would, if permitted, give the whole time to their English lessons; and, when examining Vernacular Schools, I have been repeatedly asked by pupils and parents to send an English teacher, it being generally added that a compliance with this request would double the attendance. No doubt the motive generally is hope of profitable employment. In not a few instances, however, the object is to enable the learner to converse and correspond with European officers. Several talookdars keep private tutors for their sons, with the same object in view.

106. The following Statement shows the number of pupils learning each language at the close of the year, and the total number under instruction. It will be seen that 22 per cent. learn English. The causes which make Urdu more popular than Hindi have been noticed above (*vide* para. 33). As Village Schools increase, the proportion of Hindi will no doubt become larger.

NUMBER OF PUPILS AT THE CLOSE OF THE YEAR WHO LEARN						Total number of Pupils.
English.	Urdu.	Hindi	Persian.	Sanskrit.	Arabic.	
3,577	10,137	7,702	1,920	199	120	16,265

IX.—BOOK DEPOT.

107. The arrangements for supplying educational books continue to work smoothly. English books, maps, &c., are procured from England, Calcutta, or elsewhere. Vernacular books, except a few of which the copyright is reserved, are printed in Lucknow. There is a depôt connected with my Office, from which the stores kept for sale by Head Masters of Zillah Schools are supplied. The first cost of stock and all incidental expenses are charged to a fund of Rs. 10,000 provided in the Educational Budget, and the produce of sales is paid from time to time into the Government Treasury. Deputy Inspectors obtain supplies of Vernacular books direct from the printer, and pay for them from the Cess. They supply Village Teachers, and deduct the cost, *minus* two annas per Rupee discount, from the teacher's next month's salary. During the year 39,162 books, maps, &c., were sold for Rs. 5,885, being an increase of about 7,000 books, &c., and Rs. 1,000 value, over the preceding year. Including books, &c., distributed as prizes, or supplied gratis for school use, the total number issued amounts to 44,564, worth Rs. 7,701.

108. On revising the several schemes of study, some of the existing vernacular books were considered defective, and it was thought desirable to revise and correct some, and prepare substitutes for others. The following new books have been prepared and printed during the year:—

- (1).—*Mufid-ul-Mubtadi*: a new Urdu Primer, by Babu Ram Chandra Sen, Head Master of the Normal School, Lucknow.
- (2).—*Baran Prakasika*: a new Hindi Primer, by the same.
- (3).—*Bidya Chakra*: a second Hindi Reader, translated from the Urdu *Daita-i-Ilm*, by Pandit Prithée Dutt.
- (4).—*Bharat Varsiki Brittant*: a Nagri translation of the Urdu *History of India (Waqat-i-Hind)*, made by Pandit Magan Lall, of Canning College.
- (5).—*Patra Dipika*: a Nagri Letter-writer, by Pandit Kali Churun.
- (6).—*Muntakhabat-i-Urdu*, Parts I and II.: Urdu Readers.
- (7).—*Kānūn-ūl-mūdārrisēn*: a Manual on Teaching and School Management, by Pandit Sheo Narain, Deputy Inspector of Schools, Lucknow.
- (8).—*Gulzar Dabistan*: an easy Persian Reader.
- (9).—*Nigar Danish*: Selections from the Persian *Anwar-i-Saheili*.

109. Considerable inconvenience is felt from a want of good Urdu and Hindi maps. Those used in other provinces have been lithographed in India, and are confessedly very poor. The Calcutta School Book Society has published Bengali maps, but these are useless in Oudh. There are now thousands of Town and Village Schools in various parts of India in which good plain maps in the Persian and Hindi characters would be most useful. It would be a boon to Education if the Government of India should be pleased to arrange with some experienced European map-engraver to supply these requisites. To meet immediate wants, I have had a few good copies of maps made for Tahsili Schools. As an experiment, also, a Native printer was engaged to lithograph an Urdu-Hindi map of the Eastern Hemisphere. The result is fair, but is, of course, immeasurably inferior to the ordinary English maps used in Elementary Schools at Home; these are engraved by European workmen of great skill and experience, surrounded by all the appliances that modern ingenuity has devised, and there is no doubt but that equally good maps in Oriental characters could be made by the same agency, if the Indian Government undertook to buy a fair number of copies.

EXTRACTS
FROM THE
REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION
IN THE
CENTRAL PROVINCES,
1866-67.

B.—FINANCIAL AND GENERAL STATISTICS.

7. The actual Expenditure during the year was as follows* :—

	From Imperial Funds.			From Local Funds.		
	Rs.	A.	P.	Rs.	A.	P.
Direction and its Subsidiary Charges	16,658	6	1	275	0	0
Inspection and its Subsidiary Charges	51,687	8	0	2,264	5	9
Instruction (including all Educational Expenditure not coming under the above heads)	88,116	14	3	2,31,730	2	3
TOTAL	1,56,462	12	4	2,34,269	8	0

8. The amount expended on instruction in the different grades of schools is given below :—

CLASS OF SCHOOLS.	Number.	Pupils on the Rolls.	Average daily attendance.	Expenditure from Imperial Funds.			Expenditure from Local Funds.			Total cost of educating each Pupil.			Total cost to Government for educating each Pupil.			
				Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
GOVERNMENT INSTITUTIONS.	Higher Class	1	241	228	13,694	4	9	1,867	6	0	68	4	1	60	1	0
	Middle Class A	9	1,742	1,142	14,811	15	9	6,169	10	7	18	6	0	13	5	1
	" B	15	2,010	1,464	9,528	14	10	6,502	2	0	10	15	2	6	8	2
	Lower Class A	81	7,185	4,906	27,635	15	1	19,417	2	3	9	9	5	5	10	1
	" B	577	22,573	14,781	705	11	6	1,15,248	4	4	7	13	6	0	0	9
	" C	130	3,621	2,116	650	0	0	15,335	6	8	7	3	11	0	4	11
Normal Schools	A	1	65	41	1,583	13	2	4,553	8	4	149	11	1	38	0	7
	" B	4	60	82	1,419	14	6	4,508	7	3	72	4	9	17	5	1
	" C	1	19	19	...	...	4,461	10	4	231	13	2	...	...	...
PRIVATE INSTITUTIONS.	Higher Class	1	225	177	2,400	0	0	3,110	1	3	31	2	1	13	8	11
	Middle Class	7	838	676	9,137	14	0	9,221	14	9	27	2	7	13	8	3
	Lower Class A	249	11,318	6,163	6,548	6	8	22,485	4	2	4	11	4	1	1	0
	" B	493	8,218	6,419	...	...	17,989	8	4	2	12	10	...	...	...
" C	1	22	20	...	...	859	12	0	42	15	10	...	...	...
TOTAL	1,570	58,137	38,234	88,116	14	3	2,31,730	2	3	8	5	10	2	4	10	
Police Schools ... ..	...	1,714	...	...	...	...	...	...	...	...	...	...	...	...	...
Jail Schools ... ..	...	1,942	...	...	...	...	...	...	...	...	...	...	...	...	...

* It must be borne in mind that in this and all statements, the figures relate only to 11 months.

SECTIONS II. AND III.—COLLEGES.

9. Four pupils of the Saugor School attempted the University Entrance Examination, but they all failed in the English Examination, and 2 of them failed in Mathematics.

SECTION IV.—GOVERNMENT SCHOOLS.

I.—SCHOOLS OF THE HIGHER CLASS.

11. In last year's Report this was the only educational institution in the Central Provinces which showed no progress. I regret to say that this year's Returns show retrogression. The numbers on the rolls have fallen from 270 to 241; the fees from Rs. 1,078 to Rs. 884; the total cost per pupil has risen from Rs. 49 to Rs. 68; the cost to Government from Rs. 44 to Rs. 60. Though the numbers have decreased during the last few years, the proportion of senior to junior students has greatly increased; in the three senior classes there are 43 pupils; in the three middle, 63; and in the four junior, 135. The average daily attendance also is very good, being 94 per 100. As already stated, no student succeeded in passing the University Matriculation Examination. I held an examination of the senior classes in the end of January last, and was disappointed with the results.

II.—SCHOOLS OF THE MIDDLE CLASS (A).

12. In this are included all Anglo-Vernacular Schools, with the exception of Saugor, and these are sub-divided into Zillah Schools (A), and Town Schools with an English Department (B).

13. In last year's Returns there were 9 schools and 1,539 pupils; there are now 24 schools, with 3,752 pupils.

All the schools under B are supported one-half by fees, subscriptions, and donations, and aided by an equal amount from Government. Ten have been established during the last year, of which 4 are in the Mahratta Districts of the Southern Circle. For this class of schools the course of study introduced is of a lower standard than that for Zillah Schools; but should pupils wish to prosecute their studies up to the University Entrance Standard, I trust they may be enabled to do so by means of the Scholarships proposed by me in July 1866.

24. As regards efficiency, I place those which I had an opportunity of seeing during the year in the following order:—Kamptee, Chanda, Boorhanpore, Bhundara, Hoshungabad, Hingunghat.

Town (B).

25. The only schools now in this class which existed previous to the year 1866-67 are the following:—

	<i>Khundwa.</i>		
Masters.		Pupils.	
4		151.	

	<i>Burwai.</i>		
Masters.		Pupils.	
3		101.	

	<i>Budnoo.</i>		
Masters.		Pupils.	
4		98.	

	<i>Dumoh.</i>		
Masters.		Pupils.	
5		195	

28. In 1865-66 this was a grant-in-aid English School, giving education to 51 boys in English; since its fusion with the town school the numbers, studying English have decreased to 32; but this decrease, I have reason to believe, is only temporary, and caused by an indifferent teacher, who has been replaced, and by want of proper accommodation; this also will soon be remedied.

The schools of this grade, which in 1865-66 only numbered 5, now number 15; and since the close of 1866-67 up to the present date, 11 more have been actually established, and applications for grants to 3 others have been submitted to Government.

III.—GOVERNMENT SCHOOLS, LOWER CLASS.

Vernacular Town Schools (A.)

29. At the close of 1865-66 there were 96 schools, with 8,494 pupils: this year there are 81 schools, with 7,185 pupils. The decrease is caused by the transfer of 15 schools to the Middle Class, the towns-people having subscribed for the addition of an English department. One town school in the city of Jubbulpore was closed at the end of the year, Mr. Champion, of the Church Mission Society, having undertaken to supply its place by a branch school from his Anglo-Vernacular institution. Notwithstanding that 15 of the most flourishing of this class of schools have now passed into another category, the average number of pupils per school remains at 88. The average daily attendance is now 68 against 65 last year. The fees amounted to Rs. 2,243 against Rs. 2,767 in 1865-66. The cost to Government per pupil was Rs. 5-10 against Rs. 5-11 the previous year.

30. In my last year's Report, the want of funds was pointed out as the cause why these schools had not made so much progress as they ought to have done. It has been found impossible to increase further the grant from Imperial Revenues towards these schools. But the need for further funds was urgent, for, as I pointed out early in the year 1866-67, each master had, on an average, 49 pupils, and that the average pay of each master was Rs. 12-2. The total Government grant for the masters of these schools was Rs. 24,072. An additional grant of Rs. 7,368 was, in February last, made from Municipal Funds, and Rs. 2,532 from the 2 per cent. School Cess; and I trust that next year's result will show a great improvement in the acquirements of the pupils. At present the proportion of boys in the lowest classes is very large; but this is not to be wondered at when the paucity of masters is considered. I may note one instance where one master had to teach 131 boys, divided into five classes, his only assistant being one pupil teacher.

Village (B.)

34. This year's Returns show 577 schools with 22,573 pupils, being an increase over last year of 31 schools and 3,589 pupils. There has been a decrease of 3 schools in Jubbulpore and 1 in Nimar; an increase of 10 in Raepore, 6 in Wurdah, 5 in Seonee, 4 in Chanda, 3 in Sumbulpore, 2 in Hoshungabad, Chindwara, and Nagpore, and 1 in Mundla.

An increase of pupils has taken place in nearly every district; there is a falling off of 8 pupils in Hoshungabad and 41 in Belaspore. In the following districts the increase is marked:—

Chindwara	...	...	...	85 per cent.
Seonee	...	...	...	52 "
Raepore	...	...	...	48 "
Chanda	...	...	...	43 "
Bhundara	...	...	...	38 "
Nagpore	...	...	...	34 "
Wurdah	...	...	...	33 "

The average number of boys per school is 38, being 4 more than in last year's Returns. The fees in 1865-66 were Rs. 3,016; this year they amount to Rs. 2,753.

Girls' (C).

37. The numbers have increased from 91 schools, with 2,361 pupils, to 130 with 3,621 girls. There is an increase of 9 schools in Jubbulpore, 7 in Chanda, 5 in Sumbulpore, 4 in Nursingpore, Nagpore, and Hoshungabad, 2 in Bhundara, and 1 in four other districts.

38. Several of these schools have made wonderful progress, but a large proportion of them is next to useless, and for the reasons given in para. 22 of last year's Report. I cannot recommend their increase, except as therein stated, where the people are willing to pay fees, or in a district like Chindwara or the Upper Godavery, where as yet not a single school has been established. Perhaps the best Girls' School in the Central Provinces is at Bhundara, where there is an efficient Native Christian school-mistress: the school-house is a free building, situated in a prominent part of the town, and there are several Native gentlemen, both official and non-official, who take a real interest in its progress; ladies form the school committee. There is another good school also in the Bhundara District, at Kamptha, established and well looked after by the late Tehseeldar, Kesho Seoram, whose daughter was one of the most advanced pupils. Further still, from European influence, there is a creditable Girls' School at Hutta, with the daughter of the Zemindar, Gunput Rao, in the senior class. There is also at Burwai, in Nimar, a school containing 51 girls; the highest class being equal to the third in a boys' school; besides Reading, Writing, and Arithmetic, the girls are taught Embroidery: all the pupils are the relations of the most influential people of the town; and on the Examination day a large number of the towns-people assembled and seemed delighted at the educational triumphs of their young relatives. The success of this school is due to the Tehseeldar, Mahadeo Rao, who appears to be a strong advocate for Female Education. Another good Girls' School is to be seen at Wurrora; it meets in the house of Aurbaji Patel, a well-known and much respected landholder of the Chanda District; his daughters and nieces form the senior class. There are several other girls' schools in good order in different districts; but I have specially noticed the above, in order to show that where any person of note and position takes a girls' school under his patronage, its success is almost certain; girls of the better class attend; and instruction given to those in easy circumstances is more likely to be permanent and beneficial in its effects than instruction given to the children of labourers. On the other hand, I regret to say that the larger proportion of girls' schools in the Central Provinces do very little good; they assemble generally in some out-of-the-way corner of the towns; no one except the District Inspector goes near them; the attendance is exceedingly irregular; the pupils are infants of five or six years of age; and their acquirements *nil*. It is to the increase of schools of this description that I object,—the money expended on them could be turned to far better account in educating boys.

39. These schools consist of two kinds: one for the education of constables in their police duties; and the other for the education of the children of policemen. In the former there are 1,250 adult students, and in the latter 464.

The Inspector General of Police has, during the year, introduced the same course of instruction into these schools as is prescribed for all Government Village Schools. Many of them are in capital order; perhaps the best is at Saugor: the Dumoh, Raepore, and Chindwara Schools are also very good, and far above the average of ordinary village schools

JAIL SCHOOLS.

40. At the close of the year there were 1,855 males and 87 females under instruction; of these, 249 males and 5 females were able to read and write; and

1,447 males and 36 females who could read but not write; and of that number only 137 could read previous to admission; 1,564 persons have, therefore, been taught to read during their imprisonment. The most satisfactory progress has been made, as was to be expected, in the Central Jails at Nagpore and Jubbulpore; among the District Jails, Seonee and Nursingpore stand best.

For the Central Jails, paid teachers should be employed.

CASTES AND LANGUAGES.

Castes.

41. In the Returns of the castes of pupils attending Government Schools (not including Police or Jail), I find that there are now—

33,259	Hindoos.
2,863	Mahomedans.
1,394	Others.
<u>37,516</u>	

42. I last year remarked on the large number of Mahar (low caste, or out-castes) boys attending the Government Schools in the Bhundara District; many of these boys are making great progress; there are also several promising Gond boys to be met with in the Bhundara Schools. At the Moharee and Toomsur Town Schools, separate buildings have been erected for the Mahar boys; this I cannot but regard as a mistake, and tending to keep up a distinction which no Government department ought to recognize. These buildings might be used for the lowest school class, but not for the out-caste Mahars. As a comment on this exclusiveness, I may mention that the very best village school in the Jubbulpore District, with an attendance roll of over 50 pupils, has a Mahar teacher.

Languages.

43. The languages taught are as follows:—

English	...	...	...	1,278
Mahratti	...	...	...	11,728
Hindee	...	...	...	20,789
Urdu	...	...	...	3,567
Ooriya	...	...	...	1,594
Tamil	...	...	...	29
Telugu	...	...	...	235
Sanskrit	...	...	...	11

44. The increase of students during the year in the different languages has been as follows:—

English	...	...	...	44 per cent.
Mahratti	...	...	...	34 "
Hindee	...	...	...	12 "
Urdu	...	...	...	8 "
Ooriya	...	...	..	16 "

45. The fees in all Government Schools have during the year increased from Rs. 8,930 to Rs. 9,097. Allowing for the shortness of last official year, this shows an increase of about 10 per cent.; though not large, I do not think it unsatisfactory, when the extreme dearness of the common necessaries of life throughout the Central Provinces last year is considered. For the same reason the subscriptions and donations have fallen from Rs. 37,096 to Rs. 34,245.

NORMAL SCHOOLS.

Anglo-Vernacular for Males.

46. During my absence in Europe in 1865, English had been introduced into the Nagpore Normal School; the students, however, were not such as were likely to make much progress; they were merely the most promising of the candidates for Vernacular masterships, and having to begin a new language late in life, I did not think they would ever be good enough scholars. I therefore abolished the class, and called for candidates who had already attained a fair knowledge of English in our Zillah Schools; 10 students were at once obtained. For this department application was made in July for the institution of 20 Scholarships,—10 at Rs. 10, 5 at Rs. 12, and 5 at Rs. 15 per mensem; but up to the present time sanction has not arrived; and the small candidates' class is still supported by advances from the 2 per cent. Cess. Besides the students training for masterships, I proposed to admit to these classes a limited number of students from all Anglo-Vernacular schools in the Mahratta districts who might wish to read for the Entrance Examination of one of the Universities. The English students have already made great progress, and several of them are superior in acquirements to the class of men we have hitherto obtained from the Bombay Presidency as assistant English teachers.

47. The Mahratti department of the Normal School is divided into 3 classes with 65 students (inclusive of the 10 reading English). Of these, 55 are stipendiary and 10 free. Owing to the great increase in the cost of living, the stipends of Rs. 3 per mensem were abolished, and the following instituted, *viz.*, 15 of Rs. 6, 15 of Rs. 5, and 15 of Rs. 4. Consequent on this increase, applications have been frequent and selection has been possible. During the year 31 men were rejected after a short trial, while 47 men obtain certificates after completing the prescribed course of study; of these, 4 passed for masterships of town, and 42 of village schools. A large Government building in the city has been made over for the use of this Normal School, and as soon as some alterations and repairs are completed, it will be possible to offer accommodation to about 50 boarders. At the request of the students themselves, morning and evening classes have been established, and are very well attended; these classes are superintended by the assistant master. After the half-yearly examination, in the beginning of this month, 20 of the most deserving students were sent on a week's excursion to Bombay under charge of the Head Master; this, I thought, would be a good finish to their school training.

Vernacular (B).

48. At the October Examination only 5 students obtained certificates, but at the close of the year 21 were pronounced qualified as village and 2 as town school-masters; only 8, however, had studied both Urdu and Hindee. A practising department has now been added to this institution, where the students will be trained in the practice of teaching. At present this school is far behind the Vernacular department of the Nagpore Normal School.

49. I had an opportunity of seeing this school in January last, and did not consider it in a satisfactory state; it has suffered from want of inspection; the masters had become careless, and pupils, instead of being lads from our town and village schools aspiring to become teachers, were, for the most part, elderly men, reduced to take to teaching as a means of livelihood. At the October Examination none received a certificate; and up to the close of the year no further examination had been held. The district officers were asked to obtain a supply of a better class of pupils, and the Inspectors will, in future, visit and examine the school more frequently.

50. In last year's Report this school was not favourably mentioned. Fifteen men have obtained certificates during the year, 4 of the higher or town school grade. The school has met hitherto in the same building as the Zillah School, but a separate house has now been obtained, affording lodgings to the pupils.

Raepore.
Master 1 Pupils 10

51. A small class of 4 men are now under training as masters at the Town School of the place; when these are certificated, the training class will not be kept up.

Belaspore.
Master 0 Pupils 4

52. At the beginning of last official year a Normal Class consisting of 15 pupils was sanctioned for Nimar, as a temporary measure. The class was closed on the 1st of January, 12 of the students receiving certificates; 2 of the men who failed subsequently received certificates from the Inspector, Mr. Browning, on his visiting Nimar in March.

Nimar.

Vernacular Female (C).

53. The progress made by the women attending this school at Nagpore has been very slow; they have now been 18 months under tuition, and the highest class are reading the 4th Mahratti Book; they write slowly from dictation, and work sums in the four simple Rules of Arithmetic; the acquirements of the highest class are thus not great; but in order to test the experiment of having female teachers, the Inspector will, before the monsoon, select a few of the most promising, and place them in charge of girls' schools in the districts. An excellent building has lately been bought for this school; but we have hitherto failed to obtain a qualified female teacher. A trained Native female from Bombay taught here for some weeks, but it was impossible for her to remain, owing to her previous engagement as mistress of a girls' school in Bhundara.

Normal School.
Master 1 Pupils 19

SECTION V.

Summary.

In the whole of the Central Provinces there is, on the average, one school in every block of $7\frac{1}{4}$ miles square. The district in which schools are most thickly planted is Nursingpore, where one is found in every $3\frac{1}{2}$ miles square; in Hoshungabad, Jubbulpore, Saugor, and Sumbulpore in 5 miles; in Nagpore, Dumoh, and Nimar in 6 miles. The districts in which schools are most sparsely distributed are the following:—

Upper Godavery	1	in 14	miles square.
Mundla	...	13	„
Chanda	...	13	„
Raepore	...	12	„

But in connection with these figures the very large proportion of waste land in the Upper Godavery, Chanda, and Mundla Districts must be considered. Again, as regards pupils, it will be found that throughout the Central Provinces 1,000 inhabitants furnish only 7 pupils. The district which shows best in this respect is Sumbulpore, where there are no less than 30 pupils per 1,000 of population; the next best districts are Saugor and Nursingpore, but they show only 12 per 1,000; the next in order are:—

Dumoh	...	...	...	11
Nimar	...	...	...	10
Bhundara	...	...	...	7
Jubbulpore	...	...	...	7
Hoshungabad	..	...	...	7
Wurdah	...	...	...	6
Nagpore	...	...	...	5
Chindwara	...	...	...	5

The worst is Raepore, where the average is under 2; in Belaspore and Seonee the average is only 3.

70. During the year certificates of educational proficiency were granted to 349 candidates, viz., at—

Nagpore	...	...	...	299
Jubbulpore	...	..	...	13
Saugor	...	...	...	0
Raepore	..	...	...	37
				349

The following Rules have been substituted for those hitherto in force :—

Hereafter no one will be eligible for employment except—

- “ I.—Matriculated students of a University.
- “ II.—Holders of certificates issued by the Examining Boards under Book Circular XXIX., dated 28th July 1863.
- “ III.—Holders of certificates from the Director of Public Instruction under the present Rules :—
- “ 2nd.—Certificates of qualifications will in future be of three classes :—A 1st class certificate (A) will qualify for admission into either English or Vernacular offices. A 2nd class certificate (B) will qualify for Vernacular offices only. Certificate (C) will be granted to candidates to offices where a knowledge of the Vernacular is not required.
- “ 3rd.—Certificates will be awarded in Government Schools, or in schools under Government inspection, by the Inspectors of Circles at the time of the annual examinations, and they will be forwarded for registry and countersignature to the Director of Public Instruction.
- “ 4th.—Candidates for Government employ, not being educated at Government Schools, will, in writing to Zillah or Circle Inspectors of Schools before the 1st of June of each year, state for what grade of certificate they wish to compete. On the receipt of these applications, the Director of Public Instruction will make arrangements for holding local examinations, which will be duly notified in the *Gazette* and in the *Sircaree Akhbar*.
- “ 5th.—No one under 18 years of age will be examined.
- “ 6th.—The list of candidates passed under the three different standards will be published in the *Central Provinces' Gazette*, and from these lists the nominating Officer will make his selection.
- “ 7th.—No one is admissible into the Service under the age of 18 ; and all candidates for appointments that give a claim to pension, must produce a certificate of sound bodily health from a Medical Officer.”

71. One gratifying feature connected with employment in the Public Service is the large number of young men, who, after a short service in the Educational Department, find employment elsewhere, specially in the Revenue and Judicial branches of the Service : it has hitherto been the rule that when any man has done well in the Educational Department for at least one year, he may take a better appointment wherever he can get it ; and the Educational Department has frequently of late formed a stepping stone to some of the best appointments in the subordinate grades of the Service, and also led to lucrative private employment.

SECTION VIII.—ENGLISH LANGUAGE AND INDIAN EDUCATION.

CIRCLES.						Number learning English in 1865-66.	Number learning English in 1866-67.	
Northern Circle	...	...	...	...	..	777	672
Southern	..	...	...	...	...	596	1,109
Eastern	..	...	...	...	..	153	223
TOTAL						...	1,526	2,004

This being an increase of 31 per cent.; the increase in 1865-66 was 23 per cent.

SECTION IX.—BOOK DEPÔTS.

72. The sales during the year in the Depôts, and amounts realized are as follows:—

Number of Books sold.	Price.		
	Rs.	A.	P.
54,223	14,086	3	7

This shows a considerable falling-off: last year the sales amounted to 66,435 books, and prices to Rs. 16,578-1. The rural *Gazette* sales have increased from 716 per mensem to 837: the Inspector General of Police now subscribes for a copy for each station-house and outpost.

GOVERNMENT CENTRAL MUSEUM.

73. During the year a catalogue of the articles of the Museum has been prepared; but owing to the Geological Department being still unarranged, it is not, in my opinion, advisable to have the catalogue printed; the Geological is by far the most valuable of the collections, and it is much to be regretted that no one competent to arrange and name the specimens has yet been procured.

The catalogue of the Museum Library was printed during the year. Books of reference of the value of Rs. 700 have lately been added to the Library; and Doctor Watson's valuable Work on Indian Manufactures was presented by the Government of India.

From 1st of May 1866 to 31st March 1867 the Museum was visited by 75,796 persons, of whom 65,202 were Native males, and 8,451 Native females.

CONCLUDING REMARKS.

74. The results of the year's work may be thus stated. Schools of all classes have increased from 1,441 in 1865-66 to 1,570 in 1866-67; and pupils have increased from 46,738 to 58,137, or 24 per cent. Purely Government institutions have increased from 749 with 31,801 pupils to 819 with 37,516, being an increase of 18 per cent. The cost of these Government Schools has increased from Rs. 2,34,406 in 1865-66 to Rs. 2,48,094 for the 11 months of 1866-67; the total cost to Government for educating each pupil, calculated on the average daily attendance, was Rs. 2-13, or adding 1-11th, it stands exactly as it did for the year 1865-66, a fraction over Rs. 3. Again, dividing the total amount expended during the year under all heads by the average daily number of pupils in all classes of schools, the rate per head is shown as Rs. 10-3, and the cost per head to Government Rs. 4-1 against Rs. 10-13 and Rs. 4-5 in 1865-66. The total amount of subscriptions, donations, and fees paid from private sources has reached the large sum of Rs. 87,589 against Rs. 53,667 in 1865-66.

EXTRACTS
FROM THE
REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION
OF
COORG:
1866-67.

The Central School at Mercara has in it 147 boys, whose progress in the various subjects of study appears to have been, on the whole, satisfactory, though interrupted by their irregular attendance, caused by the unusual amount of sickness which prevailed during part of the year. The course of study pursued extends over a period of eight years, and the youths, who have been able to remain in the school till the completion of the course, are well qualified for the duties of active life in which they have to engage.

But the position and character of a school are now determined by the number of students who matriculate from year to year. This test has not hitherto been applied to the Central School at Mercara, as the course of instruction differs from that prescribed by the University for Matriculation. It is desirable, however, that such modifications should be introduced as will give the advanced scholars a chance of competition for University honors, and the attention of the Principal shall be called to this subject.

1. The Central School numbered on the 31st March 1867, 147 boys; of whom 81 were Coorgs, 21 Mussulmans, and 45 others; the average daily attendance was 81. Of these 147 boys, 100 learned English, 128 Canarese, and 81 Hindustani; and the annual cost of educating each pupil was Rs. 110-5-9 to Government. The schooling fees amounted to Rs. 220-5, which sum was expended for the purchase of an air-pump, for paying the balance due for an electric machine bought last year, and for the *Illustrated London News*.

2. The number of boys in the 24 *Government Vernacular Schools* is 799, of whom 600 are Coorgs and 199 others, with an average daily attendance of 604 children, amongst whom are 30 girls. The cost to Government is Rs. 4-14-1 per head per annum.

3. Classified according to the social position of the parents, I ascertained the following exhibition:—

A. *The Central School*.—There are 13 children of those who possess land without employment, and 82 children of parents who hold employments and land; and amongst these, 72 children belong to owners of more than 1,000 butties, and 10 children to owners of less than 1,000 butties of land; 5 boys belong to parents who are in employment, but without land; 9 boys are the sons of farmers; 28 the sons of merchants, and 24 belong to neither of these classes.

B. Of the *Government Vernacular Schools*, I am able to account for 577 boys only, owing to changes and non-receipt of Returns; 500 are the children of landowners without Government employment, and 77 of Government officials with land; 10 children only belong to farmers. Of the 577 children belonging to landowners, 168 are the sons of owners of more than 1,000 butties, and 409 the sons of owners of less than 1,000 butties of land.

4. In the Vernacular Schools *no schooling fees* have as yet been levied ; but next year, when all the school-houses which are built at the expense of the ryots, shall have been finished, a small fee of half an anna per mensem may be introduced.

5. The *books in use* in the Vernacular Schools are—Balashikshe, and I and II Book of Lessons, Colenso's Arithmetic, Mangalore School Grammar, Cave Malé or Canarese Anthology, and Map of India.

Of *Private Schools* there are but few of an insignificant, transient nature, and do hardly deserve Government support. Ten more Government schools, as the want arises, will be sufficient for many years to come. New schools will be opened this year in *Kantamurnád*, *Fraserpet*, and *Hébale*; and for next year I may recommend Codlipet, Shirangala, and a few other villages, whence petitions for schools have reached me.

I have had no opportunity of making myself acquainted with the *Roman Catholic Schools* in Coorg.

EXTRACTS
 FROM THE
ANNUAL ADMINISTRATION REPORT*
 RELATIVE TO THE
PROGRESS OF EDUCATION IN BRITISH BURMAH,
1866-67.

Classification of Schools. 103. The various schools in the Province have been classified as follows :—

Government Schools.
 Middle Class Schools.
 Anglo-Vernacular and Normal Schools.
 Female Schools.
 Village Schools.

Government Schools. 104. There are now 4 Government Schools in the Province, *viz.*, at Maulmain, Akyab, Ramree, and Prome.

The number of pupils in the 4 schools at the end of the year was 440; they were favorably reported upon by the Officers who were present at the examinations.

The net charge to Government for the above schools amounted to Rs. 14,768, and the amount of fees realized was Rs. 3,168.

Middle Class Schools. 105. There are 2 Middle Class Schools,—one at Rangoon, known as the Diocesan School, and the other, the Town School at Maulmain.

The number of pupils in the former is as yet small, there being only 42 at the end of the year; but the attendance is now steadily increasing.

The school received a grant-in-aid of Rs. 2,000 for the past year.

The Town School at Maulmain is under the management of a Mr. Gilbert, and is well spoken of.

The number of pupils at the end of the year was 120. Government give a grant-in-aid to this school of Rs. 1,500.

Anglo-Vernacular and Normal Schools. 106. There are 20 Anglo-Vernacular and Normal Schools at Rangoon, Maulmain, Bassein, Myanoung, Henzadah, and Toungoo. The number of pupils attending these schools at the end of the year was 1,988, exclusive of one school, from which no returns were received.

By far the most flourishing are the S. P. G. Schools at Rangoon and Maulmain under the able superintendence of the Rev. J. E. Marks and the Rev. J. Evans.

A good sound English Education is given in these schools, which are better attended than any in the province, there being 240 pupils in the former, and 315 pupils in the latter at the end of the year.

Some of these schools receive no aid from Government; but the total amount of grants-in-aid to this class of schools and the female schools was, for the past year, Rs. 22,066.

* Owing probably to the death of Mr. Hough, the Annual Education Report is so meagre as to contain nothing available for compilation.

107. There were 12 Female Schools in existence during the past year, the number of pupils at the end of the year being 501.

Female Schools.

In these are included only those which are purely girls' schools. In some of the schools, as in the Town School at Maulmain and Diocesan School at Rangoon, both boys and girls are taught; but these latter are not shown under this head.

108. Under the head of Village Schools, the Returns show 233 schools and 3,989 pupils.

Village Schools.

The greater number of these are under the superintendence of the American Baptist Missionaries, and principally established for the instruction of Karens. Government aided with grants 126 of these schools, the amount thus given being Rs. 7,143.

109. Besides the schools above-mentioned, and in addition to the Education given in Kyoungs, or Buddhist Monasteries, there are in all large towns and in most large villages several small schools under old men, who teach boys and girls a little Reading and Writing. These all do good in their way, and help to advance the cause of Education, which is undoubtedly making steady and satisfactory progress throughout the province.

110. During the year a Director of Public Instruction was appointed; this appointment was made chiefly with the view of attempting to introduce a system of elementary education into the Buddhist Monasteries by distributing amongst them books of Arithmetic, Land Surveying, and Geography translated into Burmese. Operations were not commenced until September; the system has not, therefore, had a sufficient trial to warrant the pronouncement of an opinion as to its success or otherwise.

The late Director of Public Instruction, however, wrote most promisingly of the beginning made. Books, he states, were received more readily than was at first anticipated. The plan has as yet been tried only at Rangoon and Maulmain. The scheme was originated by the late Chief Commissioner, Sir Arthur Phayre. Toleration on the part of the monks, and a desire for instruction amongst the youth who attend the Monasteries, may in due time evoke a spirit of enquiry and bring forth good results.

EXTRACTS
 FROM THE
ANNUAL ADMINISTRATION REPORT
 OF THE
HYDERABAD ASSIGNED DISTRICTS
 RELATIVE TO THE
PROGRESS OF EDUCATION,
1866-67.

83. A Director of Public Instruction was appointed to the Province at the commencement of the year under report in the person of Dr. R. Sinclair, L. L. D., and the following Tables exhibit a progress which may be fairly deemed satisfactory :—

DISTRICT.	NUMBER OF SCHOOLS	
	*1865-66.	1866-67.
Akolah	12	51
Oomrawutty	11	36
Mekhur	7	44
Woon	5	16
TOTAL ...	35	147

* That is before the Department was instituted.

The increase in the number of pupils, and in the languages in which they are instructed, is thus shown as existing after the establishment of the Department :—

JUNE 1866.	English.	Marathi	Sanskrit.	Hindustani
Akolah	41	604	...	...
Oomrawutty	101	585	...	...
Mekhur	15	394	...	...
Woon	12	298	...	...
TOTAL	169	1,881	...	...

NOTE.—The Director of Public Instruction only joined his appointment in June 1866, and his Annual Report is not adapted for compilation.

HYDERABAD ASSIGNED DISTRICTS.

MARCH 1867.			English.	Marathi	Sanskrit.	Hindustani.
Akolah ...	...	...	338	2,163	251	426
Oomrawutty ...	...	..	332	1,522	97	178
Mekhur ...	..	...	214	1,309	75	273
Woon ...	...	..	146	773	...	...
TOTAL ...			1,030	5,767	423	877

NOTE.—In the Table, the pupils who may be learning more than one language are, of course, shown more than once.

The actual *numerical* increase of pupils has been from 1,881 to 6,644 or 253·21 per cent.

84. The advance of instruction in English is very marked; the addition of Hindustani as a branch of Education has attracted to the schools some proportion of the Mussulman population, who had previously held aloof from the movement. Sanskrit is being taught in 18 of the more advanced schools, and will, doubtless, have an excellent effect in giving an insight into the Grammar of the Vernacular Marathi, and gradually purifying its pronunciation in Berar.

Several Languages taught.

85. The Expenditure in this Department has been as follows during the year :—

Educational Expenditure.

Direction, Inspection, and Subsidiary charges	Rs...	18,579	3	11
Schools (inclusive of all charges)	..	65,667	3	10
Total		84,246	7	9 (£8,424)

Average cost of each Pupil. or Rs. 11-3-0 (£1-2-4½) per annum for each pupil. This is undoubtedly very high, and efforts will be made to effect a considerable reduction during the ensuing year. The average cost of each pupil during the same year in the Central Provinces was Rs. 6-11-6 (£0-13-4½). But it may be borne in mind that, till the commencement of 1866-67, the Hyderabad Assigned Districts were hardly, if at all, furnished with educational appliances and machinery. The start had to be made, so to speak, from the beginning. In the expenses, therefore, shown as incurred in this year, are included such charges as those involved in the first institution of an Office, in forming the nucleus of a Library, in obtaining the most simple requisites for the Schools, and in the numerous other charges which must be made, once and for all, as the outfit of every new undertaking. Perhaps, if this be considered, the expenditure, though large, will not be deemed excessively so; it has been defrayed entirely from the Revenues of the Province, which have proved well able to support the charge. But it is hoped that sanction will now be accorded to the ordinary Educational Cess of a percentage on the Land Revenue, which will largely increase the local resources.

86. Two High Schools have been formed,—one at Akola and one at Oomrawutty, both capable of imparting an Education which will enable a pupil to pass from them to his Matriculation at the Universities of Bombay and Poona. In the instruction of these schools, Dr. Sinclair himself takes a part, and exercises a personal superintendence, through which there is little doubt but that his own anticipation of success, so far as preparing individual students for the University is concerned, will be realized. Graduated Scholarships in the Town Schools have been instituted, to be held, on the terms that the holder proceeds to these High Schools; and, as soon as sufficient advance is made, the further institution of exhibitions, to enable the successful competitors to proceed to

High Schools,

the University, is in contemplation. It is reported that the popularity attending the first competitive Scholarship Examination held at Akolah, and the public manner in which its results were awarded and notified, have had material influence in the impulse given to the cause of Education generally throughout the Province.

87. Four Deputy Inspectors have been appointed to the several districts on monthly salaries of Rs. 150 or (£15) each, and have given efficient assistance to the Director. An English Head Master has been given to each of the two High Schools: the total number of Masters imported from the Bombay Presidency and distributed over Berar during the year has been 244, on salaries varying from Rs. 125 to 30 or (£12½ to £3) per mensem. Their pay may appear in some instances high; but it is difficult to tempt to Berar men of cultivation sufficient to enable them to get their living elsewhere. A native of Poona can hardly be induced to settle down in the Woon District at all, and Dr. Sinclair may be considered to have exerted his influence beneficially for the Province in attracting so many well-educated men as have consented to come.

Classification of Schools.
Schools now existing:—

88. The following is the classification of the

	High Schools.	Middle Class or Town Schools.	Lower Class or Village Schools.
Akolah ...	1	7	43
Oomrawutty ...	1	6	29
Mehkur ...	0	6	38
Woon ...	0	4	12
	<u>2</u>	<u>23</u>	<u>122</u>

89. Three new School-houses only were opened during the year,—those at Akolah, Oomrawutty, and Mulcapore; the want of such buildings is felt as the greatest impediment both to the extension and improvement of Education in the other towns. The Local Funds are as yet hardly adequate to the expense of their construction; and though the inhabitants are not unwilling to assist, and in some cases have furnished or repaired some building for the purpose, yet what they have to offer in the way of accommodation is of a very poor sort.

90. The expenditure in donations, whether of books, maps, or prizes, has been Rs. 7,202 (£720); the value of the books sold has been Rs. 1,948 (£194)—a small sum, a great increase to which may be expected next year.

91. On the whole, it may be submitted that an excellent start has now been made, and Dr. Sinclair expresses his acknowledgments of the way in which the minds of the people had been prepared for his reception, and of the assistance afterwards rendered to him by the District Officers.

EXTRACTS
 FROM THE
ANNUAL ADMINISTRATION REPORT*
 RELATIVE TO
EDUCATION IN THE PROVINCE OF MYSORE,
1866-67.

43. The Report of last year (1865-66) showed an increase of 17 schools over the number established by, or supported by grants-in-aid from, Government. During the present year, the increase has amounted to 16 schools, making up a total of 97, of which 55 are Government Schools, and 36 aided by the Mysore State. In these schools there are 5,966 boys and 569 girls under instruction.

Progress of Education.

44. A system of regulating the course of studies on a definite principle applicable to schools of all grades, has been initiated during the year, and promises to secure good results.

Course of instruction system-
 atized.

The standard of instruction in each class has been fixed by prescribing a certain course of study, and certain text books.

45. For the Anglo-Vernacular Schools, 6 such classes have been established in addition to the Matriculation Class, while the course for the Vernacular Schools is embraced in 4 classes. By this means the standard which every school in the province has attained can at once be ascertained, and further a comparison can be instituted between the several schools.

46. By applying the test thus obtained to the existing condition of the schools, is found that of the 5 superior English Schools, 2 only, *viz.*, Hassan and Shemoga, and of the inferior English schools, 1 *viz.*, Colar, have reached the standard of the first class, the Matriculation Class having been attained as yet in none. The standard prescribed for the second class has been reached in the 3 schools at Chickmoogloor, Chituldroog, and Hoonsoor, respectively, while the remaining schools of this description have not attained beyond the third or even in some instances the fourth class standard.

Attainment of Anglo-Verna-
 cular Schools.

47. The condition of the Canarese Vernacular Schools, when viewed by this test, is still more unfavorable than that of the English Vernacular Schools, for, in no case has a standard higher than the third class been reached.

Attainments of Canarese
 Schools.

48. In judging, however, of the attainments of the schools, some allowance must necessarily be made for the strictness as well as the novelty of the test which has been applied to them.

Future results of the new
 system.

In the absence of any such rigid classification as has now been adopted, it is natural that the subjects of study should have been as various as the taste and predilections of the teachers, and that scholars who may have been pro-

* NOTE.—The Report of the Director of Public Instruction is not adapted for compilation.

efficient in one, may have proved very deficient in others. Though the result of the new arrangement has, therefore, been in some degree unfavorable, it may be anticipated that the progress to be made hereafter will be of a more assured and satisfactory character.

49. The adoption of a system by which the course of instruction will be kept under strict regulation, makes it of importance that the Inspecting Agency should be most efficient, and with this view a proposal was submitted to Government, and has recently been sanctioned, for the appointment of a second European Inspector. There will thus be two circles of inspection—one comprising the Ashtagram Division, the Bangalore and Colar Districts of the Nundidroog Division, and Coorg; and the other, the Nugur Division and the Toomkoor District of the Nundidroog Division.

50. Measures have been adopted during the year to improve the efficiency of the School-masters, who, as remarked by the Director of Public Instruction, are, from the very limited range of their knowledge, often disqualified to impart instruction of a high standard. For the future it is intended that the students of the Normal School shall be annually subjected to an examination which will test their attainments as well as their qualifications as teachers. They will be required to obtain certificates according to three standards, of which the first two will qualify them for the duties of first and second-class assistant masters, and the third, for those of Canarese school teachers.

The position of the Native School-masters was alluded to in last year's Administration Report, as one that held out but little inducement to those who were seeking for a profession. The low rate of pay and the remote localities to which these teachers are often sent, are the principal subjects of complaint, and constitute a serious difficulty in obtaining a supply of efficient men for the department. The latter objection will be best met by adopting a system of relief; but the necessity of establishing a Normal School at Shemogah, in the Nugur Division, where the climate is often inimical to Natives of other parts of the country, has now been recognised. A proposal to this effect was contained in the original scheme of Education framed for the Province, and has been justified by subsequent experience.

51. The improvement which has taken place in the Education supplied by the Government Vernacular Schools has manifested itself in the fact that Indigenous Village Schools have, in some instances, been absorbed in the Government institutions, the overtures for this purpose having come from local teachers.

52. The efforts which have been made with the object of improving the condition of the Indigenous Schools have not, it is feared, proved successful as yet. It was thought that by increasing the facilities for the purchase of Canarese books published at the Government Press, the local teachers might be induced to bring them more generally into use. The result has, however, been otherwise. Though several thousand copies of these books have met with a ready sale through the amildars of talooks, not a single one is found to have been introduced into the schools,—a considerable number of which have been visited by the Inspector.

53. Some interesting information is supplied by the Director of Public Instruction as to the nature of the instruction which is imparted in Canarese Indigenous Schools :—

“A boy on entering begins with the study of the alphabet, the letters of which he learns to pronounce from the master, and to form by tracing them out with his finger on the floor in which they are cut, and then writing

hem on sand spread before him. The next step is to learn combinations of letters and then words of difficult pronunciation. At the same time he (the student) commits to memory an Addition Table, which is followed by the Multiplication Table, sometimes carried up to 100 times. Being now able to read, he practises on written papers of all kinds, and has daily exercises in Writing upon a wooden slate or on paper. He also gets by heart portions of the 'Amara', a kind of Vocabulary in Sanskrit, of which he does not understand any thing. In Arithmetic he goes on to learn certain Tables of Money and Weights, and in some cases, Tables of Fractions. Lastly, he is taught to read or intone Poetry, written on the well-known leaf books commencing often with Hymns for Morning Prayer, and in some schools going on to the learning of the Ramayana, Bharata or other ancient works. No explanation whatever accompanies these exercises, the only object being to commit certain portions to memory * * *. At the end of the whole course, therefore, a boy should be able to read, write, add, and multiply."

54. In the Hindustani Schools the course of study is described as follows :—

Native instruction in Hindustani Schools. "The alphabet and combinations of letters are first taught, and when a boy is able to read, he is given the Koran, a good deal of which he learns to repeat without knowing a word of its meaning. A good pronunciation is acquired by this practice of reading Arabic first. A great amount of attention is given to Writing, to excel in which is an object of much desire. The Multiplication Table is also learnt. The boys then go on to learn Persian Grammar and to read Tales and Poetry in Persian, translating into Hindustani. They also practice writing verses in Persian. So far as language is concerned the scope of the instruction in these schools is not entirely unsatisfactory."

55. The method of instruction in all Indigenous Schools is remarked upon as defective, while more attention should be paid to

Defective instruction in Indigenous Schools. such subjects as Arithmetic, Grammar, Geography and History.

56. The Director of Public Instruction has in the Report sketched the outline of a plan, suggested by Mr. Rice, Inspector of Schools, for registering such of the Indigenous Schools as

Scheme for registering Indigenous Schools. are willing to submit to periodical inspection, with a view to bestowing rewards where good results can be shown. As these views will doubtless, however, be embodied by Mr. Garrett in a practicable scheme, it is unnecessary to notice the subject further in this place.

57. The High School in Bangalore has continued to make steady progress.

High School The Reports of the Examiners, after an examination extending over twelve days, showed that good work had been done in all the classes during the year. The results of the University Examination were equally satisfactory. Seven boys passed the Matriculation, and 4 the First Arts Examination; of the latter 2 were placed in the first class. There are now in the College Department 4 students in the B. A. Class; 8 in the First Arts Class; and 34 in the Matriculation Class,

58. Arrangements have been made, in concert with the Director of Public

Publication of uniform series of Canarese School Books for Madras and Mysore. Instruction in Madras, to publish the series of Canarese School Books for use both in Mysore and the Madras Presidency on a uniform plan. The advantages of this arrangement are that one department will derive benefit from the experience of the other, and that the issue of larger editions will reduce the cost of the works.

Book sales.

59. The sale of books throughout the Province realized a sum of Rs. 10,025, being 40 per cent. more than the realizations of the previous year,

60. The Director of Public Instruction remarks on the inadequate accommodation afforded in the School-houses which have recently been built on the standard plan provided by the Public Works Department. The subject will receive early consideration.

School-houses.

61. These schools are distinguished under 3 heads,—*viz.*, Higher, Middle and Lower Class. The female Schools form a 4th division.

Grant-in-aid Schools.

62. The higher class comprises 4 schools which are supported by grants-in-aid to the amount of Rs. 9,570. Of this amount the Bishop Cotton's School, which was established in 1865, receives Rs. 5,170 per annum, and exhibits a cost to Government for each pupil of Rs. 191-7-6; the cost in the other 3 schools of this class ranging from Rs. 8-12-9 to Rs. 17-3 per pupil. The schooling fees in this class of schools range from 2 annas to 1 Rupee per mensem.

Higher Class.

63. There are 8 schools comprised in the Middle Class, consisting of Protestant and Catholic Institutions, at which 343 Hindoos, 6 Mussulmans, and 455 Christians and others are instructed. The schooling fees range from $\frac{1}{2}$ anna to 1 Rupee, and the cost to Government averages about Rs. 8 per pupil.

Middle Class.

64. In this class are comprised chiefly Mussulman and Hindoo Schools. Of the 1,632 pupils borne on the books, no less than 1,297 are Mussulmans, and the remaining 335 are Hindoos. The schooling fees range from $\frac{1}{4}$ anna to 4 annas per mensem, and the cost of each pupil to Government averages about Rs. 3 and 4.

Lower Class.

65. There are 8 schools for girls supported by Government aid, and situated, with one exception, in Bangalore. The proportion of castes and sects is 398 Hindoos, 5 Mussulmans and 166 others (including Christians). These schools are chiefly in connection with the Wesleyan and London Missions; that which receives, however, the largest grant, is the Catholic Seminary called "The Convent of the Good Shepherd," which was established in 1854.

Female Schools.

66. The education of Mahomedan girls has been hitherto confined to a few who receive instruction in the London Mission School in the Bangalore Pettah. A movement has commenced among the Mussulman inhabitants for the purpose of establishing a girls' school under their own direction, and as it has been largely supported by the more influential members of the Community, it is hoped that the zeal of the promoters will not prove evanescent.

Progress of Female Education among Mahomedans.

Note

ON THE

STATE OF EDUCATION IN INDIA,

1866-67.

—
PART III.

IMPORTANT CORRESPONDENCE OF THE GOVERNMENT
OF INDIA ON THE SUBJECT OF EDUCATION
DURING THE YEAR 1866-67.

PART III.

I.

BRANCH SCHOOLS IN THE PUNJAB.

No. 249, dated 23rd April, 1866.

From—A. M. MONTEATH, Esq., *Under Secy. to the Govt. of India*, HOME DEPT.,
To—*The Secretary to the Government of the Punjab.*

Referring to the "Branch Schools" mentioned in Major Fuller's "Half-yearly Report on Popular Education in the Punjab for the period ending 30th September 1865," I am directed to request that that Officer may be called upon for a brief account of the system pursued in the establishment of these Institutions, and the general results observed.

2. These Schools appear to be in some cases important auxiliaries to the Central Zillah Schools, and the information herein called for may, perhaps, be found useful for communication to the Educational Authorities of other Provinces.

No. 199, dated 4th June, 1866.

From—T. H. THORNTON, Esq., *Secy. to the Govt. of the Punjab*,
To—*The Secretary to the Government of India*, HOME DEPT.

In compliance with your letter No. 249, dated 23rd April 1866, I am directed
* No. 162, dated 16th ultimo. to forward copy of a Report* by the Director of
Public Instruction, on the system of Branch Schools
established in the Punjab, in connection with the Government Zillah Schools.

2. The Hon'ble the Lieutenant Governor desires me to add that there can be no doubt that the introduction of this system has marked quite an era in the progress and popularity of our Schools, whether Government or Aided, in which it has been adopted.

No. 162, dated 16th May, 1866.

From—MAJOR A. R. FULLER, *Director of Public Instruction, Punjab*,
To—*The Secretary to the Government of the Punjab.*

I have the honor to submit, as follows, a brief account of the system pursued in the establishment of branches to Zillah Schools, and the general results observed, which was called for in No. 249, dated 23rd April 1866, from the Government of India, in the Home Department, received under your No. 153, dated 30th idem.

The first step is in concert with the Local Committee of Public Instructions, which, in the Punjab, consists entirely of Native gentlemen without any admixture of European officials, and is consequently a fair exponent of genuine Native opinion to ascertain, at the town where a Zillah School is open, whether there are any large numbers of children who are deterred from entering it on account of its distance from their homes, and the rate of fee charged therein. It will generally be found that these reasons are alleged for non-attendance by a great majority, who would otherwise be willing enough to learn English and the other subjects systematically taught in a Government School, but excluded from the curriculum of a purely indigenous one. Overtures are next made to the most influential teachers of indigenous Schools in the town to make their Schools the nuclei of branches to the Zillah School by countenancing the gradual addition of

[The principle upon which the following correspondence with the Government of India has been selected is, that either the subject is of general interest, or the decision conveyed in the particular case is capable of general application.]

their own curriculum of the same text books and studies (including English) as are adopted by the lower classes of the Zillah School. In return the teachers are allowed small stipends, obtained from any available source, such as Municipal Funds, local subscriptions, fees, and, perhaps, savings from the salary of a teacher in the main School. This suffices to enlist their sympathy in the cause and to turn and keep their influence, which is not to be despised, on the side of the more liberal and advanced education offered by Government. These indigenous teachers, however, can seldom do more than carry on the instruction of their pupils after the fashion of their forefathers. The new studies, and especially the elements of English, have, therefore, to be taught either by extra teachers, for which we scarcely ever have sufficient funds, or by monitors, selected from amongst the most advanced or most suitable and apt of the pupils in the main Zillah Schools. These monitors do the extra work of teaching in the branches for a couple of hours daily, in addition to attending their own classes for study in the Zillah School, for trifling stipends; and some of the poorer ones are thus enabled to carry on their education much longer than their pecuniary circumstances would otherwise admit of their doing. The indigenous teachers have generally all along been in the habit of taking fees after their own fashion from the children; and the levy of such fees is now made stricter and more general, but the rate is kept considerably below that charged in the Zillah School, often by expressly raising the latter, especially for the lower classes, so as to rid the main Institution of the little boys who have not yet learnt their A B C, and induce all to get through the studies of the two lowest classes before entering the main Zillah School.

The results observed are, that in most cities and large towns, especially at Delhi, where the system was first started towards the close of 1862, or beginning of 1863, these branch Schools have become highly popular. Wealthy people, even who would not send their young children a mile or even half a mile away to the Zillah School, and were at first prejudiced against the system of education pursued there, send them willingly to the indigenous teacher, who keeps a Branch School in their own street or its immediate neighbourhood; and by the time the boys have gone through the better part of their old-fashioned curriculum, they have also imbibed a taste for other studies, including English, pursued at the Zillah School, and show an eager desire to gain admittance, which, as a rule, is only granted after they have mastered some of the elementary books in a branch Institution. By this means the *status* of the Zillah School is greatly improved; its lower classes are gradually abolished one by one, beginning from the bottom; and that part of the work is left to the branches to perform. The attendance of boys following the Zillah School curriculum is thus indefinitely increased, and the higher class of the main School are kept well filled by periodical drafts of pupils from the branches. The Zillah School-house would be utterly unable to contain the vast numbers, except by some arrangement of this kind which leaves all the most elementary scholars to be instructed in preparatory Institutions. The popularity and prosperity of these Institutions, moreover, are increased by appointing one or more Native gentlemen of wealth and influence as the patrons of each. Wholesome emulation is excited; and, in some cases, a patron spends no inconsiderable amount of time and money in furthering the interests of the School which he has taken under his special care.

But it is needless for me to enter further into the advantages of the system. They must be evident at a glance. The only difficulties are—(1) to carry popular feeling along with the Government scheme of Zillah School education; and (2), to find the funds for paying for the instruction of so many extra scholars. In the first respect we have, as a rule, been successful in the Punjab; in the second, I can only say we have made the most of the very limited amount at our disposal,—so that the total cost of education per head in Zillah Schools has fallen from Rs. 44-5, as it was during 1862-63, to Rs. 22-2-2 during 1864-65; and the year just closed will show an equally favorable result. I may also note that the average attendance for the above years has risen at the three great cities of Delhi, Lahore, and Umritsur from 282, 121, and 148, to 1,072, 545, and 901

respectively, and at other smaller places in something like the same proportion. At the present moment, too, the Delhi School has 25, and the Lahore 17, in their highest class preparing for the Calcutta University Matriculation; and the classes below are all almost equally large, and ready to move up year by year, simply because they are now well fed from below. I conceive that these results are mainly due to the establishment of these systems of branches of Zillah Schools, which, having been first begun at the Delhi Government School, has been extended, as far as funds and other circumstances would permit, to other Government Schools, and has been adopted by the most energetic of the Managers of superior aided Schools. I may instance the Reverend C. Forman among these, who, by this means and at a very trifling increased cost, raised his School attendance at Lahore from 525 to 1,308 during the one year of 1864-65.

II.

TRANSFER TO IMPERIAL FUNDS OF CHARGES DEBITABLE TO LOCAL CESSES.

No. 525, dated 3rd May, 1866.

RESOLUTION—By the Government of India, HOME DEPT.

Read a letter from the Government, North-Western Provinces, No. 1099A, dated 2nd April 1866, forwarding a Tabular Statement, showing the increase of grant proposed for the extension of female education in the 1st and 2nd Circles.

RESOLUTION.—The proposed additional expenditure from Imperial Funds may be sanctioned; but, in intimating such sanction to the Government, North-Western Provinces, it should be pointed out that the establishment of Schools from the Local Cess Fund, in view to the future transfer of their cost to the Imperial Revenue, is objectionable. Expenditure which may appear to the Local Government to be not properly debitable to the Local Cess Fund, ought not to be incurred on that Fund in anticipation of future transfer to Imperial Revenue.

2. The Government, North-Western Provinces, should also be informed that the Government of India is not prepared to countenance the indefinite extension of Female Schools "supported entirely by Government,"

* * * * *

but the extension of the system should be carried out, as is now being done in some parts of the Punjab, on the grant-in-aid principle.

III.

IN APPLICATIONS FOR INCREASE TO TEACHERS' STAFF, FEE RECEIPTS TO BE CONSIDERED.

No. 1261, dated 28th May, 1866.

*From—A. M. MONTEATH, Esq., Under Secy. to the Govt. of India, HOME DEPT.,
To—The Chief Commissioner, Central Provinces.*

I am directed to acknowledge the receipt of your Secretary's communication, No. 1217—97, dated the 4th instant, containing an application for a grant of Rs. 100 per mensem in aid of the Roman Catholic Boys' School at Kamptee.

2. It is stated by the Director that the aid, if sanctioned, "is intended to be applied to improving the English teaching staff, and to adding two vernacular teachers;" but the proposed staff of teachers, as entered in the form of application, shows only the addition of two vernacular teachers on Rs. 15 per mensem each, the pay and numbers of the existing teachers being the same as in the present scale.

3. I am to request that you will be good enough to explain the discrepancy above noticed.

4. I am also to take the opportunity of drawing attention to the very small amount of fees collected from the pupils. The sum of Rs. 50 is entered in the Statement as the annual income obtained hitherto from this source, and the same amount is entered in the corresponding column showing the anticipated receipts of the school, under this head, on its proposed footing.

5. Considering that there are 90 pupils in the school, of whom nearly half (40) are Europeans or Eurasians, the above-mentioned amount of fee income appears, in the absence of explanation, to be disproportionately small, for it gives scarcely 9 pie per mensem for each pupil on the average.

6. If the average monthly fee per pupil were raised to (say) 4 annas (which, considering the class of instruction to be given, cannot be regarded as high), the annual receipts on this account would amount to Rs. 270, the difference between which and the present amount would go some way towards meeting the objects which it is proposed to carry out by means of the Government grant.

7. It is to be remembered, I am to observe, that an amount of aid, representing (as proposed in this case) the full half of the anticipated expenditure, is the *maximum* which, under the Grant-in-aid Rules, can under any circumstances be given; but care should, of course, be taken not to give more than is shown in each case to be really necessary. The limited amount of public money which can be made available for grants-in-aid, and the yearly increasing demands for expenditure of that kind, makes it very necessary that every care should be taken in its disposal.

IV.

ADMISSION OF NATIVE CHRISTIANS INTO SCHOOLS FOUNDED UNDER LORD CANNING'S MINUTE OF OCTOBER 1860.

No. 1331, dated 30th May, 1866.

From—A. M. MONTEATH, Esq., *Under Secy. to the Govt. of India, HOME DEPT.,*

To—*The Honorary Secretary to the Calcutta Diocesan Board of Education.*

I am directed to acknowledge the receipt of your letter, dated the 1st instant, enquiring whether the children of Native Christians can be admitted into the Schools founded under Lord Canning's Minute of October 1860.

2. In reply I am directed to observe that, though there can be no doubt that the Schools in question were intended for European and Eurasian children solely, yet that the Governor General in Council would not object to the reception of Native Christians into any such School at the discretion of the Committee. It must rest with the Committee, however, in every case, to judge how far, in admitting Native Christians, it will be carrying out the wishes of other subscribers to the School.

V.

AID TO ZILLAH SCHOOL BUILDINGS.

No 4004, dated 27th August, 1866.

OBSERVATIONS—By the Government of India, HOME DEPT.

Read an extract from the Public Works Department, No. 657 A, dated the 23rd ultimo, forwarding a letter from the Punjab Government for opinion as to the extent to which aid should be furnished from Imperial Funds in the construction of Zillah Schools, and whether, under the circumstances represented by the Punjab Government, there is any objection to the balance of the cost of the Zillah School at Umritsur being defrayed from that source.

OBSERVATIONS.—In Bengal endeavours have ordinarily been made to raise by subscription half the cost of erecting Zillah Schools; but in some instances where this has been found to be impossible, a less amount of subscriptions has been accepted.

2. In the North-Western Provinces there have hitherto been no Zillah Schools, and the question has never arisen; but in respect of Government Tehseelee Schools, the rules of the North-Western Provinces (which are also in force in Oudh) provide that the *aggregate* contributions on account of all the buildings proposed to be undertaken during the year should amount to "at least one-third of the whole expenditure proposed," thus allowing any surplus over and above one-third in the richer localities to cover deficiencies in poorer localities.

3. The North-Western Provinces rule might fairly be applied to all Government School buildings (whether for Tehseelee or Zillah Schools). Indeed, in applying the rules of the North-Western Provinces to Oudh, it is observed that this rule was adopted as respects Zillah School buildings, as well as Tehseelee School buildings.

4. Local Cess Funds are not, strictly speaking, applicable, and should not in future be applied to the erection of buildings for Schools not intended primarily for the education of the agricultural population—the one per cent. cess being in fact a contribution by the agricultural body only.

5. In the particular case of the Umritsur Zillah School, the debit of the balance of one-third of the cost to Imperial Funds may be allowed.

VI.

ASSIGNMENTS TO SCHOOLS FOUNDED UNDER LORD CANNING'S MINUTE OF 1860.

No. 4567, dated 14th September, 1866.

From—A. M. MONTEATH, Esq., *Under Secy. to the Govt. of India*, HOME DEPT.,

To—*The Secretary to the Government of the Punjab.*

* * * * *

3. Under the provisions of Lord Canning's Minute of October 1860, the Government gives, in addition to an annual grant under the ordinary Grant-in-aid Rules, an equivalent to the sum collected from private subscriptions as a Building or Foundation Fund; but in thus stating the actual provisions of Lord Canning's Minute, it was not intended in any way to supersede or modify the enquiry made previously in the letter of 30th January as to whether it might not be better, in respect of a Building or Foundation Fund, to give year by year an equivalent of the amount actually spent therefrom.

4. This enquiry, I am to explain, had reference to the apparent inexpediency of capitalizing the Government grants-in-aid of Building and Endowment Funds, by giving large sums which, so far at least as endowment purposes are concerned, can only be used for investment, instead of giving year by year an equivalent of the sums actually expended from such funds. And it was solely with the view of avoiding a demand for large grants of principal sums, and the consequent drain on the limited resources available annually to meet the current wants on account of educational expenditure, that the suggestion was made.

5. I am desired, however, to state, with reference to the objections urged against the proposal in the Bishop's letter of the 23rd April to Mr. Slater, that the Government of India would not wish to press the point, should the Bishop and others who may be interested in the establishment of the particular class of schools under notice, continue to regard the suggested change in an unfavorable light.

6. But if the existing practice be continued of giving in lump an equivalent of sums collected from private subscriptions towards Building and Foundation Funds for Schools established under the provisions of Lord Canning's Minute of October 1860, it will be desirable, I am to observe, that yearly statements should be required from the Managers of such Institutions showing the balances at credit of the Building and Foundation Funds respectively, as well as the income and expenditure of the funds for the year.

7. And it will be, of course, most essential to see that all expenditure on account of the School building properly debitable to the Building Fund, as well as all expenditure from the Foundation Fund, is carefully distinguished in the statement of yearly expenditure, so that it may be deducted in determining the amount of yearly current aid to which the School may be entitled under the ordinary Grant-in-aid Rules.

VII.

NECESSITY OF ENFORCING FEE RATES IN ZILLAH SCHOOLS.

No. 4807, dated 22nd September, 1866.

From—A. M. MONTEATH, Esq., Under Secy. to the Govt. of India, HOME DEPT.,

To—The Chief Commissioner of the Central Provinces.

I am directed to acknowledge the receipt of your Secretary's letter No. 2921—270, dated the 4th instant, submitting reasons for which any immediate attempt to raise the scale of tuition fees in the Nagpore City Mission School is considered inexpedient, and recommending that the augmentation of the grant-in-aid of the School applied for on the 9th July may be sanctioned.

2. In reply I am directed to state that the Governor General in Council would not object to sanction the additional grant temporarily (say for one year), pending such further increase of the fees as will render the School independent of the additional aid from Government; but it is observed that the grant would be in excess of half the expenditure, the present actual disbursements shown in the detailed Schedule attached to your Secretary's letter of 9th July (Rs. 489) and the additional Rs. 60 proposed for the two English Masters being only Rs. 549, while the augmented grant would be Rs. 320.

3. The deficiency may possibly be accounted for, to some extent, by expenditure of a miscellaneous kind other than on the teaching staff, or by setting down some expenditure (not shown in the statement) on account of the general superintendence of the Missionaries. But, however this may be, it is necessary that, before the additional grant can be given, full explanation should be afforded on the point.

4. I am to take this opportunity of drawing your attention earnestly to the necessity of a careful revision of the rates of tuition fees in Government Zillah Schools, and of a strict attention to the necessity of enforcing the realization of the rates. From the Education Report of 1864-65 it appears that the average fee actually realized was about 14 annas per annum from each pupil—a result which shows that even the very low monthly fee rates indicated as the prescribed rates in paragraph 23 of the Report can be but imperfectly enforced. To fix a reasonable rate of fee for the several classes in the Zillah Schools is a matter of importance, not only from the means which an improved fee income affords of improving the condition of the Schools, but from the strong motive which it affords for regular attendance. It is particularly important, moreover, that this matter should be prominently kept in view in the Government Zillah

Schools, which should, in this respect, be examples to private Schools of a like status.

VIII.

RIGHT OF PRE-EMPTION OF SCHOOL BUILDINGS.

Nos 5556—65, dated 13th October, 1866.

From—A. M. MONTEATH, Esq., *Under Secy. to the Govt. of India*, HOME DEPT.,

To—*The Secretaries to the Governments of Bengal, Fort St. George, Bombay, the North-Western Provinces, and the Punjab; and the Chief Commissioners of Oudh, British Burmah, and the Central Provinces; and the Commissioner of Mysore; and the Resident at Hyderabad.*

I am directed to forward, for ^{the information of} ^{your information} a copy of the correspondence noted in the margin, relative to the Government claim to pre-emption, under certain circumstances, of School buildings, for the erection, purchase, or enlargement of which aid is given by Government under the Grant-in-aid Rules, and to suggest that the course recommended by the Advocate-General for placing the Government claim on a satisfactory footing be adopted in

To the Advocate-General, No. 4260, dated 4th September.

From the Advocate-General, dated 20th September.

No. 4260, dated 4th September, 1866.

From—A. M. MONTEATH, Esq., *Under Secy. to the Govt. of India*, HOME DEPT.,

To—*The Advocate-General, Calcutta.*

It is usual in some parts of the country to give grants of money from the State towards the erection, purchase, or enlargement of buildings for Schools under private management. The conditions under which such grants are made in any particular Province are embodied in a published Code of "Grant-in-aid Rules" applicable to such Province.

One of the conditions is as follows, *viz.* :—

"That, in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being subsequently diverted to other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators—credit being given for so much of the grant as may bear the same proportion to the whole, which the estimated value of the building bears to the total original cost."

2. I am directed to request that you will favor the Governor General in Council with your opinion whether the Government of India could legally enforce the right of pre-emption as stipulated for in the clause above quoted in the event of its being disputed; and if there be doubt in the matter, that you will state what you would recommend to be done in view to placing the Government claim on a satisfactory footing.

Dated 20th September, 1866.

From—T. H. COWIE, Esq., *Advocate-General*,

To—*The Under Secy to the Govt. of India*, HOME DEPT.

I have the honor to acknowledge receipt of your letter No. 4260 of the 4th instant, relating to the conditions under which grants-in-aid are made to Schools, and the sufficiency of such conditions to protect the interests of Government.

2. The Codes of Rules have not the force of law, and can only operate as being the terms of the particular contract with the grantee who accepts a grant with notice. Under the circumstances, I think the publication of the Code

would be noticed ; and it may be (though as to this I am not informed) that applicants are obliged to state that they will accept the grant, subject to the conditions of the Code, or that the Government letter assenting to the grant contains an express reference to the Code.

3. Inasmuch as the right of pre-emption is a "contingent right or interest to or in land" within the meaning of the Registration Act, it is necessary to consider the effect of that Act with reference to the present question. Unless there is some writing on the part of the grantee to the effect that he accepts the grant on the terms laid down in the Code, the right of pre-emption would rest merely on an "oral agreement or declaration," which would be ineffectual as against any registered mortgagee or purchaser, or even as against the devisee under a registered will from the grantee. If, on the other hand, we suppose an instrument signed by the grantee, that would be an instrument creating a right or interest in immoveable property, and if unregistered would be inadmissible in evidence, and would not affect the property in respect of which the grant was made.

4. I am of opinion that, in all cases before or at the time the money granted is paid over, the grantee and the officer of Government making the grant should sign a written agreement to the effect that the grant is made and accepted subject to the condition as to pre-emption and all the other conditions contained in the Code—the grantee undertaking to sell and the Government officer to buy for Government on those conditions. This agreement should be registered, but will not require a stamp: and it will, I think, be effectual to preserve the Government claim as against the grantee or any person claiming under him.

IX.

SENIOR SCHOLARSHIPS IN LOWER PROVINCES.

No. 5881, dated 29th October, 1866.

From—G. R. ELSMIE, Esq., *Offg. Under Secy. to the Govt. of India*, HOME DEPT.,

To—*The Officiating Junior Secretary to the Government of Bengal.*

I am directed to acknowledge the receipt of your letter No. 2783 T, dated the 3rd instant, forwarding a copy of a communication from the Director of Public Instruction, submitting a scheme for increasing the number of senior Scholarships open to public competition in the Lower Provinces.

2. The Governor General in Council observes that, when the number of 24 senior Scholarships was fixed, the number who had passed in that year the First Arts Examination was 84. It is now nearly double, *viz.*, 165; and the Director of Public Instruction proposes to increase the number of Scholarships annually available from 24 to 50, that is, more than double, although, from the increase being principally in Scholarships of a lower amount, the increased cost is not quite double the former cost.

3. I am directed to point out that it does not follow that the original proposition of Scholarships to under-graduates passing the First Arts Examination should be maintained as education advances and comes to be more appreciated. A large proportion may be necessary as a stimulus at first, when the advantages of education are comparatively little appreciated; but, having regard to the very great progress of education in Bengal in recent years, the Governor General in Council is of opinion that the present proposal is excessive, and desires that the Lieutenant Governor will re-consider it.

4. I am at the same time to request information as to the total number of those who have passed the First Arts Examination, and who are now continuing their studies in the 3rd and 4th Classes of the several affiliated Colleges.

No. 1308, dated 13th December, 1866.

From—A. M. MONTEATH, Esq., *Under Secy. to the Govt. of India*, HOME DEPT.,
To—*The Under Secretary to the Government of Bengal.*

In continuation of Mr. Elsmie's letter No. 5881, dated the 29th October, requesting further information relative to a proposal which had been submitted for increasing the number of senior Scholarships open to public competition in the Lower Provinces, I am directed to say that the Governor General in Council would be glad if it could be shown, from the actual results of last year, how far the grant of the proposed additional number of Scholarships would have added to the number of those who, having passed the First Arts Examination, continued their studies in College.

2. It may, perhaps, be assumed that every student obtaining one of the 26 additional Scholarships would have continued his studies in College: but of these it is not improbable that a considerable proportion did, in point of fact, continue their studies in College without Scholarships; and, if this be the case, the effect of the grant of 26 additional Scholarships may be fairly estimated by the remaining number of students who, in point of fact, did not continue their studies, but who would, on the above-mentioned assumption, have been induced to do so by the grant of Scholarships.

3. If, for instance, it appears that of the 26 students who would have got the additional Scholarships at the last examination, 15 have, in point of fact, continued their studies, it follows that the effect produced by the grant of the 26 additional Scholarships would, at most, have been to induce a continuance of College studies on the part of 11 students, who, in the absence of Scholarships, did not do so.

4. I am to take this opportunity of enquiring when the existing number of 24 senior Scholarships was fixed. It is, perhaps, not the case, as assumed in paragraph 2 of this Office letter of 29th October, that the year 1861-62, from which the comparison of results given in Mr. Atkinson's letter commences, was the year when the 24 senior Scholarships were first introduced.

No. 473, dated 28th January, 1867.

From—S. C. BAYLEY, Esq., *Junior Secretary to the Government of Bengal*,
To—*The Secretary to the Government of India*, HOME DEPT.

With reference to the letters* from the Home Department noted in the

* No. 5881, dated 29th October 1866.

" 1308, " 13th December "

† No. 117, dated 14th January 1867.

margin, I am directed to forward herewith a copy of a communication† from the Director of Public Instruction, submitting the information required by the Government of India in connection with his proposal to increase the number of senior Scholarships open to public competition in the Lower Provinces.

2. The Lieutenant Governor agrees with Mr. Atkinson in thinking that the indirect effect which is likely to be produced by increasing the number of available prizes should be taken into consideration in dealing with the present question, and His Honor, therefore, begs to repeat his recommendation that the proposal may receive the early sanction of His Excellency in Council.

3. I am to add that the reasons urged by the Government of India would, in His Honor's opinion, apply with equal force to a refusal to give any sort of honor or reward for educational distinction, as a certain number of men would always attain the highest proficiency without such stimulus.

No. 117, dated 14th January, 1867.

From—W. S. ATKINSON, Esq, *Director of Public Instruction,*

To—*The Secretary to the Government of Bengal.*

In reply to your endorsements Nos. 4504 and 5071, dated 9th November and 20th December 1866, forwarding communications from the Government of India on the subject of my proposal to increase the number of senior Scholarships, I have the honor to report that I have obtained statements from all the affiliated Colleges which show that at the end of the year their fourth year classes contained 94 students, and their third year classes 134 students. The fourth year classes are composed of students who passed the First Arts Examination in 1864, when the list of successful candidates contained the names of 138 students who were eligible for senior Scholarships, and the third year classes are composed of students who passed in 1865, when the list comprised 168 eligible candidates. It appears, therefore, that 44 students who might have been in the fourth year classes have dropped off in the course of the two years, and that, similarly, 34 students have dropped off during the last year who might have been in the third year classes.

2. I have also ascertained by referring to the mark lists that 12 out of the 44 First Arts candidates of 1864, who are no longer prosecuting their studies, would have obtained Scholarships if the number of Scholarships had been increased by 26, and that under the same supposition 11 of the missing candidates of 1865 would have obtained Scholarships.

3. From these results it may perhaps be considered that the number of additional Scholarships for which I have applied is unnecessarily large; but it should be borne in mind that the indirect effect which is likely to be produced by increasing the number of available prizes is also considerable, as the chances of gaining some means of support during a College career will always be taken into account by the poorer students before they determine to enter on such a course, whilst it is also the fact that many of those who continue to prosecute their studies without scholarships are pressed by poverty and are often obliged to contribute to their own support by undertaking private tuition and other work, in addition to their College studies. When besides this it is remembered that the number of candidates will steadily increase, and that the number of junior Scholarships annually available is 160, I do not think that the number of senior Scholarships I have asked for can fairly be thought excessive.

4. When the present Scholarship Rules were framed in 1861, the 24 senior Scholarships which are annually available were obtained by lumping together the then existing College Scholarships which had been sanctioned from time to time when the several Government Colleges were founded.

These were :—

Presidency College Scholarships ..	...	...	...	8
Hooghly College Scholarships ...	...	...	...	4
Kishnaghur College Scholarships	...	...	..	4
Berhampore College Scholarships ..	...	...	...	4
Dacca College Scholarships	...	...	...	4
				—
		Total ...	...	24
				—

No. 1417, dated 11th February, 1867.

EXTRACT from the Proceedings of the Government of India, in the HOME DEPT.

Read the under-mentioned papers :—

From the Bengal Government, No. 2783T, dated 3rd October 1866.
 To " " " 5881, " 29th " "
 To " " " 1308, " 13th December "
 From " " " 473, " 28th January 1867.

OBSERVATIONS—On the 3rd October last, the Bengal Government proposed to increase the number of senior Scholarships open to public competition in the Lower Provinces annually from 24 to 50.

2. In reply it was observed that, when the number of senior Scholarships was fixed at 24, the number of under-graduates who had passed the First Arts Examination in that year had been 84, and had since increased to 165. It was remarked that it was not necessary to maintain, as education advanced and came to be more appreciated, the large proportion of Scholarships which were required as a stimulus at first; and hence the proposal of the Lieutenant Governor was considered to be excessive.

3. The Lieutenant Governor has now repeated his recommendation. The principle stated in the letter to the Bengal Government, dated the 29th October, that it is not necessary to maintain the original proportion of senior Scholarships to under-graduate students passing the First Arts Examination, should be adhered to. Some increase, however, in the number of senior Scholarships may properly and beneficially be allowed, as the number of students may be said to have exactly doubled and is increasing year by year. An addition, therefore, of something over 50 per cent. to the number of senior Scholarships, raising them from 24 to say 40, will be appropriate and reasonable, and these might be divided into three classes, as follows :—

10 of	Rupces	32	per	mensem.
12 of	"	25	"	"
18 of	"	20	"	"

ORDERED, that the papers on the subject be forwarded, with the foregoing remarks, to the Financial Department, for further consideration and orders.

No. 1035, dated 28th February, 1867.

RESOLUTION—By the Government of India, FINANCIAL DEPT.

Read extract, Home Department, No. 1417, dated the 11th instant, with enclosures, suggesting that the number of senior Scholarships in Bengal, which are thrown open to public competition annually, and are tenable for two years, should be increased from 24 to 40, at an additional cost of Rs. 574 per mensem, as shown below :—

<i>Proposed Scale.</i>				
10 at 32	...	...	...	320
12 at 25	...	...	...	300
18 at 20	...	...	...	360
				980 × 2 = 1,960
<i>Present Scale.</i>				
9 at 32	...	...	...	288
15 at 27	...	...	...	405
				693 × 2 = 1,386
Increase per mensem			... Rs.	574

RESOLUTION.—The increase proposed is sanctioned.

ORDERED, that the foregoing Resolution be communicated to the Home Department and the Accountant General, Bengal.

X.

FEMALE EDUCATION IN BOMBAY.

No. 13, dated 9th March, 1867.

From—W. WEDDERBURN, Esq., *Acting Secretary to the Government of Bombay,*

To—*The Secretary to the Government of India, HOME DEPT.*

I am directed to forward, for the favorable consideration of the Government of India, the accompanying copy of a letter from the Director of Public Instruction, No. 2259, dated the 2nd ultimo, relative to Native Female Education in this Presidency.

2. In submitting this letter, I am desired to state that the interest and importance of the subject were pressed upon the attention of Sir A. Grant in the Resolution of this Government on the Report on Public Instruction for the year 1864-65 (copies of which have already been forwarded to the Government of India); and that it is with much satisfaction the Right Hon'ble the Governor in Council has received the assurance contained in Sir A. Grant's letter that it will be possible to promote throughout the country the education of girls up to 10 or 11 years of age.

3. It will be seen also that Sir A. Grant pledges himself to do this satisfactorily, if aided with an annual assignment of Rs. 30,000 from the Imperial Funds.

4. Under these circumstances, I am directed to submit the strong recommendation of the Right Hon'ble the Governor in Council that the Government of India will be pleased to sanction the assignment of Rs. 30,000 for "Female Education" in the manner proposed by Sir A. Grant.

No. 2259, dated 2nd February, 1867.

From—SIR A. GRANT, *Bart., Director of Public Instruction, Bombay,*

To—*The Acting Secretary to the Government of Bombay.*

I beg to address Government with reference to their Resolution No. 613, dated 16th October 1866, paragraph 12, on the Educational Report for 1864-65, in which Government specifies Female Education as one of the chief points to which attention should now be directed.

2. While adhering to my former opinion (*see* my Report for 1865-66, paragraph 55), that Female Education, in its full extent, implies a change in the social customs of the Natives with regard to infant marriage and other things, I now find that it will be possible to promote throughout the country the education of girls up to 10 or 11 years of age.

3. Girls attending school from 5 to 11 years of age may certainly acquire a knowledge of reading, writing, and arithmetic, which (especially in the case of their being married to educated Natives) might be of great importance to them, and which would probably lead the way to greater results hereafter.

4. No assignment of Imperial Funds has hitherto been made for Female Education in the Educational Budget of this Presidency, and no regular attempt has been made as yet to organize this branch of Public Instruction. I would now solicit that an annual assignment of Rs. 30,000 for Female Education be made in the Budget of 1867-68, and succeeding years; and if the means be thus afforded, I will endeavour to show results worthy of the outlay.

No. 3804, dated 13th April, 1867.

From—E. C. BAYLEY, Esq., *Secy. to the Govt. of India*, HOME DEPT.,

To—*The Acting Secretary to the Government of Bombay.*

I am directed to acknowledge the receipt of your letter of the 9th ultimo, No. 13, recommending, for the sanction of the Government of India, a proposal made by the Director of Public Instruction for an annual grant of Rs. 30,000 from the Imperial Revenues in furtherance of the cause of Female Education in Bombay.

2. In reply I am instructed to say that the Government of India is always disposed to allow considerable latitude in regard to expenditure for Female Education, the matter being one on which it is hardly possible to prescribe precise rules, and in which very much must be trusted to the judgment, tact, and discretion of the Local Educational Authorities. But it has not been the practice in the Financial Department, even with this object in view, to make a lump assignment from the Imperial Revenues to the large extent now asked for; and, on financial considerations, it seems necessary that the Government of India should be placed in possession of at least some sketch or indication of the plan on which it is proposed to provide Female Education by means of public money, and that some intimation should be given of the degree of co-operation and joint expenditure to be expected from the community. I am accordingly desired to request that such information may be submitted to the Governor General in Council.

No. 35, dated 31st May, 1867.

From—C. GONNE, Esq., *Secretary to the Government of Bombay,*

To—*The Secretary to the Government of India*, HOME DEPT.

Referring to your letter No. 3804, dated the 13th ultimo, I have the honor, by direction of the Right Hon'ble the Governor in Council, to forward to you the accompanying copy of a letter* from the Director of Public Instruction, affording the information required by the Government of India as to the plan on which it proposed to provide Female Education in this Presidency by means of public money, &c.

* No. 312, dated 1st May 1867.

2. In forwarding this letter, I am desired to renew the strong recommendation of this Government in favor of Sir A. Grant's proposals, in which His Excellency in Council entirely concurs.

No. 312, dated 1st May, 1867.

From—SIR A. GRANT, *Bart., Director of Public Instruction,*

To—*The Secretary to the Government of Bombay.*

With reference to Government Resolution No. 216, dated 27th ultimo, I have the honor to report as follows:—I asked for an assignment of Rs. 30,000 per annum for "Female Education" in the same way as my predecessor, in his letter No. 1089, dated 7th November 1864, asked for an annual assignment of Rs. 1,00,000 for the improvement of Vernacular Education in this Presidency, and in the same way as I myself asked, in my letter No. 440, dated 25th June 1866, for an assignment of Rs. 3,600 for extension of Vernacular Education in Scinde. Each of these applications was sanctioned as a lump assignment for a general object.

2. With regard to "Female Education," it is not possible to lay down beforehand any uniform plan to be pursued throughout. This Department must be guided in its operations by the local circumstances and state of social feeling in different parts of the Presidency. I should propose to begin by improving existing Schools established by Municipalities, Local Cess Committees, and by this Department out of its general Fee Fund. For the success of Female Education, it is necessary that, until female teachers can be provided, highly respectable

masters, of some refinement, should be secured. In several existing Girls' Schools most wretched salaries have hitherto been provided for the masters. Wherever this state of things appears to impede the advance of Female Education, I would propose to increase the salaries and obtain better masters. Secondly, I would propose to establish a certain number of Scholarships for girls, to be awarded after examination, and to be tenable only under conditions of regular attendance. Thirdly, I would propose to start new Schools in favorable localities under certain conditions with the people. As one of these conditions, I would stipulate that at least a School-house should be provided by the people free of rent or other expense; and, as another condition, that the people should guarantee the attendance of a certain number of girls, not less than 25 girls being held necessary to constitute a school. In some places it may be possible to exact fees from the pupils; in other places this measure would be premature now, though it will be always kept in view.

3. I do not think that it is possible at present to define further, than as above sketched, the plan to be pursued. What is now proposed is that Government should lead the way in Female Education, and, by showing the people specimens of efficient Girls' Schools, should make such institutions popular. If the measures adopted be successful, private individuals and communities will afterwards be sure to take spontaneous action in extending Female Education.

No. 2509, dated 20th July, 1867.

RESOLUTION—By the Government of India, HOME DEPT.

Read again letter No. 13, dated 9th March, from the Acting Secretary to the Government of Bombay, forwarding copy of a letter from the Director of Public Instruction, and soliciting sanction to the grant of Rs. 30,000 per annum in aid of Native Female Education throughout the Bombay Presidency.

Read again letter, in reply to the above, asking for further information on the subject.

Read letter from the Secretary to the Government of Bombay, No. 35, dated the 31st of May, forwarding copy of a communication from the Director of Public Instruction, and reiterating the original request.

REMARKS.—Looking to the extent to which Native Female Education has proceeded in the Bombay Presidency, the amount asked for seems too large, Rs. 10,000 or 15,000 would seem sufficient; but it will be for the Financial Department to decide what sum can properly be assigned from the Imperial Revenues in aid of the object in view, having regard to the allotments already made to Bombay for Female Education as compared with those made to other Provinces, and to the fact that education for the masses, whether boys or girls, is not anywhere recognized as a proper charge on *Imperial* Revenues, but on Local Cesses, such as that raised by the Bombay Government, in 1864, with this among other objects in view.

ORDERED, that a copy of the above remarks, and the above-mentioned papers, be forwarded to the Financial Department for further consideration and orders.

No. 2074, dated 22nd August, 1867.

RESOLUTION—By the Government of India, FINANCIAL DEPT.

Read an extract from the Proceedings of Government, in the Home Department, No. 2509, dated 20th July 1867, forwarding, for consideration and orders, an application from the Government of Bombay for the grant of Rs. 30,000 per annum in aid of Native Female Schools throughout the Bombay Presidency, and expressing an opinion that Rs. 10,000 or 15,000 will be sufficient.

RESOLUTION.—The Governor General in Council is pleased to sanction a grant of Rs. 10,000 for Female Schools for the lower classes in Bombay, for this year only, on the distinct understanding that, from next year, the charge will be met from the Educational Cess, that being the proper source

from which expenditure, for educating the masses, should be met, when it is not incurred under the Grant-in-aid Rules.

ORDERED, that the foregoing Resolution be sent to the Home Department, Comptroller General of Accounts, and the Accountant General, Bombay, the original papers received from the Home Department being returned, and copies being kept for record.

No. 4169, dated 4th September, 1867.

From—A. P. HOWELL, Esq., *Under Secy. to the Govt. of India*, HOME DEPT.,

To—*The Secretary to the Government of Bombay.*

I am directed to acknowledge the receipt of your letter No 35, dated the 31st May, and to state in reply that, after consideration in the Financial Department, the Governor General in Council has been pleased to sanction a grant of Rs. 10,000 for Female Schools for the lower classes in the Bombay Presidency, for this year only, on the distinct understanding that, in future, the charge to be met from local sources, such as the Educational Cess, so far as the schools are for the classes who pay the cess, this being the proper source from which expenditure for educating the masses should be met, when it is not incurred under the Grant-in-aid Rules.

No. 66, dated 5th October, 1867.

From—C. GONNE, Esq., *Secretary to the Government of Bombay,*

To—*The Secretary to the Government of India*, HOME DEPT.

I am directed to acknowledge the receipt of your letter No. 4169, dated the 4th ultimo, conveying the sanction of the Government of India to a grant of Rs. 10,000 for Female Schools for the lower classes in the Bombay Presidency.

2. With reference to the amount and nature of this sanction, I am to submit that, much as this Government desire to promote Female Education, they are unable to accept the grant sanctioned for that purpose on the condition stated; they would, therefore, beg that the unqualified assent of the Government of India may be given to the proposals submitted in letter No. 35, dated the 31st May 1867.

3. It is out of the power of this Government to pledge themselves to the condition required, and even if they have the power, it would be most impolitic to exercise it, as the very existence of Local Funds in this Presidency would be imperilled.

4. It is the very essence of the Local Funds, recently organized, that the people who pay should have a voice in regard to the disposal of the proceeds, and though Government claim a right to veto any appropriation of funds on improper objects, yet they never hesitate to accord sanction to proposals of the Local Committees for legitimate expenditure. When the Local Governments consider themselves bound not to dictate to the Local Fund Committees the mode in which their money shall be spent, they feel themselves precluded from giving effect to such a dictation on the part of the Imperial Government by which the local character of the institution would be wholly annihilated.

5. It is, therefore, impossible to carry out any orders that this charge shall, in future years, be met from Local Funds, and it is hoped that, on re-consideration, the Government of India will not press this condition.

6. The sum of Rs. 30,000 was asked for, and that this sum might be profitably spent may be gathered from the 45th paragraph of the Annual Report of the Director of Public Instruction for the last year, to which I am desired to solicit the attention of His Excellency the Governor General in Council.

7. It will be borne in mind that the application for the grant was specially stated by Sir A. Grant as desired to aid in the development of Schools already established from local sources, as well as to lay a foundation in places where grants for Female Education have not yet been voted by the Local Committees.

8. From the reply now received, it would appear that the Government of India decline to sanction even £1,000 per annum as their contribution in aid of Native Female Education in the whole Bombay Presidency: but as this can hardly be the case, I am to express the earnest hope of His Excellency the Governor in Council that, on re-consideration, the Government of India will not refuse to accede to the request now again made.

No. 1040, dated 7th December, 1867.

From—E. C. BAYLEY, Esq., *Secy. to the Govt. of India*, HOME DEPT.,

To—*The Secretary to the Government of Bombay.*

I am directed to acknowledge your letter No. 66, dated 5th October last, requesting a re-consideration of the proposal made in your letters No. 13, dated 9th March, and No. 35, dated 31st May, for an annual grant of Rs. 30,000 for Female Education in Bombay.

2. In reply I am directed to point out that the Government of Bombay does not appear to apprehend clearly the principles by which it has been found necessary to regulate grants from the Imperial Revenues for Education, and especially for Female Education.

3. The Government of India does not question that, in the present instance, a case can be made out for the profitable expenditure of the sum applied for—indeed, that a sum in excess of the entire revenues of India might beyond doubt be expended on educational purposes. But, waiving all other grounds of objection, the Imperial Revenues must ever be wholly inadequate to meet the charges which any complete system of State Education would involve. The Government must, therefore, expend the amount, which alone can fairly be devoted to Education, in the manner calculated to secure the most general and extensive results. As regards the education of the masses of the people especially, all the means which Government could afford would produce no perceptible effect, if applied directly to this object; and the aim of Government has, therefore, been by establishing Normal Schools, by grants-in-aid, by organizing local taxation, by inspection of indigenous schools, and by other similar means, to stimulate and assist the people to educate themselves.

4. It has always been the recognized policy of Government, having in view the special objects to be gained, to meet and encourage, as far as its means will permit, with more than ordinary promptness and liberality, any disposition shown by the people themselves in favor of Female Education; still it is absolutely essential, not merely on financial grounds, but with regard to the real success of Female Education itself, to insist on genuine local co-operation as a previous condition of State assistance. Acting upon this policy, the Government of India has invariably indicated to all Local Governments the grant-in-aid system as that especially calculated for the general advancement of Female Education. I am to add that, where the details of the local Grant-in-aid Rules may be found to obstruct their application to Female Schools, the Government of India is not unwilling to permit any reasonable relaxation of the usual conditions in regard to inspection, and to payment of fees, &c., so long as it is evident that the co-operation of the Native community has been secured, and that the education imparted is fairly efficient.

5. In one previous instance alone has the Government of India sanctioned a grant similar to that now asked for; and in that case the grant was sanctioned for three years only, and in order to prevent the extinction (from a sudden deprivation of the funds by which they had been hitherto supported) of some already

flourishing Female Schools in certain districts of the Punjab. Even in this instance the population had already given fair proof of their appreciation of the benefits of Female Education, and the concession was accompanied by a distinct condition that the assistance was to be only temporary, as the grant-in-aid principle "would afford some test or pledge that the spread of Female Education is real and truly desired by the people of the Punjab."

6. Adverting now to the statement made in the last paragraph of your letter under reply, that the Government of India appears to decline to sanction even £1,000 a year in aid of Native Female Education in the whole Presidency of Bombay, I am to point out that the total annual assignment to Bombay for Education is far larger relatively in proportion to its revenue, area, and population, and, excepting the grant given to Bengal, absolutely larger in amount than that made to any other Province. From this assignment it is open to the Bombay Government to allot, under the Grant-in-aid Rules, any sums that may be required to promote the spread of Female Education, either in the improvement of existing Female Schools or in the establishment of others. In the second place, I am to call attention to the Circular of the 20th July last, in which the Government of India has promised liberal assistance to any scheme of Female Normal Schools based on the co-operation of the Native community; and lastly, I am to remind the Government of Bombay that, in the Resolution of the 22nd August last, a special assignment of Rs. 15,520 a year, for five years, was sanctioned on certain conditions to establish a higher class of Female Normal Schools in the Bombay Presidency, on the principles advocated by Miss Carpenter. There would seem, therefore, to be no ground to impute to the Government of India any want of support to measures of Female Education proposed for Bombay.

7. In reply to the remarks contained in your 3rd and 4th paragraphs, I am to point out that my letter of the 4th ultimo appears to have been misunderstood. Local Funds, *voluntarily raised* and applied to the support of Schools, are eligible for grants-in-aid. In the Central Provinces, and in the Punjab, large use has been made of this provision for the furtherance of Education. It is, of course, purely optional with the Local Committees, or other bodies by whom such funds are raised, to devote them to whatever congenial objects they choose, nor was any kind of dictation to such bodies contemplated in my letter under notice. What the Government of India desired and distinctly expressed was simply to annex a condition to their assistance, and this condition they cannot consent to waive.

8. The Local Educational Cess, however, stands on a different footing. It is not, in any sense, a voluntary contribution, but is of the nature of an impost, and should be spent in such a manner as Government may consider best, subject only to the reservation that it be expended within the district where it is levied, and for the education of those classes by which it has been paid. Its management is probably most popular and efficient, when supervised by Committees partially consisting of persons of local position and influence; but inasmuch as it is compulsorily levied by the State, the Government is bound to see that it is expended to the best advantage, and that its control is not abandoned to wholly irresponsible bodies.

9. On a general review of the whole question, and on the precedent above referred to, the Governor General in Council will not object in the present case to allow the additional grant of Rs. 10,000 already sanctioned for one year for Female Education in the Bombay Presidency, to be continued temporarily for a further period of two years. With this assistance, it is hoped that the Bombay Government will find no greater difficulty in advancing the cause of Female Education than has already been successfully overcome in several other Provinces without any such direct aid from the Imperial Revenues.

* * * * *

XI.

ADDITIONAL EDUCATIONAL GRANT TO THE CENTRAL PROVINCES APPLIED FOR AND REFUSED.

No. 671-72, dated 26th February, 1867.

From—C. BERNARD, Esq., *Secy. to Chief Commr. of the Central Provinces,*

To—*The Secretary to the Government of India, HOME DEPT.*

During the last twelve months propositions have been submitted by the Chief Commissioner for improving the “instruction”* branch of the Educational Department in these Provinces by raising the salaries of Town School-masters, by granting Scholarships to Zillah and Town Schools, by establishing higher classes of Normal School pupils. Some of these propositions have been negatived; and others are still, it is believed, under the consideration of Government.

* As distinguished from “direction” or “inspection.”

2. In cases where the Chief Commissioner’s recommendations were not accepted, the Supreme Government withheld sanction, not because it disapproved the principle of the propositions made, but rather on financial grounds, because the improved organisation could not be arranged for without some increase to the Budget grant made to the Central Provinces for “Education, Science, and Art.”

3. The Chief Commissioner would, therefore, ask permission to submit a few observations regarding Educational matters and Educational expenditure in the Central Provinces, in the hope that His Excellency the Viceroy in Council may be pleased to consider whether the educational grant for the Central Provinces might not now be somewhat increased.

4. The educational expenditure of the Central Provinces may be said to have begun in the year 1862. In the year 1862-63 the Budget grant for this object was one lakh of Rupees. In that year the full sum was not spent; as the organisation and machinery of the Department was as yet imperfect. Since that year the grant under this head has gradually increased until it reached Rs. 1,73,800 for the year 1865-66.

5. The increase in the number of scholars and in their proficiency, as well as the improvement in the organisation of the Educational Department, has been considerable. In the year 1862 there were 14,000 boys under instruction at Government Schools in the Central Provinces. According to the Half-yearly Returns for the six months, ending on the 31st October, the total number of boys in Government and Aided Schools was over 50,000, while 3,000 girls were also under instruction. The annual examinations show that the standard of proficiency is rising in all classes of our Schools.

6. But there is another point about the Central Provinces Educational scheme and expenditure, and that is the considerable annual sum contributed from local sources towards Education. In the year 1865-66 the sum thus contributed aggregated Rs. 2,02,603, or 14 per cent. above the Imperial grant towards Education in these Provinces. Before the year 1862 there were no contributions of this kind towards Educational purposes, so that the local income of the Department has increased in a greater ratio than the Imperial grant.

7. On examining the published Reports on the progress of Education in other parts of India, the Chief Commissioner observes that in no other Province or part of India does the local Educational income equal the Imperial Educational grant; in only one Province are the two sources of Educational expenditure nearly equal; and in only three more do the Educational disbursements from local sources reach 50

per cent. on the Imperial grant, thus;—the Imperial grant and local expenditure for Education for the several Governments and Administrations may be shown :—

	<i>Imperial.</i> Rs.	<i>Local.</i> Rs.
Bengal, 1864-65	... 12,55,607	7,79,563
Bombay, 1865-66	... 8,70,068	8,44,233
North-Western Provinces	... 7,84,638	4,07,612
Madras	... 6,20,670	95,714
Punjab	... 4,84,070	3,82,695
Central Provinces	... 1,73,800	2,02,603
Oude	... 1,24,403	49,534
British Burmah	... 32,508	
Berar	... 22,825	

8. If His Excellency the Viceroy in Council were disposed to consider that a liberal local contribution towards Education from local sources in a Province constituted any ground for enhancing the Imperial grant, then the Chief Commissioner would solicit that the grant for Education in the Central Provinces might be raised to the amount of the local contributions. In the Educational Budget Estimates for 1867-68 Rs. 1,92,000 are asked for. If this were sanctioned, then no expenditure from such grant could be incurred without the full sanction of the Supreme Government, while the local contributions towards Education will, it is estimated, reach Rs. 2,05,000 at least. The Chief Commissioner would ask for an Imperial grant of Rs. 2,05,000, or an increase of only Rs. 13,000 on the present estimate. This, the Chief Commissioner trusts, may be regarded as a moderate proposal.

9. If His Excellency the Viceroy in Council were pleased to allow any increased grant then I am to solicit the favorable consideration of Government to the propositions mentioned in the abstract, in all of which respects, pressure and difficulty is experienced by the Educational Department.

NOTE.—This letter was forwarded to the Financial Department with a note explanatory of the grounds on which the application was subsequently negatived.

No. 1890, dated 11th April, 1867.

RESOLUTION—By the Government of India, FINANCIAL DEPT.

Read an endorsement of the Home Department, No. 3249, dated 29th March 1867, forwarding a letter from the Secretary to the Chief Commissioner, Central Provinces, urging the claim of those Provinces to a larger Educational grant than the Rs. 1,92,000, which were asked for in the Budget Estimate for 1867-68.

RESOLUTION.—The Governor General in Council observes that the particular ground on which a special increase of the Educational grant is solicited, is that the Central Provinces contribute a larger sum, proportionately, from local sources, towards Educational expenditure, than other Provinces. Inasmuch, however, as
* * * * *
the Government of India has repeatedly disclaimed any obligation to supplement or double any contribution from the Educational cess, the claim urged by the Chief Commissioner cannot be entertained.

ORDERED, that a copy of this Resolution be sent to the Home Department, with the original documents received from that Department.

No. 4149, dated 22nd April, 1867.

From—E. C. BAYLEY, Esq., *Secy. to the Govt. of India*, HOME DEPT.,

To—The Chief Commissioner of the Central Provinces.

With reference to your Secretary's letter of the 26th February, No. 671-72, applying for an increase of Rs. 13,000 to the Educational Budget grant to the Central Provinces for the current year, I am directed to forward herewith a Resolution of the Financial Department, No. 1890 of the 11th instant, stating the main ground on which the application has been declined. I am also to point out

that several of the Educational projects enumerated in your letter were negatived, as stated, on financial grounds, but for specific reasons, which will be found given in the orders passed upon them; and I am to add that the Governor General in Council does not consider that the Educational Funds of the Central Provinces now receive less than their fair share of support from the Imperial Revenues.

XII.

IMPROVEMENT OF THE EDUCATIONAL DEPARTMENT IN BOMBAY.

No. 4, dated 31st January, 1867.

From—W. WEDDERBURN, Esq., Acting Secy. to the Govt. of Bombay,

To—The Secretary to the Government of India, HOME DEPT.

I am directed to submit, for the favorable consideration of the Government of India, the accompanying copy of a

Letter No. 1552, dated 22nd October 1866, from the Director of Public Instruction.

Resolution No. 681, dated 11th December 1866, to the Director of Public Instruction.

Letter No. 1975, dated 7th January 1867, from the Director of Public Instruction.

correspondence relative to placing the higher appointments of the Educational Service of the Bombay Presidency on a new and better footing.

2. It will be seen that to this end Sir A. Grant suggests that the higher appointments should be made to constitute a separate Covenanted Service with its own rules and conditions upon the analogy of the Ecclesiastical Establishment in this country.

3. His Excellency in Council concurs in the general scope of Sir A. Grant's proposals, and I am accordingly desired to request that you will be so good as to submit them to His Excellency the Governor General in Council for favorable consideration.

No. 1552, dated 22nd October, 1866.

From—SIR A. GRANT, Bart., Director of Public Instruction, Bombay,

To—The Secretary to the Government of Bombay.

I beg humbly to advert to the 36th paragraph of my Annual Report of the Department of Public In-

struction in the Bombay Presidency for the year 1865-66, copy of which is given in the margin for ready reference, and respectfully to submit more detailed observations on the present standing of the Educational Service in this Presidency for the consideration of Government.

On the other hand, it is equally clear that this Department will degenerate unless its higher appointments continue to be held by Europeans characterized by cultivation and learning. I would humbly call the attention of Government to the Directory of this Department, which is now annually prepared with great care, and which naturally suggests a division of the higher Educational appointments from the main body of the Service. It is, I think, a question of great importance, well worthy the consideration of Government, whether these few appointments (altogether less than 30 in number) might not be either amalgamated with, or else placed on an analogous footing with, the Covenanted Civil Service. There is only one point on which, as Director of Public Instruction, I should be inclined to feel uneasy about the future of the Department, and that is, the uncertainty which must attach, under the present system, to appointments of Educational Officers made by the Secretary of State. No general discussion on Indian affairs takes place in the British Parliament without some reference to the importance of the Educational operations carried on by Government in this country, and yet no steps whatever have been taken to secure for the Departments of Public Instruction, as for the Covenanted Civil Service, a supply of Officers fitly qualified. The number of Englishmen required for this service is very small. Any person of superior qualifications who may be sent out has an almost boundless field of usefulness opened to him; and any incompetent person, on the other hand, is a dead weight and a drag upon the progress of the country. And yet, partly owing to the unattractive conditions offered, and partly owing to the want of any method in the selection of candidates for the Educational Service, we have no guarantee that a proper standard of men for Principals of Colleges, and Professors, and Educational Inspectors, and High School Masters will be kept up, and this must be a source of uneasiness to one to whom the Department is a care.

Department of Public In-

struction in the Bombay Presidency for the year 1865-66, copy of which is given in the margin for ready reference, and respectfully to submit more detailed observations on the present standing of the Educational Service in this Presidency for the consideration of Government.

2. There is no doubt that dissatisfaction with their present position is felt by several of the superior Officers of this Department. A meeting was recently held on the subject in Poonah, and it was proposed to submit a memorial to Government with reference to the Despatch of Her Majesty's Secretary of State, dated the

23rd December 1865, the terms of which were felt to disappoint expectations not

unreasonably formed in the Despatch No. 205 of the 8th December 1862. Before, however, giving my sanction to a memorial of the kind, I have thought it best to address Government on the subject, as the question is much more one of the general future of this Department than of the feelings of present individual Officers, and as considerations of policy could hardly be entered upon by even a small body of memorialists.

3. The chief grounds for dissatisfaction at present felt by the higher Educational Officers of this Presidency appear to be as follows:—

- (a). That of late the Covenant, which used formerly to be made with persons appointed by Her Majesty's Secretary of State to Educational posts, has now been withdrawn. For this Covenant, a letter conferring the appointment has been substituted, in which the Government reserves to itself the right of dispensing, at six months' notice, with the services of the person appointed. It is obvious that this gives, in a very marked way, a precarious appearance to the position of Educational Officers.
- (b). That no pension whatever is secured to Officers in the Educational Service. It is laid down, as a general rule, for the Educational, in common with the rest of the Uncovenanted Service, that all pension is to be considered given as a favor, and not as the satisfaction of a claim. This, again, is felt to be a precarious condition.
- (c). That the only modes by which pension can be obtained by an Educational Officer are either that he shall complete 27 years' actual service in India, or else that he shall produce, at the end of 12 or 22 years' actual service, a certificate of utter incapacity for further service in the country. These are, of course, extremely discouraging conditions to a young Englishman who might think of entering the Educational Service in this country. He naturally does not wish to give up all his prospects in Europe, without the hope of some little provision in the shape of a retiring pension, nor does he wish to bind himself to serve either for 27 years in India, or till his health is utterly broken.
- (d). That in respect of Pension Rules the Educational Officers are in a much worse position than Her Majesty's Chaplains in India. A Chaplain, if his health renders his retirement necessary, can obtain a small pension after 7 years' service, and a pension of greater amount after 10 years; and after 20 years' service, inclusive of 3 years' leave (that is, after 17 years' actual service), Chaplains can retire on their full pension without medical certificate. It is thought hard by superior Educational Officers, who are generally, and who ought always to be persons of a higher University standing than the majority of Her Majesty's Chaplains, and whose duties are certainly more onerous and trying than those of Chaplains, that they should be so much worse off than the Ecclesiastical Service.

4. It is, I think, impossible to deny that from the nature of the conditions above stated, the Educational Service in this Presidency is a very poor, precarious, and, in fact, miserable sphere, into which one can hardly dare to advise any young man of ability and cultivation to enter. At the same time I can perfectly understand that what has led to the present position of the Service is its undefined character in point of numbers. The Educational Service sprang up, as it were, fortuitously. It was gradually and silently extended; and when Her Majesty's Secretary of State came (in his Despatch of the 23rd December last) to deal with the question of the Pension Rules for the entire Service, I have little doubt that he would be rendered cautious by the indefinite numbers of appointments for which it might appear that he had to make Regulations. In one

point of that very Despatch of the 23rd December, the Secretary of State is, I humbly think, unnecessarily liberal for want of definition; for the Despatch appears to extend the benefits of early pension to all "Head Masters of Schools," which, if it be not further defined, would include all Head Masters of high, middle class, and primary schools indiscriminately,—a body amounting in this Presidency alone to not less than 1,324 persons, almost all of whom might well be left to abide by the ordinary Uncovenanted Service Rules.

5. I would now beg humbly to point out to Government that, if the Educational Service in its present organization be examined, it will no longer be found to consist of an indefinite number of homogeneous appointments, suggesting the idea of a formidable number of claimants for advantages of pension, and the like. Our Departmental Directory suggests a most natural division of the Service into two branches,—one of which must be entirely filled by University graduates from Europe, except in the rare case where a Native scholar of exceptional merits may be thought worthy to hold one of the appointments; the other branch would be of wide extent, commencing with appointments analogous in pay and position to those of Deputy Collectors, and going down to small School-masterships of Rs. 11 per mensem. I may mention at once that, were such a division made, the upper branch of the Bombay Educational Service would consist at present of less than 30, and the lower branch of more than 2,000 appointments.

6. Our Departmental Directory, copy of which is herewith sent for reference, was not framed with a view of making the division now advocated; but as soon as the names of Officers and their salaries and qualifications had been set down in order, the principle of a division in the Department at once suggested itself. It will be seen that the Directory does not contain appointments below Rs. 30 per mensem; and that all appointments above Rs. 300 per mensem have been entered as superior appointments. Several of these superior appointments are held by Officers of the Medical or Military Department, whose Pension Rules and other conditions of service are elsewhere provided for.

7. I will now respectfully indicate the principle on which I would suggest that an Upper (or Covenanted) Educational Service in the Bombay Presidency should be formed. The principle is this, that there are certain Educational appointments of great importance, which, if they are properly filled, will ensure the efficient working of the whole of this large Department; and that the number of these appointments is so small that Government may well afford, without risk of any large expenditure of the public funds, to place them on a solid and attractive footing.

8. These important appointments I would specify as follows:—1st, Head-masterships of 1st Grade High Schools; 2nd, Educational Inspectorships; 3rd, Professorships of different branches of Literature and Science; 4th, Principalships of Government Colleges; and 5th, the Office of Director of Public Instruction.

9. At present the exact numerical list of Officers, coming under the above heads, stands as follows:—

(1st).—Head Masters of 1st Grade High Schools (<i>viz.</i> , Elphinstone, Poonah, Ahmedabad, and Belgaum High Schools) ...	4
(2nd).—Educational Inspectors (Northern, Central, and Southern Divisions, Scinde, and one Assistant Inspector) ...	5
(3rd).—Professors (of English Literature, Mathematics, and Sanskrit in Elphinstone College; English Literature, Mathematics, and Sanskrit in Poonah College; two Professors of Law in the Government Law School) ...	8
(4th).—Principals of Government Colleges (Elphinstone, Poonah, and Poonah Civil Engineering Colleges) ...	3
(5th).—Director of Public Instruction ...	1
	—
Total ...	21
	—

10. Looking forward to the wants of the future, I think it will certainly be necessary, within the next few years, to make some additions to this limited number, *viz.*, one Professor of History, and one of Latin, must be given to Elphinstone College, and the same to Poonah College; and three Professors of different subjects must be assigned to the Poonah Civil Engineering College. Probably about five more 1st Grade High Schools will be required in the different parts of the Presidency. These additions are all that I can foresee as necessary, and they would amount to—

Professors	...	...	...	...	7
High School Masters	...	...	...	...	5
				Total	12

thus raising the Upper or Covenanted Educational Service in this Presidency to a fixed total of 32 Officers.

11. It would have seemed to me hardly necessary to say any thing on the great importance of properly filling the appointments above specified, except that the absence of all special regulations with regard to them, coupled with the unfavorable conditions actually attached to these appointments, seems to indicate that the attention of Government has never been drawn to the subject. I would, therefore, humbly, submit the following considerations with regard to the different classes of appointments:—

(1st).—It has now become possible to raise the 1st Grade High Schools of this Presidency into institutions worthy of their name, which would be characterized by a literary and classical spirit, and would exercise a humanizing influence on all the Native students admitted to them. Our Native University graduates from excellent Assistant Masters in such Schools; but it is essential that the Head Master should be a European gentleman of high cultivation, who will give a tone to the entire School. Any one who knows the great intellectual quickness of Native boys, and the immense benefit they invariably derive from contact with a teacher whom they feel to be superior, will acknowledge that the Head Master-ships of our 1st Grade High Schools should be filled by the best men that can be got from the Universities of Great Britain, and that the High Schools (as a rule) will never prosper until their Head Master-ships are so filled.

(2nd).—It is not only for the sake of the High Schools that men of the kind indicated should be sent out as Head Masters, but also with a view to these same men being promoted in course of time to be Educational Inspectors. At present it is difficult to fill up vacancies in the Inspectorships. But there is no doubt that a University graduate from England, who had served some years as Head Master of a High School, and had learnt during that time the Vernacular language of the district, would, in most cases, possess all the requisites for a good Educational Inspector; these requisites being a certain amount of literary culture, combined with activity of habits, administrative capacity, and sufficient social standing to deal on terms of equality with Collectors and Magistrates, and other Local Authorities.

(3rd).—On the learning of the Professors in the Colleges of the Presidency, the success of the Bombay University entirely depends, and how much depends on the success of the University? Little less than the regeneration of the mind of the people. When it is reflected that the Native University Students furnish, or will ere long furnish, the School Teachers, the Pleaders, the Practitioners of European Medicine, the subordinate Revenue and Judicial Officers, the Overseers of Public Works, and, above all, the

Newspaper Writers, who are constantly disseminating, wise or foolish, disaffected or loyal, criticisms on the acts of Government, it cannot but be felt that it is of the utmost importance that the fountain-head of all this stream of influence, namely, the Professors and Principals of Colleges, should be as high and pure as possible. Without solid and special learning in the Professors, the University system of this Presidency must retain that level of frivolous superficiality which has hitherto been the disgrace of Education in India. Without gravity and wisdom in the Professors there is no saying what subversive sentiments may become associated with European teaching. Already it has been said, and, I believe, truly, that one active-minded teacher in this Presidency succeeded in leavening an entire generation of his pupils with the doctrines of Tom Paine, and the political principles which would now go by the name of Fenianism.

12. If these matters are looked at with attention, I think it will be felt that there are grounds for considering the upper Educational appointments in this Presidency no longer as places of little importance, to be placed on the same level with the mass of the Uncovenanted Service, to be dealt with neglectfully, to be given away to political retainers, or filled up at hap-hazard, but rather as being worthy of no less care than other Departments of the State. At present it may be said that the Government of Bombay has been far more fortunate than it could have had reason to expect in the men that have been obtained to fill these appointments. But how many are there of our higher Educational Officers, who (though admirably fulfilling their duties) are yet proud of their position, or would advise any friend in England to enter upon the same career? The real worth of appointments in India is becoming understood in England every day more clearly; and I should have no hesitation in predicting that, if the Educational Service of this Presidency is left on its present footing, it must degenerate instead of improving; and thus, for want of a little attention and liberality, a really great opportunity will be lost.

13. I trust that my own feeling of the importance of the question will not be considered exaggerated, and that I shall be pardoned for plainly stating the grounds of my opinion. The practical measures which I would humbly suggest to Government are as follows:—

- (1st).—That an Upper Educational Service in the Bombay Presidency be formed, which should be open to Natives of distinguished merit, but which would, for a long time to come, be mostly filled by graduates of high standing from the European Universities.
- (2nd).—That this be constituted a "Service" properly so called, with a Covenant of conditions, and regular Rules of advance in pay.
- (3rd).—That this Service consist of Head Masters of 1st Grade High Schools, Educational Inspectors, Professors of Literature and Science, Principals of Colleges, and the Director of Public Instruction; with a maximum limit of 32 Officers to constitute the entire Service.
- (4th).—That all other persons in Educational appointments in the Presidency be considered as constituting the "Uncovenanted Educational Service," and remain on the footing of their present Rules.
- (5th).—That every Officer of the Covenanted Educational Service commence with a salary of not less than Rs. 500 per mensem, and that he be entitled to an increase of Rs. 50 per mensem additional to his former pay, at the end of each year of actual service, with the following limitations:—

No High School Master to attain to a salary exceeding Rs.	800	per mensem.
No Professor	"	" 1,200 "
No Principal of a College	"	" 1,500 "
No Educational Inspector	"	" 1,500 "

The salary of the Director of Public Instruction to remain as at present (Rs. 2,500 per mensem) without his being entitled to any increase.

- (6th).—That the appointments, coming within the Covenanted Educational Service, be reserved, in the first place, for Officers of that Service; and that no one be appointed Principal of a College, Educational Inspector, or Director of Public Instruction, from outside the Service, unless Government is of opinion that there is no one in the Service qualified to hold the appointment.
- (7th).—That a fixed retiring pension of £365 per annum be allowed, without the necessity of medical certificate, to Covenanted Educational Officers on their completion of 14 years' actual service in India, or of 15 years' inclusive of 1 year spent on furlough.
- (8th).—That any such Officer who may be declared by medical authority to have become absolutely incapable of further duty in India, before the completion of 7 years' service, may receive a free passage home; and a gratuity not exceeding 1 month's pay (at his last rate of salary) for each year that he has served.
- (9th).—That any such Officer, on medical certificate of incapacity for further duty, may obtain, at the completion of 7 years' service, a pension of £127-15 per annum, and at the completion of 10 years' service, £173-7-6.
- (10th).—That a furlough of 6 months at the end of 7 years' service, and of 1 year at the end of 10 years' service, or of 18 months at the end of 10 years' service, if no previous furlough has been taken, be allowed to Officers of the Covenanted Educational Service. The furlough allowance to be at the rate of £400 per annum.
- (11th).—That the ordinary Rules for sick leave and privilege leave now allowed to the general Uncovenanted Service be continued to the Covenanted Educational Service, with the *proviso*, now made, that Officers who are allowed School and College vacations cannot claim privilege leave.
- (12th).—That social rank and precedence be granted to the Covenanted Educational Service on the same footing as to the Covenanted Civil Service, except that, as Educational Officers will naturally come out to this country at least two years later than Covenanted Civilians, Covenanted Educational Officers should take rank, from the date of their commencement of service, with Civilians of two years' standing.
- (13th).—That any person appointed to fill the post of 1st Grade High School Master, Professor, Educational Inspector, or Director of Public Instruction, be, *ipso facto*, admitted to the privileges of the Covenanted Educational Service, but that any such appointment will require the sanction of Her Majesty's Secretary of State.
- (14th).—That on any person being appointed to one of the above-mentioned posts he be considered appointed for two years certain, Government reserving to themselves the right of continuing to employ him, or of dispensing with his services at the end of two years; and that general want of efficiency be considered sufficient ground, without commission of any special fault, for discontinuing the employment of any Officer at the period when his first two years of service have expired.
- (15th).—That a similar consideration of each Officer's services be made at the end of his first five years of employment.

(16th).—That in case of the services of any Officer being dispensed with at the end of two or five years' employment, he be allowed a free passage home.

14. The above is the outline of a sketch for the conditions of a Covenanted Educational Service, which I humbly submit for the consideration of Government. The terms of pension are taken from the present Rules for the Ecclesiastical Service, except that, in my suggestions, the final term for pension is a little shortened. I have suggested the period of 14 years' actual service on account of Dr. Arnold's famous *dictum*, which was literally acted upon by Dr. Vaughan at Harrow, "that no School Master ought to remain at his post much more than 14 or 15 years, lest by that time he should have fallen behind the scholarship of his age" (*see Life of Dr. Arnold*, 4th Edition, Volume I, p. 147). This saying, if applicable in England, is doubly applicable in India; and I am humbly suggesting rules to secure the absolute efficiency of a small body of most important Officers.

No. 681, dated 11th December, 1866.

RESOLUTION—By the Government of Bombay.

The Director of Public Instruction, No. 1552, dated the 22nd October 1866, urges on the consideration of Government the necessity for placing the higher appointments of the Educational Service of the Bombay Presidency on a new and better footing.

RESOLUTION.—The Hon'ble the Governor in Council concurs very much in the views expressed by Sir A. Grant. But there are one or two points in regard to which Government would be glad to have more information.

If the extension of privileges as to members of a Covenanted Civil Service were conceded as proposed, would Sir A. Grant suggest any special process for the admission of members? He contemplates that they will generally be graduates of high standing in a European University, but he would not exclude Natives of India (paragraph 13, clause 1) and other persons (paragraph 13, clause 13). Would he require no evidence of fitness beyond the readiness of those in authority to nominate to certain offices?

Some intellectual test or qualification might seem to be required, if every person so nominated is to take rank, not only along with, but above all, those who may at the same time have entered the ordinary Civil Service by competition (paragraph 13, clause 12).

The reason assigned in paragraph 14 for suggesting the grant of pensions after 14 years of actual service, may, perhaps, be thought insufficient, if they are to apply not only to those who have served continuously as Head Masters, but also to those who have been successively employed as Head Masters, Professors, Inspectors, and Directors of Public Instruction.

It might be advantageous if Sir A. Grant were to state more particularly whether he does not think (and why) that members of the Covenanted Educational Civil Service might be placed, with regard to rank, privileges, &c., in all respects upon an equal footing and under the same Rules as members of the ordinary Civil Service? It seems probable that a separate Judicial Branch of the Civil Service will ere long be organized. Would it be well, in like manner, merely to organize a separate Educational Branch?

In that case, would it be advantageous to regard and declare members of that branch of the Civil Service available for employment also (when their attainments and capacity have been proved to fit them specially for such employment) in other high public offices, as Secretary to Government or Member of Council?

The Director of Public Instruction should also be requested to state whether he thinks the selection of candidates, after competition, might not be made as for the Civil Service, leave being given to any man electing for the Educational Branch to complete his English University Course before coming out to India.

To the Director of Public Instruction.

No. 1975, dated 7th January, 1867.

From—SIR A. GRANT, *Bart.*, *Director of Public Instruction, Bombay,*

To—*The Secretary to the Government of Bombay.*

In acknowledging the Resolution of Government, No. 681, dated 11th ultimo, I beg respectfully to report further on the points referred by the Hon'ble the Governor in Council.

2. The most important question of those under reference, and the *first* in logical order, is the question whether the higher Educational Service of Bombay, should not be made simply a branch of the Covenanted Civil Service.

3. There is no doubt that this course would be, for many reasons, the most desirable of all, if the difficulties which would seem to attend it could be overcome. These difficulties I would state as follows :—

(a).—The higher Educational Service may be said to consist of two branches—an Administrative Branch and a Learned Branch. The functions of High School Masters, Inspectors, and the Director, are administrative; those of Professors are learned; Principals of Colleges have a mixed function, partly administrative and partly learned.

Now, it is at once clear that we cannot rely on the ordinary appointments of the Indian Civil Service for Officers to fill the Learned Branch of the Educational Service. When a Professorship of Sanskrit, Mathematics, History, Logic, Engineering, or any other subject, is vacant, we require, to fill it, not a man of general cultivation, but of special attainments—a man who has gone deeply into the particular science and given his whole mind to it. Unless our Professoriate is supplied with scientific men possessing profound special knowledge, our University must degenerate and become a mere pretence and laughing-stock. Thus it will always be necessary to choose our Professors in a different way from the ordinary Members of the Civil Service. And not only must they be chosen differently, but from the particular nature of their pursuits, they will hardly be in a position to qualify themselves for employment in the Revenue or Political Branches of the Public Service. Thus, though a versatile Professor might occasionally be thought fit for practical duties, yet, as a general rule, they will remain separate; and the Professoriate, which I estimate as likely to consist of about 15 appointments out of 30, and as amounting therefore to about half the higher Educational Service, must be pronounced incapable of real amalgamation with the Covenanted Civil Service of this Presidency.

(b).—Passing now to the Administrative Branch of the Educational Service, which consist of 1st Grade High School Masters, Inspectors, and the Director (altogether to be reckoned at about 15 appointments), I should say that there would be no objection to filling these appointments with members of the Civil Service, beyond the objections likely to be raised by the Civil Service itself. The question seems to me to be this. Can it be said that employment in the Educational Department is a good qualification for high public offices, such as Secretary to Government, or Member of Council? Supposing a man to have served for five years as a School Master, and five years as Educational Inspector, and three years as Director of Public Instruction, would he be likely to be thought qualified for the functions of Secretary to Government in the Revenue, Judicial, or Political Departments? If not (and, I confess, I think not) then members of the Civil Service are hardly likely to elect to enter the Educational Branch, which would begin with a School Mastership (a kind of appointment against which there is a certain amount of social prejudice), and which would end with

chances of promotion far inferior to those offered either by the Revenue or the Judicial lines.

(c).—But supposing that High School Masterships were allowed to lead to Assistant Collectorships and other similar appointments, it might be then not difficult to induce young Civilians to accept such appointments, at all events, for short periods. The only question would be—Would not the general administration of the country suffer to some extent by the loss of district experience which would be implied in the fact of a future Collector spending three or four years of his early life in scholastic duties in a town, instead of in the management of talooka affairs in the Mofussil?

(d).—Young Civilians would be generally extremely well fitted for the duties of Educational Inspectorships; but I think that these appointments ought henceforth to be reserved as promotion for the High School Masters. If the School Masters are to be Civilians, then the Inspectorships would become Civilian appointments, but not otherwise, in my humble opinion.

(e).—Government suggests that candidates chosen for the Civil Service might be allowed to elect for the Educational Branch, and might have leave to complete their University course before coming out to India. I think that this arrangement would be a little complicated, and, on general grounds, undesirable—*first*, because the appointments of School Masterships are so few that it would be a matter of uncertainty when vacancies would occur; *second*, because a Civilian, by electing to finish his University course, would really cut himself off from that special preparation for Indian service which his contemporaries would receive in London, and would, by confining himself to merely academical acquirements, disqualify himself, to a considerable extent, for higher offices, such as that of Secretary to Government, in this country. I may add, *thirdly*, that I should not place much faith in the activity of a man's University studies *after* he had attained such a prize in life as a Civilian appointment.

4. On the whole, then, I am reluctantly brought to think that, though the Educational Service of this country would gain in strength and efficiency if it could be amalgamated with the Covenanted Civil Service, the difficulties in the way are too great to be overcome. Half the Educational Service must consist of men of special learning, of tolerably mature age, and with formed literary habits—quite different, in short, from the class of men required as Civilians. The other half of the Educational Service can hardly offer, in itself, sufficient inducements for Civilians to enter it; and, on the other hand, it would not serve as a good preparation for Revenue or Judicial appointments.

5. From these reasons I am induced to return to my former suggestion, namely, that the higher Educational appointments should be made to constitute a separate Covenanted Service, with its own rules and conditions, upon the analogy of the Ecclesiastical Establishment in this country.

6. With regard to the question of Rules for admission to this Service, I beg to say that I considered myself excluded from entering upon the subject, having last year, in my letter No. 999, dated 17th October 1865, submitted detailed suggestions for the selection of Educational Officers in England, which were forwarded by Government to the India Office, and to which answer was made by the Secretary of State in his Despatch No. 3, dated the 12th February 1866, that he "did not wish to give up the responsibility of making Educational appointments."

7. Being now authorized by Government to enter upon the subject anew, I would humbly suggest the following sketch of Rules for admission to the Covenanted Educational Service:—

- (a).—No one to be admitted to this Service except as either 1st Grade High School Master, or Professor.
- (b).—Every vacancy to be filled up in England at the time of the Civil Service competition after at least six months' public advertisement, in all the Universities, of the vacancy.
- (c).—No one to be eligible to be a High School Master who is not a graduate in some European or Indian University, or who is more than 26 years of age, or who does not produce a medical certificate of fitness for Indian service.
- (d).—Every 1st Grade High School Mastership to be awarded by means of competition among the candidates for the vacancy, on exactly the same system, and by means of the same papers, as the Civilian appointments.
- (e).—No one to be eligible for a Professorship who is not a graduate of some European or Indian University, or who is more than 30 years of age, or who cannot produce a medical certificate of fitness.
- (f).—Every Professorship to be awarded by competition in the subject of the vacant chair by the Indian Civil Service Examiners in that subject for the time being.

8. It will be observed that, in the above draft of Rules, I have suggested that all appointments should be made in London. I think that this condition ought to be insisted on for a Covenanted Educational, as for a Covenanted Civil, Service. Natives wishing to enter the Service either as Professors, or 1st Grade High School Masters, would be able to do so by attending the competition (of which six months' notice would be given) in London. I need hardly expatiate on the reasons which render such a proviso most desirable.

9. It only remains for me to explain why I thought that the reason mentioned in the 14th paragraph of my letter No. 1552, under reference, might be sufficient to justify a pension after 14 years being granted to higher Educational Officers; Government points out that some of the Educational appointments are not teaching appointments; but the fact is that only the Director's and Inspectors' appointments (that is, 5 or 6 Officers out of 30) are other than teaching appointments, so that four-fifths of the entire proposed Service would come directly under the terms of Dr. Arnold's dictum, and even with regard to the Director and the Inspectors, it would be equally true that a tolerably frequent introduction of "new blood" is highly desirable.

10. In suggesting a short term for the attainment of pension in the Educational Service, it will be observed that I have at the same time proposed an extremely modest amount of pension. Should Government wish the time of service prolonged for persons holding Educational office, I trust they will see fit to grant at the same time a higher rate of pension.

11. Should Government think the difficulties which I have above stated to the amalgamation of the Education, with the Covenanted Civil Service, not insurmountable, I can only say that no one would more gladly welcome, than myself, such an amalgamation.

NOTE.—The request of the Bombay Government was refused on the grounds stated in the following Despatch —

No. 9, dated 6th September, 1867.

From—*The Government of India,*

To—*The Secretary of State for India.*

We have to acknowledge the receipt of your Despatch No. 5, dated the 16th July, in which you request to be furnished somewhat more fully with the views entertained by us respecting Sir Alexander Grant's proposals submitted to us with the letter from the Bombay Government of the 31st January last, with regard to the higher appointments of the Bombay Educational Service.

2. Sir Alexander Grant's proposals related to the division of the Bombay Educational Service into two grades. The higher grade, comprising Head Masters of first grade High Schools, Educational Inspectors, Professors, Principals of Colleges, and the Director of Public Instruction, he would form into a Covenanted Educational Service, with rules of its own as regards nomination, salary, and pension, upon the analogy of the Ecclesiastical Service: the lower grade, comprising all other persons holding Educational appointments, he would constitute the "Uncovenanted Educational Service," and allow it to remain on the footing of the present Rules.

3. The grounds on which Sir Alexander Grant's proposals were made are the present alleged unsatisfactory condition of the Educational Service, and the disappointment felt by the superior Officers of the Department with the arrangements sanctioned in the Secretary of State's Financial Despatch No. 290, dated 23rd December 1865,* in regard to pensions.

* Educational Proceedings, February 1866, No. 52.

4. The rules and conditions of the proposed Covenanted Educational Service are detailed in the 13th paragraph of Sir Alexander Grant's letter.

5. These proposals seemed to us to require consideration under the following headings:—

(1).—The present alleged unsatisfactory condition of the Bombay Educational Service and the grounds thereof;

(2).—The proposed re-organization of it;

(3).—The grounds of the proposed scheme;

(4).—The rules by which the new scheme is to be worked.

6. Sir Alexander Grant's remarks, under the first heading, did not appear to us to be altogether free from inaccuracies and exaggeration.

7. In the first place, we observed that he based his views on the 36th

† Education Despatch from Government of Bombay, to Secretary of State, No. 8, dated 28th November 1865.

Education Despatch from Government of India, to Secretary of State, No. 22 of 1865, dated 14th December.

Education Despatch from Secretary of State, to Government of India, No. 4 of 1866, dated 12th February.

Education Despatch from Secretary of State, to Government of Bombay, No. 3 of 1866, dated 12th February.

‡ 37. In making these general remarks, which I submit with all deference, I beg at the same time to acknowledge with gratitude the appointments by the Secretary of State, during the past year, of Mr. K. M. Chatfield to be Principal of the Elphinstone College, and of Dr. F. Kielhorn to be Superintendent of Sanskrit studies in the Poonah College. Both these gentlemen are highly qualified for the appointments conferred upon them, and will add a great strength to the Department.

paragraph of his Educational Report for 1865-66, the substance of which paragraph is a complaint that no steps whatever had been taken to secure for the Department of Public Instruction, as for the Covenanted Civil Service, a supply of Officers fitly qualified. This is simply a reiteration of a suggestion that has been already negatived by the Home Government,† and we have only to remark that we do not consider Sir Alexander Grant's complaint to be well founded, indeed,

it is altogether inconsistent with the succeeding paragraph of the same Report, which for facility of reference we quote in the margin.‡

8. Sir Alexander Grant then went on to express his opinion that the Bombay Educational Service "is a very poor, precarious, and, in fact, miserable sphere into which one can hardly dare to advise any young man of ability and cultivation to enter." On this point we compared the emoluments and the duties in the Bombay Educational Department with those of the other Educational Departments, and we did not find the alleged inferiority of the former; indeed, the Bombay Service is actually in a far better position than the same Service in the Punjab, or in any of the minor Administrations. Neither did we assent to the view that the Bombay Educational Service has sprung up "fortuitously." It was deliberately established in accordance with the Educational Despatch of 1854 (paragraphs 17 to 22), as afterwards modified by the Despatch of 1859 (paragraph 41). The very fact that Sir Alexander Grant himself is in the Bombay Educational Department is no mean proof of its power of attracting first-rate men. Nor could we accept the statement made in his 12th paragraph that the higher Educational appointments have hitherto been dealt with "na

lectfully, given away to political retainers, or filled up at hap-hazard like other Uncovenanted appointments." No such complaint had hitherto reached us from any of the Presidencies or Provinces, and we were of opinion that there was no ground whatever for assuming that such abuses had crept into the nominations to the Educational Department in Bombay, or were likely to do so.

9. There are minor inaccuracies* in Sir Alexander Grant's representation

* Clauses *b* and *c* of paragraph 2.

of the present condition of the Service which we do not consider it necessary here to notice.

With reference, however, to the grounds of dissatisfaction stated in Sir Alexander Grant's 3rd paragraph, we considered that the withdrawal of the Covenant and the substitution of a letter of appointment, in which the right of Government to dispense at six months' notice with the services of the person appointed is reserved, were entirely points for your consideration.

10. As regards the second and third headings, the first point which occurred to us was that there is no evidence whatever of the failure of the present system, or of the consequent necessity for the establishment of a new Covenanted Service. The present system, as stated above, was organized on the instructions

† See paragraphs 5, 40, and 41.

laid down in the Educational Despatches of 1854 and 1859, the latter† of which is far from encouraging any notion of a special Covenanted Educational Service. On the contrary, it points to the necessity of refraining from the appointment of any Covenanted Officials to the Department on the ground of the disproportion of the cost of the controlling agencies, as compared with the money spent on direct measures for instruction. Sir Alexander Grant's proposals would tend to aggravate this disproportion.

11. Again, we noticed that Sir Alexander Grant's scheme was based, not on what actually *had* happened, but on his estimate of the future. "The Department *will* degenerate," he said, "unless its higher appointments *continue* to be held by Europeans of cultivation and learning." But unless it could be shown that such would not be the case, the plea obviously failed.

12. As to the question raised by the Bombay Government, whether the Covenanted Educational Department should not be organized from the Covenanted Civil Service, we considered it satisfactorily disposed of in Sir Alexander Grant's second letter of the 7th January. But we were also of opinion that Sir Alexander Grant's own scheme for the constitution of a separate Covenanted Educational Service was open in one respect to the very objections urged by him against the plan of amalgamating the Educational with the Civil Service, inasmuch as any scheme of general selection and general promotion is wholly unsuited to one main branch of the proposed Educational Service, namely, that of the Professors. It is true that to get over this difficulty, Sir Alexander Grant proposed a totally different system of selection and treatment for Professors, *viz.*, that each Professor should, as a rule, be selected in England for his special chair, and that he should remain in it ordinarily without promotion, but with a yearly increment to his salary up to a certain fixed limit. But as the Professors would form about one-half the proposed Educational Service, it is clear that this measure would be opposed to the principle enunciated in the 41st paragraph of Lord Stanley's Despatch of the 7th April 1859, "that every encouragement be given to persons of education to enter the Educational Service, even in the lower grades, by making it known that, in the nominations to the higher offices in the Department, a preference will hereafter be given to those who may so enter it, if competent to discharge the duties."

13. In the next place, the financial result of the scheme was not sufficiently shown. Sir Alexander Grant merely stated that

‡ Paragraph 7.

it would‡ involve no large expenditure of the public

funds, and the Bombay Government omitted to notice the question of cost altogether. We had no means of making a sufficiently accurate calculation of the extra expenditure involved in these proposals; but it was obvious that, as all

§ Paragraph 13, Clause 5 of Sir Alexander Grant's letter.

grades in the Department, except the Director's, were to be raised,§ and as 14 years, instead of 27 or 30, were fixed for the maximum of service for

pension, and as pensions were proposed on the Ecclesiastical scale without reference, be it observed, to the considerable inferiority of pay enjoyed by the Ecclesiastical Service during the term of residence in India, the aggregate expenditure involved must be very large indeed. No doubt the Bombay Educational Service is susceptible of improvement; but we repeat it is not in a worse position than the Educational Service elsewhere, and we felt that the points to be discussed must be considered, not with reference to Bombay only, but for all India, as there could be no doubt that any privileges conceded to the Bombay Educational Service would be demanded, and with justice, by the Educational Services in other parts of India, also, and would have eventually to be conceded to them. In fact, the question of social rank and precedence of all Educational Officers is now under our consideration in connection with the propriety of soliciting a general revision of Her Majesty's Warrant of Precedence. We admit that the grounds for the re-organization of the Service are strongly put by the Director of Public Instruction in his 11th paragraph; but it seemed to be overlooked that the main point for our consideration was, not how the Service could be modelled on principles of theoretical perfection, but what was the best Service that could be obtained consistently with the large and daily increasing demands which are made upon us for Education elsewhere; and we believe that, on the whole, the cause of Education is as efficiently served in Bombay with the existing Department as in any other Administration.

14. As regards the fourth point—the proposed Rules of the Covenanted Educational Service—these were of course secondary to the main question whether such a Service is to be introduced at all. The Rules are stated in Sir Alexander Grant's 13th paragraph, and they appeared to us to be unnecessarily favorable throughout. Nor could we accept the argument urged for limiting the service of Educational Officers to 14 years—an argument which clearly does not apply to the administrative part of the Department.

15. Such were the grounds on which we addressed to the Bombay Government our letter of the 16th March, stating that we were unable to recommend to you Sir Alexander Grant's proposals for adoption. A re-consideration of these grounds has not induced any modification in our views, and we are still of opinion that the only tangible cause for dissatisfaction urged by Sir Alexander Grant is that relating to the terms of the Covenant of appointment of Educational Officers in England, and this, as we have stated above, we consider to be one entirely for the decision of Her Majesty's Government.

XIII.

ALTERATIONS IN THE ARTS REGULATIONS OF THE CALCUTTA UNIVERSITY.

No. 660, dated 24th July, 1866.

From—J. SUTCLIFFE, Esq., M. A., Registrar, Calcutta University,

To—The Secretary to the Government of India, HOME DEPT.

I have the honor, by direction of the Vice Chancellor and Syndicate, to request that the sanction of His Excellency the Governor General in Council may be given to the following alterations in the Arts Regulations of the Calcutta University, which have been adopted by the Senate on the recommendations of the Faculty of Arts and the Syndicate.

The first alteration to which I am to request the sanction of His Excellency in Council arises from the adoption of the following Resolution:—

“That the successful candidates at the Examinations for Entrance, First Arts, and B. A., be arranged in three classes instead of two classes as at present.”

By the proposed division of the successful candidates into three classes, it is considered that a better discrimination between the merits of the candidates will be provided than is afforded by the present division. Many appointments are now given away more particularly in the Educational Department to candidates who pass in the 2nd Class, and there is necessarily a considerable difference in the attainments of those whose marks place them nearly at the top of the 2nd Class, and those who barely pass at all. The proposed sub-division will, moreover, afford a more complete classification of the Schools which send up Entrance candidates, and in that view will be a useful guide to Educational Authorities.

It is not intended to alter the standard of marks for the 1st Class, but the proposed 2nd Class will consist of students who occupy a mean position, as regards marks, between those of the 1st and 3rd Classes.

Entrance Examination.

7. On the morning of the 4th Monday after the examination, the Syndicate shall publish a List of the candidates who have passed, arranged in two divisions, each in alphabetical order. Every successful candidate shall receive a certificate in the Form entered in Appendix A.

First Examination in Arts.

7. On the morning of the 4th Monday after the examination, the Syndicate shall publish a List of the candidates who have passed, arranged in two divisions, the first in order of merit, and the second in alphabetical order. Every candidate shall, on passing, receive a certificate in the Form entered in Appendix A.

Bachelor of Arts.

7. On the morning of the 4th Monday after the examination, the Syndicate shall publish a List of the candidates who have passed, arranged in two divisions, the first in order of merit, and the second in alphabetical order.

For readier reference, the present Regulations for each examination are given in the margin, and the following are the amended Regulations which are recommended for His Excellency's sanction:—

Entrance Examination.

7. On the morning of the 4th Monday after the examination, the Syndicate shall publish a List of the candidates who have passed, arranged in three divisions, each in alphabetical order. Every successful candidate shall receive a certificate in the Form entered in Appendix A.

First Examination in Arts.

7. On the morning of the 4th Monday after the examination, the Syndicate shall publish a List of the candidates who have passed, arranged in three divisions, the first in order of merit, and the second and third in alphabetical order. Every candidate shall, on passing, receive a certificate in the Form entered in Appendix A.

Bachelor of Arts.

7. On the morning of the 4th Monday after the examination, the Syndicate shall publish a List of the candidates who have passed, arranged in three divisions, the first in order of merit, and the second and third in alphabetical order.

The other alteration, to which His Excellency's sanction is solicited, is in the Form of the Certificate which Entrance candidates are required to send in,

Certificate.
I certify that the above-named candidate has, to the best of my belief, attained the age of 16 years; that I know nothing against his moral character; that he has not already passed the Entrance Examination of the Calcutta University; and that he has signed the above application.

when they apply to be admitted to the examination. For readier reference the present Form is given in the margin, and the follow-

ing is the amended Form which has been adopted by the Senate:—

Certificate.

I certify that the above-named candidate has, to the best of my belief, attained the age of 16 years; that I know nothing against his moral character; that he has not

This certificate is to be signed by the Principal or Head Master of the College or School at which the candidate has been or is being educated; or, if he be a private* student, by the Deputy Inspector of Schools of the District in which he resides.

Private Student:—One who has attended at no Educational Institution for six months before the examination.

already passed the Entrance Examination of the Calcutta University ; that there is in my opinion a reasonable probability of his now passing it; and that he has signed the above application.

The amended Form differs from the old Form only in requiring Head Masters to express an opinion as to the fitness of their candidates to undergo examination. The result of the last Entrance Examination shows that a large number of candidates came forward who could not, in the opinion of their teachers, have had any reasonable expectation of passing, and it is believed that a considerable number wish to come forward at the next examination who are no better prepared. The examination of such candidates is a waste of Examiner's time, and gives considerable trouble to the University. Moreover, the cost of conducting the examination will be increased materially if the present system of indiscriminate admission be continued.

On these grounds, it is recommended that the sanction of His Excellency be given to the amended Form of Certificate for Entrance candidates.

No. 3770, dated 17th August, 1866.

From—A. M. MONTEATH, Esq., Under Secy. to the Govt. of India, HOME DEPT.,

To—The Registrar of the Calcutta University.

I am directed to acknowledge the receipt of your letter No. 660, dated the 24th ultimo, submitting for sanction certain alterations in the Arts Regulations of the Calcutta University appertaining to the examinations noted in the margin, and to the Form of Certificate required of candidates for matriculation.

Entrance Examination.	
First Examination in Arts.	
B. A. Examination	

2. In reply I am directed to intimate that the Governor General in Council is pleased, under Section 8 of the Act of Incorporation [No. II of 1857], to approve of the proposed alterations.

XIV.

WORKING OF THE GRANT-IN-AID RULES IN MADRAS.

No. 5, dated 9th March, 1866.

From—The Secretary of State for India,

To—The Government of India.

I have had under my consideration in Council your letter dated the 6th March (No. 3) 1865, forwarding, in reply to Sir Charles Wood's Despatch of the 23rd January (No. 1) 1864, certain documents relative to the administration of Grants-in-aid, and drawing attention to the Report of the Director of Public Instruction in Bengal on the subject ; noticing two measures connected with the Grant-in aid system sanctioned by you in the year 1864, and remarking that, before urging the more general adoption of the "system of Grants-in-aid by capitation results, which have been introduced at Bombay," you think it necessary to watch the working of the system.

2. In addition to the proceedings forwarded in your letter, I find, from an examination of your Books of Proceedings, that you have given your sanction to revised rules for the administration of Grants-in-aid in Madras, Bombay, the North-West Provinces, Oude, British Burmah, and the Central Provinces.

3. The rules thus sanctioned by you differ very widely in their character. To notice the principal divisions of territory only, the rules for the North-West Provinces, resembling those which have been in use in Bengal, are based upon broad and comprehensive principles ; under those of Madras, aid is limited almost entirely to the augmentation of teachers' salaries, with the object of improving the quality of education ; while those of Bombay are framed on the system of payment by results of individual examinations, which forms the basis of the revised code in this country.

4. I do not find anything like a general review by your Government of these differing systems, nor any indication of an opinion whether the modifications made in the previously existing systems by the several Local Governments were such as to obviate the complaints of the ineffective working of the system of Grants-in-aid referred to you in the Despatch of 23rd January 1864, and to secure the object proposed to you in that Despatch of so framing the Grant-in-aid rules as, " while affording the requisite security for the due application of the grants, to interfere as little as possible with the free action of those who may seek, under their operation, to promote the spread of education among the masses of the people."

5. The only indication given by you of any opinion as to the relative advantage of the differing systems which you have sanctioned, is that you say you consider it " expedient to watch the working of the new system of Grants-in-aid by capitation results," which has been introduced at Bombay, " before urging its more general adoption." I concur in this view, and am satisfied with the reasons assigned by the Lieutenant Governors of Bengal and of the North-West Provinces against the introduction at present of that system in those Provinces respectively.

6. The Report of the Director of Public Instruction in Bengal bears out the favorable view taken in the Despatch No. 1 of 1864, as to the character of the Bengal Rules, and to their generally satisfactory operation ; and I am disposed to concur in the conclusion arrived at by the Lieutenant Governor, that the rules are well adapted to the wants of the country, and do not call at present for any alteration.

7. In the Mission Schools receiving Grants-in-aid from Government in Bengal, the conductors do not, for the most part, profess to impart secular education of a high order, or to prepare the scholars to enter into competition with the pupils of other schools for Government Scholarships. There is every reason, however, to believe in the beneficial effect upon the Hindoo population in Calcutta and elsewhere in Bengal of the education imparted to them under English gentlemen of the character and acquirements of the Missionaries. There is, as the Lieutenant Governor remarks, ample scope for the labours of all who are willing to exert themselves for the promotion of secular education among the masses of the people of India ; the benefits resulting from the efforts in this direction of Missionaries and other benevolent persons have been repeatedly acknowledged, and Her Majesty's Government would greatly regret that those efforts should be disparaged, or that any ground should be afforded for supposing that Government or its Officers are less disposed than heretofore to afford encouragements to such valuable and disinterested exertions.

8. I observe that, in the revised rules which have been sanctioned for the Madras Presidency, the " certificate system," or that by which grants are made to certificated teachers, proportioned in amount to the examination which they may pass, is still retained as the " leading feature" of the scheme ; and as regards schools generally, therefore, the rules are still open to the objection which was formerly stated to them, *viz.*, " that they tend to raise to an unnecessarily high scale the salaries of the Masters, and by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case." The hardship would be varied, but not diminished, should the Managers of the school be unwilling or unable to raise the salary of a Master who has successfully passed his examination to an

amount equal to that of the grant to which his success in the examination would entitle him; for, in that case, the Government grant would not be paid in full; but be limited to the amount of salary paid by the Managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school.

9. Among the changes introduced by the new rules, it is now provided—*1st*, that a grant on a reduced scale may be given in aid of the salary of any Masters or Mistresses, of whose qualifications to perform their duties in a fairly efficient manner the Director of Public Instruction may be satisfied, though they may be unable to pass the certificate examination; and *2ndly*, that in the case of elementary schools, the Managers may have the option of obtaining grants according to the results of periodical examinations of the pupils. These provisions will materially mitigate the stringency of the rules as they formerly stood; and, though I am not altogether satisfied that the rules even now are not unduly directed to the raising of the standard of education in existing schools, while they fail to afford sufficient encouragement to the establishment of new ones, I shall not urge any further alteration of the rules in this respect till the amendments which have been sanctioned shall have had a fair trial.

10. In the mean time I cannot, without a more distinct expression of opinion from your Government, consider the whole subject of the Grant-in-aid Rules to be satisfactorily disposed of; and I have to request, therefore, that, with reference to the representations forwarded with the Despatch of the 23rd of January 1864, you will inform me, with as little delay as possible, how far, in your opinion, the systems now in force in the different Presidencies are calculated to secure the objects specified in the concluding paragraph of the above-mentioned Despatch.

No. 5, dated 15th June, 1866.

From—The Government of India,

To—The Secretary of State for India.

We have thought it right, in consequence of the remarks in paragraph 3 and in paragraphs 8 and 9 of your Despatch No. 5, dated the 9th of March last, to request the Governments of Madras and Bombay to favor us with a report on the practical working, up to the present time, of the Grant-in-aid Rules in force in those Presidencies respectively, and on receipt of these reports, we will address you further, and will inform you whether, in our opinion, the systems now in force in those Presidencies are calculated to secure the objects specified in the concluding paragraph of your Despatch of January 1864.

2. It has not seemed necessary to make a similar reference to the other Governments and Administrations, because the observations in your Despatch, as to systems widely differing in character, are in fact applicable only to Madras and Bombay.

3. The rules for the Punjab, Oudh, and the Central Provinces resemble the rules in use in the North-Western Provinces, which are acknowledged in your Despatch to be "based on broad and comprehensive principles."

4. The rules in Bengal do not differ materially from the rules in the North-Western Provinces, except in respect of the smaller proportion which, under the former, the Government grant is to bear in the case of Schools of a certain class to the income guaranteed from local sources, including fees. This difference is justified in Bengal, as regards the Schools to which it applies, by the greater advance which Education has made in Bengal than in other Provinces, and by the greater willingness of the people of Bengal to pay for Education than is found as yet to exist generally in other Provinces. We believe that the Bengal Rules are (as you have observed in your Despatch in concurrence with the opinion of the Lieutenant Governor of Bengal) well adapted to the wants of the country.

5. We desire to assure you that we fully share in the sentiments which you have expressed in the 7th paragraph of your Despatch regarding the Mission Schools in Bengal, and their beneficial effect upon the Native population.

6. We beg to call attention to our De-spach dated the 18th of July last, which would seem, from the reference made in paragraph 2 of your Despatch under acknowledgment to our "Books of Proceedings," to have been overlooked. In this Despatch we stated that we had informed the several Local Governments and Administrations, in forwarding to them your Despatch of January 1864, that we should not deem it necessary to prescribe one uniform set of rules for all India, but that we should be willing to take into consideration the circumstances of each Province, and the opinions of the authorities charged with its administration, and to sanction such rules for the regulation of Grants-in-aid as consistently with the general principles of the system might seem to be most applicable in each case.

7. It is in accordance with this view of the course which it is expedient for the central Government to follow in its connection with the subordinate Governments, that we have not thought it desirable to force upon the Governments of Madras and Bombay rules of the same character as those adopted in the Provinces more immediately subject to the control of the Governor General in Council.

No. 336, dated 25th October, 1867.

From—A. J. ARBUTHNOT, Esq, *Chief Secy. to the Govt. of Fort St. George,*

To—*The Secretary to the Government of India, HOME DEPT.*

In continuation of my letter of the 26th ultimo, No. 305, I am directed to submit, for the consideration of the Government of India, and for transmission to the Secretary of State, the report called for in the letter from your Department, under date the 15th June 1866, on the practical working of the Grant-in-aid Rules in force in this Presidency, with reference to the remarks contained in the Despatch from Earl de Grey and Ripon, under date the 9th March 1866.

2. Your letter was at once communicated to the Director of Public Instruction, who was directed to submit a full report on the whole subject; but, previous to the receipt of his reply, which is contained in his letter of the 16th October 1866, the attention of the Government had been drawn to a defect in the Schedules relating to the system of grants on the payment-for-results plan, and the Director had been instructed to revise the Schedules in communication with the Inspectors and some of the principal Managers of Schools, including the representatives of the leading Educational Societies, and to furnish the Government with a draft of the revised Schedules which he would propose to substitute for those now in force. One not unimportant portion of the rules (and that one which, in fact, was advocated by the opponents of the rules sanctioned in 1858, as furnishing the most suitable means of aiding private schools,) being thus under revision, the Governor in Council did not feel himself in a position to enter upon a comprehensive review of the questions raised in the Despatch of Earl de Grey and Ripon, pending the receipt of the Director's proposal for amending the Schedules, which only reached the Government on the 6th ultimo.

3. In your letter now under acknowledgment, the Madras Government are requested to state whether they are satisfied that the Grant-in-aid Rules in force in this Presidency are calculated to secure, and do in fact secure, the object specified in the concluding paragraph of the Secretary of State's Despatch dated 23rd January 1864, No. 1, and especially whether the free action of those who are interested in promoting the spread of education among the masses of the people is in any degree fettered in the manner suggested in the

8th paragraph of the Despatch from Earl de Grey and Ripon. In the first-mentioned Despatch, the object with which the Government of India were then desired to give their consideration to the administration of Grants-in-aid was stated to be "the removal of any impediments in the way of the extension of the system, and the adoption of such rules as—consistently with the principles laid down in the Despatch of July 1854, while affording the requisite security for the due application of the grants—shall interfere as little as possible with the free action of those who may seek under their operation to promote the spread of education among the masses of the people." In the Despatch of the 9th March 1866, it is stated that, under the rules in force in this Presidency, aid is limited almost entirely to the augmentation of Teachers' salaries, with the view of improving the quality of education, and the opinion is expressed that "the rules are still open to the objection that they tend to raise to an unnecessarily high scale the salaries of the Masters, and, by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case." The Despatch goes on to say that "the hardship would be varied, but not diminished, should the Managers of the school be unwilling or unable to raise the salary of a Master who has successfully passed his examination to an amount equal to that of the grant to which his success in the examination would entitle him; for, in that case, the Government grant would not be paid in full, but be limited to the amount of salary paid by the Managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school."

4. The Governor in Council cannot think that the defects adverted to in the remarks above quoted are necessarily inherent in the Grant-in-aid Rules at present in force in this Presidency. In the first place, as the Director points out in the 3rd paragraph of his letter of the 16th October last, it is not the fact that under the Madras Rules "aid is limited almost entirely to the augmentation of Teachers' salaries with the object of improving the quality of education." As Mr. Powell observes, the Madras Rules do not limit the assistance given by Government to the payment in part of the salaries of Teachers, though undoubtedly their distinctive feature is that (except in those cases in which aid is given on the payment-for-results plan) they allow of the grant of aid for specific purposes only, and not for the general support of the school. Aid is given for other purposes as well as the payment in part of the salaries of the Teachers, though the latter, as being the most important branch of school expenditure, naturally absorbs by far the largest portion of the grants. It is equally erroneous, His Excellency in Council would submit, to describe the grants given in aid of the salaries of Teachers as grants "for the augmentation of Teachers' salaries with the object of improving the quality of education." The avowed object of the rules which relate to the Grants-in-aid of Teachers' salaries is to enable the Managers of schools under inspection to obtain from Government the means of paying a portion of the salaries of their Teachers—one-half in the case of certificated Teachers, and one-third in the case of Teachers who do not hold certificates. It is nowhere laid down that the grants given by Government are intended merely to augment the salaries of the Teachers, or, in other words, to be in addition to the salaries for which fairly qualified Teachers can be obtained. The intention of the rules is that, in the case of schools already in operation when brought under inspection, the Managers shall be able to save a portion of the salaries hitherto paid by them to those Teachers in aid of whose salaries grants are given, and to apply the saving either to employing additional Teachers, or to establishing additional schools, or to some other educational purpose; while, in the case of new schools, the Managers are enabled to make all their preliminary arrangements for the engagement of Teachers, &c., with reference to the amount of Government aid available under the Grant-in-aid Rules. The Government of India will have learnt from the papers submitted with my letter of the 16th October 1864 that there was at one time some misconception on this point on the part of certain Managers of schools in

this Presidency, who imagined that the grant was intended to be additional to the salary which the Master received, or would have received from the Managers if no grant had been given by Government; but the point was discussed at some length in those papers (see Selection from the Records of the Madras Government, No. LXXXII), and the Governor in Council has no reason to suppose that a similar misconception still prevails. It has no doubt happened in many schools, where the scale of salaries previously given by the Managers was unduly low, that the grant has become practically an augmentation to the salary of the Teacher, or that it has enabled the Managers to employ more efficient Teachers than they had previously been able to obtain. In neither of these cases would any portion of the funds at the disposal of the Managers be set free for an extension of their work, and the effect of the grant would undoubtedly be, in the first case, to augment the salary of the Teacher, and so to enable the Managers to maintain the quality of the education by retaining the teacher, who, having been previously underpaid, would probably have sought other employment had not the Government grant admitted of an augmentation of his salary, and in the second case, to enable the Managers to improve the quality of the education by employing more efficient Teachers, whose services could not have been obtained for the salaries previously at the Managers' disposal. One instance of the latter result, in the case of the Central School of the Free Church of Scotland's Mission—where, however, the grant of aid has been followed by a very great improvement in the number of pupils, as well as in the quality of the instruction—is given in the Director's letter of the 16th October last; and that the same result has followed the issue of the grants in other cases is to be gathered from the extracts given in the 4th paragraph of the same letter, with reference to the effect of the new rules in the schools of other Societies. But this, the Governor in Council would observe, is an incidental, and, as he must think, by no means undesirable, result of the issue of Government grants, and it cannot, he would submit, be regarded as affording evidence that the rules in force are not calculated to develop the extension of education by the establishment of new schools, or by the enlargement of existing schools. All that it proves is that, in certain cases, the Managers of schools have deemed the improvement of existing schools to be preferable to the establishment of new schools—not that there is anything in the certificate system which is really inconsistent with the latter object.

5. Passing on to the more specific objection advanced in Earl de Grey's Despatch, to the effect that the revised rules, like those which they superseded, tend to raise to an unnecessarily high scale the salaries of the Masters, and, by requiring a large proportion of such salaries to be paid by the promoters of the school, impose upon them a charge beyond the necessities of the case, I am directed to remark that, in the opinion of His Lordship in Council, it would be impossible to fix the maximum grants which may be given at lower rates than those laid down in the existing rules, and that, inasmuch as the rates are maximum rates, while no minimum rates have been prescribed, the Managers are in no way compelled to give salaries higher in amount than would be justified by the market value of their Teachers' services. The maximum rates of grant assignable for the several grades of certificates are necessarily based on general considerations, applicable to the Presidency taken as a whole, and, regarded from this point of view, it cannot be said that they are unduly high. At the same time, it is probable that, in some parts of the country, and in reference to the Teachers of certain classes of schools—as, for instance, the schools for the Shanars in Tinnevely—a lower scale of salaries is sufficient, and in such cases His Excellency in Council considers that it cannot justly be regarded as a hardship on the Teachers that their salaries should be regulated by their employers at rates below those which they might receive if the Managers deemed it necessary to take full advantage of the grants obtainable under the rates. His Excellency in Council would request the attention of the Government of India and of the Secretary of State to the remarks made on this point in the Chief Secretary's Memoranda recorded in the Selections already referred to.

6. From the quotations made in the Director's letter of the 16th October last, and from the general tenor of the communications appended to that Officer's letter of the 5th ultimo, it may be inferred that the foregoing views are shared by the leading Managers of schools in this Presidency. The Reverend Mr. Symonds, Secretary to the Society for the Propagation of the Gospel, declares himself to be "well satisfied with the working and results of the present rules in regard to the schools generally." The Reverend Mr. Miller, Secretary to the Financial Board of the Free Church of Scotland's Mission, expresses himself to the same effect; and the Secretary to the Church Missionary Society admits that "an impetus has been given." Turning to the statistics of the two years which have elapsed since the present rules were brought into operation, it appears that in 1865-66, the first complete year in which the revised rules were in force, the Grant-in-aid expenditure, exclusive of building grants, rose from Rs. 89,802, the sum expended in 1864-65, to Rs. 1,16,896. During the same period, the number of aided schools rose from 502, with an attendance of 22,351 pupils, to 775, with an attendance of 27,381 pupils. During the eleven months ending on the 31st March last, the Grant-in-aid expenditure amounted to Rs. 1,21,271, which, for twelve months, would give an expenditure of Rs. 1,32,295. The number of Aided Schools at the close of the latter period was 879, of which

	Pupils.
15 were Schools of the Higher Class, with	... 3,657
154, " " Middle "	... 10,913
706 " " Lower "	... 20,228
4 Normal Schools,	... 462

The aggregate number of pupils in Aided Schools was 38,160. The expenditure for the eleven months was distributed as follows:—

	Rs.	A.	P.
College	4,845	5	8
Schools of the Higher Class...	34,081	15	1
" " Middle "	54,037	2	11
" " Lower "	17,118	7	0
Female Schools	4,947	10	5
Normal "	6,271	5	4

The expenditure on Schools of the Lower Class and Female Schools, amounting to Rs. 22,066-2-5, or less than one-fifth of the aggregate expenditure on Grants-in-aid, may be taken to represent the amount expended on purely elementary education. It must be borne in mind, in connection with these figures, that, while the average grants made to Higher Class Schools amounted to Rs. 2,893 per school, and to Middle Class Schools to Rs. 351 per school, the average grant to Schools of the Lower Class and Female Schools was only Rs. 31-5-0 per school; the average expenditure from all sources per school in each case being as follows:—

	Rs.	A.	P.
For Schools of the Higher Class ...	8,647	9	9
" " Middle "	1,660	2	7
" " Lower "	115	10	6

After, however, making every allowance for the fact that the individual grants to the elementary Village Schools must necessarily be small, the Governor in Council is constrained to admit that the proportion which the entire expenditure on elementary education bears to the aggregate Grant-in-aid expenditure is at present unduly small, and that, even within the comparatively short period which has elapsed since the present rules were promulgated, more satisfactory progress in this important branch of Educational work might not unreasonably have been looked for. The proportion which, in the several grades of schools receiving aid, the Government grant bears to the aggregate expenditure from all sources, is also very much below what the rules contemplate. The attention of the Director of Public Instruction has been

called to both these points, and he has been instructed to submit, after communication with the Inspectors and Managers of schools, any explanatory information which he may be able to obtain with reference to them.

7. It appears that, up to the present time, for the reasons given in the enclosed correspondence, that part of the revised rules which provides the issue of grants on the payment-for-results system has been nearly a dead letter. The Governor in Council has accorded his provisional sanction to the revised Schedules A and B submitted with the Director's letter of the 5th ultimo, and, with two exceptions, to the special Regulations appended to the Schedules. A copy of the Schedules and Regulations, as amended by the Government, is annexed. The Regulations which have not been sanctioned are Nos. 8 and 13, the first of which empowers the Inspectors to decline, under certain circumstances, conducting the examination of a school, while the second limits the amount of the grant payable on the results of the examination to a moiety, in the case of boys' schools, of the aggregate expenditure on the salaries of Teachers, and, in the case of girls' schools, to a moiety of the aggregate expenditure on the salaries of Teachers and of servants. The Governor in Council deems both these Regulations to be unnecessary in the case of schools aided on the payment-for-results system. He concurs with the Reverend Dr. Caldwell in regarding it as "an essential element of the system of payment for results that Government should content itself with getting its money's worth of results for the money it grants, and leave it to the Managers of schools to supplement its payments in whatever manner, and to whatever extent, they think fit." His Lordship in Council does not anticipate that, except in the case of indigenous village schools, the payment-for-results system will be taken advantage of to any considerable extent, and he agrees with the Director that it must be confined to elementary schools; but it is very desirable that its operation should not be impeded by any restrictions not absolutely essential.

8. The Governor in Council has also sanctioned, subject to the confirmation of the Government of India and of the Secretary of State, the addition of the words entered in the margin to Rule 25 of the present Rules. It was intended, when the Rules were framed, that grants should be made in aid of the rent of school-houses, the wages of school servants, and the contingent charges of schools, as well as for other purposes specified in the Rules, but as there seems to have been some misunderstanding on the point, the Government think it advisable that it should be expressly provided for.

9. The Governor in Council trusts that the Secretary of State will allow the Madras Grant-in-aid Rules, as above amended, to remain in force for a few years longer, or, at all events, until a more lengthened experience shall have furnished adequate data for forming a satisfactory judgment as to their practical working.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st (Lowest) Standard.

1. *Vernacular Reading*.—As in the 1st Part of the 1st Book of Lessons in Tamil, The meanings of words to be given.
2. *Writing*, in large hand, short words out of the Reading Book.
3. *Arithmetic*.—Notation to thousands, easy Addition, and the Multiplication Table to five times five. English figures to be used in all cases.

2nd Standard.

1. *Vernacular Reading*.—As in the 2nd Part of the 1st Book of Lessons in Tamil and the first twenty-five Lessons of the 2nd Book. Explanation to be given.
2. *Writing* from dictation short sentences out of the Reading Book.
3. *Arithmetic*.—Subtraction, Multiplication, and Division. The Multiplication Table to twelve times twelve.

3rd Standard.

1. *Vernacular Reading*.—As in the 2nd Book of Lessons in Tamil generally, with explanation.
2. *Writing* from dictation in small hand, out of the Reading Book.
3. *Arithmetic*.—Compound Rules and Reduction, with the ordinary Weight, Measure and Money Tables.
4. *Grammar*.—Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.
5. *Geography* of the district in which the school is situated.
6. *English Reading*.—As in the 1st Book of Reading of the Madras School Book Society, with explanation in Vernacular.
7. *Writing*, in large hand, easy words from the English Reading Book.

4th Standard.

1. *Vernacular Reading*.—As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.
2. *Writing* from dictation out of the Reading Book.
3. *Arithmetic*.—Moderately easy practical questions in Vulgar Fractions and Simple Proportion.
4. *Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.
5. *Geography* of the Madras Presidency, with a general outline of the Geography of Hindoostan. The knowledge required of the Madras Presidency to be such as may be obtained from the study of the "short account of the Madras Presidency" in connection with a Map.
6. *English Reading*.—As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into Vernacular.
7. *Writing* from dictation out of English Reading Book.
8. *English Grammar*.—Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

SCHEDULE B.

Grants to pupils passed under the several standards.

	VERNACULAR.					TOTAL RUPEES.	ENGLISH, OR EXTRA LANGUAGE.			
	1	2	3	4	5		6	7	8	TOTAL RUPEES.
	Reading.	Writing.	Arithmetic.	Grammar.	Geography.		Reading.	Writing.	Grammar.	
1st Standard ...	1	$1\frac{1}{2}$	1	...	...	$2\frac{1}{2}$	...	...	...	...
2nd Ditto ...	$1\frac{1}{2}$	1	$1\frac{1}{2}$	...	...	4	...	...	...	...
3rd Ditto ...	2	1	2	1	$\frac{1}{2}$	$6\frac{1}{2}$	2	1	...	3
4th Ditto ...	3	1	3	$1\frac{1}{2}$	$1\frac{1}{2}$	10	3	$1\frac{1}{2}$	$1\frac{1}{2}$	6

- (a) For English and Eurasian children, the English language may be taken as the Vernacular, and, in the place of English as an extra language, one of the Vernaculars of the Presidency—Tamil, Telugu, Canarese, Malayalam, and Hindoostanee—may be brought up.
- (b) In the case of Girls' Schools the grants will be 50 per cent. higher; and in addition, a grant of Rs. 2 will be given for tolerably fair plain needlework, and one of Rs. 4 for decidedly good work of the same description. A capitation grant of 1 Rupee a head will also be allowed, as a temporary measure, upon the average daily attendance during the year.

Special Regulations in connection with the system of "payment-for-results."

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examinations will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the results of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations the first may be made somewhat less severe than the second.

7. An application, in the annexed Form (C), must be made to the Inspector of the Division by the Managers of a school seeking aid under the system of payment-for-results; and at the same time a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection under this system must reach the Inspector at least three months before; in the course of his ordinary tour, he will visit the district in which the school is situated. If this condition is not fulfilled, the Inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the Inspector is to send a memorandum of the course pursued by him to the Managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

8. When the preliminary conditions are fulfilled, the Inspector will examine the children presented to him according to the standards specified by the Managers of the school. After examination he will furnish the Managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the Managers, with an application, requesting that the sum stated by the Inspector to be claimable may be paid to them. On receiving the application and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

9. Schools receiving aid under the salary grant system cannot claim assistance under the "payment-for-results" system, and *vice versa*.

10. All schools receiving aid under the system of "payment-for-results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

11. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the Inspector to that head. The Inspector is at liberty, however, to allow a *small* deficiency under one head to be compensated for by superior proficiency under another.

FORM C.

1	2	3	4	5	6	7	8	9
Locality	Description of School	Responsible Managers.	Number of Masters.	Average Number of Pupils during the last three Months.	Average Monthly Expenditure for the last three Months.	Average Monthly free collection for the last three Months.	Probable Number of Pupils that will be presented to the Inspector for examination under each Standard.	REMARKS

We, the responsible Managers of the above school, promise to comply with all the provisions of the Grant-in-aid Rules, in case of our receiving a grant according to the system of payment-for-results.

(Signatures of Managers).

No. 2181, dated 16th October 1866.

From—E. B. POWELL, Esq., Director of Public Instruction,

To—The Chief Secy. to the Govt. of Fort St., George.

I have the honor to address you in reply to order of Government No. 197 of the 2nd July last, in which I was desired to report upon the operation of the revised Grant-in-aid Rules now in force in the Madras Presidency.

2. In the first place, I have to observe that the time elapsed since the rules were brought into operation, *viz.*, the 1st January 1865, is so short that the practical results obtained in the period cannot be regarded as deciding definitively upon the merits or demerits of the regulations. I have also to remark that I doubt if "Selections from the Records of the Madras Government, No. 82," containing all the important papers connected with the very full discussion of the Grant-in-aid scheme which was carried on as a preliminary to the laying down of the present rules, had been brought prominently to the notice of the Home Authorities prior to the date of the Despatch, No. 5 of 1866, from the Right Hon'ble the Secretary of State for India. The "Selections" contain, not merely theoretical arguments regarding the shape in which State aid should be given, but also the practical conclusions derived from a lengthened and intimate acquaintance with the work of instruction by the chief Educationists of the Presidency. I suggest that the special attention of the Home Authorities be requested to the Volume of "Selections" to which I have referred.

3. Another point deserving of notice, before proceeding with the immediate subject of this letter, is that paragraph 3 of the Despatch from the Secretary of State for India, No. 5, appears to indicate the existence of a misconception. It is there stated that, under the Madras Rules, "aid is limited almost entirely to the augmentation of Teachers' salaries with the object of improving the quality of education." The Madras Rules do not limit the assistance given by Government to the payment in part of the salaries of Teachers, though undoubtedly their distinctive feature is that they allow of the grant of aid for

specific purposes only, and not for the general support of the school. Prominent among such specific purposes is the payment in part of duly qualified Masters, in accordance with the well known maxim, "as the Teacher, so the School." But grants are also issued for the payment of scholarships; the provision of books of reference, &c., and in some cases of school-books; the establishment and maintenance of libraries; the erection, purchase, enlargement, or repair of school buildings; and the provision of school furniture.

4. In my Report on Public Instruction for 1865-66, lately submitted to Government, I dwelt at some length upon the results of the revised rules, as stated in letters which had, at my request, been sent me from the great Christian Missions established in this Presidency. As this portion of my Report contains, if not the whole, at least the main part of the information sought by the Government of India, I beg to introduce it here—

"In the preliminary discussions connected with the revision of the Educational Grant-in-aid Rules it was stated by some of the representatives of the Chief Missionary bodies, that their Societies sought increased aid from Government, not with the object of easing the pressure on their funds, but with that of extending their Educational operations. Considering it of much importance that Government should be placed in a position to see the extension given to the Educational work of the leading Missions, I addressed a Circular upon the subject to the Secretaries of the Church Missionary and Gospel Societies, the Chairman of the Wesleyan Mission at Madras, and the Secretary to the Free Church of Scotland's Mission. I will now proceed to notice the chief points in the replies I received from the above gentlemen; and I may mention that beside other details, I requested the representative of each Mission to specify—(1) the additional sum expended by his Society on education since the promulgation of the new Grant-in-aid Rules, and (2) the additional number of scholars embraced by its operations from the same date.

"The Reverend Mr. Gray, on behalf of the Church Missionary Society, favored me with three comparative tabular statements. Of these, one shows the Teachers maintained, and the funds laid out, by the Society for the years ending the 30th September 1864 and the 30th September 1865; another gives the number of institutions and scholars at the close of the years ending the 31st December 1864 and the 31st December 1865; and the third indicates the number of Teachers of different classes in the service of the Society at the close of the same years.

"It appears that, on 30th September 1865, there were employed by the Society, in the Madras Presidency, 14 European or East Indian Teachers, and 465 Native ones, against 14 of the former and 463 of the latter on the 30th September 1864; that for the year ending 30th September 1865, the expenditure, including Grants-in-aid, was Rs. 96,587, against Rs. 85,774 for the preceding 12 months, while the amount of Government assistance received in the first-mentioned period exceeded that in the second, according to Mr. Gray, by about Rs. 5,000, or, according to the records of this Office, by Rs. 4,193. The number of pupils was, for December 31st, 1864, 9,941, and for December 31st, 1865, 10,527. In 1865 there were 146 certificated Native Masters and 19 certificated Mistresses, against 141 and 17, respectively, in 1864.

"From these figures it is clear that, as is admitted by Mr. Gray, no material extension has been given to the operations of the Church Missionary Society. The Secretary remarks, however, 'an impetus has, I think, been given; but it is yet too soon to form a judgment of the result.'

"The Reverend Mr. Symonds, Secretary to the Gospel Society, observes that it would not be fair to judge of the operation of the new rules

by what took place in 1865. He states that his Society had embarked on a large expenditure in anticipation of the rules, and that this expenditure could not have been maintained but for the aid received from Government.

“Mr. Symonds makes the following observations regarding the Society’s outlay on Education, which had slightly fallen in 1862:—‘In 1863 it again reached Rs. 60,000 the grants being Rs. 11,495. In 1864 it amounted to Rs. 94,000 of which Rs. 20,669 was met by grants. In 1865 we closed our accounts on the 30th September, which, in future, will be the end of our official year. I can only give you, therefore, the figures for the first nine months of 1865. In that period the Educational outlay was Rs. 68,239. This is about Rs. 2,000 less in proportion than for the same period in 1864, taking gross outlay; but then it is to be noticed that in 1864 the cost of buildings and repairs was nearly Rs. 7,000 whereas in 1865 it was only about Rs. 1,500; so that the outlay on Teachers, &c., was actually greater. The grants for this period amounted to Rs. 15,485.’

“The chief advance appears to have been in the character of the education. This is indicated by the rise in the aggregate fees collected: in 1863 the fee collections were Rs. 2,475, in 1864 Rs. 5,715, and in 1865 Rs. 7,765. It is mentioned that the number of trained and certificated Teachers employed by the Society in 1865 was about double the number employed in 1862; from this, too, an improvement in the quality of the education may be concluded.

“The Reverend Mr. Stephenson, on behalf of the Wesleyan Mission, remarks that in 1864 his Society drew in grants Rs. 4,370, a sum larger than it had received in any former year, owing to the liberal anticipation on the part of Government of the revised rules, and that in 1865 the amount rose to Rs. 7,411. The sum spent on schools in the Madras District was for 1864 Rs. 16,903, and for 1865 Rs. 17,689. The financial difficulties against which the Society had to contend are assigned as the reason for no greater extension having been given to Educational operations; and it is also observed that the immediate effect of the new rules was, not to place a more numerous or more able staff of Teachers at the disposal of Managers of schools, but to raise the market value of Teachers’ labors.

“The point of most interest to which Mr. Stephenson calls attention is the effect of the increased aid furnished by Government in developing Anglo-vernacular Schools. On December 31st, 1864, the number on the rolls of the Society’s Anglo-vernacular Schools was 1,206; and this number has now risen to 1,412. Again, if the schools be divided into two classes, aided, and unaided, the former class shows an increase in attendance from 766 to 1,000, while in the latter there has been a small decrease. The rules are believed to operate more favorably for Anglo-vernacular than for Vernacular Schools, though the comparative stagnation of Vernacular education is ascribed more especially to an ever increasing desire on the part of the Natives for instruction in English.

“The Reverend Mr. Miller, Secretary to the Free Church of Scotland’s Mission, states that he believes the new rules have resulted in a great development of the Educational work of his Mission in those schools in which advantage could be taken of them. As in anticipation of the rules, a liberal general grant was issued to the Central Institution at the close of 1863, Mr. Miller places in comparison the state of things in March 1863 with that in March 1866; and he observes that the aim of his Mission being, not to increase the numbers in the school, but to procure more efficient Teachers, and so to raise the education imparted to a higher standard, it is in the latter direction most advancement has been made.

“For the Central Institution, the grant drawn in March 1863 was Rs. 23, and that in March 1866 was Rs. 446; the entire outlay for the

former epoch being Rs. 899, and that for the latter Rs. 1,420 per mensem. In March 1863 the number of boys on the roll was 350, with an average attendance of 293; in March 1866 the number on the roll was 642, with an average attendance of 591. The increased attendance pertains almost entirely to the higher classes; and a striking feature is that, while in 1863 there were only three pupils able to *commence* the studies required for matriculation, there are now 47 studying the subject in a class specially constituted to send up candidates to the examination, beside others, forming what is termed a Preparatory Matriculation Class. Moreover, a class now exists of 30 students who have passed the Matriculation Examination, and are preparing for the First Examination in Arts. There is also a very considerable improvement as to regularity of attendance, which is ascribed to the employment of superior Teachers: in 1863 the percentage of absentees was upwards of 16, while it now stands at a little less than 8. The whole of the progress of the Central Institution is not to be attributed to the increased aid afforded by Government, but it appears that much may fairly be ascribed to this cause.

“ Mr. Miller gives a comparison in detail, showing the operation of the new rules upon the other schools of his Mission. It will suffice here to remark that, while in some cases little or no benefit has been drawn from the rules, in no other instance has their influence been so beneficial as in that of the Central Institution. Taking all the schools into account, the aggregate monthly grant formerly drawn was Rs. 65, now it is Rs. 767; prior to the issue of increased aid the total monthly outlay in the schools was Rs. 2,425, it now reaches Rs. 3,393; formerly the whole number of scholars on the roll was 1,468, now it is 1,886.”

5. From the foregoing, I think it must be allowed that Government aid has done much for improving Missionary education, and that it has had some effect in extending the limits of that education, though as yet the extension has been comparatively small. That the representatives of the Missionary bodies for the most part approve of the rules as a whole is, I consider, pretty clear: even the Secretary to the Church Missionary Society, who was the chief opponent to them during the preliminary discussion, while complaining of the increased expenditure which he considers them to have brought about, remarks that he believes an impetus has been given, though it is yet too early to form a judgment of the result. It is obvious, too, that his Society has not availed itself of the rules in the way in which other religious bodies have done.

6. I wish here to observe that, in my opinion, it would be a mistake to imagine that the only, or even the chief, object in this country is to establish more schools. The case seems to me different from that in England, where, even now, a considerable proportion of the masses is without the rudiments of education, while there are sound standards of instruction recognized throughout the country. In India there is a vast quantity of education of an extremely low and even injurious character, while, till lately, there were no good standards by which the people could measure the instruction conveyed in their schools. In these circumstances, I cannot but regard a system, according to which the acquirements of Teachers are carefully tested, and their value more or less appropriately gauged, to be one highly deserving a of support, and peculiarly qualified for the initiation of real progress.

7. I must, however, confess that I think some additional action is called for in connection with elementary vernacular instruction, such as that conveyed in ordinary village schools. At present certificated Teachers are not available for such institutions, except in certain cases; and it will be a long time before the advance of education will allow of their general introduction. Moreover, such schools are, in almost all cases, maintained, not by a body of Managers, such as the existing rules contemplate, but by hereditary village Teachers. It may be said that these institutions are provided for under Rule 4; but, though this may

be true in the letter, it is scarcely so in the spirit. I consider the standards in Schedules A and B require revision, and that the grants should be made somewhat more liberal; at the same time I would confine the application of the capitation system to elementary Vernacular Schools. For such schools the system which is now in force generally throughout Coimbatore, to a considerable extent in North Arcot and Nellore, and partially in Madura, is the one which appears most suitable. On this subject I beg to refer to my letter No. 1675 of the 14th August last, a copy of which I append to this communication. Probably the rules under which aid is issued according to the "Village School improvement system" might be modified slightly with advantage; but in any case, it seems to me that the aid issued should be of a limited amount, such as to induce the teachers to aim at qualifying for ordinary certificate grant. As I have pointed out in my letter upon Village Schools above referred to, a considerable increase of inspecting agency will be required, in order to deal with capitation grants even when restricted to Village Schools.

8. In noticing the increase of State aid given in 1865-66, I made the following remarks in my Report on Public Instruction for that year; and I reproduce them here, as bearing upon the subject of this letter :—

" Appended to this Report is a complete statement of all the grants paid during 1865-66 in aid of the salaries of Teachers employed in private schools. For 1864-65 the total amount of such grants was Rs. 89,802; for the past year it is Rs. 1,16,876, showing an increase of Rs. 27,074. Tracing the variations in the aggregate salary grants for the several Educational Divisions, it is seen that in the 1st Division the expenditure for 1865-66 is Rs. 19,003 against Rs. 19,415 for 1864-65; in the 2nd Division, it is Rs. 5,686 against Rs. 5,166; in the 3rd Division, Rs. 42,421 against Rs. 25,856; in the 4th Division, Rs. 18,935 against Rs. 12,040; in the 5th Division, Rs. 35,916 against Rs. 23,939; and in the Sub-Division, Rs. 4,913 against Rs. 3,383. Thus, in the 1st Division there is a slight falling off; in the 2nd Division, a slight increase; in the 3rd Division, a large increase of Rs. 16,565, or upwards of 64 per cent.; in the 4th Division, an increase of Rs. 6,895, or upwards of 57 per cent.; in the 5th Division, an increase of Rs. 1,977 or over 9 per cent.; and in the Sub-Division, an increase of Rs. 1,530, or about 45 per cent. The Grant-in-aid expenditure may be placed under the three heads of grants to Mission Schools, grants to Schools under Hindoo management, and grants to other Schools. An analysis of the grants of the last two years furnishes the following results :—

	1864-65.	1865-66.	Increase.
	Rs.	Rs.	Rs.
Mission Schools	51,145	64,924	13,778
Schools under Hindoo management	13,297	24,433	11,136
Other Schools	25,359	27,519	2,160"

9. I have not commented upon the Madras Education Act, as, hereafter, grants given under it will be issued according to the ordinary rules. At the same time, I think it right to remark, in passing, that its provisions seem to me well calculated for the support of schools in places where there are intelligent and fairly educated Natives to manage the institutions; but I believe that, for petty schools, and in Localities where intelligent Local Commissioners are not procurable, its application will conduce to no good end.

10. Upon the whole, I am of opinion that the revised rules have worked fairly, though the spread of education to which they have led has not as yet been great; and I think that, after a modification has been made of the capitation system laid down in Rule 4 and Schedules A and B, they should be permitted to stand at least for some five or six years longer, till further experience serves to indicate the changes which should be made in them.

No. 1711, dated 5th September, 1867

From—E. B. POWELL, Esq., *Director of Public Instruction,*

To—*The Acting Chief Secretary to the Govt., Fort St. George.*

In order of Government, No. 293 of the 13th October 1866, I was directed to revise Schedules A and B of the Grant-in-aid Rules, in communication with the Educational Inspectors and the Managers of some of the principal private schools, and to furnish Government with a draft of the revised Schedules which I would propose to substitute for those in force. It was pointed out that it would be well if the lower standards of the new Schedules were so fixed as to be applicable to indigenous schools, which are at present aided under a separate system. I was further desired to express an opinion as to whether capitation grants should be made on account of pupils passing the Matriculation Examination of the University of Madras.

2. On receiving the order of Government, I obtained from the Director of Public Instruction, Bombay, a copy of the provisional revised rules for grants in his Presidency. I then issued a Circular to the Inspectors and Deputy Inspectors of schools, and to the representatives of the Church Missionary, Gospel, and Wesleyan Societies, and the Free Church of Scotland's Mission, requesting the several gentlemen to favor me with their opinions as to the modifications which should be made in the Schedules, and calling their attention particularly to the points noticed by Government. Along with my Circular I transmitted, in each instance, a copy of the Bombay revised Rules. I now have the honor to submit draft revised Schedules A and B; at the same time I forward the communications which I received from the gentlemen to whom I applied for their opinions, and also a copy of the revised Grant-in-aid Rules for Bombay.

3. On perusal of the communications to which I have referred, it will be seen that, except in the case of elementary schools, the general voice is decidedly in favor of salary grants, rather than of grants on the "payment-for-results" system. This is in accordance with the conclusion arrived at in 1864, after a most careful and thorough discussion of the subject, the particulars of which are given in "Selections from the Records of the Madras Government, No. LXXXII." In 1864, the chief opposition to the salary grant system proceeded from the Secretary to the Madras Committee of the Church Missionary Society. The objections, however, taken by this gentleman, the Reverend Mr. Gray, had no doubt relation mainly to elementary schools. Thus, the present Secretary, the Reverend Mr. Royston, who may be taken to represent the views of his Society in the same way as Mr. Gray, writes as follows in paragraph 4 of his letter of the 30th January last:—

"I beg to submit that, while highly suitable to the higher classes of schools, and, perhaps, to most of those which have been opened for any length of time, the existing system does not seem to meet the case of elementary rural schools of recent formation, or of such as are specially designed for the benefit of the most ignorant, or for the female population."

4. I think it unnecessary to quote here passages from other communications in support of the propriety of restricting the application of the "payment-for-results" system to elementary education; but I would invite the attention of Government to the remarks made by Mr. Bowers, Inspector of Schools, in the 1st Educational Division, in paragraph 5 of his letter of the 21st January 1867, as I consider they express accurately, though briefly, the true state of the case in regard to the relative merits of the two systems of Grants-in-aid. It is clear that if the "payment-for-results" system were to be applied to all grades of education from the lowest to the highest, in which case there would be no ground for stopping at the Matriculation standard, and if all the important branches of instruction were to be taken into account, the complexity of the arrangements required would be excessive, and the labor devolving upon the Inspectors would be so enormously increased as to render necessary a large addition to our inspect-

ing agency. The Bombay standards, though they ignore all branches of study save Language and Mathematics, are sufficiently numerous to throw very considerable work upon the Inspectors of Schools; while their incapability of meeting the wants of elementary education, in the Madras Presidency at least, is testified to in the strongest language by the Reverend R. Caldwell, LL. D., who, while he may fairly be assumed to express the views of his own (the Gospel) Society's Missionaries, is expressly put forward in Mr. Royston's letter, paragraph 7, as the exponent of the views entertained by the Clerical Agents of the Church Missionary Society. Dr. Caldwell writes as follows in paragraph 5 of his letter to the Reverend Mr. Symonds, dated Edeyengoody, 10th July 1867:—

"I beg to observe that the examination standards and scale of payments that have been provisionally adopted in Bombay, and which appear to have been proposed, with a few minor alterations, by the Director* of Public

* Dr. Caldwell is under a mistake in supposing that I proposed them.

(Sd.) E. B. P.

Instruction in this Presidency, appear to me to be wholly unsuitable to the circumstances of primary Vernacular Schools in this part of India. I do not for a moment suppose that they were framed with the intention of precluding grants of public money from being made for the promotion of Vernacular education in the rural districts; but if that had been the object in view, they could not have been better adapted to secure such a result. They are simply prohibitive."

5. In the circumstances above detailed, it seemed to me that the most appropriate plan would be to restrict the "payment-for-results" system to elementary schools, making the arrangements, as far as possible, applicable to both Missionary institutions and the indigenous schools of the Presidency, and to leave schools of a higher stamp to receive aid under the rules for salary grants. This course I have accordingly taken; and the scheme now placed before Government will, I trust, be found fairly suited to attain the objects in view. No doubt, in the working of the plan, defects will be made manifest; but these can be remedied from time to time, as experience suggests. And, though I am far from anticipating such a result, should the trial on a small scale of the system of "payment-for-results" afford reasons for the extended application of the system, it will always be possible to make such application. I may observe that according to the arrangements I propose, there may be some difficulty in dealing with schools, the standard of which rises only a little above the highest of the standards laid down. One way of meeting the difficulty would be to allow, as suggested by Mr. Fowler, the upper portion of a school to receive aid by means of salary grants, and the lower upon the "payment-for-results" system. I am of opinion, however, that the mixture of the two systems in aiding an individual school would be productive of much confusion, if not of even greater evil, and I feel unable to recommend the measure.

6. It will be observed that I propose to do away with the invidious distinctions as to race and locality which attach to the Schedules now in force. As will be seen by a perusal of the communications submitted with this letter, the general feeling is strongly against such distinctions; and, for my own part, I know not any valid ground on which they can be defended. To meet the case of Anglo-vernacular Schools, a separate head for English is assigned to the two higher standards. The phraseology adopted is for Native children; for European and Eurasian children, the Vernacular would be English, and the extra language would be a Vernacular.

7. It cannot be denied that the existing rules have afforded little or no stimulus to Female Education. Looking at the circumstances of the country, it may be doubted if even more liberal regulations will be productive of a *rapid* improvement in this direction; but, undoubtedly, more encouragement should be given by Government than has hitherto been held out. Accordingly, I propose that the grants in Schedule B be increased 50 per cent. in the case of girls, and that the latter should also receive grants for needle work.

8. The Reverend Mr. Royston suggests that the Managers of schools should be allowed "the right to claim inspection by an Officer of the same religion with themselves;" and he remarks that the privilege is granted to the different denominations of Christians in England. While I allow that it would be well in practice, wherever possible, to throw the work of inspecting Christian schools upon Christian Officers of the Department, I consider it quite impossible to adopt the suggestion as a theoretical principle in this country. Indeed, it is manifest that, if the principle were to be carried out in its entirety, neither could Christian Inspectors be forced upon Hindoo or Mussulman Schools, nor Protestant Inspectors upon Roman Catholic Institutions. I recommend that Government Inspecting Officers, without reference to their individual creeds, be held competent to examine all schools, leaving it to the Director of Public Instruction to endeavour to suit the Inspectors to the inspected as far as circumstances will permit.

9. Having explained my views regarding the propriety of restricting the "payment-for-results" system to elementary education, it is scarcely necessary for me to say that I do not recommend any grants for matriculated students.

10. Another point on which I was desired to express an opinion is whether capitation grants should be awarded. As a general rule, I consider such grants to be highly inexpedient, and I believe the introduction of them might, and in very many cases would, lead to great abuses. Still, in respect to girls' schools, for the encouragement of which, in the present backward state of Female Education, exceptional measures may perhaps be had recourse to with propriety, I am inclined to think that capitation grants may be permitted *as a temporary measure*. I have accordingly provided for the issue of such grants.

11. In Dr. Caldwell's letter to the Reverend Mr. Symonds, to which I have already alluded, the concluding paragraph runs thus:—

"The scale of payments I have suggested represents only the payment to be made by Government, answering to the Grants-in-aid paid under the present system. These payments would have to be supplemented, as at present, by payments made by the Managers; but I regard it as an essential element of the system of 'payment by results' that Government should content itself with getting its money's worth of results from the money it grants, and leave it to the Managers of schools to supplement its payments in whatever manner, and to whatever amount, they think fit."

The view here put forward, as I understand it, is that Government should not inquire as to the extent to which the expenditure of a school is met by means of public money. In fact, the principle advocated by Dr. Caldwell, applied in an extreme case, which would require the State to rest satisfied with bearing the whole expenditure of a school. I cannot for a moment imagine that Government would agree to the principle; but the very proposal of its acceptance indicates one of the dangers connected with the "payment-for-results" system, *viz.*, the risk of the grant claimable being altogether in excess of the proportion of aid contemplated by the State. To prevent such excessive assistance, I propose that a superior limit should be fixed for the total grants payable under the arrangements now suggested, and that this limit should be a moiety of the cost of the Teachers in boys' schools, and of the Teachers and school servants in girls' schools, the Teachers not including mere Superintendents who take either no part, or an insignificant one, in secular class work.

12. As grants cannot be paid except after inspection, and as, generally, schools cannot be examined more than once a year by the Inspectors of Divisions, if payments are to be made half-yearly, as I think is very desirable in the case of indigenious schools, some of the inspections must necessarily be made by Deputy Inspectors. In case of examinations and grants being

half-yearly, the examination at the end of the first half-year might, I think, be made somewhat easier than that at the end of the second half; the grants issued would, of course, be half the sums laid down as annual payments.

13. Attached to the revised Schedules are certain Regulations which appear to me indispensable, and which are, in some cases, in general harmony with the views of the gentlemen whom I consulted in connection with the present matter.

14. In conclusion I have to express my regret for the delay which has occurred in submitting the present letter. This delay is due partly to the pressure of other work, and partly to the difficulty I felt in dealing with the subject.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st (Lowest) Standard.

1. *Vernacular Reading*.—As in the 1st Part of the 1st Book of Lessons in Tamil. The meanings of words to be given.
2. *Writing* in large hand short words out of the Reading Book.
3. *Arithmetic*.—Notation to thousands, easy Addition, and the Multiplication Table to five times five. English figures to be used in all cases.

2nd Standard.

1. *Vernacular Reading*.—As in the 2nd Part of the 1st Book of Lessons in Tamil and the first twenty-five Lessons of the 2nd Book. Explanation to be given.
2. *Writing* from dictation short sentences out of the Reading Book.
3. *Arithmetic*.—Subtraction, Multiplication, and Division. The Multiplication Table to twelve times twelve.

3rd Standard.

1. *Vernacular Reading*.—As in the 2nd Book of Lessons in Tamil generally, with explanation.
2. *Writing* from dictation in small hand, out of the Reading Book.
3. *Arithmetic*.—Compound Rules and Reduction, with the ordinary Weight, Measure, and Money Tables.
4. *Grammar*.—Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.
5. *Geography* of the District in which the school is situated.
6. *English Reading*.—As in the 1st Book of Reading of the Madras School Book Society, with explanation in Vernacular.
7. *Writing* in large hand easy words from the English Reading Book.

4th Standard.

1. *Vernacular Reading*.—As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.
2. *Writing* from dictation out of the Reading Book.
3. *Arithmetic*.—Moderately easy practical questions in Vulgar Fractions and Simple Proportion.
4. *Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.
5. *Geography* of the Madras Presidency, with a general outline of the Geography of Hindoostan. The knowledge required of the Madras Presidency to be such:

- as may be obtained from the study of the "Short Account of the Madras Presidency" in connection with a Map.
6. *English Reading*.—As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into Vernacular.
 7. *Writing* from dictation out of English Reading Book.
 8. *English Grammar*.—Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

SCHEDULE B.

Grants to pupils passed under the several standards.

	VERNACULAR.					TOTAL RUPEES.	ENGLISH, OR EXTRA LANGUAGE.			
	1	2	3	4	5		6	7	8	TOTAL RUPEES.
	Reading.	Writing.	Arithmetic.	Grammar.	Geography.		Reading.	Writing.	Grammar.	
1st Standard ...	1	1/2	1	...	...	2 1/2	...	...	...	...
2nd Ditto ...	1 1/2	1	1 1/2	...	...	4	...	...	...	...
3rd Ditto ...	2	1	2	1	1/2	6 1/2	2	1	...	3
4th Ditto ...	3	1	3	1 1/2	1 1/2	10	3	1 1/2	1 1/2	6

- (a). For English and Eurasian children, the English language may be taken as the Vernacular; and, in the place of English as an extra language, one of the Vernaculars of the Presidency—Tamil, Telugu, Canarese, Malayalam, and Hindoostanee—may be brought up.
- (b). In the case of Girls' Schools the grants will be 50 per cent. higher; and, in addition, a grant of Rs. 2 will be given for tolerably fair plain needlework, and one of Rs. 4 for decidedly good work of the same description. A capitation grant of 1 Rupee a head will also be allowed, as a temporary measure, upon the average daily attendance during the year.

Special Regulations in connection with the system of "payment-for-results"

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examinations will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the results of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations, the first may be made somewhat less severe than the second.

7. An application, in the annexed Form (C), must be made to the Inspector of the Division by the Managers of a school seeking aid under the system of payment-for-results, and at the same time a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection under this system must

reach the Inspector at least three months before; in the course of his ordinary tour, he will visit the District in which the school is situated. If this condition is not fulfilled, the Inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the Inspector is to send a Memorandum of the course pursued by him to the Managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

8. If the Inspecting Officer, on his visit, considers the arrangements of a school to be very defective, as regards general management, accommodation, school furniture, the keeping of registers and accounts, &c., he may decline to examine the pupils. In such circumstances, the Inspector will give a memorandum to the Managers, explaining his reasons for declining to examine the children, and he will send a copy of the memorandum to the Office of the Director of Public Instruction.

9. When the preliminary conditions are fulfilled, the Inspector will examine the children presented to him according to the standards specified by the Managers of the school. After examination he will furnish the Managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the Managers, with an application, requesting that the sum stated by the Inspector to be claimable may be paid to them. Annexed to the application must be a certificate, declaring that the sum claimed is not in excess of that allowable under Rule 12. On receiving the application, certificate, and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

10. Schools receiving aid under the salary grant system cannot claim assistance under the "payment-for-results" system, and *vice versa*.

11. All schools receiving aid under the system of "payment-for-results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

12. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the Inspector to that head. The Inspector is at liberty, however, to allow a *small* deficiency under one head to be compensated for by superior proficiency under another.

13. The total annual amount payable under these Regulations is not to exceed, in the case of boys' schools, half the annual charge for the salaries of Teachers, and in the case of schools for girls, half the annual charge for Teachers and school servants. Where the school is a speculation of the Head-master, the sum reckoned as his annual salary will be estimated according to the salary paid to the Head of a Government School of about the same character, making an allowance of 25 per cent. in favour of the Head of the private school.

FORM C.

1	2	3	4	5	6	7	8	9
Locality.	Description of School.	Responsible Managers.	Number of Masters.	Average Number of Pupils during the last three Months.	Average Monthly Expenditure for the last three Months.	Average Monthly Fee Collection for the last three Months.	Probable Number of Pupils that will be presented to the Inspector for Examination under each Standard.	REMARKS.

We, the responsible Managers of the above school, promise to comply with all the provisions of the Grant-in-aid Rules, in case of our receiving a grant according to the system of payment-for-results

(Signatures of Managers).

Dated 22nd January, 1867.

From—REVD. W. MILLER, *Secy. to the Finl. Board, Free Church of Scotland's Mission,*
To—*The Director of Public Instruction.*

I have the honor to reply to your memorandum No. 2452, of date 23rd November 1866, asking for my opinion as to modifications on Schedules A and B of the Grant-in-aid Rules.

I gladly give you my opinion on the matter; but it must be borne in mind that I have had no experience qualifying me to form an opinion of much value. None of our schools have ever drawn grants under these Schedules, and my former opinion is now only confirmed, *viz.*, that the certificate system is in every way to be preferred to that of payment by results; and that the latter system, if continued at all, should be allowed only in the case of the most elementary schools. I should therefore prefer to see the two higher standards struck out altogether, and the lowest standard only retained, with the modifications as to Arithmetic that have recently been introduced, and with a somewhat larger grant on account of the pupils that pass it.

It appears, however, that such a change as this is not contemplated; but that Government desires that a system, the same in its main features as that represented in Schedules A and B, should have a fair trial side by side with the certificate plan. This being understood, I think that some alterations in the standards and grants are necessary, in order to adapt the system to the existing condition of education, and so to secure for it a fair trial.

I. As to Standards.—These, I think, should remain as at present (three); but I would make the intermediate one double and alternative, either purely Vernacular or Anglo-vernacular; since boys who are well enough educated to pass the first standard, do, as matter of fact, branch out into two great classes—those that continue their studies in Vernacular, and those that then commence English. This is, I believe, the fact, and it is well that it should be so.

The first or lowest standard should not, in my opinion, require dictation, but only fair writing of copies. I rather think also that, so long as a higher standard exists, the four simple Rules of Arithmetic are quite enough to include in this one. At the same time I have not had such experience of purely Vernacular Schools as to make me very confident in offering this suggestion.

The second or middle standard is, I think, satisfactory as regards Reading. In Writing, what is now demanded in the lowest standard would suffice; and if the Arithmetic of the lowest standard were reduced, as I have suggested, a corresponding change would, of course, follow here.

I think that another second standard should be introduced for Anglo-vernacular, collateral with the present one for Vernacular Schools, and entitling to the same grant, for which Head-masters might, if they so pleased, present their pupils for examination, instead of for the Vernacular second standard. This alternative second standard should, in reading and writing English, be identical with that for European and Eurasian Schools. It should include translation of words and simple sentences into the Vernacular, and its Arithmetic should be the same as in the Vernacular middle standard.

The third standard should, in my opinion, remain as at present, only that to demand Arithmetic *complete* seems to me still too much. The Arithmetic required for the University Matriculation will be quite sufficient.

II. As to the Grants which should be given.—These are, in my opinion, too small. I have no personal desire to see them increased, because I do not believe that it will be for the good of education that the payment-by-results system should be extensively adopted; but, unless they are increased, that system can-

not, I believe, have a fair trial. I am convinced that at present the grants that can be drawn under the results system by any ordinary school are considerably less than the same school might draw by employing certificated Teachers.

I shall illustrate this by an imaginary instance, my calculations in which are, I am tolerably sure, approximately correct.

Take a common Anglo-vernacular School of 120 boys. It would probably be divided, or should be so, into six classes, taught by Masters whose salaries, and the numbers of boys in the class of each, might be set down thus :—

Class.		Salary.	No. of Boys.
1	(Lowest) ...	Rs. 15 per mensem	... 25
2	... ..	" 15 "	... 25
3	... ..	" 20 "	... 20
4	... ..	" 25 "	... 20
5	... ..	" 25 "	... 18
6	(Taught by the Head Master)...	" 40 "	... 12
Total...			140
			120

Now, if all these were certificated Masters (and I am purposely taking the maximum grant attainable under each system), Rs. 70 per mensem might be drawn by the Managers in aid of the expenses of the school, or, in other words, Rs. 840 per annum.

Now, suppose the 1st and 2nd Classes were to be presented for examination under the first standard, *i. e.*, 50 boys, deducting all who were mere beginners and those that would be found unqualified, 30 would probably pass. On their account, therefore, the grant drawn on the present scale would be Rs. 60.

The 3rd and 4th Classes, or 40 boys, might be presented for the middle standard, of whom, perhaps, 30 might pass, making the grant on their account Rs. 150.

The 5th and 6th Classes, or 30 boys, might be presented for the highest standard; and supposing that of these 22 passed, the grant on their account would be Rs. 220.

Thus altogether the grant for the year to the supposed school would amount only to Rs. 60+150+220 = 430, or Rs. 410 less than might be drawn by the same school under the certificate plan. I am sure that of the supposed 120 boys a greater proportion than I have indicated would not pass the necessary examinations, and, in most cases, the proportion passing would be much less. If these figures be correct (and I have put them together after careful examination into the returns of our own schools and of some of the pertinent statistics in your last Report), then it follows that the grants of the present Schedules must be greatly raised if the payment-by-result system is to have anything of a fair chance.

I would suggest the following scale :—

For the 1st Standard ...	Rs.
" 2nd " ...	5
" 3rd " ...	10
" 3rd " ...	15

Applying this scale to the proposed school, we should find the grant to be Rs. 780, *viz.* :—

1st Standard, 30 boys, equivalent to ...	Rs.
2nd " 30 " " ...	150
3rd " 22 " " ...	300
	330
Total ...	780

This would correspond pretty nearly to the maximum of Rs. 840 that might be drawn under the certificate system.

III. As regards the minimum time for which a boy should have attended a particular School to allow of a grant being drawn on his account.—This, I think, should be fixed at four months, certainly not more than six. It would be very desirable that it should be fixed higher; but in the present state of education, I do not think it would be possible to do so with any fairness to the schools that might be under the operation of this system. In the course of time the period might be lengthened.

You will observe that I have confined my remarks entirely to Native Schools. On the standards and grants applicable to European and Eurasian Schools, I have not experience to qualify me for making any remark. In conclusion I beg to repeat that, while I think some such changes as I have indicated are required, in order that the *result* system may be fairly tried, I have no wish whatever that it should be permanently adopted. I should consider its being so great a blow to the true interests of education, and as tending to prolong and perpetuate some of our greatest difficulties at present. I believe that even the *permission* to come under its operations, except in the case of the most elementary schools, will operate injuriously.

P. S.—I would further suggest the propriety of your considering whether over and above the grants for passing the different standards, it might not be well to make an additional grant on account of boys who might succeed in passing any of the University Examinations.

No. 167, dated 28th January, 1867.

From—The REV. A. R. SYMONDS, Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts,

To—The Director of Public Instruction.

With reference to your memorandum dated 23rd November 1866, I have the honor to forward to you the communications which I have received from the Reverend Doctor Caldwell, and from Messrs. Marsh, Margorchis, French, Hubbard, and Kearns.

Although I am myself well satisfied with the working and results of the present rules in regard to the schools generally, still I admit there is much force in Doctor Caldwell's observations, and I am disposed, therefore, to recommend the modifications which he submits in relation to *elementary education in the rural districts*. With this exception I should be sorry to see the rules now in force altered, and most certainly should strongly deprecate the substitution of the Bombay revised Rules in their place. The introduction of the Bombay Rules would, in my opinion, be the bringing in of a complicated system instead of one that now works very smoothly and efficiently.

Dated 10th January, 1867.

From—The REVEREND R. CALDWELL, LL. D.,

To—The Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts,

I have the pleasure of acknowledging the receipt of your letter of the 7th ultimo, together with the papers communicated by the Director of Public

Instruction, and have given my best attention to the points about which you state that the Director wishes to obtain the opinion of persons engaged in education. My remarks will be confined to Vernacular Education, as I do not notice anything in the proposed Anglo-vernacular standards or scale of payments which appears to me to require alteration.

2. I beg to state that I have long been favorable to the system of payment by results, and have ascertained, by acting on the system for several years in several schools in my own district, that the system is a practicable one, and that, provided the examination tests and the scale of payments are fair and reasonable, the results will be found to be more satisfactory, even in primary Vernacular Schools, than those of the ordinary system of payment by fixed salaries.

3. The people in the rural districts are not generally disinclined to education in the abstract; but the education they desire for their children is a very superficial one, and, such as it is, it is rarely attained by the majority of the pupils in Village Schools, in consequence of the irregularity of the attendance, which is the most marked defect in those schools, and which is chiefly owing to the notion entertained by the parents that the attendance of their children at school must always give way to the greater importance of their rendering them help in sowing, reaping, and other agricultural operations. In consequence of the irregularity of their attendance, the children make but little progress from year to year, and, in very many cases, leave school before they have completely mastered even the mechanical art of reading, and with scarcely a tincture of mental training or enlightenment.

4. The system of payment by results meets this evil by making the Master's income depend on the energy and success with which he labours to secure regularity of attendance, by mulcting him for the irregularity of his pupils, and giving him a bonus on their regularity, and thus compelling him to use all the influence he possesses, or can acquire, with the parents, to induce them to send their children regularly to school, besides necessitating in the actual work of the school greater thoroughness in teaching, in order to ensure his pupils passing the prescribed tests.

5. I beg to observe that the examination standards and scale of payments that have been provisionally adopted in Bombay, and which appear to have been proposed with a few minor alterations by the Director of Public Instruction in this Presidency, appear to me to be wholly unsuitable to the circumstances of primary Vernacular Schools in this part of India. I do not for a moment suppose that they were framed with the intention of precluding grants of public money from being made for the promotion of Vernacular Education in the rural districts; but if that had been the object in view, they could not have been better adapted to secure such a result. They are simply prohibitive. As, however, the Director of Public Instruction suggests that in "re-casting the Schedules, it may be well that the lower standards should be so fixed as to be applicable to indigenous schools, which are now aided under a separate system," I conclude that it rests with those who are actually engaged in indigenous education, and who are practically acquainted with the calibre of the pupils in Vernacular Village Schools, to suggest such a plan as shall render it practicable for the Managers of such schools to obtain for them the aid of Government grants on the system of payment by results.

6. In drawing out the Schedule of standards and payments, which I have the honor of submitting herewith, I beg to explain that I take it for granted that it is not the desire of the Government in introducing this system to reduce the amount of their grants to indigenous schools; that it is not their opinion that 7 or 8 Rupees per mensem—half from Government and half from the Managers of the schools—which is the average amount of the salaries at present received by Masters of primary Village Schools in this district of Tinnevely, is excessive, and that their object in desiring to introduce this new system is simply to secure greater thoroughness in teaching and in the pupils'

acquirements, and a more certain and tangible return for the money they expend.

7. The standards I suggest are adapted to the known capacity of Tamil children in the rural districts, and both standards and payments are founded on a system which has been tried under my own supervision and ascertained to be practicable.

The average Village School I have in view, taught by a Master of average efficiency, is attended by 30 pupils, not more than 20 of whom can be expected to pass all the prescribed tests, and of whom 5 at least must be expected to fail altogether.

8. The first four standards alone apply to the great majority of primary schools. The fifth is applicable to a few of the larger Village Schools, to Boarding Schools, whether for boys or girls, in which the Vernacular alone is taught, and to Vernacular Schools in the towns.

9. The ordinary age at which a Native child begins to attend school, and thus to come under the operation of this system, may be set down at six. Each standard represents a year's work. The number of subjects corresponds to the number of years the pupil has been in school, whilst each of the standards in succession represents what may fairly be expected of a child beginning to attend school when six years old, and leaving school or going to an Anglo-vernacular School at eleven.

10. I am of opinion that no scholar should be admitted to examination who has been less than six months in the school examined.

11. The scale of payments I have suggested represents only the payment to be made by Government, answering to the Grants-in-aid paid under the present system. These payments would have to be supplemented, as at present, by payments made by the Managers; but I regard it as an essential element of the system of payment by results that Government should content itself with getting its money's worth of results from the money it grants, and leave it to the Managers of schools to supplement its payments in whatever manner, and to whatever amount, they think fit.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st Standard.

Writing on the sand to dictation words of two pure syllables, that is, syllables containing one consonant and one vowel each.

2nd Standard.

1st Head.—*Arithmetic*—Multiplication Tables, and Simple Addition in English, cipher.

2nd Head—

(a).—*Writing* to dictation, short simple sentences on the sand.

(b).—*Reading*.—1st Book of Lessons, 1st Part.

3rd Standard.

1st Head.—*Arithmetic*.—Four Simple Rules.

2nd Head.—*Writing* large hand on the palmyra leaf from book read in class.

3rd Head.—*Reading* and explanation of 2nd Part of 1st Book of Lessons, and first 15 Lessons in 2nd Book of Lessons, or the whole of 2nd Book of Christian Vernacular Education Society.

4th Standard.

- 1st Head.—*Arithmetic*.—Four Compound Rules and Money Tables.
 2nd Head.—*Writing* a fair small hand on the palmyra leaf from book read in class.
 3rd Head.—*Reading* and explanation of Second Book of Lessons—the whole.
 4th Head.—*Vernacular Grammar*.—Pope's 2nd Catechism of Grammar, up to Nouns.

5th Standard.

- 1st Head.—*Arithmetic* up to Rule of Three.
 2nd Head.—*Writing* to dictation on paper.
 3rd Head.—*Reading*.—3rd Book of Lessons, or Christian Vernacular Education Society's Third Book.
 4th Head.—*Vernacular Grammar*.—Pope's Second Catechism of Grammar—the whole.
 5th Head.—*Tamil*.—Minor Poets, with explanation.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

	First Head.		Second Head.		Third Head.		Fourth Head.		Fifth Head.		TOTAL.	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
1st Standard	1	8 0
2nd Ditto	1	4 0	1	4 0	...	...	...	...	2	8 0
3rd Ditto	1	3 0	1	3 0	1	2 0	...	...	3	8 0
4th Ditto	1	2 0	1	2 0	1	2 0	1	2 0	4	8 0
5th Ditto	1	0 0	1	0 0	1	0 0	1	0 0	5	0 0

With capitation allowance of 8 annas on the average attendance of pupils during the year in schools under recognized Managers.

From—Mr. J. MARSH,

To—The Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts.

I have the honor to submit my opinion on the points mentioned by the Director of Public Instruction, in his memorandum No. 2452, dated 23rd November 1866.

2. I think there should not be less than five standards, so that—

(a).—Uniformity may prevail amongst the schools of the Presidency; and,

(b).—The difficulty inseparable from classification may be reduced to a minimum.

The former could be secured by making the standards five in number, the subjects of examination to correspond with the subjects taught in the 5th, 4th, 3rd, 2nd, and 1st Classes of Government Schools. If the standards were three in number, boys widely different in attainments would have to be grouped together for examination, and the consequence would be that the grants claimable on results would either be disadvantageous to the school, or larger than deserved, and this too without any diminution of the Inspector's work.

3. In my opinion, one year should be fixed upon as the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account. If a longer period were fixed upon, grants could only be drawn for a very small portion of the boys in a school, for I find that out of 400 boys in my own school, only about 200 have been two years and over in the school, and out of 115 boys in the Vellum School, I find there are only 40 who have been two years in school. If one year were fixed upon as the limit, I think the grants might be given according to the following scale:—

Standard.	English.		Mathematics.		Tamil.		Total. Rs.
	Rs.	A.	Rs.	A.	Rs.	A.	
1st	2		1	8	1	8	5
2nd	3		2	4	2	4	7½
3rd	4		3	0	3	0	10
4th	7		5	4	5	4	17½
5th	10		7	8	7	8	25

4. You will perceive that the above scale is the Bombay one slightly modified. I find that my own school, according to the Bombay scale, would be entitled to somewhat more than it receives now at the half salary grant rate. I have also applied the same scale to other schools, and as, under it, they would be entitled to more than they could receive under salary grants, I have modified it so as to equalize the sums claimable under the two modes. I should state that, in applying these scales, I have taken for granted one year as the minimum time, and have substituted—

English 1st Book	}	In Standard I.
Vernacular 2nd Book		
English 2nd Book	}	In Standard II.
Vernacular 3rd Book		
Arithmetic to Fractions (Vulgar and Decimal)	}	In Standard III.
English 3rd Book		

for those in the Bombay Schedule A.

Dated 12th January, 1867.

From—MR. J. T. MARGORCHIS,

To—The Secy. to the Madras Diocesan Committee of the Society for the Propagation for the Gospel in Foreign Parts.

I have the honor to acknowledge the receipt of your Circular No. 94, bearing date 7th December 1866, and requesting my opinion on the points mentioned in the Director's memorandum.

2. With regard to the number of standards below matriculation, I think there should be at least *five*, for, if there be less, the groups will consist of boys so widely different in attainments, that it will be hardly possible to examine them fairly.

3. With regard to the amount of grants which should be given. This depends on the settlement of the third point, *viz.*, the minimum time after which a grant will be made to a scholar. If it be two years, then the Bombay system appears a fair one; but if it be a shorter time, then the grants should be proportionably diminished.

4. The minimum time for which a boy must have attended school to procure a grant should, I think, be one year.

Dated 10th January, 1867.

From—MR. R. J. FRENCH,

To—The Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts.

With reference to your circular, asking for my opinion as to the modifications which should be made in Schedules A and B, of the Grant-in-aid Rules now in force, comparing them with those of the Bombay Presidency, I have the honor to remark—

(a). The Bombay scale of six standards for European and Eurasian Schools, I think, is too elaborate for schools of this Presidency. It may answer in Bombay with its large European population. I consider *four* graduated standards enough for European and Eurasian Schools; and if we are to keep in mind the indigenous schools of the country, then I think the present *three* standards for Native Schools enough.

(b). The present grants for European and Eurasian Schools should, I think be raised. Those for Native Schools are very fair, and, compared with those of Bombay, liberal.

(c). The minimum time—one month—seems fair enough.

(d). Even taking into account the short time that European children attend school, I think the standard for European Schools very low beside that of Native Schools, and might be raised with advantage.

Dated 16th January, 1867.

From—The REVEREND C. HUBBARD,

To—The Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts.

I wish it were in my power to express any opinion worth having on the modifications proposed to be made in the Government Educational Rules, in reference to which you have favored me with copies of the papers circulated by the Director of Public Instruction in the Madras Presidency; but my experience of the working of the Government system is not sufficient to warrant my attempting to pronounce an opinion on the subject, especially with regard to grants. It strikes me, however, that in the case of "Anglo-Vernacular Schools" the number of standards is too many, and might perhaps be reduced to four, or at the most five, with a corresponding increase of "grant," and that the allowance under the head of "Vernacular Schools" is insufficient for the attainments required.

2. I should say that no grant should be made to a boy who has not attended a particular school for 18 months at least.

Dated 5th January, 1867.

From—The REVEREND J. F. KEARNS,

To—The Secy. to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts.

In reply to your letter accompanying the official memorandum of the Director of Public Instruction, bearing date the 25th November 1866, I have the following observations to make, *viz.* :—

After a careful consideration of the Schedules A and B, I am unable to discover what principle guided the Director when constructing the several

standards ; consequently, the standards, as well as the grants, appear to me to be very disproportionate indeed. For instance, the lowest standard for English Schools *corresponds* with the standard of the 2nd Junior Class in our *Vernacular Schools*, whereas the lowest standard for the Vernacular Schools is *higher* than that prescribed for the second standard *English*. The Anglo-vernacular Schools are placed at a still greater disadvantage, and, to my mind, the proposed standard will have the effect of reducing Anglo-vernacular to simple Vernacular Schools. On a reference to the Schedule, you will perceive that a more extensive acquaintance with English is required of, for instance, a Native in our Anglo-vernacular School at Tuticorin, than is required of the European or Eurasian student.* English, according to the Schedule, receives too much attention in Anglo-vernacular Schools, and too little in European and Eurasian Schools. The same may be said of Mathematics. In English and Eurasian Schools, Arithmetic, sufficient to satisfy a "mechanic's wife" is enough, whereas the Anglo-Vernacular student must be able to help a professional Accountant or a Civil Engineer. The standards should, I think, be assimilated, and the grants also.

In conclusion, I have only to observe that I consider that a boy in attendance at school for the six months preceding the examination, should be considered eligible.

Dated 30th January, 1867.

From—The REVD. P. S. ROYSTON, Secy. to the Madras Corresponding Committee of the Church Missionary Society,

To—The Director of Public Instruction.

I have the honor to submit the following remarks in connection with your memorandum, No. 2452, of November 1866, on the subject of modifications which may be advantageously made in Schedules A and B of the Madras Grant-in-aid Rules now in force on the system of results.

2. I have referred the subject to the most experienced Agents of the Church Missionary Society in this Presidency, and express (I believe) their general feeling in what I subjoin. In the majority of instances, however, their remarks have been confined to the question of Vernacular Schools.

3. And in this connection I would at once observe that Societies, such as the Church Missionary Society, make it their endeavour, upon principle, to reach, not only the upper and middle strata of Native society, but also the very lowest and most neglected. The Church Missionary Society has always kept this point before it in educational work, and in connection with this "result system," has a special regard to such instances.

4. I beg to submit that, while highly suitable to the higher classes of schools, and, perhaps, to most of those which have been opened for any length of time, the existing system does not seem to meet the case of elementary rural schools of recent formation, or of such as are specially designed for the benefit of the most ignorant, or for the female population.

5. With a prospective design, therefore, of raising such schools to a standard capable of being adequately treated by the existing regulations, I venture to suggest that some such modifications as are entered below may be

* Vide Schedule A, Standard III, English, &c., and Standard III, Anglo-Vernacular.

beneficially introduced into the Educational scheme of Government. The necessity seems urgent in a Presidency such as this, where the estimated proportion of the taught to the untaught is as 1 to 300—about three times less than in the Bombay Presidency.

6. With more direct reference to the particular points of your memorandum, I would observe that, generally, the Bombay Revised Rules of February 21st, 1866, on the system of payment by results, seem, *mutatis mutandis*, satisfactory, with the addition, however, of the concession to Managers of the right to claim inspection by an Officer of the same religion with themselves—in England one of the same denomination is appointed—and with the following modifications in the case of Vernacular Schools. I introduce the words of the Report of the Conference of the Tinnevely Missionaries of the Church Missionary Society, which are also approved by those at Masulipatam:—

7. “We are of opinion,” they say, “that the plan drawn up by Dr. Caldwell with the view of meeting the condition of schools in his neighbourhood, is what exactly falls in with what we would recommend in case any of our schools be offered for inspection on the result system.”

Proposed standard of examination for primary Vernacular Schools.—The object aimed at in this plan is to enable a diligent School-master, in a school established in a small village, attended by a daily average of 20 children (one-fourth of whom must be expected to fail to pass the prescribed test, and another fourth to pass in some of the subjects only), to realize on the system of payment by results about the same salary, ranging from Rs. 6 per mensem to Rs. 8, that he now receives on the system of Grants-in-aid—half from the Managers, and half from Government,

The first four standards alone apply to the great majority of Primary Schools; the fifth is applicable to a few of the larger Village and Town Schools, and to Boarding Schools, in which the Vernacular alone is taught.

The standards are adopted to the known capacity of Tamil children in the rural districts, commencing to attend schools when about six years old; and both standards and payments are founded on the system actually pursued for several years in this district, and ascertained to be a practicable one.

No scholar should be admitted to the examination who has been less than six months in the school.

Each standard represents a year's work, and the number of subjects corresponds to the number of years the pupil has been in school.

1st Standard.

Writing on the sand (or black-board or slate, at the Master's option) to dictation, words of two pure syllables, that is, syllables containing one consonant and one vowel each.

2nd Standard.

1st Head.—*Arithmetic.*—Multiplication Tables, and Simple Addition in English ciphers.

2nd Head—

(a.) *Writing* to dictation short simple sentences on the sand (or black-board or slate).

(b.) *Reading.*—1st Book of Lessons, 1st Part.

3rd Standard.

1st Head.—*Arithmetic.*—Four Simple Rules.

2nd Head.—*Writing.*—Large hand on the Palmyra leaf (or paper) from book read in class.

3rd Head.—*Reading* and explanation of the 2nd Part of First Book of Lessons, and first 15 Lessons in Second Book of Lessons, or the whole of Second Book of Christian Vernacular Education Society.

4th Standard.

1st Head.—*Arithmetic*.—Four Compound Rules and Money Tables.

2nd Head.—*Writing* a fair small hand on the Palmyra leaf (or paper) from book read in class.

3rd Head.—*Reading* and explanation of Second Book of Lessons—the whole.

4th Head.—*Vernacular Grammar*.—Pope's Second Catechism of Grammar up to Nouns

5th Standard.

1st Head.—*Arithmetic*.—Up to Rule of Three, not including Fractions.

2nd Head.—*Writing* to dictation on paper.

3rd Head.—*Reading*.—Third Book of Lessons, or Christian Vernacular Education Society's Third Book.

4th Head.—*Vernacular Grammar*.—Pope's Second Catechism of Grammar—the whole

5th Head.—*Tamil*.—Minor Poets, with explanation.

MEMORANDA.

- (i). In the case of Girls' Schools, the use of the needle to be duly taken into account; and
- (ii). Corresponding Telugu Books to be substituted for the Tamil in the districts where the former language is spoken.

Proposed Scale of Government Grants for passed Pupils.

	First Head.		Second Head.		Third Head.		Fourth Head.		Fifth Head.		TOTAL.	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
1st Standard	1	8 0
2nd Ditto	1	4 0	1	4 0	...	...	...	...	2	8 0
3rd Ditto	1	3 0	1	3 0	1	2 0	...	...	3	8 0
4th Ditto	1	2 0	1	2 0	1	2 0	...	...	4	8 0
5th Ditto	1	0 0	1	0 0	1	0 0	1	0 0	5	0 0

With capitation allowance of 8 annas on the average attendance of pupils during the year in schools under recognized Managers.

8. The above extract appears to me to give the most approved recommendation on the three points to which you particularly request that attention should be directed in your memorandum under acknowledgment.

9. I beg, however, to observe, that the Reverend the Missionaries generally prefer to have the "system of result payments" introduced tentatively into such schools only as may be newly presented for Government aid, and hope, after due trial, to be in a position to judge of the relative merits of the respective systems.

10. In conclusion, I beg to draw your attention to the *first* report made by an Inspector of Government on the Society's Elementary Vernacular Schools, before they enjoyed the advantage of the present system and its periodical inspection. And I would observe that it is very especially with the object of sustaining and extending such efforts, as far as the Society's Elementary Schools are concerned, that the Committee are desirous of being allowed the option of asking aid according to results produced.

"xx. The superiority of these schools I attribute to the simple fact, that in them a book, one book only, is read, and read intelligently; the children are taught, more or less, to understand what they read, and thus the higher faculties of the mind are called into exercise. This book, I need hardly say, is the Bible, than which probably no other is calculated to exercise these faculties; but I conceive, any good class book thus read, is likely to produce similar intellectual results, though in a less degree. I am not called upon to report on the amount of scriptural instruction which is now in course of being communicated through this district, nor to notice its probable results. I think it my duty, however, to point out the fact that, throughout the obscurest hamlets of at present an inferior race in a remote corner of the Peninsula, there is now going forward, through the medium of Village Schools, what I find nowhere else, a gradual development of the human mind, and a rapid diffusion of actual knowledge, and that not merely of the highest kind, bearing on the moral and spiritual interests of the people, but including much of a miscellaneous nature, bearing on their temporal interests likewise, which is of necessity incidentally conveyed."

* * * * *

"xxviii. I would only further observe on this subject that so great an extent of scriptural knowledge as I have above indicated, viewed simply in the light of knowledge communicated to a large body of children, can hardly fail to have the most powerful effect in elevating the condition of the race to which they belong, and I cannot avoid expressing my deliberate opinion, that this is the most successful effort for the improvement of indigenous education which has been yet made in India."—(*See Proceedings of Director of Public Instruction, No. 715, August 28th, 1856, paragraphs 20 and 28 of Report of the Inspector*)

11. This testimony was confirmed by the next Government Inspector also:—"In the course of his tour, the Inspector examined many of the schools, and records his opinion in the same words, and on the same grounds as the late Inspector, that this is the most successful improvement of indigenous education which has yet been made in India."—(*Report of Public Instruction for 1857-58.*)

No. 10, dated 12th January, 1867.

From—T. MARDEN, Esq., Inspector of Schools, 5th Division,

To—The Director of Public Instruction, Madras.

In accordance with memorandum No. 2452 of 23rd November 1866, I have the honor to submit revised Schedules A and B for grants on payment-by-results.

2. As I perceive that, both in the Madras and the Bombay Rules, a considerable difference both in standard and payment is made in European and Eurasian Schools as compared with Native Schools, I presume there must be some good reason for the arrangement; but as I do not know what it is, and do not myself perceive the advisability of such a distinction, I recommend one set of Schedules for all, with the proviso that in European and Eurasian Schools, the pupils are to pass in books of corresponding difficulty in *English*, to those named in *Tamil*, until they reach the 4th grade, when they are to take up books of a second language. For Female Schools I recommend that the sums mentioned in Schedule B should be increased by one-half.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st Standard.

Reading (slowly) 1st Book of Lessons, 1st Part.

2nd Standard.

1st Head.—*Notation and Addition.*—Arabic Numerals.

2nd Head.—*Writing* words of two letters.

3rd Head.—*Reading* (tolerably easily) whole of 1st Book of Lessons, and giving meanings of words and phrases in 1st Part.

3rd Standard.

1st Head.—*Four Simple Rules* (excluding Problems).

2nd Head.—*Writing* to dictation, (with 70 per cent. of the words right), any words selected from 1st Book of Lessons, 1st Part—*Writing* to be tolerably neat and letters well formed.

3rd Head.—*Reading* (fairly) 2nd Book of Lessons, and giving meanings of words and phrases in 1st Book of Lessons.

4th Standard.

1st Head.—*Arithmetic*.—Compound Rules, including Reduction. (Tables to be given by Examiner).

2nd Head.—*Vernacular*.—2nd Book of Lessons, Reading (fluently). *Writing* (fair) to dictation (percentage as before), and giving meanings of words and phrases. Easy Parsing (without quoting Rules).

3rd Head.—*English*.—Reading (fairly). Translation and re-translation Kumbakonum, 1st English Reading Book.

5th Standard.

1st Head.—*Arithmetic*.—Vulgar Fractions, Abstract Quantities.

2nd Head.—*Vernacular*—

(a). 3rd Book of Lessons. Reading. *Writing* (well) to dictation (percentage as before), and explaining.

(b). Pope's First Tamil Grammar, Etymology.

3rd Head.—*English*.—2nd Book of Lessons, (School Book Society). Reading (fairly). *Writing* (fairly) to dictation (percentage as before). Translation and re-translation. Easy Parsing (without quoting Rules).

6th Standard.

1st Head.—*Mathematics*—

(a). *Arithmetic*.—Vulgar and Decimal Fractions.

(b). *Geometry*.—First Book of Euclid.

(c). *Algebra*.—To Division, inclusive.

2nd Head.—*Vernacular*—

(a). Minor Poets, 1st half.

(b). Pope's 1st Tamil Grammar, whole.

3rd Head.—*English*—

(a). Selections in English Poetry, Part I (first half). 3rd Book of Lessons (first half). Reading. *Writing* to dictation. Translation and retranslation as before.

(b). Sullivan's English Grammar, chief Rules.

Matriculation.

N. B.—In Arithmetic or other Mathematics, pupil in all cases to be able to give reasons for process employed—one-third of full marks for "Pass."

SCHEDULE B.

Grants to Pupils passed under the several Standards.

	1st Head.	2nd Head.	3rd Head.	Total.
	Rs.	Rs.	Rs.	Rs.
1st Standard ... ..	..	..	...	1
2nd Ditto	1	0½	0½	2
3rd Ditto	2	1	1	4
4th Ditto	2½	2½	5	10
5th Ditto	4	4	9	17
6th Ditto	20	10	20	50
Matriculation ... ..	..	...	..	100

No pupil to be paid for unless he has been reading in the school for at least six months preceding the examination.

No. 18, dated 21st January, 1867.

From—H. BOWERS, Esq., *Inspector of schools, 1st Division,*

To—*The Director of Public Instruction.*

Referring to your memorandum No. 2452, dated 23rd November, I have the honor to submit the following recommendations.

2. I have, in other communications, expressed my opinion that the Schedules now about to be modified were not sufficiently liberal to afford much encouragement to primary education. The changes, therefore, that I would suggest consist mainly in a lowering of the standards laid down in Schedule A of the present rules. A reduction has already been made in the Arithmetical standard for Native Schools, but, though a change for the better, it does not appear to me to go far enough. The standard for Native Schools should, in my judgment, be made still easier, if the system of payment by results is to be the means of aiding and encouraging indigenous schools, or such schools as are maintained by charitable agencies, for giving elementary instruction to children of the lower castes.

3. The following, therefore, are the standards of examination which I would suggest :—

1st Standard.

1st Head.—*Reading.*—Words of one syllable.

2nd Head.—*Multiplication Table.*—As far as 12 times 12, and mental addition of units.

2nd Standard.

1st Head.—*Reading.*—1st Book of Lessons, or similarly easy Child's Book.

2nd Head.—*The Four Simple Rules.*

3rd Head.—*Writing* easy monosyllables on board or slate.

3rd Standard.

1st Head.—*Reading.*—2nd and 3rd Books, with ability to explain, and knowledge of Etymology.

2nd Head.—*Reduction and Compound Rules.*

3rd Head.—*Writing* from dictation ordinary words in small hand.

4th Standard.

1st Head.—*Reading*—Easy Prose Author, with ability to explain, and knowledge of Grammar generally.

2nd Head.—*Vulgar Fractions and Simple Proportion.*

3rd Head.—*Writing* well from dictation.

4th Head.—*Geography*—Definitions and Asia generally.

SCALE OF GRANTS.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
First Standard... ..	As. 8	As. 8	...	...	Re. 1
Second „	Re. 1	Re. 1	Re. 1	...	Rs. 3
Third „	Rs. 2	Rs. 2	Rs. 2	...	„ 6
Fourth „	„ 3	„ 3	„ 3	Rs. 3	„ 12

4. In the foregoing Tables, no distinction is made between schools for one class and schools for another. In my opinion, no such distinction is requisite; at least, I have not yet been able to meet with any reason for it, that has seemed of sufficient weight to justify the distinction. On the other hand, I have heard it frequently made the subject of unfavorable comment. The reading books, therefore, in every case, I mean, should be in the Vernacular of the scholar—English.

Tamil, or Telugu, as the case may be—and the instruction given in the same language; but in Arithmetic a knowledge of English, as well as of Tamil or Telugu, figures, should be required.

5. I have not carried my proposals beyond the standard of what I think a well-conducted Village School, under a trained master, might possibly attain to; for it is only to schools of this class that I think the "payment by results" system is properly applicable, and it is only in such schools that it is at all likely to be taken advantage of. Not only do I think that Masters—and Masters in the higher classes of schools—will themselves prefer to receive aid in the shape of fixed grants, which they can calculate upon with certainty under any circumstances, but exceptionally unsatisfactory results on inspection, than in the "results" form, which must be precarious and fluctuating, even if it did sometimes happen to be higher in amount. But the difficulties of applying this system to schools above the grades of elementary ones seem next to insuperable. They are by no means overcome, in my opinion, by simply ignoring, as in the Bombay scheme, all subjects of instruction but Language and Mathematics; while, to me, there seems something almost ludicrous in the idea of an Educational sliding scale like the one just referred to, for doling out so many Rupees, or it might be so many Annas, for so many propositions of Euclid, or so many lines of Poetry. In the early stages of education, the work to be done is all but mechanical, and, consequently, the application to it of a Table of "Weights and Measures" does not seem so much out of place.

6. To mere capitation allowances I am decidedly opposed. I feel sure, from my knowledge of Village Schools, they would lead to inevitable abuses.

7. With regard to the time that a scholar should be in a school before being eligible for a grant, I would propose that six months should be required for a grant under the first standard; one year under the second; and two years under either the third or fourth. Under the first and second standard a pupil should be allowed to pass only once; but under the third and fourth, I think he might be allowed to pass twice.

No. 83, dated 31st January, 1867.

From—J. T. FOWLER, Esq., Inspector of Normal Schools and Presidency Division,

To—The Director of Public Instruction.

I have the honor to submit the following remarks on the subject referred with your memorandum No. 2452, of the 23rd November last.

2. It does not seem to me that we require the various standards adopted in Bombay.

It appears from the Bombay Rules, dated 21st February 1866, that aid to schools is there given only—

- (1) On the results of an examination,
- (2) According to the average attendance;

while in this Presidency the great bulk of the aid given is in the form of Grants-in-aid of salaries. I do not think there is any probability of the Managers of schools here seeking aid on payment for results, except for indigenous and elementary schools; and for these a slight modification of the standards already fixed would, I think, be sufficient;

SCHEDULE A.

A.

I propose no change except to add dictation to the third standard.

B. Native Schools.

I propose the standards to run thus:—

1st Standard (Lowest).

1. *Reading*.—Single words.
2. *Writing*.—Single words.
3. *Arithmetic*.—Addition.

2nd Standard.

1. *Reading*.—A Second Reader and meanings.
2. *Writing*.—In copy books and on slates (but not to dictation).
3. *Arithmetic*.—Four Simple Rules and two Compound.

3rd Standard.

1. *Reading*.—English and Vernacular; and ability to write a fair translation into the Vernacular of three or four lines of a Third Reader.
 2. *Dictation* from either Reading Book; and pretty good writing in both languages.
 3. *Arithmetic*.—Four Simple and Compound Rules, Reduction, Rule of Three, and Vulgar Fractions.
3. The following is the scale of payments I would propose:—

SCHEDULE B.

GRANTS.

A. European and Eurasian Schools.

	Standard.	Hill Schools.	Schools in the Plains.	
		Rs.	Rs.	
To each pupil passed under	1	5	3	} For boys and girls.
	2	9	7	
	3	20	15	

B. Native and Anglo-Vernacular Schools.

	Standard.	Rupees.	
	To each pupil passed under	1	
2		7	
3		15	

4. I am not clear as to whether our rules, now in force, allow grants to a school in aid of Teachers' salaries, and at the same time for the results of an examination; but I see no reason why aid in both forms should not be given, when the payment-for-results would be for the work up to the standard specified, and the salary grants be made dependent on the general results in any higher classes, particularly as shown in the University Examinations.

Should it, however, not be meant that *both* salary grants and payments for results should be drawn, then to Schedule B, I would add—

For every student* passed the Matriculation Examination... Rs. 60
Do.† do. F. A. do. ... " 120

5. Indigenous schools should, I think, be brought under Schedule A, as above modified.

6. What in the Bombay Rules are called "capitation grants" are, I think, objectionable, as they offer strong inducement—so strong that in out-of-the-

* To have been in the School at least 2 years before the examination.

† Do. do. 3 years do.

way places, it would sometimes prove irresistible—to the falsification of registers; and I would not recommend their introduction.

7. I would require a period of attendance prior to the examination varying with the standard, thus :—

For admission to examination under the—	Require a previous attendance of
1st (lowest) Standard.	2 months.
2nd " "	4 " "
3rd " "	6 " "

8. I beg to suggest the following as points requiring notice in the subordinate Rules :—

- (a). Registers in a prescribed form to be kept. Their being in arrears or found to contain false entries to exclude a school from examination, and, of course, from all grants.
- (b). No pupil to be examined whose average attendance* has been less than 15 full days a month for the 2, 4, and 6, respectively.
- (c). No child less than 6 or more than 15 to be examined, and no one over 8 to be examined for Standard 1; and none over 12 for Standard 2.
- (d). No one to be passed more than once for any Standard.

9. I enclose a communication on the subject, received from S. Seshaiya, Deputy Inspector of Schools.

10. From the pressure of work, more particularly the valuation of the mass of Matriculation Examination papers, which, though not technically a part of my official duties, is probably of greater importance to the Department, and to education generally, than any other work of the year, I have been able to take up this matter only to-day, the date named as the last for the submission of the remark. This letter is, consequently, less complete than I could have wished.

11. One point occurs to me; the introduction of so complete a scheme as that adopted in Bombay would quite upset the plan of inspection lately introduced here.

No. 42, dated 24th January, 1867.

From—S. SESHAIYA, Esq., Deputy Inspector of Schools, South Arcot,

To—The Inspector of Normal Schools and Presidency Division.

In sending on the enclosed modified Schedules A and B of the Grant-in-aid Rules, I have the honor to observe that, in recasting the Schedule A, I have thought it advisable to divide the Aided Schools into three classes :—

- I. Purely Vernacular Schools.
- II. Anglo-Vernacular Schools.
- III. European and Eurasian Schools.

2. For purely Vernacular or Indigenous Schools, four standards have been recommended.

3. For the first or lowest standard, I require that the pupils should be able to read the First Book of Lessons, and to work Addition and Subtraction in Arithmetic; and I do not think we can expect more than this from such schools for the first time; since, even to produce this result, it will take not less than six months for the Masters of such schools, and we cannot, I think, without discouraging them, delay giving a grant in anticipation of better results.

4. Regarding the second standard recommended, I have nothing to say. I only require that such pupils as are presented to examination under that head

* This condition is, of course, open to the objection urged in paragraph 6, though not, I think, to the same extent.

must be able to do as much as the first class of a Government Taluq School does in the Vernacular.

5. The amount of work I require for the third standard may, perhaps, be said to be somewhat high; but from a school prosecuting purely Vernacular studies we may easily expect that much.

6. The same remarks apply to the fourth standard.

7. Though, generally, schools reaching to the third or fourth standard will take up English and become Anglo-Vernacular Schools, yet there may be some villagers, who will stick to their own Tamil, to the entire exclusion of English, and it is to provide for such that I put in the third or fourth standards

8. In drawing up the standards of examination for Anglo-Vernacular Schools, I have, as nearly, as possible, followed the Taluq School course.

9. In fixing upon the standards for European and Eurasian Schools, I was guided by the same principle as in the case of Vernacular Schools.

10. In modifying the Schedule B, I have, in most cases, so arranged that the grant given by Government may, as far as possible, approach what the Masters will generally demand from parents, if the schools were entirely private, and the Masters remunerated by fees only.

11. Lastly, it is my opinion that no grant should be given on account of any boy who has not been in the school for at least *three months* previous to the date of examination.

SCHEDULE A.

STANDARDS OF EXAMINATION.

FOR VERNACULAR SCHOOLS.

1st Standard.

1. *Reading* pretty fairly, the First Book of Lessons.
2. *Writing* to dictation simple words.
3. *Arithmetic*.—Multiplication Tables, Simple Addition and Subtraction.

2nd Standard.

1. *Reading*.—The 1st and 2nd Book of Lessons with explanations.
2. *Writing* to dictation easy sentences.
3. *Arithmetic*.—Four Simple and Compound Rules.

3rd Standard.

1. *Reading*.—Ability to read and explain any easy Prose or Poetry.
2. *Writing* to dictation any piece selected from such books.
3. *Arithmetic*.—The Four Simple and Compound Rules; Single and Double Rule of Three; and Vulgar Fractions.

4th Standard.

1. *Reading*.—Ability to read and explain any Prose and Poetry of ordinary difficulty.
2. *Writing* to dictation a selection from any Prose work.
3. *Arithmetic*.—The whole subject.

FOR ANGLO-VERNACULAR SCHOOLS.

1st Standard.

1. *English*.—
 - (a) *Reading*.—1st Reader with explanation.
 - (b) *Spelling*.—Easy words.
 - (c) *Writing*.—Large hand.
2. *Arithmetic*.—Four Simple Rules.
3. *Vernacular*.—
 - (a) *Reading*.—The 1st Book and portion of the 2nd with explanations.
 - (b) *Writing* to dictation easy sentences.

2nd Standard.

1. *English*—
 - (a) *Reading*.—The Second Book.
 - (b) *Writing* to dictation easy sentences.
 - (c) *Grammar*.—Parts of Speech.
 - (d) *Writing*.—Fair middle hand.
2. *Arithmetic*.—Four Simple and Compound Rules.
3. *Vernacular*—
 - (a) *Reading*.—3rd Book with full explanations.
 - (b) *Writing* to dictation from the same without gross mistakes.
 - (c) *Grammar*.—Pope's Part II.
 - (d) *Writing*.—Fair middle hand.

3rd Standard.

1. *English*—
 - (a) *Reading*.—3rd Book, with explanations, and recitation of 100 lines from any easy Poetry (say, Selections of Poetry, No. I.)
 - (b) *Writing* to dictation from the same.
 - (c) *Grammar*.—Parsing easy sentences.
 - (d) *Writing*.—Fair small hand.
 - (e) *Translation* of easy sentences from English into Tamil, and *vice versa*.
2. *Arithmetic*.—Simple and Compound Rules and Vulgar Fractions, Rule of Three Single and Double.
3. *Vernacular*—
 - (a) Reading and explaining any easy Prose or Poetry.
 - (b) Writing to dictation, without great errors, any piece of ordinary difficulty.
 - (c) Parsing.
 - (d) Writing fair small hand.

4th Standard.

1. *English*—
 - (a) Reading and explaining any easy Prose or Poetry.
 - (b) Recitation of 200 lines of Poetry (from any standard author).
 - (c) Fair knowledge of Grammar.
 - (d) Writing to dictation any portion selected from any easy Prose work.
 - (e) Writing neat running hand.
2. *Arithmetic*, complete.
3. *Vernacular*—
 - (a) Reading and explaining any Prose or Poetry of ordinary difficulty.
 - (b) Fair knowledge of Grammar.
 - (c) Writing to dictation a selection from any Prose work.
 - (d) Writing neat running hand.

FOR EUROPEAN AND EURASIAN SCHOOLS.

1st Standard.

1. *English*.—Reading intelligibly the First Reader, with ability to explain the same.
2. *Arithmetic*.—Multiplication Tables, Addition and Subtraction.
3. Ability to spell easy words.

2nd Standard.

1. *English*.—Reading 2nd Book of *Léçons* with explanations.
2. *Arithmetic*.—The Four Simple and Compound Rules.
3. *Writing* to dictation easy sentences.
4. *Writing* large hand.

3rd Standard.

1. *English*.—Reading Third Book or any easy Narrative. Recitation of 100 lines from any easy Poetry.
2. *Arithmetic*.—The Four Simple and Compound Rules, Rule of Three, and Vulgar Fractions.
3. *Writing* to dictation sentences from any easy Prose work.
4. *Writing* fair middle hand.

4th Standard.

1. *English*.—Ability to read and explain any Prose, and Poetry. Recitation of 300 lines of Poetry from any standard Author.
2. *Arithmetic*.—The whole subject.
3. *Writing* to dictation any selection from a Prose work of ordinary difficulty.
4. *Writing* fair small hand.

SCHEDULE B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For Vernacular Schools.

					Rs.	A.	P.	
1st Standard	...	...	...	...	2	4	0	per annum.
2nd	„	...	...	...	3	0	0	„
3rd	„	...	...	...	4	8	0	„
4th	„	...	...	...	9	0	0	„

For Anglo-Vernacular Schools.

					Rs.	A.	P.	
1st Standard	...	...	...	...	4	8	0	per annum.
2nd	„	...	...	...	6	0	0	„
3rd	„	...	...	...	9	0	0	„
4th	„	...	...	...	18	0	0	„

For European and Eurasian Schools.

					Hill Schools.			Low ground Schools.					
					Rs.	A.	P.	Rs.	A.	P.			
1st Standard	9	0	0	6	0	0
2nd	„	12	0	0	9	0	0
3rd	„	18	0	0	12	0	0
4th	„	24	0	0	18	0	0

No. 92, dated 31st January, 1867.

From—E. C. CALDWELL, Esq., *Inspector of Schools, 4th Division,*

To—*The Director of Public Instruction.*

I have the honor, with reference to your memorandum of the 24th November last, No. 2452, and the accompanying papers, to submit that if, as I gather from your instructions, it is the desire of Government to give expansion to the system of grants on results, the rules and standards and scales of grants laid down by the Bombay Government, copy of which was circulated with your memorandum under consideration, with some modifications, might, in my opinion, advantageously be substituted for those now in force in this Presidency.

2. As regards the latter, I believe I am correct in considering that they were framed with more especial regard to schools and classes of inferior standing, and that they were not intended to have more than a very subordinate place in the system of grants. As such they appear to me to be inadequate to form even the basis of a more general scheme. In practice, too, they have been, at least in this Division, almost wholly inoperative beside the system of Grants-in-aid of Teachers' salaries, and furnish no data on which to ground a more extended scheme. Under the Bombay Government, on the contrary, the system of grants on results appears to be the main feature in the scheme of Educational grants, and as might be expected, the rules and schedules for regulating these grants, appear to have been well and carefully considered and judiciously drawn, and I would accordingly recommend them for adoption in this Presidency, with the following modifications:—

- I. If it is the desire of Government to bring the system of grants on results into operation concurrently with that of Grants-in-aid of Teachers' salaries, I consider that it would be necessary to make an alteration in Rule 6, extending the period of a pupil's attendance at school previous to examination from "one" to "six months."

II. I consider that the proviso in Rule 7, preventing a pupil passing twice under the same standard, should be made absolute and applicable to all schools alike. On this head, I would observe that the differences between the successive standards are not greater than might be fairly expected to be surmounted within a year, and in the case of a pupil failing to make such progress, the result could scarcely be considered creditable and entitling to a grant.

III. In the case of indigenous Village Schools, which it would appear to be the desire of Government to bring under the operation of the new rules, I consider it would be necessary to dispense with the provisions for registration, &c., required by Rules 1, 2, and 9. It will occur to you that it is not usual for the Masters or promoters of such schools to seek for Government aid; that, as a rule, they do not come under the cognizance of the Department until they are sought out by the Inspecting Officer. In the case of such schools, the application of stringent rules for registration, or forms of any kind, would be tantamount to excluding them altogether from the operation of the system. I consider, too, that, in the case of these schools, provision should be made, as at present, for making grants to them payable quarterly, instead of annually, as in the case of other schools.

3. Looking now to the several standards of examination, I should feel disposed to recommend the abolition of all distinction between European and other schools, and to include all under the one Schedule; but as this distinction seems to be very generally recognized, I will not here press the point further. I would, however, insist more strongly on the incorporation in one Schedule of standards for Anglo-vernacular and Vernacular Schools, bringing in the latter merely under a lower standard. With this object, I would simply abolish the 3rd and 4th standards of Vernacular Schools and annex the 1st and 2nd, with some slight alterations, to the Schedule of standards for Anglo-Vernacular Schools.

4. As regards the details of these Schedules, the only point which appears to me to call for notice is the uncertain, and sometimes, as I would judge, the erroneous position which is assigned to translation exercises under the several standards for Anglo-vernacular Schools. Thus, in Standard II, translation comes under the head *English*, while in the higher standards it is classed under the head *Vernacular*. Again, in the lower standards, the translation exercises required are from the Vernacular into English, while under the higher standards they are from English into the Vernacular; thus reversing what, in my judgment, ought to be the rule. I incline to regard translation exercises as a test of the pupils' knowledge more of a foreign language than of his own; and in the Anglo-vernacular Schools, I consider, accordingly, that these exercises should come under the head of *English*. Again, in the lower standards, I consider it a mistake to require translations into English. It is a wholesome provision to require of a pupil from the first to understand what he reads; and, from the second standard inclusive, I consider that written translations from English into the Vernacular might advantageously be required; but before a pupil comes up to the 4th standard, I consider that he cannot fairly be expected to have acquired sufficient command of English to translate into that language from the Vernacular. For the 4th and higher standards I would require translation exercises, both from and into English, both to be included under the head of English. With these modifications, I would recommend the Bombay Schedule of standards for adoption.

5. As regards the amount of grants to be assigned to each, I am not prepared to pronounce so decided an opinion; but the Deputy Inspector, G. S. Arianayagam Pillay, showed me some calculations which he had made, based on an esti-

mate of the average number of pupils in the several classes of the Aided Schools, and the average amounts paid in aid of Teachers' salaries under the system which now prevails. According to these calculations, and reckoning that about half the pupils presented under the several standards would pass, he estimated that if the Bombay Schedule of grants were adopted, the amount which the Managers of a school might draw under either system would be pretty nearly the same. This would, I believe, be in accordance with the views of Government, if they desire the two systems to come into operation concurrently.

6. There remains for me now only to observe that a system of grants by result, wherever it may happen to be introduced, would involve a return to the system of individual examination of the pupils of the Aided Schools, which has just been superseded by the new Inspection Rules.

No. 245, dated 15th February, 1867.

From—L. GARTHWAITTE, Esq., *Deputy Inspector of Schools Malabar and Canara,*

To—*The Director of Public Instruction.*

I have the honor to forward the statement called for in memorandum No. 2452, of 23rd November 1866.

2. I am directed to state my opinion on the three following points :—(1) the different standards of examination to be prescribed, such being below the matriculation test ; (2) the grants which should be given ; and (3) the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account.

3. With regard to the first point, I may say, in reference to the standard for European and Eurasian Schools, that they are already sufficiently favourable. In the case, however, of Native Schools, to the present number of standards (*viz.*, three), I would add, (1) a new first one corresponding to the first standard for European Schools, and the first Bombay standard for Native Schools ; and (2) one intermediate between the present, second and third standards for Native and Anglo-vernacular Schools. I would also advise still further reductions in the Arithmetical requirements as follows :—

First or lowest Standard.

Addition and Multiplication Tables and notating any digital number on a slate.

Second (the present First).

Easy exercises on the Four Simple Rules.

Third (the present Second.)

The Four Simple and Compound Rules and easy applications thereof.

Fourth.

Arithmetic sufficient for all ordinary purposes, *i. e.*, Vulgar Fractions and Simple Proportion.

Fifth standard (the present Third).

Vulgar and Decimal Fractions, and Simple and Compound Proportion.

4. As the new standards are to suit Village Schools, the necessity for a new lowest standard is obvious, as, without such a standard, the inducement to the Masters of such schools to put their schools under inspection would be altogether too slight. Again, as it is intended, I presume, that schools should be able to draw a grant for each boy once a year, (and that *without* their passing under the same standard *twice*) it appears necessary to provide a step between the present middle and higher standards. It would be impossible for any Schoolmaster, even with the cleverest boys, to bring on a class in one year from the second (Native) standard to the third or Anglo-vernacular.

5. I think the alterations in the Arithmetical requirements necessary, first, because the present highest standard in Arithmetic goes beyond even that prescribed for the University Matriculation ; and second, because I do not see exactly on what grounds higher Arithmetical attainments should be expected from Natives than from Europeans. I know an idea prevails

that the Natives of India excel in Mathematics; but after considerable experience in teaching three races of this Presidency—the Tamil, Canarese, and Malayalum—I am not prepared to endorse that opinion; and I am convinced that to demand Arithmetical attainments as high even as those laid down in the late Government order would be to demand what the majority of schools, otherwise eligible to result grants, could not present.

6. The standards for Native and Anglo-Vernacular Schools would thus stand :—

1st (Lowest) Standard.

1. *Reading.*—Words of one syllable.
2. *Writing.*—Any letter or digital number on a slate.
3. *Arithmetic.*—Addition and Multiplication Tables and notating any digital number on a slate.

2nd Standard.

1. *Reading.*—Easy School Books, clear and intelligent.
2. *Writing.*—Legible to dictation, in the ordinary current hand, without gross mistakes.
3. *Arithmetic.*—Easy exercises on the Four Simple Rules.

3rd Standard.

1. *Reading.*—Advanced, and explanation.
2. *Writing.*—Good, and correct to dictation.
3. *Arithmetic.*—The Four Simple and Compound Rules, and easy applications thereof.

4th Standard.

1. (a.) *Reading.*—Current Vernacular Literature, including Newspapers.
(b.) *Paraphrasing.*—Vernacular Poetry taken from ordinary School-books.
2. *Writing.*—Vernacular writing from dictation.
3. *Arithmetic.*—Sufficient for all ordinary purposes, *i. e.*, Vulgar Fractions and Simple Proportion.
4. *Vernacular Grammar.*

5th Standard.

1. *English Reading.*—Easy Poetry and History.
2. *Translation* into Vernacular on paper.
3. *Writing* English to dictation (such as Goldsmith's History of England) without three gross mistakes.
4. *Arithmetic.*—Vulgar and Decimal Fractions and Simple and Compound Proportion.

7. *Grants.*—In the grants for the European and Eurasian Schools, I have not recommended any alteration. In the grants to Native Schools for the first grade, I would recommend a grant of 1 Rupee in the Bombay Rules. The other grants for the other grades might be—

2nd Standard (Former First)	Rupees	2
3rd „ (Former Second)	„	4
4th „ Without English	„	6
„ With English	„	8
5th „ Anglo-Vernacular	„	12

8. The highest standard for Anglo-vernacular Schools requires a very fair standard of attainments—next, in fact, to the Matriculation Examination—and it is but few out of the highest classes of an ordinary Government Taluq or Anglo-vernacular School that would fully satisfy its requirements.

9. It will be seen that I recommend the lowering of the standards, and a small addition to their number, and, on the average, decrease to the total expense.

$$\begin{array}{l} \text{The present grants} \div \text{their number Rs. } \frac{2+5+10+17}{3} \text{ or } 5\frac{1}{3} \\ \text{Grants recommended} \div \text{their number Rs. } \frac{1+2+4+6+8+12}{6} = 5\frac{1}{2} \end{array}$$

If, however, the standard be not further lowered, then I am decidedly of opinion that, unless this part of the Grant-in-aid Rules is to remain a dead letter and afford no encouragement to education, the grants to Native Schools should be raised to the same amounts as those offered to European and Eurasian Schools. There are many schools on this Coast conducted by Protestant Missionaries, and a still greater number conducted by Roman Catholic Priests, to whose circumstances the certificated grant system is not adapted, but who would gladly avail themselves of the result-grants. But if the standard is so high as at present, and the grants are so low, the offers made of such grants are merely tantalizing.

10 *Girls' Schools*.—Looking at the great importance of Native Female Education, and the difficulties in its way, especially the short time that Native girls can by any probability remain at school, I think that such schools should be on the most favored footing, *i. e.*, that the standards should be those of European and Eurasian Schools, and the grants equal to those of Hill Schools. Grants of Rupees 5 under the second standard, and Rupees 10 under the highest, should be given for needle-work as in Bombay.

11. *Time*.—In the Bombay Rules one month is given as the minimum time which a pupil should have attended previous to examination. There should be a proviso, however, precluding schools from receiving grants for boys for whom grants have been paid at other schools within the previous twelve months.

12. I would suggest the adoption of the following rule from the Bombay Rules :—*Portuguese* Schools will be entitled to the same grants as Vernacular and Anglo-Vernacular Schools. As regards these, the words "*Portuguese*" and "*Anglo-Portuguese*" may be read throughout the Rules and Schedules for "*Vernacular*" and "*Anglo-Vernacular*." Portuguese is the only Vernacular of the East Indians of the West Coast, who belong to the same race as those of Bombay, and to deny them elementary instruction through the medium of that language is to deny them the most ready and available means of acquiring instruction in its early stages.

No. 7, dated 28th February, 1867.

From—H. FORTEY, Esq., *Inspector of Schools, 2nd Division*,
To—The Director of Public Instruction.

In reply to your Proceedings, No. 2452, dated 23rd November 1866, I have now the honor to send to you a scheme of payment by results for Native Schools, and another for European and Eurasian Schools.

2. I have consulted the records in my office in regard to payments made to Village School-masters in the district of Nellore, and I have fixed the payment per boy for the lowest standard in the scheme now submitted for your consideration so as to make the expense to Government about equal to that under the system now in force.

3. When the standards are decided upon, the details will have to be elaborated, and the amount of knowledge required in each subject should be defined with the greatest possible precision, or endless discussions will arise between the Managers and the Inspectors; for instance, the words "writing fairly from dictation" will, in my opinion, require a page or two of explanation, in order to secure uniformity in the working of the rules, and obviate disputes with School Managers. But until the standards to be adopted have been decided on, it would be a waste of time to elaborate them in this way, and I, therefore, have not done this in regard to those which I now submit for your consideration.

4. I am of opinion that no payment should be made on account of a boy who has not been studying in a school for at least six months previous to the Inspector's examination. I observe that the period fixed on in the Bombay Rules is one month, but this is, I think, far too short.

Statement showing Standards proposed, and payment per boy, for each boy passed in certain groups of subjects in each Standard.

NATIVE SCHOOLS.

Lowest Standard.

	Payment per boy passed.
1. <i>Reading</i> .—Simple Stories } 5	}
2. <i>Writing</i> fairly from dictation }	
3. <i>Arithmetic</i> .—Four Simple Rules }	

Middle Standard.

1. <i>Reading</i> .—Ordinary Prose, Explanation, and Grammar }	}	7
2. <i>Writing</i> from dictation a passage of ordinary Prose }		
3. <i>Arithmetic</i> .—Four Simple and Compound Rules, Vulgar Fractions, and Simple Proportion }		
4. <i>English</i> .—Reading simple Stories, and writing from dictation }		3
Total...		10

Highest Standard.

1. <i>Reading</i> .—Prose and Poetry, explanation, and Grammar }	}	10
2. <i>Writing</i> with considerable accuracy from dictation }		
3. <i>Arithmetic</i> .—To end of Decimals }		
4. <i>Geography</i> of Europe and Asia }	}	5
5. <i>English</i> .—Reading explanation, and Grammar as far as Etymology }		
6. <i>English dictation</i> }		5
Total ..		15

EUROPEAN AND EURASIAN SCHOOLS.

Lowest Standard.

1. <i>Reading</i> .—Simple Stories }	}	5
2. <i>Writing</i> .—Simple Stories from dictation }		
3. <i>Arithmetic</i> .—Four Simple Rules }		

Middle Standard.

1. <i>Reading</i> .—Ordinary Prose, explanation, and Grammar as far as Etymology }	}	6
2. <i>Writing</i> from dictation a passage of ordinary Prose }		
3. <i>Arithmetic</i> .—To Vulgar Fractions and Simple Proportion }		4
Total...		10

Highest Standard..

1. <i>Reading</i> .—Prose and Poetry, explanation, and Grammar including Syntax }	}	10
2. <i>Writing</i> with considerable accuracy from dictation }		
3. <i>Geography</i> .—Europe and Asia... .. }		
4. <i>History</i> of India... .. }	}	5
5. <i>Arithmetic</i> complete }		
Total ..		15

No. 720, dated 10th January 1867.

From—A. CACHAPAI SWARIAH, Esq., Deputy Inspector of Schools Coimbatore,

To—The Director of Public Instruction.

With reference to your Proceedings, No. 2452, of the 23rd November last, I have the honor to submit my opinion with regard to Native Schools.

2. The standards in Arithmetic, as modified in your Notification of the 25th October last, are still too high; for "*Arithmetic complete*" laid down by you for the third or higher standard is what is fixed for the First Examination in Arts. The standard for the Matriculation test is "the First Four Rules, Vulgar and Decimal Fractions, Proportion and Extraction of the Square Root;" that for the new fourth grade Teachers' Certificate Examination, "Colenso's generally, omitting Duodecimals, Cube Root, and Stocks;" and

that for the new fifth grade Teachers' Certificate Examination, "Four Simple and Compound Rules with principal Indian Weights and Measures."

3. The highest standard to be framed should be nearly similar to that laid down for the fourth grade Teachers' Certificate Examination, the first point, according to paragraph 2 of the above-mentioned Proceedings, being that it should be below the Matriculation test; and the lowest standard should not exceed that laid down for the schools under the Coimbatore Village School system (only Four Simple Rules *in Arithmetic*), paragraph 3, of the said Proceedings requiring that this standard should be so framed as to be applicable for Indigenous Schools.

4. The standards proposed are four in number: the first and second applicable to Indigenous Schools, the third to Vernacular Schools, and the fourth, or the highest, to Anglo-Vernacular Schools.

5. I am not in favor of capitation grants.

6. The following Schedules A and B are made after the manner of those adopted in the Bombay Presidency:—

SCHEDULE A.

1st Standard.

Head I.—1st Book of Lessons, 1st part; reading slowly.

Head II.—*Dictation* from the read portion of the above book, without exceeding 65 per cent. of mistakes.

Head III.—*Arithmetic*.—Notation and Addition.

N. B.—This standard is preparatory to the second standard, and is calculated to the improvement of Village Schools; as most teachers who now get no grants under the Coimbatore Village School system will try to prepare for this easy standard, and eventually adopt the second standard.

2nd Standard.

Head I.—1st Book of Lessons, 2nd Part; reading fairly, and giving synonymous terms for easy words.

Head II.—*Dictation* from the read portion of the above book, without exceeding 50 per cent. of mistakes.

Head III.—*Arithmetic*.—Four Simple Rules (plain work and not practical exercises.)

Head IV.—(a) *History*.—Brief Sketches of Asia, India.

Or (b) *Geography*.—Madras Presidency.

N. B.—If this standard be raised, almost all the Village School Teachers now in receipt of quarterly grants will be driven to despair.

3rd Standard.

Head I.—*Reading* and explanation in the Second and Third Readers, Public Instruction Press.

Head II.—Pope's First Catechism of Grammar.

Head III.—*Arithmetic*.—Four Simple and Compound Rules, with the principal Indian Weights and Measures.

Head IV.—*Dictation*, without exceeding 25 per cent. of mistakes, with fair hand-writing.

Head V.—(a) *History*.—Brief Sketches of Asia.

Or (b) *Geography*.—Outlines of Asia in general, and India in particular.

N. B.—This standard is supposed to be taught by one possessing qualifications similar to those of a teacher holding the new Fifth Grade Certificate.

4th Standard.

Head I.—*English*.—(a) First and Second Books of Lessons, Madras School Book Society; reading and explanation; (b) Elements of English Grammar; (c) English *Dictation* from the read portion, without exceeding 50 per cent. of mistakes.

Head II.—*Tamil* (a) Third Book of Lessons—reading and explanation.

(b) Minor Poets—repetition and explanation.

(c) Pope's Second Grammar.

Head III.—*Arithmetic* (in Tamil).—The First Four Rules and Vulgar Fractions.

Head IV.—*Euclid*.—Book I (in Tamil).

Head V.—*History*.—Morris' India (in Tamil).

Head VI.—*Geography*.—Clift's—The 4 Continents (in Tamil):

N. B.—This standard is supposed to be taught by one possessing qualifications similar to those of a Teacher holding the new Fourth Grade Certificate.

Note.—Higher standards than these are not feasible.

SCHEDULE B.

Yearly Grants.

Stand-ard.	First Head.	Second Head.	Third Head.	Fourth Head.	Fifth Head.	Sixth Head.	Total.	The minimum time a boy should have attended the school to allow of a grant being issued on his account.	REMARKS.
I.	Rs. 1	Rs. 1	Rs. 2½	Rs. ..	Rs. ..	Rs. ..	Rs. 4½	Two months.	
II.	2	2	5	2	...	...	11	Do.	
III.	3	3	6	3	3	..	18	Three months.	
IV.	10	10	12	4	4	.	40	Do.	The 1st head $4a + 4b + 2c = 10$. The 2nd head $4 \times 3 + 3 \times 10$.

N. B.—To entitle a teacher for 9 Rupees quarterly grant (36 Rupees per annum) under the Coimbatore Village School system, the chief points required are that the average attendance should be not less than 12 boys, and that not less than 4 boys should pass in (1) working a Long Division sum, (2) writing to dictation without exceeding 40 per cent. of mistakes, and (3) reading and explaining a passage in the 1st or 2nd Book of Lessons. The second standard of allowances in Schedule B is so framed that the Teacher who, under the Coimbatore Village School system, draws quarterly 9 Rupees with 4 successful boys, may not become a loser under the payment-for-results system. Thus (his boys do, not pass under the present system in History and Geography, except for 10 Rupees grant) 4 boys \times 9 Rupees (for 3 heads $2 + 2 + 5 = 9$) = 36 Rupees. Under the first standard, a Village School Teacher with 4 successful boys will get but Rupees 1½ per mensem. Should the allowances given in Schedule B be reduced, or the standard in Schedule A raised, all the Village School Teachers, at present in receipt of grants, should in future despair of their emoluments.

In my district, all the Anglo-Vernacular Schools under the certificate system put together produce an average attendance of 25 boys; and all the Vernacular Schools, that of 18 boys. These schools generally produce 9 or 10 boys, educated almost according to the 3rd or 4th standards, of whom (my experience shows) 6 boys pass on an average. The certificate system generally bestows a monthly grant of 8 Rupees upon a 5th grade certificate Teacher, and that of 20 Rupees upon a 4th grade certificate Teacher. The 3rd and 4th standards are calculated to remunerate duly the Teachers who are supposed, to possess qualifications nearly similar to those of Teachers holding, respectively 5th and 4th grade Teacher certificates.

No. 6, dated 16th January, 1867.

From—S. NADAMUNI MOODELLY, Esq., *Deputy Inspector of Schools, Godavery District,*

To—*The Inspector of Schools, First Division.*

In obedience to the directions conveyed in the Memorandum of the Director of Public Instruction, No. 2452, dated 23rd November last, I beg to submit the following suggestions.

2. I consider the standards of examination prescribed in Schedule A to be too high to afford benefit to the Indigenous Schools. The best conducted of the Village Schools in my division is the one at Ganapavaram, in the taluq of Undi, where the people take great interest in the welfare of the school. They have secured a Teacher with tolerably respectable qualifications, and who possesses also a certificate of the 9th grade. With these advantages, the school is attended with about 30 boys. Seven of these form the second or the senior class; 8 the upper division of the first; and the rest constitute the lower division, forming the initiatory class. The highest of these divisions, *viz.*, the second class, follows a course of instruction more or less corresponding to that of a similar class of a Taluq School. When subjected to an examination for grants-in-aid, the school will not be able to pass for any but the lowest standard of the Schedule A, and according to Schedule B, can secure to the Master no more than 14 Rupees per annum, or a little more than a Rupee for every month in the year. This appears to be too small a sum to induce a Master to train up his boys to the standard proposed. I beg, therefore, to submit for consideration the standards appended to this letter, with the rates of grants to be issued in each case.

3. In regulating the grants, I fixed upon 2 Annas as the lowest fee a Village Master can receive for each boy from Government 3 Annas for the second standard and 4 for the third—giving higher fees for the Taluq and Anglo-Vernacular Schools. In connection with these rates, I have taken into consideration several description of schools, and tabulated the results on a separate sheet. In accordance with that Table, a well-conducted Indigenous school, with good attendance, will be able to secure to its Master a monthly grant of Rupees 4-8-0, or Rupees 5-6-0, if English is also taught; while a School of the same kind, with a much smaller number in attendance, will give him only Rupees 1-14-0, or Rupees 2-8-0 a month. As most of the Indigenous Schools will be purely Vernacular, the above sums, supplemented by about the same amounts from boys in the shape of fees, will allow the Master a salary of Rupees 9, or Rupees 3-12-0, according to the quality of the school. If an average be struck between these sums, a middle class school will be able to fetch about Rupees 6 a month. This appears to be a fair allowance, looking at the position of the majority of my School Masters.

4. In a Taluq School respectably attended, and efficiently conducted, the grants-in-aid, with the aid of fees, will allow Rupees 20 and 9½ a month for two Teachers; while in a school of the same grade with fewer boys, the salaries of the Teachers can only be Rupees 10½ and 7 per mensem. Striking an average again, as in the former case, a middle class school of this description can have two Teachers on Rupees 15 and 8 per mensem. This appears also to be satisfactory.

Head Master on Rupees 50 per mensem.	
2nd " " " 25	"
3rd " " " 20	"
4th " " " 15	"
5th " " " 12	"
Total...	122

5. As regards the higher schools of a strictly Anglo-Vernacular standard, the proposed grants with local aid are calculated to afford fair salaries to five Teachers as noted in the margin. The last Teacher will be in charge of two divisions.

6. With respect to the period for which a boy should have attended the school to admit of his being examined, I beg to state that six months will be a proper limit for the first three standards and one year for the 4th, 5th, and 6th standards.

7. No capitation allowance seems necessary in addition to the proposed grants.

1st or Lowest Standard.

1. *Reading*.—First five Lessons of 1st Book of Lessons.
2. *Writing*.—Words of two or three letters pretty correctly on the black-board.
3. *Arithmetic*.—Multiplication Tables, repetition mechanically.

2nd Standard.

1. *Reading*.—1st Book of Lessons, Part I, with explanation.
2. *Writing*.—Simple words pretty correctly on slates.
3. *Arithmetic*.—Simple Addition and Subtraction, with Multiplication Tables.

3rd Standard.

1. *Language*.—(1.) Second Book of Lessons, about half the book, with explanation.
(2.) Declension and Conjugation.
2. *Writing* to dictation of easy passage with tolerable correctness.
3. *Arithmetic*.—Simple and Compound Rules.
English. (1.) *Language*.—1st Reader of the Madras School Book Society, with explanation.
(2.) Spelling simple words.

4th Standard.

1. *Language*.—(1.) Panchatantram, about two-thirds of the book.
(2.) Nitisangraham, first half of the book.
(3.) Venkaiya's Grammar, first 2 Chapters.
(4.) Parsing easy words.
2. *Writing* legible to dictation from the reading book, fairly as to correctness.
3. *Arithmetic*.—Vulgar Fractions and Rule of Three.
English.—1. Reading, McLeod's, about 50 pages with explanation.
2. Grammar, Elements, first two parts.
3. Parsing, Etymological.
Writing.—Middle hand—Simple words.

5th Standard.

1. *Language*.—(1.) Third Book of Lessons.
(2.) Nitisangraham, the latter half.
(3.) Venkaiya's Grammar.
(4.) Parsing moderately difficult sentences.
2. *Writing* to dictation in the ordinary current hand from Panchatantram or Nitichandrika.
3. *Arithmetic*.—Vulgar and Decimal Fractions and Interest.
4. *Euclid*.—Half of Book I.
1. *English Language*.—(1.) Third Book (Vegetables), or a book of similar kind.
(2.) Grammar, Elements—the whole.
(3.) Parsing, Syntactical.
(4.) Poetry, Selections, No. I, about half the book.
(5.) Translation into Vernacular on paper.
2. *Writing* small hand to dictation, fairly as to correctness.

6th Standard.

1. *Language*.—(1.) Nitichandrika, Mitralabham.
(2.) Nalacharitra, half the book.
(3.) Venkaiya's Grammar, the whole.
 2. *Writing* running hand correct to dictation.
 3. *Arithmetic*.—Complete with the exception of Stocks.
 4. *Euclid*.—Book I.
 - English Language*.—(1.) Prose No. I, P. I. P., or a book of similar kind.
(2.) Poetry, Selections, No. I, the latter half.
(3.) Grammar, Sullivan's.
(4.) Parsing moderately difficult sentences.
(5.) Translation, reciprocal.
- Writing*.—Fair and neat, correct to dictation.

GRANTS TO BE ISSUED ANNUALLY.

To each pupil passed under ...	1st Standard.	2nd Standard.	3rd Standard.		4th Standard.		5th Standard.	6th Standard.
	Vernacular.	Vernacular.	Vernacular.	English and Vernacular.	Vernacular	English and Vernacular.	English and Vernacular.	English and Vernacular.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	1½	2¼	3	4½	5	7½	12	18

Indigenous Schools.

Standard.	With good attendance.			With small attendance.		
	No. of boys.	Grants for Vernacular.	Grants for English and Vernacular.	No. of boys.	Grants for Vernacular.	Grants for English and Vernacular
		Rs.	Rs.		Rs.	Rs.
2nd Class, 3rd standard ...	7	21	31½	5	15	22½
1st U. D., 2nd do.	8	18	18	5	7½	
1st L. D., 1st do.	10	15	15	..	...	7½
Mere beginners...	5	..	...	5	...	...
Total.	30	54	64½	15	22½	30

Taluq Schools.

Standard.	With good attendance.			With small attendance.		
	No. of boys.	Grants for Vernacular.	Grants for English and Vernacular.	No. of boys.	Grants for Vernacular.	Grants for English and Vernacular.
		Rs.	Rs.		Rs.	Rs.
3rd Class, 4th Standard ...	10	50	75	6	30	45
2nd do., 3rd do.	15	45	67½	9	27	40½
1st U. D., 2nd do.	12	27	27	7	15½	15½
1st L. D., 1st do.	5	7½	7½	3	4½	4½
Mere beginners ...	8	...	...	5	..	...
Total...	50	129½	177	30	77½	105½

Anglo-Vernacular Schools.

STANDARD.	WITH GOOD ATTENDANCE.			WITH SMALL ATTENDANCE.		
	No. of boys.	Grants for Vernacular.	Grants for Anglo-Vernacular.	No. of boys.	Grants for Vernacular.	Grants for Anglo-Vernacular.
			Rs.			Rs.
5th Class, 6th Standard	15	...	270	8	..	144
4th " 5th do.	15	...	180	8	..	96
3rd " 4th do.	15	...	112½	9	...	67½
2nd " 3rd do.	20	...	90	12	..	54
1st U. D., 2nd do.	20	...	45	12	..	27
1st L. D., 1st do.	25	...	37½	15	..	22
Total	110	...	735	64	..	411

No. 12, dated 22nd January, 1867.

From—C. RAMARAU Esq., Deputy Inspector of Schools, Ganjam District,
To—The Director of Public Instruction.

With reference to your Memorandum dated Madras, 23rd November 1866, No. 2452, regarding the modifications which should be made in Schedules A and B of the Grant-in-aid Rules now in force, I beg to express my opinion as follows.

2. Regarding the first point, namely, the different standards of examination to be prescribed, I think the standards of examination laid down by the Bombay Government for the several classes of schools in that Presidency might be adopted by us also; those laid down for the "Vernacular Schools" being made applicable to our indigenous schools.

3. Regarding the second point also, viz. the grants which should be given, I would recommend the adoption of the Bombay scale, which seems to be sufficiently liberal. I would recommend also the provision of capitation grants on the average attendance of pupils; but if capitation grants should find no place in our Presidency, the Bombay scale for "Vernacular Schools" should be doubled before adopting it for our Vernacular Schools, while that for Anglo-vernacular Schools may be received without change.

4. Regarding "the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account," I think the period of one month prescribed in the Bombay rules is rather short, and is only to be required in the lowest classes. In the higher classes, the period required should be 3 and 6 months.

No. 320, dated 25th January, 1867.

From—G. VEDANTA CHARIAR, Esq., Deputy Inspector of Schools, Vizagapatam District,
To—The Director of Public Instruction.

As called for in your Circular Memorandum No. 2452 of 23rd November 1866, subject to Order No. 293 of the Madras Government, dated the 13th October 1866, I do myself the honor of suggesting the following alterations, which seem to me to be worthy of introduction in our present rules for conducting the Grants-in-aid system, and calculated to work with advantage.

As seems to have been your object in circulating the revised rules of the Bombay Presidency with your proceedings, I have instituted a comparison between those rules and ours, and, on the results thereof, have based the following.

My unacquaintance with all the schools under consideration in Schedule A leaves me with a rather imperfect idea of them, and what will be given in these pages is only from a knowledge of the schools obtained from a look into our revised Grants-in-aid Rules.

2. The three standards laid down in the present rules appear to me to be rather too distant strides to be taken in succession by pupils, each in the course of a year. It may reasonably be hoped that those laid down ought to be such as can be reached successively by a year's study.

The highest point to be attained is fixed, namely, the Matriculation Examination; and all the standards below, prescribed as above, may be classified under four, as shown in the Schedule A appended.

3. It has not satisfied me that each standard should be of only three tests (English and Telugu languages and Mathematics), why Geography and History were thrown aside being not known.

I have, therefore, divided each standard into five heads: 1st, English; 2nd, Vernacular; 3rd, Mathematics; 4th and 5th, Geography and History, respectively.

4. "Such being below the Matriculation test." The wording could not convince me that the European and Eurasian Schools are to be free from any Vernacular test.

As, however, there may be schools where no Vernacular is taught, I would exempt them from any test in it.

5. I wished I could understand why the standard tests of European and Eurasian Schools should be comparatively easier than those of Native Schools. The former, if I am not mistaken, are not meant to be examined in a different language from the English.

I have, therefore, been of opinion that the standards of both the schools should, excepting the Indian Vernaculars, be of the same stamp.

6. Before finishing my explanations on the alterations suggested in Schedule A, I would add, for the sake of clearness, that the tests prescribed for indigenous schools are those for Anglo-vernacular Schools, exclusive of any English.

7. As for the grants issuable under the above tests, and before I would subjoin a Schedule giving them as I would recommend, it should be remarked that the grants issued at present in our Presidency are too low, while those in the other under comparison, too high. I much like the *principle* on which Schedule B of the Bombay Presidency is drawn. This will certainly affect the numerical progress of Grants-in-aid Schools, though ours does not much tend to affect it.

8. The principle inferable from our Schedule B now in force is that no pupil is eligible for any grant unless he passes all the tests. This is too hard.

To reserve, however, a part of the principle (which in my opinion is very becoming), a pupil who does not pass both in language and Arithmetic should get no grant; this to be an exception in the case of first standard.

Other conditions may be laid down if the above is approved of.

9. Connected with the subject are two main points to be considered:—

1st.—How long may a pupil be allowed to remain in the samclass?

2nd.—How long should he have attended the school to entitle him to a grant?

In other words, how often may one undergo examination under the same standard?

"What must be the minimum time for which a boy should have attended the school to allow of a grant being issued on his account?" It seems prudent to determine that no boy should be allowed to pass the same test more than twice; and should he fail to obtain a grant on his account on both the occasions, it shall be ruled that he be no more tested under that standard.

As to the latter point, no teacher shall have credit given him for a pupil acquitting himself successfully in an examination, should the time the latter has had instruction from the former fall under, in the lowest calculation, six months.

10. Having, from the little experience I have gained in my position, which I have held for a year, given my observations on the points required, I beg to remain, &c.

SCHEDULE A.

FOR EUROPEAN AND EURASIAN SCHOOLS.

1st Standard.

- 1st Head.—Reading sentences and spelling words from a Reading Book.
Writing letters of the alphabet on a slate.
2nd Head.—Knowledge of the Vernacular alphabet.
3rd Head.—Multiplication Tables, Mental Addition of digits, and Notation and Numeration.

2nd Standard.

- 1st Head.—Fair reading and writing from dictation.
Grammar, as far as verbs in Etymology, with capability to distinguish Parts of Speech.
2nd Head.—Reading easy Class Book.
Spelling and writing out easy words.
3rd Head.—Simple and Compound Rules.
4th Head.—Geographical definitions, and a knowledge of the Continents and Oceans

3rd Standard.

- 1st Head.—Advanced reading and writing from dictation.
Grammar.—Etymology and rules of Syntax, with a knowledge of parsing, and capability to compose easy sentences.
Easy translation into English.
Easy Poetry.
2nd Head.—Fair reading and writing from dictation.
The elements of Vernacular Grammar.
3rd Head.—Arithmetic.—Greatest Common Measure, Least Common Multiple, and Vulgar Fractions.
Algebra.—As far as Subtraction.
Euclid.—Definitions.
4th Head.—Continents of Asia and Africa.
5th Head.—History of India, as far as British connexion with the country.

4th Standard.

- 1st Head.—Grammar and analysis of sentences.
Translation and paraphrase of poetry.
Composition.
2nd Head.—Advanced reading and writing from dictation.
Grammar (Vernacular) with capability to parse.
Composition of easy sentences.
Easy translation.
Easy Vernacular poetry.
3rd Head.—Arithmetic.—Decimal Fractions, Rule of Three, and Extraction of Square and Cube Roots.
Algebra.—As far as Simple Equations (exclusive of Fractions and Surds).
Euclid.—The first book.
4th Head.—Europe and America, with map-drawing.
5th Head.—History of India (continuation to the end).

FOR NATIVE SCHOOLS (ANGLO-VERNACULAR AND VERNACULAR).

1st Standard.

- 1st Head.—Reading sentences and spelling words from a Reading Book.
Writing letters of the alphabet on a slate.
2nd Head.—Reading sentences and spelling words from a Reading Book.
Writing easy words on a slate.
3rd Head.—Multiplication Tables, Mental Addition of digital numbers, Notation and Numeration.

2nd Standard.

- 1st Head.—Fair reading and writing from dictation.
Grammar.—As far as verbs in Etymology, with capability of distinguishing Parts of Speech.
- 2nd Head.—Fair reading and writing from dictation.
Explanation from a Reading Book.
Grammar.—Elements of Vernacular Grammar.
- 3rd Head.—Simple and Compound Rules.
- 4th Head.—Geographical definitions and a knowledge of the Continents and Oceans.

3rd Standard.

- 1st Head.—Advanced reading and writing from dictation.
Grammar.—Etymology and Rules of Syntax, with capability to parse and compose easy sentences.
Easy translation.
Easy Poetry.
- 2nd Head.—Advanced reading and writing from dictation.
Grammar.—Knowledge of the whole elements, with capability to parse and compose easy sentences.
Translation.
Easy Poetry.
- 3rd Head.—Arithmetic.—Greatest Common Measure, Least Common Multiple, and Vulgar Fractions.
Algebra.—As far as Subtraction.
Euclid.—Definitions.
- 4th Head.—Continents of Asia and Africa.
- 5th Head.—History of India, as far as British connexion with the country.

4th Standard.

- 1st Head.—Grammar and analysis of sentences.
Translation.
Paraphrase of poetry.
Composition.
- 2nd Head.—Knowledge of the whole of Vernacular Grammar of a superior kind.
Fair translation.
Paraphrase of poetry.
Capability to write on a given subject.
- 3rd Head.—Arithmetic.—Decimal Fractions, Rule of Three, and Extraction of Square and Cube Roots.
Algebra.—As far as Simple Equations, exclusive of Fractions and Surds.
Euclid.—The first book.
- 4th Head.—Europe and America, with map-drawing.
- 5th Head.—History of India (continuation to the end).

SCHEDULE B.

Grants issuable to pupils passed under several standards (for European and Eurasian and Native Schools).

PARTICULARS.	HIGHEST GRANT OBTAINABLE UNDER					
	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Total
	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.
To each pupil passed under 1st Standard.	1 0 0	1 0 0	1 0 0	0 0 0	0 0 0	3 0 0
Do. do. 2nd do.	1 8 0	1 8 0	1 8 0	1 8 0	0 0 0	6 0 0
Do. do. 3rd do.	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0	10 0 0
Do. do. 4th do.	3 0 0	3 0 0	3 0 0	3 0 0	3 0 0	15 0 0

(Signed) G. VEDEN CHARIAR,
Deputy Inspector of Schools.

No. 29, dated 26th January, 1867.

From—G. S. ARIANAYAGAM PILLAY, Esq., B. A., Deputy Inspector of Schools in Tanjore and Trichinopoly,

To—The Director of Public Instruction.

I have the honor to offer a few suggestions with reference to your Proceedings, No. 2452, of November 23rd, 1866.

2. Any opinion that I may be able to give in connection with European and Eurasian schools must be all theory, such schools having scarcely ever come under my eye. I consider it proper, therefore, to be silent on the point.

3. As to Anglo-Vernacular schools, I have seen no cause to differ from the Bombay scheme either regarding the number of standards required below the matriculation, or the subjects prescribed under each standard. I have considered the scheme over and over, and have not been able to improve upon it on any point worth speaking. Schools which aim at the matriculation standard cannot carry out their object without having five or six classes graduated in some such way as is prescribed in the scheme, as we shall at once see by looking at the arrangement of classes in the Zillah and Provincial schools.

4. In fixing a scale of grants, it seems to me that we should proceed upon the principle of giving what is likely to be about half the reasonable remuneration of teachers employed in educating up to the prescribed standards. Now, assuming that Rupees 15 is the fair remuneration of the teacher of a class which is being prepared to pass the first anglo-vernacular standard, that it consists of twenty pupils, and that fifteen of them pass while the rest fail (an assumption which I believe will be verified by experience), Rupees 6 per pupil will cover half the yearly salary of the teacher. Again, supposing the pay of the teacher of a 2nd Anglo-Vernacular standard class to be Rupees 25, and assuming the other particulars as above, Rupees 10 per pupil will cover his half salary. Similarly, taking the monthly salaries of teachers educating up to the 3rd, 4th, and 5th standards to be Rupees 35, 50 and 80, respectively, Rupees 14, 20, and 32 should be the respective yearly grants. For the matriculation standard, I will assume Rupees 150 as the teacher's salary, that the class contains fourteen boys, and that half of them pass; this supposition gives nearly Rupees 130 on account of every matriculated student. The grants which I have ventured to recommend will be seen to agree in the main with the Bombay scale, thus :—

	1st Stan- dard.	2nd Stan- dard	3rd Stan- dard.	4th Stan- dard.	5th Stan- dard.	6th Stan- dard.
The Bombay scale	6	9	12	21	30	100
The scale here suggested	6	10	14	20	32	130

5. As to the principle by which we should regulate the minimum time during which a pupil should have attended a particular school to allow of a grant to be issued on his account, I am not quite certain; I think, however, that it would be reasonable so to fix the time as to admit of a child's being educated up to a given standard, supposing him to have already passed, or to have already been able to pass, the next lower test assuming, of course, that he has a fair amount of industry and talent, and that his teacher is able and painstaking. Upon this principle, I imagine that six months would generally be a fair minimum, and that it should never be short of three months.

6. I beg to submit herewith a Schedule of the subjects of examination for Vernacular Schools, which will be found mostly to conform with the Bombay Schedule. In fact Mr. Grant has so carefully drawn up his Schedules and rules (I refer to those points on which I am in a position to form an opinion) that any common sense legislation on the subject cannot materially differ from them. It will be observed that my Schedule does not go above the third standard; this is because I think there is scarcely any likelihood of our having purely Vernacular Schools rising above this standard, excepting in the language sub-

ject. Regarding reading, I have a remark to make: the testing of a child's ability to read from the way he reads a book fixed as lesson for his class is liable to serious objection. In a great many cases that have come under my observation, the text books had been read through so often as to be known by heart, and to preclude any possibility of one's judging of the pupil's ability to read. To test reading by means of fixed text books in the case of schools expecting to be paid on the results of periodical examinations, is liable to great abuse, especially in the lower classes, where the foundation of fluent reading should be laid. A young child may be so carefully taught to read the Tamil 1st and 2nd Books as to enable him to read any other book of the same difficulty with almost equal facility; in fact, I have found this by experiment in the case of a child below seven years of age. In these remarks I refer to the reading and not the explanation, of a text book. In every case, therefore, when reading is a head of examination, I would strongly recommend that the examiner should be allowed the option of testing it by means of any book equal in difficulty to the text book. The explanation of the subject matter should of course be confined to the latter.

7. The tests, both Vernacular and Anglo-Vernacular, may be the same for girls as for boys, with this difference, that the examination of girls should be more lenient; for instance, if half the maximum marks be required to pass a boy for a standard, one-third may be considered sufficient for a girl.

8. The grants assigned for Vernacular Schools by the Bombay scheme appear to me to be very low, particularly in the first or lowest standard. The pay of a person employed to teach children up to the lowest standard cannot be fairly taken to fall below 5 Rupees per mensem, and I will suppose that teachers employed to educate up to the 2nd, 3rd, and 4th standards are paid at Rupees 7½, 10, and 15, respectively. Now upon the principle enunciated in the fourth paragraph, and making the same assumption as to the number of pupils and the proportion of those who pass, we have:—

	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.
The scale here recommended for boys' schools	2	3	4	6
The Bombay scale	1	2	3	6

9. In the case of girls, it is my opinion that for some years to come, the grants should be double of that given on account of boys. To repeat what I have already remarked, the standard for girls being the same as for boys (with the addition of some appropriate branch of needlework), the examination of girls should be more lenient, and the grants assigned should be double of those recommended in paragraphs 4 and 8 for the respective standards.

10. In the above calculations, I have taken no account of capitation allowances, seeing that they cannot materially affect the income of a school if they are to be as low as they are fixed in the Bombay scale, and as, in my humble opinion, they ought to be. To fix a higher rate of capitation allowance would probably tempt managers, particularly those of the Elementary Schools, to look more to the number and less to the progress of their pupils than could be deemed conducive to a healthy state of education.

STANDARDS OF EXAMINATION FOR TAMIL SCHOOLS.

1st Standard.

- 1st Head.—*Arithmetic*.—Addition and Multiplication tables up to ten times.
 2nd Head.—*Writing*.—any letter of the alphabet from dictation.
 3rd Head.—*Reading*.—First Book.

2nd Standard.

- 1st Head.—*Arithmetic*.—Four Simple Rules.
 2nd Head.—*Writing* simple words.
 3rd Head.—*Reading* of the Second and Third Books, explanation of Second Book, and of the easy portions of the Third Book.

3rd Standard.

- 1st Head.—*Arithmetic*.—Up to Rule of Three.
 2nd Head.—*Writing* to dictation from the Third Book, with the (correct) *sandhis* which occur in colloquial Tamil.
 3rd Head.—(1.) *Reading* of Third Book and the Dinavartamani—particular explanation of the former, and general explanation of the latter.
 (2.) *Recitation* of the Minor Poets up to Muthurai (—) with explanation.
 4th Head.—*Pope's 1st Grammar*, and the easy portions of the 2nd Grammar.

No. 4, dated 31st January, 1867.

From—M. SINGARAVALU MOODELLY, *Deputy Inspector of Schools, 2nd Division,*

To—*The Director of Public Instruction.*

In reference to your Memorandum, No. 2452 of 1866, I have the honor to forward the modified schemes of the Schedules A and B of the grant-in-aid rules now in force.

2. It will be seen that the schemes detail five standards below the matriculation test, with the subjects and the corresponding grant for each. I am of opinion that, unless a boy continues in a school for at least six months, the merits or demerits of the boy will not be due to the school; and so I trust six months should be the least time for which a boy should have attended a school for a grant to be issued in his name.

3. I further beg leave to remark that the lower standards have been so cast as to apply to all schools in general.

SCHEDULE A.

STANDARDS OF EXAMINATION.

A.—FOR EUROPEAN AND EURASIAN SCHOOLS.

1st (Lowest) Standard.

- Reading*.—Reading Easy Child's Book.
Writing.—Writing words of one syllable.
Arithmetic.—Notation, Addition, and Subtraction.

2nd Standard.

- Reading*.—Reading easy narrative (intelligibly).
Writing.—Writing large hand fairly.
Arithmetic.—The Four Simple Rules.

3rd Standard.

- Reading*.—As of a Newspaper, and writing to dictation from the same.
Writing.—Fair small hand.
Arithmetic.—Simple and Compound Rules, and Rule of Three.

4th Standard.

- English*.—(a.) Reading and explanation of easy English Classics.
 (b.) Recitation of classical poetry, 300 lines.
 (c.) Dictation (including hand-writing).
 (d.) Grammar, the Rule of Syntax.
Optional Language.—Either Latin, Sanscrit, or any Vernacular Language, with translation into English of easy sentences.
Mathematics.—(a.) Arithmetic, to Vulgar and Decimal Fractions.
 (b.) Euclid, to the 10th proposition, 1st Book.
 (c.) Algebra, to the end of Subtraction.

5th Standard.

- English*.—(a.) Paraphrase of English Poetry.
 (b.) Grammar and analysis of sentences.
Optional Language.—Written translation into English from any ordinary school-book, and *vice versa*.

- Mathematics*—(a.) Arithmetic, complete with Mensuration.
 (b.) Euclid First Book.
 (c.) Algebra, to Simple Equations.

B.—FOR ANGLO-VERNACULAR SCHOOLS.

1st Standard.

- English*.—(a.) Reading of First Book, with explanation.
 (b.) Spelling easy words.
 (c.) Writing large hand.
- Optional Language*.—(a.) Reading Third Book, with explanation.
 (b.) Writing easy words.
- Arithmetic*.—The Four Simple Rules.

2nd Standard.

- English*.—(a.) Reading and explanation of the Third Book.
 (b.) Writing half text.
 (c.) Grammar, Parts of Speech.
- Optional Language*.—(a.) Reading Fourth Book, with explanation.
 (b.) Grammar, Declensions, and Conjugations.
- Arithmetic*.—The Simple and Compound Rules.

3rd Standard.

- English*.—(a.) Reading Fourth Book, with *vivá voce* explanation in English or Vernacular
 (b.) Parsing easy sentences.
 (c.) Writing fair small hand.
- Optional Language*.—(a.) Reading Senior School Books with explanation.
 (b.) Parsing of ordinary sentences.
- Arithmetic*.—Vulgar Fractions and Simple Proportion.

4th Standard.

- English*.—(a.) Reading and explanation of easy English Classics.
 (b.) Recitation of Classical Poetry, 300 lines.
 (c.) Dictation (including hand-writing).
 (d.) Grammar, the Rules of Syntax.
- Optional Language*.—The same as for the corresponding standard of A.
- Mathematics*.— Ditto ditto ditto

5th Standard.

The same as the corresponding standard of A.

C.—VERNACULAR SCHOOLS.

1st Standard.

- Reading*.—First and Second Books.
Writing.—Writing syllables.
Arithmetic.—Addition and Multiplication Tables.

2nd Standard.

- Reading*.—Reading and explanation of Third Book.
Writing.—Writing simple words.
Arithmetic.—The Four Simple Rules.

3rd Standard.

- Reading*.—Reading and explanation of easy Classics.
Writing.—Writing to dictation from a Senior Class Book.
Arithmetic.—Vulgar Fractions and Simple Proportion.

4th Standard.

Reading.—Reading and explanation of easy Classics, parsing of sentences from the same.

Writing to dictation from a Senior Class Book.

Arithmetic.—Decimal Fractions and Proportion.

5th Standard.

Reading.—Reading and explanation of easy Classics; parsing of sentences from the same.

Writing to dictation from a Senior Class Book.

Arithmetic.—Complete with Mensuration.

SCHEDULE B.

Grants to pupils passed under the several standards.

For A and B.

		Rs.
To each pupil passed in	I Standard	3
	II "	6
	III "	9
	IV "	12
	V "	15

For C.

		Rs.
To each pupil passed in	I Standard	2
	II "	4
	III "	6
	IV "	8
	V "	10

No. 59, dated 2nd February, 1867.

From—J. ARMSTRONG, Esq., *Deputy Inspector of Schools, Tinnevely,*

To—*The Director of Public Instruction.*

In accordance with the instructions contained in your Memorandum No. 2452 of 23rd November last, I have the honor to submit herewith revised Schedules, A and B, for grants on payment-by-results.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st Standard.

Reading (slowly) First Book of Lessons, first part, and writing on the sand words of one syllable.

2nd Standard.

1st Head.—*Notation and Addition.*

2nd Head.—*Writing* to dictation words of four letters on the cadjan leaves.

3rd Head.—*Reading* (fairly) whole of First Book of Lessons.

3rd Standard.

1st Head.—*Arithmetic.*—Four Simple Rules.

2nd Head.—*Writing* large hand on the slate (with 60 per cent. of the words right) any words selected from book read in class.

3rd Head.—*Reading* and explanation of Second Book of Lessons.

4th Standard.

1st Head.—*Arithmetic.*—Four Compound Rules.

2nd Head.—(a) *Reading* and explanation of Third Book of Lessons; (b) writing a fair small hand (with 74 per cent. of the words right) from book read in class; (c) Tamil Grammar, Pope's 1st Tamil Grammar up to Verbs.

3rd Head.—*English* reading (fairly), translation and re-translation, Combacenum 1st English Reading Book.

5th Standard.

- 1st Head.—*Arithmetic*.—Simple Proportion.
 2nd Head.—*Vernacular*. (a) Tamil Minor Poets with explanation; (b) writing to dictation (with 75 per cent. of the words right); (c) Tamil Grammar—Pope's 2nd Catechism of Grammar, the whole.
 3rd Head.—*English*.—Second Book of Lessons; reading (fairly); writing (fairly) to dictation (with 55 per cent. of the words right); translation from English into vernacular, or *vice versa*; easy parsing (without quoting rules)

6th Standard.

- 1st Head.—(a) Arithmetic, Vulgar and Decimal Fractions; (b) Geometry, first book of Euclid; (c) Algebra, to Division.
 2nd Head.—First two chapters in Pope's Anthology.
 3rd Head.—*English*.—(a) Selections in English Poetry, Part I (first half); Third Book of Lessons; reading; writing to dictation (with 75 per cent. of the words right); translation as before.

MATRICULATION.

SCHEDULE B.

Grants to Pupils passed under the several standards.

	1st Head.		2nd Head.		3rd Head.		Total.	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
I Standard	1	8 0	0	12 0	0	12 0	1	8 0
II Standard	2	8 0	1	4 0	1	4 0	3	0 0
III Standard	3	0 0	3	0 0	5	0 0	11	0 0
IV Standard	4	0 0	4	0 0	10	0 0	18	0 0
V Standard	20	0 0	10	0 0	20	0 0	50	0 0
VI Standard .. .. .	..	..	..	..	..	..	100	0 0
Matriculation .. .. .	..	..	..	..	..	..	100	0 0

No scholar should be admitted to examination unless he has been reading in the school examined for at least six months preceding the examination.

(Signed) J. ARMSTRONG,

Deputy Inspector of Schools, Tinnevely.

No. 43, dated 8th February, 1867.

*From—P. VIJIARUNGA MOODELIAR, Esq., Deputy Inspector of Schools, Madura,
 To—The Director of Public Instruction.*

I have the honor to submit herewith Schedules A and B, revised according to the instructions given in your Memorandum, No. 2452 of the 23rd November last.

2. As I do not know the reasons under which separate standards and grants have been laid down for the European, Eurasian, and Native Schools, I have refrained from making that distinction in my Schedules, and offered but one set of standards and one set of grants for all the schools.

3. In recasting these Schedules, I have also borne in mind your instructions contained in paragraph 3 of the Memorandum, that the lower standards may also apply to indigenous schools.

4. I think that six months should be fixed as the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account.

5. I do not think that separate capitation grants should be given.

6. I think that boys may be allowed to *pass* any standard *twice*, and that only *half* grant should be sanctioned on the *second* occasion.

7. One important point in my Schedules requires to be noticed, and that is, fixing different standards for *each* subject, instead of grouping portions of different subjects under each standard. This arrangement, I think, will supersede any necessity that may exist for laying down different standards for the English, (or as they are termed European and Eurasian), the Anglo-vernacular and the Vernacular Schools, as is done in Bombay. Standards and grants may be laid down for Telugu, Canarese, Malayalum, Sanscrit, Latin, Greek, or any other language, or, indeed, for any other subject. From the fact of separate grants being laid down for the different *heads* under *each* standard, in the Bombay Schedules, it is to be presumed that boys need not pass in all the heads grouped together under any particular standard, and may draw grants under *one* or more as they choose. Perhaps boys presenting themselves for examination in any one standard are not to be tested in any of the heads placed under another standard. The easiest, and, in my opinion, the most equitable, arrangement will be to allow boys to be examined in any subject they choose, and get the grants prescribed for the different standards into which that subject may be divided. It would be a different thing if the issue of any certificates of *general* proficiency, as in the case of the Matriculation and other University tests, is to be based upon these examinations.

8. In conclusion, I beg to submit to you as my opinion that "payment-by-results" is the most equitable system of grants that can be devised, and that, in order to give it a fair trial, the issue of grants under any other system must be absolutely stopped for a certain period, as has been done at Bombay. If both the systems are put in force, the Teachers would avail themselves of that which is more advantageous to them under their peculiar circumstances. All uncertificated Teachers would ask for "payment-by-results;" and those who hold certificates would find it easy, and indeed safe, to stand by such tests, for it is only in very extraordinary cases that grants to such Teachers are stopped. These are sure of their grants for at least a year; for grants under the certificate system are issued in advance, and for what the Teachers are *expected* to do. Under the present system, there is nothing to prevent the Teacher of a "higher class" school drawing his grant for one whole year for doing little or nothing; and all that can be done, if the result of the Inspector's examination at the end of the year prove to be a complete failure, is to stop his grant for a *future* year. I need not point out that "payment-by-results" is payment for what has actually been done.

9. Even should you not be prepared to recommend to Government the adoption of the system of "payment-by-results" in supersession of all others, I beg to be allowed to suggest that arrangements be made for making the certificate system of giving grants to Private Schools more equitable in its application than it is at present. I think that grants-in-aid of the salaries of Teachers ought not only to have reference to the certificates which they hold, but also bear proper proportions to the work which they have to perform. I shall illustrate what I mean by an example:—The Head Master of the Mission School at Ramnad does more work and teaches more advanced pupils than the Principal of the S. I. C. V. E. Society's Training Institution at Dindigul, and yet the former gets a grant, I believe, of Rupees 30, while the latter draws a grant of Rupees 142½ per mensem. If it can be said that, as Principal of a *Training* Institution, Mr. Yorke's work is more onerous than that of Mr. Allen, I would point out that the Head Master of the Government Normal School at Trichinopoly, drawing a salary of Rupees 120 per mensem, has been training every year a considerably greater number of young men, and for higher grades of certificates, than Mr. Yorke is able to do, drawing a salary of Rupees 285, and assisted by two other Teachers, getting between them another large sum of Rupees 90 every month. The fault is not in Mr. Yorke, but in the Society which makes use of such expensive agents, and in the system which sanctions such large grants to obtain such small results. I would ask if, under

these circumstances, Mr. Yorke would choose to be paid by "results," and what amount of grant he would get if forced to do so. I submit that this want of proportion between the grant paid to a teacher and the work performed by him will be reduced to a minimum under no other system than that of their "payment-by-results."

SCHEDULE A.

STANDARDS OF EXAMINATION.

- English*—I. Reading words of two letters.—(Rupee 1.)
 II. Reading and explaining the Combaconum first English Reading Book. Translation and re-translation of the above.
 Spelling 50 per cent. of the words selected from the above.—(Rupees 2.)
 III. Reading and explaining Part I of the Madras School Book Society's Second Book of Reading. Translation and re-translation from the above. Writing to dictation any words selected from the above, with 60 per cent. of the words right.—(Rupees 3-8-0.)
 IV. Reading and explaining the whole of the Madras School Book Society's Second Book of Reading. Translation and re-translation from the above. Writing to dictation any words selected from the above, with 70 per cent. of the words right, hand-writing being fair. The Elements of English Grammar, Orthography and Etymology.—(Rupees 5.)
 V. Reading and explaining the first half of the "Productions of Southern India." Translation and re-translation from the above. Writing to dictation any words selected from the above, with 75 per cent. of the words right. The Elements of English Grammar, the whole. Selections in English Poetry No. I, first 50 pages.—(Rupees 10)
- Tamil*—I. Reading the First Book of Lessons, Part I.—(Rupee 1)
 II. Reading the whole of First Book of Lessons with meanings. Writing to dictation any words selected from the above, with 50 per cent. of the words right.—(Rupees 2.)
 III. Reading and explaining the Second Book of Lessons. Writing to dictation any words selected from the above, with 60 per cent. of the words right. Minor poets; Attisudi () and Kondraivendan ()—(Rupees 3-8-0.)
 IV. Reading and explaining the first half of the third Book of Lessons. Writing to dictation any words selected from the above, with 70 per cent. of the words right, hand-writing being fair. Minor Poets, Vettivokai () and Mudurai () Pope's First Grammar, the whole.—(Rupees 5.)
 V. Reading and explaining the second half of the Third Book of Lessons. Writing to dictation any words selected from the whole Book, with 75 per cent. of the words right, hand-writing being fair. Minor Poets, Nalvali (), and Nannere (). Pope's Second Grammar, the whole except Prosody.—(Rupees 7.)
- Arithmetic*—I. Notation.—(Rupee 1.)
 II. The Four Simple Rules.—(Rupees 2.)
 III. The Compound Rules including Reduction.—(Rupees 3-8-0.)
 IV. The Vulgar Fractions.—(Rupees 5.)
 V. The Decimal Fractions.—(Rupees 7.)
- Geometry*—I. The first Book of Euclid up to 20 propositions.—(Rupees 2.)
 II. The first Book of Euclid, the whole.—(Rupees 5.)
 III. The Second Book of Euclid.—(Rupees 7.)
- Algebra*—I. Addition, Subtraction, Multiplication, and Division.—(Rupees 2.)
 II. Fractions, Greatest Common Measure, and Least Common Multiple.—(Rupees 4.)
 III. Involution, Evolution, and Surds.—(Rupees 7.)
- Geography*—I. India (from the Manual of Geography).—(Rupee 1.)
 II. Asia and Europe (ditto)—(Rupees 2.)
 III. The whole of the Manual of Geography.—(Rupees 5.)
- History*—I. Morris' History of India or England—to the Dissolution of the Mogul Empire, or to the end of the reign of King John.—(Rupees 2.)
 II.—Do. to the Fall of Seringapatam, or to the end of the reign of Henry VII.—(Rupees 4.)

III. Morris' History of India or England to the end of the 2nd Mahratta War, or of the Revolution.—(Rupees 7).

SCHEDULE B.

Grants to pupils passed under the several standards.

SUBJECT.	STANDARD					Matriculation.
	I.	II.	III.	IV.	V.	
	Rs.	Rs.	Rs.	Rs.	Rs.	
English	1	2	3½	5	10	....
Tamil	1	2	3½	5	7	....
Arithmetic	1	2	3½	5	7	....
			I.	II.	III.	
Geography .. ..	..	..	1	2	5	....
History .. .. .	..	..	2	4	7	....
Geometry .. .. .	..	..	2	5	7	....
Algebra .. .. .	..	..	2	4	7	....
Total ..	3	6	17½	30	50	100

(Signed) P. VEJIARUNGA MOODELLIAR,
Deputy Inspector of Schools.

February, 1867.

Deputy Inspector of Schools, Madras,

No. 2452 of the 23rd November last, I have read Schedules A and B for grants on

North Arcot. I believe it is the intention of the Government to discourage the certificate system, or to relax to a considerable degree the plan of examinations on which grants are awarded at present. I am convinced that what has been done already in this part of India to aid private schools is enough, and that no mistake would do more harm to the cause of education than to give the full advantages now dependent on the possession of Teachers, certificates to Masters who have not obtained them. Such a change would no doubt extend in a manner the operations of the Grant-in-aid system, but it would operate as a premium on dispensing with certificated or qualified Teachers, and to purchase, as it were, such a rapidity of extension by a loss of efficiency would be suicidal. Our School Masters are still very far from having attained a high standard, and anything like a discouragement of the certificate system, which necessarily tends to lower the standard of attainments, and thus allow the Masters to deteriorate, would be truly a serious loss.

3. In so far as the choice lies between the system of grants towards the salaries of certificated Teachers, and the system of payment-for-results, the Managers of Aided Schools, as well as the Authorities, are right in preferring the former generally, and I believe that the latter system, if retained at all to suit the present state of popular education, should be adopted only to help forward elementary schools and the indigenous schools of the country; and the system should be so applied as to stimulate unpassed Teachers to qualify themselves for the certificates of the department.

4. Proceeding on these principles, I am disposed to think that the Schedules A and B now in force require no considerable modifications, or need not provide for so many complex standards and heads of examination as those introduced in Bombay, where the system of payment-by-results seems to be much more extensively adopted than in our own Presidency.

5. In the modified Schedule A, annexed, it will be observed that, while I have retained the same *number* of standards as at present, *viz.*, *three*, I have lowered the standards of examination somewhat. The standard in Arithmetic, even after the alterations which have been recently sanctioned, is still too high, especially for the Village Vernacular Schools, considering the crude system of Arithmetic to which the people in the Tamil country are accustomed; and what is still demanded for the highest standard, *viz.*, "Arithmetic complete," is not feasible, being really as much as, and even more than, that required of the Matriculation and Teachers' Certificate Examinations; and so in reading and writing from dictation, also, of the two lower standards, a reduction is suggested, as the proficiency required by the present standards will be rarely forthcoming in the Village Schools and other schools of the same grade. The fact that the present standards have been found utterly inoperative as well in the case of the Village Schools up in the country, as in the case of the Elementary Schools in the Presidency town, is a clear proof of their unsuitability to the circumstances to be met.

6. In the Elementary Schools in Madras, and sometimes in the Mofussil also, we find that boys, after passing the first standard, commence a little English as a second language. To meet the case of such schools, (and these are not few), it is desirable to introduce a double test in language in the two higher standards, and leave it optional with School Managers to present such boys for examination in one or both the languages, an additional grant being claimable on account of the pupils that pass in the second language.

7. It is not expected, I believe, that I should recommend standards of examination for other than *Native* Schools. I would, however, observe, with regard to European and Eurasian Schools, that ~~considerable difference should be made in the application of Poetry No. I, first 50 pages, of this class, both as regards the standards of of First Book of Lessons, Part I.—(Rupee 1) of this class, both as regards the standards of of First Book of Lessons with meanings. I would venture to suggest that one in any words selected from the above, with 50 per down for all, the Inspector substituting its right.—(Rupees 2) standards, English books corresponding to the Second Book of Lessons. Vernacular Schools, any words selected from the above, with 60 per~~

8. Next, as regards the grants to the present Schedule B; and Kondraivendan () and Kondraivendan () be somewhat too small to remunerate the teachers fairly; and, unless raised, even the ordinary Village School Masters would not think it worth while to improve their schools in order to avail themselves of the aid which the payment-by-the-result system offers. I have, therefore, recommended in the revised Schedule higher rates of grants, taking care, however, that the sums which can be drawn by a school under this system are less than what may be attained by the same school with certificated Teachers to do its work.

9. As to the minimum time for which a pupil should have attended a school to justify the issue of a grant on his account, I am of opinion, that no pupil should be examined for payment unless he has been in the school for at least six months preceding the examination. Considering the migratory character of the pupils in town schools, I am certain few schools would be paid for the results of their own work if a shorter period than six months were fixed. To judge fairly of the results secured by the actual work of each aided school it would even be desirable to lengthen this period in the course of time, if not at present.

10. The proposal to grant an extra allowance to schools, called the "capitation grant," depending solely on the average attendance of pupils, during the year, in addition to the grants determined by the results of instruction, would seem to meet a want seriously felt in schools. It would, by being made the source of a judicious system of rewards, place a new engine in the hands of Managers and Masters for securing that prime requisite of a good school, *viz.*, regularity and punctuality of attendance, not to mention the other general purposes to which such a grant may be applied. All this, no doubt, sounds plausible at first; but, on a more careful consideration, the capitation system

seems quite inapplicable to this country under its present circumstances, being open to serious objections, two of which I may particularize here :—

- (1.) There is the risk of error, confusion, and fraud. The Attendance Registers kept by the Masters are the only guide for determining the grants; and where the moral sense of the Managers or Teachers is uncommonly strong, the award of such grants, determined by an examination of the Attendance Registers regularly kept by them, would be really fair and beneficial. But in a country where there is the greatest difficulty in checking in any way the manner in which the attendances are reckoned, and where the entries in the Registers do not always tell a true tale, this species of Grants-in-aid cannot possibly have a fair trial. There may not always be an intention of acting dishonestly on the part of School Managers, but there may be want of accuracy and care on the part of the person whose business it is to keep the Registers; and Government would be frequently paying the capitation grant for a shadow instead of reality, and be offering, in the case of Village Schools, a temptation to unfair practices.
- (2.) There is next the difficulty of securing a just and an equitable distribution of this species of grant. In large and wealthy towns and populous villages, even idle, but wordy and pretentious, Masters can easily attract and retain a large number of pupils in their schools, while in small and thinly inhabited villages no amount of effort on the part of the Teachers, however diligently and zealously they may work, will secure to them an equally large or regular attendance of pupils, because they have to deal with a scanty and a poor population. To offer, therefore, a capitation grant at the same rate to both classes of schools would be simply petting the Teachers in towns, and insulting those in the rural parts of the country. It would be really offering less relief to the latter, working under special and local difficulties, and who, therefore, most need Government help, than to the former, who, from their local advantages, would not quite deserve it, or perhaps would be slow to seek it.

11. I need not go further into this question of capitation grants, but would only add that I have thought it over and over, and have come to the conclusion that it is neither expedient to provide for such

opinions on the several points to which I allude in my Memorandum under reply, I may mention a difficulty that will first present itself, in the introduction of the results system to the Village Schools. In the case of the North Arcot, and other districts, the Government propose to deal with the proprietors or competent Managers, and not directly with the Teachers of a school, and require some body to guarantee the existence of the school at least for a year, and to exercise a careful superintendence over its working, as well as to submit accurate returns. The Village Schools are managed by the School Masters themselves, which they start, keep, abandon, and renew whenever they choose to do so. If these men formed an integral part of the village community dependent on the villagers for a certain means of livelihood, as was probably the case in olden times, before the era of conquest and social revolutions, the requisite managing agency might be easily found in the headmen, to whom everybody in the village looked up, and on them might be thrown the responsibility of maintaining the school for a certain period, and fulfilling the other conditions of the Grant-in-aid Rules. But the state of the village community has been remodelled or disorganized, and the old village system has been completely broken down, so that there are no hereditary headmen, nor are there hereditary School Masters in the villages. Consequently, in the case of the Village Schools with which Government have at present any connection, the work of superintending them, and furnishing the periodical returns has to be performed by the inspecting agency of the Educational Department.

13. Then, again, the award of grants to the schools of this class should not be at such a long interval as twelve months, as it will slacken the interest first excited in the school; and the mere promise of giving the grant at the end of a year, after a rigid examination would take away, instead of giving, the stimulus which the Village Masters need so much in working up their schools to the required standard. But this difficulty could be got over by paying

the annual grant, not in a lump, but in two or three instalments. This, however, is not so difficult a question to solve, as the absence of a responsible agency in the rural parts of the country to guarantee the *permanence* of the schools and punctual submission of Grant-in-aid bills and periodical returns.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st (Lowest) Standard.

- 1st Head.—*Reading* clearly easy School Book (such as First Book of Lessons), and giving meanings of words and phrases.
- 2nd Head.—*Writing* legibly easy words and short simple sentences dictated from the portions of the text book already read, in large hand (with 45 per cent. of the words right).
- 3rd Head.—*Arithmetic*.—Decimal system of Notation, Addition (with English figures), and Multiplication Table.

2nd (Middle) Standard.

- 1st Head.—(a.) *Vernacular*.—Reading clearly easy narrative (such as the Second Book of Lessons), including meanings of words and sentences; easy Poetry (like Athichudi); parts of speech and declension of nouns.
- (b.) *English*.—Reading easy School Book clearly (such as the First Book of Lessons), including translation of words and simple sentences.
- 2nd Head.—(a.) *Vernacular*.—Writing legibly to dictation, with 60 per cent. of the words right.
- (b.) *English*.—Writing in large hand to dictation easy words and phrases from the Reading Book (with 45 per cent. of the words right).
- 3rd Head.—*Arithmetic*.—The Four Simple Rules, Addition, Subtraction, Multiplication, and Division, and the Four Simple Poetry No. I, first 50 pages.
- 1st Head.—(a.) *Vernacular*.—Reading of First Book of Lessons with meanings. Book in any words selected from the above, with 50 per cent. Easy words right.—(Rupees 2.)
- (b.) *English*.—Reading along the Second Book of Lessons. School Book any words selected from the above, with 60 per cent. words right.
- 2nd Head.—(a.) *Vernacular*.—Writing neatly from dictation (with 70 per cent. words right).
- (b.) *English*.—Writing legibly to dictation from the Reading Book (with 60 per cent. of the words right).
- 3rd Head.—*Arithmetic*.—The four Simple and Compound Rules, Reduction, and Tables inclusive.

SCHEDULE B.

Grants to Pupils passed under the several standards and heads.

	1st Head— Reading.	2nd Head— Writing.	3rd Head— Arithmetic.	Total.
	Rs.	Rs.	Rs.	Rs.
1st Standard	1½	1	2	4½
2nd Standard .. { (a.) Vernacular ..	3	2	} 4	} 9
{ (b.) English	4	2		
3rd Standard. . . { (a.) Vernacular ..	6	3	} 6	} 15
{ (b.) English	7	3		

NOTE.—It is to be left optional with School Managers or Masters to pass their pupils under (a.) or (b.) or both heads in Reading and Writing in the two higher standards.

(Signed) V. KRISTNAMA CHARRY,
Deputy Inspector of Schools.