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EDUCATION COMMISSION.

BOMBAY:

VOL. II.

---

EVIDENCE

TAKEN BEFORE

THE BOMBAY PROVINCIAL COMMITTEE,

AND

MEMORIALS

ADDRESSED TO

THE EDUCATION COMMISSION.



CALCUTTA:

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## STANDARD LIST.

*Questions suggested for the examination of Witnesses before the Commission on Education. (Witnesses are requested to select any of these questions on which they have special knowledge, or they may propose others.)*

1. Please state what opportunities you have had of forming an opinion on the subject of Education in India, and in what Province your experience has been gained.

2. Do you think that in your Province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

3. In your Province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

4. To what extent do indigenous schools exist in your Province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

5. What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

6. How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

7. How far, in your opinion, can funds assigned for primary education in rural districts, be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

8. What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against municipal funds, what security would you suggest against the possibility of municipal committees failing to make sufficient provision?

9. Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

10. What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

11. Is the vernacular recognised and taught in the schools of your Province the dialect of the people? And if not, are the schools on that account less useful and popular?

12. Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

13. Have you any suggestions to make regarding the taking of fees in primary schools?

14. Will you favour the Commission with your views; first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

15. Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

16. Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

17. In the Province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

18. If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

19. Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (a) Colleges, (b) Boys' schools, (c) Girls' schools, (d) Normal schools?

20. How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

21. What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your Province, and do you consider it adequate?

22. Can you adduce any instance of a proprietary school or college supported entirely by fees?

23. Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

24. Is the cause of higher education in your Province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

25. Do educated natives in your Province readily find remunerative employment?

26. Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

27. Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

28. Do you think that the number of pupils in secondary schools who present themselves for the University entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

29. What system prevails in your Province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

30. Is municipal support at present extended to grant-in-aid schools, whether belonging to missionary or other bodies; and how far is this support likely to be permanent?

31. Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special normal schools needed for the purpose?

32. What is the system of school inspection pursued in your Province? In what respect is it capable of improvement?

33. Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

34. How far do you consider the text-books in use in all schools suitable?

35. Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability or to interfere with the production of a useful vernacular literature?

36. In a complete scheme of Education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

37. What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

38. In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

39. Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

40. Are any steps taken for promoting the physical well-being of students in the schools or colleges in your Province? Have you any suggestions to make on the subject?

41. Is there indigenous instruction for girls in the Province with which you are acquainted; and if so, what is its character?

42. What progress has been made by the department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

43. Have you any remarks to make on the subject of mixed schools?

44. What is the best method of providing teachers for girls.

45. Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

46. In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

47. What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

48. Is any part of the expenditure incurred by the Government on high education in your Province unnecessary?

49. Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

50. Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the department more men of practical training in the art of teaching and school management?

51. Is the system of pupil teachers or monitors in force in your Province? If so, please state how it works.

52. Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

53. Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

54. Has the demand for high education in your Province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

55. To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

56. To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

57. To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

58. What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

59. In your opinion should fees in colleges be paid by the term, or by the month?

60. Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

61. Do you think that the institutions of University professorships would have an important effect in improving the quality of high education?

62. It is desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire Province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

63. Are there any arrangements between the colleges and schools of your Province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

64. In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

65. How far do you consider it necessary for European professors to be employed in colleges educating up to the B. A. standard.

66. Are European professors employed or likely to be employed in colleges under native management?

67. Are the circumstances of any class of the population in your Province (*e. g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

68. How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

69. Can schools and colleges under native management compete successfully with corresponding institutions under European management?

70. Are the conditions on which grants-in-aid are given in your Province more onerous and complicated than necessary.

**APPENDIX A.**  
**STATISTICS OF EDUCATION FOR THE BRITISH EMPIRE AND THE UNITED STATES.**  
*Elementary Schools.*

COUNTRIES.	Population.	SCHOOL-AGE POPULATION.			NUMBER OF SCHOLARS ON REGISTERS					
		Age 3 to 13.	Deducting 4th as children above Elementary Schools.	Assuming attendance for 7 years instead of 10 (s. e., 3 to 13), should be under instruction.	Under 7.	Between 7 and 13	Above 13.	Total.	Percentage or Proportion to Population.	Night Scholars.
England and Wales, 1879 . . . . .	25,165,336	5,936,149 (5 to 14)	5,088,128	3,561,690	1,208,016	2,333,973	168,894	(1) 3,710,883	14·75 per cent. or 1 in 6·8	88,881
Scotland . . . . .	3,652,238	758,116	649,813	505,410	108,863	363,143	36,446	508,452	14·1 per cent. or 1 in 7	18,285
Ireland, 1878 . . . . .	5,351,060	.....	.....	.....	.....	.....	.....	632,282	11·8 per cent. or 1 in 8·5	...
<b>TOTAL</b>	<b>34,168,634</b>	.....	.....	.....	.....	.....	.....	<b>4,851,617</b>	<b>Average 1 in 7</b>	...
The United States, 1880 . . . . .	50,155,783	.....	.....	.....	.....	.....	.....	9,781,521	1 in 5·13 (2) say 6	...
British India (3)—										
Bengal . . . . .	66,300,000	.....	.....	.....	.....	.....	.....	709,974	1 in 93	...
Madras . . . . .	30,839,181	.....	.....	.....	.....	.....	.....	305,395	1 in 101	...
Bombay and Sind . . . . .	16,454,414	.....	.....	.....	.....	.....	.....	227,229	1 in 72	...
North-West Provinces and Oudh . . . . .	44,107,669	.....	.....	.....	.....	.....	.....	215,361	1 in 205	...
Punjab . . . . .	18,794,260	.....	.....	.....	.....	.....	.....	98,495	1 in 191	...
Central Provinces . . . . .	10,000,000	.....	.....	.....	.....	.....	.....	76,973	1 in 130	...
<b>TOTAL</b>	<b>186,495,524</b>	.....	.....	.....	.....	.....	.....	<b>1,633,337</b>	<b>Average 1 in 114</b>	...

(1) The numbers in 1882—England 4,045,000, Scotland 545,000.  
(2) In some stages age is taken up to 21, and I take roughly 1 in 6 for 3 to 13  
(3) I take population approximately for 1881 from the (Sixth Issue), Statistical Tables (Calcutta).



APPENDIX A—continued.

Elementary Schools.

COUNTRIES.	AVERAGE DAILY ATTENDANCE.							ACCOMMODATION PROVIDED FOR SCHOLARS.						
	AIDED SCHOOLS.			BOARD SCHOOLS.			Grand Total.	Proportion or Percentage of Population.	Night Schools.	Voluntary Schools.	Board Schools.	Total.	Percentage or Proportion to Population.	Additional Night Schools not connected with other Schools.
	Males.	Females.	Total.	Males.	Females.	Total.								
England and Wales . . . . .	1,035,809	889,445	1,925,254	366,592	303,149	669,741	2,594,995	10·32 per cent. or 1 in 9·6	52,530	3,125,760	1,016,464	4,142,224 (1)	16·46 per cent. or 1 in 6	16,750
Scotland . . . . .	46,674	45,462	92,136	160,573	132,400	292,973	385,109	10·61 per cent. or 1 in 9·4	13,799			585,629	16 per cent. or 1 in 6·2	2,724
Ireland . . . . .	...	...	...	...	...	...	437,252	8·1 per cent. or 1 in 12·2						
TOTAL . . . . .	...	...	...	...	...	...	3,417,356	Average 10 per cent. or 1 in 10						
The United States . . . . .	...	...	...	...	...	...	5,805,342	1 in 8·6, say 1 in 9 or 11 per cent.						
BRITISH INDIA.				Government Schools.										
Schools.														
Bengal . . . . .	{ Aided . . . . .	460,086	4,166	464,252	...	...	...	...						
	{ Inspected . . . . .	61,177	970	62,147	...	...	...	...						
		521,263	5,136	526,399	686	...	686	527,085	79 per cent. or 1 in 126.					
Madras . . . . .	{ Aided . . . . .	121,660	11,446	133,106	...	...	...	...						
	{ Inspected . . . . .	74,403	2,964	77,367	...	...	...	...						
		196,063	14,410	210,473	34,552	1,267	35,819	246,292	·8 per cent. or 1 in 125.					
Bombay . . . . .	{ Aided . . . . .	6,440	2,249	8,689	...	...	...	...						
	{ Inspected . . . . .	18,234	1,538	19,772	...	...	...	...						
		24,674	3,787	28,461	170,172	6,992	177,164	205,625	1·25 per cent. or 1 in 80.					
North - West Pro- vinces and Oudh . . . . .	{ Aided . . . . .	8,084	3,946	12,030	...	...	...	...						
	{ Inspected . . . . .	818	260	1,078	...	...	...	...						
		8,902	4,206	13,108	148,293	2,895	151,188	164,296	·37 per cent. or 1 in 268.					
Punjab . . . . .	Aided . . . . .	7,313	4,395	11,708	61,830	3,157	64,987	76,695	·41 per cent. or 1 in 245.					
Central Provinces . . . . .	{ Aided . . . . .	11,399	609	12,008	...	...	...	...						
	{ Inspected . . . . .	1,998	25	2,023	...	...	...	...						
		13,397	634	14,031	35,775	1,673	37,448	51,579	·51 per cent. or 1 in 193.					
TOTAL . . . . .	{ Aided . . . . .	614,982	26,811	641,793	...	...	...	...						
	{ Inspected . . . . .	156,630	5,757	162,387	451,488	15,984	467,392	1,271,572	Average ·68 per cent. or 1 in 146.					

(1) The number in 1882 is 4,380,000.

APPENDIX A—continued.

Elementary Schools.

COUNTRIES.	SCHOOLS.				INSPECTORS.				TEACHERS.							
	Aided Voluntary.	Boards.	Total.	Additional Night Schols.	Senior.	Inspectors.	Assistant Inspectors.	Total.	Head and Assistant.			Pupil-Teachers.			Grand Total.	Acting.
									Male.	Females.	Total.	Male.	Female.	Total.		
England and Wales . . . .	14,027	3,139	17,166	159	10	134	121	265	15,439	21,304	36,743	10,493	19,980	30,473	67,216	2,831
Scotland . . . . .	605	2,503	3,108	16	2	28	18	48	...	...	6,615	...	...	4,648	11,263	...
Ireland, 1878 . . . . .	...	...	7,443	...	...	...	...	...	5,277	5,397	10,674	2,170	3,636	5,995	16,669	...
												also 189.				
<b>TOTAL</b> . . . . .	...	...	27,717	...	...	...	...	...	...	...	...	.....	.....	.....	95,148	...
The United States . . . . .	...	...	...	...	...	...	...	...	Public 116,261	Schools. 157,944	(1) 282,644	.....	.....	...	282,644	...
British India (2)—	Government.	* Aided.	In-spected.	Total.												
Bengal . . . . .	27	36,368	5,760	42,155												
Madras . . . . .	1,256	5,852	5,216	12,324	7		50	57								
Bombay . . . . .	4,246	160	617	5,023												
North-West Provinces and Oudh . . . . .	5,636	257	34	5,927												
Punjab . . . . .	1,560	298	...	1,858	4		3	7								
Central Provinces . . . . .	914	363	94	1,371												
<b>TOTAL</b> . . . . .	13,639	43,298	11,721	68,658												

(1) This total includes returns from some States and Territories which did not report sex of teachers.  
 (2) One Director of Public Instruction for each Province.

APPENDIX A—continued.

Elementary Schools.

COUNTRIES.	INCOME.																	
	AIDED VOLUNTARY SCHOOLS.				BOARD SCHOOLS.													
	School-pence.	Govern-ment Grant.	Endowments and Voluntary Contributions.	Total.	Grant by Committee of Council.	School-fees.	Rates.		Endowments	Loans repaid.	Interest paid on loans.	Sundries.	Total	Night Schools Grant.	Grand Total.	Per head of Population.		
							Local.	By Board.								£	s	d.
England and Wales . . . . .	1,036,643	1,468,057	751,291	3,255,991	513,663	335,722	2,842	730,178	4,666	109,859	327,101	26,426	2,050,457	23,081	5,329,529	0	4	2½
Scotland . . . . .	57,495	103,410	48,270	209,175	340,056	184,516	828	207,577	9,330	Not specified.	Not specified.	5,693	748,000	6,766	963,941	0	5	3
Ireland . . . . .	...	...	...	...	(a) 727,538	(1) 125,420	...	16,791	Reformatory Schools. 28,260	Industrial Schools. 98,555	...	...	...	...	996,564	0	3	8½
<b>TOTAL</b>	...	...	...	3,465,166	...	...	...	...	...	...	...	...	...	...	7,290,034	0	4	3
<i>The United States</i>	...	...	...	...	...	...	...	...	...	...	...	...	...	...	(2) 17,487,550	0	6	(3)...
	<i>Income or Expenditure.</i>																	
	(5) Govern-ment	Other sources.																
(4) <i>British India.</i>	R.	R.													R	R a.	p.	
Bengal . . . . .	10,55,845	13,26,092	...	...	...	...	...	...	...	...	...	...	...	...	23,81,937	0	0	7
Madras . . . . .	4,76,953	14,56,674	...	...	...	...	...	...	...	...	...	...	...	...	19,33,627	0	1	...
Bombay . . . . .	5,84,763	10,20,284	...	...	...	...	...	...	...	...	...	...	...	...	16,05,047	0	1	6 73
North-West Provinces and Oudh . . . . .	10,15,931	2,21,047	...	...	...	...	...	...	...	...	...	...	...	...	12,36,978	0	0	5 38
Punjab . . . . .	2,70,091	5,52,554	...	...	...	...	...	...	...	...	...	...	...	...	8,22,645	0	0	8 4
Central Provinces . . . . .	3,76,177	1,06,413	...	...	...	...	...	...	...	...	...	...	...	...	4,82,590	0	0	9 26
<b>TOTAL</b>	37,79,760	46,83,064	...	...	...	...	...	...	...	...	...	...	...	...	84,62,824	0	0	8 71 Less than a penny.

(1) Including subscriptions.

(2) §1=4s 2d (Parl. Ret. No. 13, for Foreign States)

(3) The correct figure is nearly 7s. I take roughly 6s. for children between 3 and 13.

(a) Including sale of farm produce of agricultural schools = £5,001.

(4) Including entire direction, inspection, district committees and buildings, which strictly belong to the whole Educational system, high and lower, agricultural, industrial and normal schools, and primary scholarships.

(5) For details see reports of Directors of Public Instruction, 1880-81.

(6) Excluding Native States.

**APPENDIX A—continued.**  
*Elementary Schools.*

COUNTRIES.	EXPENDITURE.															
	AIDED VOLUNTARY SCHOOLS.				BOARD SCHOOLS.						Grand Total.	Per head of Population.	Per head of Scholars on Register.	Loans for Permanent works.	Liabilities outstanding.	Other Liabilities.
	Salary.	Books and Apparatus.	Miscellaneous.	Total.	Administration expenses.	Maintenance of schools.	Industrial.	Sundries.	Total.							
England and Wales . . . . .	£ 2,617,681	£ 195,750	£ 562,616	£ 3,375,447	£ 233,808	£ 1,599,609	£ 61,144	£ 12,034	£ 1,906,595	£ 5,282,042	£ 0 4 1½	£ 1 8 5½	£ 11,260,714	£ 9,937,152	£ 466,113	
Scotland . . . . .	146,750	6,952	28,518	181,220	29,413	742,443	...	...	771,846	953,066	0 5 2½	1 17 5	2,574,512	...	...	
Ireland . . . . .	...	...	...	...	60,298	677,369	128,363	29,819	895,854	0 3 4	1 8 4	...	...	...	...	
<b>TOTAL</b> . . . . .	...	...	...	...	...	...	...	...	7,130,962	0 4 2	1 9 5	...	...	...	...	
The United States . . . . .	...	...	...	...	...	...	...	...	16,819,341	(1) 0 6 0	(2) 1 10 0	...	...	...	...	

British India. *See* table for Income.

*References.*

England and Wales.—Parl. Return 1880 [c.-2562-1]  
 Scotland            "       "   [c.-2563-1]  
 Ireland             "       "   [c.-2599]  
                           1879 [c.-2312]  
                           1878 [c.-2151]

The United States.—Statistical Abstract of the United States for 1881.  
 Fourth Number by the Bureau of Statistics.  
 British India.—Reports of the Directors of Public Instruction for 1880-81.

*Revenue and Educational Expenditure.*

	Gross Revenue.	Total Educational Expenditure.	Proportion of Expenditure.	
The United Kingdom . . . £	83,116,000	7,130,962	11th part.	1879.
British India . . . R	(*) 67,00,00,000	84,62,824	79th part.	1880-81.

*Revenue and Government Grants for Education.*

	Gross Revenue.	Government Grants.	Proportion of Grant to Revenue.	Percentage.
United Kingdom . . . £	83,116,000	3,182,571	26th part.	3.83
British India . . . R	67,00,00,000	37,79,760	171.7th part.	.56

(1) The correct figure is 6s. 8½d. I take roughly 6s. for children 3 to 13.

(2) The correct figure is £1-14-6. I take roughly £1-10-0 for children 3 to 13.

(\*) Excluding Burma, say £2,26,00,000.

APPENDIX A—continued.

	AUSTRALIA (1875-77).								Ceylon.	Mauritius	Hongkong	Serra Leone.	Newfound-land.	Bermuda.	Honduras.
	New South Wales.	Victoria.	South Australia.	Western Australia.	Tasmania.	New Zealand.	Queensland	Total.							
Population . . . . .	662,212	860,787	210,442	27,838	107,104	399,075	173,283	2,440,741	1878 2,606,930	1878 354,623	1872 121,985	1871 37,089 Exclusive of Military.	1869 146,536	1875 13,202	1871 24,710
Number of scholars on register . . . . .	137,675	262,941	16,785	3,861	12,557	63,825	18,949	516,593 Nearly 1 in 5	62,819	8,762	3,111	8,122	1874 19,090	911	1875 1,793
Proportion to population . . . . .	...	...	...	...	...	...	...	...	1 in 41	1 in 40	1 in 39	1 in 5	1 in 8	1 in 15	1 in 14
References . . . . .	Parl. Ret.	1878 [2029];	1878 [2149];	1879 [2273]	...	...	...	...	1879 [2273]	1878 [2029]	1878 [2029]	1878 [2029]	1878 [2029]	1878 [2029]	1878 [2029]

West India Islands (1871-78).

	British Guiana.	Malta.	Bahamas.	Jamaica.	St. Lucia.	St. Vincent.	Barbadoes	Grenada.	Vergin Islands.	St. Christo-pher.	Nevis.	Antigua.	Montserrat.	Dominica.	Trinidad.
Population . . . . .	(68)232,636	(78)152,553	44,400	508,154	31,610	35,688	175,874	40,412	6,651	23,169	11,680	35,642	8,693	27,178	109,638
Number of scholars on register . . . . .	(74) 16,945	8,757	4,937	50,332	2,705	3,305	17,623	2,351	890	2,832	931	2,263	1,286	1,314	7,617
Proportion to population . . . . .	1 in 13	1 in 17	...	Total Population. 1,061,789			Total Scholars. 98,386			Proportion to Population. 1 in 11					
References . . . . .	Parl. Ret. [1879]	1878 [2029] [2444]	...	1878 [2029],	1879 [2273],	[2444]	...	...	...	...	...	...	...	...	...

**APPENDIX A—continued.**  
*Elementary Schools.*

COUNTRIES.	EXPENDITURE.															
	AIDED VOLUNTARY SCHOOLS.				BOARD SCHOOLS.						Grand Total.	Per head of Population.	Per head of Scholars on Register.	Liabs for Permanent works.	Liabilities outstanding.	Other Liabilities.
	Salary.	Books and Apparatus.	Miscellaneous.	Total.	Administration expenses.	Maintenance of schools.	Industrial.	Sundries.	Total.							
England and Wales . . . . .	£ 2,617,681	£ 195,750	£ 562,616	£ 3,375,447	£ 233,808	£ 1,599,609	£ 61,144	£ 12,034	£ 1,906,595	£ 5,282,042	£ s. d. 0 4 1½	£ s. d. 1 8 5½	£ 11,260,714	£ 9,937,152	£ 466,113	
Scotland . . . . .	145,750	6,952	28,518	181,220	29,413	742,443	...	...	771,846	953,066	0 5 2½	1 17 5	2,574,512	...	...	
Ireland . . . . .	...	...	...	...	60,298	677,369	128,368	29,819	895,854	0 3 4	1 8 4	...	...	...	...	
<b>TOTAL</b> . . . . .	...	...	...	...	...	...	...	...	7,130,962	0 4 2	1 9 5	...	...	...	...	
The United States . . . . .	...	...	...	...	...	...	...	...	16,819,341	(*) 0 6 0	(*) 1 10 0	...	...	...	...	

British India. See table for Income.

*References.*

England and Wales.—Parl. Return 1880 [c.-2562-1]

Scotland . . . . . [c.-2563-1]

Ireland . . . . . [c.-2599]

1879 [c.-2312]

1878 [c.-2151]

The United States.—Statistical Abstract of the United States for 1881.

Fourth Number by the Bureau of Statistics.

British India.—Reports of the Directors of Public Instruction for 1880-81.

*Revenue and Educational Expenditure.*

	Gross Revenue.	Total Educational Expenditure.	Proportion of Expenditure.	
The United Kingdom . . . . .	£ 83,116,000	7,130,962	11th part.	1879.
British India . . . . .	£ 67,00,00,000	84,62,824	79th part.	1880-81.

*Revenue and Government Grants for Education.*

	Gross Revenue.	Government Grants.	Proportion of Grant to Revenue.	Percentage.
United Kingdom . . . . .	£ 83,116,000	3,182,571	26th part.	3.83
British India . . . . .	£ 67,00,00,000	37,79,760	171.7th part.	.56

(\*) The correct figure is 6s. 8½d. I take roughly 6s. for children 3 to 13.

(\*) The correct figure is £1.14-5. I take roughly £1.10-0 for children 3 to 13.

(\*) Excluding Burma, say £2,26,00,000.

APPENDIX A--continued.

	AUSTRALIA (1875-77).								Ceylon.	Mauritius.	Hongkong	Serria Leone.	Newfound-land.	Bermuda.	Honduras.
	New South Wales.	Victoria.	South Australia.	Western Australia.	Tasmania.	New Zealand.	Queensland	Total.							
Population . . . . .	662,212	860,787	210,442	27,838	107,104	399,075	173,283	2,440,741	1878 2,606,930	1878 354,623	1872 121,985	1871 37,089	1869 146,536	1875 13,202	1871 24,710
Number of scholars on register . . . . .	137,675	262,941	16,785	3,861	12,557	63,825	18,949	516,593	62,819	8,762	3,111	8,122	1874 19,090	911	1875 1,793
Proportion to population . . . . .	...	...	...	...	...	...	...	Nearly 1 in 5	1 in 41	1 in 40	1 in 39	1 in 5	1 in 8	1 in 15	1 in 14
References . . . . .	Parl. Ret.	1878 [2029];	1878 [2149];	1879 [2273];	...	...	...	...	1879 [2273]	1878 [2029]	...	...	1878 [2029]	...	...

West India Islands (1871-78).

	British Guiana.	Malta.	Bahamas.	Jamaica.	St. Lucia.	St. Vincent.	Barbadoes	Grenada.	Vergu Islands	St. Christo-pher.	Nevis.	Antigua.	Montserrat.	Dominica.	Trinidad.
Population . . . . .	(68)232,636	(78)152,553	44,400	506,154	31,610	35,688	175,874	40,412	6,651	23,169	11,680	35,642	8,693	27,178	109,638
Number of scholars on register . . . . .	(74) 16,945	8,757	4,937	50,332	2,705	3,305	17,623	2,351	890	2,832	931	2,263	1,226	1,314	7,617
Proportion to population . . . . .	1 in 13	1 in 17	...	Total Population. 1,061,789			Total Scholars. 98,386			Proportion to Population. 1 in 11					
References . . . . .	1878 Parl. Ret. [1879]	[2029]	...	1878 [2444]	1879 [2273];	1878 [2029];	1879 [2273];	[2444]	...	...	...	...	...	...	...

## APPENDIX B.

Extract from report from MR T. B. KIRKHAM,—Dated 30th April 1880.

"I have the honour to submit, for the information of the Pancháyat, my report on the annual examination of the Central and Branch Schools of your institution. My report has been somewhat delayed in consequence of the large amount of written work which I gave in the examination, the careful assessment of which has consumed a good deal of time; but the delay gives me the advantage of being able to state to the Pancháyat, with a precision and confidence I could not otherwise have done, the degree of efficiency attained in the various classes of your schools. I may state at the outset, and in a sentence, that the schools are on the whole in a highly efficient condition. The reports of Colonel Waddington who examined them for many years in succession had prepared me to expect a high standard, but I am happy to be able to report that my anticipations in this respect have been more than realised.

\* \* \* \* \*

*Conclusion.*

"19. I have now reported to the Pancháyat my opinions as to the scholastic condition of the various sections of their admirable charity. My report, as will be seen, is almost uniformly favourable. The Sir Jamssetjee Jeejeebhoy Benevolent Institution formerly had some reputation as a school for mathematics. Mr. Wadia, the present principal, has, I think, made the school remarkable for its efficiency in English. It is a great advantage to a school to have a subject to which, without neglecting other subjects, special attention can be paid; and Mr. Wadia's literary studies have well fitted him to make English such a subject in your institution. His own excellent text-book should by all means be introduced into class use. If the progress made during the year be sustained in future, and if Mr. Wadia continue his exertions towards making English a speciality in your school, your institution will soon be second to no high school in Bombay. I may add in conclusion that it is with great pleasure I have found myself able to so completely endorse and confirm the highly favourable reports made to the Pancháyat in previous years by Colonel Waddington."

Extract from report from MR. H. P. JACOB,—Dated 8th January 1881.

"5th. My general impression of the boys' schools is that they are all in a sound and efficient state. The performances of the central, high, and Anglo-vernacular schools were, as they ought to be, the best; but in all of the schools I observed a scholarly spirit and zeal for work which is unsurpassed in any other institution in Bombay, and which after perusing the reports of my predecessors I must regard as a tradition of the institution. I also thought that the moral tone of all the school-boys and girls was most praiseworthy, the respectful and orderly demeanour of the pupils and their conscientious abstention from any attempt to deceive the examiner being especially noticeable. I may here say a word about the penmanship and recitation of the pupils. Great attention had evidently been paid to these important subjects, and this I have no doubt largely accounted for the satisfactory manner in which the boys' written work was put out of hand and for the clearness of their pronunciation in the 'Oral.'

"These two accomplishments, I need hardly say, are invaluable in themselves, quite apart from the temporary advantage which they secure of favourably impressing an examiner at school or college."

Extract from report from COLONEL T. WADDINGTON,—Dated 10th December 1881.

"2. I have again after an interval of two years had an opportunity of inspecting your schools, and am glad to be able to report that I am, with some very minor exceptions, entirely satisfied with their condition and progress, and desire to convey to the Pancháyat my strong opinion that their schools may certainly rank in teaching, discipline, and general efficiency, with any schools of their class in the Presidency. This high opinion has been expressed by me in previous reports, and I am glad to find that it has been endorsed by Professor Kirkham in his report for 1879-80 and Mr. Jacob in his report for 1880-81."

Extract from COLONEL BARTON the Political Agent's speech, at a Darbár held at Bhávnagar to present the Sanad of Ráo Bahádúr to MR. GOPÁLJI SURBHÁI DESAI.

(*Káthiáwár Political Agency Gazette, 23rd March 1882.*)

"Fortunately for the province, Ráo Bahádúr Gopálji Surbhái . . . was appointed to a similar office (Deputy Inspector) in Káthiáwár in the following year, and to his tact and temper and judgment that much of the success which has subsequently been attained is due. . . ."

"Well, Ráo Bahádúr Gopálji Surbhái took charge of his appointment in 1865, when not only was the educational system in its infancy, but it was also in a very precarious state; its dissolution was threatened by the dispute regarding the levy of fees, the masters were badly paid and of inferior quality, there was no provision for pension, no training institution, no high schools, no scholarships, no margin for contingencies or prizes, no school-houses or libraries or furniture. Ráo Bahádúr Gopálji Surbhái set himself manfully to remedy all these defects; he travelled through the length and breadth of the land, he visited the Chiefs in their capitals and the people in their villages, and he found his reward in the liberality with which his calls were responded to. He started with 54 schools and about 3,500 scholars, and now we have a grand total of 625 schools and 35,000 pupils; we not only have four high schools, but we can also point with pride to the noble buildings in which we are standing built at the expense of His Highness the Thákór Sáheb, and to the fine erections at Junágad and Rdjkot, which we owe to the liberality of His Highness the Nawáb Sáheb. Good substantial school-houses have been built in every direction, we have an excellent teaching staff, and our funds are in a prosperous state. We have about three and a half lákhs in the Educational Funds, and we have an inexhaustible source of wealth to back us in the princely benefactions of the Chiefs of the province. It is not to day a question of a half-anna cess or an educational rate. We know that we can depend upon the spontaneous liberality of our nobles to the extent, if necessary, of a lákhs of rupees.