

REPORT

ON:

EDUCATION IN COORG

FROM

1834—1882,

DRAWN UP UNDER ORDERS FROM THE GOVERNMENT OF INDIA, NO. 191, HOME DEPARTMENT
DATED 9TH MARCH 1882,

BY

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CONTENTS.

SKETCH OF THE PREVIOUS HISTORY OF EDUCATION.

	<i>Page</i>
I. FIRST PERIOD—1834 to 1857	1
II. 1. SECOND PERIOD—1857 to 1871	2
2. THIRD PERIOD—1871 to 1881	6
III. State of Education on the 31st March 1882	8
A. Indigeneous Schools	10
B. Primary Instruction	12
C. Secondary Instruction	15
D. Collegiate Instruction	16
E. Female Education	17
F. Supply of Books	18
G. Physical and Moral Training	ib.
H. Grants-in-aid	ib.
I. Inspection and Control	19
J. Local Committees	20
K. Municipal Bodies	ib.
L. Withdrawal of Government management	ib.
M. Relations of Department to Private Institutions	ib.
IV. Tabular Statements	20, 28—33
V. General Summary and Recommendations	21

Appendix—Grant-in-Aid Rules

REPORT
ON
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1834—1882.

I.

First Period.—1834—1857.

1. Coorg (properly Kodagu) was annexed to British India by Proclamation dated the 7th of May 1834. The following section contains a short sketch of the state of education from that period down to the 6th of February 1857, the date of the formation of the local Educational Department.

2. Colonel Fraser, who accompanied the Coorg Field Force in the capacity of Political Agent to the Governor General, was, in common with all Europeans who have been brought into contact with them, greatly interested in the Coorgs as a race. But he did not remain long in the country. On the 10th of June 1834 he had reported in the following hopeful terms to the Government of India on the condition of the people of the newly-acquired territory:—"There is not properly a spot of ground in all India of this limited extent capable of so much improvement as Coorg. The people appear to have little or no attachment to the debasing superstition of the country, and their minds seem to me to be more open than those of any other Indians I have seen, and to be prepared for receiving the light of the Christian religion, while their intellect may be expected rapidly to expand under the influence of that education they are themselves soliciting."

3. The sanction of the Supreme Government was obtained in the same year, 1834, for the establishment of three schools at a cost of Rs. 90 a month, namely, an Anglo-vernacular school at Mercara, another at Virarajendrapet, and a Kannada school at Hatgatnad. General Fraser (who had offered his share of the prize money, but without success, for the foundation of a Protestant mission) also left an endowment of Rs. 300 in the hands of a merchant at Fraserpet, who undertook to pay a local schoolmaster Rs. 3 a month as interest. In 1840 two masters were appointed to the Mercara English school on Rs. 17½ a month instead of one at Rs. 35; and in 1842 the Virajpet English school was superseded by the opening of one by the Roman Catholics, to which community all the pupils belonged, the saving being appropriated for five Kannada schools.

4. In 1843 it was proposed by Captain LeHardy, the Superintendent, to redistribute the educational grant in such a way as to provide 11 Kannada schools at the reduced rate of Rs. 5 each a month, in addition to the English school at Mercara. The Commissioner (General Cubbon), however, suggested that "the salary of the schoolmasters might be regulated by the amount of scholars who attend, assuming Rs. 5 as the maximum of salary and 30 boys as the minimum of attendance which shall entitle a master to his full salary, and deducting for every five below that number one-fifth of the fixed salary." By the application of this rule Captain Haines reduced the salaries of all the Kannada masters, except the one at Mercara, to Rs. 2½ a month, and at this rate established 21 Kannada schools in the different Násds. In 1845, on the recommendation of the Divans, Captain Onslow dismissed one of the English masters at Mercara and appointed a Hindustani master instead.

5. Such was the state of matters to the end of 1854, when the Revd. Mr. Moegling of the Basel Mission, who under somewhat romantic circumstances had become the first Protestant Missionary to Coorg, offered to superintend the schools and open superior ones if furnished with funds by Government. The Kannada schools hitherto established, he represented, were quite in the Hindu style and had no superintendence, while the English school at Mercara had never been in a state of efficiency. "The Coorgs," writes Mr. Moegling, "have been taught nothing and have learned nothing. The consequence is that during these last twenty years there has been no moral and intellectual improvement, and their superstitions have rather gained in strength than declined. Their natural capacities are equal, if not superior, to those of many other races of India, but their ignorance is extreme. There is probably not a single Coorg who can lay claim even to a low degree of what passes for education now in this country."

6. In 1855 Mr. Moegling was permitted by Sir Mark Cubbon to assume the control of the Mercara English school, and in May 1856 appointed the Revd. G. Richter of the same mission as head master. But all the Coorg officials were against the school, and only one Coorg youth, Kolavanda Kariyappa (who eventually rose to a high position in the country), was courageous enough to brave the opposition and displeasure of the headmen by enrolling himself as a pupil.

7. It may be incidentally mentioned that the ex-Raja of Coorg, who was living at Benares, obtained leave from Lord Dalhousie in 1852 to visit England with his favourite daughter, then ten years old, in order to give her the advantages of an European education. Arrived there, he expressed a wish to have her brought up in the Christian faith. The Queen took an interest in the princess, and at her baptism on the 30th of June 1852, stood sponsor through the Archbishop of Canterbury, giving her the name Victoria Gauramma. She was entrusted to the care of Sir John Login, former guardian of the Maharaja Dhulip Singh, and eventually married an English Officer. She died on the 1st of April 1864, and her husband and child no longer survive. The Raja had died in 1862 and was buried in Kensal Green Cemetery.

II. I.

Second Period. 1857—1871.

8. On the 6th February 1857 the scheme for an Educational Department proposed by the Honourable Mr. Devereux, Judicial Commissioner, embracing the requirements of both Mysore and Coorg, received the sanction of the Governor General in Council, and from this measure may be dated the commencement of any regular system of education in Coorg. Viewing Coorg as a thinly populated country, and one moreover the inhabitants of which lived chiefly in separate houses scattered among jungles and hills, even the head places of taluks seldom consisting of more than five or six buildings, Mr. Devereux inclined to think that the establishment of a school in each taluk was not a hopeful undertaking. Nevertheless, on the assurance that the contrary was the fact, and that the Coorgs were well off, anxious for a good education for their children, and willing to pay a high sum for it than could be expected in any part of Mysore, he proposed that a school should be established in each of the six taluks, on the same footing as the similar class of schools provided for Mysore.

9. The establishment of a superior English school, with which the taluk schools should be connected by scholarships, was considered desirable; but as to the affiliation of this again to a Central College at Bangalore by the same means, it was conjectured that any inducements of that kind would for a long time be ineffectual, owing to the distance, and the indisposition of the Coorgs to reside out of their own country.

10. When this scheme came into force there were in existence the Anglo-vernacular school at Mercara previously mentioned, connected with the Basel Mission, and 20 (so called) Government schools in the districts, the masters of which received a pittance of only Rs. 2½ a month. Of these schools Mr. Devereux remarks—"a glance at the remuneration of the masters confirms the impression I have derived from other sources; that in connection with a system of sound education their value is trifling, and that their abolition would not affect the scheme now proposed."

11. The Revd. Mr. Moegling offered, instead of the above scheme, to introduce one of his own, aided by a subsidy from Government. "His application," it was remarked by Mr. Devereux, "may be considered as emanating from one who had set before himself three tasks, the whole of which however are doubtless directed to one end. These are—the proselytizing of Coorgs, the instruction of the youth of Coorg, and the creation of a vernacular literature in the Canarese language. For all these three tasks he is peculiarly qualified. After his first arrival in Coorg some years ago, one of his pupils, a Coorg of good family, became a convert to Christianity. There was a good deal of excitement in the country in consequence and the pupil returned to his family. Notwithstanding this, I am assured that were Mr. Moegling to set up a permanent school, the Coorgs would willingly attend it, that he is popular among them and has their confidence, and that it is expected that the father of the pupil who was converted would send his younger children to the school. Mr. Moegling, however, I am credibly informed, has not sufficient means at his disposal to enable him to avail himself of the rules for grants-in-aid, and he must, I believe, either hold a school under Government support or not conduct one at all. The tenor of the Despatch on Education of 1854 from the Honourable Court of Directors would have led me to entertain serious doubts whether the Government of India would consent to Mr. Moegling being permanently placed at the head of a Government system of education, in consideration of the proselytizing spirit which he might be expected to carry into his educational labours. Nevertheless, his personal position among the Coorgs, his experience in instruction, and his great attainments as a Canarese scholar, point him out as peculiarly fit for such a charge if that objection could be removed. I do not doubt that schools in Coorg superintended by him would produce a much greater result, and be carried on more efficiently, than a like number under Government management so far as the latter can be expected to act for a considerable time. Mr. Moegling has resided in Coorg for some years and has therefore in a great measure overcome the difficulties which would beset any other person."

12. Sir Mark Cubbon, in forwarding the proposals to the Government of India, added "Government has hitherto made no grant towards the Mercara school which is under the charge of the Revd. Mr. Moegling, but it has been entirely supported from the funds of a private individual. I beg earnestly to recommend that it may (still) be placed under the charge of the Revd. Mr. Moegling instead of under a stranger to that peculiarly constituted people. Mr. Devereux has very fairly stated the objections which exist to Mr. Moegling's appointment, but has at the same time suggested that they may be considered to be outweighed by 'his personal position among the Coorgs, his experience in instruction, and his great attainments as a Canarese scholar.' For my own part I have no hesitation in saying that, during all my long experience, I have never met with a man in whom genuine enthusiasm is so well guided by discretion as it is in Mr. Moegling's case, and it is owing to this combination of apparently contradictory qualities that he has been able to attain a measure of success in the teaching of the Coorgs, moderate it is true, but still far beyond what in three years I could have hoped for, and which it would be a pity for Government to put an end to."

13. The reply to the above proposals was as follows, dated the 6th of February 1857:—"The Governor General in Council approves of this scheme* for Coorg, with the modification proposed by yourself, that instead of Rs. 150 the sum of Rs. 250 be granted for the Mercara Anglo-vernacular school. His Lordship in Council also approves of that school being placed under the management of Mr. Moegling, of whom you have spoken in the highest terms of commendation. Mr. Moegling will receive a salary of Rs. 250 per mensem as recommended by you. As regards the duty of inspection, His Lordship in Council directs that it be discharged by one of the officers of the Mysore Educational Establishment."

14. At the close of 1860 Dr. Moegling was compelled by ill-health to leave India, and Mr. Richter took his place. Nothing had yet been done to improve the vernacular schools, and the Superintendent, in the Annual Administration Report remarked:—"The status of the village schoolmaster is at pre-

	Rs.
*1 Mercara English School	3,000
© Taluk Vernacular Schools	1,440
Grants-in-aid	162
ANNUAL TOTAL	4,602

sent very low, and when it is known that the masters receive only a monthly pittance from Government of Rs. 2½, less by about half than what the commonest cooly receives as wages for his labour, no wonder will arise at vernacular education being what it is." The only school-room was the verandah of the cutcherry, and the masters generally lived miles away.

15. Mr. Richter, however, now undertook to improve the condition of the vernacular schools by admitting a certain number of the masters in rotation to the Central School for training, on the understanding that such as qualified should receive a salary of Rs. 7 a month. Printed books were also for the first time introduced. Moreover, the people were induced to erect proper premises for the new schools, with a dwelling-house attached for the master, a little necessary furniture being supplied by Government. The last batch of the masters under training was sent out in 1864, and with the view of keeping up the oversight of the schools, a quarterly conference was from that time held at Mercara of all the teachers, at which they reported on the progress of their schools and received general instructions.

16. Meanwhile by these measures an impulse had been given to the cause of education, as the result of which, in August 1862, the Coorg headmen presented a petition to Government through the Superintendent of Coorg, the purport of which will be plain from the following extracts:—

"We, the undersigned headmen of Coorg, being the representatives of our countrymen, beg most respectfully to lay before you what is now uppermost in our minds, and what appears to us of the greatest importance for the welfare of our people.

"Through the noble generosity of the late lamented Chief Commissioner, General Sir Mark Cubbon, K.C.B., the blessing of education has been extended to us six years ago, though at the time we did not appreciate it as we do now. Our minds were darkened and full of prejudices as to its possible effect. But the influence of the established English school at Mercara, its steady progress, the temperate, judicious, and devoted manner in which it has been carried on for the last six years, together with the encouragement from the successive Superintendents, have disarmed all our fears, and we most earnestly desire that all our children should be benefited by the instruction there given.

"The great influx of European settlers into our country makes the education of our children appear doubly necessary to our minds, since our own ignorance renders our intercourse with the planters most difficult, unsatisfactory, and disadvantageous.

"The peculiar circumstance, however, that Mercara, though the principal town, contains but a few Coorg houses, enables only a limited number of Coorg boys to attend the school. To remedy this disadvantage, we have resolved to collect amongst ourselves a sum of money sufficient to build and endow a boarding-house for about one hundred boys. The Coorg officials and pensioners are ready to contribute half a month's pay, which, together with the subscriptions of the farmers, will amount to about Rs. 6,000. This is all we can do for the present, but we earnestly wish that our daughters should also receive some education, and for them we would have to build a similar house.

"Mr. Richter, the present head master of the Anglo-vernacular school, who has conducted it for the last six years and won our entire confidence, has not only given the first impulse to this movement, but declares himself with his esteemed partner most willing to carry out the proposed plans; and as they have hitherto acted as father and mother towards our children, we have not the least hesitation in confiding them also for the future to their paternal care. The inner arrangements of the boarding-houses, however, would be managed by our own people."

17. The proposed buildings it was estimated would cost about Rs. 20,000. Towards defraying this, the Coorgs offered Rs. 6,000; the sale of the old school-house, formerly the Raja's elephant stable and subsequently a gift from Sir Mark Cubbon for the school, was expected to produce Rs. 3,000: the balance of Rs. 11,000 they requested of Government, together with the site of a ruined palace erected by the late Raja for the entertainment of European visitors.

18. In forwarding the petition, Captain Campbell, the Superintendent, said :
 "I have the greatest satisfaction in being the medium of bringing this most interesting movement on the part of the people of Coorg to the notice of Government, and I beg to bear testimony to the genuineness of the feeling expressed in this petition, both as regards the earnestness of the people to progress in knowledge, their readiness to make sacrifices in the cause, and the esteem in which they hold the present head master and his wife to whom they have given so much of their confidence."

19. In transmitting the petition to the Government of India, Mr. Bowring, the Commissioner of Mysore and Coorg, observed that it might be deemed "a national request on the part of the Coorg people to be admitted to those benefits of education which others in more favoured positions have already received. There is," he adds, "a genuineness of expression about this address that, I feel assured will secure the hearty approval of the Government of India. It has probably rarely happened in India that a whole race has come forward in this manner, putting aside traditional prejudices, to meet half-way the earnest wish of their rulers that they should educate themselves, and it is especially remarkable among mountaineers in this country, as the hill races are generally far below those of the plains in their acquisition of knowledge."

20. The proposals were sanctioned by the Governor General in January 1863. But the Basel Mission, fearing that this educational movement might involve them in responsibilities foreign to their missionary operations, now terminated their connection with Mr. Richter. The Commissioner, while recognizing the great progress made in education in Coorg under the fostering care of the mission, was of opinion that the resolution they had arrived at was quite justified under the existing circumstances. Mr. Richter was continued as head master of the Central School, with one European assistant, specially obtained from Switzerland, and two Native assistants. He was also entrusted with the duty of inspecting the vernacular schools.

21. The building of the Central School premises, sanctioned on the Coorg petition, was undertaken by Mr. Richter in conjunction with a committee; while Kolovanda Kariyappa, previously referred to, offered to erect the girls' boarding-house at his own expense. For the endowment of the boarding-houses a tract of land, 301 acres in extent, in Yedenalknad, consisting of the Paramadu and Panchi jungles, was obtained as a free gift from the Commissioner for a coffee plantation, Kariyappa having resigned his claims to it. For opening out the estate, a committee of leading Coorgs made advances, on the condition of receiving interest at the rate of five per cent. out of the profits, the plantation being mortgaged to the subscribers until their advances should be repaid. This enterprise has passed through various vicissitudes, and funds are only now becoming available from it for educational purposes.

22. The building of the premises at Mercara was brought to a completion in 1870. Owing to the general rise in the rate of wages and price of building materials, they appear to have cost, independently of the girls' boarding-house, built as before stated at private expense, Rs. 32,548, towards which the Coorgs subscribed Rs. 9,720 and Europeans in Coorg Rs. 470. The sale of the old school-house produced Rs. 6,500 and the rest was paid by Government.

23. Meanwhile a good deal of the zeal which prompted the petition of 1862 seems to have evaporated. For, when, on the opening of the new Central School in 1869, inquiries were made as to the number of boarders that would be sent to Mercara, the Coorgs and other inhabitants with common consent excused themselves from parting with their children to be educated at a distance from home. The only exceptions were in some parts of Yedenalknad, which is contiguous to Mercara.

24. It was therefore resolved to establish an Anglo-vernacular school in each of the taluks, to act as feeders to the Central School. Virajpet in Yedenalknad, Hudikeri in Kiggatnad, Fraserpet in Nanjarajpatna, and Napoklu in Padinalknad were thus occupied in 1870 and 1871. For the training of vernacular teachers a normal class was opened in connection with the Mercara Central School. At the same time, as the number of Kannada Nád schools, which since the improvement of their condition had gained in popularity, now stood at 27, a Coorg sub-deputy inspector was appointed for their inspection, in order that Mr. Richter might be enabled to devote his undivided attention, as was requisite, to the instruction of the Central School. In recognition, however,

of his past connection with the schools, he received the local rank of inspector of vernacular schools in addition to that of principal.

II. II.

Third Period.—1871—81.

25. In 1871 the Government of India, in a Resolution dated the 31st of January, remarked :—“ It must be admitted that the progress which the province of Coorg has made in the first and main element of civilization since its annexation can scarcely be considered favourable.” They proposed to introduce a more

1 central school with 2 boarding-houses.
1 normal school.
5 middle class schools.
74 elementary schools.

extended scheme to embrace all classes of the population, and to be partially supported, so far as primary instruction was concerned, by an educational cess. At the same time they sought to reduce the expenditure on higher education. Various modifications were made in the projected plans, resulting in a provision of the institutions noted in the margin, as finally sanctioned by the Governor General in Council on the 12th of January 1872.

26. Regarding the local taxation by which the cost of the elementary schools was to be met, the proposal to introduce a local fund cess for general purposes, including education, was abandoned as not feasible, and the headmen who were consulted did not seem to be in favour of an educational cess, but proposed instead a revival of the old plough tax. On this point Colonel Meade expressed the following views in recommending it to Government : “ The Chief Commissioner has no predilection in favour of a plough tax. On the contrary, he regards it as a barbarous and inefficient mode of raising revenue as a local fund for this or any other purpose, and on his recommendation the tax of this nature which for many years past had been levied in Mysore for local roads and works has recently been abolished. But in the present case this mode of raising funds for education in Coorg has been proposed by the headmen of the country themselves as that best suited for the purpose, the tax being a familiar one to the people, and the opinion of those best acquainted with the feelings of the latter on this subject being strongly in favour of its adoption in preference to the more efficient and civilized method desired in the Resolution of Government. Colonel Meade submits that it is far better to carry the headmen and

9,821 jamma ploughs at 4 As.
9,285 ságu ” ” 3 ”
5,467 dry land ” ” 3 ”

people with us in this matter, and to let the tax be raised in the manner proposed by them.” This tax yields about Rs. 5,220 a year, estimated as in the margin.

27. Not long after Mr. Richter went to Europe on furlough, and his European assistant also resigned. These changes gave an opportunity for introducing into the Central School the reduced scale of expenditure sanctioned by the Government of India. They also led to a few of the most advanced Coorg boys being sent to Bangalore to carry on their studies to a higher standard. The Coorgs, in common with the rest of Indian parents, were anxious to see their sons distinguishing themselves in the University examinations. To the adoption of the curriculum for that purpose Mr. Richter had not been favourable, on grounds which he thus stated :—“ I have on several occasions expressed it as my opinion, based on many years' experience in contact with thousands of Coorg boys, that the youthful mind of the Coorgs, though not deficient in general intelligence, is very slow in development and often dull for book-learning or receiving abstract ideas. I do not say that the Coorg boys are wanting in capacity for higher education ; I only maintain that the development of their faculties is slower and requires more time and patient labour than is usually the case with the youths of the low country.” However, two Coorgs who came to Bangalore for study matriculated in 1872, and passed the First Arts examination in 1874. From this time two or three have passed the University examinations every year from either Bangalore or Mysore. One of these Coorgs went farther and visited England, where he entered the Cambridge University for the purpose of studying law. But unfortunately he fell into a consumption and returned to his native country only to die.

28. As regards the vernacular elementary schools, in 1873, with the view of popularizing them, school panchayets of a few influential men in each Nád were formed, to whom was committed a general control over the local school. The headmen were consulted regarding the measure and recorded their opinion in the following terms:—"The establishment of a school panchayet will be a salutary measure, much conducive to the welfare of the vernacular schools in Coorg. This system, if attended with discriminate nomination of persons to compose the panchayet, may prove a sure guarantee for the progress of the schools which have not the advantage of immediate and frequent supervision of the inspector."

29. As suggested by the Superintendent, the nomination was made by the subedar of the taluk, subject to the approval of the Superintendent and the inspector, the teacher being at liberty to challenge any of the nominees if he had anything to say against him. The duties of the panchayet in each place were defined to be,—to promote the interest of the school by securing a good attendance and bringing to notice all irregularities; also to superintend the upkeep and repair of the school-houses from the money granted for the purpose from local funds.

30. It was found, however, that some strong inducement was needed to excite sufficient interest on the part of the panchayetdars in these gratuitous duties, and such a stimulus was to a certain extent provided in 1878 by a promise from the Superintendent that any panchayetdar who distinguished himself by exemplary zeal would be rewarded with release from *Hidi-bitti-chákari*, that is, from the obligation to supply labour for Government purposes under the feudal tenure on which the Coorgs have for ages held their lands.

31. An attempt was made to start the girls' boarding school under a European mistress, but only day scholars could be obtained, while the mistress shortly fell ill and resigned, which put an end to further efforts.

32. But the claims of other classes of the population than the Coorgs also received attention. In 1872 the state of Muhammadan education was specially enquired into, and Hindustani schools opened in Virajpet and Fraserpet. In 1877 an attempt was made to establish schools for coolies on the coffee estates, the proposal being favourably received by the Coorg Planters' Association. But the experiment has not been attended with success. The following year the question of opening separate schools for Holeyas, and other outcast or jungle tribes was discussed. But the Coorgs were of opinion that, apart from the servile position of the one and the wandering habits of the other, there was neither inclination nor inducement to acquire knowledge on the part of people who had no settled house nor land to cultivate on which to live. As soon as the children could walk they had to work, and beyond satisfying their natural wants they cared for nothing else. However in 1879 some children of the wild Betta Kurubas applied for admission to one of the schools, but they do not appear to have joined.

33. In 1877 the entire work of inspection in Coorg was entrusted to Mr. Richter, the connection of the Mysore inspector with Coorg being withdrawn, and a separate Coorg sub-deputy inspector being also dispensed with. Early in 1879 Mr. Richter was relieved of the Principalship of the Central School, to which the services were transferred of Mr. E. Marsden, B.A., one of the inspectors in Mysore (not one that had been connected with Coorg) who became available in consequence of the reduction of European officers in view to the rendition of Mysore to the Native Government.

33. Under Mr. Marsden the Mercara school was placed on the footing of a high school educating up to the matriculation standard. The subordinate staff was also strengthened. Fresh arrangements were further made regarding the endowment plantation attached to this school, whereby for the first time funds were procured for educational purposes.

34. In October 1880 Mr. Richter retired on an invalid pension, on which the duties of inspector of schools in Coorg and of principal of the Mercara high school were united in Mr. Marsden, and at the same time the appointment of a Coorg sub-deputy inspector was revived to assist him in visiting the schools throughout the country.

III.

State of Education on 31st March 1882.

35. The area of Coorg is 1,583 square miles, of which 191 are cultivated, 101 cultivable, and 1,291 uncultivable. The population, according to the Census of 1881, amounts to 178,302, of whom 100,439 are males and 77,863 females. The average density of population is 112.64 to the square mile, but it varies considerably in different parts, being highest in the heart of Coorg Proper and in Yelsavirshime, as will be seen from the following statement:—

TALUK.	Area in square miles.	Population.	Density per square mile.
Kiggatnad	410.45	31,230	76.08
Padinalknad	399.90	28,219	70.56
Yedenalknad	201.45	41,370	205.36
Mercara	216.30	34,088	157.59
Nanjarajpatna	263.89	26,984	102.25
Yelsavirshime	90.82	16,411	180.70
TOTAL	1,582.81	178,302	112.64

36. The numbers belonging to each of the principal divisions or castes are thus returned. There has been an increase under every head since the Census of 1871 except under Brahmans, who have diminished 25 per cent. and Jains.

Brahmans	2,445	Muhammadans	12,541
Rajputs	480	Jains	99
Coorgs	26,558	Parsis	21
Amma Coorgs	475	Europeans	228
Other Hindu castes of good social position	65,801	Eurasians	287
Inferior castes and tribes	21,100	Native Christians	2,637
Non-Hindu or aboriginal tribes	54,630	TOTAL	178,302

37. The following is a summary of the statistics relating to occupations of the people:—

OCCUPATION.	Males.	Females.	TOTAL.
Professional	2,756	60	2,816
Domestic	2,102	12,035	14,137
Commercial	4,449	1,113	5,562
Agricultural	21,409	12,548	33,957
Industrial	6,842	708	7,550
Of no special occupation	23,264	26,929	50,193
Labourers—			
Agricultural	13,951	11,151	25,102
Coffee estate	17,784	9,109	26,893
Headsmen	2,215	206	2,421
General	5,667	4,004	9,671

38. Coorg is a purely highland region, of great natural beauty, formed by the summits and eastern declivities of the Western Ghâts, enclosing narrow winding valleys which are cultivated with rice. Coorg Proper, which occupies the central portion, is covered with forest, save where the clearing of a coffee plantation or the park-like open glades (*báne*) with their beautiful greensward and varied foliage afford a charming variety to the landscape. In vain however the eye searches for towns and villages or other indications of civilized life. Only here and there, in nooks and corners, ensconced amidst groves or clusters of cultivated trees, and betrayed by a wreath of smoke, can one discover the thatched houses of the Coorgs, who love a secluded abode on the rising grounds bordering their rich paddy fields.

39. Towards the north-east the country assumes the champaign character of the Mysore plateau, with scattered solitary hills. The eastern frontier between

the Kaveri and Lakshmanatirtha rivers is covered with almost impervious forest, only inhabited during certain seasons by wandering tribes. The steep chain of the Ghâts on the west falls with great abruptness on the coast side, on which face they are covered with a continuous forest of immense stature.

40. During several months of the year, or from May to September, the country is drenched with the rains of the south-west monsoon, the mean annual rainfall being 135 inches. In the west it amounts to 200 inches and at Mercara to 125 inches. The sun is often not seen for weeks, and as much as 94 inches of rain have been registered in the present month of July, 5, 6 and 7 inches falling within the 24 hours for several days in succession. But the inhabitants adapt themselves to circumstances and learn to make light of the incessant downpour.

41. The Coorgs or Kodagas, the ruling race of the country, together with their hereditary priesthood the Amma Kodagas, priests of Kaveri Amma or Morthor Kaveri (the river), form one-sixth of the population; while the Holeyas and Yeravas their former prædial and menial slaves, now free, form one-fourth more. In other words, the Coorgs with the Holeyas and Yeravas make up nearly one-third of the population. The remainder consist principally of immigrants from Mysore, Canara, Malabar and other parts. The Wokligas or cultivators form 9 per cent. They visit Coorg for labour on the coffee estates during the working season, and then return to their villages in Mysore in time for the cultivation of their own fields.

42. The Coorgs or Kodagas are a distinct highland clan, having a picturesque national dress, and speaking their own language, the Kodagu, a dialect of Kannada or Canarese. They are a fine, tall manly race, with the independent bearing of mountaineers; keen sportsmen, always wearing arms, and fond of athletic feats, which form the principal part of their national pastimes, one of which is the Kailmurta or festival of arms. They have no pretension to caste, but may be classed in the Hindu scale according to the Code of Manu as Ugras, the offspring of a Kshatriya father and a Sudra mother. They have an instinctive aversion for Brahmanical influence. Their religion consists of the domestic worship of the spirits of their ancestors, with an admixture of demonolatry, and the observance of the national festivals in honour of the Kaveri and of the rice harvest. Some of the finest forests are dedicated as Sacred or Dévara-kádu: into these no Coorg will set foot. Except the Amma Kodagas, they are much given to strong drink and love the flesh of swine.

43. They hold their lands on a feudal tenure called Jamma, and esteem it a privilege to serve the Government. For the control of morals and social affairs they have their own takkas or elders, who meet at the ambala or public meeting-place on the village green. These have the power of fining and excommunication. An appeal lies from the village takkas to the Nad Mukhyastaru or chiefs of the Nad, an assembly of all the takkas of the Nad.

44. The Kodagitis or Coorg women are a fair race, distinguished by their mode of wearing the cloth with the gathering of folds at the back. They are very industrious, as owing to the patriarchal system of living, which however is now to some extent being broken up, all the descendants of the same family live together on the same premises, forming perhaps a household of over 100 persons, or three or four generations. The women are skilful with the needle, for great pride is taken in the taste and intricacy of the embroidery with which they decorate the kerchiefs, worn by both sexes on their heads, and the festive coats of the men. Formerly it is believed that polyandry was the custom of the Coorgs, or rather a communism of the wives of the brothers of one house, but this does not now prevail, though the levirate law is observed. Polygamy exists to a certain extent. The men it is said in former times did not marry till they were 30 years of age, and even now young people of either sex are not as a rule married before the age of 16. The arrangements are generally conducted through the Aruvás of the respective houses. Every family has an Aruva, an experienced friend from another family, who is its representative, adviser and guardian in all such important affairs.

45. The Kodagu or Coorg language has no written character of its own, but uses the Kannada or Canarese character. It possesses no literature, though there are several striking national ballads or chants, called *palame*, which are sung at the various festivals and domestic events.

46. Of the other classes of the population, the Lingayits or Sivachars, to which sect the Coorg Rajas belonged, are settled almost entirely in the north. They are traders and cultivators, and very bigoted in religious matters.

47. The Muhammadans, who form 7 per cent. of the population, are one-fourth of them Labbes and Mapiles engaged in cultivation: most of the others are traders.

48. The great majority of the Christians, who form 1·8 per cent. of the population, are Konkans settled at Virarajendrapet, descendants of refugees escaped from the power of Tipu Sultan who had carried them captive from the western coast. These are all Roman Catholics and received their present settlement from Dodda Vira Rajendra, the Coorg Raja, who was the firm ally of the British in the wars with Mysore. The number of Roman Catholics in Coorg is 2,508 and of Protestants 644.

49. The official language of the country is Kannada or Canarese, which all understand, and which is the speech of most of the inhabitants. But the Coorgs, with their former slaves the Holeyas and some other tribes, speak (amongst themselves) the Kodagu or Coorg language, which is a dialect of it. Some others of the inhabitants in the north-west, such as the Tulu Gaudas, who are immigrants from South Canara, the ancient Tuluva, speak Tulu, which is also a dialect of Kannada. It has no proper literature or separate character, and is written in the Kannada or Canarese character, but the Tulu Brahmans use a form of Grantha for Sanskrit.

50. Maleyas and Kaniyas, who are astrologers and demon-worshippers from Malabar, speak Malayalam, as also do many of the inhabitants in the south-west, including Muhammadans, who are ignorant of any other language.

51. According to the Census report the following are the numbers speaking the different vernacular languages in use in Coorg:—

Kannada	92,079	Tamil	5,025
Kodagu	28,535	Telugu	5,008
Tulu	9,589	Mahratti	3,055
Konkani	1,689	Hindustani	8,513
Malayalam	10,189	Wild dialects	13,855

52. Of the whole population there are 20,385 boys and 17,954 girls between 5 and 14 years of age. The number returned as under instruction is 4,268 boys and 431 girls. Of the adult population not under instruction 8,839 males and 356 females are able to read and write. It would appear therefore that 87,332 males and 77,076 females are neither under instruction nor able to read and write, and that of these, 16,117 must be boys and 17,523 girls of school-going age.

53. But if the ratio of 15 per cent. on the total population be adopted as that of the children of school-going age, the number would be 15,064 boys and 11,679 girls. Deducting from these the number returned as under instruction, there remain 10,796 boys and 11,248 girls not under instruction. A further deduction on account of wild and wandering tribes leaves a balance of about 10,300 boys and 10,800 girls ostensibly without instruction. But it should be borne in mind that owing to the migratory character of a large proportion of the labouring classes, these figures may be misleading if adopted absolutely as the basis of conclusions regarding the educational state of the country. For the season at which the census was taken is one when the numbers of these temporary immigrants go to swell the figures representing the total population, though they are in no way inhabitants of the country; and a census taken at another time of the year would yield somewhat different results.

54. The present Report will now follow the sections laid down in the outline drawn up by the Commission.

Section A.—Indigenous Schools independent of Departmental aid or inspection.

There are no indigenous schools for advanced instruction: all are elementary.

(1.) The schools are such as are supported by private individuals or small communities. They have no connection whatever with Government, and are not under inspection. They fluctuate very much in attendance, and are often closed

for months together, particularly at the harvest or coffee-picking season. The master is in many cases paid a lump sum once or twice a year, generally after harvest. Sometimes a school is set up as a speculation by some enterprising Brahman from the plains, but the heavy rains usually drive all such characters away.

(2). The number of the schools is returned as 41, containing 470 pupils. They are distributed as follows:—

TALUK.	Schools.	Pupils.	Average.
Kiggatnad	2	22	11.0
Padinalknad	11	148	13.4
Yedenalknad	5	65	13.0
Mercara	9	103	11.4
Nanjarajpatna	5	34	6.8
Yelsavirshine	9	98	10.9
TOTAL	41	470	11.4

(3). The schools in the four southern taluks, which include Coorg Proper, are attended chiefly by Coorgs, except in Mercara, where many of the pupils belong to various Sudra castes. In the two northern taluks there are no Coorgs in indigenous schools, but Sivachars preponderate, being mixed with various Sudra castes. All the above are Kannada schools. There are, besides, Hiudustani schools in Mercara and Virajpet, and a Tamil school in Fraserpet. Some English is taught in three schools situated respectively in Mercara, Kakabe and Tavunad.

(4). The schools are nearly all of one type as regards instruction. Nothing but the merest elements are taught in them. The children learn the alphabet by tracing the letters with the forefinger or thumb in sand spread on the ground before them, and then repeating the sounds in chorus after the head boy of the class. Having mastered the alphabet, they are next taught verses out of the Ramayana or Jaimini Bharata, or in the case of Lingayitis from one of their sectarian books. They learn the verses by writing them with pot stone on blackened boards, and by reciting them in chorus after the master. No meaning is taught, and of this, with here and there an exception, the masters themselves are ignorant, their attainments being confined to repeating the verses. This is done entirely from memory, as though they may have the portions written before them, they can with difficulty read from a book, especially from one they have not seen before. Sometimes the reading of manuscript letters and petitions is also taught, as well as the composition and writing of such. In arithmetic, multiplication tables of integral and fractional numbers are learned, together with some tables of money and weights and measures, by writing them in the sand and repeating them in chorus. This is followed by working sums in addition, subtraction and multiplication on the writing boards.

In Muhammadan schools the alphabet is learned by writing the letters with ink on boards. The Koran is recited in chorus, all the children swaying to and fro, seated on the ground, with the left knee brought up under the chin, pointing to the words with the right forefinger as they go along. But the exercise is nearly an act of memory. No meaning is taught nor is this understood by any teacher as a rule. The scope of the instruction is much the same as in Hindu schools, though more attention is generally given to writing.

The various languages taught have been described in para. 3 above.

(5). The number and attendance of indigenous schools do not seem to have been materially affected by the establishment of Government schools. Except in the trading stations—Mercara, Virajpet, Fraserpet, Kodlipet—and in Kakabe, the indigenous schools are all in places where there is no Government school. The following are the figures from 1872. No returns were received for 1879 and 1880.

Year.	Schools.	Pupils.	Year.	Schools.	Pupils.
1872—73	28	403	1878—79	33	403
1873—74	29	526	1880—81	28	401
1874—75	31	500	1881—82	41	470
1875—76	29	408			
1876—77	30	558			
1877—78	42	493	AVERAGE	33	470

But while the numbers have not been injuriously affected by the operations of the Department, some of the methods of instruction in Government schools are to a certain extent copied. In the Coorg schools the printed books of the Department are in general use, and many are found also in the others.

(6). The fees are said to vary from 4 annas to Re. 1 a month per pupil. But as already stated the sum is often paid in a lump once or twice a year, generally after harvest. The fees in the 41 schools reported as in existence are said to amount to Rs. 2,380 a year, which gives an average of Rs. 58½ per school per annum, but the average varies from Rs. 59 in Yedenalknad and Rs. 80 in Yelsavirshime to Rs. 10 in Kiggatnad. These money payments are no doubt everywhere supplemented by customary payments in kind, with presents of food or clothes at festival times.

Section B.—Primary Instruction recognized by the Department.

(1). The standard of primary instruction adopted in Government schools is that laid down by the Government of India in Resolution of the Home Department No. $\frac{1}{2-16}$, dated the 6th January 1879, as described in para. 5 below.

(2, 3). The number of Government and aided schools is 59, with 3,043 pupils, of whom 305 are girls. Of these schools 6 are English, established by Government, one in each taluk. They contain 346 pupils, one being a girl. The vernacular schools are 53 in number, and have 2,697 pupils, of whom 304 are girls. There are no unaided schools connected with the Department. The following is the distribution of the Nad Kannada schools established by Government.

TALUK.	Schools.	Boys.	Girls.	TOTAL.	Average.
Kiggatnad	10	448	68	516	52
Padinalknad	9	503	89	592	66
Yedenalknad	14	658	97	755	54
Mercara	7	321	20	341	49
Nanjarajpatna	7	260	15	275	39
Yelsavirshime	4	147	6	153	58
TOTAL	51	2,337	295	2,632	50

The aided schools are 3 in number, with 91 pupils. There are two at Virajpet, one for boys and the other for girls, maintained by the Roman Catholics for their parishioners among the Konkani Native Christians. The number of boys under instruction is 31 and of girls 26. The remaining school is also one for Native Christians, carried on by the Basel Mission at their station of Anandapur. It is attended by 25 boys and 9 girls.

(4). The following appointed courses of study show the subjects and languages taught, and the text books in use. The number of pupils learning English is 346, Kannada 2,666, and Hindustani 57.

ENGLISH.

Lower Primary.—First English Book (Garthwaite's Eng.-Kan.), Royal School Primer.
Copy Book No. 1 or 2.
Kathá Saptati.
First Arithmetic, to page 30.
Use of the Map.

Upper Primary.—Second English Book (Garthwaite's Eng.-Kan.), Royal Reader No. 1.
Copy Book No. 3 or 4.
Kathá Manjari, 35 stories.
First Arithmetic, pages 30 to 59, together with Indian tables.
Cunningham's Sanitary Primer (Eng.-Kan).
Duncan's Introduction to Geography, Map of India.

KANNADA.

- Lower Primary—Class 1*—Reading the letters of the Alphabet.
Writing the same on sand.
- „ *2*—Reading the First Book.
Writing words on the board.
Numeration in English and Kannada figures.
- „ *3*—Reading Kathá Saptati or Second Book, with meaning.
Writing to dictation from First Book.
Orthography in Vágvidháiyi (Grammar).
Multiplication tables of integers and fractions.
Simple rules in Arithmetic.
Use of the Map, chief divisions of land and water.
- Upper Primary Class 4*—Padya Sára, 200 stanzas, with meaning.
Reading Kathá Manjari or Third Book, with meaning.
Writing to dictation from Kathá Saptati or Second Book.
Reading manuscript.
Etymology in Vágvidháiyi.
Repeating Amara.
Compound rules in Arithmetic, with tables.
Map of the World, chief countries and cities.
- „ *5*—Padya Sára to end, with meaning.
Reading Agricultural Class Book, with meaning.
Writing letters and petitions.
Reading manuscript.
Vágvidháiyi to end.
Repeating Amara with meaning.
Rule of three, interest, fractions.
Simple mensuration and village accounts.
Map of the World, generally.

HINDUSTANI.

- Lower Primary*—Reading First Book and Muntakhabát-i-Urdu.
Writing to dictation.
Simple rules in Arithmetic.
Sell's Geography, Map of India.
- Upper Primary*—Karima, Hikayet Latifa.
Majmwa Qavayid-i-Urdu, 1st part.
Writing to dictation.
Compound rules in Arithmetic.
Makhzan-ul-Tawarikh, 55 pages.
Sell's Geography, Asia.

(5). The standards of examination are those laid down in the preceding lists. The numbers who have passed under each standard during the past year are not available, but 400 passed the lower primary examination.

(6). The only apparatus allowed to primary vernacular schools is a table and chair for the master, with a blackboard, and a box for books. Sometimes a few benches are granted in a good school for the elder class of pupils, and benches are always supplied to the English schools. There are no libraries so called, attached to the schools, but there are two or three books of reference supplied to them, such as a Bible in Canarese, the gift of the Bible Society, with the Sanitary Primer and the elementary works prepared for vernacular schools on agriculture, vaccination, cattle disease, &c.

(7). The accomodation for the vernacular schools consists of a roomy building in the native style, thatched with straw like the Coorg houses. In many cases a wing is attached for the master to live in. A raised mud seat runs round the wall for the children. There is sufficient light and ventilation provided by leaving a space under the eaves of the roof. In many places local residents of influence have been induced to erect a better style of building, tiled, and with large glazed windows. But in all construction the excessive damp of the climate has to be taken into consideration. The English schools have in every case been provided with buildings of the latter class.

(8). The attendance is registered by the master every day in a printed register supplied for the purpose. A monthly report of the attendance is made to the sub-deputy inspector, who checks the figures at his four-monthly inspection and by the reports of the school panchayet.

(9). For the training of vernacular teachers a normal class is maintained at Mercara in connection with the Central School. Candidates for teacherships, who are selected as far as possible from among the pupil teachers of schools, receive Rs. 5 a month while under training, and have quarters in the boarding-house. They are periodically examined, and on completing a course up to the middle school standard, and passing a satisfactory examination, are appointed to schools as vacancies occur. Their pay commences at Rs. 7 a month, with the prospect of rising to Rs. 10 after 5 years' satisfactory service, and to Rs. 12 after 5 years more. Normal students who fail to pass the final examination but are yet considered qualified for a lower teachership, are made assistant masters on Rs. 5 a month. The pupil teachers are promising boys who have done well in the school and want to become masters. They receive Rs. 3 a month, and teach in junior classes to allow of an opinion being formed of their aptitude for the work. All the Kannada masters have had some measure of training, but those more recently appointed are probably of a higher standard of attainments than those of some years back. An annual conference is held of the masters, when they are examined in subjects appointed for them to study during the year.

The English masters are students from the high school, or applicants from other parts, who have matriculated or are otherwise considered suitable. They receive from Rs. 20 to Rs. 30 a month according to qualifications and work. Assistants in English schools get Rs. 10 a month. By improving themselves they may rise to better appointments.

(10). The expenditure on primary instruction amounts to Rs. 9,640 a year, namely Rs. 2,206 from imperial revenue, Rs. 6,150 from local rates, Rs. 1,064 from fees, and Rs. 220 from private sources. The following is a statement of how it is apportioned :—

PRIMARY SCHOOLS.		GOVERNMENT SCHOOLS.				AIDED SCHOOLS.			
		From Imperial Revenue.	From Local Rates.	From Fees.	TOTAL.	From Imperial Revenue.	From Fees.	From other sources.	TOTAL.
Boys'	English . . .	1,894	.	975	2,869	.	.	.	.
	Vernacular . . .	.	6,150	68	6,218	192	21	110	323
Girls'	Vernacular . . .	.	.	.	.	120	.	110	230
TOTAL Rs. . .		1,894	6,150	1,043	9,087	312	21	220	553

(11). The fees in Government primary English schools are, at Mercara and Virajpet, 8 annas a month for each pupil in the upper class and 4 annas in the lower. In the other schools the rates are a half of these. The rates at Virajpet were doubled during the past year with the consent of the parents to provide for the employment of an assistant master. In Mercara the rates from 1st April 1882 will be 12 annas and 8 annas. This measure also received the approval of the headmen, and is intended to provide for periodical increments to the salaries of the masters. No exemptions are allowed from the payment of fees. In primary vernacular schools fees are not levied, as they are maintained from the local fund raised by the plough tax. In the aided schools, too, no fees are levied from the pupils, the mission bodies making a contribution instead. The fees in Government schools are paid in monthly to the local taluk treasury and credited to Government. The receipt granted by the subedar is forwarded as a voucher to the inspector with the monthly returns of attendance, thus enabling him to check the accuracy of the amount.

(12). No scholarships have been founded for primary schools, but a certain number of stipends are granted to inmates of the boarding-house to assist in meeting the expense of board. A few of the school books in use are given as prizes by the inspector to deserving boys on the occasion of his examination. Anything more depends on donations or prizes that may be offered by private persons.

Section C.—Secondary Instruction.

There is only one high and middle school, namely the Government Central School at Mercara. It will be convenient therefore to treat it as one institution.

(1). The middle school is composed of pupils who have passed the upper primary examination, and covers a course of three years, at the end of which the middle school examination has to be passed. The high school is composed of pupils who have passed this examination and are going through a two years' course to prepare for matriculation.

(2). The number of pupils at the end of the year in the high school was 38, but will generally be about 50. The strength of the middle school is 119.

(3). The number of students who matriculated this year from Coorg was 4, out of 8 sent up: one of them took the 13th place in the first class. The second language taught is Kannada. The above is the only high and middle school. There are no aided or unaided high or middle schools in Coorg. There are no Native Chiefs in Coorg, but Government wards are sent to the Central School. For the education of Muhammadans there are 3 Hindustani and Persian schools established by Government at places where a sufficient attendance can be secured. These are at Mercara, Virajpet and Fraserpet. For the peasantry or rural population, all the Nad schools maintained from the plough tax fund provide the means of education. But the number who attend from among Holeyas is, as may be expected, extremely small. None of the Nad or Muhammadan schools however rise above the primary standard.

(4). The following lists supply information as to the subjects and languages in which instruction is given, and the text-books in use. There are 157 pupils learning English, and these also learn to read Kannada and translate.

SUBJECT.	HIGH SCHOOL.		MIDDLE SCHOOL. (Upper Fourth.)		
	Matriculation Class.	Sixth Class.	Fifth or Middle School Class.	Fourth Class.	Third Class.
LANGUAGE.					
English Poetry . . .	University Text-Book.	Selections from University Text-Book.	Royal Reader, No. 4, or Bradshaw's 5th Reader.	Royal Reader, No. 3.	Royal Reader No. 2.
„ Prose . . .					
„ Grammar . . .	Bain or Morris . . .	Bain or Morris . . .	Manual or Morris's Primer.	Manual, or Morris's Primer.	Manual, or Morris's Primer.
„ Composition . . .	Dalgleish, McMordie.	Dalgleish, McMordie.	Syntax. Graduated Translation Exercises. Parts I and II.	Syntax. Etymology. Graduated Translation Exercises. Part II.	to end of Pronouns. Graduated Translation Exercises, Part I.
„ Handwriting . . .	Exercises . . .	Exercises . . .	Copy Book No. 8 . . .	Copy Book No. 7 . . .	Copy Book No. 5 or 6.
Kannada Poetry . . .	University Text-Book.	Pampa Rámáyana . . .	Padya Sára . . . p. 29 to 75.	Padya Sára . . . to p. 28.	Kathá Manjari . . . to end.
„ Prose . . .					
„ Grammar . . .	Nága Varmma Chhandas.	Sábda Mani Darpana.	Végvidháyini . . . Syntax.	Végvidháyini . . . Etymology.	Végvidháyini . . . to p. 35.
MATHEMATICS.					
Arithmetic . . .	Bernard Smith's School the whole.	Bernard Smith's School to p. 156.	Hamblin Smith . . . p. 108 to 190 and 225 to 233.	Hamblin Smith . . . p. 37 to 91.	Hamblin Smith . . . to p. 65.
Algebra . . .	Todhunter for Beginners, to p. 217.	Todhunter for Beginners, to p. 135.	Todhunter for Beginners, to p. 3.	„ . . .	„ . . .
Euclid . . .	Potts' Books I, II, and III.	Potts' Books I, and II.	Potts' Book I.	„ . . .	„ . . .
SCIENCE.	Roscoe's Chemistry to p. 73. Balfour Stewart's Physics, to p. 89.	Roscoe's Chemistry to p. 43.	Huxley's Introductory Science Primer.	„ . . .	„ . . .
HISTORY.	India . . . Garrett's or Lethbridge's.	India . . . Garrett's or Lethbridge's.	India, Sinclair's small, the whole.	India, Sinclair's small . . . p. 74 to 135.	India, Sinclair's small, p. 23 to 73.
GEOGRAPHY.	Manual, the whole. Duncan's India . . .	Manual Asia and Europe. Duncan's India . . .	Manual . . . Africa, America, &c.	Manual . . . Europe . . .	Manual . . . Asia.

(5). The foregoing show the standards of examination adopted. In the public middle school examination 9 passed out of 25 sent up, and in the matriculation examination 4 were successful out of 8 candidates presented.

(6). The Central School is well provided with a library and with apparatus for teaching natural philosophy and science. The school furniture, too, is ample. What more is required in these matters is provided from time to time from the proceeds of the endowment coffee plantation.

(7). The accommodation is all that can be required, and consists of the premises erected in consequence of the Coorg Petition of 1862 previously described. An extension of the boarding-house is however desirable, as it is now too crowded.

(8). The attendance is marked daily by the master of each class in a printed register, which is inspected by the principal.

(9). There are no arrangements for training teachers other than for primary vernacular schools. The teachers in the high and middle schools are young men who have graduated or passed the previous examinations of the University, and have mostly been educated in Mysore. The following are their rates of pay and prospects in the Central School, the only high and middle school.

	Minimum per mensem.	Maximum per mensem.	No. of equal annual increments.
	Rs.	Rs.	Rs.
First Assistant	70	100	3
Second „	50	70	4
Third „	40	50	2
Fourth „	35	45	2
Fifth „	30	40	2

(10). The expenditure on the high and middle school for the year was Rs. 8,678, of which Rs. 7,518 were charged to imperial revenues and Rs. 1,160 to fees.

(11). The following are the rates of fees. No exemptions are allowed. They are paid into the Government Treasury every month and credited to education, under imperial funds.

Middle school, 12 annas a month for each pupil; high school, one rupee.

These rates from the 1st April 1882 will be raised to middle school, one rupee; high school one rupee and a half.

The increase was specially approved of by the heads of the Coorg clans, to whom the question was submitted at a meeting called for the purpose, and is designed to provide for periodical increments to the pay of the assistant masters.

(12). An amount of Rs. 25 a month is expended on scholarships in the Central School for deserving boys. This charge will in future be met from the endowment fund. For prizes, Rs. 50 a year have been allowed by Government, and this sum has always been supplemented by private donations. There is also the Thomson prize fund of Rs. 1,000, founded in honor of the late Superintendent, invested in 4 per cent. Government paper, the interest of which is applied to the purchase of prizes for pupils of the Central School.

Section D.—Collegiate Instruction.

There is none in Coorg. Youths who matriculate continue their studies elsewhere, as at Bangalore, Mysore, Madras or Mangalore. Moreover this is only the second year in which any have matriculated direct from Coorg.

(3). The following is a statement of the Coorgs who have passed University examinations in arts, but with the exception of two in 1880-81 and four in 1881-82 who matriculated from the Central School, Mercara, all the others passed from institutions out of Coorg.

Examination.	1872-73	1873-74	1874-75	1875-76	1876-77	1877-78	1878-79	1879-80	1880-81	1881-82	TOTAL.
Matriculation	2	2	.	1	2	3	1	2	4	6	23
First in Arts	.	.	2	.	.	1	.	.	1	.	4

The second language of all the candidates was Kannada.

(10). The following Coorgs have joined the public service after collegiate instruction.

(a.) Madaiya, the first Coorg who matriculated, passed the first arts examination in 1874, and was appointed an Attaché to the Mysore Commission. He is now an Assistant Commissioner. Muttanna, who passed the same examinations at the same time, was admitted to the school of engineering and natural science, Bangalore, where he studied for the Forest Department. He is now a Sub-Assistant Conservator of Forests. B. Nanjapapa, who passed the first arts examination in 1880, is now a Nad Parpattegar. Ramaswamaiyengar, a Brahman, born and brought up in Coorg, has appeared for the B. A. examination and is now an assistant master in the Central School.

The following Coorgs entered on professional training with a view to private practice.

(b). Changappa matriculated in 1873, and went to England to Cambridge to study for the Bar. But he fell into a consumption and returned to Coorg in 1876 only to die. K. Nanjappa, who matriculated in 1877, passed the special test examinations, and is now practising as a pleader in Mercara.

(c). K. M. Appaiya joined the Medical College, Madras, and has just passed for the degree of licentiate of medicine and surgery; gaining also the Hobart prize. His ambition is, I understand, to complete his medical training in England. He has now set up as a chemist and druggist in Mercara and practises medicine. Another Appaiya, and Ganapati, have also joined the Medical College, Madras.

(d). Ponnappa and Mandanna are studying engineering in the college of science at Poona.

(11). The effect of collegiate instruction has been to raise the standard of education, and by requiring students to leave their own confined country and exclusive clan associations in order to complete their education elsewhere, has opened their minds and developed their intellectual powers. Madaiya, the first Coorg who thus ventured away from home, distinguished himself as an Assistant Commissioner during the Mysore famine, and received special honourable mention in the Famine Commission Report. Rama Bhadraraya, a Devanga from Mysore, but long employed in Coorg, first as normal master and then as first assistant in the Central School, has lately been taken to the Revenue Department and was appointed acting subedar of Mahadeopet.

Section E.—Female Education.

(1). The only girls' school is the aided Roman Catholic school at Virajpet, kept by nuns, principally for the Konkani Native Christian girls. In the aided Basel mission school at Anandapur many of the pupils are girls, also Native Christians, chiefly children of converts from the Holeyas.

All the Government schools, especially the Nad primary schools, are attended by girls, mostly Coorgs, to the extent of nearly one-eighth. They go to the same schools as their brothers or other relatives, pass through the same classes and course of study, and generally remain to a later age than is usual among Hindus.

As previously described, the establishment of a Government girls' school at Mercara formed part of the scheme set on foot in connection with the Coorg Petition of 1862. The erection of the girls' boarding-house for the purpose was undertaken by Kolavanda Kariyappa, the distinguished Coorg already referred to, and completed in 1872. A suitable matron, in the person of the widow of a pensioned Conductor in the Commissariat Department, was appointed to it. But although several Coorg girls were sent to her as day scholars, no boarders could be obtained; and before long the climate compelled her to resign, which put an end to the project, as no one else could be found to succeed her. It was Kariyappa's wish that a European lady should be brought out for the place; but the uncertainty regarding a sufficient attendance, combined with the deterring influence of the climate in the case of most fresh arrivals, did not seem to warrant a large expenditure on the object at present. Meanwhile the premises are used for the normal school.

(2). In Government schools there are 306 girls reading with boys. In the aided girls' school there are 26 girls.

(3). Most of the Nad schools in Coorg Proper are really mixed schools, though not specifically established as such. Nearly one-eighth of the pupils are girls, chiefly Coorgs. Their presence, I should judge from what I have seen, has a stimulating and enlivening influence on the schools.

(4). The subjects of instruction and books in use are the same as for boys already described. But the girls in Mercara obtain instruction in needlework from the wives of missionaries.

Section F.—Supply and Distribution of Text-Books.

School books, whether local publications, or such as have been procured elsewhere, are supplied from the Central Book Depôt in Bangalore, on monthly indents to the branch depôts in Coorg, of which there is one at the English school in each taluk. Thence they are distributed or sold to the other schools and the public. The Basel Mission also have a depôt at Mercara for the sale of their publications.

Section G.—Provisions for Physical and Moral Training.

The Coorgs are distinguished for their proficiency in athletic sports, which form a prominent feature of their national festivals. There is a good set of gymnastic apparatus at the Mercara Central School, as well as a swimming bath. The boys there go through a regular course of gymnastic instruction in classes. They have also been taught to play cricket, foot-ball, quoits, &c., all which they take to as to the manner born.

There are no special arrangements for moral training beyond what is obtained by good example, order and discipline, and the aim of the general literature included in the curriculum.

The Coorgs evince much laudable anxiety however on this subject, and the fathers or lads who come from Coorg to study in Bangalore, have made special arrangements for their living together under a guardian sent with them to protect them from the temptations to which they are naturally exposed.

Section H.—Grants-in-aid.

The Grant-in-aid rules are given in the Appendix.

(1). The only system in force is that of a regular monthly grant, calculated with reference to the standard of instruction and the expenditure from private sources. The advantages of this system are that it gives to the grant an element of permanence and stability which enables the managers to count upon its regular continuance, provided the reports upon the school are satisfactory. It is therefore free from the uncertainty which attaches to the result system, under which many temporary and accidental circumstances may interfere to prevent the gain of the maximum payment fairly earned.

(2). The grants are drawn monthly from the local treasury on a receipt which must be countersigned by the Director of Public Instruction. The results of the periodical examination of each school by the inspector are furnished at once to the Director, who is thus kept informed of its condition, and by withholding countersignature of the grant has the means of a monthly check upon the management.

(3). The amount of a Government grant can in no case exceed the sum to be expended on a school from private sources. For schools educating up to the University entrance standard; the grant, as a rule, does not exceed one-half of the income guaranteed from local sources. For other schools, in which the expenditure is more than Rs. 30 a month, the grant does not, as a rule, exceed two-thirds of the income guaranteed from local sources. In girls' schools the payment of fees is not insisted on as a condition of the grant. There are special clauses providing for building and furniture grants.

Section I.—Inspection and Control.

(a.) (1.) There is one European inspector of schools for Coorg, who is also principal of the Mercara high school. Subordinate to him is a Coorg sub-deputy inspector, specially for the Nad vernacular primary schools.

(b.) The subedars, parpattegars and other Government officials are expected, as opportunities offer, to visit the schools within their jurisdiction, and record their remarks in the visitors' book kept at each school. A copy of the remarks is forwarded to the inspector.

(c.) The local committees consist of the school panchayets, whose composition and functions have already been described in paras. 28—30.

(d.) There are no other definite agencies for inspection, but missionaries, planters, and others who feel an interest in the matter, occasionally visit the schools and enter their remarks in the visitors' book.

(a.) (2.) The inspector is responsible for all the schools in Coorg. The sub-deputy inspector acts under his orders, but is specially charged with the duty of inspecting the Nad vernacular primary schools, which number 53 with 2,697 scholars.

(b.) The inspector's tours of inspection are made during the vacations at the high school, and on occasional holidays during the dry months. He estimates that one-fourth of his time is given to inspecting, and office work connected therewith. The sub-deputy inspector is expected to visit each of the schools under him once in four months, but during the monsoon season it is often necessary to relax the rule a little.

(c.) The rules for the guidance of inspecting officers require them to examine the classes in a school with reference to the standards laid down by the Government of India. A fixed number of marks is assigned to each of three main heads of instruction—language, mathematics, and other knowledge. An equal number of questions being put to all the pupils in a class examined in the same subjects, every pupil who obtains one-fourth of the marks assigned to the sub-division of a head and one-third of the aggregate of that head is considered to have passed in it. If he passes in all heads of the standard examined, he is fully passed and promoted to a higher class. These results are entered in the tabular statements which are forwarded to the inspector.

(3.) The inspector has at head-quarters to conduct the high school as principal, besides attending to the office work connected with inspection. The sub-deputy inspector has accounts, correspondence, &c., to write up and dispose of.

(4.) Control has cost Coorg nothing, as the Mysore Director of Public Instruction has never drawn any separate allowance as Director for Coorg, and from the time to which this report is brought down, owing to the rendition of Mysore to Native rule, the control is vested directly in the local Government.

- The cost for inspection for 1881-1882 was Rs. 1,301, of which Rs. 821 for the inspector, principally travelling allowances and establishment, was chargeable to provincial funds, and Rs. 480 for the sub-deputy inspector, chargeable to local funds. If, however, one fourth of the salary of the principal and inspector be charged to the latter head, it would add Rs. 1,500 a year to the estimate of the cost of inspection.

Section J.—District and Branch Committees or Local Fund Boards.

The composition of the school panchayets and the extent of their powers have already been described in paras. 28-30.

Section K.—Functions of Municipal bodies with regard to the maintenance and control of Schools.

There are municipal boards in Mercara, Virajpet, Fraserpet, Somavarpet, and Kodlipet. Hitherto they have had nothing to do with educational matters, nor is there any contribution to education from municipal funds.

Section L.—Withdrawal of Government from the direct management of Schools or Colleges.

It has already been seen that in 1842, when the Roman Catholics set up a school at Virajpet, the Government school was withdrawn in their favour. In 1855 again, the Mercara school, the chief Government institution in the country, was made over to Dr. Moegling in connection with the Basel Mission, and this arrangement continued even after the Educational Department was formed. On Dr. Moegling's departure, the same relation was maintained with Mr. Richter, and was only terminated by the voluntary abandonment of the field by the Basel Mission in 1863.

Section M.—General Relations of Departmental Officers to private Schools or Colleges.

(1.) The Departmental officers are expected to act impartially in relation to private schools in competition with Government schools. There is only one such possible case however in Coorg, and that hardly one in point, namely, at Virajpet. No complaints have been received in regard to it. The English school originally established there by Government in 1834, as already stated, was given up in 1842, as soon as the Roman Catholics, to whom all the pupils belonged, provided a school of their own, the latter being assisted with a grant-in-aid. But expressly designed as a parochial school for Native Christians, it was not attended by Coorgs, for whom therefore in 1870 a Government school was opened. Being situated in the heart of Coorg Proper, this has all along been the best attended of the taluk English schools.

(2.) No preference is shown to one private school over another, except in so far as they may differ in the value of the instruction given. But there are really, it may be said, no such cases in Coorg, unless indeed somewhat more indulgence may be shown to Muhammadan than to other schools, with a view to encourage a class which has fewer schools, and which is believed to be backward in educational progress. But as Muhammadan schools are, as a rule, exclusively meant for their own sect, they can hardly be considered as in competition with Hindu or other schools.

IV.

Tabular Statements.

55. These are appended to the report.

Form i. The terms towns and villages, apply but in a very limited sense to Coorg. Mercara is the only place entitled to the name of town and containing over 5,000 inhabitants. Virajpet, the next most important place, has less than 5,000 inhabitants. The term village is applied, not as elsewhere to an aggregate of houses and streets, but to a whole valley or all the vergs or

farm-lands of one community with the detached homesteads scattered over the entire area. Villages, in the ordinary acceptance of the term, are found only out of Coorg Proper, as in Yelsavirshime.

Form ii. The unaided schools are omitted as not being under regular inspection, though they are occasionally inspected and all are supposed to be open to inspection. As reported in section A (2), there are 41 unaided schools with 470 pupils, of whom 12 learn English and 458 a vernacular language.

Though there is only one girls' school, it will be seen that 306 girls attend boys' schools, forming about one ninth of the pupils.

European and Eurasian children, so far as there are any, are generally sent to Bangalore or other places for education. But the Europeans are mostly single men, there being only 56 females to 172 males. Among Eurasians there are 159 males to 128 females. An attempt made to establish a school for this class in Mercara resulted in a promise of only five children.

Form iii. As there is only one high and middle school, both of them departments of the Mercara Central School, the expenditure has been shown in one sum.

The cost of inspection includes no portion of the salary of the inspector and principal, which is all assigned to the latter office under high and middle schools.

The cost of educating each pupil in unaided institutions, which are all primary, gives an average of ₹5-1-0 per annum.

Form iv. To study for examinations beyond matriculations, the Coorgs come to the Central College, Bangalore, or go to Mysore, Madras or Mangalore.

Form v. There are no aided schools under Native managers. No Native schools have ever applied for aid.

V.

General Summary and Recommendations.

56. The microcosm of Coorg, in its educational history, presents, as in a nutshell, some of the principal problems that are proposed for the consideration of the Education Commission. The period during which Coorg has been under British influence is close upon half a century, and for 48 years one of the direct aims of Government has been to promote education in the country.

57. First there was a period of 20 years during which the field was occupied by Government alone. But during this long time, owing chiefly to parsimony in expenditure and the absence of specific supervision, the educational arrangements proved barren of results. This is more to be regretted, as the people when they first came into our hands were reported to be freer from prejudice and more open to instruction than perhaps any other classes of the Indian population. While the annual revenue of the country had in these 20 years nearly doubled itself, rising from ₹1,17,000 to about 2½ lakhs, the maximum expenditure for education had been rigidly restricted to the original ₹90 a month or ₹1,080 a year. Every change or intended improvement was marked only by the expedient of a minuter subdivision of this trifling sum, until by general consent the very insignificance of the stipends allowed to the masters, made it ridiculous to attach the slightest value to their services as an educational agency. "The Coorgs" said Dr. Moegling, with reference to these 20 years, in words already quoted, "have been taught nothing and have learned nothing. But" he pathetically ends, "who cares for poor little Coorg?"

58. We next come to 1854, the date of the Educational Despatch. It was at this time that Dr. Moegling, who had under singular circumstances commenced the Protestant Mission in Coorg in 1850, "repaired to Bangalore," as he himself has recorded, "for the purpose of applying to Lieutenant-General Cubbon, the Commissioner of Mysore and Coorg, for Government support in

behalf of English and Canarese schools to be established, in connection with the Mission, among the Coorgs. His application," he goes on to say, "has been received with great kindness, and he feels assured that his adopted country, after having been neglected for a while, will receive its full share of the bounty of an enlightened and noble Government, now happily bent on the glorious task of rousing the intellect of India from its sleep of ages." Into the hands of this enthusiastic champion of enlightenment the higher education was freely delivered up with adequate support; and the Commissioner testified in 1857 that a measure of success had been attained in the teaching of the Coorgs "moderate it is true, but still far beyond what in three years could have been hoped for."

59. In 1857 the Educational Department was formed, but Dr. Moegling's work was not disturbed. On the contrary, he was confirmed in the management of the Mercara Anglo-vernacular school, and granted a salary of ₹250 a month. Including this, a sum of ₹4,602 a year was assigned for education in Coorg, the revenue being then ₹2,34,748. But the troublous times of the mutiny intervened and prevented anything fresh being undertaken. Dr. Moegling however continued his educational work till the end of 1860, when he left India, and his health did not allow him to return. Here ends the second stage, extending over six years, during which the principles of the Despatch of 1854 would seem to have been strictly applied.

60. Mr. Richter, who had been Dr. Moegling's coadjutor, now took up the cause and brought the vernacular schools also under an improved system. With the recent rise of coffee cultivation, the consequent influx of European planters, and the extravagant visions of wealth conjured up by the young industry, a flood of new ideas and aspirations had broken in upon the seclusion of the Coorgs. These and other causes gave rise to the remarkable petition of 1862. But the Basel Mission also simultaneously of their own accord withdrew from their connection with the schools, which there is no reason to suppose might not otherwise have continued to the present time.

61. The progress of education during the subsequent period followed a good deal on the fortunes of the building operations set on foot under the lately sanctioned scheme of the Coorgs, Mr. Richter's time and attention being much absorbed therein. We thus arrive at 1871, when these various undertakings had been brought to a completion, and a fresh start was to be made. The third period of about 11 years thus closed was marked by decided improvement in the primary vernacular schools, while the English instruction had been kept up, taking much of its tone however from German media. The educational expenditure had increased—the annual revenue of the country being ₹5,37,699—to ₹13,620 a year. Still, so rapid had been the contemporary educational progress in other parts of India, that the Supreme Government, even at this time, pronounced the opinion "that the progress which the province of Coorg has made in the first and main element of civilization, since its annexation, can scarcely be considered favourable."

62. The final period embraces the past decade, down to the present year of 1882. During this time, provision was made for the extension of primary vernacular education by means of a local fund formed from the plough tax: the standards of instruction were systematised to correspond with the recognized gradations in other parts of India: special arrangements were made for the teaching of Muhammadans: English primary schools were established in the taluks: and a closer and more regular method of inspection was kept up for all the schools throughout the country. The character of the middle and high education was vastly improved. The barriers of Coorg, it may fairly be said, were again thrown down, in another than a physical sense, as at the time of the annexation. The foremost Coorg youths, no longer restricted within the limits of their own clan and country, began to press out into the world beyond. The University and official success of those who first headed this movement imparted an impulse to such emigration, and promoted larger views as to the scope and advantages of a liberal education.

63. The public revenue had now reached Rs.7,06,961, and the educational expenditure risen to Rs.22,737 a year. But of this only Rs.13,230 was met from imperial revenues, even less than in 1871; of the remainder, Rs.9,266 was defrayed from local funds, and Rs.241 from private sources. The returns from school fees

had from Rs. 690 to Rs. 2,224 a year. The Government and aided schools contained 3,233 pupils. Meanwhile the unaided schools had not been stifled, but contained 740 pupils additional to the above. Altogether 3,703 children were accounted for out of a potential juvenile population of school-going age reckoned at about 21,000, the latter total however being subject to considerable limitations.

64. These are substantial results. That numerically stated they do not appear more striking is due to the small scale of the country itself; on which account indeed it has been at a disadvantage in many ways, and chiefly in the monetary provision made by the Government of India for its education. On the other hand, it must be borne in mind that the gallant Coorgs are an unlettered race; physical endurance and personal prowess have ever been more in demand among them than mental culture. Their very language is unwritten, and their only literature, if such it can be called, consists of a few chants or ballads orally transmitted. But they are withal free from caste prejudices and conspicuous for their unswerving loyalty. So marked has been the display of this feeling towards the British, that they were specially exempted from the operation of the Disarming Act passed after the mutiny "in consideration of the exalted honour, loyalty and intrepidity of this little nation of warriors, and in recollection of its conspicuous services in aid of the British Government."

65. Taking into account therefore the limited scale and the difficult nature of the country, the vicissitudes of its climate, the natural illiteracy of its native inhabitants, the migratory character of its alien population, and the scanty allowances that have been granted for its educational expenditure, it may perhaps be allowed that the results obtained in the last 10 years are not altogether incommensurate with what larger provinces can show. But a freer intercourse with the world, the growing wealth of the country, and above all, the now proved abilities of the Coorgs in the intellectual arena, warrant the bestowal of a more liberal share of attention on matters educational in this interesting little province. To take up the several points referred to in the Government Resolution appointing the Education Commission:—

66. It will be evident from the annals contained in the foregoing Report that the aims of the Despatch of 1854 have been fully carried out as far as means and opportunities allowed, and in fact that its principles had been brought into action even before the time when it was published. In particular, the manner in which the popular element has been made co-operative in educational measures, by submitting all proposed important changes for the opinion of the headmen of Coorg and obtaining their consent, will not have escaped notice.

67. Elementary instruction, it will be seen, has for a considerable period been specially promoted. Indeed all the schools in the country except the Mercara school are primary schools. The wants of the Coorgs in this respect are probably adequately met by the existing arrangements. For the other settled classes of the population also, due provision exists, or can be made, as promising openings present themselves. In regard to the migratory labouring and trading population there are many difficulties, and the numbers that can under the most favourable circumstances be brought under instruction from such classes will probably always be small. These remarks apply still more forcibly to wild and wandering tribes. The only recommendation that occurs under this head is that other languages spoken by the people be recognized as media of instruction besides Kannada and Hindustani.

68. Whether the Kodagu or Coorg dialect itself should be reduced to writing, and form a direct subject of instruction, is a question that should be determined by the popular opinion of the Coorgs themselves. They have never hitherto made any demand to that effect, nor is Coorg taught even in any indigenous school. On the other hand the general tendency with the Coorgs has been to conceal the language, especially from Europeans and strangers, confining its use to strictly private and domestic purposes. The Tulu stands on the same footing. Both are unwritten languages, but use the Kannada character in case of need. Sanskrit works however are copied by the Tulu Brahmans in a form of Grantha, called I believe Tigalare, and this is sometimes mentioned as the Tulu character.

69. With regard to the resources from which elementary education can be extended, the existing local fund for primary vernacular schools consists entirely of the rates levied under the plough tax, a voluntary imposition accepted

by the Coorgs specially for education, and this is inadequate to meet greater charges than at present. By transferring the cost of inspection to provincial funds some addition could be obtained. The only other resource would be to levy fees or contributions from those who do not pay the plough tax, if there be any such requiring schools. But for any extensive outlay a grant from provincial revenues may well be added, considering how enormously they have increased, and how insignificant a proportion the educational grant now bears to them. Such a grant, to the extent of Rs. 2,500 a year, was offered by Government in framing the scheme now in operation, but on terms that could not be carried out; namely, that the people, who had already just taken upon themselves the plough tax of Rs. 5,200 a year, should make a further contribution of Rs. 2,500 equivalent to the grant offered.

70. Possibly some of the wealthier Coorgs would not be found unwilling to take upon themselves the charge of a primary school in their own village or estate, especially if the school were named after the house. But in all such matters they consider that having elected to pay the plough tax, nothing more should be required of them; and there is ever the fear that consent to defray local charges of this nature will only lead to further requisitions for other purposes, and thus a general indirect system of higher taxation be introduced to the detriment of the privileged jamma tenure which is the birthright of the Coorgs. Many however have actually built premises for a school at their own expense. But this is different from a standing monthly charge.

71. The municipalities in Coorg are quite in an infant state, and as already described there is only one place entitled to be called a town, namely Mercara. No municipal contributions are now made for education. Still the municipalities at Mercara and Virajpet might be allowed a certain measure of control over the local vernacular schools. The others it is believed are not yet developed enough to do anything, and it is doubtful whether any of them is in a position to make contributions for education.

72. The rates of fees levied have been from time to time considerably raised, and with the willing consent of those affected: they are now probably as high as they can be at present. But a uniform rate is imposed on all reading for the same standard. The only change that could be made would be to graduate the scale according to the means of the parents, and this, in Coorg, would probably be more easily done than in many other parts. But on the whole it seems desirable not to disturb the existing system, which is annually yielding higher returns.

73. Secondary education, embracing the middle and high school standards, as now more rigidly defined than formerly, is just at this moment in a very nascent condition though one full of promise. It would be a great pity to nip in the bud the young growth of the last two years, which, if judiciously fostered, bids fair to satisfy without outstripping the reasonable aspirations of the people, and the declared intentions of Government in regard to this important stage of instruction.

74. The number of indigenous schools is annually the subject of inquiry. Inducements are also held out to promising teachers in them to put themselves under training with a view to Government employment. They sometimes profess to be better off as they are than they would be in Government service. But this is generally done to enhance their own importance, with a view to getting better terms. The pay, on the other hand, of the Government schools is not better than good private masters can get for a time, and there are, no doubt, perquisites which the former feel themselves precluded from accepting on account of their being in Government employ, and which for the same reason the people consider themselves excused from offering. While the Government schools have been increasing, the indigenous schools do not seem to have diminished. There has thus been a clear gain.

75. The subjects of instruction in indigenous schools and any popular methods employed in them are as much as possible introduced into the Government schools. Thus the complicated arithmetical tables are taught in the same way, though an improved system of arithmetic is taught alongside of them. The learning and chanting of poetical selections from popular books is encouraged, but the meaning is taught at the same time. This generally produces much impression on spectators, who have been accustomed to regard the ability

to analyse and explain poetry as specially the mark of a pandit or scholar. The smallest children, again, learn to write with their fingers on sand, as in native schools, singing the letters in chorus.

76. The arrangements for the training of teachers are quite adequate for much higher results than any at present attained. But among a well-to-do race like the Coorgs, the candidates obtainable for training are exceedingly few in number and, as a rule, only of a very low order of attainments. The spread of a superior system of instruction as now introduced will in time produce its natural result in providing a better educated class of youths to be trained for appointments as masters, and this effect must be awaited.

77. The standard of middle school instruction is regulated by the requirements of the Madras middle school examination, and that of the high school instruction by the provisions for matriculation at the Madras University. Neither of these tests is subject to any local control that can be exercised in Coorg.

78. The existing inspecting agency is calculated to meet all requirements that can at present be foreseen. The illiterate character generally of the population of Coorg precludes the employment of voluntary agency on any considerable scale for testing progress in teaching. There is no learned class such as exists in most parts of India. But the local punchayets do good work in ensuring regular attendance, upkeep of premises, and other such matters as can fitly be entrusted to them.

79. The grant-in-aid system has been availed of to a very limited extent, but this arises from no defect or hindrance in the system itself: it is due to the absence of agencies to take advantage of it. The only mission bodies receive grants to the full extent allowable, and no Natives or others have ever made any application on the subject, although the rules are translated into the vernaculars and there is no ignorance in regard to them. The payment-by-results system seems applicable to the indigenous schools, which might thus be brought under Government influence. But it should be borne in mind that both Lingayits and Muhammadans are, as a rule, from bigoted religious views, averse to Government interference in any shape, and especially so in a secluded country like Coorg. These are the only classes that have private schools to any extent.

80. Female education, so far as the Coorgs are concerned, presents fewer difficulties than in many parts of India, owing to the absence of prejudice on the subject and the later age at which girls are married. The attendance of so many girls in the boys' schools is an exceptional and pleasing feature, and exerts, it is believed, a good influence. One special provision for female education unfortunately remains inoperative as described in the Report. This is the girls' boarding school erected in Mercara by Kolovanda Kariyappa under the scheme set forth in the Coorg Petition of 1862. The first step towards carrying out the original object of this institution would be the appointment of a suitable mistress, and for this purpose it seems necessary that a European lady having the requisite qualifications should be engaged, who would devote herself to the work. The expenses attendant on such a measure it would seem most just that Government should make provision for, especially as suitable premises have been erected at private expense. It may be hoped that girls who have made a beginning in the Nad primary schools would be sent here to finish their education were the boarding school started on a footing adequate to the wishes of the Coorgs. It does not appear possible to do any thing more, locally, in the matter than has already been tried.

81. To conclude—Coorg, I think it will be admitted, may certainly claim credit for the advances made in education, especially during the last few years. What, then, is the task that remains? It is to extend the same benefits to those of the juvenile population who are not yet brought under systematic instruction. And to do this, moreover, in the face of the special difficulties that present themselves in the nature of the country, the peculiarities of its climate and the character of its population. Disregarding the physical obstacles, and looking only to the people, we have in relation to the dominant and exclusive class of the Coorgs, no difficulty, quite the reverse; and they are the best provided hitherto with means of education: nearly all the boys of school-going age and one-sixth of the girls are in our schools. The servile classes of Holeyas and Yeruvas form the next principal section of the settled population. They are not, however, any more here than the corresponding classes elsewhere, amenable to the means of in-

struction ; and though they are not and should not be overlooked, it* must be many years before any considerable measures can be reasonably demanded for the education of their children.

82. There is then left for consideration a vast body of migratory traders, labourers and plantation coolies, drawn from various countries and speaking all the languages of Southern India, to a great extent also unaccompanied by their families. In addition to these are the wild and wandering tribes inhabiting impervious forests. It is obvious that a poor field is presented for educational operations among such unsettled immigrants and barbarous nomads of the woods. Possibly some enactment requiring large employers of labour to make specific provision for education among the hands dependent on them might be beneficial.

83. The upshot of this whole inquiry into the state of education in Coorg would therefore seem to be,—that what could be done has been done, and this to a greater extent than mere figures would indicate; also that what remains to be done holds out promise of success only in so far as the settled population is concerned.

BANGALORE,
July 1882.

L. RICE,
Director of Public Instruction.

Return of Arts Colleges, Schools and Scholars in Coorg for the official year 1881-82.

Number of Revenue Districts.	Total area of Province.	Number of towns and villages.	Total population.	INSTITUTIONS AND SCHOLARS.				TRAINING SCHOOLS OR SPECIAL SCHOOLS ATTACHED AS DEPARTMENTS TO GENERAL SCHOOLS.						GRAND TOTAL.	PERCENTAGE OF		REMARKS.																																						
				UNIVERSITY EDUCATION.	SCHOOL EDUCATION, GENERAL.			Schools of Art.	Medical Schools.	Engineering Schools.	Training Schools.	Industrial Schools.	Other Schools.		Colleges and Schools to number of towns and villages.	Male scholars to male population and female scholars to female population.																																							
1	2	3	4	5	6	7	8	9	10a	10b	10c	10d	10e	10f	11	12	13	14																																					
1	1,583 ^a	503 ^a	Males. . . 100,108 Females . . . 77,679 TOTAL *177,787 ^a	Institutions																																																			
				<table border="0"> <tr> <td rowspan="2">Institutions</td> <td rowspan="2">{</td> <td>For males</td> <td>1</td> <td>1</td> <td>59</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>1</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>62</td> <td>12.32</td> <td>. . .</td> <td></td> </tr> <tr> <td>For females</td> <td>. . .</td> <td>. . .</td> <td>1</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>1</td> <td>20</td> <td>. . .</td> <td></td> </tr> </table>	Institutions	{	For males	1	1	59	1	62	12.32	. . .		For females	1	1	20	. . .																
Institutions	{	For males	1	1			59	1	62	12.32	. . .																																				
		For females	1	1	20	. . .																																						
				TOTAL		1	1	60				1			63†	12.52																																							
				Scholars																																																			
				<table border="0"> <tr> <td rowspan="2">Scholars</td> <td rowspan="2">{</td> <td>Males</td> <td>37</td> <td>118</td> <td>2,738</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>7</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>2,900</td> <td>. . .</td> <td>2.81</td> </tr> <tr> <td>Females</td> <td>1</td> <td>1</td> <td>331</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>. . .</td> <td>333</td> <td>. . .</td> <td>.42</td> </tr> </table>	Scholars	{	Males	37	118	2,738	7	2,900	. . .	2.81	Females	1	1	331	33342																	
Scholars	{	Males	37	118			2,738	7	2,900	. . .	2.81																																				
		Females	1	1	331	33342																																						
				TOTAL		38	119	3,069				7			3,233†		1.81																																						

* Excluding the European and Eurasian population (515).
 † Forty-one private uninspected indigenous schools with 470 pupils are excluded.
^a Figures according to the Imperial Census of 1881.

Return of Schools and Scholars in Coorg for the official year 1881-82.

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.							AIDED INSTITUTIONS.						UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.						Grand Total of Institutions.	GRAND TOTAL OF SCHOLARS ON 31st MARCH, LEARNING			CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31st MARCH.							REMARKS.			
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, learning			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, learning			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, learning			Grand Total of Scholars on 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.*	Native Christians.	Hindus.	Muhammedans.	28f		28g		
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.					English.		A classical language.												A vernacular language.	28a	28b	28c	28d	28e
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	28f	28g	28
UNIVERSITY EDUCATION.	Arts Colleges.																																	
	English																																	
Oriental																																		
SCHOOL EDUCATION.	Schools for General Education.																																	
	Boys.	High Schools English																																
		High Schools Vernacular																																
		Middle Schools English																																
		Middle Schools Vernacular																																
		Primary Schools English																																
		Primary Schools Vernacular																																
	Girls.	High Schools English																																
		High Schools Vernacular																																
		Middle Schools English																																
Middle Schools Vernacular																																		
Primary Schools English																																		
Primary Schools Vernacular																																		
Schools for Special or Technical Training attached as Departments to General Schools, viz. :—																																		
Schools of Art																																		
Medical Schools																																		
Engineering Schools																																		
Training Schools for Masters																																		
Training Schools for Mistresses																																		
Industrial Schools																																		
Other Schools																																		
TOTAL OF PUBLIC SCHOOLS																																		
Private unvisited Schools																																		
GRAND TOTAL FOR THE PROVINCE OF COORG																																		

H

I.—The term classical languages in columns 7, 14, 21, and 26 includes European and Oriental classical languages.
 II.—By aided schools are meant schools not managed by Government Officers, but receiving aid from Provincial Revenues or Local Rates or Cesses.
 III.—Unaided schools are those schools not managed by Government Officers and not receiving aid from Provincial Revenues or Local Rates or Cesses.
 * Attending schools for natives of India.

Return of Expenditure on Educational Establishments in

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.								AIDED INSTITUTIONS.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g
<i>Arts Colleges.</i>															
University Education.	English														
	Oriental														
<i>Schools for General Education.</i>															
SCHOOL EDUCATION.	Boys .	High Schools	English												
			Vernacular												
	Middle Schools	English													
		Vernacular													
	Primary Schools	English	1,894		975				2,869						
		Vernacular		6,150	68				6,218	192			21		110
	Girls .	High Schools	English												
			Vernacular												
	Middle Schools	English													
		Vernacular													
Primary Schools	English								120					110	
	Vernacular														
<i>Schools for Special or Technical Training attached as Departments to General Schools, viz.—</i>															
Schools of Art															
Medical Schools															
Engineering Schools															
Training Schools for Masters 1,890 1,890															
Training Schools for Mistresses															
Industrial Schools															
University															
Direction															
Inspection*															
Scholarships	Colleges														
	Schools	301						301							
Buildings	494	433						927							
Miscellaneous															
TOTAL	12,097	6,563		2,203				20,883	312			21			220

I.—The average annual cost of educating each pupil is calculated
 II.—In calculating expenditure from Provincial Revenues or any other fund, all payments or contributions from fees or other sources credit
 * The expenditure on Inspection being for the common box

Coorg for the official year 1881-82.

UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.						TOTAL EXPENDITURE.			GRAND TOTAL.	Percentage on Total Expenditure.	AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN									REMARKS.		
Endowments.	Subscriptions.	Fees.	Municipal Grants.	Other Sources.	TOTAL.	Provincial Revenues.	Other sources controlled by Government Officers.	Other sources not controlled by Government Officers.			Government Institutions.				Aided Institutions.				Unaided Institutions.			
											Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.		Cost to Municipalities.	
4a	4b	4c	4d	4e	4	5a	5b	5c	6	6	7a	7b	7c	7d	8a	8b	8c	8d	9a	9b	10	
..	7,518	1,160	..	8,678	38-17	65-4-0	56-3-5	..	..	..	..	..	..	..	..	..
..	1,894	975	..	2,869	12-61	8-8-7	5-10-2	..	..	..	..	..	..	..	..	..
..	192	6,218	131	6,541	28-78	2-9-2	..	2-8-9	..	5-10-8	3-5-11	..	..	..	..	..
..	
..	120	..	110	230	1-01	..	..	..	..	14-6-0	7-8-0	..	..	..	..	..
..	
..	1,890	..	..	1,890	8-60	315	315	..	..	..	..	..	..	..	..	..
..	
..	821	480	..	1,301	5-72	..	..	..	..	..	..	..	..	..	..	..
..	901	..	..	901	1-32	..	..	..	..	..	..	..	..	..	..	..
..	494	433	..	927	4-09	..	..	..	..	..	..	..	..	..	..	..
..	13,230	9,266	241	22,737	100-00	..	..	..	..	..	..	..	..	..	..	..

on the average monthly number of the students enrolled. to that fund have been deducted, and such payments or contributions have been shown as expenditure under the sub-heads to which they belong. of all classes of institutions is shown in columns 5a to 5 only.

Return showing the Results of prescribed examinations in Coorg during the official year 1881-82.

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINERS.					NUMBER PASSED.					CREED OF PASSED SCHOLARS.			PERCENTAGE OF PASSED SCHOLARS TO TOTAL NUMBER AT THE BEGINNING OF THE YEAR ON THE ROLLS OF THE CLASS EXAMINED.		
	Government Institutions.	Aided Institutions.	Other Institutions.	TOTAL.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	TOTAL.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	TOTAL.	Hindus.	Muhamm- dans.	Others.	Government Institutions.	Aided Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19
<i>Arts Colleges.</i>																				
Master of Arts																				
Bachelor of Arts																				
First Arts or Previous Examination																				
<i>Schools.</i>																				
Matriculation	Boys	1			1	8			8	4				4	4					
	Girls																			
Standard equivalent to Matriculation	Boys																			
	Girls																			
Middle School Examination	Boys	1			1	25			25	9				9	9					
	Girls																			
Upper Primary School Examination	Boys																			
	Girls																			
Lower Primary School Examination	Boys	57	1		58	2,978	65		3,043	400				400	400					
	Girls		1		1		26		26											

Return showing the number of Aided Schools in Coorg on the 31st March 1871, 1876 and 1882, and of the Grants awarded during the years 1870-71, 1875-76 and 1881-82.

CLASS OF INSTITUTIONS.	NUMBER OF SCHOOLS.			AMOUNT OF GRANT.			
	1871.	1876.	1882.	1871.	1876.	1882.	
UNDER NATIVE MANAGERS. Arts Colleges { English { Oriental <i>General Education.</i> Schools { English { For Boys { For Girls { Vernacular { For Boys { For Girls <i>Special Schools attached as departments to General Schools.</i> Schools of Art Medical Schools Engineering Schools Training Schools for Masters Do. for Mistresses Industrial Schools Other Schools Building Grants							
	TOTAL						
	UNDER OTHER MANAGERS. Art Colleges { English { Oriental <i>General Education.</i> Schools { English { For Boys { For Girls { Vernacular { For Boys { For Girls <i>Special Schools attached as departments to General Schools.</i> Schools of Art Medical Schools Engineering Schools Training Schools for Masters Do. for Mistresses Industrial Schools Other Schools Building Grants						
TOTAL		3	3	3	312	312	312
GRAND TOTAL		3	3	3	312	312	312

APPENDIX.

Grant-in-Aid Rules.

The local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school under adequate local management, in which a good secular education is given through the medium either of English or the vernacular tongue.

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

- 1st. The pecuniary resources, permanent and temporary, on which the school will depend for support.
- 2nd. The proposed monthly expenditure in detail.
- 3rd. The average number of pupils to be instructed.
- 4th. The persons responsible for the management.
- 5th. The nature and course of instruction.
- 6th. The number and salaries of masters or mistresses.
- 7th. The nature and amount of aid sought.

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

4. The Government will not interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be, for any considerable period, unfavourably reported upon in this respect.

5. In giving grants-in-aid, the following principles will be observed:—

- (a) The Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.
- (b) Grants will be given to those schools only (with the exception of normal schools and girls' schools) at which fees of reasonable amount are required from the scholars.
- (c) In no case will the Government grant exceed in amount the sum to be expended on a school from private sources.
- (d) For schools educating up to the University entrance standard, the Government grant will not, as a rule, exceed one-half of the income guaranteed from local sources.
- (e) For other schools in which the expenditure is more than ₹30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.
- (f) The proportional amounts above laid down for Government grants are *maximum* amounts; and it must not be assumed that the *maximum* will, in all cases, and as a matter of course, be sanctioned.
- (g) The conditions of every grant will be subject to revision periodically.

6. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

7. The erection, enlargement and repairs of school-houses are included among the objects for which aid may be given, subject to the conditions prescribed in paragraph 5c. Whenever a building grant is asked for, a plan and estimate of the building, and the number for whose accommodation it is required, should accompany the application.

8. In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by Government, being devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

L. RICE,

Director of Public Instruction,
Mysore and Coorg

BANGALORE,
The 1st May 1873.